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Secondary Education Activity

Quarterly Progress Report

April 2008 – June 2008



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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
CPL	Center for Professional Leadership in Education
DCP	Director Certification Program
EMP	Education Modernization Project
EQUIP	Educational Quality Improvement Program
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
VSO	Vocational Student Organization
ZELS	Association of the Units of Local Governments of Macedonia

INTRODUCTION

This quarterly progress report details and reflects on the 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 71 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 April 2008 through June 2008 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, Looking Ahead, and Success Stories. 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 will detail changes in staff, any administrative issues, and progress towards project closeout. The Looking Ahead section lists notable activities and events that SEA will undertake during the next reporting period. Finally, Success Stories present SEA achievements using the USAID format.

I. EXECUTIVE SUMMARY

This report for the period of April 2008 through June 2008 tracks the development of SEA activities as well as contributions towards sustainable outcomes. During this reporting period, SEA made solid progress towards our targets, completed some of our deliverables, began planning close-out activities and strengthened partner capacity in order to achieve sustainability on educational improvements. Below is a snapshot of activities SEA accomplished over this reporting period.

Teacher Development Component

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

1. On-going support of mentoring program and school workshops
2. Administrative surveys for teachers and students
3. Sustainability of teacher professional development
4. 53rd Annual IRA Convention

Career Development Component

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

1. Dispersing equipment to Schools in support of Real Firms
2. Preparing and organizing Educational Rendezvous 2008
3. Final regional workshops for Career Centers
4. MASSUM Leadership camp and annual meeting of MASSUM advisors

School Management and School Boards Component

Under this component, SEA focused on the following activities:

1. School Management Manual training
2. Developing School Board Manual
3. Developing School Board Training program
4. Training of trainers
5. Planning School Board trainings

Research, Monitoring & Evaluation Component

Under this component, SEA focused on the following activities:

1. S.O. 3.4 Study activities
2. Monitoring SEA Activities

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. **On-going support of mentoring program and school workshops**
2. **Administrative surveys for teachers and students**
3. **Sustainability of teacher professional development**
4. **53rd Annual IRA Convention**

1. On-going support of mentoring program and school workshops

The goal of the mentoring workshops was to enhance and reinforce the knowledge and skills of teacher mentors for planning effective class, integrating active teaching methods and using formative assessment methods. The training covered how to transform the content through instructional design into sequences of activities and exercises that make content accessible to students. Three IRA volunteers delivered one-day workshops covering 180 teacher mentors from all 50 SEA project schools. Fifteen SEA Macedonian cohort trainers worked together with IRA volunteers. BDE and VET advisors participated during the workshops. The main activities were:

- Assessing the needs of teacher mentors for improving lesson planning
- Using checklist to analyze and improve lessons
- Introducing Professional Learning Community (PLC) meetings and their role in lesson planning for sustainability, empowerment, etc.
- Formulating an inquiry question for sections of lesson planning in need of improvement
- Creating action plans how to disseminate the new experience in the schools with other colleagues

The TDC delivered another one-day workshop using the 15 SEA Macedonian cohort trainers to reinforce previous trainings on the knowledge and skills of teacher mentors for assessment of gained knowledge by students, process skills (critical thinking, problem solving, creative thinking, communication and self-assessment), and attitudes of students.

The participants were the same 180 teacher mentors as in April divided in 7 groups. One IRA consultant worked on designing the workshops and coached 15 SEA Macedonian cohort trainers to conduct the workshops in the schools. Workshop activities included:

- Share reflections of what happened in project schools after April workshop on lesson planning
- Creating checklist for effective formative assessment and feedback
- Using inquiry cycle on daily evidence of student learning (i.e., formative assessments) needed to make adjustments to instruction
- Analyze student work that a) show: critical thinking, problem-solving, creativity, and academic communication, and b) that inform instruction student self-assessment
- Develop Action Plan for sustained school-level and personal-level professional development and inquiry-based reflection

2. Administrative surveys for teachers and students

The TDC team developed the TDC administrative survey completed by teachers and distributed to 50 project schools to self-assess, analyze, and reflect on the interactive teaching methods and student assessment. The main questions of the survey were:

- How often have teachers participated in professional development activities during 2007/08 school year?
- How much are teachers prepared to use the various form of teaching?
- How often do teachers use the teaching methods in their practice?
- What is the teachers' estimation of acquired students knowledge and skills?

Conclusions:

1. The results of 1092 teachers demonstrated that traditional regular meetings and study groups as a forum for professional development are common among teachers. They hold the meetings once in two months but recommend that meetings should be held with more frequency.
2. The schools have established good foundation of professional knowledge. Teachers are better prepared in using teaching strategies that stimulate active participation of the students and asking questions that stimulate critical thinking and problem solving. Teachers need more intensive support in developing knowledge about action research, using of formative assessment, and providing constructive feedback.
3. Teachers need continuous guidance and support for ongoing professional development and to create the culture of collaboration and collective responsibility for the development of effective teaching practice and improved student achievement.

SEA administered the student survey in three project schools: Jovce Teslickov - Veles, Dimitrija Cupovski - Veles, Georgi Dimitrov - Skopje. Students from two classes of the above mentioned schools (164 students) were participants in this study.

The goal of the survey was to obtain information about the teacher's work during research projects, the support teachers give to students during the research projects, student's feelings regarding reasearch projects, students' motivation and benefits during their work on the research project, and to obtain information what students find easy, what they find difficult and to identify what kind of help they need from the teachers.

In general the quantitative results indicate that:

- The majority of students agree that teachers emphasize the importance of research projects, that they give clear instructions about each phase of the project and that they assess the final product based on predetermined criteria.
- Most of the students agreed that many teachers expect them to finish the work on time and to work continuously and diligently.
- Most of the students agreed but not strongly that teachers motivate them, give them feedback and that give them good direction for finding additional sources of materials.
- Students also agreed that project-based work is interesting, that it improves their skills for problem-solving and that knowledge gained on the research project will be beneficial in the future.

