American Institutes for Research

Academy for Educational Development

Aga Khan Foundation

CARE

Discovery Channel Global Education Fund

Education Development Center

Howard University

International Reading Association

The Joseph P. Kennedy, Jr. Foundation

Juárez and Associates, Inc.

Michigan State University

Sesame Workshop

Save the Children Federation, USA

University of Pittsburgh

World Education

USAID FROM THE AMERICAN PEOPLE

EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

Secondary Education Activity

Quarterly Progress Report
January 2008 – March 2008

Submitted by:
American Institute for Research

With:
International Reading Association

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

TABLE OF CONTENTS

Table of Contents 2
Acronyms 3
Introduction 4
I. Executive Summary 5
II. Commentary by Component 6
A. Teacher Development Component 6
Component Description *6*
Component Activities *6*
B. Career Preparation Component 7
Component Description *7*
Component Activities *8*
C. Director Certification and School Boards Component 9
Component Description *9*
Component Activities *10*
D. Research, Monitoring & Evaluation Component 12
Component Description *12*
Component Activities *12*
III. Work Plan Grid 14
IV. Project Administration 24
V. Looking Forward 25
VI. USAID Success Stories 26
Annex 1: School Board Trip Report: Samuel Benalal 29
Annex 2: RM&E Trip Report: Zarko Vukmirovic 49
Annex 3: CIES presentation: Gjorgi Kusevi 52

ACRONYMS

AIR	American Institute for Research
BDE	Bureau for Development of Education
CPC	Career Preparation Component
CC	Career Centers
CDE	Career Development Events
CPLE	Center for Professional Leadership in Education
CTSO	Career and Technical Student Organization
DCP	Director Certification Program
EMP	Education Modernization Project
EQUIP	Educational Quality Improvement Program
ESHA	European School Heads Association
FOSIM	Foundation Open Society Institute - Macedonia
GOM	Government of Macedonia
HID	Human and Institutional Development Project
IR	Intermediate Result
IRA	International Reading Association
MASSUM	Youth Association of Vocational High Schools in Macedonia
MKD	Macedonian Denar
MOES	Ministry of Education and Science
RF	Results Framework
RME	Research, Monitoring & Evaluation
SB	School Board
SBA	Small Business Administration
SEA	Secondary Education Activity
SEEU	South East European University
SM	School Management
SME	Subject Matter Expert
SMM	School Management Manual
SO	Strategic Objective
SOE	Supervised Occupational Experience
TDC	Teacher Development Component
TOT	Trainer of Trainers
USAID	United States Agency for International Development
VET	Vocational Education and Training
VF	Virtual Firms
ZELS	Association of the Units of Local Governments of Macedonia

INTRODUCTION

This quarterly progress report details and reflects on the Secondary Education Activity's (SEA) work in support of USAID's **Strategic Objective 3.4: Macedonian Youth are better prepared for employment through education programs**. The project incorporates several strategies for achieving this result, including:

- Improving vocational instruction through the training of teachers;
- Improving school environments by helping make school directors more effective managers and agents of change;
- Supporting school boards in their new responsibilities and roles given them under decentralization; and
- Providing students with opportunities to practice and develop important business and leadership skills and providing the information needed to make smart choices about their careers.

SEA implements activities to prepare youth for employment in 50 secondary vocational education schools throughout Macedonia. In order to sustain results beyond project completion, SEA works closely with governmental and other stakeholders in project implementation. Specifically, SEA works closely with students and student organizations (MASSUM), teachers, school administrators, school boards, and officials from the local and central Ministry of Education and Science (MOES).

This report for the period of January 2008 through March 2008 tracks the development of SEA activities as well as contributions towards sustainable outcomes. SEA's quarterly progress report has five sections: Executive Summary, Commentary by Component, Work Plan Grid, Administration, Looking Ahead, and Success Stories. The Executive Summary section provides a snapshot of the quarterly reports through selecting highlights and summarizing activities from the current reporting period. The Commentary by Component section important events and activities that contribute of USAID's strategic objective and intermediate results. The Commentary by Component section is organized according to the four technical components:

1. Teacher Development
2. Career Preparation
3. Director Certification and School Boards
4. Research, Monitoring & Evaluation

The Work Plan Grid section shows progress towards SEA targets and provides information in table format. The Administration section is a new section will detail changes in staff, any administrative issues, and progress towards project closeout. The Looking Ahead section lists notable activities and events that SEA will undertake during the next reporting period. Finally, Success Stories present SEA achievements using the USAID format.

I. EXECUTIVE SUMMARY

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

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

1. Organizing the School-based Assessment Workshops
2. Sustaining teacher professional development on state level - Ministry of Education and Science task force
3. Preparing for on-going support of mentoring program and school workshops

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

1. Rewarding bids for Real Firms
2. Preparing for the Educational Rendezvous
3. Delivering Effective Communication Manuals

School Management and School Boards Component
Under this component, SEA focused on the following activities:

1. Closing scholarship phase of Certification Program
2. Holding School Management Manual and training
3. Training of trainers
4. Developing a new School Board strategy

Research, Monitoring & Evaluation Component
Under this component, SEA focused on the following activities:

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

II. COMMENTARY BY COMPONENT

A. Teacher Development Component

Component Description

SEA's teacher development component aims to instruct vocational teachers in the use of contextual learning methodologies and to encourage the use of these methods in the classroom. Contextual learning is the application of academic and theoretical principles to real-life applications. Contextual learning promotes problem-solving skills and encourages students to work together and learn from one another. It also integrates the use of technical skills. For these reasons, contextual learning methodologies are particularly well suited for vocational instruction. The focus now also includes mentoring teachers at the school level, student assessment, and study groups within the schools. Training materials have been developed in both Macedonian and Albanian. The ultimate goal of the teacher development component is to increase students' critical thinking and problem-solving skills through interactive teaching methodologies and leave a legacy of professional development that is self-sustaining.

Component Activities

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

1. ***Organizing the School-based Assessment Workshops***
2. ***Sustaining teacher professional development on state level - Ministry of Education and Science task force***
3. ***Preparing for on-going support of mentoring program and school workshops***

1. *Delivering the Dissemination Assessment Workshops (January and March)*

TDC started the third phase of School-based Dissemination Assessment workshops with funding and organizational support of the Human and Institutional Development (HID) program implemented by World Learning. The focus of the assessment training was:

- To provide the teachers with skills for classroom assessment:
- T train teacher to use various assessment methods to determine student knowledge, skills, and competencies, and to assess student growth over time.

The workshops goal was to provide teachers with the skills in: Instructional decision making (differences between formative and summative assessment); Instructional goals and objectives; Asking questions to assess learning; Evaluating students' oral presentations; and Using structured student interviews. To maintain these skills, SEA staff disseminates tools through these workshops in the form of: Student self-assessment and peer assessment; Development and interpretation of teacher-made tests; Assessment of writing; Portfolio assessment; and Project work assessment.

The workshops are conducted at school level by 200 teacher trainers that completed the assessment qualification procedure for trainers. Two thousand, six hundred (2600) teachers from all 50 project schools had the opportunity to attend on workshops which SEA delivered through two dissemination workshops per two days (January and March). Before the delivering dissemination workshops TDC organized regional meetings divided in 7 groups for 200 teacher trainers conducted by 15 SEA Master trainers. The goal of the meetings was to prepare the teacher trainers for clarifying the instructions and successful delivering the dissemination assessment workshops.

Additional TDC activities in support of the dissemination assessment workshops included:

- Delivering manuals and additional materials to the schools
- Organizing the monitoring of the dissemination workshop by BDE advisors
- Preparing the guidelines for continuous professional development after delivering assessment workshop.

2. Sustainability of teacher professional development – MOES study group
Following the completion the first phase of teacher professional development – (the analysis and examination of the current state of the professional development system in Macedonia) - the MOES study group analyzed the systems and models of effective professional development from other countries. The study focused on the following professional model for teachers:

- Creating learning schools in which all staff are involved in sustain, rigorous study of what they teach and how they teach it.
- Providing time for teacher professional development during each day allowing teachers to work together and to collaboratively plan lessons and share information

During the reporting period, TDC coordinated the work of MOES study group that produced the following documents: draft version of Standards for teacher professional development; draft version of Standards for teachers' competences; and draft version of Guidelines for professional development. Currently, the MOES study group is working on: incorporating the standards for professional development in the legislative and developing criteria for career development and plan for implementation of the rewarding system/ career development of teacher.

3. Preparation for On-going support of mentoring program and school workshops
SEA will hold n-going support of mentoring program and school workshops on April 9-11. The main goal of the workshop is deepening the knowledge and skills of teacher mentors for planning effective class with integrating active teaching methods and formative assessment methods. Four IRA volunteers will deliver one day workshops and will cover all 50 SEA project schools divided in 7 groups. Fifteen SEA Macedonian cohort trainers will work together with IRA volunteers. BDE advisors will also participate during the workshops.

B. Career Preparation Component

Component Description

Working in 50 vocational schools, SEA is helping schools increase and improve practical, business-related experiences open to students. The project forged closer links between schools and businesses by forming a Career and Technical Student Organization (CTSO)

called MASSUM. So far, the organization has held two national "Educational Rendezvous" events, the most recent of which attracted over 30,000 people. Held at Skopje Fair, the largest convention center in Macedonia, the three-day event gives schools the opportunity to present themselves to public, especially 8th graders looking for a high school to attend the following year. Vocational students compete for top honors in leadership and business related contests.

The Supervised Occupational Experience or "Real Firms" program has evolved during the project. Schools elected to form one of two forms of school companies that would give both teachers and students the opportunity to experience the world of business first hand. The first was virtual firms. Most applicable to the business curriculum, these are imaginary companies run by students in a virtual world where they can develop and trade products. They can trade with other firms and a central service center run by the Ministry performs the function of various agencies such as banks, customs and taxes.

Component Activities

During this reporting period, the Career Preparation Component (CPC) focused on the following activities:

1. ***Rewarding bids for Real Firms***
2. ***Preparing for the Educational Rendezvous***

1. Rewarding bids for Real Firms

The Career Development Component planned regional meetings with schools to discuss how gain SEA support for Real Firms. The CDC developed criteria to rate schools. The Career Development Component assisted schools in their preparation of bids for "Real Firm" support. SEA received 16 bids for support which were reviewed by both SEA technical and financial staff. SEA has chosen the following 15 schools to receive support for the "Real Firm" activities.

	School name	Products/Services
1	"Sv. Naum Ohridski", Skopje	Car washing and repairing services
2	"Mosha Pijade", Tetovo	Production of diary products
3	"Boro Petrushevski", Skopje	Car washing and repairing services
4	"Kiro Burnaz", Kumanovo	Mini bakery
5	"Zdravko Cvetkovski" Skopje	Testing of quality of construction materials
6	"Gjorgji Naumov" Bitola	Metal products
7	"Nikola Karev", Strumica	Textile products
8	"Kuzman J. Pitu", Prilep	Printing services
9	"Kole Nedelkovski", Veles	Metal products
10	"Partenija Zografski", Skopje	Textile products
11	"Kole Nehtenin", Shtip	Metal products
12	Iskra, Shtip	Agricultural products
13	Gjosho Vikentiev, Kochani	Metal products
14	Lazar Tanev, Skopje	Tourist services
15	Bogdanci, Bogdanci	Textile products

SEA is proud to share that three of the 15 schools selected are schools that cater to students with special needs. These three schools are: Sv. Naum Ohridski and Partenija Zografski in Skopje, and Iskra School in Shtip.

SEA will provide vocational schools with seed funds to start small businesses to give students hands-on experience.

2. Preparing for the Educational Rendezvous

The CDC team also finalized logistics for the Educational Rendezvous. The Educational Rendezvous brings together over 70 schools, faculties and businesses for a 3-day event that links vocational schools directly with industry. The schools will be operating booths to recruit 8th grade students to their programs and to present promotional opportunities to businesses and donors. The National Vocational Student Organization (MASSUM) with the mentoring team of SEA are organizing the Educational Rendezvous 2008. Last year an estimated 40,000 students, teachers and business people attended the Educational Rendezvous 2007, and 1,200 students were involved into the competitions. The Educational Rendezvous will be covered by mainstream national and local media and attended by the US Ambassador as well as Macedonian dignitaries.

In support of this event, SEA is working closely with the MOES to organize logistics. The team has managed the coordination of teachers as they hold competitions in: job interviews, public speaking, marketing plan development, business plan development, as well as contests for best web page, best school video and poster promotion.

The CDC Team also developed an implementation plan and strategy to solicit in-kind contributions from schools and the MOES for the Educational Rendezvous. The team is currently soliciting support from the Ministry of Sports and Youth as well as private businesses.

The CDC also delivered the Effective Communication Manuals to schools.

