

**Unicef
Ministry of Education and Science
Macedonia**

**Evaluation of Interactive
Learning Project,
June 2003**

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Foreword and acknowledgements

Today's school children are Macedonia's citizens of tomorrow. We hope that this report will contribute to the continuing process of reform in Macedonia, and to the development of an education system which meets the needs and aspirations of the country.

On behalf of the Evaluation team I would like to thank the many teachers, school directors, policy-makers and other educators in Macedonia who contributed to our understanding of the Interactive Learning Project, and to the educational challenges facing the country. It is a testimony to the commitment of teachers, those who work with them and to Unicef that this Project - which has much to offer to schools across Macedonia - has continued to grow and develop during a period of such difficulty and social dislocation in Macedonia.

Kathryn Riley

June 2003

I Executive Summary and Recommendations

(i) Evaluation framework (Section 3)

1.1 This Report offers findings from a qualitative evaluation of the impact of the Unicef and Ministry of Education and Science project on inter-active learning in Macedonia. The evaluation, conducted in 2003, was undertaken by a team of four led by Professor Kathryn Riley. Other team members were Jo Tilley-Riley, Dr James Docking and Janice Giffen. The field visit to Macedonia took place March-April 2003.

1.2 The terms of reference of the evaluation were to:

- Make a comparative assessment of the classroom practice of schools involved in the Project, comparing the progress to length of involvement in the Project;
- Identify and assess the impact on teaching and learning processes;
- Identify the strength and weaknesses of the Project;
- Assess the effectiveness of the range of networks involved;
- Recommend adjustments to improve the quality and sustainability of the Project;
- Provide policy recommendations to Government.

1.3 The evaluation team undertook the following activities:

- A review of relevant documentation;
- A Teachers' Questionnaire: 1126 questionnaires (731 translated into Macedonian, and 395 into Albanian) were distributed to staff in 93 schools. 720 completed questionnaires were returned (a response rate of 63.0%);
- School-based discussions with 77 teachers in eleven Project schools throughout the country;
- Classroom observations of 34 lessons in those 11 Project schools;
- Discussions with key personnel involved in supporting the Project.

1.4 There was consistency between the findings from the Teacher Questionnaire and the school-based discussions.

(ii) Context for the Evaluation (Section 2)

1.5 Macedonia retains a traditional top-down educational system, inherited from the Federal Republic of Yugoslavia and has a range of difficulties associated with transition economies which have led to a drastic decrease in economic activity in Macedonia. Unemployment is particularly high amongst young people - 43.7% of under 30s are unemployed.

1.6 Both the World Bank and the OECD have conducted reviews of the educational context and challenges in Macedonia, concluding that the Macedonian educational system imposes detailed directives on the schools from the national ministry

which, in turn, mean that the regional and local authorities tend to focus on compliance with rules and standards. Several explanations are offered for the limited progress: lack of social consensus, reluctance to change existing management and finance structure and lack of capacities for implementation.

1.7 The history of the Interactive Learning Project (ILP) goes back a decade and was a response to the broader educational challenges in Macedonia, and the need for more child-centred approaches. The Project - which receives financial support from Unicef, guidance and support from the Ministry of Education and Science and (the then) Pedagogical Institute of Macedonia (now the Bureau of Educational Development) - began as a Pilot Scheme involving four schools. By 1999 it had grown to a network of 75 schools and is currently being expanded across schools in Macedonia. Previous evaluations have identified high levels of teacher enthusiasm, as well as recommending practical ways to strengthen the Project.

(iii) Core findings (Section 4)

1.8 Teachers are enthusiastic about the ILP, and about the training they have received. Most believe that it has made a difference to the way they teach and how children learn. A clear majority of teachers say they are implementing practices consistent with the aims of the ILP. More than 80% thought that the project had made a difference to the ways in which their students learned. Teachers report the benefits that they have received from training and from opportunities to observe practice. There are many examples of professional development which have occurred through the ways in which teachers have worked together on a regular basis to share their thinking and planning about interactive learning. Mentors and pedagogues have taken key roles here.

1.9 The Project has changed classroom practices and relationships and widened learning opportunities for pupils. Evidence of the impact of the ILP on learning outcomes is, however, anecdotal. Pupils are enthusiastic about the opportunities to work in groups and to collaborate with their peers.

1.10 Classroom observations indicate that:

- There are some of excellent examples of good classroom practice and rich learning environments in schools which are well established in the project;
- However, even within these schools, there are significant differences in practice across the school as a whole.
- There are also some extremely promising and enthusiastic practices in schools which are new to the project and which have low levels of resources.
- Those schools, in which practices and attitudes are most embedded, still see themselves as being on a developmental journey.
- The key elements of their success derive from a range of factors to do with the schools' leadership, as well as a relatively whole school approach to improvement.

- Although in general terms, schools that have been involved in the project for longer periods of time have made greater progress, this is not always the case.
 - There are some excellent examples of thinking and practice in schools which joined the Project in its middle phase and some promising practice in schools which are relatively new to the Project.
- 1.11** In general, teachers have knowledge of the principles of interactive learning. However, there are some points of confusion, for example, about meaning and practice of differentiating learning opportunities. Knowledge about how to monitor pupils' progress is also patchy.
- 1.12** The extent and ways in which parents have been involved in the ILP varies across and within schools. Teachers state that they engage the support of parents in helping their children. However, more than half (53%) never or rarely use parents in the classroom.
- 1.13** Teachers who have been engaged in the ILP longest are often the most positive about the Project and the most likely to implement key classroom strategies. The longer teachers have participated in the Project, the more likely they are to say that the ILP has made a real difference to both the way students learn and teachers' effectiveness. Confidence also develops in relation to the length of time teachers were involved in the project.
- 1.14** Teachers in urban schools are more likely than those in rural schools to believe that the Project has made a difference to the way students learn and to teacher effectiveness, while lower primary teachers seem more likely than those who teach upper primary classes to encourage active learning strategies. However, teachers in rural schools who are more likely to say that they organise lessons that are child-centred.
- 1.15** Lower primary teachers seem more likely than those who taught upper primary classes to encourage active learning strategies. While lower grade teachers are overwhelmingly enthusiastic about the Project, there is a degree of scepticism, particularly from subject teachers, about the applicability of interactive teaching methods to specialised subject knowledge. However, this scepticism is not necessarily related to level of resources.
- 1.16** The great majority of teachers think there is a 'real need' for courses and activities to further their professional development. During the present or previous school year, more than 3 in 4 had attended courses to improve their teaching skills, over half had participated in courses about special learning needs, and a third had joined in courses concerning behaviour management and leadership skills. 95% thought that the experience had been valuable to their work. However, only a quarter thought that their school gave them good opportunities to attend courses in professional development.

- 1.17 Teachers' concerns about the ILP are linked to resources and materials, particularly in communities where the parents are unable to make a contribution. Subject teachers are concerned about the lack of appropriate textbooks; the constraints of the national curriculum; limited training opportunities; and the difficulties in monitoring pupil progress when they taught so many pupils. There are also concerns about the implementation of new approaches to teaching; professional development opportunities; and engaging parents' support.
- 1.18 The quality of school leadership exercised by the Director and the attitudes and expertise of pedagogues and mentor made a significant difference to impact. Most schools have experienced a lack of continuity of leadership by School Directors because of the current practice of coupling appointments to changes in Government. Findings from the Questionnaire suggest that school managements are often wary of giving teachers the opportunity to try out new approaches to teaching, and that they are reluctant or financially unable to supply the resources needed to implement new classroom practices and provide good opportunities for teachers to attend courses to further their professional development.

(iv) Analysis of impact (Section 5)

- 1.19 Substantive change in what teachers actually do in the classroom has been one of the most elusive goals of school reform. The first stage in achieving that goal is to change teachers' beliefs. The ILP has undoubtedly changed teachers' beliefs in Macedonia about what is possible and enhanced their confidence in their own ability to improve the classroom learning environment. The evidence from the classroom observations is that many of the teachers who have been most closely involved in the ILP appear to have made substantial changes in their practices. In the broadest terms, therefore, the seeds for success have been sown and have germinated in many classrooms.
- 1.20 The ILP set itself an ambitious goal which was to develop an entirely different approach to primary education from that which existed previously in Macedonia by: creating a new learning environment; developing children's skills (from being passive learners to active problem solvers); and gearing classroom teaching to meet the individual needs of the children.
- 1.21 The evidence from the Evaluation leaves no doubt about the success of the Project in terms of teachers' enthusiasm. Most teachers believe that the ILP has helped them to improve their professional skills, at least to some extent, and it is evident that they are working hard to realise the Project's aims. One of the Project's greatest successes has been to create a common set of terms for teachers to discuss, share and frame their own professional practices.
- 1.22 Inevitably there are tensions and problems:
- Some teachers could be described as 'coasting' in that they have an inflated view of what they and the school has achieved not born out in practice. The

quality of teaching observed in several of the schools is patchy and inconsistent, reinforcing the need for school-wide approaches supported by the school's leadership team.