3. Sustainability of the teacher development on school level and education system

TDC collaborated with three key education institutions – MOES, BDE and VET center to agree how to continue sustain teacher development and to take full account of good practice and experiences of TDC activities. Schools and teachers need continuous support from educational institutions in their professional development in order to maintain and improve quality teaching that can translate into higher level of student achievement. The TDC Director worked with a USAID team drafting recommendation on the Primary Education Law related on incorporation the professional development standards, standards for teacher competencies, and providing adequate mentoring support throughout teacher's careers.

4. 53rd Annual IRA Convention

Snezana Jankulovska, Teacher Development Component Director, attended the 53rd Annual IRA Convention in Atlanta from May 5–9, 2008 where she presented on: Active Student Engagement and Teacher Mentoring in Macedonia. The presentation can be found in **Annex 1**.

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 Vocational Student Organization (VSO) called MASSUM. So far, the organization has held three national “Educational Rendezvous” an event that 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 that show-case their soft-skills.

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 Development Component (CDC) focused on the following activities:

- 1. Dispersing equipment to Schools in support of Real Firms**
- 2. Preparing and organizing Educational Rendezvous 2008**
- 3. Final regional workshops for Career Centers**
- 4. MASSUM Leadership camp and annual meeting of MASSUM advisors**

1. Dispersing equipment to Schools in support of Real Firms

During the previous quarter (January – March), the Career Development Component assisted schools in their preparation of bids for "Real Firm" support. SEA received 16 bids for support which were reviewed by both SEA technical and financial staff. SEA has chosen 15 schools to receive support for the "Real Firm" activities. The Career Development Component has dispersed the majority of Real Firm equipment to schools. Fourteen schools have been equipped during April through June. SEA will provide equipment to the 15th school mid-August and plan to follow-up with a training to all 15 schools in mid-August.

2. Preparing and organizing Educational Rendezvous 2008

The CDC team together with MASSUM leaders and MASSUM advisors organized and held the Educational Rendezvous 2008. The Educational Rendezvous brought together over 70 schools, faculties and businesses for a three-day event that links vocational schools directly with industry. The schools operated booths to recruit eighth grade students to their programs and presented promotional opportunities to businesses and donors.



Skopje Ballet and Opera House hosts Third Annual Educational Rendezvous where students promote their schools through school booths.



Minister of Education and Science Mr. Sulejman Rushiti meets with vocational students showing their wares developed through SEA's Virtual Firms activity

This year an estimated 30,000 students, teachers and business people attended the Educational Rendezvous 2008. Approximately, 1,200 students were involved into the competitions. The business sectors and MOES donated more than €13,000 through sponsorships. The Educational Rendezvous was covered by mainstream national and local media and attended by the USAID Mission director, Minister of Education and Science as well as other Macedonian dignitaries.

In support of this event, SEA worked closely with the MOES and VET center to organize logistics. The team has managed the coordination of teachers who managed competitions in: job interviews, public speaking, marketing plan development, business plan development, as well as contests for best web page, best school video and poster promotion. The CDC Team also developed an implementation plan and strategy to solicit in-kind contributions from schools and the MOES for the Educational Rendezvous.

3. Final regional workshops for Career Centers

CDC team in collaboration with *employment.com* organized four regional, two-day workshops for Career Center teacher-mentors. The workshop was divided in two parts: Training about “Career Planning” and Curricula for Career Center activities within “free school activities”. SEA delivered printed materials about “Career Planning” and developed curricula for “free school activities to all participants.

4. MASSUM Leadership camp and annual meeting of MASSUM advisors

Traditionally, each year in June, CDC team in collaboration with MASSUM advisors has organized leadership training for new MASSUM leaders and presidents of local MASSUM chapters. The training was conducted by MASSUM teachers who were trained in the past two years by the CDC team. Teachers-trainers showed very good expertise and facilitation skills as well as capacity to continue these trainings in the following years without SEA support. At the same time MASSUM advisors had a traditional annual meeting. Discussions were focused on providing sustainability of MASSUM activities without SEA support. All participants emphasized importance of MASSUM in development of premier leadership skills of students and express readiness to continue with implementation of MASSUM activities. The new members of MASSUM executive board as well as president of the board were elected. In addition, program of activities for year 2008/09 was approved and Curricula for Leadership activities within “free school activities” was developed and delivered to all participants.

C. School Management Component (Director Certification and School Boards Support)

Component Description

The Director Certification and School Boards 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. Having in mind the crucial role of the director and the fact that Certification program provides basic knowledge and skills necessary to run the school, SEA extended its support to school directors through School Management Manual and advanced training on Quality in School, School Finances and Legislation, based on the Manual.

SEA also assisted the MOES in supporting School Boards through defining their roles and responsibilities. SEA has organized regional meetings to raise awareness and inform the School Boards’ members about the important role that they have in governing the school. SEA has developed 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 School Management Component focused on the following activities:

- 1. School Management Manual training**
- 2. Developing School Board Manual**
- 3. Developing School Board Training program**
- 4. Training of trainers**
- 5. Planning School Board trainings**

1. School Management Manual training

In the reported period SEA organized regional trainings for school directors, education inspectors and municipality advisors (381 in total) in the period April 11th through July 3rd. The training was delivered in Macedonian and Albanian language by newly trained trainers paired with experienced DCP trainers including Metodija Stojanovski, Blagoj Trajkov, Jove Jankulovski and Ministry experts, George Nikolov, SEI director, for Legislation, and Sonja Janevska Petkovska and Frosina Raleva from Budget and Investment Department, for School Finances. The SMM component based the three days training on three major topics from the School Management Manual: Quality in School with pedagogical issues like mentoring, instructional leadership; School Financing with budgeting issues, annual plans and reports; and Legislation with legal procedures, school inspection, bylaws, statutes. The schedule of SMM training with number and structure of participants, venues and language of instruction can be seen in the table below.