C. Director Certification and School Boards Component

Component Description

The Director Certification and School Boards component is tasked with building the knowledge, skills, and abilities of School Directors to provide the leadership and support to their schools in providing quality education. Originally planned to include the certification of Macedonia's 90 secondary school directors, the program has expanded to include over 300 primary school directors. SEA has supported the MOES in developing a training program for primary and secondary school directors based on the Slovenian model leading to director's exam and certification for school directors. This Program as well as the certification process are now codified in the Education Laws.

SEA also assisted the MOES in supporting School Boards and defining their roles and responsibilities. SEA has organized regional meetings to inform the School Boards' members on to raise awareness among them about the important role that they have in governing the school. SEA is also developing a practical guide, the School Board Manual, to institutionalize roles, responsibilities, and standard operating procedures. To build support, gain valuable feedback and confirm stakeholder buy-in for the School Board Manual, SEA is hosting a new round of workshops with the School Board Task Force and is interviewing

other stakeholders including ministry officials, school board members, school directors, parents, municipality officials, and school inspectors.

Component Activities

During this reporting period, the Director Certification and School Boards Component focused on the following activities:

1. ***Closing scholarship phase of Certification Program***
2. ***Holding School Management Manual training***
3. ***Training of trainers***
4. ***Developing a new School Board strategy***

1. *Closing scholarship phase of Certification Program*

During this reporting period, SEA provided 10 scholarships to qualified directors to train in SEEU Center for Professional Leadership in Education. Including the scholarships given in the previous quarters, there are total of 376 directors trained with SEA funds. The scholarship phase is now closed with certification training as well as the exam for directors firmly embedded at SEEU and in MOES through the Exam Commission.

2. School Management Manual and training

SEA finalized the SMM with comments from the Task Force members. In order to facilitate open communication, SEA posted the document on SEA website for public reading and comments as suggested by the State Secretary. SEA contacted all 6 accredited training providers to solicit comments on SMM. It was open for comments until January 13th 2008. SEA incorporated all comments in SMM final version and published the manual in both Macedonian and Albanian.

SMM authors and experts in the field, Metodija Stojanovski, Blagoj Trajkov, George Nikolov and Sonja Janeska Petkovska, developed training materials for three day training on the major topics from the SMM including: Quality in School, Legislation and Finances.

SEA developed a plan for SMM three-day training to encompass all school directors (primary and secondary), dormitory directors, inspectors and municipality education advisors. They are divided in 22 groups, 17 Macedonian and 5 Albanian. Directors have a choice of the preferred language for the training. March 28-30, training for secondary school directors and dormitory directors was organized in Macedonian language. Seventy (70) directors participated in the training. SEA is organizing training in Albanian for May.

3. Training of trainers

In February, SEA and MOES advertised positions for trainers for directors and school boards -122 people applied. Selection committee was composed of MOES, USAID, ZELS and SEA representative who selected 28 candidates for trainers based upon the criteria and procedure as agreed by SEA and MOES. SEA organized the training of in two phases:

- First phase (March 14 – 16) covered Quality in School, Legislation and Finances. SEA invited all 28 newly selected trainers and 7 DCP trainers. Master trainers Metodija Stojanovski, Blagoj Trajkov, George Nikolov, Sonja Janeska Petkovska and Frosina Raleva Stojceska delivered the training.

- Second phase (March 28 – 30) organized within the training for directors. New trainers were tasked to deliver a pilot session in pairs mentored and monitored by the master trainers. Sixteen (16) new trainers delivered their pilot sessions.

.

4. New School Board strategy

As the result from the discussions with high-level MoES officials on their priorities, the situation in the field as reported by schools, municipalities and ZELS, SEA developed a new strategy to address the support for School Boards. The main steps in the strategy are:

- Provide Technical Assistance for School Governance
- Assist MOES in redefining legislation
- Establish extended School Board Task Force
- Revise School Board Manual
- Train trainers
- Deliver training to School Boards
- Design mentoring system for School Boards

USAID and MOES requested that SEA provide technical assistance in redefining the roles and responsibilities of School Board and to align them with European experiences.

SEA identified Samuel Benalal, an international consultant who is familiar with Macedonia and has extensive experience in school governance and management. Mr. Benalal was in Macedonia from February 17th through 29th, with additional week home based support. During his consultancy in Macedonia, he met with the Minister of Education, the State Secretary, the Law commission, the School Board Task Force, international agencies active in decentralization and education, school directors, and School Board members.

SEA presented the School Board report with recommendations to the MOES, its Law commission and the Task Force. The report served as a basis for developing the new content for the School Board Manual as well as suggested changes in the articles of the Law dealing with governance. The main recommendations were stronger representation of parents in the School Board, developing clear procedures and protocols, clear definition of SB roles, and the creation of SB fund for extracurricular activities.

In the second half of February, SEA established an extended SB Task Force representing all major stake holders in school governance. This extended Task Force had its first meeting February 23rd with the visiting consultant. The Task Force met to define the content of the SB Manual, discuss the topics and agree on the concept of the manual, and its operational and practical role in assisting the school board members with procedures as tools in executing their role. Following are the members of the SB Task Force:

1. Stanka Angelova, school secretary, Vancho Prke, Vinica
2. Daniela Zaharieva Adamova, Skopje municipality
3. Vesna Arsovska, ZELS
4. Giule Gulev, state councilor MoES
5. Vesna Horvatovik, director BDE
6. Fidancho Ilievski, SB member from municipality, Skopje
7. Aneta Jovanovska, SB member from Parents Council, Ohrid
8. George Nikolov, director SEI
9. Sonja Ristovska, psychologist, Boro Petrushevski, Skopje

10. Divna Sipovik, SEA
11. Gordana Taseva, SB member from Teachers Council, Bitola
12. Ankica Vitanova, BDE

To date, the SB Task Force has defined the manual's contents and developed an action plan to complete the manual. First drafts of the topics are developed. It is expected that the SB Task Force will complete a draft of the manual by the end of April.

D. Research, Monitoring & Evaluation Component

Component Description

SEA's research, monitoring, and evaluation team is responsible for providing essential information and feedback for effective and responsive project management. This responsibility involves developing and revising indicators, developing instruments for data collection, storage, and analysis, and reporting. Research activities also include the development of studies on subjects important to the Ministry of Education and Science. Such studies are intended to provide information and analysis on key issues impacting the development of the Macedonian educational system.

Component Activities

During this reporting period, the Research, Monitoring, and Evaluation Component focused on the following activities:

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

1. S.O. 3.4 Study activities

The RM&E Component presented the 2007 S.O. 3.4 results presented to USAID and other USAID-funded education projects on February 8, 2008.

The component is continuing work on the 2008 S.O. 3.4 student and has developed a study plan; identified a student and teacher sample (1700 students and 1500 teachers); revised and printed teacher and student questionnaires and test-booklets; notified 64 schools about student and teacher survey and scheduled delivery, data collection and the monitoring of the sessions; selected18 TA (14 Macedonians and 4 Albanians) and 4 monitors (3 Macedonians and one Albanian); materials for TAs and monitors (manuals, badges) prepared; training for TAs and monitors organized; student survey conducted in 64 schools (98 sessions organized in 10 days); teacher survey conducted in 64 schools in 10 days; all questionnaires collected from schools and prepared for data entry.

2. Monitoring SEA activities

Teacher Development Component

- Mentoring program evaluation report prepared;
- Assessment dissemination report prepared;
- Collaboration with Zarko Vukmirovic on developing design of Final Evaluation Study and Teacher Mentoring Study to evaluate interventions undertaken by the Teacher Development Component.

School Management component:

- Directors' training monitored;
- Directors' training evaluation forms prepared and administrated.

Career Development Component:

- Real company, Vocational Student Organizations and Career Center Focus group report prepared.

III. WORK PLAN GRID

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
Project-level Outcomes	*Objectives*	*Results 2007 – 2008*	*Performance Measure*	*Schedule*	*Progress to Date*
SEA Objective 1: More engaging, relevant classroom instruction (Teacher Development)					
SEA Objective 1.1: Trained teachers using elements of contextual learning in the teaching process.	Teachers complete qualification portfolios.	Complete teacher portfolios in Cohort 2 schools	90% complete portfolios for qualification	September 2007-December 2008	Completed.
		School self-evaluation of implementation the interactive methodology using indicators for success.	Survey followed by Regional meetings conducted by SEA with school team to reflect the action plans for improvement teaching.	January 2008 June 2008	Activities in the progress.
	Teachers utilizing new techniques in student assessment.	Complete Assessment qualification procedure by teacher trainers.	Teacher trainers complete assessment portfolio that prove use of assessment methods.	October 2007 – December 2007	Completed.
		2300 teachers will have the opportunity to attend local workshops on student assessment methods	Workshops conducted in schools by teacher trainers.	January 2008	Activities in the progress.
		BDE advisors/Inspectors insure and support use of assessment methods in the schools.	Regional meetings conducted by BDE/VET Center advisors/Inspectors	October 2007 – June 2008	Activities in the progress.
	Teachers implement local mentoring program.	Cohort 2 Teacher Trainers demonstrate 4 mentoring techniques	Cohort trainers observe Cohort 2 teacher trainers demonstrate at least 4 mentoring techniques	September - November 2007	Completed.
		IRA consultants conduct one day workshops in schools for teacher mentors (about 200) to improve the practice	Roster of teachers completing workshops	November 2007 and March 2008	Activities in the progress and delay to April. 2008
		Mentoring of Inspectors/faculties/BDE/VET Center to support mentoring.	75% of Inspectors and Faculty Professors accompany IRA consultants during workshops.	Continuous	Activities in the progress.
		Create content-specific database of lesson plans generated by teachers.	Content posted to database	September 2007 – June 2008	Activities in the progress.

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
Project-level Outcomes	*Objectives*	*Results 2007 – 2008*	*Performance Measure*	*Schedule*	*Progress to Date*
	Institutionalize teacher professional development and mentoring system.	Policy makers and stakeholders create a document outlining a professional development program for teachers	Report from a series of meetings hosted by SEA	September 2007 – March 2008	Activities in the progress and delay to June
		Help establish a system for effective teacher professional development including the following components: • Standards of professional development • Procedures for documenting professional development • Career development path for teachers • Certification of teacher mentors	Meetings and one day workshops for stakeholders hosted by SEA and coached by IRA consultants.	October 2007 – January 2008	Activities in the progress and delay to June
SEA Objective 2: Effective career preparation					
SEA Objective 2.1: Improved critical job seeking skills in students	Provide opportunities for students to explore careers and develop leadership skills essential for career development	**Career Centers**			
		Career Centers develop program of activities for the year taking advantage of free school activities	Teachers/Directors/Student leaders attend regional meetings on POAs	October	Done
		Assure modules on Job Search Skills into the first two years of high school and cover at least one generation of students each year.	Number of students in classes utilizing career development material form CC is equal to at least one generation of students	October-May	Done
		Material on industry for CC collected by students and teachers: • information about local businesses • information about industry directly related with profiles existing in school	Activity included in Program of Activities (POA)	October	Ongoing

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
Project-level Outcomes	*Objectives*	*Results 2007 – 2008*	*Performance Measure*	*Schedule*	*Progress to Date*
		• Information about local labor market needs	List of materials collected.	Continuous but reported in April/May	Ongoing
		Regional workshops about communication skills covering: - Importance of effective communication; - the leader as a communicator - Conduct of effective meetings; - Communication with key stakeholders etc.	Manual developed on these topics and regional workshop held	November-December	Done
		Provide university faculties information on incorporating career center modules and activities in their courses	Fact sheets/guide and career guidance program developed and disseminated in faculties	December-April	Postponed
		Develop a guide or fact sheets on incorporating career center modules and activities in regular curricula and developing a career guidance program for "free school activities".	Fact sheets/guide and career guidance program developed and disseminated in career centers	November – February	Done
		Endorsement and support of Career Center activities by MoES agencies/ Municipalities and School boards	Regional meetings with School Directors/ SB reps/ municipal education advisors held	October-November	Done
			Meeting with Inspectors/ BDE/ VET Center and other interested agencies (including donors) held	October	Postponed

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					
Project-level Outcomes	*Objectives*	*Results 2007 – 2008*	*Performance Measure*	*Schedule*	*Progress to Date*
		Assist Career Centers develop communication capabilities	Verify connectivity and software installed	October-December	
			Log of meetings or communications held via the internet.	May	
		Assist in organizing Ed Rendezvous	Number of secondary schools participated with booths; Number of students participated on competitions Number of workshops organized	April-May	Done
		Help Career Center teachers/directors share best practices with each other	Regional meetings held to compare practices and discuss future activities	April-May	Pending
			PoAs / best practices posted on the MASSUM web page	Continuous	
SEA Objective 2: Effective career preparation					
Objective 2.2: Students	Increase opportunities for	**Work Based Learning (Supervised Occupational Experience (SOE) program)**			

