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USAID
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SECONDARY EDUCATION ACTIVITY

USAID/MACEDONIA SECONDARY EDUCATION ACTIVITY
Quarterly Program Report for the Period
July - September 2005



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1. Executive Summary

The third quarter of 2005 included the summer doldrums when schools are closed and most of the staff took vacation. The project took advantage of the lulls in activity to plan.

Many of the laws on decentralization went into effect on July 1, 2005. By September, it became evident that there was general misunderstanding of the laws. It may take time to find equilibrium between the central government, municipalities and the grassroots school boards. The project identified a need for school boards to be adequately informed and to organize to fulfill and safeguard their newly acquired powers and responsibilities.

Director Certification:

Two cohorts of current school directors continued in the training program and have completed five of the six modules. In general, they appreciate not only the content but also the training process. The program is designed to allow participants to interact with not only with trainers but also each other. They benefit from their collective experience.

During the third quarter, two new issues emerged. The first one concerns the selection of replacements for approximately 160 primary school directors who do not meet the minimum requirement of a four year degree as mandated by the law last September. The project is committed to providing training for existing directors. The issue revolves around who will select the new director or candidate. Any candidate who goes through training and is certified becomes the director by default since the law states that if only one candidate is certified, the school board and mayor must select that person. The project is taking the stance that it will train one person per school within the first year to remove an anomaly in the market of a lack of training providers to assure schools will continue to function normally. The project also insists that new directors be selected according to procedures outlined by the laws on decentralization.

The second issue involves accreditation of new institutions. The Ministry currently has up to 1000 applicants approved for director training. The municipalities are anxious that only current directors, who have been selected by the current government, will end up being trained. This is not the case. According to the Director Examination Committee, anyone who meets minimum standards for school directors may be trained.

The MoES adopted a “free market” approach to provision of training, and hopefully several training providers will apply for accreditation. The project hopes that the process will be transparent and have some form of training and monitoring of providers involved, and the project is prepared to assist the MoES. The content of training has been codified in the government’s official rulebook, but equally important is the delivery. The project can help assure integrity in both areas.

An expert team was brought in to review the certification process and give their comments and recommendations to the project for the way forward. That report is due in October.

Teacher Training:

The first cohort of 15 schools continued to disseminate the modules at the local level. Attendance is reported at over 90%. The second cohort, which includes the remaining 35 schools, will complete the series of workshops for teacher trainers in October and will enter the dissemination phase in January.

The focus now has turned to teacher support. To start the process, SEA brought in a team of IRA volunteers to work with staff and cohort trainers to envisage how a mentoring program could evolve and persevere. The project is shifting from being a direct training provider to working through partners in permanent institutions. Constant feedback and encouragement are necessary for application of these methods.

Two teams worked with the project. The first team that was in Skopje for module revision in July. The second team arrived at the end of September and included one expert on vocational education. Their recommendations for institutionalizing the gains made so far will be forthcoming.

Career Development

School Companies:

Training Companies (Virtual Firms): A meeting between the MoES, SEA and Kultur Kontakt resulted in expanding the number of hours per week for students in the virtual firms from two to four. The number firms allowed per school also increased from two to three because of the large interest shown by students. The program is now an elective subject and is on the way to becoming part of the general curriculum. The project is exploring ways to expand the concept to other schools that have expressed interest.

Real Companies (firms): Company managers attended workshops held by a team of one consultant and two local experts to revise their business plans and refresh their record keeping skills in order to kick off the new school year. The mobilization of capital sparked by the real companies was unexpected. The project had no counterpart requirements. Nevertheless, after SEA's initial \$15,000 contribution to each firm, communities and other donors contributed an average of an additional \$10,000 per firm. In addition, these firms have generated hope and excitement in the schools. The challenge will be to convince school boards, mayors and directors to reinvest profits in the company before other priorities are considered. Otherwise, the companies will run down within a couple of years.

Career Centers: Twenty-four schools have provided space and received equipment for career centers. The project provides training for two teachers, the pedagogue and two students in job search, CV writing and interviewing techniques as a prerequisite to receiving up to \$2500 of equipment that they specify. Most schools request one or two computers for on-line job searching plus AV equipment.

Vocational Student Organizations have continued to organize. Currently, 13 schools have local organizations started by students and teachers who were on the study tour to the USA in 2004. They met in July with a consultant to plan their program of work and develop a strategy to extend the organizations to all vocational schools. Their goal is to form a national organization by April.

Research Monitoring and Evaluation:

The main activity this quarter was the analysis of the student and teacher surveys. The preliminary results were presented to USAID and other projects under SO 3.4. The final report will be out in November 2005.

In addition, surveys and focus groups were conducted by component as part of the ongoing process of monitoring.