Town	Date	Training Language	Total number trainees	School directors	State Education Inspectors	Municipal Education Advisors	Other/PEP project
Skopje	April 11-13	Macedonian	26	17	5	2	2
Skopje	April 11-14	Macedonian	27	22	0	5	0
Skopje	May 9-11	Macedonian	23	21	0	2	0
Skopje	May 9-11	Macedonian	18	15	1	2	0
Skopje	May 9-12	Albanian	18	18	0	0	0
Kumanov	May 16-18	Macedonian	21	15	3	3	0
Kumanov	May 16-18	Albanian	17	15	1	1	0
Tetovo	June 6-8	Albanian	26	26	0	0	0
Prilep	June 19-21	Macedonian	27	22	3	2	0
Bitola	June 19-21	Macedonian	20	17	2	1	0
Ohrid	June 19-21	Macedonian	26	21	3	2	0
Struga	June 20-22	Albanian	17	13	1	3	0
Veles	June 25-27	Macedonian	21	16	2	3	0
Kavadarci	June 25-27	Macedonian	16	11	1	4	0
Gevgelija	June 25-27	Macedonian	14	10	2	2	0
Gostivar	June 27-29	Albanian	15	10	2	3	0
Stip	July 1-3	Macedonian	14	11	1	2	0
Kocani	July 1-3	Macedonian	16	12	1	3	0
Strumica	July 1-3	Macedonian	19	17	0	2	0
Total number of trainees			381	309	28	42	2

2. Developing School Board Manual

The SB Task Force, assisted by the consultants, Samuel Benalal and Metodija Stojanovski developed the School Board Manual as an operational tool to assist the school board members in executing their roles and newly defined functions. The goal and the content of the Manual is to set guidelines for SB members, strengthen their role through clearly defined procedures and actions and assist them in performing their duties as defined by the Law. The contents cover: Definition of School Board and Benefits, Legislative framework, Setting Goals and priorities, Effective School Board, SB and school director, School Financing and the School Board, and Communications. The full Table of Contents can be found in **Annex 2**.

The School Board Manual was posted on SEA website for public reading and comments in the first two weeks in June. All received comments were reviewed by the Task Force and incorporated in the final version of the manual. SEA published the manual in both Macedonian and Albanian language.

3. Developing School Board Training program

School Board consultant, Samuel Benalal, came to Macedonia June 11-18 and worked with SM director on developing the training program for training of trainers and one day training for School Board members. He met with Metodija Stojanovski and Blagoj Trajkov, SEA local consultants and together the four of them finalized the training program for the trainers and for SB. The training program, based on the Manual, covers the following topics:

- Decentralization, School Autonomy and School Board: Partnerships and trust; Governance and Management; Benefits from strong SB; and SB roles
- Decision Making: Deming's circle for quality; Analysis of planned and realized; Achieving alternative solutions; and Voting and consensus building
- Quality Assurance: Quality- principles of work to achieve quality; Monitoring and evaluation; Reporting; and School self-evaluation and quality
- Selection of School Personnel: Selecting director- criteria; Selecting new teacher- criteria; and School Board and relations with director and other school bodies.

4. Training of trainers

SEA invited 38 trainers, all newly selected trainers, DCP trainers and SB Task force members for training of trainers held in Skopje, Hotel Vodno, June 16-17th. Thirty-four trainers, coming from all over Macedonia, participated in the training and trained to deliver one day training for school boards in Macedonia. The training was delivered by Samuel Benalal, Metodija Stojanovski and Blagoj Trajkov. The list of trainees can be found in **Annex 3**.

During the training, participants finalized an unified Agenda for the training of School Boards along with activities to be done during the trainings. Participants also identified possible obstacles, questions and answers in regards to the SB functions related to the selected topics.

5. Planning School Board trainings

The goal of the SB training is to raise awareness about the importance of the SB as an agent of grass root democracy on school level and to empower SB members to take over their legally defined responsibilities and strengthen their capacities to cope with their responsibilities through dissemination of information and knowledge on their roles, duties and rights and sharing best practices.

SEA developed a plan for SB one-day training to encompass all school boards in primary and secondary schools. SEA has invited three representatives from each school board representing the three stake-holders in the school board: parents, teachers and school founder (municipality or Ministry). SEA has divided these trainees into 45 groups: 35 Macedonian and 10 Albanian. Participants have a choice of the preferred language for the training. July training will begin on July 2 and held through July 11 for school board members from Skopje, Bitola, Prilep, Resen, Kumanovo and Veles: 9 Macedonian and 3 Albanian, totaling approximately 600 trainees.

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. S.O. 3.4 Study activities**
- 2. Monitoring SEA Activities**

1. S.O. 3.4 Study activities

The component is continuing work on the 2008 S.O. 3.4 study. Over this reporting period, SEA conducted teacher and student surveys along with the problem solving test (PISA) in 64 schools on a sample of 1700 students and 1500 teachers. Four survey administrators entered the data from the surveys and 6 test administrators (four Macedonian and two Albanian) were engaged in test scoring, and one in entering data from the problem solving test. The RM&E component is analyzing data and the results of the S.O.3.4. Study will be presented in August 2008.

2. Monitoring SEA activities

The RM&E team supported the Teacher Development Component completing the report on evaluation of school based assessment training. The RM&E team continued to monitor and collect evaluation forms on the school management training. For the Career Development Component the team conducted surveys to identified best practices and lessons learned for Real companies, Vocational Student Organizations and Career Centers activities. The team interviewed five responsible teachers of the more successful Real Companies conducted. Finally, the team supported the Educational Rendezvous activities by administering and preparing results for Rendezvous competitions and preparing certificates for mentors and students.

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	Completed.
	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	Completed.
		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	Completed.
	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	Completed.
		Mentoring of Inspectors/faculties/BDE/VET Center to support mentoring.	75% of Inspectors and Faculty Professors accompany IRA consultants during workshops.	Continuous	Completed.
		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					
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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>
	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	Completed.
		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	Completed draft version of the documents. Incorporation in the system is ongoing.
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	Completed.
		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	Completed.
		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 	Activity included in Program of Activities (POA)	October	Ongoing

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>
		<ul style="list-style-type: none"> • Information about local labor market needs 	List of materials collected.	Continuous but reported in April/May	Ongoing
		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	Completed.
		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	VET Center has agreed to take over this activity.
		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	Completed.
		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	Completed.

