



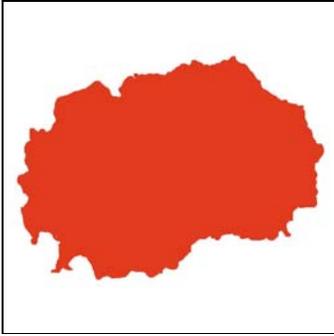
USAID/Macedonia Secondary Education Activity, Quarterly Program Report for the Period July-September 2004

October 2004

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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

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Executive Summary

Achievements

**Progress by Work Plan
Activity**

Looking Ahead



SECONDARY EDUCATION ACTIVITY

**USAID/MACEDONIA SECONDARY EDUCATION REFORM ACTIVITY
Quarterly Program Report for the Period
July-September 2004**



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1. Executive Summary

This quarter marks the end of the first-year project activities, during which time SEA staff demonstrated dedication to providing quality programs and earned a reputation for working closely with the MoES and other donors.

The Director Certification component facilitated the selection of the G13, the group that will develop and implement the six core modules for director certification. The G13 then completed six weeks of training at the Slovenian School for Directors.

In September the MoES shepherded legislation through parliament that establishes the director certification program for primary and secondary schools. Once the law goes into effect (expected to occur March 2005), all directors will need to be certified within a year. The MoES is currently drafting enabling legislation that will establish a certification commission within the Ministry of Education and Science (MoES).

The G13 will submit its recommendations for the certification process to the MoES in November. The G13 anticipates starting workshops for training directors in January 2005.

Teacher Training completed training on Module 2 “Learning in the Classroom.” One hundred thirty-four teachers, directors, guidance counselors and master trainers participated in the second workshop held in Ohrid.

Module 3 “Community Based Learning” is being finalized for the next workshop in November. The full complement of four modules will be delivered to the first cohort by the end of February 2005.

An accelerated training schedule is being developed. This will allow the dissemination phase to commence sooner than originally planned, thereby giving students the opportunity to experience the new teaching methods earlier in the project.

Career Development received responses from all 50 project schools to initiate either real or virtual firms. Six schools have been equipped and trained to start 12 virtual firms this fall.

Forty-four schools applied for real firms. SEA will assist 34 of them to develop business plans and in providing start-up financing. All 44 schools will have the opportunity to start their real firms this fall.

All 50 schools applied to start career centers. All schools that have identified adequate space will have the opportunity to launch their centers this fall. SEA will contract with local consultants to provide basic job-search skills to pedagogues and a teacher from each school. Students may also be included in this training.

In addition, World Learning is collaborating to send ten teachers and ten students to the United States on study tours to observe how industry supports vocational schools and youth programs.

Research, Monitoring and Evaluation completed the baseline study this quarter. A final report and a presentation of results will be delivered in October.

The RME team is now focused on project monitoring and is assisting each component to develop intermediate measures of project success.

In addition, SEA is collaborating with the MoES and other projects to develop a database to manage the information gathered from primary and secondary schools.

2. Achievements by Project Component

2.1. Director Certification

2.1.1. The Laws on Primary and Secondary Education

The Laws on Primary and Secondary Education were passed by Parliament in September, providing amendments to the current process of selecting school directors and laying the foundation for the director certification program. The amendments outline a new method for selection of directors that specifies that directors must pass a “certification exam” within one year of the law’s enactment. The same amendments apply to both primary and secondary schools. (A nonofficial translation of the amendments is included in the Annex.)

The certification requirement will become effective after local elections, currently scheduled for March 2005. The caveat is the national referendum on the Law of Territorial Organization scheduled for November 2004. This referendum has the potential to impact passage of the law, project operations, and even the social stability of the country. The actual effects of the referendum, however, are impossible to anticipate at this point.

SEA is working with the G13 to establish a schedule that would begin training workshops for directors as early as January 2005.

2.1.2. G13 Training

The G13 held a workshop with consultant Don Beaudette from July 5-9. The workshop presented an overview of school management in the United States after which participants engaged in a series of small-group activities focused on topics such as policy analysis, school-based management, performance-based management, personnel management, school budgeting, and school councils.

The final training session of the G13 was held the last two weeks of August at the Slovenian School for Directors near Ljubljana, Slovenia. This training workshop was arranged by World Learning with funding from USAID. Each member of the G13 received a certificate from the school upon completion of the program.