- There are also important issues related to the cascade model of knowledge sharing which underpins the Project's approach. Recent expansion of the ILP has taken place in a climate of limited and diminishing resources. As a consequence, the 'cascade model' of dissemination has become overstretched and diluted at the edges, as more advisers and trainers have become involved with different levels of experience and different degrees of enthusiasm.
- Teachers in urban areas feel much more engaged in the Project than their rural counterparts. In addition, while there are active networks for sharing ideas between schools, there are some real problems in linking neighbouring schools which serve different school communities and ethnic groups.
- A heavy reliance on the workshop approach has contributed to a view that the *only* way to transmit knowledge is through workshops.

1.23 There are also issues to do with widening and deepening knowledge:

- A fresh impetus is needed to rejuvenate people who have been in the Project for some time, and to fill knowledge gaps about such important issues as assessment and differentiated learning.
- Group work has become synonymous with interactive learning methods, rather than being seen as one tool or approach.

(v) Recommendations for policy and practice (Section 6)

1.24 The recommendations for changes in policy and practice, summarised in Table I, are on two levels. The first (column 'A'), relate to specific and practical changes which aim to improve the Project's impact in the schools which are currently involved. The second (column 'B') are to do with the kinds of changes needed to enable a shift from being *a project* to becoming a *core pedagogical approach* which is an integral part of the Macedonian education system.

1.25 The recommendations acknowledge the constraints on interactive approaches to teaching and learning generated by the current Macedonia system and identify actions which could be taken within the framework of interactive learning but which also support the wider reform agenda. These relate to school leadership; teacher quality and school-based management.

1.26 The interactive teaching and learning project has achieved much since its inception. However, the pace of change now needs to be accelerated. Macedonia cannot afford to wait another 7-8 years before new teaching approaches are adopted in all its classrooms. It is vital for the development of democracy, for the well-being of its citizens and, crucially, for Macedonia's economic future.

Table I - Recommendations

- ‘A’ : Practical recommendations for Improvement**
1. Development of ‘mini’ Teacher Resource Centres.
 2. Production and distribution of display boards for schools.
 3. Donor campaign for practical resources.
 4. Expansion of mentoring and increased opportunities to observe good practice.
 5. International project to bring experienced volunteer teachers from other European countries to share good practice.
 6. Practical guidance for teachers on how to:
 - Involve parents in the ILP;
 - Conduct visits to local sights;
 - Offer experiences whereby students can learn by discovery;
 - Alter lessons in the light of students’ responses;
 - Organise activities chosen by the students.
 7. ‘Good practice’ case studies which:
 - Offer strategies for involving parents;
 - Provide specific criteria for assessment; and
 - Differentiate aims and objectives to meet children’s individual needs.

- ‘B’: Broader recommendations for change**
1. Develop strategies which focus on the school as the unit of change (which support the current focus on individual teachers) by:
 - Developing a basic framework for School Development Planning;
 - Supporting the SDP through the introduction of school self-evaluation tools.
 2. Develop capacity building for greater depth and reach for Bureau Advisers, School Leadership Teams, Pedagogues, Mentors and Teachers;
 3. Tackle some of the system-wide issues:
 - a. School leadership: By developing training programmes which enhance the skills of the School Leadership Team, members of whom are also given responsibility for School Development Planning;
 - b. Teacher quality: By designating two or three leading ILP schools as ‘school-based’ training institutions and by working with one Teacher Education Institute to develop a framework for national standards for teachers;
 - c. School-based management: By developing a pilot project with a Municipality, to work on decentralisation issues related to schools.
 4. Develop a small research and development project on what makes *a good school, a good school director* and *a good teacher* in the context of Macedonia.
 5. Establish a management group within the Bureau of Education Development to take responsibility for planning and implementation.

2. Context for the Evaluation

(i) The Educational Context

- 2.1** Macedonia inherited a traditional top-down educational system from the Federal Republic of Yugoslavia. This model still predominates, despite many pilot schemes and attempts at reform over the past decade. These pilot schemes, and the associated initiatives around curriculum reform, have placed greater emphasis on child-centred teaching and competence-based active learning models.¹
- 2.2** According to a number of sources, several factors inhibit improvements in education in Macedonia. Curricula for primary and secondary schools are very detailed and are fact- and knowledge-based rather than creating the opportunity for the development of critical-thinking skills; the compulsory core curriculum takes up so much time that there is little time left for school-based curriculum planning and development; teacher training and teaching methods are based on the teaching and learning of facts rather than general skills.
- 2.3** Since independence, the difficulties associated with transition economies have led to a drastic decrease in economic activity in Macedonia, falls in real wages, pensions and other social incomes, an increase in income differences between different sectors of the population, and an increase in the numbers of unemployed, particularly amongst young people - 43.7% of under 30s are unemployed².
- 2.4** The Interim Poverty Reduction Strategy Paper (2000) states that there is a strong correlation between the level of education and poverty, suggesting that the more poorly educated sections of the population are most likely to end up poor. Whilst Macedonia laudably does fulfil its obligations to educate minority groups in their mother tongue, there is a worrying drop-off rate for students from the minorities after grade 8.³ In addition, there is evidence to show that children from ethnic minority groups are less likely to have attended pre-school schemes.
- 2.5** All these indicators point to the need for educational reform. Today's children are the citizens of tomorrow and need to be provided with the skills necessary to survive in a competitive market economy. Curricula and teaching methods need to be adjusted to meet these needs, especially in grades 1-4 where greater flexibility is important to accommodate the different backgrounds of students.

¹ According to a recent OECD review, innovative programmes which are being implemented through international donors etc 'but the learning/teaching materials, equipment and even text books that are used in pilot schools are not readily available to other schools' (OECD, 2001). These programmes are described in the following terms: The Open Society 'Step by Step' programme is now used in 150 schools; the UNICEF 'Interactive Learning' Programme involves more than 18000 children. In addition, a programme called '20,000 Computers' has placed computers in class rooms and trained teachers and students in their use. The Education Rehabilitation Project, financed by the World Bank, concentrated on several pilot activities. Additional initiatives and training for teachers are provided by some International NGOs.

² OECD 2001

³ 'Survival rates of Roma students, and indeed of Albanian and Turkish ones, are unsatisfactory beyond grade 8.' (OECD, 2001)

(ii) History of the Interactive Learning Project

- 2.6 The history of the Interactive Learning Project (ILP) goes back over a decade and was a response to the broader educational challenges in Macedonia and the need for more child-centred approaches. Table II summarises the stages in the Project's development Table III provides a summary of the various reviews of the Project since it began. . During the first two years of implementation (Phases 1 and 2, 1994-95), the ILP concentrated on training individual teachers from the first grades of selected schools.
- 2.7 The first evaluation of the Project in 1996 (Table III, Report 1), noted that if the scheme continued to expand, the current management of the scheme would need to be revised. The Report recommended that a Project Manager be appointed, and that a clearer role be defined for the Pedagogues within the schools⁴. This Report also suggested that, while there was huge enthusiasm for the ILP, there was a tendency for a rather narrow interpretation of the meaning of 'Inter Active Learning' and that the approach needed to be 'mainstreamed' into the wider educational system.
- 2.8 As a result, the expansion in Phase 3 of the Project (1996 - 97) included greater emphasis on in-service training for both teaching staff and school directors. However, the Report on the Implementation of the Project 'Active Learning - Inter-Active Learning Phase 3' (Table III, Report 2), re-iterated that, while all involved in the Project were highly motivated and enthusiastic, there was a need to develop the support to teachers involved in the scheme to create a more critical attitude to the quality of tasks given. The Evaluation Report suggested providing support to the teachers by formal mentoring schemes, structured in- service training, development of regional centres for training and support, strengthening networks and, once again, clarification of roles of advisors and pedagogues within the schools. It also suggested that teachers' planning needed to take more account of assessments of pupils' previous work.
- 2.9 In response to these proposals, in 1997, the Ministry of Education together with the Pedagogic Institute, introduced a new phase of 'action research' to be conducted at different levels: individual class level, school level and at State level (comparing performance between schools participating in the project and non-participating schools). The 1997 Report (Active Learning - Interactive Learning, Revision of the Project) outlining this proposed research also re-iterated the need for appointing a 'constant project director with the authority for planning and development of the project'.