2. Achievements by Project Component

2.1. Director Certification

2.1.1. New legislation adopted

New Changes in the Laws on Primary and Secondary Education were adopted in July 2005 regulating accreditation of training providers in the area of director certification and training. (See Annex A) The changes define the criteria under which a training provider can be accredited such as number of the teaching staff with academic titles (five people with advanced degree PhD's or Masters), and conditions, such as number of equipped classrooms.

The "Rule Book" on the procedure for taking the director's exam was adopted in May 2005. It included the requirement to complete the training program along with the content of the training program.

2.1.2. Training of directors

The Director Certification Program (DCP) group is delivered the first set of six workshops. The two cohorts of directors (the first with 83 secondary school directors and the second with 131 from primary schools) are scheduled to complete the series in October. Upon completion of the program, they apply to the Director Examination Committee to take the examination.

The committee has given mixed signals to the participants on the exact content and procedure of the exam. It seems, however, that the candidates will write a 5000-word paper and present it before the committee and answer questions for up to 45 minutes. The project will furnish the portfolio to the committee that contains assignments and six papers of 1500 words written and presented during the training. This is inconsistent with the Slovenian model and current thinking in most countries that have moved to portfolio review as the basis of the examination. In addition, they must pay 50 euros and submit various documents including a health certificate and resume.

2.1.3. Module 6 – Legislation

Module 6 - Legislation, the last one to be delivered, is different from the previous modules in both content and approach. A Ministry expert under mentorship of Slovenian NSLE is developing the content. Four DCP trainers developed the training exercises. Materials are being prepared for translation and printing. This Module will be delivered for both cohorts in October .

2.1.4. DCP study team

The project engaged a team of experts in educational management and leadership to analyze comments and provide recommendations on the Certification Program. Many issues have developed during implementation of decentralization and the certification process developed by MoES. Two US experts and two Slovenian experts were given the task of interviewing stakeholders at all levels, giving their assessment of the situation and charting a way forward for the project. The Assessment started with a short study visit to NSLE in Slovenia from September 28-30 and continued in Macedonia from October 1-9 with interviews of Ministry officials, Mayors, school boards and directors. Recommendations of the study team will help SEA DCP team to determine the activities in the next period.

2.2 Teacher Training

2.2.1. Teacher Training

2.2.1.1. Cohort 1 – 15 school teams

All 15 schools continued to disseminate the 15 teaching strategies covered in four modules to colleagues in their schools. The school teams are responsible for organizing the workshops. Approximately 655 teachers (90%) are attending the workshops. Most schools have completed the first three modules and will complete the series in November. The project is providing a stipend of 500 denari per day to participants to cover meals and refreshments. This is in line with rates normally paid by the ministry for employees attending workshops. The project printed and delivered the training material.

The teacher trainers, together with school pedagogues/psychologists and directors, continue to mentor and observe teachers after the workshops allowing them to earn their qualification certificate. This requires considerable time and dedication on their part.

Regional Consultants support the teams, monitor the workshops and report to SEA.

Three regional meetings were held with the school teams and regional consultants to help them incorporate dissemination and mentoring activities into the annual school work plan.

2.2.1.2. Cohort 2 (35 school teams)

Two hundred twenty teachers, pedagogues/psychologists and directors in Cohort 2 have completed the first three modules. They will attend the workshop on the fourth module in October. They also will develop dissemination plans and attend facilitation skills workshop in November.

2.2.2. Module 1 and 2 Revision

Four IRA volunteers worked with the cohort trainers, original writers and regional consultants to revise the first two modules. The purpose was to clarify points in the modules, not to rewrite or modify the methods. The process will continue through the next quarter.

2.2.3. July Planning Session

Representatives of AIR and IRA met with project staff, cohort trainers, and regional consultants to discuss the way forward for this component. Teachers in the 50 project schools will not complete the series of workshops and demonstrate their competencies through the qualification procedure until late in this school year. However, the project wanted to start implementing sustainable practices as the program moves from training to mentoring.

The group explored ideas that would institutionalize the mentoring process and ensure that all future teachers would receive training in interactive teaching methods. The main conclusion was to bring in a team to interview various government agencies and institutions and make comments and recommendations to accomplish these objectives.

2.2.4. IRA convention in Zagreb

SEA sent three staff members and five teacher trainers to the IRA convention in Zagreb on July 31 – August 4. In addition, several IRA volunteers attended the convention. The teacher trainers and volunteers presented their experiences in Macedonia at a poster session. One of the teachers left a day earlier to meet with IRA representatives to organize an affiliated Macedonian Reading Association.

2.2.5. Teacher support strategy

A team of four IRA volunteers and one AIR consultant on vocational education conducted a mission from September 19 – October 1, 2005. The group's objective was to interview MoES officials, BDE, Assessment Unit, Inspectorate, faculties and other projects that may have a role to play in teacher support. The project wants to reorient activities from being a direct training provider to working through local institutions and coordinating activities with other projects to assure sustainable, efficient teacher support.