World Learning will continue to support the G13 by bringing in consultants from Slovenia to mentor and provide necessary assistance to the G13 during the director training workshops.

2.1.3. Program Design

The G13 assembled the first draft of six modules for director training by October 1. These drafts were sent to the Slovenian School for Directors for review and comment. Two staff from the school will conduct a workshop in Skopje on October 15-17 to discuss their observations on the drafts and to assist the G13 in developing the certification proposal for the MoES. The G13 will submit its proposal to the MoES

by mid-November. The proposal will include recommendations for the module content, the exam, and the certification process.

The MoES will appoint members to and define the function of the commission for certification of school directors. SEA is working closely with the ministry to coordinate the activities of the G13 with the commission.

2.2. Teacher Training

2.2.1. Training Schedule and Adjustments

A decision was made to accelerate the training schedule of teachers to allow quicker exposure of students to the new teaching methods. Under the original schedule, teacher training was to be completed in 2007. Several new schedules are under consideration that would allow teacher training to finish in 2006. Final decisions on the acceleration schedules will be made at the November 11 workshop.

2.2.2. Module Preparation.

Module 3, “Community Based Learning,” has been finalized and is being translated for the next workshop on November 11-13.

Module 4, “Learning in the Workplace,” is in the final draft phase and will be ready for the workshop scheduled in February 2005.

2.2.3. Training

Cohort 1 of the teacher trainers has received instruction in two of the four modules. Module 2, “Project Based Learning,” was presented to the teacher trainers, pedagogues and directors at the workshop on August 19-21. The first two modules contain nine activities that can be incorporated into lesson plans.

Cohort 1 will finish the fourth module in February 2005. Training for Cohort 2 will begin in March. Beginning with Cohort 2, master trainers will take the lead in the workshops with SEA volunteers acting as coaches. Cohort 3 is being rescheduled to start earlier than initially planned, but the dates have yet to be confirmed.

Anecdotal evidence indicates that the project will need to be flexible during the dissemination phase in order to accommodate the training preferences of different schools. For example, some schools may prefer to split a module into several evening sessions, while others may prefer two Saturday workshops instead of the three-day workshop conducted in Ohrid. SEA is considering piloting the dissemination process in select schools.

2.2.4. Potential overlap with other training programs.

At least three other projects are starting programs that contain teacher training components. Both FOSIM and EDC have teacher training components that could conflict with SEA’s schedule. Every effort is being made to coordinate training schedules.

VET 3, an EU project managed by GOPA is just starting and is recruiting 14 trainers to extend the curriculum developed during VET 1 to additional schools. Vet 3 will be training all teachers in the 21 schools designated for its project. All 21 VET 3 schools are also SEA schools. VET 3 has a methodology component that promotes active learning techniques. This program is scheduled to begin fall 2004. The GOPA consultant in charge of training was invited to the SEA workshop in Ohrid and discussions are underway to minimize any scheduling conflicts or duplication of content.

2.3. Career Development

2.3.1. Virtual Firms

SEA provided six schools with the equipment necessary for conducting virtual firm activities. Each school received five computers, a photocopier, a fax machine, and scanner to set up the classroom. The schools agreed to handle installation of the equipment (including internet connections). Equipment installation in the six schools should finish in October. In addition, the project is working closely with the school directors to elaborate an exit strategy for the project so that schools will be able to assume expenses for internet, phone lines, and supplies by the end of the project.

Bulgarian trainers began a series of workshops to prepare the directors and teachers in each school to launch two virtual firms this fall.

The six economic schools starting training in virtual firms are:

- Economic school “Cede Filipovski” Gostivar
- Economic school “Dobri Daskalov” Kavadarci
- Economic school “Ljupco Santov” Kocani
- Economic school “Pero Nakov” Kumanovo
- Economic school “8-mi septemvri” Tetovo
- Economic school “Jovce Teslickov” Veles
(“Jovce Teslichkov” started virtual firms with Kultur Kontak two years ago. With SEA support it will add an additional two firms and serve as a resource for the other schools.)

It is planned that these schools will participate in a national virtual firm fair in December, cosponsored with Kultur Kontak.

2.3.2. Real Firms

Forty-four schools applied to implement real firms. Initially, SEA had agreed to provide \$10,000 of financing for each firm. Then CSHI (Community Self Help Initiative) indicated it could finance four pilot schools for \$25,000 each. Subsequently CSHI offered to pick up the remaining schools for the same amount. As a result, SEA set up an accelerated business plan development program that would provide workshops for all 44 schools by the end of September.