⁴ 'Pedagogues complete a for year course of training before obtaining a post in school but there is no current requirement for them to have displayed a high level of teaching skill before their appointment in school. Many do meet this requirement, but if they are going to be credible in the eyes of teachers then this recognition of classroom skill needs consistent recognition. Clearer definition of the role should include working alongside teachers in classrooms, taking responsibility for assessing the performance of teachers and evaluating the quality of learning that takes place in the school.' Evaluation of IAL Project, B. Sayer 1996

Table II: History of the Interactive Learning Project

| | |
|--------------------------------|---|
| 1991 | - Beginnings of ideas for introduction of child-based or interactive educational approaches suggested by the Pedagogical Institute of Macedonia |
| 93 -94 | Planning phase with the involvement of: <ul style="list-style-type: none"> • Ministry of Education; • Pedagogic Institute of Macedonia (now known as Bureau of Educational Development); • Bishop Grosseteste College, Lincoln. |
| Phase 1 Sept 94 | - Pilot Scheme began: 4 schools (3 in Skopje: suburban, large sub-urban, city centre) and 1 in Struja – a village school using Albanian language). At this stage the project concentrated on work with Grade 1 teachers. - Financial support from Unicef, guidance and support from Ministry of Education & Science and (the then) Pedagogical Institute of Macedonia |
| Phase 2 Sept 95 | - 7 more schools included – selected primarily by their desire to be included. - In addition, 10 more schools from Skopje requested inclusion. - Introduction of specialised seminars for teachers and School Directors and the initiation of descriptive evaluations of pupils’ achievement. |
| Phase 3 Sept 96 - 97 | - More schools to join, selected from areas where project schools already function. - Grade 2 to be included in the programme – as teachers already in the programme move from Grade 1 to Grade 2 with their class. - In 10 of the schools, the Project was expanded to the pre-school groups. - Consultants from BG College conducted evaluation of this phase – visiting a total of 24 schools in the different phases of development. Also planned: <ul style="list-style-type: none"> • In service training for school staff • Seminars for mentors • In-service training for Directors |
| Phase 4 97-98 | - The Project has 21 primary schools with grades 1, 2 and 3, participating in the scheme and 8 other schools with grades 1 & 2. The Project aims to expand outside of these 29 schools. - By 1999 over 50 schools are nominally involved, although the level of involvement varies. |
| 97 - 2000 | - Consolidation of Action Learning Approach – with documentation of results. - On-going evaluations of the approach to be conducted at three levels: class, school and state wide. |
| 1999 | - Support from Benjamin Curtiss Training Foundation (Bishop Grosseteste College no longer involved). - Active teaching and learning present in all subjects in primary education. - Subjects taught in the upper grades included in the project by creating base for expansion of project philosophy to secondary education. - Project now grown from initial 4 schools to a network of 75, and by 1999 was being scaled to all schools in the country (in co-ordination with the Step by Step Project implemented by the Soros Foundation). - There has been no further expansion of the project since 1999. |

Table III: Key Reports linked to the Interactive Learning Project

| Report | Key findings |
|--|--|
| <p>Report 1 Brian Sayer (1996). <i>Evaluation of IAL Project.</i></p> | <p>Evaluation of the first 18 months of the Project. The key observations were:</p> <ul style="list-style-type: none"> - Teachers were enthusiastic; - Parents from urban areas more receptive to changes; - Differentiated levels of work in evidence, but overuse of group methods – (<i>Some teachers need to understand that some whole class teaching is appropriate</i>); - Some evidence of over-use of worksheets (author stressed continuing role for text books); - Networks between teachers, Directors and Pedagogues were developing; - There was some collaboration between schools, including some twinning. <p><u>Recommendation:</u></p> <ul style="list-style-type: none"> - If the project continues to expand, it would need a project manager and an examination of the role of school pedagogues. |
| <p>Report 2 Ministry of Education and Physical Culture & Pedagogical Institute of the Republic of Macedonia (1998). <i>Report on the Implementation of the Project "Active Learning – Inter-Active Learning" Phase 3 of the Project Development.</i> (d-r Snezana Adamcevska)</p> | <p>Cites the conclusions and recommendations from the Evaluation conducted by Brian Sayer, Bishop Grosseteste College, Lincoln. General conclusions and suggestions were:</p> <ul style="list-style-type: none"> - While all involved in the Project were highly motivated and enthusiastic, there was a need to develop the support to teachers involved in the scheme to create a more critical attitude to the quality of tasks given. - A number of areas needed strengthening and developing: the networks; formal mentoring schemes; structured in- service training, regional centres for training and support; - The roles of advisors and pedagogues within the schools needed clarifying. - Teachers' planning needed to take more account of assessments of previous work and to this end the monitoring and evaluation of pupils' achievements needed to be incorporated. |
| <p>Report 3 Ministry of Education and Physical Culture, Pedagogical Institute of Macedonia (1997). <i>Active Teaching – Interactive Learning: Revision of the project, Action Research.</i> (d-r Snezana Adamcevska, m-r Gorica Mickovska, m-r Kiro Poposki, Ilija Leskoski, Liljana Georgioska and Nikola Zoroski)</p> | <p>Report re-affirmed the major concept at the heart of the project, <i>'teaching that has the personality of the pupil and the process of learning in its center'</i>. It stressed the importance of ongoing (formative) evaluation to support teachers' learning and the effective implementation of the project. It outlined a new action research element which would operate at three levels:</p> <ul style="list-style-type: none"> - on a level of a class - by the teacher himself/herself with the help of the professional service, other teachers and the adviser responsible; - on a level of a school –through a school team, (the teachers and the adviser within the framework of the school project) which would compare and analyse any differences between different classes, teachers and year groups; generations; - on the level of a state –through comparisons between pairs of control schools (that work in similar conditions to those in the project) and through the analysis of other data (socio, demographic, village/town, teaching language, organization of the school day). |
| <p>Report 4 (1999) <i>Progress Evaluation of IAL Project.</i> Vladimir Mileksic Pedagogical Institute of the Republic of Slovenia.</p> | <p>Also called <i>Report on the working visit to the Republic of Macedonia from 11-14 January 1999.</i></p> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"> - Project Team should be the link between theory and practice, providing seminars, support and preparation of evaluation methodology; - Need to concentrate on individual teachers rather than whole school approach; - System for permanent professional training, with a diploma offered at the end; - More precise definitions of expected roles of School Directors and the Psychological-Pedagogic Service. - Project should begin to look at grades 5 – 8; - New approaches to be dissemination using the media, professional journals, schools and their communities. |
| <p>Report 5 <i>Issues Paper: Interactive Learning Project. 2002 Evaluation</i></p> | <ul style="list-style-type: none"> - This is the terms of reference for this evaluation: (See Section 3 of the Report) |

- 2.10** The 1997 Report suggested that the Project needed to be institutionalised within the Macedonian education planning system, rather than being seen as an interesting mini project and concluded that the Ministry of Education and Physical Culture needed to seek ways of 'stressing the long-term support of this initiative, by which the feeling of uncertainty concerning the future of the project will be removed'. The report recognised that there were budgetary constraints, but suggested that the existence of individual projects ('Interactive Learning' and 'Step by Step') would not change the overall educational approach within Macedonia without wider reforms.
- 2.11** By 1999, the Project had expanded from the initial 4 schools to a network of 75, and was being scaled to all schools in the country (in co-ordination with the Step by Step Project implemented by the Soros Foundation). The Evaluation carried out in 1999 (Progress Evaluation: Table II, Report 3) is illuminating in that it suggested there might be an issue around the approach taken by the Project (to concentrate on the introduction of inter-active learning methods by focusing on training individual teachers within selected schools), and the wider institutional reforms which may be required to institutionalise this new approach.
- 2.12** The 1999 Evaluation Report stated, pragmatically, that 'the project and its results may raise the issues, but they (and their respective solutions) should be passed on to the authorities that are competent for solving them.....Energy should not be spent on problems which can not be solved within the project itself.' Its recommendations were, once again, at the level of providing support to individual teachers 'rather than the whole school approach' and included suggestions for a system for permanent professional training (with a diploma offered at the end); more precise definitions of expected roles of School Directors and the Psychological-Pedagogic Service; and wider dissemination to get more general support, using the media, professional journals, schools and their communities. There has been no further expansion of the project since 1999.

(iii) The Education Challenges

- 2.13** Both the World Bank and the OECD have conducted reviews of the educational context and challenges in Macedonia, offering several explanations for lack of progress. These include lack of social consensus, reluctance to change existing management and finance structures and lack of capacities for implementation.⁵
- 2.14** The draft report produced by the World Bank in 2001⁶ is very clear in its conclusions that, without wider reform within the education system, individual project approaches cannot make significant change to the education system as a whole. It concluded that:

⁵ A summary of key findings is included in Appendix I.

⁶ The Republic of Macedonia. Towards and Education Strategy for the Twenty First Century. (Draft) Oct 2001. See Appendix I, Report 8.

Macedonia has not been able to agree upon a medium term vision for the education system or to provide the bureaucratic apparatus needed to implement substantial reforms. Strategies for the development of education have been produced by the Government in 2000 and 2001. Neither proposal received endorsement from the education community.....The inability of government to mobilise broad support for the programme of reform has resulted in the country pursuing incremental changes identified and led by national leaders but with limited support from the local actors who must bring about innovation or produce additional services.

- 2.15** In a similar vein, the OECD report of 2001⁷ identified the continuation of top-down management and over-specification of a very detailed curriculum as management issues that needed to be dealt with before the practices advocated by the new approaches (Interactive Learning and Step by Step) could make a much wider impact on education practices in Macedonia. Its broad conclusion was that the Macedonian educational system imposed detailed directives on the schools from the national ministry which, in turn, meant that the regional and local authorities tended to focus primarily on compliance with rules and standards. Specific observations included the following:

Teachers are still overloaded by specifications of over detailed curriculum which allows little time or space for new approaches and which is still heavily biased towards learning facts rather than developing problem solving skills. This is connected with the over centralised management structure of schools.

Curriculum implementation has been slow for several reasons..... insufficient communication between the MoES, BDE and the Inspectorate for teacher trainers...curriculum overload (students have too much to cope with and the content is still fact and knowledge based instead of allowing for the development of critical thinking skills)... the lower primary curricula., needs to be flexible... to accommodate the different backgrounds of students...

The compulsory core takes up so much of available class room time that there is little room for school-based curriculum planning and development, and, through lack of training and materials, teachers tend to spend 100% of their time on the required core. ..Since only the core curriculum can be formally assessed, there is a natural tendency for teachers to focus on what is nationally required, and ..for parents to insist that they do so.

