



- 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**  
**July 2006 – September 2006**



Submitted by:

**American Institutes for Research**

With:

**International Reading Association**

U.S. Agency for International Development  
Cooperative Agreement No. GDG-A-00-03-00006-00  
Associate Cooperative Agreement No. 165-00-03-00105-00

American Institutes for Research  
1000 Thomas Jefferson St. NW  
Washington, DC 20007  
[www.equip123.net](http://www.equip123.net)

## Table of Contents

1. Executive Summary .....	1
2. Achievements by Project Component.....	3
2.1 Director Certification .....	3
2.2 Teacher Development .....	4
2.3 Career Development .....	6
2.4 Research Monitoring and Evaluation.....	9
2.5 School Board Support .....	10
3. Concerns and Challenges.....	11
4. Progress by Work Plan Activity .....	13
5. Looking Ahead .....	21
6. Success Stories .....	22
Annex A – excerpt – Conference Compendium Ohrid, April 2006 .....	23
Annex B – Self-Assessment Report – Ministry of Economy .....	24



## **1. Executive Summary**

Summer is usually a slow time for the project with schools out of session for two months and staff taking vacation time. But, in spite of the summer doldrums, the project moved ahead in all components.

### **1.1. Director Certification**

Two more cohorts were started at SEEU to train directors and candidates. Twenty of the 186 trainees were from schools that previously had unqualified directors who were identified by the MoES and therefore would be replaced.. 160 schools still need to appoint qualified directors. Once this is accomplished, SEA will pay their tuition at SEEU.

The project is looking forward to working with the new administration to improve the certification program.

### **1.2. Teacher Training**

2910 teachers have completed four modules of active learning methodologies through workshops conducted by teacher trainers in 50 schools. They are now in the process of completing portfolios that will demonstrate their mastery of the methods.

The project is in the process of developing a grassroots mentoring program to support teachers as they endeavor to change their teaching methodologies. Teachers indicated this need. Agencies in the MoES and Faculties will be enlisted to support teachers. In addition, the MoES and local administrators will need to consider the importance of finding work time for teachers to prepare and mentor in the local schools.

### **1.3. Career Development**

The SOE (Supervised Occupational Experience) program is poised to start the new school year. School companies (both real and virtual) are ready. Virtual firms have more trained teachers to accommodate current demand. Training is continuing to accommodate future needs if the course becomes mandatory in another year.

All 44 real companies are set to start this school year. Additional training will be delivered in financial analysis.

The Career Centers have expanded their repertoire of material adding self-employment, public speaking, and program planning to their archive of manuals and DVDs.

MASSUM, the Macedonian Secondary Vocational Student Association, is a reality. The national leaders received leadership training and, in turn, conveyed their new skills to the national board and local leaders through workshops they conducted. The teacher advisory board is active and supporting the students. Business have joined the fray, contributing time and money to MASSUM. The organization is poised to plan and implement the Educational Rendezvous 2007.

#### **1.4. Research Monitoring and Evaluation**

Analysis of the annual SO 3.4 survey was done this quarter. The preliminary findings were presented to USAID and partners. The final report is nearing completion.

Various surveys and databases were analyzed and compiled for the components. A compendium of surveys is being compiled.

#### **1.5. School Board Support**

The task force for ZUOM moved ahead preparing the documentation needed to become a registered association. At the same time they are preparing for a membership drive to promote the new association among school boards. They are close to making ZUOM a reality.

## 2. Achievements by Project Component

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

*Motto: Directors Supporting Career Oriented Learning*

*Mission: Assuring sustainability for professional development of school directors that improves their management and leadership skills to manage schools and lead the learning process*

#### *Accomplishments to Date:*

- ✓ Certification program developed and codified in law
- ✓ Evaluation of the certification process conducted in an internal review. Results given to the MoES in October 2005.
- ✓ 286 qualified directors trained by SEA out of 450 promised in a MoU signed between USAID and the MoES. The additional directors will be trained as qualified people are appointed through school boards and mayors until every school will have one certified director.
- ✓ Six institutions accredited by MoES to deliver training for director certification. This marked the end of the pilot phase of director certification training organized and conducted directly by SEA. The project currently has a MoU to train directors through SEEU, one of the accredited institutions.
- ✓ Individual meetings held with mayors and/or municipal educational advisors to resolve specific problems
- ✓ 268 qualified directors were recognized for certification workshop completion generating considerable media coverage and an article in “Prosveten Rabotnik”, a teachers’ magazine.