CSHI, however, was not able to deliver on the proposed funds and SEA had to scramble to realign the real firm program. SEA now will provide up to \$15,000 for each of the participating schools to start up a real firm. As funds become available, CSHI will provide an additional \$10,000 to each of the four pilot schools. In

addition, it may provide the same amount for an additional 10 schools, but this is not certain.

To date, 34 schools have sent directors and teachers for business plan training. Training involves attendance at a three-day workshop conducted by local trainers, during which participants develop a business plan for the firm. The remaining 10 schools are scheduled to receive training in October.

After the training workshop, the school is asked to finalize its business plan, form an advisory board and have this advisory board approve the proposal. The proposal is then submitted to the workshop instructors for review. Once the plans pass review, SEA reviews the bid analysis for equipment and supplies submitted by the schools with their business plans. Upon verification of offers, SEA has the equipment/supplies delivered to the firms. The speed of start-up depends on the initiative of the teacher and director.

A record-keeping system will be developed for the real firms in October.

2.3.3. Career Centers

All 50 schools wish to establish career centers. A few may delay start-up until they find suitable space in the school. SEA will start by providing training to school pedagogues plus one teacher in job-seeking skills such as curriculum vitae writing and interviewing. Local firms are being considered to conduct these training sessions. The material will be developed by the chosen provider this fall and training workshops completed in early 2005. Equipment for the career centers will be provided as a function of each school's needs, which will be determined during the workshops.

USAID approved two study tours to the United States through World Learning. SEA worked together with World Learning to develop the program and select participants. One tour is for 10 students and the other for 10 vocational teachers. The participants will be "embedded" with American counterparts and observe how schools work closely with industry. Participants will also collect information during the trips and help disseminate it upon their return.

The student tour will be October 24 – November 10, 2004. Participants will attend the National Future Farmers of America Convention in Louisville, KY and then visit counterparts in Minnesota high schools. The University of Minnesota is the training provider. The teachers are expected to leave on November 28, returning December 12. These teachers will also spend time with counterparts in U.S. high schools and finish at the national convention of the Association for Career and Technical Education in Las Vegas, NV. The training provider has not been chosen yet.

SEA will work with the students and teachers upon their return to revitalize links between schools and business and industry.

2.4. Research, Monitoring and Evaluation (RME)

2.4.1. Baseline Survey

The RME team spent the majority of its time this quarter analyzing data from the baseline study conducted in May and June. The results were ready for presentation to USAID on October 1.

The work plan for surveys of students and teachers in the 64 schools sampled in the baseline is being designed for March – May 2005.

2.4.2. Other activities

2.4.2.1. Database development.

SEA is involved with database development on two levels. First, SEA put information provided by the MoES into an Access-based database in preparation for the baseline study. This included information from all 93 secondary schools. This database of secondary school information was shared with the MoES and other interested projects.

Second, different departments or bureaus of the MoES expressed interest in developing databases within the ministry. Discussions were held with the BDE, Analytical Bureau, Faculties, Secondary Education, and finally with the State Secretary for Education. SEA concluded that a roundtable would be organized by the state secretary with all interested parties from the ministry and projects to discuss the most rational use of time and funds for database development in the ministry. This will be held in October.

2.4.2.2. PMP collaboration

The RME team assisted USAID by providing information on intermediate indicators outlined in the RME plan. The RME team is also collaborating with USAID to formulate appropriate indicators for each project component.

3. Progress by Work Plan Activity

The tables on the following pages track progress compared to original work plan projections.

Program area	Objectives/description	Status as of October 2004
1. Research Monitoring and Evaluation (RME)		
1.1. Initial school survey	<ul style="list-style-type: none"> -List of schools for initial contact will be finalized in collaboration with MoES and other projects. -Local staff will assemble existing information from the BDE, MoES and other projects on schools, and then visit each school to complete a school profile. 	ACCOMPLISHED
1.2. Research, monitoring and evaluation plan	Archive of studies and reports will be assembled at the project level.	Continuing
	<ul style="list-style-type: none"> -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. -Critical questions and issues to be researched identified and plan made to conduct the research. -Consultant will return for two weeks in June or August to verify data collection and analysis. 	Baseline study has been completed for S.O.3.4
1.3. Activity monitoring and evaluation	RME coordinator will work with each activity coordinator to develop and collect data on both program improvement evaluations and project indicators.	Continuing

