



## USAID/Macedonia Secondary Education Activity (SEA), Implementation Plan

November 2003

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EQUIP1: Secondary Education Activity (SEA)  
USAID/Macedonia and EGAT/ED  
SO 3.4: Students better prepared for employment through education programs

Submitted by:  
American Institutes for Research  
1000 Thomas Jefferson Street NW  
Washington, DC 20007  
Phone: 202.403.5000  
Fax: 202.403.5979  
[www.air.org](http://www.air.org)

with:  
International Reading Association

# SEA (Secondary Education Activities) Plan of Work 2003-2004

Cooperative Agreement no. 165-00-03-00105-00  
Under Leader Cooperative Agreement Number GDG-A-00-03-00006-00

## Introduction:

The SEA has been given 35 secondary vocational training schools (and perhaps more) to work with directors and teachers to make training received by students more relevant to the workplace and consequently make students more employable.

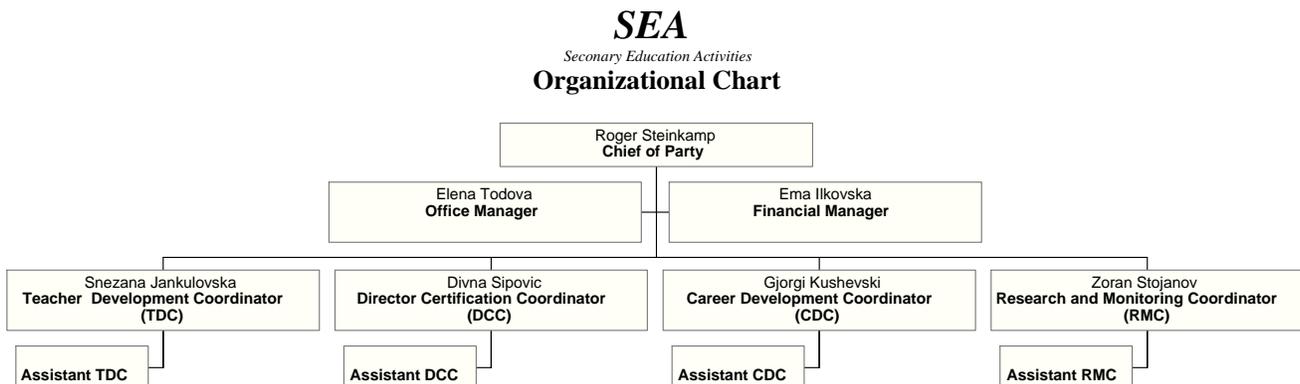
The major outcomes envisaged by the project are:

- Career centers linking business with schools and providing current job market information.
- Virtual firms where students can practice business skills while in school.
- Director Training and Certification program that will address the problem of insuring schools directors have the requisite administrative skills needed for managing a school.
- Training teachers and directors to utilize contextual learning methodologies in vocational subjects.
- Research of critical issues for educational policy making.

These have been incorporated into the Work Plan under four Coordinators. The Work Plan reflects how they will approach implementation of a strategy that will achieve the desired outcomes. The four areas with their respective coordinators are

1. Director Training and Certification
2. Career Development Program (which includes *virtual firms* and *career centers*)
3. Teacher and Director training in *contextual learning*.
4. Research, Monitoring and Evaluation.

The organizational chart of the project personnel reflects these areas and defines lines of responsibility:



## **Rationale and Considerations for the Plan of Work:**

There were a host of competing factors to consider in developing the Work Plan and it may be important to enumerate the most important ones.

First are the priorities of the Ministry of Education. The Minister of Education made it clear that certification of directors should be a high priority. Next in line was career development of students and then teacher training.

Second, Reporting requirements for USAID make monitoring and evaluation, and baseline data critical.

Third, expatriate consultants may have windows of availability that will need to be considered for training sessions.

Fourth, and perhaps most importantly, are considerations for director, teacher and student wishes and needs. The plan attempts to stay within the statutory bounds of the Ministry when asking them to attend workshops (1 day every two months are officially allowed) and to respect their personal lives and needs by minimizing weekend and holiday training when possible.

Finally, staff capabilities may impact on how the project progresses. There is little time for staff development and this will need to be factored in as we go along.