The final report of the group will be finished in October.

2.3. Career Development

2.3.1. School Companies

2.3.1.1. Supplying Real School Companies (Real Firms)

Forty schools received equipment to open their school companies. Of the four remaining schools, one school is awaiting delivery of equipment and three schools are collecting the bids. They all will be operational during the next quarter.

A surprising development in this area was the mobilization of local capital by the real school businesses. (Annex B) SEA did not require any local contribution, but in almost all cases, the firm generated such intense interest that schools, community, other donors and the MoES contributed significant funds or in-kind capital to the firms. Schools were able to raise ten thousand dollars on average. Most schools renovated rooms that had been neglected for some time. This caused excitement among the students and community.

2.3.1.2. Consultant on Business Plans and Record Keeping- August 20 - September 5

A consultant assisted schools to update their business plans and develop student records that could both document student participation in the firm and serve as an assessment tool for the teacher. The consultant worked hand-in-hand with the same Macedonian trainers who developed the business plans with the schools. They visited several school companies and then held a series of regional workshops with the company managers.

In addition, he developed a Firm Entrepreneurship Proficiency Award and Macedonian VSO (Vocational Student Organization) Degree program. The application forms define expectations for both firms and students working in them. By offering the opportunity for recognition of excellence, companies will be encouraged to follow best practices. The student record book was sent to five schools for piloting and will be distributed to the other schools in October.

2.3.1.3. Training Companies (virtual firms)

SEA met with Kultur Kontakt and MoES to develop the strategy for virtual firms during the coming school year. Agreement was reached on several critical points to move the program forward:

- Number of hours per week increased from 3 to 4 hours per week per firm
- Each school could add one more firm if there is sufficient interest
- SEA and KK will support training for new teachers, if MoES decides to include virtual firms in regular curricula for economic schools

This agreement moves the program closer to becoming an integral part of the curriculum.

2.3.2. Career Centers

2.3.2.1. Consultant on Vocational Student Organizations (VSO)

A consultant worked with 13 VSOs that have been organized by students who participated in last year's study tour. He visited with students and teachers in three schools and then conducted a workshop for two students and teachers working with each VSO. During the workshop, they developed VSO documents such as the constitution, membership criteria, budget, and organizational structure. The students developed a program of work for the coming year, extending the opportunity to form VSOs to other schools with the vision of forming a national VSO by next April.

2.3.2.2. Career Centers

Twenty-four career centers received equipment. The centers are opened as teachers, students and pedagogues are trained in job search, resume writing and interviewing techniques. In addition, the project places 35 copies of each module in each career center to encourage teachers to use them in their classes.

2.4. Research, Monitoring and Evaluation

2.4.1. S.O. 3.4 Annual Survey

Data from 1153 teacher and 1693 student questionnaires were analyzed, descriptive statistics calculated, and compared with last year's data. Preliminary results were presented to USAID and other projects, and the final report is currently being drafted.

2.4.2. Monitoring SEA Activities

PMP indicators for the year 2005 were discussed with other coordinators and presented at a project planning retreat in Struga. Presentations on indicators and indices for the S.O. 3.4 study were prepared for the Struga SEA retreat.

Data from 134 post-workshop questionnaires was entered and analyzed, and a report was provided for July IRA meeting in teacher development component.

A draft version of "before-next-workshop" questionnaire was developed and sent to AIR and IRA for comments.

Data from 132 questionnaires for primary and 84 for secondary school directors were entered and prepared for analysis.

A database for the director-training component was developed.

School company student activity records were developed and piloted in five schools.

3. Concerns and challenges

3.1. Director Training

To provide an objective, external view of issues confronting the director-training component, a team of experts interviewed MoES officials and other stakeholders during the last days of September and early October. The stakeholders included school boards, primary and secondary school directors, and mayors. The objective of the mission was to collect and analyze various views to discover possible consequences of current and potential actions. The report is primarily an internal planning document of the project, but parts may be shared with stakeholders.

3.1.1. Activist Mayors

Many municipalities elected mayors from the opposition party last April. Since laws on decentralization took effect on July 1, 2005, several mayors have attempted to replace school directors. The MoES has pointed out this is contrary to law and the court in Bitola ruled that dismissals there were invalid. This was followed by a ruling by the government council to the same effect. The directors therefore have the right to return to their offices. In some cases, however, they have chosen to resign rather than face the pressure and stress.

ZELS (the acronym for the association of mayors) has taken the position that mayors will respect the procedure laid down in law and/or work to change the law.