#### **2.1.1. Training of directors and candidates through SEEU**

SEA continued training school directors through the Center for Professional Leadership in Education within SEEU, formed by 8 DCP trainers. The hallmarks of this center are regional workshops that are conveniently close to participants, and reasonable tuition fees. Although five other institutions have been accredited, SEEU has the best qualified trainers, a service oriented staff and reasonable tuition. Two more cohorts started during this quarter at SEEU.

**2.1.1.1. Cohort 4** had 126 trainees, divided in 7 groups. Eighteen of them qualified for SEA funds, meaning met director qualifications and were appointed by school boards and Mayors as stipulated in the Law, in schools where SEA had not previously trained a director. 70 of them followed the training in Macedonian and 56 in Albanian language. The training was organized regionally, in Skopje, Tetovo, Stip and Strumica.

**2.1.1.2. Cohort 5** started at the end of September. They formed two groups of 30 in Skopje, one in Bitola with 24, one in Tetovo with 20, one in Prilep with 18 and one in Stip with 15 trainees. In this Cohort, 10 directors qualified for SEA funds, and an additional 20 acting directors will probably qualify for SEA funds by the end of training. In their schools, the procedure for selecting and appointing director has already started.

**2.1.1.3. Support for DCP trainers and SEEU as training provider.**

The SEA team continued to support the Center for Professional Leadership in Education in organizing and delivering workshops. Electronic format of the modules workbooks, equipment and in kind support was provided. SEA helped recruit several participants since many interested candidates called the office for information about the training and eligibility for SEA funds.

**2.1.1.4. SEA survey – pre and post training questionnaire** – Questionnaires were administered to directors in Cohorts 1 and 2 before training and a year following completion of the workshops to detected in April 2005 and April 2006.

The analysis showed significant positive changes in the behavior of primary school directors after the training. They benefited more from the certification training program than secondary school directors. The workshops proved more difficult for primary school directors but few projects targeted primary school management.

They ranked the modules by relevance to their work. That the module “Director as Pedagogical/Instructional Leader” was ranked most relevant, followed by “Planning and Finances”. Though it was generally expected that the module Legislation will rank as the most relevant to their work, they ranked it as the fifth, out of 6 modules.

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

***Motto:** Teachers improving student achievements*

***Mission:** Supporting teachers professional development as one of the key factors for school improvement and achieving high standards of student learning and development*

### ***Accomplishments to Date:***

- ✓ Directors, pedagogues and 150 teacher trainers (total of 220 participants) from 35 schools in Cohort 2 trained in interactive teaching methods plan and implement local dissemination workshops as a school team. 150 Teacher Trainers completed a workshop on facilitation skills, improving their ability to conduct dissemination workshops.
- ✓ Modules 1, 2 and 4 updated
- ✓ 2910 teachers in 50 vocational schools attended a series of 4 workshops in adolescent literacy/problem solving teaching methods
- ✓ 200 teachers completed their portfolio, demonstrating mastery of active learning methodologies
- ✓ Mentoring Manual and qualification procedure Developed
- ✓ Mentoring program started in 15 schools with 60 teacher trainers

### **2.2.1. Completed dissemination workshops with Cohort 2**

Approximately 2250 teachers from 35 cohort 2 schools completed the fourth module during the series of dissemination workshops. This marks the end of the dissemination phase and the teachers will be working to complete their portfolios over the next 6 months. The attendance at local workshops averaged over 93% of the teachers.

