



- Executive Summary**
- Achievements**
- Concerns and Challenges**
- Progress vs Work Plan**
- Looking Ahead**
- Success Stories**



**USAID**  
FROM THE AMERICAN PEOPLE  
**SECONDARY EDUCATION ACTIVITY**

**USAID/MACEDONIA SECONDARY EDUCATION ACTIVITY**  
**Quarterly Report**  
**April - June 2006**



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## **1. Executive Summary**

The Educational Rendezvous, held in April, was the main event of this quarter. All the components focused on this event. The three-day event brought together business people, students, teachers and administrators from around the country for career development events and workshops.

### **1.1. Director Certification**

The primary accomplishment this quarter was the selection of an accredited institution to train 180 school directors not included during the pilot phase of the DCP (Director Certification Program). SEEU (Southeastern European University) provided the highest quality training at the best price. The project continues to follow and support the trainers hired by SEEU.

### **1.2. Teacher Training**

Launching the mentoring program consumed much of the time. Seven IRA volunteers conducted two-day follow-up visits to the 15 schools of Cohort 1. They found that teachers need continued support and encouragement to adapt methodologies to their classes. The grassroots-mentoring program is proving effective if supported by not only the project but also other institutions.

The 35 Cohort 2 schools are nearing completion of the dissemination phase. Many schools elected to complete module 4, the final workshop in the series, before the end of the school year, rather than wait until next fall.

Much work remains to develop an effective support system for the new teaching methodologies. School based assessment surfaced as problem in the schools. This will be tackled next fall in a series of workshops conducted in collaboration with World Learning.

### **1.3. Career Development**

The Educational Rendezvous was the main event. Over 10,000 students, parents, business people and teachers attended the event. Twenty two hundred students participated in Career Development Events (CDEs), the talent show and promotional booths. Local business donated over €12,500 in cash to support local schools. This is good evidence that schools can connect with local business and gain their support. In addition, many businesses were general sponsors donating everything from the sound system to medals for competition.

MASSUM, the new National Vocational Student Organization, held its first National Conference at the Rendezvous and elected national leaders and a governing board. Later the board met and finalized the constitution. Leadership training was conducted for the new leaders.

School companies are complete and most have started functioning. The goal is to have all 44 capable of turning a profit by next September. Three fourths of them had booths at the Rendezvous.

#### 1.4. Research Monitoring and Evaluation

The main activity this quarter was the annual SO 3.4 survey. Teachers and students were sampled in 64 schools.

#### 1.5. School Board Support

After completing a series of regional, informational meetings with all 450 school boards, a taskforce of 38 volunteers worked to form a national association. Two consultants from Oklahoma School Board Association shared experiences and guided them through the process of forming working committees to handle the work required to form the association. The association is set to register by August.

### 2. Achievements by Project Component

#### 2.1. Director Certification - SEEU Selected to provide training

SEEU (Southeastern European University) was selected to provide training for 180 directors from schools that were not included in workshops provided by the project because they did not meet the minimum requirements for being a director. Once institutions were accredited for director training by the MoES, the project no longer organize pilot workshops. SEA selected one of the four training institutions to complete the training promised the MoES in the MOU signed April 6<sup>th</sup>, 2005. Tuition will be paid for qualified directors attending workshops at SEEU.

The following criteria were used to select the institution:

- tuition
- qualification of the trainers
- training methodology
- instruction in Albanian and Macedonian
- training venue (regional approach preferred to reduce travel and lodging costs to participants);

A comparison of the four accredited institutions is shown below.

	<b>American College, Skopje</b>	<b>Faculty of Philosophy, Skope</b>	<b>Faculty of Tech. Sciences, Bitola</b>	<b>SEEU Tetovo</b>
<i>Tuition fee per candidate</i>	400 euros	400 euros	400 euros	320 euro
<i>Language</i>	bilingual; Macedonian & Alabanian	Macedonian	Macedonian	bilingual; Macedonian & Alabanian

	<b>American College, Skopje</b>	<b>Faculty of Philosophy, Skopje</b>	<b>Faculty of Tech. Sciences, Bitola</b>	<b>SEEU Tetovo</b>
<i>Mode of payment</i>	in instalments	in instalments	in instalments	in installments, upon completion of each module
<i>Methods of delivery</i>	unknown	unknown	unknown	interactive approach; experiential learning delivered by experienced trainers previously used by SEA
<i>Venue of training</i>	College facilities in Skopje	Faculty facilities in Skopje	Faculty premises in Bitola	regional; wherever a group is formed

Selecting SEEU was easy since nine of the trainers that developed the program can deliver regional workshops at the lowest price.

## **2.2. Teacher Development Component (TDC)**

Teachers continue to develop their skills in active learning methods. Cohort 2 teachers are completing their series of workshops ahead of schedule. Many have completed the series of four workshops before the end of the school year instead of waiting until September. Cohort 1 teacher trainers continue to develop a mentoring program in collaboration with IRA volunteers. The TDC component had three major activities this quarter.