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
Project-level Outcomes	*Objectives*	*Results 2007 – 2008*	*Performance Measure*	*Schedule*	*Progress to Date*
Participating in applied skill activities and career preparation activities	students to have business experience while in high school	Incorporate SOE program into existing curriculum in concert with teachers, VET Center and MoES.	handbook/guidebook for teachers and deliver at national workshops including: - Communication and cooperation with industry ; - Identification of potential partners - Facilitation of transition from schools to work	October-November	Done
		Delivery of regional workshops with SOE coordinators and business representatives	Six, one-day regional workshops delivered to define the role of each stakeholder in implementation of SOE program	February-March	Postponed for May/June
		Industry actively engaged in career and vocational programs at the national level	Round table sponsored by the US Embassy held with key industry and educational stakeholders to define the role of industry in education	February	
			Key stakeholders (chambers, craft assn and businesses) serving on advisory council(s) (MASSUM and/or VET Council)	October+	Postponed for May/June
			Businesses sponsoring educational activities, CDEs and Rendezvous	October+	Done
		Local businesses accept students to explore career opportunities.	List of participating businesses	Continuous but reported in April/May	done

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					
Project-level Outcomes	*Objectives*	*Results 2007 – 2008*	*Performance Measure*	*Schedule*	*Progress to Date*
		Integrate the real firm business plan, financial analysis and record keeping into classroom activities	Regional meetings organized by VET Center advisors and teachers and supported by SEA - sharing best practices - advising business teachers/RF teachers to incorporate record keeping, financial analysis and business plans into classes	October+	Postponed for May/June
		Help schools outside the SEA network establish school companies.	Workshop supported by SEA and organized by VET center advisors on record keeping/financial analysis and business plan follow-up.	October+	Done
		Provide equipment for Real firms for new schools	18 new real firms opened	January	Done
		Analyze school company performance and share best practices.	Survey and analysis of all school companies conducted by SEA in collaboration with the VET center/Inspectorate and other stakeholders.	March/April	Postponed until May
		Establish National Virtual Firm advisory board consisting of teachers, VET Center/ MoES rep to advise Service Center and MoES on integrating VF into mandatory curriculum and function	Record of meetings	October+	Done
		Collaborate with Kultur Kontakt to print and deliver textbooks for mandatory classes	Record of deliver	October	SEA did not get approval form Kultur Kontakt for additional text books

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					
Project-level Outcomes	*Objectives*	*Results 2007 – 2008*	*Performance Measure*	*Schedule*	*Progress to Date*
		Facilitate participation in international VF fairs	Number of VF's (students) participated on VF fairs.	Feb +	Cancelled
		Support final year of VF	$300 per school (x7)	October	Done
SEA Objective 3: Better managed, more flexible school administration (Director Professional Development and School Board Support)					
SEA Objective 3.1: Training of directors for certification and demonstrated competency	Provide scholarships for schools that do not have a certified director and have not had one person trained for director certification	Maximum of 85 scholarships potentially provided.	Count of scholarships	October 07- January 2008	19 scholarships provided between October and February, totaling 108 scholarships disbursed.
	Support for school management	Finalize School Management Manual	Completed manual	December 07	Manual printed in Macedonian and Albanian
		Disseminate School Management Manual to primary and secondary school directors (up to 450); pedagogue/psychologists; inspectors; BDE advisors; municipal ed advisors and school board reps.	Roster from dissemination workshops.	January - August2008	27 new trainers trained 70 school directors trained Regional training planned for primary school directors, municipality advisors and inspectors for April - July
		Organize three days (24)hours of training on SMM			
		Provide the opportunity for the inspectorate to integrate performance indicators into inspection system.	Facilitate with Inspectorate	December-January	Started the process with SEI director and an inspector from Kochani. Work to continue in May – June

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
Project-level Outcomes	*Objectives*	*Results 2007 – 2008*	*Performance Measure*	*Schedule*	*Progress to Date*
	Enhance the quality of the director certification program.	Review/update director certification program in collaboration with MoES and SEEU Center for professional leadership in education	Written document	December+	Discussions started with MOES and SEEU
	Facilitate the development of a professional development program for directors.	MoES & BDE Unit and SEEU CPLE elaborate continuous professional development programs in concert with the school director associations.	Document with recommendations	December +	Discussions started with MOES/BDE and World Learning
SEA Objective 3.2 Empower school boards to fulfill new responsibilities	List issues and solutions on school governance and management in a decentralized environment	Organize roundtable on decentralization in education focusing on ways to improve school governance and management in collaboration with the US Embassy and representatives of key groups of school administration groups (mayors/municipality, school boards, MoES, directors, chambers) to define solutions to issues of school governance in a decentralized system.	Round table discussions; documents drafted	October 07	Report submitted to USAID and US Embassy
	Develop School Board Manual	In collaboration with stakeholders, finalize School Board manual as a tool to empower school boards	School Board Manual drafted	February 08	Developed table of contents for manual, Assigned task force writing responsibilities
	Local capacity building for training in school governance and management related issues	Organize training for trainers in 2 phases to prepare SBM dissemination workshops.	Agenda and roster of attendees phase 1 with experienced trainers identified by SEA	October 07	Report

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					
Project-level Outcomes	*Objectives*	*Results 2007 – 2008*	*Performance Measure*	*Schedule*	*Progress to Date*
			Workshop agenda and roster of additional trainers recruited to work with the first group	January 08	28 new trainers selected 27 trained in SMM SB Manual training planned for June
	Strengthen School board members capacities to cope with their responsibilities	Organize 3 days (24 hours) of training for school boards through dissemination workshops on School Board Manual	Roster of attendees	February- August 08	Planned for July
	Develop communication/ information network for school boards at municipal level	During training provide an opportunity for the school boards to form a network of school board members on municipal level	Number of municipal school boards networks	October 07 – April 08	Delayed to May 08
	Provide sustainable support for school boards	Develop resource center(s) for school boards (especially legal services in schools)	Agencies identified to facilitate information exchange and functioning.	May- June 08	To be done
Assist MoES in redefining SB role and responsibility in Education Laws	Strengthen the position of School Boards in Macedonian Laws and harmonize it with EU	Organize technical assistance for drafting the articles on School Governance in Education Laws	ToR and Agenda for technical assistance	February 08	Consultant contracted Report completed and presented to MOES
SEA Objective 4: Effective Project Management Systems (RME)					
SEA Objective 4.1: Effective monitoring of progress of	Conduct SO 3.4 Annual Survey	Report on Annual Survey	Report	November 2007	Finished
		Conduct annual survey of teachers and students using self-reporting instrument	Survey conducted	February-March 2008	Survey conducted, entering data

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
Project-level Outcomes	*Objectives*	*Results 2007 – 2008*	*Performance Measure*	*Schedule*	*Progress to Date*
S.O. 3.4.		Conduct problem-solving test on sample of students	Test sessions conducted	February-March 2008	Tests conducted, scoring scheduled for mid-April
SEA Objective 4.2: Establish effective project monitoring systems	Conduct project component activity monitoring	Monitoring training in student assessment methods (TDC)	Survey for participants	October 2007 January 2008	Surveys collected
		Study on frequency of use of different teaching strategies (TDC)	Survey + focus group for sample of teachers	November 2007	Canceled as irrelevant in consultation with TDC staff
		Assisting teacher professional development standards task force to develop indicators for MoES and other agencies (TDC)	Indicators recommended to task force	October 2007 – January 2008	In progress
		Additional surveys and research (TDC)	Collecting data and information needed by the component	October 2007 – May 2008	Preparing with TDC component
		Data and information on CC, RC and VC activities, performances and best practices collected (CDC)	Informing teachers/directors at regional meetings of CC, RC and VC responsible teachers about the survey	October 2007	Finished
			Survey and focus groups with CC, RF and VF responsible teachers	March – May 2008	Finished
	Finalizing M & E process	Collecting data on final situation in SEA schools	Organizing final visits to all SEA schools	May – June 2008	Planning

IV. PROJECT ADMINISTRATION

Staffing

Starting in March, SEA administration developed new job descriptions and titles to match the new responsibilities of SEA technical staff. SEA Assistant Coordinators are now Component Coordinators, and Component Coordinators are now known as Component Directors.

SEA RM& Director, Zoran Stojanov, left the project to join UNICEF. SEA undertook a full and open search for a new Research, Monitoring & Research Director. We received approximately 10 applications from which we interviewed the top two candidates. SEA selected Dejan Atanasov as the new RM&E Director. Dejan started work in early March.

Laisha Said-Moshiro replaced Iris Shurdhi as the AIR project associate in Washington, DC.

Travel

Samuel Benalal traveled to Macedonian on February 17 – 29 to provide short term technical assistance to the school board component. Mr. Benalal met with the Minister of Education, the State Secretary, members of the SB Task Force, and other stakeholders in education and decentralization. Mr. Benalal's trip report is attached as an annex to this report.

Dr. Zarko Vukmirovic traveled to Macedonia from Croatia on March 4 - 7 in order to provide short term technical assistance to the Research, Monitoring & Evaluation component until the project could identify and contract a new director. During this stay, Dr. Vukmirovic worked closely with the Teacher Development Component to design two studies to evaluate interventions undertaken by the Teacher Development Component. His trip report is attached as an annex to this report.

Janeen Hausse, the home office project manager from EQUIP1 partner organization IRA traveled on March 9 – 15 to Skopje to assist the Teacher Development Component in planning for upcoming training which includes the support of international consultants. During this trip, the Teacher Development Component also finalized their final projections and developed a strategy to ensure sustainability of the components successes.

Gjorgi Kusevi, SEA Career Development Director, traveled to New York City to participate in Comparative and International Education Society (CIES) conference which took place March 17-21. Gjorgi's presented on Preparing Macedonian students for employment through vocational education. The purpose of this presentation is to discuss an innovative, and likely replicable, model of vocational education. Specifically, the paper covered 1) How this model was implemented in the schools; 2) Students participation in Applied Skill Activities and Career Preparation Activities, 3) How this model could be included in existing curricula and 4) Results and achievements. Gjorgi's presentation was well-attended and generated questions and interest from the audience. His power point is attached as an annex to this report.

V. LOOKING FORWARD

The Teacher Professional Development component will hold Assessment and Mentoring trainings for six groups support by three IRA consultants. The main goal of these trainings is to enhance and enforce the knowledge and skills of teacher mentors.

The Career Development Component will be working closely with MASSUM, teachers, and the MOES in arranging competitions and logistics in support of the Educational Rendezvous. The Rendezvous is scheduled for April 17 – 19, 2008 at the Macedonian Opera and Ballet. The CDC team will also be continuing with the purchase of equipment for real firms.

The Director Certification and School Boards Component is continuing with the training of school directors using the school management manual. Trainers will deliver their pilot sessions within the training for primary school directors in April 11-13 as well as an additional 13 school director trainings in both Macedonian and Albanian. In support of school boards, the SMC component has put together a task force that has has defined the contents of a school board manual and developed an action plan to complete the manual. First drafts of the topics are developed. It is expected that the SB Task Force will complete a draft of the manual by the end of April. Samuel Ben-Alal will provide input to the manual as well as provide training of trainers assistance. School Board training is planned to take place in late June through July.

The Research, Monitoring, and Evaluation Component have collected the PISA test and will train scorers to score the test. The team will also work to complete the last SO study.

USAID | MACEDONIA
FROM THE AMERICAN PEOPLE

FIRST PERSON

Soft-Skills Training Increase Employment Opportunities

Soft-skills training give Macedonian students the confidence and knowledge to compete in a rapidly changing labor market

Photo: Secondary Education Activity

Aneta has used her interview, marketing and public speaking skills to help coordinate major educational events in Macedonia as well as apply for and win a $20,000 scholarship to attend university.

Aneta Delevska is a high school student and a member of MASSUM (Youth Association of Vocational High Schools in Macedonia), an association established and supported by USAID's Secondary Education Activity project (SEA). Through support from USAID, Aneta has the opportunity to attended seminars and workshops that build the "soft-skills" of students in order to prepare them for the labor market.

Specifically, USAID-funded SEA workshops taught Aneta and students like her how to do active job searches, write CVs and cover letters, prepare for a job interviews, and build public speaking skills. USAID/SEA also provided a forum for Aneta and her fellow students to practice their newfound skills through the Educational Rendezvous. As a MASSUM leader, Aneta managed human resources and coordinated activities for this three-day event which hosts over 30,000 students, holds numerous competitions, and is attended by Macedonian and foreign dignitaries.

Aneta notes, "USAID activities have helped me gain extensive experience in management and leadership… Volunteering in MASSUM has taught me how to be a dedicated person and that giving effort and time in doing what it takes to get the job done always pays off."