### **2.2.2. Held meetings to reflect on dissemination and make an action plan.**

Meetings were held with about 200 teacher trainers of Cohort 2, August 28-31. During the meetings, they reviewed the results achieved in the dissemination workshops and developed action plans for the coming school year. They also discussed the indicators for successful implementation of interactive methodology.

Cohort 1 teacher trainers had developed mentoring plans last June.

### **2.2.3. Conduct evaluation surveys**

Two surveys were given to participants in the last Cohort 2 workshop. The results contributed to understanding some of the obstacles confronting teachers to implementation of strategies. The results were presented by teachers at the World Congress on Reading in Budapest on August 7-10, 2006.

## 2.3 Career Development

**Motto:** *Career success through leadership, personal growth and work based learning.*

**Mission:** *To provide students with leadership skills, personal growth and work based experience and help them be better prepared for employment*

### ***Accomplishments to Date:***

#### Career Centers

- ✓ Career centers become operational
  - 50 Career centers equipped with computers and audio visual equipment
  - 50 Career Center Teacher/student teams trained and modules supplied in:
    - Job interview
    - CV writing
    - Job search skills
    - Public speaking
  - Conducted public speaking workshops for teachers and students in collaboration with the Faculty of Law and World Learning
  - Electro-Mechanical faculty co-sponsored workshop for high school teachers in mechanics along with SEA, GTZ, and local auto dealers reinforcing a critical link between secondary teachers, university professors and industry.
- ✓ Vocational Student Organizations (VSO)
  - 67 local chapters organized (17 chapters outside SEA project schools)
  - National VSO (MASSUM) established
    - 7 national leaders elected
    - student board of 14 representing all vocational clusters
    - teacher advisory board established with 17 members
    - Alliance formed with National FFA in the USA (Invitation from FFA to attend 2006 National convention)
  - Educational Rendezvous 2006
    - Attendance estimated at over 10,000 total with approximately 5000 8<sup>th</sup> graders attending
    - 13,000 € raised to support school marketing at Rendezvous 2006
    - CDE events organized in Job Interview, Marketing Plan, School Business, Web Page, School Promotion, Poster Promotion, Virtual Firms, best booth
    - Faculty of Law Judged Public speaking contest at the Rendezvous 2006
    - Electro-Technical Faculty judged web-page contest
    - Association of Chambers of Commerce supplied prizes for contests
    - Several large businesses sponsor schools at the Rendezvous
    - Virtual firms from Bulgaria and Kosovo participate
    - Businesses use the event to identify talent

#### School Companies

- ✓ 44 Teacher/director teams trained in business plan development for real school companies and record keeping
- ✓ 44 real school companies set up according to business plans with \$15,000 in start up capital plus capital generated locally – 34 started operation by the end of 2005-06 school year
- ✓ \$ 441,150 cash and in-kind investments raised for real companies in addition to SEA investment

- ✓ 54 teachers from 7 economic schools trained to run virtual firms – 19 firms (classes)
- ✓ Local businesses support school companies
- ✓ Attended international virtual firm fairs in Croatia and Bulgaria

### **2.3.1. Supervised Occupational Experience (SOE)**

Students need a comprehensive school to work program while in high school. The Real and Virtual firms started last year are two components designed to bridge the gap between schools and industry. They give teachers and students a taste of what the world of business is like. The SOE program completes the experience by giving students the opportunity to work in companies or start their own business.

Workshops were planned for SOE training for teachers and VET center advisors (supported by World Learning) for October. The workshop will gather teachers and VET center advisors together with a consultant to develop a SOE program for schools that can be implemented within the bounds of the current curriculum. They will explore concepts such as exploratory programs, entrepreneurship, and job placement. The core group will then share the program with other schools in the SEA network.

#### **2.3.1.1. School Companies (Real Firms)**

##### *Financial Analysis Training*

The consultant developing the SOE program will continue working with Macedonian counterparts to plan for further training in record keeping and financial analysis of Real Firms. The CDE at the Rendezvous last year demonstrated that teachers need additional training in these areas. A series of meetings were held to encourage teachers to start the firms with the beginning of the school year and to keep accurate records.