### **2.2.1. Workshops at the Educational Rendezvous**

Twenty-six presentations and workshops were organized over three days the Educational rendezvous in April. Eleven of the 26 workshops were presented by Cohort 1 teachers covering issues related to implementation of interactive teaching methodologies introduced by SEA. The workshops targeted both students and teachers.

Other topics included:

- BDE representatives - answering students' questions regarding the final exams (Matura)
- Representatives of the Ministry of Education – the application process for school grants
- Open Society Institute – presenting the Program on Roma Education
- Center for Human Rights and Conflict Resolution – presenting the Project “School of Tolerance”
- Search for a Common Ground – presenting the project “Youth and Democracy”
- American Education Center – discussing possibilities for studying in the USA

- Representatives from VSO's from Macedonia and USA – delivering workshops for primary and secondary school students on “Leadership Training” and “Steps to Success”.

### **2.2.2. Dissemination workshops for 35 Cohort 2 schools**

Each Cohort 2 school continued to conduct dissemination workshops for all teachers in the school. They are currently ahead of schedule, implementing modules 3 and 4. Cohort trainers and regional consultants met with teacher trainers to plan the workshops. Regional consultants continue to monitor the workshops. Attendance continues to be high and 2000 teachers are expected to complete their portfolios.

### **2.2.3. Mentoring Program in 15 Cohort 1 schools**

Seven IRA volunteers conducted follow-up visits in 15 schools of Cohort 1. The teacher trainers had attended workshops on mentoring last quarter and are in the process of establishing mentoring programs in their schools. Each volunteer visited two schools. They spent 2 days in each school observing and counseling teacher trainers. They advocated curriculum planning and teacher study groups. The volunteers made the following observations on teacher trainers during debriefing.

- Teachers are becoming comfortable using teaching strategies and mentoring
- Teachers understand the purpose of mentoring and ways to mentor
- They are taking ownership of strategies and adapting them to their classes
- Their portfolios are developing
- Teachers have a positive attitude toward their mentors
- The mentors in each school are regarded as a team. Consequently, teachers are comfortable when meeting different mentors resulting in cross-content interactions.
- A culture of communication is developing, resulting in lots of informal discussions
- Caution: IRA volunteers recognized they only saw a few teachers so it is difficult to make generalizations to the whole school
- Teachers were interested in reform and are discussing how to make changes in teaching (informal)
- Directors are very involved in most schools

Regional meetings were held with the Cohort 1 teacher trainers in June. They made the following observations.

1. The mentoring seminar in March was too short and intense, but after the May visit of the volunteers, teacher trainers got a clear picture of what mentoring activities should look like. After practicing their mentoring skills, they understood that it is a skill that takes time to acquire.
2. There is a positive climate in most of the schools, and teachers often ask for help and support from the teacher trainers.

3. Several of the observation forms included in the Mentoring Manual were clarified..
4. School teams understood how to use study groups and curriculum planning.
5. They exchanged experiences on successful practices of these techniques during May visit.
6. Teacher Trainers need more free time during the working day in order to be able to perform their mentoring duties successfully.

## 2.3 Career Development

The main event this quarter was the Educational Rendezvous that was planned for over a year. The event served to pull together the entire SEA team and spark thoughts on the synergies that could be obtained between components.

### 2.3.1. Educational Rendezvous 2006

The three-day Educational Rendezvous 2006 was heralded as the largest educational event ever held in Macedonia. The Minister of Education and American Ambassador opened the event, and the State Secretary of Education and USAID Mission Director closed it two days later. An estimated 10,000 students, teachers and business people attended. Several objectives were accomplished.

#### *Career Development Events (CDEs)*

Over 2200 students participated in various events at the Rendezvous. The following events were held to challenge students and teachers. The table summarizes the number of participants in each event. Annex A includes photos of the rendezvous.

- **Best Booth** - 3 categories – real firm, virtual firm, school promotion
- **Public Speaking** – (Albanian and Macedonian) A six-minute prepared speech is delivered to a panel of judges on a topic relevant to the vocational cluster of the school.
- **Job Interview** (English, Macedonian, Albanian) – Students prepare a cover letter, resume and two reference letters for a job they could realistically apply for.
- **Marketing Plan** – team event where a marketing plan is developed and presented their plan to a panel of judges
- **School Company** – a team event where students presented their updated business plans and financial statements to a panel of judges.
- **Web page** (4 categories – real firm, virtual firm, school promotion and VSOs) – pages were loaded onto the web and judged for creativity and functionality. Server space was donated by Mt.net and the company continues to provide server space for

schools to promote their programs. To view the pages go to the links given on the SEA website: <http://www.sea.org.mk/rendezvous.htm>

- **One-minute promo video** (4 categories – real firm, virtual firm, school promotion and VSOs) - students produced one-minute spot ads for television.
- **Print Ad/poster** - 4 categories – real firm, virtual firm, school promotion and VSOs that were A4 size promotional posters or ads suitable for newspapers (view them on the above link)
- **Fashion** – schools presented their creations in apparel design