The pay off for Aneta is a $20,000 scholarship to attend school in Australia. Aneta credits USAID and MASSUM activities for giving her the writing skills to prepare a strong application and the interview skills to impress admissions officers.

"MASSUM is teaching us how to incorporate the subject matter with our every day lives, and show why it is important for our future. USAID has given us the opportunity to create an environment where we are assured that each individual has an opportunity to achieve their maximum human potential, and no student is denied of their goals and ambitions. We are going to keep on being and making everyone up for this big challenge - the career journey, and I believe no star will be out of reach."

USAID | MACEDONIA
FROM THE AMERICAN PEOPLE

SUCCESS STORY

Using New Teaching Methods to Improve Student Learning

Trainings empower teachers to try role-playing and other interactive methods to engage students

Photo: Secondary Education Activity

After attending USAID's Secondary Education Activity (SEA) workshop for assessment methods, Elizabeta Sekirarska saw many possibilities for practical application in the classroom. The training…"opened up possibilities for me to think about how to make the material simpler so that students can better understand their lessons."

Elizabeta Sekirarska is a teacher in vocational high school Pero Nakov, located in Kumanovo, a town in northern Macedonia. As a teacher trainer and someone that constantly looks for innovations in the classroom, Elizabeta Sekirarska knew that the current methods used to teach and grade students were subjective and assessed what students memorized rather than what they truly knew.

Through the USAID funded training to improve school based assessment, Elizabeta learned how to adapt academic theories to real-life scenarios in order to facilitate student learning. This teaching method promotes problem-solving skills and encourages students to work together and learn from one another. The ultimate goal is to increase students' critical thinking and problem-solving skills.

By asking students to simulate a scenario where conflict erupts between an employee and lower level manager, Elizabeta not only applied one of the newly-learned formative assessment methods, but successfully combined it with interactive learning methods. "The characteristics of a good manager are learned theoretically but students need to be more engaged in order to learn the material." The classroom scenario emphasized what students need to know as future managers in a similar situation. Students received immediate feedback regarding their performance in the scenario through peer assessment guided by observation and analytical assessment tools.

Elizabeta believes that the workshop initiated "changes (in the classroom that) go in direction of creating basis for more objective student grading."

USAID has trained 200 teacher trainers to deliver the assessment workshop to 2800 teachers in Macedonian schools.

USAID | MACEDONIA
FROM THE AMERICAN PEOPLE

SUCCESS STORY

Training for a better school environment

USAID Director Certification training program inspires one director to turn around her school

Photo: Secondary Education Activity

"It took some time, but now the whole school looks and feels different. Students greet their teachers and mates with smiles. There's no more yelling and running in the halls, no scratches on the walls and the furniture. I feel like I'm at home, with my family, and I think most of them feel the same".

Rodna Stoilevska, a Macedonian primary school director, didn't expect to learn about setting the tone in her school—but, at a USAID course designed to prepare directors for their certification exams, she was intrigued by a workshop on just that.

"I know what a difference it can make when there's a positive atmosphere in a school, but I haven't been able to improve the "climate" in my own school" says Rodna. She went along, listened to her colleagues, and came away with many ideas.

Once back, she got teachers and students to mutually agree on some basic rules designed to apply to everyone. The students suggested awards and fines for those who broke the rules.

Once discipline was tackled, the students and teachers focused on how the school looked to a visitor coming for the first time and decided there was room for improvement. They planted flowers, painted the walls with bright colors and put some student's drawings on the walls.

Rodna decided to set an example by greeting everyone with a smile-- even when visitors came to make complaints. Sure enough, teachers—and even students -- followed her example, one by one.

She also introduced music during the breaks. The director certification training Rodna attended was 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.

Is it working? Ask Rodna.

"The SEA training was the best time I've spent in my entire professional career," says Rodna.

ANNEX 1: SCHOOL BOARD TRIP REPORT: SAMUEL BENALAL

Republic of Macedonia

USAID

Secondary Education Activity

Strengthening School Boards in the Education System in Macedonia

Submitted by
Samuel Benalal

Skopje, March 2008

I. General Framework for Decentralization in Macedonia

The Assembly of the Republic of Macedonia adopted a set of new laws on local self-government, starting from January 2002. The Law on Local Self Government (January 2002) strengthens the crucial role of the municipalities and expands their competencies in fields such as: Finances and budget, taxes collection, control over own budget, control over administration and property, power to establish voluntary associations and sub-municipal self-government. The Law on Financing of Local Self Government (September 2004) the Law on Territorial Organization and the revision of municipal boundaries included in the Law on the City of Skopje (August 2004) have completed the general legislative framework that allows for substantial decentralization to take part in the country.

In addition to the completion of the general legislative framework for decentralization, the Government of the Republic of Macedonia has adopted a series of measures to enhance this key aspect of its reforms. These measures include the adoption of operational programs, the establishment of coordination bodies between ministries, the planning of decentralization activities in the medium and long term, and the signing of agreements with the Civil Servants Agency (CSA) and the Association of Local Self Government (ZELS).

II. Decentralization of Education Sector in Macedonia

II.1 Structural Changes at the Central and Local Government levels

The first decentralization phase of the Education sector was initiated by the Government of RM in July 2005. This first phase included the following changes:

- Property and founder rights of the buildings of primary and secondary schools were transferred to the municipalities.
- Responsibilities on maintenance of school buildings were transferred to municipalities

To allow this transference of responsibilities, new by-laws have been defined and financial formulae for the allocation of funds have been developed by MOES.

A second decentralization phase, including the transference of responsibilities on the payment of teachers' salaries from MOES to municipalities, is being implemented in these days, with much learning on the practice between all involved. Fiscal procedures, amounts of funds, personnel responsibilities and equity issues are part of a dense dialogue between the central and local levels, towards a calibration of processes in this new structure.

The State Education Inspectorate (SEI) has gone through a re-definition of functions regulated by a newly approved Law, allocating responsibilities on quality assurance to its inspectors. Finally, the Bureau for Development of Education (BDE), also under a recently approved Law, is being re-organized, following a new concept that enhances its strategic and advisory role.

II.2 Enhancing School Governance

This long and demanding process has also addressed the management of schools. Personnel development, certification of principals and school grants programs are being applied across the Education System, with the intention to enhance the professional capabilities at the school level, towards a more autonomous management.

New laws on Primary and Secondary Education are being drafted in these days. Within this framework of legal and managerial changes, it is necessary to address the roles and procedures related to School Boards, in order to align School Governance with all other structural changes in the Education System in Macedonia, as well as with international practice.

The following is a description of concepts and procedures that could strengthen School Boards in Macedonia in the framework of its decentralization efforts.

III. SCHOOL GOVERNANCE – THE EUROPEAN CONTEXT [1]

As a result of the wide acceptance that schools should be autonomous at least in some areas of educational management, new school governance bodies were created in many European countries. In most cases their roles and composition were made compulsory by legislation, providing the framework for transference of responsibilities and administrative supervision. Countries such as Bulgaria, Denmark, Estonia, France, Lithuania and Slovenia have mandatory regulations on the establishment of school governing and management bodies. The Education Act of 1980 in the United Kingdom made governing bodies obligatory, and so did Belgium in 1997 and Czech Republic in 2005. In Iceland, Poland, Hungary, and to a certain extent in Latvia, the establishment of school governing bodies is optional.

The composition of school governing bodies follows three types of structures. The first, covers the inside community of the school. In countries such as Belgium, Denmark, Germany, Italy and Luxembourg the school board comprises representatives of the parents, teachers and pupils. A second type of structure allows for a wider representation of stakeholders, including members of the local authority. In the Czech Republic for example, school boards are composed of a third from the local authority, a third from the school staff, and a third from parents and students. An additional structure considers members of the wider community, such as the business one, as eligible members for schools governing bodies.

In most cases, the school board is a decision-making body invested with legal authority to make decisions on issues related to finances and human resources. In some countries the school board is accompanied by a number of other school bodies, such as the school assembly, open to external school supporters (Belgium) and the teachers' council (Latvia, France).

In most European countries the composition of the board is accompanied by provisions that give more decision making power to one of the groups. In some countries, especially where the board's roles are closer to the pedagogic activities of the school, the deciding role is in the hands of the representatives of school faculty and staff. In other countries, where the roles of the board are considered to be more strategic and community oriented, the deciding power rests more in the hands of parents.

The roles of school governing bodies in Europe usually cover financial and human resources matters. In most cases all human resources management is left in the hand of the principal (or the school director where there is a Head Teacher) , while financial management is a more likely to be a joint activity between the school principal (or school director) and the Board.

---

[1] Sources of information: Comparative studies by topics and countries from WWW.EURYDICE.ORG

The use and supervision of public funds by the school governing body depends on the level of decentralization and school autonomy in the education system. Usually, public funds are divided into three different categories or budget headings: Capital expenditure, operating expenditures and ICT. In Belgium, Latvia and Sweden, schools have full autonomy to use and supervise public funds in capital expenditure, operating expenditure and acquisition of ICT equipment. In some countries, local authorities may delegate to schools the use of funds for some of these budget headings. In countries such as Bulgaria, Cyprus and Romania, schools, and therefore school boards, have no responsibility to either manage or supervise public funds. In France, following a request by the school, the higher authority may decide to delegate this responsibility. In cases where schools have some rights and duties regarding the administration of public funds, they refer to operating expenditures and ICT acquisitions. In most countries the use and supervision of capital expenditures are either in national level hands or at local government entities.

Fund raising of additional funds is also heavily regulated. In most cases, schools are allowed to raise additional funds from private sources for their activities, but they are not free to use them with no authorization of either national or local government entities. An exception to this rule may be found in Belgium, Italy, Latvia and the United Kingdom, where schools are allowed to raise funds from donations and from letting facilities, and are free to use them as they wish. In these countries therefore, the School Board has a strong standing on the use and supervision of these additional private funds. (In Belgium and Italy, schools are even allowed to take loans. In Slovenia they also may do so, but only under authorization of a higher authority).

In most European countries, schools are allowed to raise funds from private donations and letting of facilities, but are restricted in its spending. Generally, schools are freer to use funds from private donations and activities than from letting facilities. School Boards are then more involved in raising funds from private sector than from letting the use of the school buildings and courtyards. Usually as well, where fund raiding is permitted, the use of funds raised by the school is allowed mainly for the acquisition of movables goods.

In terms of the management of human resources, Belgium, Ireland and Slovenia grant authority to the school level to both, select and define the roles of the school principal. Spain, Poland and Portugal grant authority to the school board to select the school principal, but his roles are pre-established by a higher central authority. Denmark, Sweden and partially the United Kingdom, restrict the school authority to the definition of the principal's responsibilities. Slovakia has a combined model of decision making, where the school governing body and the Education Authority jointly select the school principal. In the Netherlands, the selection process may be delegated to the school governing body following authorization by the relevant higher level.

The management of teaching and non-teaching staff is likely to be given to school hands, in most cases. Generally, this function is delegated to the principal's managerial responsibility with little involvement from the school governing bodies.

IV. SCHOOL BOARDS IN MACEDONIA – A CONCEPT

A School Board is a decision-making body responsible for school governance. Its roles and composition depend on the level of autonomy attributed to the school level in the Education System. At the minimum, school boards comprise representatives of the school internal community. In wider approaches, school boards include representatives from the local and national government levels, as well as volunteers from the business and contextual community.

Roles of school boards usually cover areas such as: School Vision, selection of key personnel, financial supervision, follow-up on quality and assessment, follow up on pupils' well-being, as well as enhancement of the relationship with central and local authorities.

International practice has related to School Boards since the 1980's, as an effective tool to enhance school autonomy. School Boards and community involvement in general, have been considered by western countries as means towards the enhancement of democratic processes, fostering a participatory approach, and seldom a partnership between government agencies and citizens. Later on, as the trend on “Effective Schools” and “School-Based Management” gained strength, school autonomy and school boards were referred to as a way to enhance effective management. School Boards where thus encouraged to get involved in the careful planning of Schools self-assessment and subsequent development programs. Nowadays, along with the emphasis on Standards and Quality Assurance, there is a general belief in international settings that, enhancing community involvement in School Governance through strong and well established School Boards, can increase the quality of teaching-learning processes, generating a positive impact on the level of students' achievements.

IV.1 Benefits of School Boards

In the current situation in Macedonia, the benefits of strong school boards are not clear to all stakeholders in the field of Education. In order to raise public interest in School Boards and recruit highly qualified and committed members, there is a need to raise awareness about the benefits of community involvement in Education, through well established School Boards. Given the educational role of the legal framework in transitional countries, these benefits may serve as a rationale to relevant sections of the laws on Primary and Secondary Education. Making these benefits explicit, could also nourish the public discourse about the strengthening of the Education System through a clear and effective governance scheme.
The School System in Macedonia could enjoy the following benefits from strengthened School Boards:

- Legitimization

A School System is a professional intervention into the lives of societies in general, and of children in particular. As such, it requires legitimization by the society itself. Professionals are not independent to make crucial decisions regarding the governance of school systems. The voice of the community is required in strategic questions such as: What are OUR educational goals? What do WE want to achieve? Are WE on the right path to achieve pre-established goals? Do WE have the best possible professionals? Are WE using wisely all available resources? Can WE assist the school in its educational endeavors? Even if programs and contents are usually prescribed by national professional entities, there is still space for community orientation.