⁷ Thematic Review of National Policies for Education – FYRoM. OECD Stability Pact for South Eastern Europe. Sept 2001 CCNM/DEELSA/ED(2001)7. See Appendix I, Report 7.

2.16 Recommendations from the OECD included:

- The implementation of the decentralisation plans outlined in the Educational Strategy Document produced by the Government;
- Giving greater operational power to School Boards to permit more flexible decision-making at the school level, regarding curricula, administration and teaching;
- Taking earlier action to prevent drop-out by ensuring that there are no unnecessary barriers to children remaining in school (such as too many examinations and hurdles at critical points), and by making school a more friendly and accepting place for socially disadvantaged pupils, and for slow and average learners;
- Whole-school, school based in service training which was seen as being far more effective, cheaper to organise and easier to link with reform objectives;
- Reform of pre and in-service training programmes to link them to overall strategy and reforms;
- Training for educators at all levels in the evaluation of competence and skills, rather than knowledge and content, as teacher-made tests were still heavily content and knowledge based, demanding facts rather than the application of higher level thinking skills, problem-solving or critical thinking.

3. Framework for the Evaluation of the Interactive Learning Project, 2003

(i) Terms of reference

3.1 In 2003 Unicef Macedonia commissioned a qualitative evaluation of the Unicef and Ministry of Education and Science project on the development of inter-active learning in Macedonia. The goals of the assignment were to:

- a) Make a comparative assessment of the classroom practice in schools/ classrooms where the project has been established for a longer period of time and newly reached schools/ classrooms;
- b) Compare the progress of the classes according to the dynamic of their involvement (from 1994 to 1999);
- c) Identify and assess the effects on the actual teaching and learning processes;
- d) Identify areas of strength in the project which should be built on;
- e) Identify weaknesses and propose remedial action;
- f) Assess the support networks for teachers, within their school, between schools, and from the Pedagogical Institute;
- g) Recommend adjustments necessary to improve the sustainability of inputs and improve quality;
- h) Provide policy recommendations to Government.

3.2 The project evaluation was undertaken by a team of four led by Professor Kathryn Riley. Other team members were Jo Tilley-Riley, who provided in-country support as lead note-taker; Dr James Docking, who took responsibility for developing and analysing a questionnaire for teachers; and Janice Giffen who undertook a review of key documentation. The team aimed to provide an external and supportive perspective on the impact of the *Interactive Learning Project* which would:

- (i) Facilitate learning about which aspects of the project appeared to be succeeding in their objectives and why, and which areas were experiencing some difficulties and why;
- (ii) Provide a perspective on whether, and to what extent, the project had achieved its initial objectives;
- (iii) Offer recommendations for policy and practice which would enable the project to continue its development.

(ii) How the Evaluation was conducted

3.3 A number of activities were built into the design of the evaluation to achieve the evaluation's overall goals. These included:

- A review of relevant documentation;
- Assessing teachers' views through a teachers' questionnaire and school-based discussions;
- Classroom observation activities.

The field visit to Macedonia took place March-April 2003 and was undertaken by Kathryn Riley and Jo Tilley-Riley. Table IV summarises the activities and timescale for the evaluation.

| Table IV: ILP Evaluation - Activities and Timescale | |
|--|---|
| Stages | Time-scale |
| <u>Stage 1: Design</u> (i) Design overall approach (ii) Design Teacher Questionnaire (iii) Design school observation protocol | Jan – March, 2003 |
| <u>Stage 2: Preparation</u> (i) Undertake analysis of project documentation in preparation for field visit (ii) Distribute Teacher Questionnaire | February – March 2003 |
| <u>Stage 3: Fieldwork</u> (i) Carry out fieldwork in Macedonia (discussions and observation) (ii) Provide interim feedback on fieldwork | March 31 st - April 9 th , 2003 |
| <u>Stage 4: Analysis</u> (i) Analyse findings from Teacher Questionnaire (ii) Analyse fieldwork data (iii) Additional review of project documentation and analysis of education challenges facing Macedonia (iv) Final Report | May – June, 2003 |

Teacher Questionnaire

- 3.4** In March 2003, a self-completion questionnaire was distributed to teachers, school directors, school pedagogues and school psychologists engaged in the project. The research questions were as follows:
- a) To what extent has involvement in the ILP project had an impact on teachers' thinking and practices?
 - b) To what extent has the project led to changes in pupils' attitudes, behaviour, performance, and expectations?
 - c) To what extent has participation in the project benefited schools?
 - d) To what extent have parents been involved in the project?
- 3.5** 1126 questionnaires (731 translated into Macedonian, and 395 into Albanian) were distributed to staff in 93 schools (all the Project schools plus a sample of schools from all phases in the Project to secure a more balanced number of schools among the regions). A total of 720 completed questionnaires were returned, giving a response rate of 63.0%. Although this figure is below what was hoped for, the responses presented a clear set of findings.
- 3.6** The great majority of respondents (95%) were lower primary (56.3%) or upper primary (38.6%) teachers. Almost 6 in 10 worked in urban schools and 4 in 10 in rural schools. More than 4 in 10 had been in the teaching profession for more than 18 years. Just 1 in

10 had been engaged in the project since the first two years of its inception (1994/96), while over a third had joined in 2001 or more recently.

- 3.7** The core findings from the questionnaire have been integrated into this main report. Full findings are also provided in a separate report entitled: 'Interactive Learning Project, Macedonia: Findings from a Questionnaire to Teachers conducted for Unicef in Macedonia'.

Classroom observations and discussions in Macedonia

- 3.8** During the course of fieldwork in Macedonia, visits were made to 11 schools in the Project. The protocol used for those school visits and classroom observations is shown in Appendix II. The names of the schools visited are included in Appendix III, Table I.
- 3.9** During the school visits, 34 classroom observations were made in classes ranging from reception to Grade 8. Appendix III, Table 1 indicates the classroom observations made in each school. Within these eleven schools visited, discussions took place with 77 teachers, including Directors, Psychologists and Pedagogues. Twenty-two of the teachers were mentors. Appendix III, Table 2 provides further details, on a school by school basis. Appendix III, Table III indicates the date at which the schools became involved in the project.
- 3.10** There was consistency between the findings from the Teacher Questionnaire and the school-based discussions.

4. Core Findings

Q1. What do teachers say about the project?

- 4.1 In all of the eleven schools we visited, the vast majority of teachers were enthusiastic about the ILP, and about the training they had received. They shared a common set of terms about interactive learning and typically made such comments about the benefits of the approach for their pupils as follows:

Children are free to express opinions and ask questions.

The pupils can integrate knowledge across subjects.

They are given skills which they can use in everyday life.

The learning environment uses all their senses.

The children are made to feel important and become a resource for ideas and input.

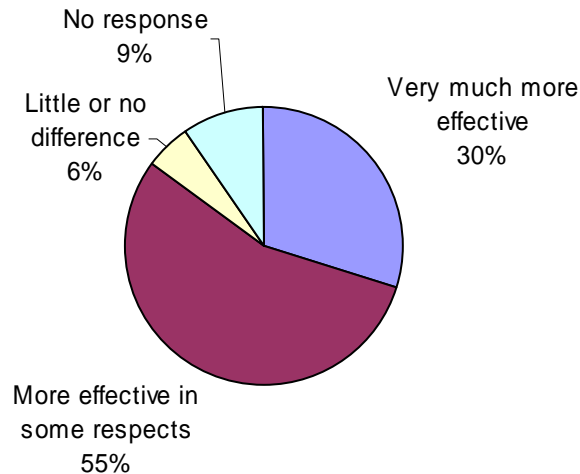
- 4.2 Teachers also spoke enthusiastically about the enormous benefits for themselves as professionals (they worked together more effectively, discussed ideas and information), as well as the benefits for their pupils. Teachers and pupils 'had fun'. Teachers' shared view was that while the planning required for interactive methods required more effort in the short term, in the long-term it made lessons more interesting, and as they became more involved the work became easier and more rewarding.

- 4.3 Findings from the Questionnaire suggest that, most teachers believe that the ILP has made a difference to way they teach and how students learn.

- Overall, the great majority of respondents – 84% – thought the ILP had made at least some difference to the way their students learn and the effectiveness of their teaching (see Chart 2.2⁸). About 4 in 10 thought it had made a *major* difference to student learning styles, while 3 in 10 thought it had made their teaching *very much* more effective.
- Specifically, with respect to each of 24 classroom practices, at least 80% of teachers believed that the ILP had been instrumental, at least to some extent, in improving their teaching skills.
- Most teachers (86%) thought that the ILP had been helpful, at least to some extent, in teaching them how to engage parents in students' homework. However, just two-thirds (66%) said the same for using parents in the classroom.

⁸ For ease of cross-reference, the chart numbers in this main report are the same as for those in the fuller report from the Teachers' Questionnaire.

Chart 2.2
Overall impact of the ILP on your effectiveness as a teacher



- Almost all teachers (95%) who had attended professional development courses and activities thought that the experience had been valuable to their work in the classroom, and about half the participants were 'definite' about this.
- Over 90% agreed that teachers at their school were continually learning and seeking new ideas from each other, while between 77% and 87% agreed that their school encouraged new thinking and practices, that teachers regularly discussed ILP goals and also shared experiences of the project with colleagues in other schools, and that the school director was enthusiastic about the ILP.