### **The implementation strategy:**

The strategy is a basic three-step process.

First each program area needs to be re-visited to in order to plan and strategize with the directors and teachers who will be involved. This was not possible before since the schools had not be designated. Taking more time in the beginning to “ground truth” initial assumptions will pay off later.

Secondly, educational materials will be developed based on the findings of the strategy sessions. Virtual firms and career centers will be put in the context of the school. This means integrating it into curriculum and student activities. Likewise, teachers will need time to apply contextual learning. This makes demands on what is most likely a hectic schedule for them. The maximum amount of effort should be made to provide them with material that is tested and ready for the classroom. By the time the first materials are ready, the school year will be nearly over. So, they will be tested in 3 pilot schools.

Finally, the results of the pilot schools will be analyzed and revisions made to material that will be readied for workshops in August that is the month most amenable to most teachers.

The following tables describe the Work Plan. The SEA Work Plan outlines the major activities by program areas with sketches of outcomes. The Work Plan Calendar gives the approximate weeks of activities and proposed consultancies. The SEA Consultant Summary outlines when and what sorts of consultants will be needed to implement the plan. Finally, the initial list of 35 schools slated for this project is included. More be added since the only criteria applied to this point was to select schools that had received no assistance from other projects.

This is a dynamic plan and may change as circumstances become defined or change.

## SEA Work Plan 2003-2004

<i>Program Area</i>	<i>*S.O.</i>	<i>Objectives/description</i>	<i>Projected implementation Dates</i>	<i>Implementor</i>	<i>Projected Outcome(s)</i>
<b>1. Research Monitoring and Evaluation (RME)</b>	3.4				
1.1. Initial school survey		<ul style="list-style-type: none"> <li>➤ List of schools for initial contact will be finalized in collaboration with MoE and other projects.</li> <li>➤ Local staff will assemble existing information from the BDE, MoE and other projects on schools, and then visit each school with a member of the MoE to complete a school profile.</li> </ul>	November 03	SEA	School profiles
1.2. Research, Monitoring and Evaluation Plan		Archive of previous studies and reports will be assembled at the project level.	Starting November and continuing	SEA	SEA Archive
		<ul style="list-style-type: none"> <li>➤ Consultant will collaborate with RME coordinator to establish and collect data on indicators as per Performance Measurement and Targets set forth in June 2003 for areas of SEA, EDC and FOSIM requested by USAID.</li> <li>➤ Critical questions and issues to be researched identified and plan made to conduct the research.</li> <li>➤ Consultant will return for two weeks in June or August to verify data collection and analysis.</li> </ul>	Dec 10-20, 2003 <i>Preliminary data by January 15, 2003. Progress report by September 30, 2004.</i>	SEA/AIR	Monitoring and Evaluation Plan/Baseline Study
1.3. Activity Monitoring and Evaluation		RME coordinator will work with each activity coordinator to develop and collect data both program improvement evaluations and project indicators.	Starting Dec 2003 and Continuous/ First Progress Report in Sept 04	SEA/AIR	<ul style="list-style-type: none"> <li>➤ Feedback to program implementers</li> <li>➤ Archived data for project evaluation</li> <li>➤ <i>Progress report included in September quarterly report</i></li> </ul>

## SEA Work Plan 2003-2004

<i>Program Area</i>	<i>*S.O.</i>	<i>Objectives/description</i>	<i>Projected implementation Dates</i>	<i>Implementer</i>	<i>Projected Outcome(s)</i>
<b>2. Career Preparation</b>	3.4				
2.1. Implementation Strategy (including virtual firms and career centers).		➤ CPC will document current teaching methodologies and subject matter employed in project schools. (include in baseline data)	3 weeks in January	SEA	Profile of the methodologies and subject matter taught in project schools.
		➤ Models for virtual firms, career centers and institute for training school directors will be visited by the CPC, DCC, TDC and CoP.	January 19-23, 2004	SEA	Models evaluation report by respective coordinators.
		➤ 2 consultants will work with the CPC and assistant to develop the global strategy for career development in secondary vocational schools which includes the concept of virtual firms and career centers. Several teachers, school directors and personnel from the MoE will be available to give input. This will include: <ul style="list-style-type: none"> <li>○ Identifying schools within the project that would be the best candidates for piloting virtual firms and career centers.</li> <li>○ Developing an overall strategy to link classroom instruction, supervised occupational experiences and business within the school program.</li> <li>○ Identify what materials will need to be developed for implementation of the strategy.</li> </ul>	2 weeks in February	AIR	<ol style="list-style-type: none"> <li>1. Schools identified who would be willing to pilot the concepts set forth.</li> <li>2. Strategy for the incorporation of virtual firms and career centers in schools.</li> <li>3. List of materials that will need to be developed.</li> </ol>