- Increased support

A school needs support from its community. On the educational dimension, it is well known that a supporting social environment raises students' ability to improve their academic achievements, in spite of all other distracting influences. In the realm of school administration, a school is always in need of additional support. As a public entity, it usually competes for funds and attention with other important institutions and projects, such as hospitals, social agencies and infrastructure expenditures. A well established School Board provides the school with: High community awareness, strong lobbying in favor of school

development, fund raising for special activities and increased availability of the communities' assets (professional knowledge of parents, non school sports facilities, special donors etc.) for the sake of the education endeavor.

- School accountability

A School Board is a public entity, empowered by the law to follow-up the school performance. Usually, schools take good care of assessing children academic achievements but forget to measure themselves, against pre-established academic and administrative standards. The Board, by its closeness to the school, is a means to enhance the School's accountability towards the community it is meant to serve. The Board's presence, its explicit interest in major administrative and academic issues, as well as its constant request for information on children well-being and achievements, increases the school awareness on its real service orientation.

- Easing bottlenecks

An Education System is difficult to manage. A decentralized education system may be even more difficult to deal with. Bringing the making decision process as close as possible to the agencies that deliver the service requires responsible intermediate agencies, with different levels of responsibilities. Both central and local levels of government need bodies representing the community to better address the regular and special needs of the Education System. Having strong school boards could ease the usual bottlenecks generated at higher decision-making levels. By representing the community's voice, a public space is created between the school and the immediate higher decision making level. Issues are discussed in that space, some of them may even find solutions at that level, or at least their public discussion may facilitate further interventions.

- Public awareness to Education

By involving more people into the public arena, School Boards contribute to the public discourse on Education. It gets on the local and national agenda with a genuine voice, with knowledge close to the action, with commitment and care for the well-being and personal growth of children and youngsters. Lobbying for Education matters in Municipality Councils and National Assembly gets thus an enhanced presence, a sense of authenticity and therefore a better chance to serve the public's interest.
School Boards serve also as schools for boards, schools for public life. Some of the parents involved in the public arena in Education become leaders of their communities; outstanding individuals may even become champions of Education at national levels. From there, they may be absorbed by other fields of public interest, strengthening democracy and influencing political life at local and national levels.

III.2 Roles of School Boards

The School Boards roles emphasize the board's status as a representative of the community. It gives a voice to the community's will by defining the school's general orientation, accompanying and improving the school's performance, selecting leadership and taking care of the students' well-being and achievements. The specific set of school

boards roles varies according to communities and social settings. As a common denominator of international experience, we could cite the following set of roles:

- School Vision & Plans
  - To define the School Vision
  - To ensure that action plans submitted by the principal correspond to the School Vision's values and goals.
- Management Supervision
  - To ensure effective management
  - To promote positive and respectful relations among teachers, students, parents, principal and officials.
- Financial Supervision
  - Foster effective use of financial resources
  - Ensure honesty, transparency and legality of financial procedures
  - Reach out all possible available sources of funding for school activities
- Leadership Selection
  - Assessment of School Leadership Performance
  - Selection and dismissal of School Principal
- Follow - up on Quality and Results
  - Supervise Continuous Professional Development of school teaching faculty & staff
  - Follow-up students' academic achievements
  - Follow-up School's responsiveness to national academic standards
- Pupils well-being / Health, Child's rights
  - Monitor and promote children's physical safety
  - Monitor and promote children's psychological and social well-being
  - Avoid all sorts of physical punishment to children
  - Ensure that physical environment addresses children needs on personal safety, studying and health conditions, as well as positive social interaction
- Fund raising
  - Increase the availability of school funds in addition to regular budget
  - Establish a School Development Fund
- Supporting Extra-Curricular Activities
  - Support planning and organization of special extra-curricular activities
- Ombudsmen / Public representation
  - Attend complaints from pupils, parents and teachers on critical situations
  - Represent the School, together with the principal in local and national events
- Reporting to MoES and the Community
  - Approve official documents as required by the MOES and the Municipality
  - Submit annual reports to the Community, the Municipality and the MOES.

IV.2.1 Roles of School Boards - Description[2]

- School Vision & Plans

Even though educational programs and curricula are established by national authorities, school life is rich enough to emphasize certain values, to address special concerns of the community and to add special events and activities. A School Board is in charge of

[2] All roles hereby described require proper forms and procedures, to be included in the School Board Manual

establishing its institutional goals, either beyond the national and local ones or emphasizing some of them, in order to better address the needs of its community and make a more relevant contribution to its students' life. A school vision is its "trade mark", its "identity seal", a declaration of a "raison d'être" from which all plans and actions emanate. It is the responsibility of a school board as well, to ensure that annual and mid term action plans submitted by the principal correspond to the school vision reflecting its values and goals.

- Management Supervision

Through a close follow-up of the principal's and other school functions' performance, ensure that the school is managed effectively up to the highest quality standards in all its aspects: Inter-action with students, educational activities, teaching staff and administrative personnel, relations with parents, contacts with local and central authorities, buildings and facilities' maintenance, furniture and materials, etc.

- Financial Supervision

Through a close follow-up of all officials involved in the performance of financial management of the school, ensure that it is done according to the highest standards of honesty, with effectiveness, following transparent procedures and under all legal requirements and regulations. Together with the principal analyze the financial needs of the school, explore and reach out possible funding resources.

- Leadership Selection

Guided by professional assistance from the State Education Inspectorate and the Bureau for Development of Education, perform an evaluation of the principal's performance. Based on the evaluation findings, conduct an annual evaluation meeting with the principal on his personal performance, oriented towards the constant improvement of the school management, its students' achievements and well being. In special cases, considered in relevant laws and regulations, consider and suggest to the mayor the dismissal of the principal before the end of his/her term.

Suggested selection process[3]

Three months before the finalization of the principal's term of service, the School Board will conduct a selection process, under procedures and regulations established by the relevant articles of the Law on Primary / Secondary Education.

The selection process should comprise the following steps:

1. *Appointment of a selection committee by the President of the Board headed by one parent, one teacher and one municipal official who are all members of the Board.*
2. *Notification to the current principal that a request for expression of interest is going to be published*
3. *Advertise in local and national press of a request for expressions of interest with a deadline of at 15 days from the publication date. This advertisement will be published not later than 3 months before the completion of the current principal's term.*
4. *Pre-selection of at least two candidates who meet the requirements within 15 days of the deadline for expressions of interest.*
5. *Submission to the Board for its approval of the selection results within 45 days of the deadline for expressions of interest.*

[3] Due to the sensitivity around this matter we include here an outline of the suggested selection process. Corresponding forms and procedures should be developed further.

6. *Submission to the Mayor of the Municipalities of the selection results by the President of the Board, within 60 days of the deadline for expressions of interest.*
7. *Selection and appointment by the Mayor of one of the two first ranked candidates suggested by the School Board, within 15 days from the submission of the selection results by the School Board.*
8. *Only in case of dismissal of a current principal during the school year, an acting director will be appointed by the mayor. This acting director will serve only until the completion of the current school year. A selection process as stated above will be conducted, immediately after the dismissal of the current principal. The selected candidate will substitute the acting director immediately after his appointment.*

- Follow - up on Quality and Results

The Board will promote and ensure that all teachers in the school are attending in-service training courses that develop their professional ability. The Board will request reports from the principal on students' academic achievements. When available, the Board will be entitled to request short studies comparing the school performance to national standards and other schools in the same region as well as at the national level. Analysis of the school personnel composition including age, studies and professional experience will be also monitored periodically by the School Board.

- Pupils well-being / Health, Child's rights

The School Board will act as the Major Guardian of children rights in the school. The principal will be requested to inform about any violation of children rights in the school activity and the measures adopted to correct and avoid similar situations in the future. Physical safety, Psychological and social protection of the child will be periodically monitored by the board through the submission of pre-determined reporting forms by the principal. All sorts of physical punishment will be banned in the school, and the board will ensure that the principal dismisses any member of the school faculty and staff who incurs in such sort of punishment. The School Board will also ensure that the school infrastructure conditions and its maintenance address children needs on personal safety, studying and health conditions, as well as positive social interaction.

- Fund raising

The School Board will be responsible of coordinating fund raising activities that could enlarge the availability of funds to educational activities, in addition to those funded by the regular school budget. School Boards will be encouraged to establish a School Development Fund to which the principal could submit proposals for the financing of special pedagogical activities within the school in additional to the regular program.

- Supporting Extra-Curricular Activities

The School Board will raise support among parents, officials and the business community to special activities organized in the school for the sake of its pupils.

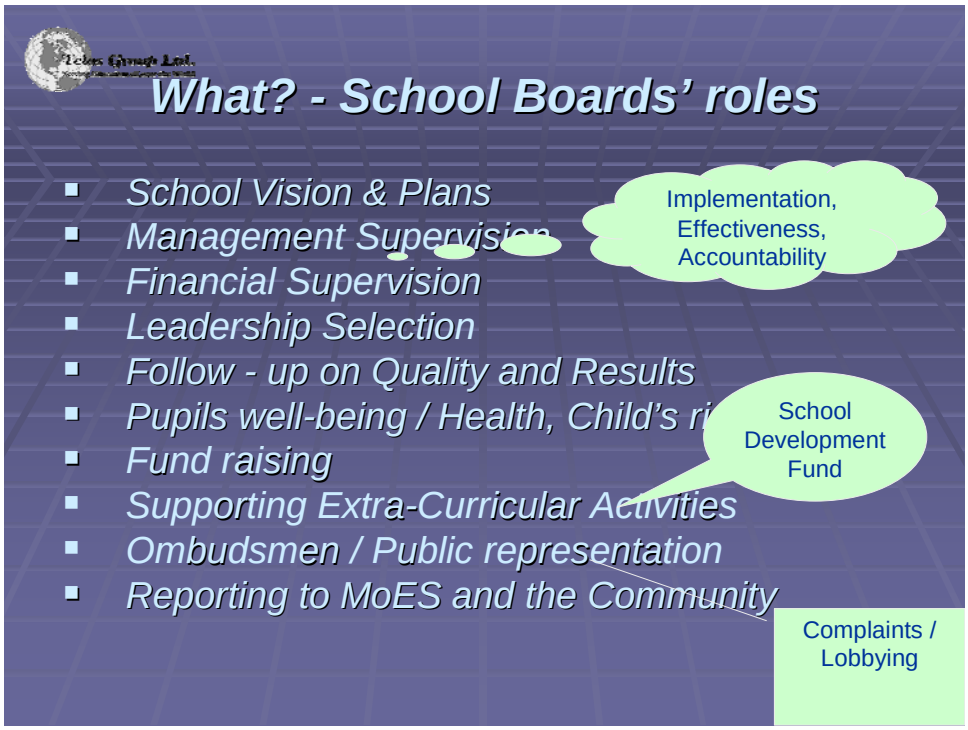
- Ombudsmen / Public representation

The School Board will attend complains on important issues from students, parents and school faculty. Complaints will be consulted with the principals and a common path of action will be accorded to solve problems and difficulties. The President of the Board will

represent the school together with the principal in public and official events. He/She will also purvey the school voice in public discussions on Education at local and national levels.

- Reporting to MoES and the Community

The School Board will approve and sign legal documents as required by regulations and laws. The School Board is accountable to the Community, the Municipality Mayor as well as to the Ministry of Education. As such the board will submit an annual report to all three constituencies, informing on activities, special events and plans for the future.



IV.3 Composition and Structure of School Boards

Currently, the legal framework in Macedonia prescribes a broad coverage of stakeholders in School Boards. Boards comprise representatives of parents, teachers and associate professionals, municipal and central officials and, in some cases, the business community. This broad approach is generally accepted among all agencies involved, since by officially allowing a full representation of all stakeholders, it enhances the sense of ownership of Education as a social enterprise reflecting the search for political equilibrium needed in the Macedonian public arena. We therefore would recommend maintaining this approach to the school boards composition. Nevertheless, we would recommend considering the following changes to current legislation:

1. Regular Members

School Boards will comprise 7 regular members, as follows:
3 members elected from the School Parents Council, 2 members elected from the School Teachers Council, 1 associate professional, 1 municipality officers appointed by the Mayor. These members will commit themselves to attend all meetings and will have the right and

duty to vote on all matters discussed. When needed and if the president decides so, his vote may be counted as a double one..