##### *44 schools operational*

All 44 schools are set to be operational during this school year.

##### *Expanding the SEA network*

Schools outside the current SEA network have asked for help to start companies. SEA will be able to facilitate training their teachers. In some cases, schools will be able to use existing equipment to start their company. In other cases they will need to seek external financing.

##### *School Companies cited in Ministry of Economy Report (Annex B)*

The Ministry of Economy has again cited school companies formed by SEA in their annual *Self Assessment Report Regarding the European Charter for Small Enterprises*. The Ministry comments that school companies play a critical role in the development of SMEs in Macedonia. Students have an opportunity to learn entrepreneurial skills in these companies.

#### **2.3.1.2. Training Company Program Expands (Virtual Firms)**

Thirty teachers from 7 economic schools with virtual firms completed workshops that will allow them to expand the program. The demand for virtual firms continues to grow. SEA is starting additional workshops to train enough teachers to cover the demand if the MoES makes the course mandatory next year.

A guidebook for virtual firm teachers is in progress.

## **2.3.2. Career Centers**

### **2.3.2.1. Career Center Training**

#### *Self Employment and Action Plans for Career Centers*

Training was delivered for second module (self-employment and action plan for CC) delivered for last 23 schools (electro technical and agricultural vocational clusters). During these workshops schools were grouped by vocational cluster. Teachers appreciated the opportunity to share experiences with colleagues in their vocational area. During the workshop the teachers developed an action plan for the Career Center, making them operational.

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

#### *Planning retreats held for leaders.*

A series of cascading leadership retreats were held for MASSUM leaders. It started with 3 days at a remote dormitory in Kozuf. Professional trainers were brought in from the USA to develop leadership skill in the 7 National Leaders. In turn they conducted a workshop for the 14 MASSUM board members. Then, together they put on another 2 day workshop for leaders from 67 VSOs. In the workshops they focused on developing Programs of Activities (POAs) for their local chapters. The National Leaders will continue developing their skills throughout the year.

During the workshop the board met and approved the official name, MASSUM (translated means Macedonian Association of Secondary Vocational Schools) and the Program of Activities (POA) of MASSUM.

#### *Public Speaking*

SEA teamed with Faculty of Law and World Learning to deliver a series of workshops to teachers and students from the 67 VSOs on the techniques of prepared speech public speaking. The Faculty's oratory club hosted the public speaking contest at the Educational Rendezvous. They agreed to share their expertise with the VSOs. SEA reinforced their material with professional videos from the USA that were subtitled for use at the local level. By including both students and teachers, SEA is able to jump-start the inclusion of public speaking in both curriculum and in the VSO.

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

***Motto:** Optimizing Opportunities Through Better Analysis and Decision-making*

***Mission:** By providing accurate and quality information to SEA staff, USAID and other subjects involved, we are supporting ongoing changes and schools development*

### ***Accomplishments to Date:***

- ✓ Annual SO 3.4 surveys analyzed
- ✓ Component monitoring

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

Data was collected from 1,370 teachers and 1,490 students and compared with last year's data. A preliminary report was made to USAID and partners in S.O. 3.4. The final report is being prepared.

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

The 2006 PMP indicators were prepared for USAID. Each component had specific indicators that were measured and reported.

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

RME has supported other components by managing databases to provide information needed for printing training certificates, tracking inventory, and conducting mailings to schools and school boards.