<i>Numbers of Students and Teachers participating in Competitions</i>		
<i>Contest</i>	<i>students</i>	<i>teachers</i>
Print ad/poster - virtual firm	27	12
Print ad/poster school company	51	31
Print ad/poster school	108	64
Print ad/poster vocational student org.	55	32
School Company	77	37
One minute video ad - virtual firm	25	12
One minute video ad - school company	42	24
One minute video ad – school	94	48
One minute video ad - vocational student org.	29	14
Web page - virtual firm	25	13
Web page - school company	47	25
Web page – school	119	66
Web page - vocational student org.	44	22
Fashion show	134	47
Job Interview (Albanian)	8	7
Job Interview (English)	21	20
Job Interview (Macedonian)	51	51
Marketing plan	133	56
Public Speaking (Albanian)	8	9
Public Speaking (Macedonian)	53	55
Best Booth - Virtual Firm - 17 booths	136	34
Best Booth - School Company - 34 booths	272	34
Best Booth - School - 48 booths	384	48
Fashion show	134	44
Talent show	201	53
<b>Total Participants</b>	<b>2278</b>	<b>858</b>

## ***Workshops***

Twenty-six presentations and workshops were organized over three days.

- Teacher workshops - Eleven of the 26 workshops were presented by Cohort 1 teachers covering issues related to implementation of interactive teaching methodologies introduced by SEA.
- Student leadership workshops focused on VSO development.

## ***Promotional Booths***

110 booths were promoted school programs, school companies, virtual firms, projects and real businesses.

<b>Booths</b>	
<b><i>Type of Booth</i></b>	<b><i>Number</i></b>
Virtual Firms	17
School companies	34
School Promotion	48
Projects and Firms	11
<b>Total booths</b>	<b>110</b>

- **Virtual Firms** – virtual firms set up trade-show booths in collaboration with their sponsor, a company from their community.
- **School companies** – schools displayed their products and services provided by their companies. They also had the option to present their financial statements and business plans in the School Company Competition. The winner received a \$500 prize for equipment and supplies. The winner was a bakery in Prilep with gross sales of 229,480 MKD (about \$4800), netting 37,000 MKD in 4 months of operation.
- **School Promotion** – Forty-eight secondary schools set up booths to recruit 8<sup>th</sup> graders. This was first time schools from all clusters will display their programs in one place. An estimated 4000 8<sup>th</sup> graders came to the event.

## ***Entertainment***

Schools were invited to send students to perform on one of two stages during the Rendezvous. Two hundred students participated.

## ***Business and Industry Support***

The business community supported the CDEs. Business people judged the CDEs. General sponsors supported the event as a whole and local businesses sponsored local school booths. In fact, the “best booth” contest had an element of sponsorship in the evaluation. Forty of the 100 points in the contest were dependent on raising the funds to pay for their booth space. The following table summarizes the support given by the business community. Many more individuals and businesses contributed their time and money to bring students to the event.

<i>Number of Sponsors</i>	<i>Donation</i>
15 general event sponsors	<ul style="list-style-type: none"> <li>▪ Concert-class sound system for two stages</li> <li>▪ Medals and plaques for contests</li> <li>▪ Server space for web page contests</li> <li>▪ Prizes for winners of contests</li> <li>▪ Loan of computers for the event and internet connection</li> <li>▪ Photography for the event</li> <li>▪ Printing event brochures</li> <li>▪ Electronic display for the stage</li> <li>▪ Facilities donated for contests</li> </ul>
90+ judges for CDEs	Businesses and individuals donated time.
290+ local sponsors for booths	A total of over €12,500 was donated by local businesses to schools to cover the cost of booths.

### **First National VSO Convention - MASSUM is Born**

The most exciting event at the Rendezvous was the formation of MASSUM, the National Vocational Student Organization. Students and teachers that participated in a USA study tour laid the foundation for the organization over the past year. They expanded local VSOs from 13 to 70 schools. Then they planned the first National Convention at the Rendezvous that would elect a board and national leaders.

Thirty-two students applied for the seven posts of national leader. The founding students interviewed them, coached by two consultants brought from the USA who had been state and/or national officers in the FFA.

Next, the general assembly, composed of one student representative for each cluster taught in a school, convened and elected the national board. The board represents the 14 clusters of vocational education in Macedonia. The delegates from each cluster met to interview and select their representative.

The assembly then voted on the slate of national leaders developed by the nominating committee. The roster of national leaders is composed of:

- President,
- Vice President for the Budget,
- Vice President for Public Relations and

- Three regional Vice Presidents.

They were elected to a term of one year and started leadership training the following day. Later, during the last week of June and first week of July they received further training and then conducted workshops for officers from all 70 schools.

In addition to the student board, an advisory board was formed by mentor teachers of each of the board members and leaders, plus 3 volunteers.