Program area	Objectives/description	Status as of October 2004
2. Career Development		
2.1. Implementation Strategy (including virtual firms and career centers).	-Career Development Coordinator (CDC) will document current teaching methodologies and subject matter employed in project schools (include in baseline data).	SCHOOL PROFILES ACCOMPLISHED
	-Models for virtual firms, career centers and institute for training school directors will be visited by the Career Development Coordinator, Director Certification Coordinator, Teacher Development Coordinator and Chief of Party.	ACCOMPLISHED Slovenian, Bulgarian and Austrian models reviewed and Bulgarian/Austrian model chosen for virtual firms.
		ACCOMPLISHED Six economic schools started training in virtual firms, and equipment was supplied to open the virtual firm courses in the fall of 2004.
	Two consultants will work with the CDC 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 MoES will be available to give input. This will include: <ul style="list-style-type: none"> • Identifying schools within the project that would be the best candidates for piloting virtual firms and career centers. • Developing an overall strategy to link classroom instruction, supervised occupational experiences, and business within the school program. • Identify what materials will need to be developed for implementation of the strategy. 	Forty-four schools applied to start real firms. Local consultants conducted business plan workshops for 34 schools. The last workshop for the remaining 10 schools will be in October. SEA will provide \$15,000 for each school to start a real firm that will give practical experience to students and potentially generate money for the program. Additional funds may be obtained from CSHI for pilot school firms. Applications for career centers were submitted by all 50 schools. Pedagogues and teachers from these schools will receive basic information and training on job-seeking skills in the fall of 2004. In addition, the Employment Bureau may collaborate in training guidance counselors in aptitude testing.
	2.2. Development of Career Development material/field testing ideas	Consultants will work for two 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 activity falls during the school year, teachers and/or directors may have limited participation, yet hopefully volunteers can be found for input. The material will include a blueprint for the CDC to follow in creating pilot schools.

Program area	Objectives/description	Status as of October 2004
2. Career Development		
Cont. 2.2 Development of career development material/field testing ideas	CDC will complete materials in concert with BDE, directors, teachers and other projects.	ACCOMPLISHED SEA is working closely with Kultur Kontakt, BDE, the Employment Bureau and Bulgarian schools to develop appropriate material. Some teachers will become resource people for other schools implementing virtual firms.
	CDC will initiate a minimum of two to three pilot schools.	MODIFIED All 50 schools have applied for Career Centers and will begin creating these centers this fall.
2.3. Extending career development material to other schools	Two consultants will collaborate with CPC to evaluate the Career Development Programs in pilot schools and extend the concept in an additional 10-12 schools.	ACCOMPLISHED The strategy has evolved to start career centers in all schools that have space available. SEA is waiting on the EU to provide career materials to the Employment Bureau. These materials come from the EU's Community Assistance for Reconstruction, Development and Stabilisation (CARDS) program. These materials will be evaluated and distributed to schools.

Program area	Objectives/description	Status as of October 2004
3. Director Certification		
3.1. Define implementation strategy for certification program	Director Certification Coordinator (DCC) will develop the profile of current directors and a list of institutions and/or organizations that could potentially administer director certification. Collect information on Slovenian model.	ACCOMPLISHED
	DCC will accompany the study team to Slovenia to observe and collect information on director training and certification.	ACCOMPLISHED
	Slovenian and/or local consultant will assist DCC in developing ideal director profile in collaboration with the MoES and identify material that needs to be included and/or developed for a certification program. The consultant will also propose a sustainable certification program identifying potential institutions that will be the base of the program.	MODIFIED/ACCOMPLISHED A training program was established for director certification with USAID funding. World Learning coordinated the training of the G13 An MoU has been secured to guarantee MoES participation in the process.
3.2. Develop core material/program	Consultant and DCC will collaborate to develop certification material.	In September, the MoES shepherded legislation through parliament that lays the foundation for the certification program. The MoES will now appoint a certification commission that will work with the G13 to lay out the program.
3.3. Pilot certification modules tested	DCC will pilot certification program material with 10 pilot directors.	
3.4. Extend certification program	DCC will develop certification strategy for preservice and in-service training. Consultant will assist in refining modules and assist in training.	Certification modules will be ready in October and training for certification started in January 2005 for 90 secondary school directors. Training will later be extended to elementary directors. Education Enhancement Plans will not be developed since World Bank has School Improvement Plans as a central element of its program.