## SEA Work Plan 2003-2004

<i>Program Area</i>	<i>*S.O.</i>	<i>Objectives/description</i>	<i>Projected implementation Dates</i>	<i>Implementer</i>	<i>Projected Outcome(s)</i>
2.2. Development of Career Prep material/field testing ideas		Consultants will initially work for 2 weeks to initiate preparation of material for use by schools to implement a career preparation program that will include virtual firms and career centers taking into consideration the Slovenian model. Because this falls during the school year, teachers and/or directors may have limited participation. But hopefully volunteers can be found for input. The material will include a blueprint for the CPC to follow in setting up pilot schools.	2 weeks in February	SEA/AIR	Material blueprint laid out.
		CPC will complete materials in concert with BDE, directors, teachers and other projects.	March	SEA	Material completed and ready for pilot schools.
		CPC will initiate a minimum of 2-3 pilot schools.	March - June	SEA	2-3 schools piloting career development programs including virtual firms and/or career centers
2.3. Extending career development material to other schools		2 consultants will collaborate with CPC to evaluate the Career Development Programs in pilot schools and extend the concept in an additional 10-12 schools.	2 weeks in August for training activities with reports completed by September 30.	SEA/AIR	Interim evaluation of pilot schools; recommendations for future career development programs; and an additional 10-12 schools initiating programs for the 2004-2005 school year.

## SEA Work Plan 2003-2004

<i>Program Area</i>	<i>*S.O.</i>	<i>Objectives/description</i>	<i>Projected implementation Dates</i>	<i>Implementer</i>	<i>Projected Outcome(s)</i>
<b>3. Director Certification</b>	3.4.2				
3.1. Define Implementation Strategy for Director Certification Program		DCC will develop the profile of current directors and a list of institutions and/or organizations that could potentially undertake director certification. Collect information on Slovenian and Lithuanian programs.	November-January 15.	SEA	Director and organization/institution profiles
		DCC will accompany the study team to Slovenia to observe and collect information on director training and certification.	January 19-23.	SEA	
		Slovenian and/or local consultant will assist DCC in developing ideal director profile in collaboration with the MoE of school directors and identify material that needs to be included and/or developed for a certification program. They will also propose a sustainable certification program that will include potential institutions that will be the base of the program.	Two weeks in February.	SEA/AIR	Strategy for Director Certification Program.
3.2. Develop Core Material/Program		Consultant and DCC will collaborate to develop certification material.	March	SEA/MoE/BDE	Program material produced and a home found for the certification program.
3.3. Pilot certification modules tested.		DCC will pilot certification program material with 10 pilot directors.	April-May		<ul style="list-style-type: none"> <li>➤ Certification of 10 pilot directors.</li> <li>➤ EEPs developed in participating schools.</li> </ul>
3.4. Extend Certification Program		DCC will develop certification strategy for pre-service and in-service training. Consultant will assist in refining modules and assist in training.	June +	SEA/AIR	Directors engaged in certification Increased number of EEPs developed.