## **2.5. School Board Support**

***Motto:** Excellence through good governance.*

***Mission:** Empower school boards to assure best opportunities for high quality education offered to students, teachers and other partners in education*

### ***Accomplishments to Date:***

- ✓ Informational meeting of all mayors, school boards and school directors held to explain their roles after decentralization. Over 1,000 attended. The media covered the event.
- ✓ School boards briefed on their rights and responsibilities. 79 meetings were held in as many municipalities. More than 1,100 school board members participated in the meetings.
- ✓ Task force of 38 volunteers was trained to found the Macedonian School Board Association (ZUOM) by Oklahoma State School Board Association consultants.
- ✓ Close collaboration established with ZELS to communicate with Mayors on school board issues
- ✓ Database of school boards established

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

The Task Force of continued to work on registering the National School Board Association (ZUOM). The committee wound its way through the complicated procedure with the Ministry of Justice. In the mean-time they are working on a communication strategy to recruit members become duly registered. This includes developing a web page and planning recruiting meetings with other school boards.

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

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

##### **3.1.1. Exam Committee**

July 1, 2006 the first president of the exam committee, Dr Konstantin Petkovski, resigned leaving the committee in a state of confusion. Many people who took the exam didn't know if they had passed or failed, A number of people who passed the exam didn't receive their certificates. Those who failed didn't receive an explanation or clear instructions on what should they do in order to pass the exam.

The former Minister, Polozhani, appointed a new president to the exam committee, D-r Avzi Mustafa, professor of Albanology at Faculty of Philology in Skopje and Tetovo State Universities. The new president is trying to resolve some of the issues and organize the exam for the remaining candidates.

##### **3.1.2. Newly accredited training providers**

Non-transparency is a concern for the training program administered by six institutions accredited by the MoES. It is unclear what criteria is used for accreditation and how the material is delivered. The Director's Exam appears to be more a formality than a quality check.

In July, before leaving the post, the former Minister, Polozhani, accredited two more institutions for director certification training. The following institutions bring the total accredited training centers to six.

- Tetovo State University
- Consortium Pedagogical Faculty in Bitola and "DETRA" private center for lifelong education.

One of the 9 DCP trainers who was affiliated with SEEU, Dr Metodija Stojanovski, left the SEEU Center for Professional Leadership in Education to train for the Bitola Pedagogical Faculty/DETRA consortium.

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

##### **3.2.1. Mentoring Obstacles**

Teachers have been signaling that they need time to observe colleagues incorporated into their work time. SEA had just won support from the MoES when the elections came and swept the officials from office. The project will need to build confidence and bridges with the new government.

In addition, the BDE, Inspectorate and Faculties will need to promote and support mentoring for it to take root. An special effort will be made to reach out to these institutions.

### **3.3. Career Development**

#### **3.3.1. Looking Beyond Career Centers**

As Career Centers become operational, the project is exploring making them more than resource centers for information and homerooms for VSOs. They can become communication centers. The project is exploring using the new wireless internet connection to hold net meetings, develop digital archives and regularly communicate with students and teachers. The project is looking to MASSUM to spear-head the effort.

#### **3.3.2. Beyond School Companies**

SEA is supporting national MASSUM leaders and teachers to reach out to industry and gain their support. This will require a lot of time and effort. The Rendezvous last year was an excellent indication that companies can and will support schools if approached with a positive message and given opportunities to promote themselves. This will need to expand so MASSUM can become self-financing. Schools are moving in this direction and SEA will continue to encourage them.

**4. Progress by Work Plan Activity**

The tables on the following pages track progress against the 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	150 teacher trainers have completed portfolios definitive count is being compiled
	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 – 150 teacher trainers completed workshops
		Facilitation skills workshop completed by teacher trainers	Participants in attendance	December	Completed – 150 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	Completed in September
		Teachers in Cohort 2 schools demonstrate mastery of modules	90% complete portfolios for qualification	March-June or later	Teachers have started portfolios but will complete them during the school year
	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. Other modules being prepared.
	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	67 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 started
		National competition recognizing successful companies (Rendezvous)	80 % of schools participate in competition	April	Competition held at the Rendezvous in April with 34 companies
		<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. 20 of 180 remaining directors were 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	Six 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 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 in the process of forming ZUOM
	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	73 meeting/workshops held

## 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 final report being prepared.
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 a general calendar for activities currently planned for next quarter, grouped by component.