The power struggle between the central government and municipalities has demoralized directors and teachers. SEA has visited with ZELS officials and several problematic mayors in an attempt to explain that the project cannot simply retrain school staff that they have replaced. Dismissals should be based on sound performance evaluation rather than political will. In some cases, directors may resign when the mayor applies enough pressure.

Concern for the future of school companies was expressed by SEA. Several mayors looked at money generated by the companies as a substitute for government investment.

In general, most mayors were sympathetic but concerned that the training of directors favored the current government appointees. They did not seem to understand, however, the role of the school boards in such matters. Equally, many did not have accurate information on the laws. The project may need to work with MDW (Making Decentralization Work) project to provide timely and accurate information to mayors.

USAID has met with officials on both sides of the issue, encouraging them to stay the course on decentralization and respect the law.

3.1.2. School Boards

School board were given significant roles in school oversight and management. In many cases school board selection is unduly influenced by school directors, thus setting the stage for further conflict between mayors and the ministry.

In a meeting between ZELS and the MoES, one conclusion was to allow school boards to be reconstituted upon the request of the municipality. This will allow more input from mayors and municipal councils, and should serve to diffuse the situation.

3.1.3. Unqualified Primary School Directors and Selection of Director Candidates

Close to 160 primary school directors were identified by the MoES as not having four year degrees. The original intent of the MoES was to allow them to fulfill their current mandate. At that point, the school boards and mayors could replace them when a new director was selected. However, many mayors wish to replace them immediately.

The problem arises from the law that states that if only one candidate is certified among the others, s/he must be selected as director. Thus, by training one candidate, the project will inadvertently give advantage to one party or the other.

The MoES has proposed to appoint either a regional council or a teacher council to select candidates for training. This would favor the current government in both appearance and reality.

The project has adopted the policy of waiting until qualified directors are chosen according to law. This means that the school board and mayor will play their appropriate roles in the decentralized government. If there are no certified candidates, then all candidates have equal standing in the final selection. The new director will have one year to be trained and subsequently pass the director's exam.

Somewhere between 800 and 1,000 candidates have applied for director certification training and reportedly meet minimum standards for the directorship. This followed an "open call" launched by the "Director Examination Committee." In part, this has been in response to SEA providing training to existing directors. Once new directors are appointed and other training institutions come on line, all these candidates can be trained.

3.1.4. The Directors Exam

The Director Exam Committee continues to give mixed signals to trainees in the certification program. Assurances are given that all will pass from the first two cohorts (all appointees of the current government). However, the nature of the exam is still unclear. At one point, an additional paper (making seven) was added. Many non-essential requirements such as font, title page, chapter titles, etc. were emphasized.

3.1.5. Accrediting independent institutions

Currently, three institutions have signaled their intent to apply for accreditation to train directors. Conversations with the potential providers indicated that although the content of the training has been codified in the "rule book" created by the MoES, there is little evidence the MoES has the intent to maintain this content or the method of delivering the training in the future. If the intent is to both keep the content and interactive training methods as the standard for director certification, SEA will need to collaborate with the new providers and train their staff.

3.1.6. Role of the Inspectors

Inspectors have new responsibilities. The project is considering workshops that focus on their new roles. The MoES proposed to put them through the entire six modules, but that would be beyond what is required to monitor performance. A tailored program would be more appropriate. It also will need to be coordinated with the EMP (Educational Modernization Project).

3.2. Teacher Training

3.2.1. Post-dissemination plans

The first phase of teacher training will conclude by the end of this school year. If the trend started during Cohort 1 dissemination continues, up to 90 percent of the 3200 teachers trained should *know* how to use sixteen interactive teaching methods. The problem then shifts to application on a regular basis.

SEA brought in a team of IRA volunteers and an industrial technology education expert to interview potential partners that will render the gains made by the project a permanent part of education. The team came near the end of September and their recommendations will be forthcoming. The objective is institutionalizing the gains made.

3.3. Career Development

3.3.1. Use of funds generated by school companies

As school companies start generating funds, the use of these funds becomes critical. Schools are under funded and new pressure will certainly be brought to use these funds for school maintenance rather than to reinvest in the company and student activities. The project intends to hold information sessions with mayors, directors and ministry officials during the next quarter.

4. Progress by Work Plan Activity

The tables on the following pages track progress against the new work plan for 2004-2005.