Q2. What appears to have been the impact of the ILP on teachers' practices?

Classroom practice

4.4 On the basis of observations of 34 lessons from reception to Grade 8 in 11 schools (see Appendix II, Table 1 for details) we were able to conclude that:

- There are some of excellent examples of good classroom practice and rich learning environments in schools which are well established in the project (see Box 1).
- However, even within these schools, there are significant differences in practice across the school as a whole.
- There are also some extremely promising and enthusiastic practices in schools which are new to the project and which have low levels of resources (see Box 5).

Professional knowledge and expectations

4.5 Those schools, in which practices and attitudes are most embedded, still see themselves as being on a developmental journey. The key elements of their success derive from a range of factors to do with the schools' leadership, as well as a relatively whole school approach to improvement. In school 'A', for example, which has been involved in the ILP since its early days, we observed two lessons which were on a par with the best practice in EU countries: see Box '1' for one illustration and Box '2' for the features which characterise the school climate.

Box 1: School 'A' – Classroom Observation

Grade: 7 Physics (taught by the Director)

Topic: Velocity and weight

Grouping Strategy: Tables of 3-5

Physical Environment: Lots of pupils work on the walls and projects out on tables. Basic equipment and OHP. Textbook adapted by IAL team. Work on display showed use of experiments, graphs and diagrams. Pupils had been on range of excursions, including the zoo to learn about animals and the conditions they live in.

Classroom Climate: Pupils were very engaged in group work, helping each other by explaining work. Activities characterised by energy and enthusiasm. Responding to questions from text books on large piece of paper and responding to prompts by the teacher.

Communication and Questioning: Open questioning by the teacher - e.g. 'What did this remind you of?' Teacher initiated friendly competition between groups. Checking previous knowledge. Asking Q's of groups and class and moving from group to group. Setting a demonstration.

Pupils: Very positive about group working. 'The person who has more knowledge and better grades will help others.' Pupils elect a team leader who assigns tasks to group. 'We elected him because he was the best!'

Extract from field notes, May 2003

Box 2: School 'A' – School characteristics in relation to the ILP

- A pedagogue who plays a key leadership role in the school;
- A newly appointed director who is a leading practitioner;
- Consistent enthusiasm from teachers who are supported by mentors;
- Portfolios of work and descriptive assessments to match these for lower primary (although these have not yet been extended to higher grades and subject areas);
- Strong parental support;
- Staff who are ready for the next stage of their IAL journey.

4.6 Yet even in school 'A' practice was not consistent across the school. We also observed storytelling in the Reception Class. The children listened attentively and on completion the teacher asked the children one question: 'Did you like the story?' - expecting a yes/no response from them. She missed the opportunity to stimulate the children's thinking by asking other questions such as: 'Who did you like best in the story and why?' / 'What do you think happens next?' / 'What would you do if.....?' or any of the many questions about the senses: 'What does *x* taste like?' / '...smell like?' / '... feel like?' etc.

4.7 Although in general terms, schools that have been involved in the Project for longer periods of time have made greater progress, this is not always the case. We found a degree of complacency in two schools which have been in the project for some time, even though their classroom practices were only fair. Those schools did not appear to have any bench-marks to measure their school's progress as a whole, or that of individual students and there was a significant gap between what the teacher thought they achieved through interactive learning and what we saw in the classrooms. In both instances, the school leadership was weak and the schools lacked a coherent approach to improvement.

4.8 We also found excellent examples of thinking and practice in schools which joined the Project in its middle phase (97/98). Box '3', for example, includes some extracts from field notes of a classroom observation of school 'B' and Box '4' illustrates the school's characteristics.

| | |
|--|---|
| <p>Box 3: School 'B' – Classroom Observation Grade: 1 Topic: Spring Grouping Strategy: Table of 4. semi-circle Physical Environment: Lots of children's work on walls. Tables with displays and resources, including clocks, home made musical instruments. Labelled jars with seeds. Text books of varying levels. Plants, Art Resources. Tape player, OHP. Cupboard with resources. Lots of space. Communication and Questioning: Teacher questions: Which are? Tell me about? What did? Teacher missed letter on board. Pupils noticed. Teacher added and laughed. Teacher responded well when pupils asked questions. Classroom Climate: Teacher used wall displays to encourage answers. Pupils eager and engaged. Gave new tasks to children who had finished, Moved from writing to drawing Pupil portfolios on table. Variety of pupils work, including photos of them. Marked by teacher. Teacher also had a full portfolio of her own in which she recorded their performance. Also interview from Psychologist with family about how easy/ difficult they found work. Does s/he need help? Who are their friends? Pupils also completed a self-assessment form at the end of morning to reflect on activities for whole of their morning in school. <i>Extract from field notes, May 2003</i></p> | <p>Box 4: School 'B' – School characteristics in relation to the ILP</p> <ul style="list-style-type: none"> - Good example of the 'art of the possible'; - Rich learning environment; - Shared leadership encouraged by a School Director who had been in post many years; - Strong support for teachers and project from the Director who had been inspired by a visit to UK). Director: <i>When I got back from England, I advised the teachers to observe each other and I made the corridors into study and display areas.</i> - IAL realised in lower grades, but inconsistent in higher grades for subject teaching; - Teachers enthusiastic and clear about here they are on their journey: Mentor: <i>'We started at the bottom of the tree and we're now half way up, in sight of branches. We've still a till way to go and we particularly need to improve the involvement of parents.'</i> |
|--|---|

- 4.9 There were also some promising practices in schools which were relatively new to the Project. For example, in school 'C' which was a rural school with a number of linked satellite schools, serving a community with pressing social needs, we observed an inspiring lesson, elements of which are described in Box 5.

Box 5: School 'C' – Classroom Observation

Grade: 2

Topic: Story telling

Grouping Strategy: Pupils in 4 groups

Physical Environment: Some pupils' work on the walls, not related to the topic as the teacher was not taking the lesson in his own classroom. Children all had colourful textbooks and a large, hand coloured picture per group. Colouring pens which the pupils shared.

Classroom Climate: Pupils happy and comfortable with teacher. Enthusiastic and engaged. Children REALLY discussing with each other in their groups. They had to tell story to the class. Confident in speaking. Others listened. Wonderful buzz as children strained to begin their task
Pupils given drawing: each slightly different. Had to tell a story about their drawing, write sentences, and finally link all the story lines together.

General Observations: Although school itself was stark and bare, teacher had created a stimulating environment for the children.

Extract from field notes, May 2003

- 4.10 Across schools we found that, in general, teachers had knowledge of the principles of interactive learning. However, there were some points of confusion (e.g. about meaning and practice of differentiating learning opportunities) which suggest a need to strengthen the knowledge base of the advisers who work with schools. Knowledge about how to monitor pupils' progress is also patchy.

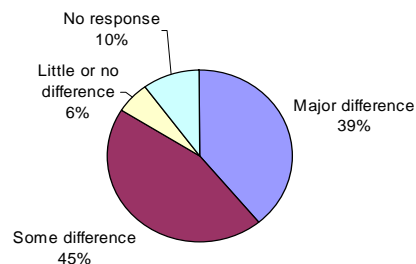
Impact on pupils

- 4.11 The professional consensus is that the ILP has changed classroom practices and relationships and widened learning opportunities for pupils. Evidence of the impact of the ILP on learning outcomes is, however, anecdotal. In general, there is relatively little discussion about learning outcomes, in contrast to the extended discussion on inputs and processes.
- 4.12 During our classroom visits we were able to talk to pupils who typically spoke with great enthusiasm about how much they enjoyed the opportunities to work in groups, and how, through a collaborative approach with their peers, they had learned more and benefited from the strengths of individuals within the group.

4.13 Findings from the Questionnaire suggest that a clear majority of teachers say they are implementing practices consistent with the aims of the ILP. As Chart 2.1 demonstrates, more than 8 in 10 thought that the Project had made a difference to the ways in which their students learned. In terms of the specific practices:

- *Teaching methodology.* 85% of teachers said that they set clear objectives and ensure students grasp key concepts. More than 80% said that at least once a month they practise strategies that make knowledge more accessible to students, such as basing work on real-life problems and students' personal interests; more than 60% said they practise such strategies at least once or twice a week.
- *Classroom interaction.* At least 70% of teachers said that at least once a week they use a range of strategies to encourage classroom interaction, for instance getting students to question and challenge each other and to work in pairs or groups.
- *Eliciting student opinion.* Around 60% of teachers maintained that they value student opinion about their teaching by asking students at least once or twice a week whether they had found the lessons interesting and enjoyable and whether lessons have improved their skills and/or helped them to understand what has been taught.
- *Assessing students' work.* Two out of three teachers said that, at least once or twice a week, they use a range of criteria (not just textbook knowledge) to assess students' progress; the same proportion said they encourage students to discuss the strengths and weaknesses of their work.

Chart 2.1
Overall impact of the ILP on the way your students learn



Q3. To what extent have parents been involved in the project?