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>
			Meeting with Inspectors/ BDE/ VET Center and other interested agencies (including donors) held	October	Identified VET Center as a key partner which will continue to support schools in supporting Career Center activities.
		Assist Career Centers develop communication capabilities	Verify connectivity and software installed	October-December	Cancelled.
			Log of meetings or communications held via the internet.	May	Cancelled.
		Assist in organizing Ed Rendezvous	Number of secondary schools participated with booths; Number of students participated on competitions Number of workshops organized	April-May	Completed.
		Help Career Center teachers/directors share best practices with each other	Regional meetings held to compare practices and discuss future activities	April-May	Completed through Career Planning Workshops for school directors and teachers.
			PoAs / best practices posted on the MASSUM web page	Continuous	Ongoing
SEA Objective 2: Effective career preparation					
Objective 2.2: Students	Increase opportunities for	Work Based Learning (Supervised Occupational Experience (SOE) program)			

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>
Participating in applied skill activities and career preparation activities	students to have business experience while in high school	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	Completed.
		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	Identified VET Center as key partner institution which will continue to support Career Center activities.
		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	Cancelled by US Embassy.
			Key stakeholders (chambers, craft assn and businesses) serving on advisory council(s) (MASSUM and/or VET Council)	October+	Completed. Business sector actively involved in MASSUM and representatives are on MASSUM's executive board.
			Businesses sponsoring educational activities, CDEs and Rendezvous	October+	Completed.
		Local businesses accept students to explore career opportunities.	List of participating businesses	Continuous but reported in April/May	Completed.

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>
		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+	Identified VET Center as key partner institution which will continue to support Career Center activities.
		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+	Completed.
		Provide equipment for Real firms for new schools	18 new real firms opened	January	15 schools from 18 submitted successful proposals. Equipped 14 schools. 1 school pending for August.
		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	Ongoing. Report to be presented in July.
		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+	Completed.

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>
		Collaborate with Kultur Kontakt to print and deliver textbooks for mandatory classes	Record of deliver	October	Cancelled. SEA did not get approval form Kultur Kontakt for additional text books
		Facilitate participation in international VF fairs	Number of VF's (students) participated on VF fairs.	Feb +	Cancelled.
		Support final year of VF	\$300 per school (x7)	October	Completed.
SEA Objective 3: Better managed, more flexible school administration (Director Professional Development and School Board Support)					
SEA Objective 3.1: Training of directors for certification and demonstrated competency	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	Completed. 19 scholarships provided between October and February, totaling 108 scholarships disbursed.
	Support for school management	Finalize School Management Manual	Completed manual	December 07	Completed. Manual printed in Macedonian and Albanian
		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 - August2008	Ongoing. Training delivered to 309 directors in Albanian and Macedonian.
		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	Completed.	

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>
	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+	Ongoing discussions with MOES delayed because of early elections.
	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 +	Trained and handed over SM Manual to SEEU CPLE trainers.
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	Completed. 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	Completed.
	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	Completed.
			Workshop agenda and roster of additional trainers recruited to work with the first group	January 08	Trained 38 trainers 16 – 18 June.

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>
	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	Planned for July and August. Trainings will now be one-day trainings.
	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	Planned.
	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	Ongoing.
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	Completed. Consultant contracted Report completed and presented to MOES
SEA Objective 4: Effective Project Management Systems (RME)					
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	Completed.
		Conduct annual survey of teachers and students using self-reporting instrument	Survey conducted	April-July 2008	Ongoing. Conduct survey, entered data, analyzing data.
		Conduct problem-solving test on sample of students	Test sessions conducted	April-July 2008	Ongoing. Conducted tests, scoring finished, analyzing data.

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 4.2: Establish effective project monitoring systems	Conduct project component activity monitoring	Monitoring training in student assessment methods (TDC)	Survey for participants	April-June 2008	Completed.
		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
		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	Completed.
		Additional surveys and research (TDC)	Collecting data and information needed by the component	October 2007 – May 2008	Completed.
		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	Completed.
	Survey and focus groups with CC, RF and VF responsible teachers		March – May 2008 April-July	Ongoing. Conducted survey and interviews. Analyzing data.	
	Finalizing M & E process	Collecting data on final situation in SEA schools	Organizing final visits to all SEA schools	May – June 2008	Revising - collecting data on the final situation in other ways,: questionnaires and focus groups

IV. PROJECT ADMINISTRATION

Travel

Teacher Development Component Director, Snezana Jankulovska, traveled to Atlanta, Georgia May 5 – 9, 2008 to attend and present at IRA's 53rd Annual Conference. Her presentation is entitled: Active Student Engagement and Teacher Mentoring in Macedonia.

Chief of Party, Nancy McDonald, and Career Development Component Director, Gjorgi Kusevski, traveled to Washington, DC, June 2 – 6, 2008, to attend AIR/International Development Program's Annual Summit.

Samuel Ben-Alal traveled to Macedonia on June 11 – 18, 2008 to support the School Board Component. During this week-long consultancy, Mr. Ben-Alal developed a training of trainers course and led a three-day training course for 28 school board trainers.

Three IRA Volunteers, Jeff Zwiers, Rita Mulholland, and David Moore traveled to Macedonia. Dr. Zwiers arrived on June 24 and departed on July 4, 2008. During his stay he designed and conducted a TOT on formative assessment. Dr. Mulholland and Dr. Moore arrived on June 29 and departed on July 6, 2008. During their stay, they trained 180 mentor teachers to improve mentoring skills to support lesson planning. The visiting consultants also held focus groups to identify lessons learned and best practices for the final report.

V. LOOKING FORWARD

The Teacher Development Component will hold its final training for teacher development in mid-August. The training will be held regionally.

The Career Development Component will finalize the sustainability plans of its Real Firms, Career Centers, and VSO activities. The CDC Team has planned leadership trainings for MASSUM leaders in July as well as trainings to review Real Firm business plans for mid-August.

The School Management Team will complete School Management Manual trainings in the beginning of June. The SB training cycle is planned to start with an opening ceremony in Skopje, July 2 and finish with closing ceremony in Ohrid, August 22.

The Research, Monitoring & Evaluation Team will complete the Career Center, Real Firm, and Vocational Student Organization Study and present findings to USAID and other stakeholders. The team will also complete the SO 3.4 study including an analysis of the PISA test.

The administrative team will work towards closing out the project on September 4. Technical coordinators will leave the project on July 31. Technical directors will be hired back as consultants for the second half of August to follow-up on activities and complete trainings aligned with the school year.