## 2.3.2. School Companies

### 2.3.2.1. School Companies (Real Firms)

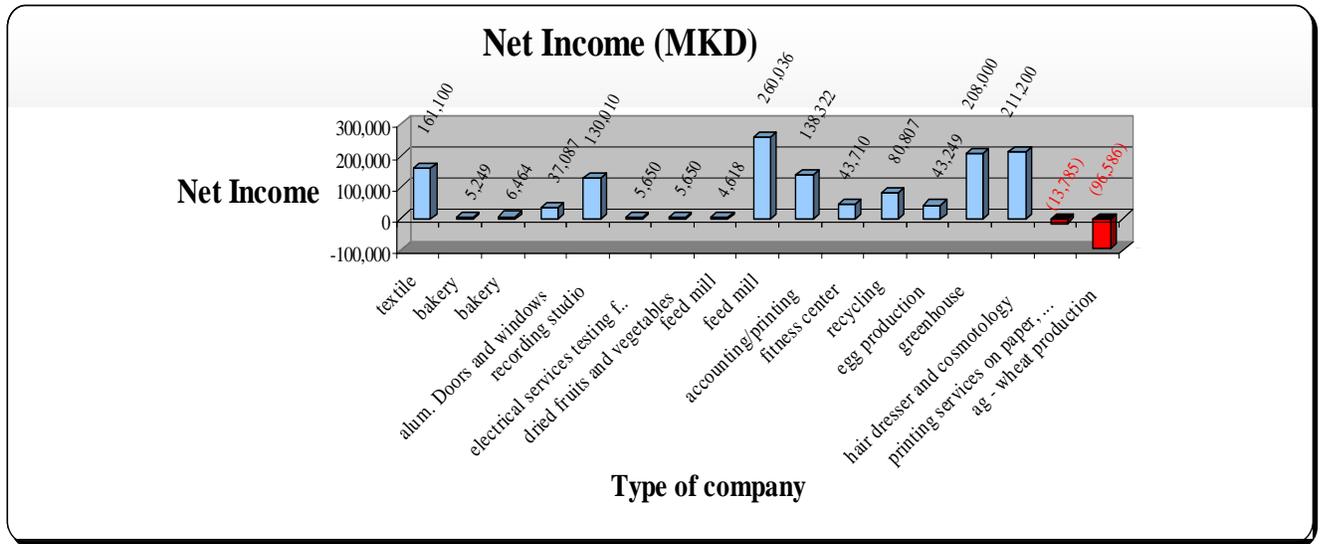
Teachers and students are finding that planning and setting up a business is the easy part. Making it function is hard. As can be expected, schools with teachers and directors that are more entrepreneurial started to turn a profit while others struggled to break even.

The Rendezvous encouraged teachers to get their records in order, compete in the contest, and display their products and services. Thirty-four schools set up booths and 20 chose to compete. This provided an opportunity to get a glimpse of how they were faring. The judges' observations of the companies that competed included:

- Some companies didn't use the proper format for record keeping
- Since companies are starting to operate on different dates, no annual financial statements are available for proper comparison.
- Only a few companies have calculated costs for depreciation and inventory adjustments
- Some companies didn't keep records on changes of current assets, but only fixed (capital) assets
- Teachers need additional training in "Trend analysis"
- Combined financial results from 17 schools that submitted completed records over the past five months:

○ Total Income	<b>5,354,890</b> MKD (\$ 111,560)
○ Total Expenses	<b>4,023,342</b> MKD (\$ 83,819)
○ Net cash income	<b>1,331,548</b> MKD (\$ 27,740)

A simple graphic demonstrates the wide range of profitability of these mini-enterprises. Just like the real world. However, the teachers are still excited. They are searching for ways to become more profitable. This is a great learning environment for students.



Two firms lost money due to start-up costs and crop failure.

Two issues need to be addressed during the coming year. The first will be to include more teachers in the company. The practicum instructors who do not have a business background manage most companies. All schools are required to teach some business classes. The company would be an excellent example for this unit of instruction.

The second issue will be to improve record keeping and financial analysis. Although modules and brief workshops were delivered on record keeping, few teachers had experience in this area. Additional support will be needed, similar to that given to small businesses in the USA where people are coached in record keeping and assisted in financial analysis. All companies will be fully operational at the beginning of the coming school year to keep a full year of accounts.

### 2.3.2.2. Training Company Program Expands (Virtual Firms)

Aside from the participation of 17 virtual firms in the Rendezvous (including one from Kosovo and one from Bulgaria), a training plan with 3 modules for an additional 34 teachers from the 7 SEA schools was developed. These teachers will be needed to expand the program to include additional classes in the virtual firms next year. Virtual firms may become a mandatory class for all students in economic schools in another year.

### 2.3.3. Career Centers

With the advent of the National Vocational Student Organization (MASSUM), the career center activities have taken on a new character. The local VSO is works hand in hand with the career center to link the school with industry. In most cases, the teacher and students responsible for running the career center are also responsible for the VSO.

### **2.3.3.1. Career Center Training and Equipment**

- The Job Interview Module was translated into Albanian and sent to the printer.
- Workshops started on self-employment and writing an action plan for the career center. Participants are grouped according to clusters. So far, 27 schools representing textile, economics and services attended.

### **2.3.3.2. MASSUM (National Vocational Student Organization)**

Once formed at the Rendezvous, the organization started functioning. The student and teacher boards met on May 16, 2006 to finalize the constitution and draft a Plan of Activities (POA) for the year. In June, the national leaders went for leadership training and planned their POA. A follow-on retreat with representatives from all 70 local chapters of MASSUM is scheduled in July.