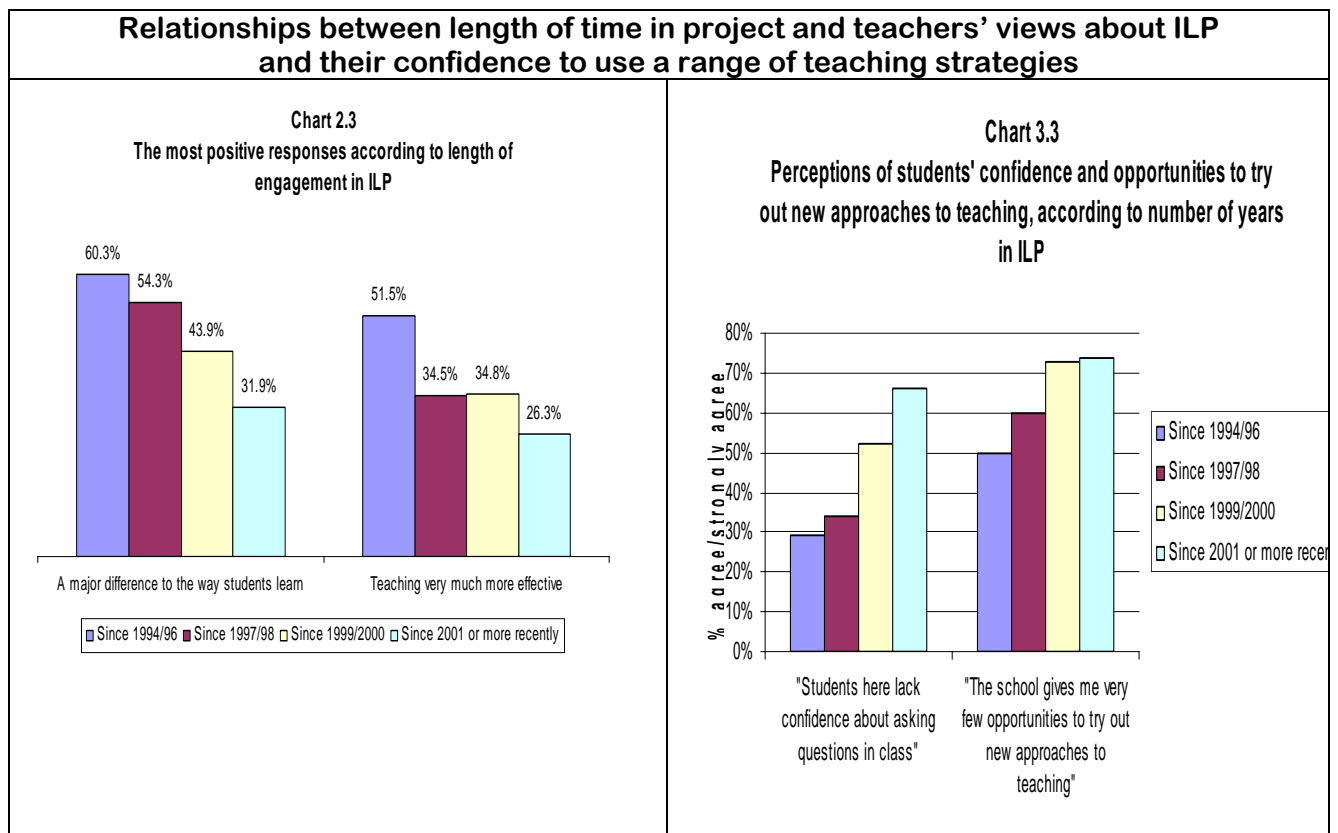
4.14 School-based discussions suggest that the extent and ways in which parents have been involved in the ILP varies across and within schools. Teachers who completed the Questionnaire state that they engage the support of parents in helping their children with work completed at home, in informing parents about the children's work and achievement, and in involving parents in determining school policy; but more than half never or rarely use parents in the classroom.

- Most teachers (85%) said that at least once every three months they meet parents to discuss their child's progress; over half (56%) said they do so at least once a month.
- 80% said that at least once a year they meet parents to show what they are trying to achieve in the classroom; over half (53%) said they do so at least once every three months.
- Almost 80% said that at least once a month they organise work for their students to do at home with help from their parents; 44% said they do so at least once a week.
- However, more than half (53%) never or rarely use parents in the classroom.

Q4. Does length of time in the Project make a difference to teachers' views?

4.15 Teachers who have been engaged in the ILP longest are often the most positive about the Project and the most likely to implement key classroom strategies.

- The longer teachers had participated in the project, the more likely they believed that the ILP had made a real difference to both the way students learn and to teachers' effectiveness. (See Chart 2.3.)



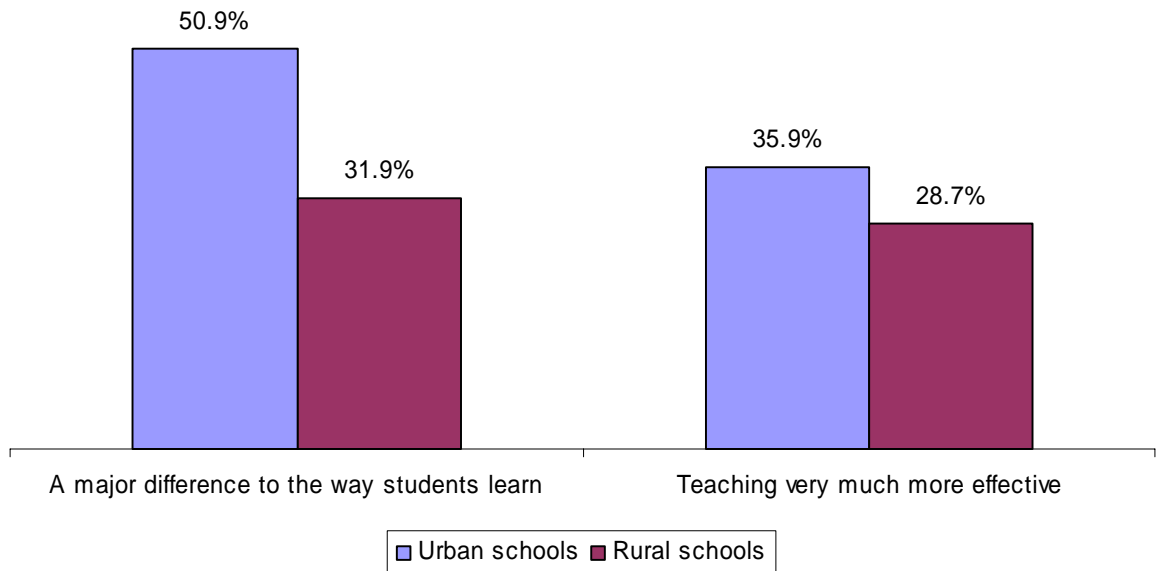
- Confidence developed in relation to the length of time teachers were involved in the Project (See Chart 3.3). The longer teachers had participated in the Project, the more likely they were to implement a range of teaching strategies as well as strategies to encourage classroom interaction, to evaluate teaching effectiveness, and to assess students' work. For example, this applied to:
 - *Teaching strategies.* Providing experiences through which students can learn by discovery; setting students 'real life' problems; differentiating learning experiences according to students' achievement levels; encouraging students to acquire knowledge from different kinds of sources, not just textbooks.
 - *Classroom interaction strategies.* Getting students to teach each other; prompting students to explain and justify their ideas to others; inviting students to express their opinions and feelings.
 - *Evaluating teaching effectiveness.* Discussing with students the extent to which they had understood what had been taught.
 - *Strategies to assess students' work.* Assessing students according to a range of criteria, not just their textbook knowledge; discussing with students the criteria by which their work should be assessed; encouraging students to evaluate the strengths and weaknesses of their work.
 - *Engaging parental support.* Engaging parents in making decisions about school policy.

Q5. Are there any differences between schools and locations?

4.16 Findings from the Questionnaire suggest that those teachers in urban schools were more likely than those in rural schools to believe that the Project had made a difference to the way students learn and to teacher effectiveness, while lower primary teachers seemed more likely than those who taught upper primary classes to encourage active learning strategies.

- Location of school sometimes affected responses: for instance, teachers in urban schools were much more likely than their rural counterparts to believe that, overall, the ILP had made a difference to the way students learn and, to a lesser extent, teachers' effectiveness (See Chart 2.4.). They were also more likely to organise lessons that encouraged student interaction.
- However, no *consistent* pattern emerged: for example, it was teachers in rural schools who were more likely to organise lessons that were child-centred (getting students to work on self-chosen tasks, basing lessons on students' interests, shifting the content or direction of the lesson in the light of students' responses).

Chart 2.4
The most positive responses according to school location



- Lower primary teachers seemed more likely than those who taught upper primary classes to encourage active learning strategies. For every one of 24 classroom practices listed in the Questionnaire, implementation was significantly more frequent by lower than by upper primary teachers.

Q6. What concerns do teachers have about the ILP?

4.17 Teachers' major concerns about the ILP were linked to resources and materials, particularly in communities where the parents were unable to make a contribution to the school. Subject teachers were concerned about the lack of appropriate textbooks; the constraints of the national curriculum; limited training opportunities; and the difficulties in monitoring pupil progress when they taught so many pupils. As many subject teachers did not have their own classroom-base, they complained about the difficulties of having relevant display work on the walls. This was an additional problem in schools which operated a split-shift system.