<i>Component</i>	<i>Date</i>	<i>Activity</i>
<b>Director Certification</b>	October	Brief new government official on Director Certification
	November	Plan/carry out certification program assessment
<b>Teacher Training</b>	November	IRA volunteer follow-up on mentoring
	December	Dissemination workshops continue
<b>Career Development</b>		
	October	MASSUM attend National FFA Convention
	October	Workshop on SOE and Real Firm financial analysis
	November	Workshops on SOE for VSO schools
	October – December	Pilot net meetings in Career Centers
<b>Research, Monitoring, Evaluation</b>	November	Preparation of Compendium of surveys conducted
	November	Final report delivered on annual survey.
<b>School Board Support</b>	October	Registration complete and recruiting campaign starts

## **6. Success Stories**

### **6.1. MoES & World Bank recognizes Certification Program**

The program as part of decentralization process was recognized at the *Regional Conference on Decentralization of Education Systems in South East Europe*, held in Ohrid, April 2006. A survey was conducted as part of a study for a master's degree in education management at the Faculty of Philosophy in Skopje. It surveyed people who had completed the certification training and passed the exam. The results indicated that the current process is adequate and that it is a major achievement for our education sector." ( from the *Conference Compendium of the Regional Conference on Decentralization of Education Systems in South East Europe, held in Ohrid, April 2006*) (Annex A)

### **6.2. School companies viewed as critical for SME development**

For the second year, school companies created by SEA have been cited by the Ministry of Economy as an example of how secondary students can learn entrepreneurial skills. There are two types of school companies. Virtual firms mimic a real company with students running a fictional business for a year in collaboration with a real-world partner. They develop products, marketing plans and then sell their products in a virtual world. A service center staffed by the MoES plays the role of banker, customs, and any other agency involved with businesses. SEA equipped seven schools and trained teachers to run these companies. Today, the MoES is on the verge of making virtual firm a mandatory class for students in business high schools.

The real school company deals with real products and real money. Each school developed a business plan that relates to one of the vocational profiles taught. They go out and find real customers and sell their goods and services. SEA helped them with \$15,000 of start-up capital delivered in equipment and supplies. Forty four vocational schools have set up companies.

The Ministry of economy sees the value that teachers and students gain by running these companies. For the second year they have included these companies as a critical part of their plan to develop SMEs in Macedonia.

# Annex A

## excerpt – *Conference Compendium Ohrid, April 2006*

*Regional Conference on Decentralization of Education Systems in South East Europe*  
Samuel Benalal [benalal@telos-ltd.com](mailto:benalal@telos-ltd.com)

Macedonia – Accountability; School directors, training and certification

p.55&56

From the aspect of accountability for the quality of performance of each individual school, the key role lies with the school directors. In the recent period, as we all know, the appointment and dismissal of school directors was performed on central level and the influence of political parties was present. The school directors were appointed by means of public announcement from among the school teachers, without any previous preparation. In parallel to the process of decentralization, changes were made of the Law on primary education and the Law on secondary education, which included taking exam for school director after previous training carried out by accredited institutions. The training is carried out according to developed curriculum which includes 6 modules, 18 lessons for each, or a total of 108 lessons. The exam is taken before a Commission established by the Minister of Education and Science. All candidates who pass the exam receive Certificate for passed exam for school director. This Certificate is required as a prerequisite for any individual to be appointed as a school director.

While this process was in progress, the current school directors were trained under the SEA Project financed by USAID. So far, a total number of 252 directors have been trained and passed the exam for school director. At the moment in the accredited institutions (by decision of the Minister of Education and Science 4 institutions were accredited - 2 in Skopje, 1 in Bitola and 1 in Tetovo), training is attended by over 250 teachers, as future potential school directors. The goal of the training and the exam is to improve professional competence both of current and future school directors. This solution is intended to improve the quality of work of school directors. A survey was carried out (the survey was a part of studies for master degree in education management at the Faculty of Philosophy in Skopje) which covered the persons who have completed the training and passed the exam, and the results received show that the proposed solution is adequate and that it is a major achievement for our education sector. Such professionalization, apart from the active role of School Boards, will greatly contribute to elimination of the influence of politics on education. It should be noticed that the transfer of responsibilities from central to local level caused difficulties related to the fact that certain mayors tried to change some school directors, not observing the prescribed legal procedure. This should be understood as one of the child diseases of decentralization. A lot of these problems were overcome by direct communication between the central government and the mayors of the corresponding municipalities.