## **2.4. Research, Monitoring and Evaluation**

### **2.4.1. SO 3.4 Annual Survey**

The annual survey of teachers and students was conducted this quarter. The sample was drawn from sixty-four schools. The survey was administered to 96 groups of students by TAs who, in turn, were monitored to assure uniformity in administration of the instrument. The data is being analyzed in Macedonia this year instead of shipping it for scanning to the states.

### **2.4.2. Monitoring SEA Activities**

#### **2.4.2.1. Director Certification Component**

RME worked assisted the DCP component to administer a follow-up survey to school directors that had completed the training cycle last year. The information gathered this year is being compared to the baseline collected while they were being trained last year.

#### **2.4.2.2. School Board Support Component**

School board members were surveyed during the series of informational workshops.

### **2.4.3. Related Project Support Activities**

RME has supported other components by managing its database to provide information needed for running the Rendezvous, printing training certificates, tracking inventory, and conducting mailings to schools.

## **2.5. School Board Support**

### **2.5.1. Task Force Formed and Takes Action**

The series of regional informational meetings involving all primary and secondary school boards was completed in April. During these meetings, they were apprised of the laws governing school boards and their responsibilities. The outgrowth of the workshops was a taskforce charged with forming a national school board association.

Two consultants from the Oklahoma School Board Association were engaged to share their experiences with school boards and guide the 38-member taskforce through the process of forming an association. The SBS component collaborated with MDW (Making Decentralization Work) and ZELS (association of mayors) during this process.

The taskforce formed six working committees to deal with problem areas identified during the workshop. The six committees are:

- Organization
- Finance and budget
- Legislation
- Communication and public relations
- Training
- Nomination

The working committees selected coordinators and prepared their plans of work for the year. The nomination committee developed a nomination procedure. During the workshop, the task force selected an Acting President, Mr. Fatimir Tresi who will represent the association until the first general assembly when a president will be elected.

The task force selected a name, ZUOM, that translates as the National School board Association of Macedonia. The taskforce will resume work once members return from vacation this summer.

It is noteworthy that taskforce members are volunteers. The project has elected to form the association using the means available to its members. Only workshop expenses have been covered by the project.

### **2.5.2. Survey of School Board Members**

The participants indicated their appreciation and need for information on roles and responsibilities of the school board. Although many may have read the law, they didn't fully understand the selection process of school board members and school directors. Perhaps most importantly, they indicated the need for frequent meetings to exchange information and ideas.

### **3. Concerns and Challenges**

#### **3.1. Director Training**

##### **3.1.1. Elections**

At the time of writing, Macedonia is poised for parliamentary elections. Potential changes in the director certification may occur, depending on the make-up of the new government coalition. The project is ready to respond to the needs of the new government.

##### **3.1.2. Continued Director Development**

The majority of the taskforce trained by SEA was hired by SEEU to train directors. However, the mission is not finished.

The training program developed by DCP trainers certainly needs revision. In addition, the training program is not the capstone of professional development but the foundation. The certification process needs review and adjusting. Other institutions delivering the same component should be evaluated for quality in delivery of the content. Finally, ways and means need to be explored to continue professional development of directors.

#### **3.2. Teacher Training**

##### **3.2.1. Mentoring Teachers is Critical**

Grassroots mentoring is the key to personalize and internalize teaching methodologies. Trainers and teachers indicate that they know the methodologies but have trouble applying them on regular basis. Frequent communication and contact appear to be the key to solving problems in a timely manner and for encouragement. Other agencies and institutions that work with teachers need to join in this effort. Net meetings are being explored as the internet connections develop between teachers.

#### **3.3. Career Development**

##### **3.3.1. Looking Beyond Career Centers and School Companies**

The project has equipped career centers, but VSOs are making them operational. The students and teachers need leadership training in order to meet the challenge.

School companies are but one facet of work experience available to students. Teachers have little or no business experience and can hardly be expected to teach something they know little about. Now that the companies are becoming functional, other teachers may become involved in business management. The primary objective of the school company is to provide a real example of business management with all its successes and problems. It is not a technical training laboratory. Its objective is defined in the business plan. Profitability is the prime directive. Students can all participate in the management of the business.

Beside the school company, students need to have the opportunity to interact with industry and/or start their own business. A broader work experience program is being formed to place students with businesses or help them start their own business. The challenge will be to weave this program into existing curriculum.

#### **4. Progress by Work Plan Activity**

The tables on the following pages track progress against the new work plan for 2005-2006.