4.18 While lower grade teachers were overwhelmingly enthusiastic about the Project, there was a degree of scepticism, particularly from subject teachers, about the applicability of interactive teaching methods to specialised subject knowledge. For some this was related to their own initial preparation as teachers. This scepticism was not, however, related to level of resources, as one of the best resourced schools visited appeared to have the highest number of teachers who said that they were limited in what they could achieve by resource constraints.

4.19 Findings from the Questionnaire suggest that, in spite of the generally positive findings, there were a number of areas of concern about the implementation of new approaches to teaching; professional development opportunities; and engaging parents' support. Teachers also identified areas in which they required more help.

- *New approaches to teaching.* While respondents reported much *enthusiasm* for the project amongst colleagues and school management, there was evident concern about the *actual opportunities* given to teachers to implement some of the projects' aims. Thus, more than 90% agreed that teachers at their school were continually learning and seeking new ideas from each other, and about 80% agreed that their school encouraged new thinking and practices, that teachers regularly discussed ILP goals and also shared experiences of the project with colleagues in other schools, and that the school director was enthusiastic about the ILP. However, only 25% considered that their school gave them good opportunities to try out new approaches to teaching, and only 16% thought they had adequate access to materials (e.g. books and visual aids) that supported active learning.
- *Engaging parental support.* As previously stated, most teachers said that they frequently engage the support of parents in helping their children with homework and in meetings concerning their children's work and school policy; but only a small majority (58%) agreed that parents played an *active* part in their school. More specifically, only 10% said they used parents in the classroom at least once a week – and over half (53%) said they rarely or never did so. Yet an overwhelming 95% agreed that using parents in the classroom should help students to learn more effectively, and 80% *strongly* felt this way. Although 64% thought that the ILP had improved their skills for using parents in the classroom at least to some extent, just 20% were 'definite' about this and 23% thought that the ILP had not given them guidance in this respect.
- *Respects in which the Project has been helpful.* As has already been said, most teachers think the ILP has made a difference to the way they teach and how students learn, and most are also very positive about the help they have received on specific professional skills. It is worth noting, however, the respects in which respondents think the ILP has been relatively least helpful – but not unhelpful. There is a need for guidance concerning:
 - conducting visits to local sights;
 - providing experiences whereby students can learn by discovery;
 - altering lessons in the light of students' responses;
 - organising activities chosen by the students;
 - using parents in the classroom.

Q7 Does the leadership of a school make a difference to the impact of the ILP?

- 4.20** Across all eleven schools, the quality of school leadership exercised by the Director and the attitudes and expertise of pedagogues and mentor made a significant difference to impact: an issue which was apparent in the examples given earlier of schools 'A' and 'B' (see Boxes 2 and 4). Most schools had experienced a lack of continuity of leadership by School Directors because of the current practice of coupling appointments to changes in Government. The School Directors we met with had typically been in post for less than one year and had various degrees of knowledge about the ILP. While some had exercised a positive influence on the Project, the limitations of the current system for appointing School Directors and the lack of definition of their responsibilities undoubtedly hampers progress.
- 4.21** Findings from the Questionnaire suggest that school managements are often wary of giving teachers the opportunity to try out new approaches to teaching, and that they are reluctant or financially unable to supply the resources needed to implement new classroom practices and provide good opportunities for teachers to attend courses to further their professional development. This is an understandable state of affairs given the economic and social circumstances facing Macedonia. It is clear, however, that teachers' enthusiasm for the project could become short-lived, if they feel that the opportunities encouraged by the project are not matched by real opportunities to make changes.

Q8. What do teachers say about opportunities for professional development?

- 4.22** Across all of the 11 schools visited, teachers reported the benefits they had received from training and from opportunities to observe practice: in the U.K. (through a video which was a favourite all round); in their own schools; and for a few, in neighbouring schools. There were also many examples of professional development which had occurred through the ways in which teachers worked together on a regular basis to share their thinking and planning about interactive learning. Mentors took a key role here. Led by their pedagogues, at least two schools had also engaged in systematic evaluation activities which aimed to assess the impact of the ILP and gauge the views of teachers, parents and pupils alike.
- 4.23** The great majority of teachers who responded to the Questionnaire (84%–90%) thought there was a 'real need' for courses and activities to further their professional development. During the present or previous school year, more than 3 in 4 had attended courses to improve their teaching skills, over half had participated in courses about special learning needs, and a third had joined in courses concerning behaviour management and leadership skills. Moreover, almost all teachers (95%) who had attended such courses (mainly regular training sessions arranged by the Ministry of Education) thought that the experience had been valuable to their work. However, only a quarter thought that their school gave them good opportunities to attend courses in professional development.

5. Analysis of Impact

Q1 Has the Project achieved its goals?

5.1 The Interactive Learning Project set itself an ambitious goal which was to develop an entirely different approach to primary education from that which existed previously in Macedonia by: creating a new learning environment; developing children's skills (from being passive learners to active problem solvers); and gearing classroom teaching to meet the individual needs of the children. The detailed aims have been spelled out in a range of documents and are shown in Box 6.

Box 6: Aims of the Active Teaching and Interactive Learning Project

- A holistic approach towards learning in line with the requirements of the curriculum;
- The use of problem solving approach and the introduction of investigative procedures;
- The utilisation of various sources of knowledge, with a special emphasis on the immediate environment;
- The application of various teaching methods and improvement of the learning environment;
- The application of knowledge;
- An approach to individual pupils which takes account their different needs;
- The enhancement of pupils' motivation;
- The co-operation with parents and local communities, leading to a wide support base for the Project;
- The development and strengthening of teachers' and Directors' networks;
- Enhancing the training capacity of the government staff (advisors);
- The emergence of 'Trainers of Trainers' who will support dissemination of training on a larger scale in a very cost-effective manner etc.

5.2 To what extent has the ILP achieved its broad goal? The evidence from the Questionnaire, school visits and discussions with teachers leaves no doubt about the success of the Project in terms of teachers' enthusiasm. Most teachers believe that the ILP had helped them to improve their professional skills, at least to some extent, and it is evident that they are working hard to realise the Project's aims. Teachers have been enthused by observing good practice in Macedonia and by taking steps to change their own practices.

5.3 Substantive change in what teachers actually do in the classroom has been one of the most elusive goals of school reform. The first stage in achieving that goal is to change teachers' beliefs. The ILP has undoubtedly changed teachers' beliefs in Macedonia about what is possible and enhanced their confidence in their own ability to improve the classroom learning environment. The evidence from the classroom observations is

that many of the teachers who have been most closely involved in the ILP appear to have made substantial changes in their practices. In the broadest terms, therefore, the seeds for success have been sown and have germinated in many classrooms. The issue for the future is about critical mass - within and across the 75 schools that are currently involved in the Project, as well as for other schools in Macedonia.

- 5.4 In general terms, the gains are impressive. However, as the Project set broad goals rather than specific targets it is difficult to make a more precise assessment of impact. In the environment of the current education structure in Macedonia, an approach more focussed on achievable outputs and outcomes may have been easier to manage. In addition, while the broad aims appear to be very relevant to the needs of Macedonia, it is apparent that any individual successes within specific schools and specific regions can only be limited without the wider reform that many reports have spoken of. These comments are made, not to diminish the Project's considerable achievements but enable the Project to take stock of progress to date; to support the next phase of its development and to encourage the setting of tangible outcome measures for that next phase.

Q2 How effective has the project been in disseminating ideas and practices?

- 5.5 One of the Project's greatest successes has been its ability to create a common set of terms for teachers to discuss, share and frame their own professional practices. That shared language is clear in the returns of the 730 teacher from 93 schools that completed the Teachers' Questionnaire. The shared dialogue provides an excellent base for moving forward.
- 5.6 Inevitably there are tensions and problems. For example, teachers in two of the schools visited could be described as 'coasting' in that they had an inflated view of what they and the school had achieved which was not born out in practice. The quality of teaching observed in several of the schools was patchy and inconsistent, reinforcing the need for school-wide approaches supported by the school's leadership team.
- 5.7 There are also important issues related to the cascade model of knowledge sharing which has underpinned the Project's approach. The dissemination tasks are obviously considerably easier in a relatively small-scale project involving a few schools (such as the ILP in its early days), than in a Project (the ILP today) that involves some 90+ schools. and hopes to extend its reach across the whole primary sector. Recent expansion of the ILP has taken place in a climate of limited and diminishing resources. As a consequence, the 'cascade model' of dissemination has become overstretched and diluted at the edges, as more advisers and trainers have become involved with different levels of experience and different degrees of enthusiasm. This raises important issues about capacity building which are also dealt with in Section 6 of the Report.
- 5.8 A further set of issues relate to the effectiveness of the various networks which support the Project. Findings from the Questionnaire indicate that teachers in urban areas feel much more engaged in the Project than their counterparts in rural areas. In addition, while there are some active networks for sharing ideas between schools, there are some

real problems in linking neighbouring schools which serve different school communities and ethnic groups.