VI. SUCCESS STORIES

1. **FIRST PERSON:** Students learn the benefits and rewards of teamwork
2. **CASE STUDY:** Students gain real business experience through school-based Real Firms
3. **CASE STUDY:** School Directors Gain Key Management Skills



FIRST PERSON

Students learn the benefits and rewards of teamwork

The third annual USAID-sponsored Educational Rendezvous brought together over 30,000 vocational students from Macedonia to Skopje to represent their schools in a series of competitions that support building business skills.



Photo: Secondary Education Activity

Reflecting on winning a gold medal in public speaking, Elmedina Asani, a student at First Medical High School in Skopje, states, “I was ready to face a challenge and the competition because I knew that I was prepared and I believed in my ability. The Rendezvous competitions made me realize that anything is possible with a little bit of faith and hard work.”

Elmedina Asani is a student at the first medical high-school in Macedonia as well as an active member of the local vocational student organization, Jehona. Elmedina and her fellow Jehona members have spent the last several months preparing to represent their school and student organization at the USAID-sponsored Educational Rendezvous.

The Educational Rendezvous is a three-day event featuring competitions in fashion and talent as well as job interview, marketing plan, communications, and public speaking contests. The purpose of this event is to provide a forum for high school students to market themselves to future employers and to demonstrate their leadership and business skills through competitions. The Educational Rendezvous also gives schools the opportunity to present their programs to graduating primary school students and their parents in an attempt to attract the best students.

In addition to the event itself, preparation for the Educational Rendezvous is an opportunity for students to gain skills in teamwork, planning, and strategy – skills crucial to compete in the global economy. Elmedina’s school started to prepare their strategy for this April event in September. They divided students into teams which were assigned responsibilities such as financial support from businesses, taking videos and pictures for their school booth, and practicing representing their school. Each team managed their task and then came back together as a larger team to integrate their work for submission the Rendezvous competitions.

The outcome for Elmedina’s school were two gold medals including one for Elmedina in the public speaking competitions, a silver medal in the job interview competition, and a gold medal for best school booth. Elmedina believes that teamwork and preparation paved the way to her personal and her school’s success and that these are lessons learned that will help her in the future.



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Case Study

Students gain real business experience through school-based Real Firms

Students from vocational schools in Macedonia develop their business and entrepreneurship skills working in Real Firms.



Photo: Secondary Education Activity

Students at this school-based Real Firm have started a company that sells distilled water to the local market with a planned expansion into cleaning supplies. The Real Firm is staffed and managed by 250 chemistry students.

Challenge

Macedonia suffers from an extremely low employment rate – 37.9% (2006), compared to 65% in the surrounding EU countries. This low rate of employment is despite a high-rate of graduation from secondary schools. In fact, 98% percent of unemployed Macedonians have a secondary school education. The problem lies not in school completion but rather in the relevance of their education to today's global economy. Many of Macedonia's vocational schools are trainings students for jobs that no longer exist. Hence, students are graduating without the skills many businesses are demanding, skills such as problem-solving, teamwork, and entrepreneurship.

Initiative

To address these problems, USAID started funding multiple educational activities to better equip Macedonia youth to compete in the global economy. One such activity is the establishment of Real Firms - school-based businesses overseen by students. Through Real Firms, students develop business, marketing and financial plans and sell their goods in the local economy as part of their business class. Like any business, some Real Firms succeed while others fail. Either way, Real Firms provide an opportunity for students to gain leadership and work experience in a safe yet real business environment.

In support of this activity, USAID provides start-up money in the form of equipment and supplies for the company. In addition, almost all schools raise additional funds. Current Real Firms include a successful bakery, a sound studio, a graphics studio, a greenhouse, and a working farm.

Results

Currently, USAID has established 44 real firms in 44 secondary vocational schools, as part of the Secondary Education Activity. In September 2008, USAID will open an additional 15 real firms including three firms which will be run by students with disabilities.



Case Study

School Directors Gain Key Management Skills

School Management Manual Trainings enhance the financial management skills of both primary and secondary school directors



Photo: Secondary Education Activity

“There are many benefits from these trainings. One of the benefits is that school directors learned what they don’t know and also where to find the information they need to know for managing the money allocated to their school,” says Ms. Janevska Petkoska.

Challenge

As Macedonia prepares to enter into the European Union, the government has embarked on a strategy of decentralization to empower local government and communities. This shift towards decentralization requires a changed role for school directors. In the centralized system, the director was focused on education and pedagogy with only a minimal role in managing finances. In a decentralized system the school director takes on a managerial role, managing all school activities – educational and financial – a role that many school directors were unprepared to manage.

Initiative

Recognizing that school directors are a major force in determining a school’s success or failure, USAID in partnership with the Ministry of Education and Science organized the School Management trainings to help school directors and their managing teams become more effective managers. Finances, with the focus on school financial plans and capital investments, was one of the three major training topics covered during a three-day training seminar. The goal of this training was to provide school directors with the knowledge and skills to develop and monitor their budgets. Through these new-found skills, directors can evaluate what resources they have and adjust accordingly to react to and address developments at the school-level. The trainings, using Ministry staff, also provided an opportunity for school directors and the Ministry to build to discuss the different needs the local and central level leading to a better understanding of the importance of financial reporting.

Results

Through the School Management Training, USAID has trained approximately 450 school directors, empowering them to be stronger leaders and managers in support of school improvement and strengthening decentralization.

ANNEXES

Annex 1: Snezana Jankulovska: Active Student Engagement and Teacher Mentoring in Macedonia


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IRA in Macedonia

Active Student Engagement and Teacher Mentoring in Macedonia

Snezana Jankulovska, Janeen Haase





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Presentation Overview

- ◆ Background Information
- ◆ Model of Mentoring Program
- ◆ Monitoring and Evaluation
- ◆ The Benefits of Mentoring Program
- ◆ Challenges and Future Direction




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Background

The International Reading Association (IRA), supports the implementation of the Teacher Professional Development Component funded by USAID.

Main Goals:

- ◆ To support schools to design high quality professional development that will impact teaching quality
- ◆ Maximize academic and social/emotional/behavioral progress and achievement of all students.




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Background

- ◆ Centralized education system.
- ◆ Schools are passive recipients of training by education institutions.
- ◆ Traditional methodology and memorizing facts are dominant among students, resulting in poor achievement.
- ◆ Policy makers pay little attention to form, content and quality of teacher professional development.
- ◆ Little systematic coordination between innovative projects and educational system that leads to lack of coherence, continuity and sustainability.