2. Special Member – Central Official

Each School Board will have an official of the Ministry of Education that will serve as a trustee and counterpart for selected issues. This representative of the central government will be invited to three meetings per year, at the beginning of the school year, by mid school-year and at its end. Issues to be discussed with him will include plans at the beginning of the year, mid term reports by mid year and summative reports at the end of the academic calendar. This approach will allow a better communication with the central level, with special meetings being convened to address matters related to this government level. By reducing the number of meetings that these central trustees will have to attend, their attendance and attention will become more feasible and effective, enhancing the contact between the school and the central level.

3. Special member – Business Community

Vocational Schools may decide to invite a member of the community's Chamber of Commerce to select meetings. These meetings will address matters related to the relationship between the school and the business community. This special member may serve as a trustee of the school in matters related to future employment of students, special visits to factories and commercial venues. He also could be requested to willingly assist the school board in fund raising and lobbying activities. Other schools may also consider having business trustees that would serve as a link between the school and the business community. They could be as many as needed, (there is no need for one fixed member) and would be invited ad hoc by the president of the School Board to selected meetings and activities, according to their nature and the potential benefit for the school.

4. The President of the Board

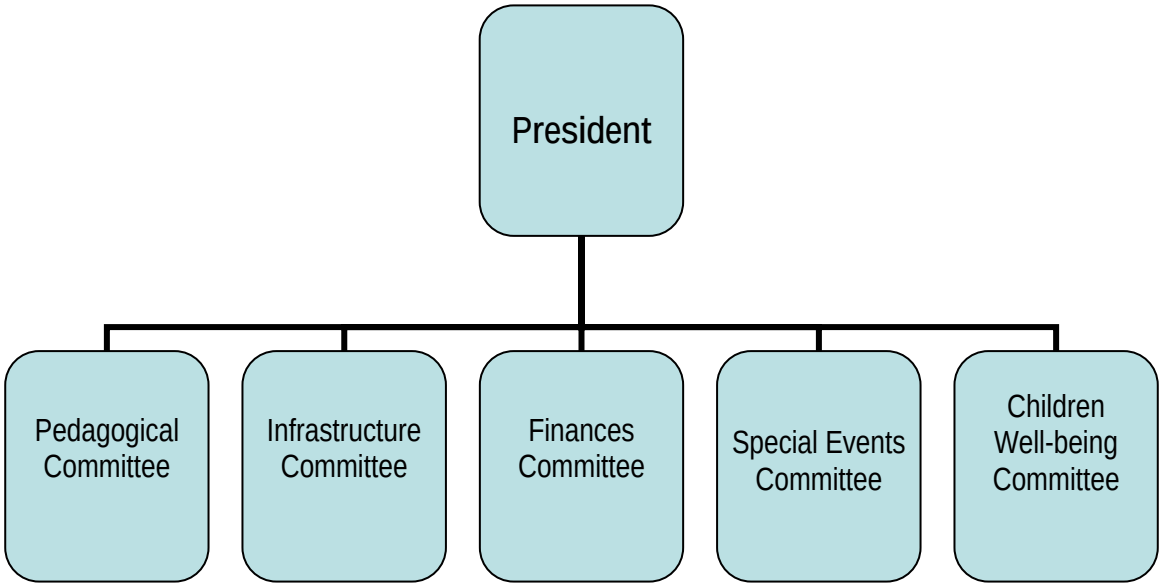
Excluding the parents, all members of the suggested board are involved ex-officio in the day to day life of the schools. Having official tasks allows them to exert a significant influence in administrative and pedagogical matters of the school. In order to enhance parents' sense of ownership on the schools' educational endeavors, enhance a community oriented perspective on school performance and strengthen the equilibrium between all stakeholders, the president of the board should always be a member of the Parents' Council. The Board president will have the responsibility to coach the next person in charge, either by working closely with him/her during his own term, or preparing the new nominee for the task, close to the termination of his own term.

5. Term Duration

Boards should be elected for a period of years covering only partially the regular term of a School Principal established by the Law. This would diminish the risk that School Principals and boards are both new in any given academic year. If Principals are selected for a regular term of 4 years (as it is now in the current legislation and practice) School Boards should be selected for a period of 3 years. This scheme would guarantee continuity in the school leadership, since in most cases there would be an experienced person at the higher levels of School Governance and Management.

6. Committees

The structure of the School Board would include a number of committees to be headed by official members of the Board, following their appointment by the President. The following committees could be considered: Pedagogical Committee, Finances Committee, Infrastructure Committee, Special Events Committee, Students' Well-being Committee, and others… . In order to increase participation and add work forces, membership in these committees would be open to the public and the school staff on a volunteer basis. The Head of each committee would be responsible of forming the group, defining an agenda and reporting to the Board on performance, challenges and achievements. The head of each committee will be accountable to the President of the Board.



IV.4. School Boards Accountability

School Boards should be held accountable for their performance. The public relies on their governing role. Failure in executing their roles weakens the Education System. Their success may strengthen the schools performance for the sake of children and the community as a whole. In order to enhance the School Boards' accountability, a clear description of roles should be followed by a detailed set of procedures and forms. A Board that does not fulfill its roles, through pre-established procedures, should be dismissed. The School Board is accountable to three constituencies: the Community, the Municipality and the Ministry of Education.

In cases where the School Board does not fulfill its roles, any member of the community, any school professional or local and national officials related to the school, could report proven irregularities to the Mayor of the relevant Municipality. The Mayor would then discuss the irregularities with the President of the Board, based on facts and concrete proofs. If pursuant to this discussion the School Board does not comply with regulations and does not fulfill its roles, the Mayor should ask the authorization from the MOES State Secretary to dismiss a Board and call for new elections. Based on the facts and proofs, the State Secretary would be requested to issue his approval within 30 days of the request submission, following consultations with all people involved.

School Board members should also be held accountable to the President of the Board for their performance. A member that does not attend three consecutive meetings with no proper justification, that does not fulfill his/her responsibilities repeatedly, and that does not behave according to the Code of Ethics, should be requested to resign or alternatively should be dismissed by the president. The dismissal process should include a first amicable approach to discuss all issues related to the member's performance and a one month period to improve the member's deviant behavior and performance.

Define Procedures

Position 1:_____

Role 1.1	Actions & Procedures 1.1.1 1.1.2
Role 1.2	Actions & Procedures 1.2.1 (…) 1.2.5
Role 1.3	Actions & Procedures 1.3.1 1.3.2

V. Members' Attributes and Competencies

Working as a member of a School Board requires a series of personal attributes and competencies. Trust and hope in a better future, the capacity to lead others, a strong commitment to Education, and a strong service vocation would be general capacities needed to succeed as a Board member. In addition, specific capacities to analyze budgets and plans, as well as to select personnel would be strong assets that could enhance the board's fulfilment of its roles. Finally, due to the sensitivities of school settings, having good inter-personal skills is a must. Some of these competencies may be learned in detail in a properly crafted training program.

The required competencies of a School Board member would therefore be:

- Capacity to shape a School Vision
- Good Leadership Skills
- Commitment to Education
- Vocation of Community Service
- Knowledge on School Budget Analysis
- Knowledge on School Plan Analysis
- Knowledge on School Self Evaluation Analysis
- Good Inter-personal skills
- Knowledge of Personnel Selection and Management

VI. Code of Ethics

The Board's Code of Ethics is a moral manifesto on the personal behavior that the community expects from the School Board members. It should be printed and posted in a public space of the school it should be read ceremonially at the opening meeting of each school year together with the Board's roles. In order to increase participation and commitment, each school board should review and reconfirm its code of ethics on a periodic basis. School Boards may adopt different codes of Ethics, emphasizing different values according to circumstances and

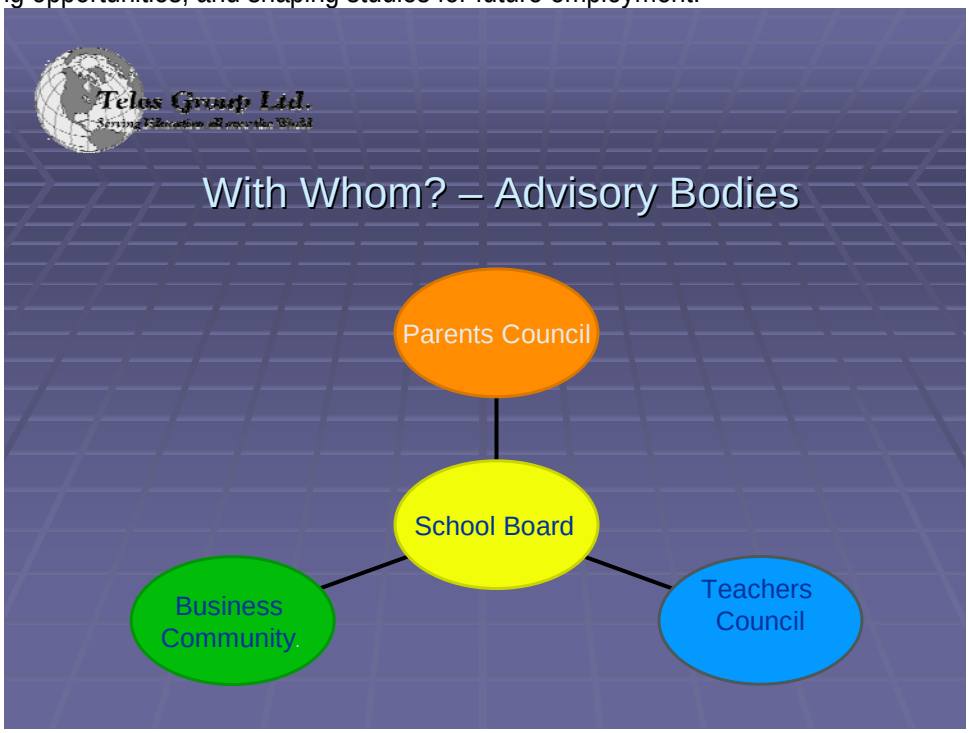
personal beliefs. The following is a basic set of guidelines that could be enriched by board discussions, adding more values, as well as emphasizing some of the suggested behaviors.

A member of a board should:
Act in favor of the pupils' best interest.
Serve the community and avoid self interest
Respect all other members' opinions
Cooperate with all members in the functioning of the Board
Take care of children well-being
Abide to decisions taken by majority
Act as a policy maker with no interference with professionals performance
Respect the executive role of the school principal and the school faculty and staff
Be honest
Promote a positive working and studying environment.

VII. SEEKING PARTNERSHIPS

VIII.1 Relations with other School Bodies

Education is a multi-dimensional activity. It involves many constituencies; it needs cooperation from many agencies. It needs support from all people involved. Therefore, one of the main functions of the School Board is to seek partnerships with as many public agencies and school bodies as possible.
A strong and clear definition of the School Board requires a definition of his relationship with other school bodies. The Teachers Council would have a pedagogical advisory role. The Parents' Council would have as well a general advisory role towards the School Board, generating and purveying the parents and children voice to all aspects of school life. The business community should serve as a source of support on development matters, offering new learning opportunities, and shaping studies for future employment.



VII.2 Board – School Principal Relationship

The relationship of the Board with the School Principal is a corner stone of the school's success . They need each other. The Principal needs the board's support, the board's

contributions, and the legitimization it provides. The board's approval to the principal plans and reports is the strongest backing a principal can get to succeed in his work. The Principal is the executing arm of the Board, it implements policies established by three sources: The Ministry, The Municipality and the School Board. As such, the Board should develop a relationship of trust and mutual respect. Board members should never intervene directly in the school but through the principal knowledge and consent. The Board is the principal's loud speaker towards the school's social context, while the principal is the board's emissary within the school walls. The president of the board should ensure that the school is well respected in external circles. The principal is the senior official through whom the board's policy decisions are implemented.

VII.3 Relationship with SEI and BDE

The Board should seek the advice and guidance of SEI and BDE professionals. Their outlook on the system as a whole, their knowledge and involvement in school development matters, as well as their experience could provide the school board with a broader perspective towards the school development. The School Board should invite the inspector and the BDE advisor to attend one or two meetings during the school year, especially to those sessions where school evaluation and plans and annual reports are discussed.

VIII. RECOGNITION

The existence of strong and well established School Boards is in the interest of Local and Central Governments. As the above mentioned roles and responsibilities show, working as a member of a school board is a serious assignment that requires much time and energy. Board members usually report, alongside their satisfaction, their huge surprise on the amount of work and commitment required to be a good member of a board. In the parents' case, this effort is done on a voluntary basis, and they deserve public recognition. Awards, special events, press articles on success stories, letters and diplomas from highly ranking officials would be a noble and non-expensive way to thank the people involved for their contribution as well as to attract others' interest in becoming part of the education community.