# **Annex B**

## **excerpt – *Self-Assessment Report***

### ***Regarding the European Charter for Small Enterprises***

#### ***Republic of Macedonia 2006***

*Ministry of Economy*  
*September 2006*

p.7 & 8

... The United States Agency for International Development (USAID) is also active in this area with its project *Secondary Education Activity* (SEA), The main goal of this project is to prepare students to become the workforce of tomorrow. This project comprises five components, of which two are directly connected to the students.

One of the activities of the career development component of this project is the creation of virtual companies in which students from seven<sup>4</sup> high schools in the country are able to experience operational activities of an enterprise. This programme optional and may be chosen in addition to the official curriculum of the schools. Depending of the school, so far, there were about 10 virtual companies established, in which approximately 300 pupils actively participated. Moreover, three teachers per company were trained.

Another activity of this component refers to the implementation of the idea to create a real company. In this case, the interest of the pupils is even greater. So far, this activity was implemented in 44 high schools. The project provided USD 15.000 for every school where an initiative like this was initiated. These funds were used as the start up capital for the companies, training for the preparation of a business plan and establishment of a financial accountancy system. Apart from these funds, in most cases the MoES, other donors and the municipalities provided additional resources. Around 2000 pupils actively participated in these companies, an indication that they were very interested However, this programme is an optional subject in high schools Some of these companies are so successful that the have reached an annual turnover of several millions of denars. Only one school, has both a real and a virtual company.

The career development component of the USAID project has established career centres in 50 high schools. The project awarded USD 2.500 for equipment to each school that started with this type of activity. The schools provided premises and furniture. The project has trained two teachers and two pupils per school aimed at the development of skills needed for job search, the preparation of a CV and attendance of interviews. These trainings were developed and provided in cooperation with the organization that established the job search portal [www.employment.com.mk](http://www.employment.com.mk) As of today around 600 pupils' details are posted on the web page of this company, and part of them already found a job in private enterprises.. Also, career fairs were organized by these centres, which helped entrepreneurs find out the skills and capabilities of pupils. Also, the centres organize competitions among groups of students. Private sector representatives form part of the evaluation committees, which provides an additional opportunity for the private sector to learn about the skills available at schools (eg. preparing a business plan, developing enterprise strategies).

1.2.1 Non formal Learning (between level 3 and 4)

The entrepreneurial education should be considered in broader terms. This means developing qualities that every entrepreneur should have, like for instance, the ability to take initiative, to look for opportunities, to gather information, to respect obligations, to find solutions, to take risk, to be innovative, etc. Ideally, these initiatives should become part of the educational system as soon as possible.

School Companies are one of the best methods and the most effective instrument for the stimulation of the entrepreneurial spirit in schools. By doing this, pupils can become aware of the entrepreneurship and they can develop the abilities and skills not only for their professional career, but also in their lives by being responsible and active members of the society.

Encouraging young people to explore possibilities for developing their own businesses, or pursue their career in SMEs is also a very important aspect that affects the development and the competitiveness of the economy on a regional and national and regional level in the long run.

In order to enable pupils as much as possible to participate in this kind of activities, it is necessary to provide basic conditions such as appropriate lecturing programmes, independence, appropriate financing, training of teachers and motivation.

Previously mentioned issues should not be only a responsibility of the educational institutions in the country, but there is a necessity of further and more extended cooperation between ministries, the local municipalities, employers, NGOs and other key players.