## SEA Work Plan Grid 2005-2006

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 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
<b>SEA Objective 1: More engaging, relevant classroom instruction</b>					
SEA Result 1.1: Trained teachers using elements of contextual learning in the teaching process.	Cohort 1 teacher trainers master competencies in 4 modules in interactive learning	Cohort 1 teacher trainers finish dissemination workshops in their respective schools.	4 modules disseminated in 15 schools by teacher trainers with an average of 90% attendance	October – November	15 of 15 schools completed all 4 modules in dissemination workshops with over 95% attendance (about 600 teachers)
		Teachers trained in Cohort 1 schools demonstrate competency in active learning methods by completing portfolios demonstrating mastery of each module	90% of teachers complete portfolios	October - January	In progress
	Cohort 2 teacher trainers master competencies in 4 modules in interactive learning	Series of four workshops completed by teacher trainers	Participants earn attendance certificates	October	Completed – 140 teacher trainers completed workshops
		Facilitation skills workshop completed by teacher trainers	Participants in attendance	December	Completed – 140 teacher trainers completed workshop
		Teacher trainers complete requirements for qualification	Completed Portfolio	December - January	Complete - 140 teacher trainers with completed portfolios
		Four modules disseminated in Cohort 2 schools	Participation certificates given to teachers	December – June	Modules 1 and 2 have been completed
		Teachers in Cohort 2 schools demonstrate mastery of modules	90% complete portfolios for qualification	March-June or later	Teachers have started portfolios
	Institutionalization of teacher support in active learning	Strategy team recommends system of teacher support, focusing on mentoring	Comments and Recommendations	October	Completed – internal report generated
		Actions initiated, based on recommendations from strategy team	Specific activities conducted to institutionalize new learning techniques both pre and in-service	November – June	BDE advisors and Inspectorate participated in mentoring follow-up by IRA volunteers.
	Revise modules 3 and 4 for second edition	Finalize Module 1 and 2 revision	2 <sup>nd</sup> edition modules	October	Completed
		Produce second edition of all four modules.	Modules placed in each school's resource center	March	Delivery of modules 1 -4 completed

## SEA Work Plan Grid 2005-2006

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 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
<b>SEA Objective 2: Effective career preparatory activities</b>					
SEA Objective 2.1: Improved critical job seeking skills in students	Equip and supply Career Resource Centers in each school with material related to job seeking skills.	Place modules on job search skills in all career centers.	35 modules placed in schools	October - November	50 centers equipped – completed
		Teachers to incorporate job search skills into first and second year classes.	job interview, CV writing and career exploration incorporated into classroom exercises during 1 <sup>st</sup> 2 years	October – June	Modules on CV writing, job interview and job search delivered. Over 500 CVs written by students posted with a private job placement firm.
		Faculties and industry to place material in Career Resource Centers	Amount of material placed	continuous	In progress
		Teaching and school administration resources placed in the centers.	Materials printed and placed	Continuous	35 copies of two modules on job search and CV writing delivered.
	To provide opportunities for students to explore careers and develop leadership skills essential for career development.	Formation of local VSO chapters	Local organizations formed	Nov - April	70 local organizations functioning
		Form National VSO organization	National organization formed	April	Leaders and board elected in April. Registration is in process.
		Leadership training for VSO officers and teacher advisors	Tours or workshops held	July	Leadership workshops held for National Leaders/ National Board and selected officers from each local chapter.
		Career Develop Events, fairs and trade shows	Events sponsored by industry and VSOs	Nov - June	Educational Rendezvous held in April.

## SEA Work Plan Grid 2005-2006

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 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
<b>SEA Objective 2: Effective career preparatory activities</b>					
		National Educational Rendezvous providing an opportunity for schools, faculties, industry and government to come together.	Participants in the event Attendees	April	Held on April 6-8.

## SEA Work Plan Grid 2005-2006

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 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
<b>SEA Objective 2: Effective career preparatory activities</b>					
SEA Result 2.2: Students participating in applied skill activities and career preparation activities	Increase the opportunities for students to have business experience while in high school	<b>Real Firms (School Companies)</b>			
		44 schools operating school companies	End of year financial reports Student records	June-July	Refresher workshops held on business plans and record keeping. 44 companies are set to start with 43 operational.
		National competition recognizing successful companies (Rendezvous)	80 % of schools participate in competition	April	Competition held at the Rendezvous in April
		<b>Virtual firms (Training Companies)</b>			
		Expansion of program to 3 firms per school	Number of classes	October	4 of 7 schools have expanded their program to include one extra firm. Additional teachers are being trained to expand the program further.
National Virtual firm Fair	Number of firms participating	April	Held at the Rendezvous, plus many SEA schools participated in the fair organized by Kultur Kontakt		

## SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.2. Support a Training System for Professionalization of School Directors					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
<b>SEA Objective 3: Better managed, more flexible school administration</b>					
SEA Result 3.1: Training of directors for certification and demonstrating competency	Start workshops for newly selected for up to 450 qualified directors selected according to law	Participants complete 6 workshops	Completed portfolios	November-April	Cohort 3 has completed all six modules. 180 remaining directors are being trained through SEEU as they are appointed
	Assure smooth transition of training program to accredited institutes, providing training as needed.	All accredited institutions utilizing the program developed by DCP experts in both content and methodology	Report assessing needs in institution staff Summary information on any training conducted or information provided	Continuous	Four institutions accredited by the MoES. To date, only SEEU has expressed an interest to collaborate with SEA.
	Assess the certification program and propose improvements	Interviews and analysis of the program with recommendations given	Mission report	October	Completed and report circulated to MoES/USAID/interviewees
	Produce material appropriate for assessing director job performance for various assessment bodies	Training course for inspectorate and/or other administrators developed	Material produced	January	Postponed
	Provide training for the inspectorate and/or other institutions involved in director assessment	Training delivered and inspectors mentored.	Evaluative reports	January – September	Workshops being planned for next fall after officials are named by the MoES
	Identify needs for additional in-service training for directors	List of topics and/or modules being utilized by institutions for continuous training	Catalog of workshops/courses offered to directors	Continuous.	in progress.

## SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.2. Support a Training System for Professionalization of School Directors					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
<b>SEA Objective 3: Better managed, more flexible school administration</b>					
SEA result 3.2 Provide training / information to school boards	Develop list of reconstituted school board members	Database with of members/schools	Database	November	Completed
	Conduct information meetings for school boards, mayors and directors	Meetings held with representatives of MoES, ZELS and other experts explaining the role of school boards, mayors and MoES.	Attendance roster	December-January	Regional meetings completed and taskforce formed to establish national association..
	Facilitate the formation of a school board association	Association formed	Chartered Association	December - June	Workshop held for 38 member taskforce forming committees to establish ZUOM.
	Training provided to school boards through the association	Workshops/info meetings and other communication passing to school board members	List of meetings and documents	Continuous	in progress.

## SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
<b>SEA Objective 4: Effective Project Management Systems</b>					
SEA Objective 4.1: Effective monitoring of progress toward S.O. 3.4.	SO 3.4 Baseline Analysis and Follow-on	Report on annual survey	Report	October	Draft completed
		Conduct yearly survey of teachers and students using self-reporting instrument.	Survey conducted	March - May	Survey conducted and data is being analyzed.
SEA Objective 4.2: Establishment of effective project monitoring systems for improved management.	Project component activity monitoring	Individual component result indicators developed, data collected and reports generated	Component reports	Punctual for formative activity based evaluation / June/July for component level	Formative evaluation surveys conducted in components. Compendium of formative evaluations is being produced.

## 5. Looking Ahead

The following chart is the calendar for activities currently planned for next quarter, grouped by component.

<i>Component</i>	<i>Date</i>	<i>Activity</i>
<b>Director Certification</b>	July/August	Support of DCP trainers at SEEU
<b>Teacher Training</b>	August 7-10	IRA world conference in Budapest
	August - September	Dissemination workshops continue
<b>Career Development</b>		
	July 1-3	Leadership training in Kozuf
	August - September	Public Speaking workshops conducted in collaboration with World Learning
	September	Supervised Work Experience workshop planned
<b>Research, Monitoring, Evaluation</b>	July-August	Data Analysis
	August-September	Production of compendium of formative surveys
<b>School Board Support</b>	August-September	Taskforce meetings

## 6. Success Stories

### 6.1. How does a young person from Kocani end up in Athens... Ohio?

Meet Ana Gicova. She just graduated from Ljupco Santov an economics high school in Kocani, Macedonia and is headed for Athens... Ohio. She and nine of her colleagues blazed a new career path over the past two years that opens a new route that Macedonian young people can follow to a job in a challenging market economy.

“I knew the best investment is to invest in myself, in my own career. In the last two years I was involved in a lot activities organized through USAID’s Secondary Education Activity (SEA) project that help me a lot in gathering knowledge, skills and building self-confidence”, says Ana.

It all started in Louisville, KY where Ana attended the 2004 National FFA Convention along with nine other Macedonian youth from vocational schools scattered throughout Macedonia. “Learn, Lead, Succeed”, the theme of that convention, became the group’s motto. They sang it in the hotel hallways and in the airplane as they returned to Macedonia. A similar group of Macedonian teachers followed the same path a month later.

They had witnessed leadership in action during the five day convention. Then, they lived with host families for a week, going to school with young people their own age and attending similar vocational classes in high school. They experienced a slice of Americana that demonstrated how students can learn leadership skills and work hand-in-hand with industry to develop a career. Most importantly, they saw how students started their careers while in high school, earned money and ... had fun. They found out how industry links with vocational schools to provide opportunities. In the case of FFA, the National Foundation contributes over \$9.5 million, plus support local schools with personal time and contributions. The University of Minnesota coordinated the study tour.

“Have a look, and if you find something of interest we can help you make it a reality,” Roger Steinkamp, SEA Chief of Party, told the group as they headed for the states.

The students came back excited. The first year, they formed 13 local VSOs (Vocational Student Organizations) with support from SEA. Their programs of activities included activities ranged from community service, like the collection of clothing for the disadvantaged to preparing fellow students in job interview competitions while finding partners in industry to support them. But they didn’t stop there.

This year, they spread the word to other schools. The number of VSOs jumped from 13 to 70. (Twenty schools beyond those covered by the project.) Now they were on a roll. SEA brought in two former national officers from the FFA to coach them in leadership skills. This took them to yet another level. Why not form a national vocational student association?

Well, they did. On April 8<sup>th</sup>, these 10 students convened the first annual meeting of the National Vocational Student Organization assembly with delegates from 70 vocational schools. The assembly elected a student national board representing all the clusters in vocational education. Then they elected seven national leaders to carry the organization forward. The meeting was the culminating event at the first, annual Educational Rendezvous that they also organized, bringing over 10,000 students together for 3 days of competition, workshops and just plain fun at the

talent and fashion show that ran 6 hours per day. Ana and her colleagues were on the stage leading the charge. But that is another story.