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs							
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education							
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>		
SEA Objective 1: More engaging, relevant classroom instruction							
<p>SEA Result 1.1: Improved problem-solving and critical thinking skills in students.</p> <p>Performance indicator: <i>Level of problem-solving and critical-thinking skills of students as indicated by results of student problem-solving test.</i></p> <p>SEA Result 1.2: Trained teachers using elements of contextual learning in the teaching process.</p> <p>Performance indicators: <i>Percent of trained teachers using elements of contextual learning in the teaching process and indicated by S.O. 3.4 teacher survey. Number of workshops held for use of contextual learning and number of teachers trained.</i></p>	Complete four modules and train four teacher trainers, school pedagogue, director in each participating school plus master trainers.	Complete training of the 1 st cohort Module 3 Module 4	February	IRA consultants BDE MoES World Learning	Module 3 completed in November 2004. Module 4 completed in February 2005.		
		Cohort 2	March		Modules 2 and 3 completed.		
		Trainer of trainers workshops for master and teacher trainers.	December - August		Facilitation skills workshop conducted to train the trainers in January and extended to Cohort 1 in March 2005		
	Develop certification procedures for teachers successfully demonstrating their ability to use new methods.	Send master trainers to discuss and observe teacher trainers in Cohort 1 and document their observations, lesson plans.	October and continuing throughout the year		IRA consultants BDE MoES World Learning	All Cohort 1 schools currently involved with dissemination with over 90% participation rate	
		Conduct a discussion/focus group on teacher certification with participants of Cohort 1 during the workshop to discuss the practicality of teacher certification methodology.	November/February			RME conducted focus groups.	
	Pilot dissemination phase (with at least one school that volunteers).	Ask for at least one volunteer school to develop and implement a dissemination strategy in collaboration with master trainers.	October			IRA consultants BDE MoES World Learning	Cohort 1 dissemination in progress (15 schools) Projected completion is by November 2005.
		Send select team of master trainers and a volunteer to plan dissemination workshops with pilot school.	November				Regional consultants working with Cohort 2 to plan dissemination
		Support teacher trainers during pilot dissemination and document best practices and problems.	December- January				Focus groups and interviews conducted rather than piloting

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 1: More engaging relevant classroom instruction					
<p>Cont. SEA Result 1.2: Trained teachers using elements of contextual learning in the teaching process.</p> <p>Performance indicators: Percent of trained teachers using elements of contextual learning in the teaching process as indicated by the S.O. 3.4 teacher survey.</p> <p>Number of workshops held for use of contextual learning and number of teachers trained.</p>	Continue pilot dissemination phase (with at least one school that volunteers)	Develop dissemination plans and incorporate them into teacher trainer workshops for remaining 2 modules of Cohort 1 and into all four modules of cohorts 2 and 3.	November- August		Discussion conducted at each workshop and meetings held with school teams
	Revise modules	Master trainers visit schools and discuss module content and presentation with Teacher Trainers, Pedagogues and Directors.	October	IRA consultants BDE MoES World Learning	Schools assigned to regional consultants, and visits are on-going
		Master trainers discuss observations with IRA volunteers during workshops.	November, February, March, May		Occurring at every workshop.
		Final revisions of modules completed for use in Cohorts 2-3 and dissemination.	Starting in February and following schedule for cohorts 2 and 3		Revision of 1 and 2 started in July. 3-4 scheduled for November 2005.
	Extend dissemination activities to include initial 15 schools that participated in teacher trainer workshops	Plan dissemination strategies unique to each school.	Starting in December		Cohort 1 schools have completed dissemination plans and in progress.
		Supply basic equipment, materials and supplies to schools for workshops.	In time for workshops		Equipment and supplies provided as needed.
		Work out logistics with master trainers.	As needed		Dissemination in progress with Cohort 1.
		Document effectiveness of workshops. Document number of teachers having developed a lesson plan, taught and been observed for each of the activities outlined in the modules. Conduct focus group discussions and document observations of teachers on teaching methodologies; and implications for future dissemination efforts.	Continuous		Classroom observations conducted by IRA consultants. Regional Consultants monitor portfolios and dissemination.

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 2: Effective career preparatory activities					
SEA Result 2.1: Improved critical job seeking skills in students Performance indicator: <i>Percentage of students indicating they can write a CV or have been trained in interviewing and/or job searching in the S. O. 3.4 student survey</i>	Career Development Centers	Provide up to \$2000 of equipment to start a career center for schools that have identified and prepared an area for the center and submitted a list of equipment needed. (All 50 schools have applied.)	October - March	National Parents' Assn Electro-Tech School Assn Agricultural School Assn National Directors' Ass MoES BDE Crafts Assn Employment Bureau Local consulting firms for training National Student Union Various Business Assns School Assns ETF GTZ National Observatory SEEU AUBG	24 schools received equipment
		Train school pedagogues and select students in job seeking skills and developing a relationship with industry (CV writing, interviewing, job search, career exploration).	November — March		Training provider selected and modules developed / 24 schools sent participants for training.
		Sponsor annual competitions in technical and job-seeking skills in collaboration with industry, vocational school associations, MoES, and other projects Support students and teachers who have participated in study tours and developed action plans. Support initiatives from school associations	November - June April — May		350 student participated in a Virtual firm fair in February. 19 virtual firms set up booths/ 15 students competed in the Job Interview Contest and 14 teams in the Marketing Plan Contest Schools participate in international training co. fairs in Croatia and Bulgaria. SEA support two series of competitions in agriculture and electro-technical schools. Students and teachers who participated in tours have started VOS in 13 schools with an average of 25 students per organization. Planning session held to expand organizations and form a national VSO.
		Coordinate national competition(s) to attract the attention of industry and higher education to vocational education.			