Program area	Objectives/description	Status as of October 2004
4. Teacher Development		
4.1. Develop implementation strategies for director and teacher development.	Two consultants will work with Teacher Development Coordinator (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, Future Farmers of America, SkillsUSA and Distributive Education Clubs of America models. The consultants will coordinate work with the CDC.	<p>MODIFIED/ACCOMPLISHED</p> <p>TDC in collaboration with IRA consultants designed four modules and training schedule for Cohort 1. IRA volunteers drafted the four modules in collaboration with Macedonian writers.</p> <p>Director training was delegated to the Director Certification component.</p>
4.2. Pilot new materials in 2-3 pilot schools	<p>-Two 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.</p> <p>-TDC will continue development of materials after consultants leave and test them with teachers willing to pilot the modules and concepts.</p> <p>-Directors will be given a workshop covering contextual learning</p>	<p>MODIFIED/ACCOMPLISHED</p> <p>Consultants delivered a “demo” lesson to five pilot schools. Modules are being taught as they are developed to Cohort 1, comprised of 60 teachers, 15 pedagogues, 15 directors plus master trainers. Fifteen schools are participating.</p>
4.3. Extend training to a minimum of 10-12 schools	Two consultants will assist TDC in evaluating pilot material and train teachers in another 1—12 schools for the 2004-05 school year.	<p>MODIFIED</p> <p>Modules 1 and 2 have been presented to Cohort 1. Modules 3 and 4 will be presented in November 2004 and February 2005.</p> <p>An accelerated training schedule is being developed to complete Cohorts 2 and 3 by 2006 and to start dissemination in the local schools earlier than originally planned.</p>

4. Looking Ahead

4.1. Director Certification

The following targets are set for the G13 next quarter.

<u>Dates</u>	<u>Objectives</u>
October 1	Submission of rough drafts of training modules for review by the Slovenian School for Directors
October 15-17	Workshop with staff from the Slovenian School for Directors to review comments on the modules and develop the complete certification proposal for submission to the MoES.
Late October	Submit certification program proposal to the MoES for review/approval
End of November	Approve the program and certify the G13 as trainers.

4.2. Teacher Training

The training of Cohort 1 in Module 3 “Community Based Learning” is scheduled for November 11-13. Master Trainer will begin observing teacher trainers using the new methods in schools. An accelerated training plan will be implemented.

4.3. Career Development

Business plan workshops for the remaining 10 schools implementing real firms will be conducted in October. Procurement of equipment and supplies for the firms will be started as business plans are completed.

Six schools will be starting 12 virtual firms in October and continue with training workshops. A national virtual firm fair in conjunction with Kultur Kontakt is being planned for December.

Procurement of equipment and material for Career Centers will start for all project schools this fall.

4.4. Research, Monitoring and Evaluation

The RME team will focus on the IRs of SO 3.4 and develop appropriate measures. The team will also focus on developing appropriate measures of the effectiveness of component activities. This will include working with each component to develop evaluation plans.

A strategy for conducting the research outlined in the project paper will be developed and implemented.

The RME coordinator will work with the MoES and other project to develop a strategy for database development in the ministry.

Annex

Non-official translations of articles within the Laws on Primary and Secondary Education that discuss director selection and certification

Official Gazette of Republic of Macedonia
September 20, 2004

Article 59

The Article 98 is changed and now it says:

“The director is a managing official of the primary school and he/she is responsible for the legal compliance and for procurement and finances of the school.

An individual, who alongside the general conditions determined by Law, meets the conditions for teacher, pedagogue or psychologist in primary school, has at least five years work experience in an educational institution accredited by the MoES and a passed Director’s exam, can be selected for a director of a primary school.

By exemption, if among the candidates there are no applicants who have passed the Director’s exam, a candidate who has not taken the Director’s exam can be selected for Director but is obliged to pass that exam within one year from the date of the inauguration for Director.

If the elected Director does not pass the exam for Directors in the time determined with the line 3 from this Article, his/her Director mandate will be terminated.

The Director’s exam from the line 2 from this Article is to be passed in front of an expert Commission pointed from the Minister, comprised by representatives of expert bodies of the Ministry and Universities.

The expert Commission will issue to the candidate who will pass the exam a certificate for passed exam for Director.

The mandate of the Commission members from the line 5 of this article is two years with a right for one more reelection.

The Program for the Director’s exam is to be approved by the Minister, after a Proposal from the Commission from line 5 of this Article.

The mandate of the director is four years.