IX. A DETAILED AND PROGRESSIVE APPROACH

The suggested approach to the strengthening of School Boards in Macedonia represents an important change on the education landscape of the country. The suggested change would mean moving School Boards from a weak public status to a stronger one, clarifying roles, framing the relationship with mayors, empowering parents, regulating procedures, and enhancing accountability while infusing a more participatory modus operandi.
A detailed and progressive approach is needed in order to guarantee implementation and sustainability of these changes. The following is a series of steps towards the insertion in the field of the suggested changes:

1. Consensus building among stakeholders
   (In parallel to 1 & 2)
2. Finalization of new laws on Primary & Secondary Education
   (In parallel to 1 & 3)
3. Consultations, design and production of a <u>detailed</u> School Board Manual, including roles, instructions, procedures and forms.
   (In parallel to previous steps)

4. Training of trainers on School Boards
5. Identification of school boards target population
6. Training of School Boards
7. Coaching School Boards
8. Coaching the coaches
9. Sharing the new approach with MOES, SEI, BDE and municipalities' officials
10. Modest Communication Campaign.

We recommend the adoption of a progressive implementation plan, starting with a small number of schools, generating interest, creating success, expanding by number of schools or municipalities and learning by doing.

X. TRAINING PROGRAM FOR SCHOOL BOARD MEMBERS – AN OUTLINE

TRAINING GOALS

1. Participants will learn the School Board's roles and its relationship with other school bodies and education agencies in Macedonia.
2. Participants will acquire knowledge and skills required to accomplish the Boards' roles.
3. Participants will be acquainted with regulations and procedures related to the proper functioning of School Boards in Macedonia.

TARGET POPULATION

2-3 members of active School Boards in Macedonia in the school year 2008-2009[4].
Three clusters of schools:
Cluster 1: 40 schools from different regions, different sizes, and different socio-economic backgrounds.
Cluster 2: 160 schools
Cluster 3: 200 schools

TRAINING & COACHING

In order to enhance the support provided to School Boards during the first year, following the training program, trainers will serve as coaches to the School Boards, meeting with them at least three times during the year, to follow-up progress, provide further guidance and support and address possible difficulties.

TRAINING DURATION

2 days[5]

---

[4] The number of School Boards to take part in this training program would depend on the pace and scope of the progressive approach for implementation of this change.

[5] We recommend recruiting as many parents as possible. Therefore we assume that a training program longer than 2 days would not be viable. If possible, a 1 day conference should be considered, to be held by the end of the School Year 2008-2009 to share the experience and enhance the communication campaign.

CONTENT

1. Overview of the Education System in Macedonia

Decentralization of the Education System, Central level's roles, Municipalities' responsibilities, BDE and SEI relationship with the school, types of schools, budgeting of education, block grants, earmarked funds, school budgeting in the municipality,

2. School governing and managing bodies

School Board concept and roles, Principal's roles, other school bodies' roles.

3. School Planning

Defining a school vision, school plans, school self-evaluation, school development plans, correspondence between planning and budgeting, correspondence between plans and actions, evaluation.

4. Leadership and Management

Types of leadership, supervising school management, team work, accountability, results orientation, The process of change – Reluctance, paradigms, consensus building.

5. School Finances

School budget, sources of funding, budget supervision, regulations and procedures.

6. Selection of personnel

CV analysis, interviewing techniques, regulations and procedures.

7. Quality Assurance

Outcomes orientation, areas of school improvement, students' assessment, contributions of BDE and SEI advisors, reports, regulations and procedures.

8. Children rights, pupils well-being

Overview on children rights, conditions for pupils' well-being, the moral, psychological and social realms, regulations and procedures.

9. Establishing a School development funds

Exploring sources of funding, supporting extra-curricular activities, internal regulations of the school fund, regulations of proposals submission, monitoring and evaluation on implementation of funded activities.

10. Board's reporting

Official documents, regulations, forms and procedures.

Training Schedule Outline[6] – 2 days

TRAINING SESSIONS	DAY I	DAY II
SESSION 1	Overview of the Education System in Macedonia (P)	Selection of personnel (P), (S)
SESSION 2	School governing and managing bodies (P), (SGD)	Quality Assurance (P), (DA)
BREAK	BREAK	BREAK
SESSION 3	School Planning (P), (DA)	Children rights, pupils well-being (P) (CS)
SESSION 4	Leadership and Management (P)	Establishing a School development fund (P), (SGD), (S)
SESSION 5	School Finances (P) (DA)	Board's reporting (P), (DA)
CLOSURE	Day Summary	Summary & Closure

(P) – Presentation by trainers or special guests
(SGD) – Small Group Discussion
(DA) – Document Analysis
(CS) – Case Study

[6] See a 3-day alternative below. .

Training Schedule Outline – 3 days

TRAINING SESSIONS	DAY I	DAY II	DAY III
SESSION 1	Overview of the Education System in Macedonia (P)	Leadership and Management (P)	Selection of personnel (P), (S)
SESSION 2	School Boards Concept, roles, structure. (P), (DA)	The process of change (P) (SGD)	Selection of personnel (P), (S)
BREAK	BREAK	BREAK	BREAK
SESSION 3	School Board relation with the School Principal and other school bodies (P), (SGD), (S)	School Finances (P) (DA)	Children rights, pupils well-being (P) (CS)
SESSION 4	School Planning School Development (P), (DA)	Quality Assurance (P), (DA)	Establishing a School development fund (P), (SGD), (S)
SESSION 5	School Planning School Development (P), (DA)	Quality Assurance (P), (DA)	Board's reporting (P), (DA)
CLOSURE	Day Summary	Day Summary	Summary & Closure

(P) – Presentation by trainers or special guests
(SGD) – Small Group Discussion
(DA) – Document Analysis
(CS) – Case Study

ANNEX 2: RM&E TRIP REPORT: ZARKO VUKMIROVIC

Zarko Vukmirovic – AIR Principal Research Analyst
Trip Report
Secondary Education Activity (SEA)
Research, Monitoring & Evaluation (RME)
Skopje, March 4-7

Anticipated Outcomes

- Assist Research, Monitoring & Evaluation component of the SEA project in designing two studies to evaluate interventions undertaken by the Teacher Development Component.
- Liaise with SEA technical staff to determine assessment and RME needs.
- Meet with Ministry of Education and Science (MOES), Bureau for Development of Education (BDE), and USAID officials to share new developments in the field of assessment.

Actual Outcomes

- In collaboration with the Teacher Development Coordinator (Snezana Jankulovska) reviewed and discussed plans for evaluating interventions implemented by Teacher Development Component, developed recommendations for the research design and data collection tools.
- Made a presentation to the Teacher Development Component committee (including USAID official Natasha Buleska) about the role of standards in national exams.
- Met with prospective RME director and made recommendations regarding the strategies for research and assessment.
- Met with the State Secretary of MOES (Pero Stojanovski) and Head of Sector for Assessment of Student Achievement (Katica Spasovska-Bincheva) to share new developments in the field of assessment and outlined directions for future collaboration.

Comments and Recommendations

- The purpose of this trip was twofold: a) to assist with the RME tasks within the current SEA project, and b) to assess and manage the needs for the expansion of the current scope of work in order to increase the benefits for Macedonian education.

- The meetings with the SEA staff were very fruitful and mutually beneficial. The staff is very enthusiastic and highly capable for achievements. It is heterogeneous regarding the work experience and may need more technical assistance and guidance.
- Recommendations for the research design and data collection tools were developed for the Final Evaluation Study and Teacher Mentoring Study. The research design recommended was a quasi-experimental paradigm with post-test and control group. It would be good if a pretest had been implemented, but in the absence of a baseline data it is strongly recommended to utilize a comparison sample.
- Regarding data collection tools, I recommended to consider various sources of evidence: a) teacher self-report, b) observation of teaching practices, and c) student learning outcomes. A very good teacher self-report instrument was already drafted at SEA (Snezana Jankulovska). I recommended to design two forms of this questionnaire – one for intervention sample and the other for comparison sample (the questions related to intervention itself should be dropped from the form for comparison sample since they did not receive any intervention. For observation of teaching practices I recommended that we adapt the "Standards-based Classroom Observation Protocol for Egypt" (SCOPE), which appeared to be a valid and sensitive instrument for the evaluation of teacher training interventions in Egypt. The construction of instruments for the third source of

evidence (student learning outcomes), is beyond the scope of this project, but we could consider using the data collected by Bureau for Development of Education (BDE), particularly the data from the "national graduation exam (drzavna matura)" that is being initiated this year. It may be possible to track student performance in intervention schools as compared to the comparison schools as an ultimate measure for the evaluation of the intervention impact.

- The meeting with the State Secretary of MOES, Mr. Pero Stojanovski, was an excellent match between his enthusiastic and savvy educational leadership and AIR's capabilities to provide comprehensive services in the field of education. We discussed potential directions for collaboration that will enhance quality of education in Macedonia. Similar meeting was convened with the head of Sector for Evaluation of Student Achievement at BDE, Mrs. Katica Spasovska – Bincheva. Our discussions could be summarized as follows:
  a) *Evaluation and revision of national learning standards* using comprehensive international curricular data bases comprised in the software "Curriculum Designer", which would enable alignment of Macedonian national standards with international benchmarks. This would be a cornerstone for setting long-term educational targets.
  b) *Setting performance standards* – A procedure for quantification of learning standards that enhances interpretability of assessment results and provides a tool for evaluating accountability and tracking educational progress. Conceptual definition of academic performance levels (specification of knowledge and skills for each level) and operational definition of academic performance levels (in terms of cut scores on assessment instruments) enables classification of student performance in meaningful levels and determination of percentages of cases falling in each performance category. There were few standard setting studies in Macedonia so far, in 2001 for subjects Mathematics and Macedonian language and in 2004 for Civic Education. The studies were conducted under Bureau for Development of Education (BDE) – Sector for Evaluation, and they indicate a fair capacity for conducting studies for setting performance standards. What is missing is a psychometric elaboration of the results and maintaining of cut scores across administration years through equating procedures. (For more information about legislative and professional perspective of setting performance standards in USA I attached the article by Gregory Cizek and my presentation delivered at SEA office in Skopje on March 4.)
  c) *Capacity building workshops in test construction and psychometric procedures* – Virtually all developed countries monitor their educational accountability and progress through reliable national assessment systems. Macedonia is seriously taking this pathway and the BDE and its Sector for Evaluation of Student Achievement are making significant steps towards that goal. Based on the talks with the head of the Sector and assessed needs, I recommend the following capacity building topics that are designed to meet the demands of increased volume of work and high quality standards: Data Management and Item Analysis that work in production mode, Item Banking, Test Construction, Item Response Theory, Equating and Scaling, Differential Item Functioning, Score Reporting, and various advanced statistical procedures (e.g., Multilevel Data Analysis). During my next visit (the first week of April) I will provide elaborate presentations for each of these topics outlining their rationale and benefits. For more information please see samples of training materials zipped in the file "Capacity Building Samples.zip".
  d) *Formative Assessment* – this part could be an enhancement of the current SEA project (Teacher Development Component and School Based Assessment) or it could be a part of the broader project such as School Based Reform implemented in Egypt (see attached document). Empirical evidence from other countries shows that formative assessment is one of the most effective implementations with significant impact on learning outcomes. The core idea of formative assessment is that teachers are undergoing through various levels of training (starting from basic assessment literacy through becoming skilled in teacher-made tests) and with permanent focus on how to use assessment results for improving the effectiveness of instruction.

- To summarize – my overall impression is that there are ample opportunities for collaboration in the field of assessment in Macedonia that would meet their needs and substantially enhance their education. Moreover, the predispositions for collaboration are highly positive from various perspectives: political (young and ambitious government and MOES), human resources (sufficient number of motivated and educated professionals), technical resources (strong information technology infrastructure), and finally – a high match between their needs and AIR's capabilities.

Chronology

Sunday, March 2
- arrived to Skopje

Monday, March 3
- met with Nancy McDonald (Chief of Party) and Snezana Jankulovska (Teacher Development Coordinator) and other SAE technical staff to define the schedule of visit and discuss the SEA project assessment needs
- worked on the analysis of project documentation and preparation of the presentation about the role of standards in national exams
- had diner with Nancy

Tuesday, March 4
- Participated in the meeting of the Teacher Development Component staff including USAID officials (Natasha Buleska)
- Delivered a presentation about the role of standards in national exams and about formative assessment
- Had dinner with Pero Stojanovski (State Secretary of MOES)

Wednesday, March 5
- worked on the monitoring & evaluation instruments for the SEA project
- visited BDE and met with Katica Spasovska (Head of the Sector for Evaluation) and Emilija Ugrinova
- had a debriefing meeting and dinner with Nancy

Thursday, March 6
- traveled back to USA (San Antonio)

ANNEX 3: CIES PRESENTATION: GJORGI KUSEVI

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1

Preparing Macedonian students for employment through vocational education

Gjorgi Kusevski, American Institutes for Research

CIES Conference, March 17 – 21, 2008
Teachers College, Columbia University
New York, New York

AMERICAN INSTITUTES FOR RESEARCH®
Making research relevant.