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 2: Effective career preparatory activities					
<p>SEA Result 2.2: Students participating in applied skill activities and career preparation activities</p> <p>Performance indicator: Percent of vocational students having participated in an applied skill activity as indicated by the S.O. 3.4 student survey.</p> <p>Teachers integrating career development activities into classroom instruction, as reported by students in the S.O. 3.4 student survey.</p>	<p>Increase the opportunities for students to have business experience while in high school.</p>	Real Firms			
		Assist schools to develop business plans for real firms.	October - November	CSHI National Parents' Assn Electro-Tech School Assn Agricultural School Assn National Directors' Assn MoES BDE AIR consultant Crafts Assn Local consulting firms for training National Student Union Various Business Assns GTZ VETIII	44 schools have completed plans.
		Provide up to \$15,000 in start-up material and/or equipment for each school successfully completing a business plan.	October - December		40 schools received equipment/ 4 schools in the process of procurement
		Develop record keeping system in four pilot schools (consultant).	October		Completed.
		Extend record keeping to other real firms and follow up on records (local consultants in a series of workshops).	October - December		Completed
		Sponsor national real firm fair/competition (may be done in collaboration with vocational school associations).	April - May		Main event postponed until next year
		Sponsor youth activities and competitions in vocational areas (these include competitions on technical subjects, and/or job seeking skills; and regional study tours for students and teachers).	January - August		Working with electro-tech, agricultural and textile associations to expand current contests and VSOs encouraged to develop more contests
		Virtual firms			
		Equip and launch twelve virtual firms in six economic high schools.	October	Bulgarian consultants and economic schools Kultur Kontakt BDE MoES	Completed.
		Train teachers, students and directors on operation of virtual firms in schools.	Workshops held throughout the year		All five modules completed.
		Sponsor national virtual firm fair in collaboration with Kultur Kontakt.	December - January		Completed.
		Sponsor students and teachers to the international virtual firm fair in Austria.	April-May		3 firms participate in Zagreb fair 8 firms in Bulgaria fair

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.2. Support a Training System for Professionalization of School Directors					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 3: Better managed, more flexible school administration					
SEA Result 3.1: Certification program developed and school directors certified. <i>Performance indicators: Number of people receiving certification.</i>	Completion of modules	G13 completes modules for director certification and submits them to the MoES for approval.	October 15	MoES World Learning National School for Directors (Slovenia) World Bank V E T I FOSIM	Completed.
		MoES certification board approves modules as the basis for certification.	November		Training program written into rulebook May 8, 2005.
	Approval of certification program	MoES appoints certification board.	November		Completed.
		G13 submits plan for certification.	November		Completed.
		Board approves the program.	November - December		Completed
	Certification of directors	Workshops by G13 to provide training for certification.	January - September		2 cohorts started in April.
SEA Result 3.2: School directors demonstrating improved management skills.	<i>Activities will be addressed in future work plans.</i>				

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 4: Effective Project Management Systems					
SEA Result 4.1: Effective monitoring of progress toward S.O. 3.4. Performance indicator: <i>Timely annual administration, analysis, and reporting of S.O. 3.4 teacher and student surveys.</i>	SO 3.4 Baseline Analysis and Follow-on	Report on baseline data gathered in May-June 04.	October 1,2004	MoES AIR SEA RME Staff	Completed
		Conduct yearly survey of teachers and students using self-reporting instrument.	March-May 2005		In progress/ preliminary report presented to USAID and other projects
SEA Result 4.2: Establishment of effective project monitoring systems for improved management. Performance indicator: <i>Consistent completion of quarterly program reports and creation of project monitoring database.</i>	Project component activity monitoring	Archive of previous studies and reports will be assembled at the project level.	Starting November and continuing	SEA Coordinators	Continuous.
		Develop and implement a system to document the application of new teaching methodologies in the classroom.	Continuous		Portfolio system done Classroom observations planned
		Document the number of career centers established.			In progress.
		Document the number of real and virtual firms started and establish end-of-year indicators of firm vitality based on firms' record-keeping systems.			In progress.
		Document the interaction of industry with career centers and firms in schools.			Planned.
		Document the number of directors certified.			Certification starts in November 2005.