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Project strategy

1. Building the school based training system and to empower schools as autonomous learning communities for teachers
2. Support education system to sustain continuous professional development and incorporate the standards for professional development and teachers' competences into the system
3. Empower partnership between state education institutions, local community and schools
4. Establishing monitoring and evaluation system for professional development.




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Project activities

- ◆ **Training workshops** for 200 teacher trainers/mentors from 50 secondary vocational schools (first phase)
 - interactive learning methodology
 - school based assessment
 - facilitation skills
- ◆ **Dissemination training workshops** delivered by teacher trainers/mentors for 2600 teachers (second phase).
- ◆ **Development of mentoring program**
- ◆ **Creating standards for professional development** and teacher competencies and to sustain continuous professional development
- ◆ **Using formative evaluation survey and research**





Why mentoring program

1. Schools need guidance and support for newly trained teachers in improving their teaching after workshops.
Changes in classroom practice and visible impact on student learning require more than participating on workshops.
2. Shifting the norm from "isolation" to "collaboration".
3. Mentoring in the context of a professional learning community facilitate *changes in school culture and attitudes so that teachers become better prepared to help students improve their performance.*




Goals of mentoring program

1. Focusing on acceleration of the quality of classroom instruction and student assessment
2. Focusing on improving student achievement
3. Promoting culture of collaborative practice and positive collegiality
4. Building the capacity of school staff to function as a professional learning community




Role of mentors

Who are mentors?
3-6 best teachers chosen from each of the project schools responsible for preparing and delivering training workshops for their colleagues to become mentors

What is their role?

1. Mentoring other teachers in the school
 - Advising on teaching strategies
 - Joint lesson planning
 - Observing instruction in the classroom
 - Demonstration lesson
 - Curriculum planning
 - Leading study groups
2. Self-evaluation of the teacher professional development at school level and planning the future activities.




Training, Regional Meetings and Evaluating Mentors

Training
Selected teacher trainers/mentors trained in mentoring activities by IRA consultants.

Training program equipped mentors with:

- knowledge of how to support newly trained teachers and
- skills in providing guidance for effective instruction.

Regional meetings (study groups)
Deeper discussion of idea, problem and solution of quality teaching, effective planning, effective classroom instruction and reflection of lesson plans, study groups.

Evaluating mentors
IRA consultants observed/evaluated mentors in this new role as part of mentor qualification procedure.




Reflective Practice

Mentors use Reflective Journal Writing as a tool for self-reflection on teaching practice

- to share experiences, thoughts, questions, ideas and conclusions about their learning in every day practice
- to develop teachers as reflective, critical and constructive learners
- to develop self-awareness of growth and professional development

Groundwater-Smith (1998) - "deeper thinking about teaching experiences is needed in order to grow as an effective teacher".




Monitoring and Evaluation

The main goals of the evaluation activities are:

- to measure the effectiveness of a program activities in quality teaching practice and accelerating student achievement.
- to plan future activities and taking actions according the findings and results.

The project is focusing on the following evaluation activities:

- workshop evaluation
- visiting schools and classroom observation by IRA consultants
- school self-evaluation using participatory evaluation approach
- formative evaluation research/survey





Research Goals

1. To evaluate and assess the progress of the mentors and teachers in improving their teaching practice as a result of Mentoring program and embedding reflective practice.
2. To explore the differences among the mentors and teachers in developing competence in the skills of critical reflection.




Research Questions

1. What are the mentors' and teachers' opinion about the Mentoring program as an opportunity for improving teaching practice?
2. What are the positive effects in the teaching practice as a result of mentoring program?
3. In what ways did the reflective practice help mentors and teachers improve teaching practice?
4. How much reflective journaling affects the development of competence and skills for critical reflection?




Research Analysis

Question 1: Opinion about the Mentoring Program

All mentors (17) and teachers (18) express positive attitude about mentoring program.

Mentors' quotes

- ◆ ...*"mentoring makes me realize my own mistakes and the mistakes of others"*...
- ◆ ...*"in every job, in order to be successful it is necessary to exchange opinions and seek support, and the mentoring makes that possible"*...
- ◆ ...*"the mentoring program enabled us... to talk openly about questions that represented problem for us for years, and now finally we started to seek answers"*...
- ◆ ...*"through mentoring..... we exchange experiences without feeling pressured"*...




Research Analysis

Question 1: Opinion about the Mentoring program

Teachers' quotes

- ◆ *"The mentoring program.... makes the instruction process more interesting and contemporary for both the teachers and the students..."*
- ◆ ... *a traditional way of lecturing is being left behind and an opportunity is given to the students to be actively involved in the learning process..."*




Research Analysis

Question 2: Positive effects of teaching practice

Mentors

1. Improvement of professional development – higher quality classes, much easier learning of content and greater student knowledge. **(16 times – 94%)**
2. Increased self-confidence and self-assurance. **(4 times – 24%)**
3. Benefits of writing reflecting journals, increased criticism, self-criticism and creativity of the teacher. **(4 – times – 24%)**
4. Better communication and cooperation with the colleagues and students. **(3 times – 18%)**




Research Analysis

Question 2: Positive effects of teaching practice

Teachers

1. More interesting classes, increased activity of all students and more permanent knowledge. **(14 times – 78%)**
2. Better planning of classes, realization of classes and increased usage of teaching strategies. **(8 times – 56%)**
3. Better communication, cooperation and creativity. **(5 times – 28%)**
4. Increased self-confidence. **(2 times – 11%)**



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Research Analysis

Question 3: Effects of reflective practice

Mentors
Reflective practice:

- Helps with forming clear picture about what is being done and forming better picture about the student, and helps in the process of making a work plan. (13 times - 65%)
- Helps in analyzing the class, recognizing the positive and negative aspects of the class and in generating ideas to overcome the difficulties. (4 times - 20%)
- Helps monitoring one's own development, self-control, and self-evaluation. (3 times - 15%)

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Research Analysis

Question 3: Effects of reflective practice

Teachers
Reflective practice:

- Helps in identification of the negative sides of the class and insight as to what needs to be done differently on the next classes. (7 times - 39%)
- Encourages future application of the interactive methodology and improvement of instruction. (6 times - 33%)

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Research Analysis

Question 3: Effects of reflective practice

Conclusions

- Responses of both mentors and teachers indicate that thinking and analyzing their teaching strengths and weaknesses helps them identify areas for improvement and developing planning strategies to improve teaching.
- Mentors and teachers are motivated to be engaged and to participate in their own learning process.
- Mentors have deeper understanding about the meaning of reflective practice than teachers.