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1

Population: 2,041,624
Capital City: Skopje (506.926)
Land Area: 25,715 sq km (9,929 sq miles)
GDP per capita in 2006: 2,119 USD

CIES Conference, March 17 – 21, 2008
Teachers College, Columbia University
New York, New York

AMERICAN INSTITUTES FOR RESEARCH®
Making research relevant.

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1

Background…

- Extremely low employment rate
  - 37.9% (2006), compares to 65% in EU and the EU target of 70% for 2010
    - Particularly low female employment rate – 28.9%, compared to 56% in EU and EU target of 60% for 2010
  - 98 % of all young unemployed have completed secondary education, 2% have completed higher and university education

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1

- **According to 2002 census results**:
  - 4.2% of the Macedonian population without any education,
  - 6.8% had not completed primary education,
  - 35.1% had completed only primary education,
  - 36.9% secondary school,
  - 3.2% pre-university and
  - 13.8% higher education.
- **In 2005 the employment rate**:
  - unqualified or low-qualified people 23.5%,
  - medium qualifications 43.8%
  - higher qualifications 73.3%

CIES Conference, March 17 – 21, 2008
Teachers College, Columbia University
New York, New York

AMERICAN INSTITUTES FOR RESEARCH®
Making research relevant

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

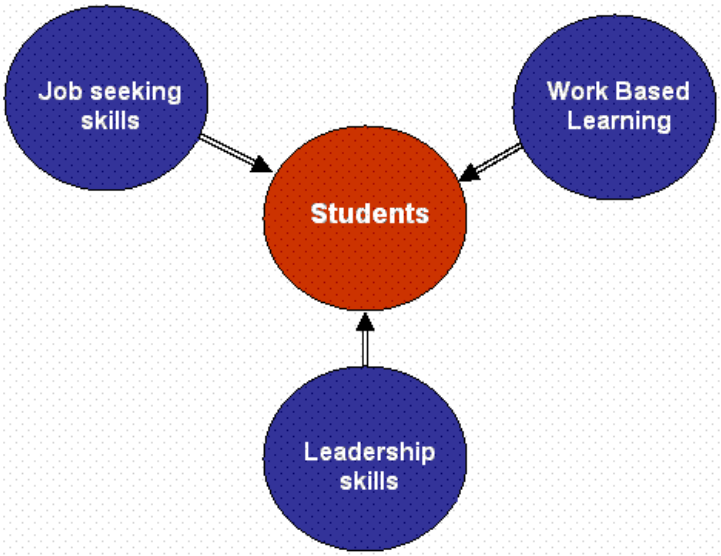
EQUIP1

Secondary Education Activity- SEA Project

- ***SEA Objective 1 More engaging, relevant classroom instruction (Teacher Development)***
- ***SEA Objective 2 – Effective Career Development Activities***
  - ***SEA Objective 2.1 –*** *Improved Critical Job-Seeking Skills in Students*
  - ***SEA Objective 2.2 –*** *Students Participating in Applied Skill Activities and Career Preparation Activities*
- ***SEA Objective 3 – Better managed, more flexible school administration***
  - ***SEA Objective 3.1*** *- Training of Directors for Certification and Demonstrated Competency*
  - ***SEA Objective 3.2 –*** *Empower school boards to fulfill new responsibilities*

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1



CIES Conference, March 17 – 21, 2008
Teachers College, Columbia University
New York, New York

AMERICAN INSTITUTES FOR RESEARCH®
Making research relevant.

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1

Career Development Activities: to help students gain more leadership skills, personal growth and work based experience by…

- Creating **career resource centers** in schools that provide relevant career related information to students, teachers, directors, communities
- Participating in applied skill activities through **real school companies**, or other work activities outside the school
- Participating in **vocational students organization** and Career Development Events

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1

Job seeking skills…

Career Resource Centers

Self-assessment
- interests
- abilities
- skills
- values…

Career Exploration
- Educational and occupational exploration
- Labor Market information

Job Search
- Job search techniques
- CV writing
- Job Interview…

CIES Conference, March 17 – 21, 2008
Teachers College, Columbia University
New York, New York

AMERICAN INSTITUTES FOR RESEARCH®
Making research relevant.

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

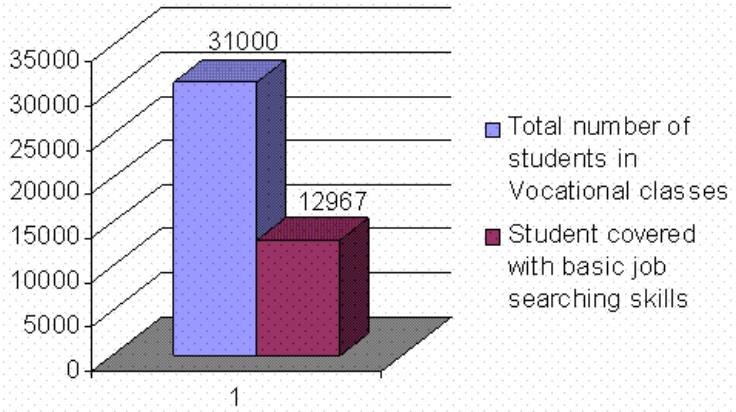
EQUIP1

Achievements…

- 70 Career Centers opened and equipped in 70 secondary schools (77% of all secondary schools in Macedonia)
- Basic job seeking modules developed and delivered to all CC
- Series of trainings for teachers and students delivered
- Job seeking activities included in regular curricula
- CDE's organized (job interview, public speaking, communication…)

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

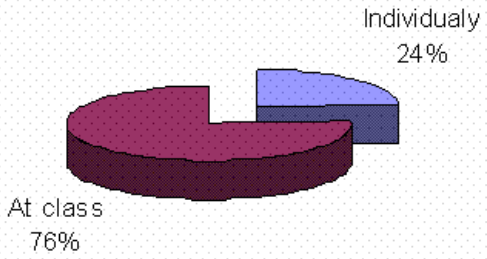
EQUIP1



CIES Conference, March 17 – 21, 2008
Teachers College, Columbia University
New York, New York

AMERICAN INSTITUTES FOR RESEARCH®
Making research relevant.

Students using Carrer Centers materials



USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY
EQUIP1

Work Based Learning…

Real business experience
- Business plan
- financial analysis
- selling
- marketing
- production
- management

Entrepreneurship
Link with industry

School Companies

Team working
Delegate responsibilities
Problem solving
Record keeping
Self evaluate/analyze
Self-confidence

CIES Conference, March 17 – 21, 2008
Teachers College, Columbia University
New York, New York
AMERICAN INSTITUTES FOR RESEARCH®
Making research relevant.

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1

Achievements…

44 Real school companies opened and equipped in 44 schools (48% of all secondary schools in Macedonia)

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1

Achievements…

44 Real school companies opened and equipped in 44 schools (48% of all secondary schools in Macedonia)

CIES Conference, March 17 – 21, 2008
Teachers College, Columbia University
New York, New York

AMERICAN INSTITUTES FOR RESEARCH®
Making research relevant.

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

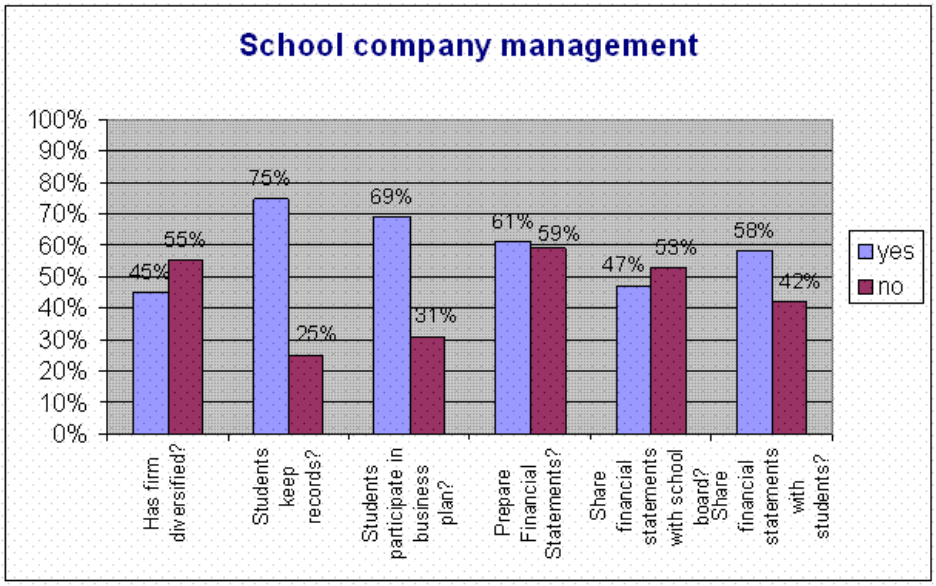
EQUIP1

Achievements…

- Industry, local governments and other donors support school companies with more that $300.000
- Trainings delivered and modules developed:
  - business plan,
  - financial analysis
  - record keeping
- School companies included in regular curriculum
- CDE's organized (best school company, best marketing plan)

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1



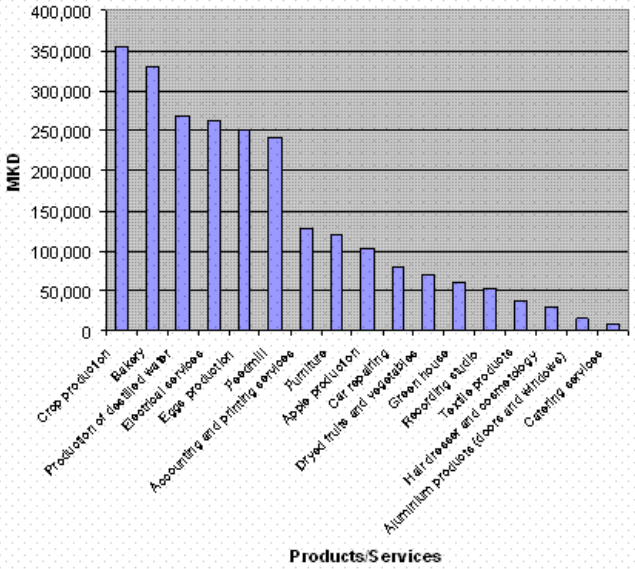
CIES Conference, March 17 – 21, 2008
Teachers College, Columbia University
New York, New York

AMERICAN INSTITUTES FOR RESEARCH®
Making research relevant.

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1

Most profitable companies



AMERICAN INSTITUTES FOR RESEARCH®
Making research relevant.

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1

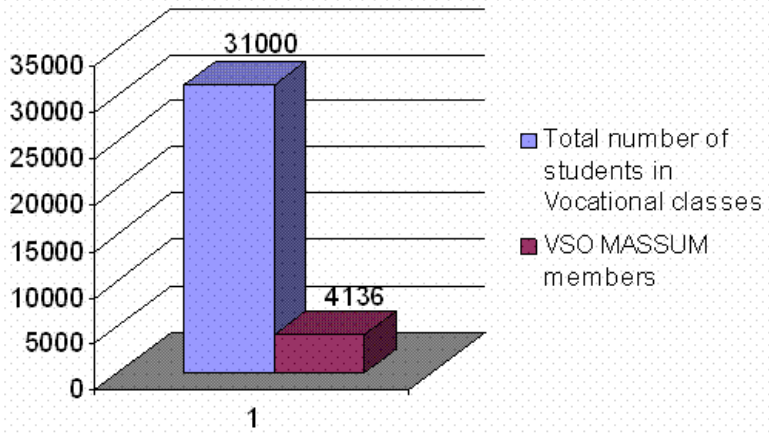
Leadership skills…

- **Youth Association of Vocational High Schools in Macedonia - MASSUM established:**
  - National leadership team with 7 national leaders and National board with 14 students and 14 teachers advisors
  - 65 local chapters
  - 4136 members with paid dues
- **Two study tours in USA for 10 teachers and 10 students**
- **Series of trainings for VSO advisors and officers**
- **VSO textbook for teachers developed**
- **Two leadership camps – 150 students and 60 teachers advisors participated**
- **Educational fair "Educational Rendezvous"**

AMERICAN INSTITUTES FOR RESEARCH®
Making research relevant.

USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1



USAID FROM THE AMERICAN PEOPLE
SECONDARY EDUCATION ACTIVITY

EQUIP1

Educational Rendezvous

Industry support education

- ***financial support $15000***
- ***in kind support $35000***
- ***judges for CDE's***

CIES Conference, March 17 – 21, 2008
Teachers College, Columbia University
New York, New York

AMERICAN INSTITUTES FOR RESEARCH®
Making research relevant.