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 4: Effective Project Management Systems					
Cont. SEA Result 4.2: Establishment of effective project monitoring systems for improved management. <i>Performance indicator: Consistent completion of quarterly program reports and creation and continual updating of project monitoring database.</i>	Database development	RME Coordinator will collaborate with the MoES and other projects to consolidate database management.	Continuous	MoES LGRP/MDW World Bank BDE Faculties Bureau of Statistics	Other projects have taken the lead in this area.
		SEA database for project monitoring.		SEA coordinators	Continuous– several databases started for coordinators.
SEA Result 4.3: Analysis support provided to MoES on issues related to the quality, relevance, and cost-effectiveness of education in Macedonia. <i>Performance indicator: Research reports provided to MoES.</i>	Research studies	Define research topics and action plan in collaboration with MoES.	October — November	AIR	letters of interest in “decentralization” TOR received
		Implement research action plan: conduct research.	November - August	SEA local NGOs /Institutions to be identified	Research postponed until decentralization takes place

5. Looking Ahead

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

Component	Date	Activity
Director Certification	September 28 – October 9	Director Training Strategy team
	October 7- 9	Director Training – Cohort 1/Module 6
	October 28-30	Director Training – Cohort 2/Module 6
	October 31	Presentation day Cohort 1
	November 18-20	Director Training – Cohort 3/Module 1
	December 16-18	Director Training – Cohort 3/Module 2-4 series
Teacher Training	October 20-23	Workshop – Cohort 2, Module 4
	November-December	Facilitation workshop for Cohort 2
	December	Mentoring plan developed/module 3-4 revision
Career Development		
Career Centers	October	Presentations made to teachers and students from all vocational schools in Macedonia by teachers and students currently working with VSOs
	October 22-24	Workshop for 7 th group in CV writing, job search and interviewing
	November 5-7	Workshop for 8 th group in CV writing, job search and interviewing
	November 8-10	VSO presentations
	November 19-21	Workshop for 9 th group in CV writing, job search and interviewing
	December	Equipment provided for all 50 Career Centers
	December	Modules on job search, CV writing and interviewing delivered to all 50 Career Centers
Virtual Firms	October – December	Development of Teacher Guide book for VF
	October	Develop plan to training new teachers
	October	Determine materials needed for VF and deliver to schools
	October 28-29	VF fair in Plovdiv Bulgaria
Real Firms	October	Delivery of equipment for 4 remaining school companies
	October	Revision of business plans by schools
	October	Student record books piloted and sent to 44 schools
	October-December	Grand Openings of firms completed
	December	Module developed on business plan and record keeping completed.
Research, Monitoring, Evaluation	November	Final Report on Annual survey
	November	Summary report on components
	October-November	Collecting data from schools and preparing Database
	October-November	Student activity record for school companies distributed
	October 22-23	Data collecting on module 4 of teacher workshops

Annex A

--DECREE ON THE PROCLAMATION OF THE LAW ON AMENDING AND SUPPLEMENTING THE SECONDARY EDUCATION LAW

The Law on amending and supplementing the Secondary education law, passed by the Parliament of the Republic of Macedonia at the session held on July 5, 2005, is herewith proclaimed.

NO. 07-2637/1
July 5, 2005

President of the Republic of Macedonia
Branko Crvenkovski

President of the Assembly
Of the Republic of Macedonia
d-r. Ljupcho Jordanovski

LAW ON AMENDING AND SUPPLEMENTING THE SECONDARY EDUCATION LAW

Article 1

The wording in article 38 paragraphs 2 and 3 of the Secondary Education law (Official Gazette of the Republic of Macedonia” no. 44/95, 24/96, 64/96, 35/97, 82/99, 29/2002, 40/2003, 42/2003 and 67/2004): ”The conception of matura and the final exam” is changed to read: ”The conception of the state matura, school matura and final exam.”

Article 2

Eight new articles 9.10.11.12.13.14.15 and 16 are added in article 91 following paragraph 8 with the following wording:

“The Ministry awards accreditation to institutions that provide preparation training to candidates to take the director exam.

The accreditation process is conducted on the basis of an application filed by the institution.

The institution applying for accreditation is required to meet the following conditions:

To have engaged a minimum of five persons who have the titles of either a PhD or a Master of science in the area of education, as well as a minimum of two experts who have knowledge of the law and the other regulation in the area of education and finance.

To ensure that there are premises adequately equipped with information technology and other teaching aids necessary for the carrying out of the preparatory training.

The Minister shall issue an accreditation decision concerning the institution meeting the conditions specified in paragraph 11 of this article so that it may provide the preparatory training for candidate who want to take the director exam.

The decision to refuse to award the applying institution the accreditation to provide the preparatory training for candidates wishing to take the director exam may be appealed with the commission of the Government of the Republic of Macedonia.

The accreditation awarded to the institution to provide preparatory training to candidates wishing to take the director exam is valid for a period of two years.