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Research Analysis

Question 4: Affects of the reflective practice on the development of competence for critical reflection

Aspects:

- Setting instructional objective
- Applying active teaching and learning
- Self-assessment and self-reflection on teaching

Reflective questions:

- What do you think, how good you are in...
- How do you use the knowledge in..
- What do you need to do in order to improve yourself in...

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Research Analysis

Question 4: Assessing the level of knowledge, skills and attitudes

Defining specific objectives

Mentors	Before mentoring: 4.00	After mentoring: 5.31
Teachers	Before mentoring: 3.44	After mentoring: 5.22

Applying active teaching and learning

Mentors	Before mentoring: 3.44	After mentoring: 5.22
Teachers	Before mentoring: 3.11	After mentoring: 5.06

Analysis indicated a significant effects on defining specific objective and applying active teaching as a result of mentoring program for both group - mentors and teachers.

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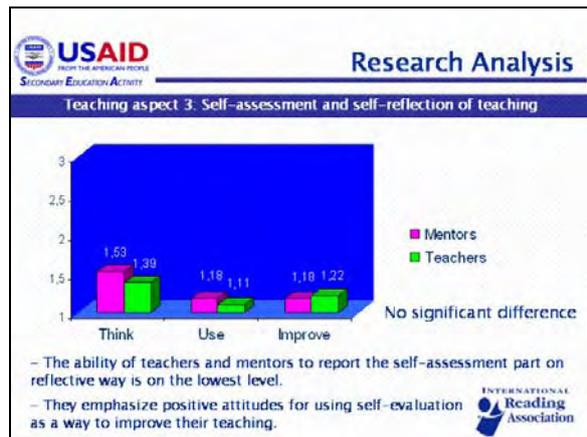
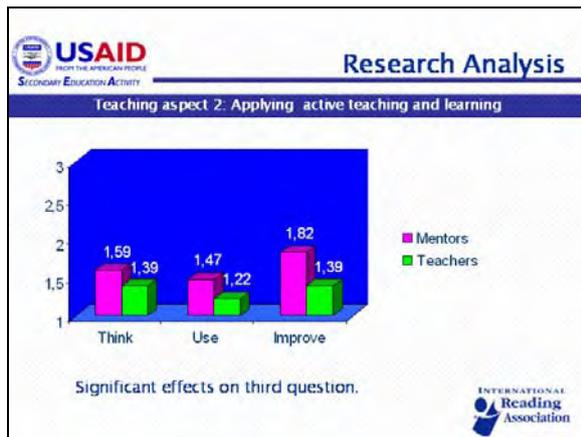
Research Analysis

Teaching aspect 1: Setting instructional objective

Category	Mentors	Teachers
Think	1.98	1.44
Use	1.71	1.44
Improve	2.0	1.33

Significant effects on first and third question.

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Research Analysis

Question 4: Affects of the reflective practice on the development of competence for critical reflection

Conclusions

1. Written responses of mentors and teachers demonstrate solid knowledge and understanding of the all three teaching aspects.
2. The responses are more oriented to description and emphasizing positive attitudes for the effects.
3. In general, there is lack of higher order of critical analysis and critical reflection.
4. Using reflective practice has positive tendency to develop the mentors' ability of critical analysis and mentors demonstrate a higher level of critical reflection on few questions. They are more aware how to improve their teaching practice.
4. Developing the ability to reflect is a difficult and complex process and it takes long time before one can become critically reflective in teaching.

INTERNATIONAL Reading Association

General Conclusions

1. Mentoring program impacted on improvement of the teaching process and student achievement.
2. Using reflective journal writing and reflecting deeply on teaching experiences generates opportunity for professional development and positive changes in teaching.
3. Acquiring the didactic knowledge and skills for teaching is not sufficient, critical reflection about learning process is needed to assure deeper learning.
4. Encouraging critical reflection should be one of the primary goals of mentoring program as a way for personal growth and development.
5. Becoming critically reflective does not occur automatically. It requires training and guidance by professionals.

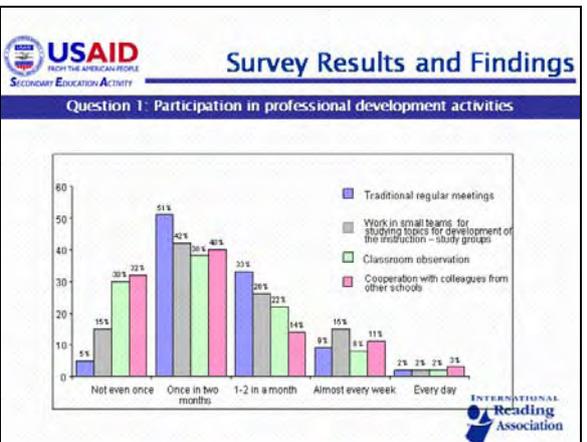
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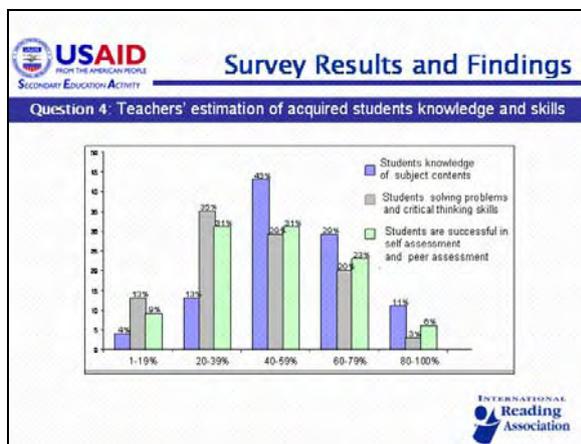
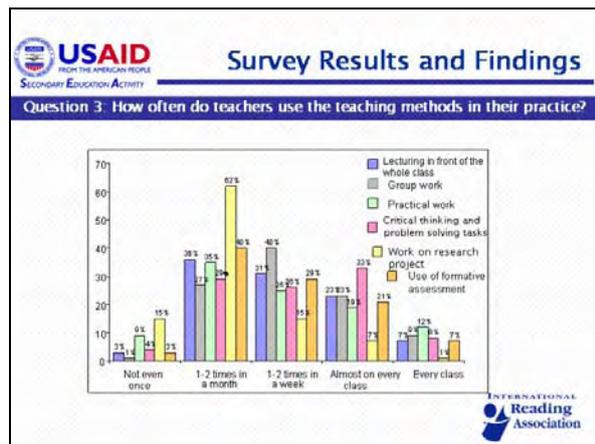
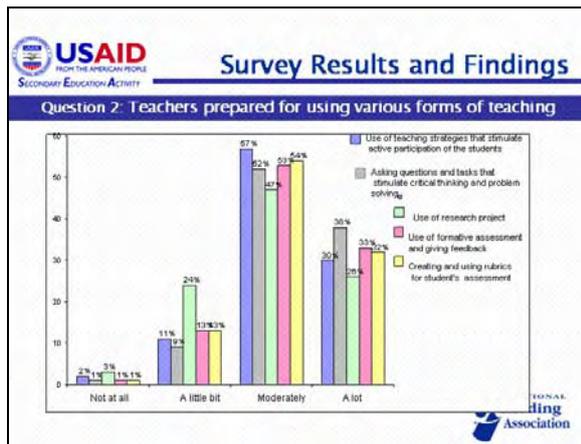
Survey Questions