The director of a primary school is appointed and deposed by the municipality mayor in accordance with this Law.

The procedure and the way of passing the Director’s exam, as well as the form and the content of the certificate, are regulated with a specific act by the Minister.

Article 76

The present Directors are obliged to pass the Director’s exam in a time period of one year from the beginning of the application of the Article 60 of this Law.

If the present Directors do not pass the exam for Director in the time that is determined in the line 1 of this article, the Director’s mandate will be terminated.

Article 78

More detailed regulations foreseen by this Law will be passed by the Minister within one year from the day of its coming into force.

The Program for the Director's exam, the specific act for procedure and the way of passing the Director's exam, as well as the form and the content of the Certificate foreseen in article 60 of this Law, will be passed by the Minister within six months after the coming into force of this Law.

Article 79

This Law is enacted on the 8th day from the day of publishing in the "Official Gazette of Republic of Macedonia".

The Articles 1, 22, 23 and 28 will be applied from September 1st 2005, and the Articles 6, 7 line 2, 9, 10, 11, 12, 19, 24, 57, 58, 59, 60, 61 line 3, 63, 64, 66, 67, 68, 69, 70, 71 lines 2 and 3 and 72 from this Law will be applied from the day of constitution of the municipality councils and council of city of Skopje and the election of the municipality mayors and the Skopje city mayor upon carrying out of the first next local elections in accordance with the Law for local elections ("Official Gazette of Republic of Macedonia" number 46/96, 12/2003, 35/2004, 52/2004 and 60/2004).

Official Gazette of Republic of Macedonia
October 4, 2004

Article 42

The Article 91 is changed and now it says:

"The director is a managing official of the public secondary school and he/she is responsible for the legal compliance and for procurement and finances of the school.

An individual, who alongside the general conditions determined by Law, meets the conditions for teacher, pedagogue or psychologist in a secondary school, has higher education, has at least five years work experience in an educational institution accredited by the MoES and a passed Director's exam, can be selected for a director of a public secondary school.

By exemption, if among the candidates there are no applicants who have passed the Director's exam, a candidate who has not taken the Director's exam can be selected for Director but is obliged to pass that exam within one year from the date of the inauguration for Director.

If the elected Director does not pass the exam for Directors in the time determined with the line 3 from this Article, his/her Director mandate will be terminated.

The Director's exam from the line 2 from this Article is to be passed in front of an expert Commission appointed from the Minister, comprised by representatives of expert bodies of the Ministry and Universities.

The expert Commission will issue to the candidate who will pass the exam a certificate for passed exam for Director.

The mandate of the Commission members is two years with a right for one more reelection.

The Program for the Director's exam is to be approved by the Minister, after a Proposal from the Commission from line 5 of this Article.

The mandate of the director of a public secondary school is four years.

The director of a municipality secondary school is appointed and deposed by the municipality mayor in accordance with this Law.

The director of the secondary school of the City of Skopje is appointed and deposed by the mayor of the City of Skopje in accordance with this Law.

The director of the state secondary school is appointed and deposed by the School Board with previous consent from the Ministry, in accordance with this Law.

The procedure and the way of passing the Director's exam, as well as the form and the content of the certificate, are regulated with a specific act by the Minister.

Article 57

The present Directors are obliged to pass the Director's exam in a time period of one year from the beginning of the application of the Article 42 of this Law.

If the present Directors do not pass the exam for Director in the time that is determined in the line 1 of this article, the Director's mandate will be terminated.

Article 58

More detailed regulations foreseen by this Law will be passed by the Minister within one year from the day of its coming into force.

The Program for the Director's exam, the specific act for procedure and the way of passing the Director's exam, as well as the form and the content of the Certificate foreseen in article 42 of this Law, will be passed by the Minister within six months after the coming into force of this Law.

Article 59

This Law is enacted on the 8th day from the day of publishing in the "Official Gazette of Republic of Macedonia" and the Articles 1, 5, 6, 8, 9, 10, 12, 13 lines 1, 15, 17, 31, 39, 40, 41, 42, 43 lines 3, 44, 47, 48, 49, 50 and 51 from this Law will be applied from the day of the constitution of the municipality councils and council of the City of Skopje and the election of the municipality mayors and the Skopje City mayor upon carrying out of the first next local elections in accordance with the Law for local elections ("Official Gazette of Republic of Macedonia" number 46/96, 12/2003, 35/2004, 52/2004 and 60/2004).