## SEA Work Plan 2003-2004

<i>Program Area</i>	<i>*S.O.</i>	<i>Objectives/description</i>	<i>Projected implementation Dates</i>	<i>Implementer</i>	<i>Projected Outcome(s)</i>
<b>4. Teacher Development</b>	3.4.1.				
4.1. Develop implementation strategies for director and teacher development.		2 Consultants will work with TDC to develop a strategy for incorporating career development activities into the curriculum including concepts of contextual learning, virtual firms, career centers and other career development strategies based on Slovenian, FFA, VICA and DECA models. They will coordinate work with the CDC.	2 weeks in February for consultants	SEA/IRA	Blueprint for development of career development program for teachers to implement in their schools and classroom.
4.2. Pilot new materials in 2-3 pilot schools		<ul style="list-style-type: none"> <li>➤ 2 consultants will work with the TDC to develop classroom material and training program for teachers and directors integrating new career development strategies into their programs.</li> <li>➤ TDC will continue development of materials after consultants leave and test them with teachers willing to pilot the modules and concepts.</li> <li>➤ Directors will be given a workshop covering contextual</li> </ul>	March – June 2 wks in March for consultants	SEA/IRA	Training material developed, produced and tested in 2-3 schools.
4.3. Extend training to a minimum of 10-12 schools		2 Consultants will assist TDC in evaluating pilot material and train teachers in another 1—12 schools for the 2004-2005 school year.	June / August	SEA/IRA	Teachers ready to implement career development strategy in the 2004-2005 school year.

## SEA Work Plan 2003-2004

<i>Program Area</i>	<i>*S.O.</i>	<i>Objectives/description</i>	<i>Projected implementation Dates</i>	<i>Implementer</i>	<i>Projected Outcome(s)</i>
<b>5. Administration</b>					
5.1. Office set up		Financial and Officers managers will set up and assign office space to staff.	November	SEA	Offices that are functional
5.2. Staff hiring/team building		In-service workshops for staff and team activities to build strong working relationships	November – January	SEA	Well coordinated team
5.3. Train financial manager in accounting procedures		Financial manager will be trained in accounting procedures used by IRA and AIR. AIR and IRA will consolidate and/or coordinate accounting procedures for the project and train financial manager in their use.	November-January	AIR/IRA	Accurate and coordinated project accounting

\* S.O. details are listed in Performance Measurements and Targets and the indicators enumerated in the Monitoring and Evaluation Strategy



# Work Plan Calendar 2003 – 2004

Activity =   
 Consultant = 

	2003			2004								
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<b>4. Teacher Development</b>												
4.1. Develop profile of teachers and curriculum												
4.1 Visit Slovenia												
3.1 Develop implementation strategy												
4.2. Develop training materials and pilot schools												
4.3. Revise and Extend to 10 additional schools												
<b>5. Administration</b>												
5.1. Office set up												
5.2. Staff hiring/team building												
5.3 Training financial manager												

## SEA Consultant Summary 10/03 – 9/04

<b>Consultant (plan reference nb)</b>	<b>Nb of consultants</b>	<b>Length (wks)</b>	<b>Preferred Dates</b>	<b>Outcomes</b>	<b>Scope of Work</b>	<b>Implementing Agency</b>	<b>Desirable Qualifications</b>
1.2 RME plan and baseline study	1	2	Dec 1-20, 2003	RME plan and Baseline indicators for EDC, SEA and FOSIM	<ol style="list-style-type: none"> <li>1. Develop Monitoring and Evaluation plan for the SEA project.</li> <li>2. determine relevant indicators for the SEA, EDC and FOSIM projects</li> <li>3. Develop a method and/or instrument to collect data needed to respond the Performance Measurement and Targets for SO</li> <li>4. Define Research themes and objectives for SEA</li> </ol>	AIR	familiarity of survey techniques and analysis of schools and communities
1.2 RME follow-up	1	1	June	Updated RME plan	Review baseline data collected for accuracy and	AIR	
1.2 Research identified by consultant in December	TBA	TBA	Jan – Aug	Reports	<ol style="list-style-type: none"> <li>1. consultant(s) whether local or expatriate will be identified to carry our research described above</li> </ol>	AIR	TBA