Ana is on her way to Athens, Ohio to attend Ohio University majoring in Business thanks to her link to industry. She just received a full scholarship from a Macedonian businessperson, Mr. Risto Gushterov, who was impressed with her demonstrated abilities and interview. Winning the job interview contest sponsored by SEA paid off.

”All the experience and leadership skills I’ve gotten working in the youth organization, school company and participation on different competitions and workshops organized by the SEA project, were crucial in choosing my career path and planning my future. And, I know that after four years, I will come back to Macedonia and work for better economic development of my country” adds Ana.

“Learn, Lead, Succeed” still echoes in her mind.

*What happened to the other 9 students who went to the USA?*

- *Simona Angelesk, Skopje, Agriculture - graduated from high school a year in advance and is going to the Faculty of Agricultural sciences and food (Skopje)*
- *Kristijan Mitevski/ Sveti Nikole/ Agriculture graduated and is heading to the Veterinarian faculty (in Skopje or Sofija-Bulgaria)*
- *Semra Jakupi/ Tetovo/ Medical - Medical faculty (Skopje) of Communication sciences (SEEU)*
- *Jovo Aleksovski/ Skopje/ electro-technical - IT or English language (Skopje)*
- *Angel Gadzov/ Stip/ Textile - in his final year of high school and elected to the national VSO board*
- *Sasko Andonov/ Gevgeija/ Hotel and Tourism – going into training for casino operation*
- *Blerim (Beni) Avdija/ Tetovo/ Business – enrolling at SEEU in Business Administration*
- *Vlatko Nestorov/ Skopje/ Electro-technical – headed for a faculty*
- *Biljana (Bibi) Paskovska/ Stip/ Agriculture – headed for a faculty*

Ana handing out awards at the Educational Rendezvous



## 6.2. School Climate Makes the Difference

USAID Director Certification training program makes differences in lives of students, teachers and directors alike

Rodna Stoilevska is a school director in a primary school in Skopje. When she was invited to SEA director certification training, she thought “Oh well, just another weekend in Struga”. Being a director for eight years, attending so many trainings, she thought she knew everything she needed to be a good director. She felt it was a waste of her time.

But one of the topics caught her attention. “School climate, yes I know what makes good school climate but somehow that doesn’t work in my school” says Rodna. When her colleagues, school directors, were sharing their thoughts and experiences and compared them with the theory presented by the trainers, Rodna got an idea.

She got the teachers and students agree on some basic rules that apply to everyone. The students even suggested awards and fines for those who do not follow the rules. After that they all focused on how the school looks to a visitor coming for the first time. So they planted some flowers, painted the walls with bright colors, put some students drawings on the walls. Rodna was the first one to greet everyone with a smile even when she was facing hard complaints. The teachers followed her example, one by one. She also introduced music during the breaks.

“It took some time to see that the whole school looks different. Students were greeting their teachers and mates with smile. No yelling and running in the halls, no scratches on the walls and the furniture. I feel like at home, with my family, and I think most of them feel the same”.

Rodna got these ideas during the director certification training, implemented through USAID’s Secondary Education Activity (SEA) project. SEA aims to prepare today’s students for tomorrow’s workplace. It is a five-year, \$10 million project that helps students from Vocational Education and Technical schools learn about the workplace and apply theoretical knowledge to practical tasks. It was also tasked to initiate director certification program and equip the directors with necessary skills and knowledge to manage schools better.

“Sharing the experience and information, acquiring new knowledge in one new and different way, and the ambiance created during the informal gathering was a good foundation for the wish to make changes and continue the friendship and exchange with my colleagues” says Rodna, “and of course SEA training was the best spent time in my whole professional career”.

Rodna (*right*) greeting her colleague workshop



### 6.3. “Old Traditions, New Techniques” Project Inspires an Oral History Activity

Slagana Nikolovska put the new teaching techniques she learned through the SEA funded initiative to good use. She challenged her secondary students to get out of the classroom and into the community. The result: a booklet called: “Following tradition” about holiday celebration traditions, put together using the oral history method.

Slagana teaches seven classes a week at the Probistip High school,. She’s a dedicated teacher, always looking for new ideas. So it comes as no surprise that she’s completed all four USAID Secondary Education Activity (SEA) workshops on interactive teaching and learning methodologies.

“I’ve learned how to integrate classroom learning with learning in and through the community—that’s important to me because I want my students to connect with the community.

Slagana’s students conducted interviews with friends, relatives, and other members of the community about customs related to Christian holidays. The material they collected was so rich, she challenged them to publish it. The students had to figure out how to finance the printing and had to use the computer lab in ways they had never thought of. They asked their Macedonian language teachers as well as local commercial and non-commercial organizations for help.

Today, “Following tradition” is a reality.

“This was a great effort,” says Slagana. “Active learning, a technique I learned through the USAID workshop, means giving students the responsibility to perform a task. They learn a lot about team work and communication, and best of all, it helps them develop self-confidence.”



# Annex A

## Educational Rendezvous 2006



Dignitaries



Minister Polozhanov



Ambassador Milovanovic



Competition and Rewards



School and Company Promotion



Fashion and Talent