1. How often have teachers participated in professional development activities during 2007/08 school year?
2. How much are teachers prepared to use the various form of teaching?
3. How often do teachers use the teaching methods in their practice?
4. What is the teachers' estimation of acquired students knowledge and skills?

Survey sample – 1017 teachers

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- ### Conclusions
1. The results demonstrated that the schools established good foundation of professional knowledge of teachers in using various forms of teaching that stimulate active learning of students.
 2. Teacher need more intensive support in developing knowledge about teaching and learning through research and encouraging students in developing high-level ability – critical thinking and problem solving.
 3. Continuation of increasing teachers' awareness for the constant commitment to ongoing professional development and raising the quality of instruction.
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Secondary Education Activity
- ### Benefits of Mentoring Program
1. Mentoring program achieved success and positive image as a new form of professional development in Macedonia
 2. Mentoring program demonstrates good model how peer support activities are particularly effective methods of helping teachers to develop teaching practice.
 3. Mentoring program impacted more on improvement of the teaching process of the mentors who were included directly in intensive training on the following:
 - changes to professional knowledge and skills
 - changes in teaching practice and
 - impact on student achievements
 4. Reflective practice as part of mentoring program generates opportunities for meaningful professional growth and positive change in teacher behavior.
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- ### Challenges and future direction
1. Additional support are needed for education policy makers to sustain and incorporate the project experiences of quality professional development in the education system
 - mentoring process
 - professional development standards
 - teacher career development
 2. The process of incorporating the mentoring in the education system is very slow.

The schools are faced with problems related with the mentors' status, recognition, and rewarding.
 3. Continue empower schools for ongoing professional development and to create the culture of collaboration and collective responsibility for the development of effective teaching practice and improved student achievement.
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Annex 2: Content of the School Board Manual

Introduction- School Board – Making a Difference

1. Definition of School Board and Benefits
 - Definition of School Board
 - Benefits of well established School Boards
2. Legislative framework
 - Place and Importance of the School Board
 - School Board Form and Structure
 - Procedures for appointing School board members
 - Selection of SB president
 - Responsibilities of School Board members
 - SB work
 - SB functions
3. Setting Goals and priorities
 - Vision
 - Goals and priorities
 - Educational policies
 - Planning
4. Effective School Board
 - Characteristics of an effective SB
 - Skills and Competencies and Skills that School Board members should have
 - Code of Ethics
 - Decision making /consensus building
 - Quality assurance
 - Children rights and wellbeing of students
5. SB and school director
 - Management and Leadership
 - School Board and school director
6. School Financing and the School Board
 - Where the money comes
 - Financial plans and reports
 - Fundraising
 - SB fund for extracurricular activities
 - Accountability
7. Communications
 - Communications- key to building partnerships
 - Communication Plan
 - Communications Internal and external
 - Meetings
 - Crisis management
 - Conflict prevention and resolution
 - Cooperation and partnership with local community

Annex 3: School Board TOT Trainees

1	Anastasova	Valerija	Skopje
2	Atanasovski	Dime	Kocani
3	Bekiri	Enver	Tetovo
4	Blazeska - Tabakovska	Natasa	Bitola
5	Bogdanoski	Igor	Prilep
6	Gjorgiev	Aleksandar	Kocani
7	Gjorgievski	Blagojce	Skopje
8	Kulevska	Florida	Bitola
9	Mehmedi	Lulzim	Kicevo
10	Nikolov	Slavco	Probistip
11	Paunkovska	Valentina	Vinica
12	Popovski	Metodija	Bitola
13	Serafimova	Mimoza	Strumica
14	Soklevski	Toni	Bitola
15	Stoleska	Ana	Struga
16	Stojceska - gjorgioska	Mirjana	Prilep
17	Stojanov	Miroslav	Bitola
18	Stojilkov	Ljupco	Kocani
19	Trajkovska	Vesna	Bitola
20	Trajkova	Snezana	Negotino
21	Filipovski	Robert	Demir Hisar
22	Hesko	Maja	Veles
23	Cvetkova	Marina	Skopje
24	Taseva	Gordana	Bitola
25	Angelova	Stanka	Vinica
26	Jovanovska	Aneta	Ohrid
27	Vitanova	Ankica	Skopje
28	Arsovska	Vesna	Skopje
29	Damcevska Ilievska	Vesna	Skopje
30	Gosevska Ivanovik	Sonja	Skopje
31	Rexepi	Lirija	Skopje
32	Ismaili	Ljatif	Tetovo
33	Sabani	Arafat	Gostivar
34	Hristovska	Lidija	Bitola