## SEA Consultant Summary 10/03 – 9/04

Consultant (plan reference nb)	Nb of consultants	Length (wks)	Preferred Dates	Outcomes	Scope of Work	Implementing Agency	Desirable Qualifications
2.1 Career Preparation Program strategy including virtual firms and career centers (could be combined with the following consultancy for a total of 4 wks)	2	2	Feb 1-13	<ol style="list-style-type: none"> <li>1. Pilot schools identified</li> <li>2. Outline of a general career prep program.</li> <li>3. Strategy for the incorporation of virtual firms and career centers in Career Preparation programs in appropriate schools.</li> <li>4. List of materials that will need to be developed or procured.</li> </ol>	<ol style="list-style-type: none"> <li>2. Identify schools and individuals that would be willing to pilot the concepts set forth.</li> <li>3. Outline a general career preparation program for a four-year, secondary vocational education program suitable for the subjects taught in the pilot schools.</li> <li>4. Develop a Career Preparation Strategy that incorporates <b>virtual firms</b> and <b>career centers</b> into a Career Prep program.</li> <li>5. List of materials that will need to be developed or procured.</li> </ol>	AIR	<ol style="list-style-type: none"> <li>1. Secondary Vocational Teaching Experience</li> <li>2. Experience as Advisor in FFA, VICA or DECA youth organizations. Preferably one with FFA experience.</li> <li>3. Degree in vocational education</li> </ol>
2.2 Initiation of virtual firm and career center strategies in 2-3 pilot schools.	2	2	Feb 16-27 <i>(could be combined with 2.1)</i>	Schools and staff will install and plan the use of virtual firms and career centers in 2-3 schools.	Initiate production of educational material and/or procurement of material for the Career Preparation program. They will need to coordinate their efforts with other programs such as EDC, FOSIM, PHARE.	AIR	
2.3 Extension of Career Development material to 10 additional schools	2	2	August 9-20	Progress in career development will be evaluated and appropriate revisions made to material before extending to an additional 10-12 schools.	<ol style="list-style-type: none"> <li>1. Appraise activities conducted in pilot schools</li> <li>2. Revise Career Development material for use in additional schools</li> </ol>		

## SEA Consultant Summary 10/03 – 9/04

<b>Consultant (plan reference nb)</b>	<b>Nb of consultants</b>	<b>Length (wks)</b>	<b>Preferred Dates</b>	<b>Outcomes</b>	<b>Scope of Work</b>	<b>Implementing Agency</b>	<b>Desirable Qualifications</b>
3.1 Director Certification Strategy.	1	2	Feb 16-27	Overall strategy for director certification.	<ol style="list-style-type: none"> <li>1. Assist the DCC to develop a strategy for certifying secondary school directors both pre-service (when appointed) and in-service (for those already in positions)</li> <li>2. Identify institutions that will eventually be responsible for director certification.</li> <li>3. Elaborate continuing education needed for all directors.</li> </ol>	AIR	<ol style="list-style-type: none"> <li>1. Experience as a secondary principal or superintendent.</li> <li>2. Knowledge certification program(s), especially those in Slovenia</li> </ol>
3.2 Core material development for Director Certification Program.	1	2	March 1-12	Education material ready for use in training directors.	Assist DCC in producing educational material for the Director Certification Program in collaboration with the host institution that has been identified.		
3.4 Review of Core Material and assist in initial workshops.	1	2 - 3	August 16-23	Revised program for Director certification.	Review results of material piloted in test schools by DCC and make necessary revisions.		

## SEA Consultant Summary 10/03 – 9/04

<b>Consultant (plan reference nb)</b>	<b>Nb of consultants</b>	<b>Length (wks)</b>	<b>Preferred Dates</b>	<b>Outcomes</b>	<b>Scope of Work</b>	<b>Implementing Agency</b>	<b>Desirable Qualifications</b>
4.1 Developing Implementation Strategy for contextual learning.	2	2	February 16-23	Strategy paper	<ol style="list-style-type: none"> <li>1. Consultants will assist TDC to develop a strategy for integrating career development into curriculum of vocational education high schools. This will include looking into contextual learning; the Slovenian virtual firm and career center concepts.</li> <li>2. The strategy should span the entire four years of secondary school.</li> </ol>	IRA	<ul style="list-style-type: none"> <li>➤ Degree in vocational education</li> <li>➤ 5+ years experience as a secondary vocational teacher</li> </ul>
4.2 Writing contextual learning modules and initiating pilot schools, which includes workshops for directors and teachers.	2	2	March 1-12	<ol style="list-style-type: none"> <li>1. Teaching material</li> <li>2. Outline of in-service workshops and teachers and directors trained in pilot schools.</li> <li>3. coordination with CDC to incorporate career development elements into the classroom along with contextual learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assist TDC and assistant in the Production of education material ready for use in the classroom.</li> <li>2. Outline a training program or workshops needed to initiate the program.</li> <li>3. Conduct initial teacher training for volunteer teachers and directors in three pilot schools.</li> </ol>	IRA	
4.3 Review results of pilot schools, revise materials and extend them to 12 additional schools.	2	2 - 3	August 9-28	Teachers ready to implement career development strategy in their classrooms in 2004-2005.	<ol style="list-style-type: none"> <li>1. Review materials tested in pilot schools and modify accordingly.</li> <li>2. Assist with workshops for additional teachers and directors.</li> </ol>	IRA	