The institution accredited to provide the preparatory training to candidates wishing to take the director exam is registered with the Ministry.

The costs of the preparatory training of candidates wishing to take the director exam are defrayed by the candidates, who shall pay the required amount to a relevant account of the accredited institution. The costs of the exam are defrayed by the candidates, who shall pay the necessary amount to a relevant account of the Ministry.

Articles 9, 10,11,12 and 13 thus become articles 17,18,19,20 and 21.

Article 3

A new paragraph 3 is added following paragraph 2 in article 108 with the wording:
“The state education inspectorate supervises the quality of the educational process in secondary schools”

Article 4

In article 111, the words :State school of music “Todor Skalovski-Tetovo” are added following the words:” the school center for musical education Bitola.

Article 5

Article 114 is amended to read:
“the provisions of articles 33 paragraphs 3,35,37 38, paragraphs 1,2 and 3 of this law concerning the state matura, the school matura and the final exam will take effect in the school year 2006/2007.”

Article 6

Article 115 is amended to read:
“Students complete their gymnasium education, art education, three year and four year vocational education in the school year 2005/2006 shall take the final exam in compliance with the provisions of the Rulebook on the content and the organization of the final exam in secondary education”.(Official Gazette of the Republic of Macedonia” no. 59/94 and 66/94)

Article 7

Until such time that the institutions mentioned in article 91 paragraph 9 of this law win their accreditation, the preparatory training for the taking of the director exam shall be provided by entities designated by the Ministry and selected on the basis of a public announcement in line with the Memorandum of Cooperation concluded between the Ministry of Education and science and the United States Agency for International Development”

Article 8

This law shall come into force on the eight day following its publication in the “Official Gazette of the Republic of Macedonia”

Annex B

Contributions of Schools, MoES, EU VET and other donors To school companies						
City	School name	SEA \$	School \$	MoES \$	EU VET \$	Other donors \$
Berovo	Aco Rusevski	15,000	1,000			
Bitola	Kuzman Sapkarev	15,000	7,500			
Bitola	Jane Sandanski	15,000	2,200			
Bitola	Muzicko uciliste	15,000	2,700			
Bitola	Taki Daskalo	15,000	30,000			
Delcevo	Metodi M. Brico	15,000	1,000		25,000	
Gevgelija	Josif Josifovski	15,000				700
Kavadarci	Gjorce Petrov	15,000	7,000			
Kavadarci	Kire Spandjov Brko	15,000	4,000			
Kicevo	Mirko Mileski	15,000	1,000			
Kratovo	Mitko Pengjukliski	15,000	2,500			
Kriva Palanka	Gjorce Petrov	15,000	5,000			
Krusevo	Naum N. Borce	15,000	5,500			
Kumanovo	Nace Budjoni	15,000	8,000			
Negotino	Sv. Kiril i Metodij	15,000	3,000			
Ohrid	Sv. Kliment Ohridski	15,000	7,200			
Prilep	Gjorce Petrov	15,000				
Prilep	Orde Copela	15,000		15,000		
Prilep	R.R. Ricko	15,000		13,000		10,000
Probistip	Naum N. Borce	15,000	2,250			
Radovis	Kosta Susinov	15,000	9,500			
Resen	Car Samoil	15,000	2,000		60,000	
Skopje	Georgi Dimitrov	15,000	7,000			
Skopje	M.S. Kiri	15,000	6,200			1,200
Skopje	Mihajlo Pupin	15,000	7,000			
Skopje	Braka Miladinovci	15,000				
Skopje	Dimitar Vlahov	15,000	6,000			
Skopje	8-mi Septemvri	15,000	6,000			
Skopje	Ilija Nikolovski Luj	15,000	14,500			
Skopje	Lazar Licenovski	15,000	13,000			
Skopje	Koco Racin	15,000				10,000
Skopje	Metodi M. Brico	15,000	6,000			
Stip	Dimitar Mirasciev	15,000	3,500			
Stip	Muzicko uciliste	15,000	5,000			
Stip	Jane Sandanski	15,000	3,500			
Strumica	Dimitar Vlahov	15,000	6,000			
Strumica	Jane Sandanski	15,000	13,000			
Stuga	Niko Nestor	15,000	7,200			

Contributions of Schools, MoES, EU VET and other donors To school companies						
City	School name	SEA \$	School \$	MoES \$	EU VET \$	Other donors \$
Sveti Nikole	Koco Racin	15,000	5,000			
Tetovo	Goce Stojcevski	15,000	5,000		30,000	
Tetovo	Nikola Stejn	15,000				10,000
Valandovo	Goce Delcev	15,000	6,000			10,000
Veles	Dimitrija Cupovski	15,000	6,000			
Vinica	Vanco Prke	15,000	4,000			25,000
TOTAL \$		660,000	231,250	28,000	115,000	66,900