**LIST OF SECONDARY SCHOOLS for SEA  
(October, 2003)**

<b>No.</b>	<b>Name of Secondary School</b>	<b>Profile/Vocation</b>	<b>Location (city, town)</b>
1	State High School "Aco Ruskovski"	Textile/Gymnazia	BEROVO
2	State High School "Jane Sandanski"	Economics	BITOLA
3	State High School Kuzman Sapkarev"	Agriculture/Veterinary	BITOLA
4	Musical Education Center	Music	BITOLA
5	State High School "Goce Delcev"	Gymnazia/Agriculture	VALANDOVO
6	High School "Jovce Teslicovski"	Economics	VELES
7	High School "Dimitrija Cupovski"	Chemistry/Techology/Medical Care Metalurgy	VELES
8	High School "Vanco Prke"	Gymnazia/Textile	VINICA
9	High School "Cede Filipovski"	Economics	GOSTIVAR
10	State High School "Metodija Mitevski-Brico"	Gymnazia/Textile	DELCEVO
11	Vocational High School "Kiro Spandzov-Brko"	Mechanics/Electricity	KAVADARCI
12	Agricultural & Forestry Sch. Ctr. "Gjorce Petrov"	Forestry/Wood-Process./Agriculture	KAVADARCI
13	High School Center "Mirko Mileski"	Gymnazia/Mechanics	KICEVO
14	State High School "Ljupco Santov"	Gymnazia/Economics	KOCANI
15	State High School "Mitko Pendzukliski"	Gymnazia/Food Processing	KRATOVO
16	High School "Gjorce Petrov"	Gymnazia/Mechanics	KRIVA PALANKA
17	State High School "Pero Nakov"	Economics/Leader/Textile	KUMANOVO
18	State High School "Sv. Kiril I Metodij"	Gymnazia/Electronics/Food-Process.	NEGOTINO
19	High School "Sv. Kliment Ohridski"	Gymnazia/Economics	OHRID
20	State High School "Gjorce Petrov"	Health Care/Textile/Personal Services Wood-Processing	PRILEP
21	State High School "Riste Risteski Ricko"	Mechanics/Electronics	PRILEP
22	State High School "Naum Naumovski Borce"	Gymnazia/Mechanics/Mining/Geology	PROBISTIP
23	State High School "Kosta Susinov"	Gymnazia/Metalurgy	RADOVIS
24	State High School "Car Samoil"	Gymnazia/Agriculture	RESEN
25	State High School "Koco Racin"	Gymnazia/Textile	SKOPJE
26	State High School "Braka Miladinovci"	Gymnazia/Agriculture/Veterinarian	SKOPJE
27	State High School "Georgi Dimitrov"	Gymnazia/Wood-Processing/Forestry	SKOPJE
28	State Mechanical High School "8-mi Septemvri"	Mechanics/Construction	SKOPJE
29	Center for Music and Ballet "Ilija Nikolovski Luj"	Arts: Music & Ballet	SKOPJE
30	Art School "Lazar Licenoski"	Applied Arts	SKOPJE
31	State Sch. for Sports "Metodija Mitevski Brico"	Sports	SKOPJE
32	State High School "Jane Sandanski"	Gymnazia/Economics	STRUMICA
33	Medical School Center "Nikola Stejn"	Medical Care	TETOVO
34	State High School "8 Septemvri"	Economics/Law/Commerce	TETOVO
35	School Center for Music	Music	STIP