- 5.9** Two final sets of issues remain in relation to dissemination. The first is to do with the ways in which information is shared. Overall, the training which has been provided through a range of workshops has been well received. However, a heavy reliance on the workshop approach has contributed to a view that the *only* way to transmit knowledge is through workshops. While elements of the workshop approach need to be retained in the future, new ways also need to be found to encourage teachers to think more about their own longer term professional development. In order to do this, teachers will need the help and support of senior and experienced staff within their schools, as well as assistance from Bureau Advisers. Opportunities also need to be created to use other forms of learning and development, such as peer review, practitioner-orientated research, elearning, action-learning groups etc.
- 5.10** The second and final set of issues relates to widening and deepening knowledge. A fresh impetus is needed to rejuvenate people who have been in the Project for some time, and to fill knowledge gaps about such important issues as assessment and differentiated learning.
- 5.11** The example of 'group work' is a useful one to illustrate this point. Group work has become synonymous with interactive learning methods, rather than being seen as one tool or approach. Classroom observations suggest that teachers find it difficult to distinguish group work from collaboration and that they rarely adopt the whole repertoire of classrooms practices that characterise good teaching (individual, whole schools, groups, pairs etc, which draw on a range of methods of inquiry, and which recognise the diverse ways in which people learn). Teachers need to address such questions as: When is it appropriate to do group work? When and how should children be encouraged to work differently? Do some children benefit more from group work than others (as some teachers fear)? How should classrooms be organised to recognise the needs of the more vocal and confident, as well as their less articulate peers?

6. Recommendations for Policy and Practice

6.1 The recommendations for changes in policy and practice put forward in this final section of the Report are on two levels. The first relate to specific and practical changes which could be made to improve the Project's impact in the schools which are currently involved and are summarised in Box 7. The second are to do with the kinds of changes needed to enable a shift from being *a project* to becoming a *core pedagogical approach*. These are summarised in Box 8. A *project* implies a short-term experiment with a range of discrete activities: a *core pedagogical approach* suggests an integrated range of activities which become embedded within the Macedonian education system as part of national policy.

Part I: Practical Recommendations for Improvement

6.2 The practical recommendations to do with resources and support include the following:

- Development of 'mini' Teacher Resource Centres linked to 10 plus model schools which contain basic resources, materials, books etc;
- Production and distribution of display boards for schools;
- Concerted donor campaign for some practical elements, such as photocopiers in every school;
- Showing '*the art of the possible*' to more teachers in Macedonia. As schools are brought into the project, they need to be shown examples of excellence and given more opportunities to observe other teachers in their own and other schools and to become mentors;
- Internationally supported project (through donors and agencies) to bring experienced volunteer teachers from other European countries who are leading practitioners for 2-3 weeks, to work with clusters of schools on practical issues (display, classroom practice, assessment tools, school development planning etc).

6.3 Although parental support is a feature of many schools, only a small majority of teachers say that parents are *active* in their school. Specifically, it appears that the Project might do more to encourage schools to make use of parents in the classroom and to help teachers make effective use of this strategy. The great majority of teachers strongly believe that this would enhance students' learning.

6.4 Practical recommendations in relation to teachers' practices include:

- Practical guidance on how to:
 - Involve parents in the ILP;
 - Conduct visits to local sights;
 - Offer experiences whereby students can learn by discovery;
 - Alter lessons in the light of students' responses;
 - Organise activities chosen by the students.

- The development of short ‘good practice’ case studies developed by teachers and mentors for wide distribution. These could include:
 - Strategies for involving parents;
 - Specific criteria for assessment;
 - Help in differentiating aims and objectives to meet children’s individual needs

This latter development will help to deal with situations in which Roma children appear to be designated as slow or ‘retarded’, when their learning needs may relate to lack of access to pre-school opportunities, or lack of stimulation from parents or communities.

6.5 In putting forward these recommendations, it is important to recognise that the ILP has made the most impact on teachers who have participated in the Project for at least five years. To sustain impact, funding and resources need to be made available to allow teachers to engage in interactive learning methods over a sustained period of time.

Box 7 - Practical Recommendations for Improvement

- Development of ‘mini’ Teacher Resource Centres;
- Production and distribution of display boards for schools;
- Donor campaign for practical resources;
- Expansion of mentoring and increased opportunities to observe good practice
- International project to bring experienced volunteer teachers from other European countries to share good practice;
- Practical guidance on how to:
 - Involve parents in the ILP;
 - Conduct visits to local sights;
 - Offer experiences whereby students can learn by discovery;
 - Alter lessons in the light of students’ responses;
 - Organise activities chosen by the students.
- ‘Good practice’ case studies which:
 - Offer strategies for involving parents;
 - Provide specific criteria for assessment;
 - Differentiate aims and objectives to meet children’s individual needs.

Part II: Broader Recommendations for Change

6.6 The broader recommendations put forward need to be viewed in a context in which interactive learning has ceased to be a *project* and has become a *core pedagogical approach* of the primary system which has implications for resources and project management, particularly within the Bureau of Educational Development.

System wide issues

6.7 A starting point has to be recognition of the constraints on interactive approaches to teaching and learning generated by the current Macedonia system. The approach being suggested here is one that highlights some of the particular ways in which the system

impedes developments, and identifies achievable steps which could be taken to tackle these national problems in ways that are in line with the reform thrust described in Section 2 of this Report.

6.8 Three specific sets of obstacles to change and actions which could be taken within the framework of interactive learning but which support the wider reform agenda. These relate to school leadership; teacher quality and school-based management. Table V also indicates how these issues appear in the education system and what might be the strategies to overcome the obstacles.

| Table V System-wide obstacles to change and how the project could minimise these | | |
|---|--|---|
| Obstacles | How these appear within the system | Possible strategies within project to overcome this |
| 1. School leadership | <p><i>School directors:</i> High turnover (as they are political appointees); lack of role definition; lack of any system to evaluate quality.</p> <p><i>Pedagogues, psychologists and mentors:</i> Lack of role definition, in terms of their leadership roles within the school.</p> | <p>Develop a training programme which aims to enhance the skills of the <i>School Leadership Team</i> who would be responsible for the development and implementation of a <i>School Development Plan</i>.</p> <p>Such a programme would articulate the notion of 'shared leadership' and help clarify role and relationships.</p> |
| 2. Teacher quality | Weaknesses of pre-service training because of its overemphasis on subject knowledge and traditional teaching models. | Designation of two or three leading ILP schools as 'school-based' training institutions. |
| | Lack of a system to evaluate teacher quality, or tackle the problem of teachers who are underperforming or who are unenthusiastic. | <p>Work with one Teacher Education Institute to develop a framework for national standards for teachers and to develop ways of supporting the achievement of those standards throughout the education system.</p> <p><i>The core competencies at the basis of the standards framework could be linked to a self-evaluation model, moderated by Bureau Advisers.</i></p> |
| 3. School-based management | Over-centralised system. Little flexibility at the school level to link resources to school and community needs. | In partnership with one Municipality, establish a pilot project on decentralisation (school budgets, decision-making, involvement of communities) and strategies to reduce resource inequities between schools. |

6.9 A stepping stone to improving teacher quality and school leadership could be a small research and development project which focused on what makes a *good school, a good*

school Director and a good teacher in the context of Macedonia. The focus on the qualities which make a good teacher in Macedonia would need to have three elements:

- (i) Teacher Knowledge: Knowledge and professional approach (*What do you know?*)
- (ii) Teacher Behaviour: Skills and behaviour (*What can be seen?*)
- (iii) Teachers' predispositions and values: Attributes (*What are your beliefs and preferences?*)

School or teacher as focus of change?

6.10 One critical issue at the heart of any approach to change and improvement is whether the school or the individual teacher should be the primary focus of change. The current approach focuses on the individual teacher as the unit of change, rather than on the school as a whole. Although collaboration between teachers is encouraged (and is working well in and between many schools), this approach takes several years to embed in a school.

6.11 Clearly a balance needs to be struck between the two approaches. Individual teachers need to be encouraged to develop their thinking and practice. However, in several schools we observed lessons of such striking difference in quality to suggest that the sharing of thinking and practice within those schools was limited. The variable nature of the quality of the school leadership in the schools we visited clearly adds to this system-wide problem. These variations in quality within schools and the problems of leadership point to the need to develop policies which will support the development and improvement of schools as a whole.

6.12 This leads to the next broad recommendation:

- *Developing strategies which focus on the school as the unit of change, to support the current strategies which focus on individual teachers.* This could be achieved by:
 - *Developing a basic framework for School Development Planning* which would enable schools to set both short and long-term objectives for further improvement and to apply IAL to their own contexts. This would enable staff to work together more effectively and to develop more consistent practices across the school as a whole. In addition, if a School Development Plan (SDP) was in place, it could be implemented even if the directorship of the school changed. The School Development plan would be linked to targets which the schools set, in discussion with their advisers, to improve the performance of the school overall.
 - *Supporting the SDP through the introduction of school self-evaluation tools.* Bureau advisors would have a key role to play here in working with schools to develop and implement the tools.

Capacity building

6.13 If the Project is to expand its scope – and move from being a project to becoming a national approach – then the emphasis will need to be on:

- *Capacity building for greater depth and reach.* This would need to focus on different levels:
 - Bureau advisers: More detailed knowledge needed in a range of areas including: pupil assessment; differentiation of activities to reflect range of children's learning needs;
 - School Leadership Teams: As outlined in Table IV;
 - Pedagogues: Development of further training on how to evaluate teacher quality;
 - Mentors: Practical knowledge of class-room practice (particularly for subject areas and common assessment policies across the school);
 - Teachers: Training modules and professional development opportunities to recharge batteries and introduce fresh ideas.

Box 8 - Broader recommendations for change

- Develop strategies which focus on the school as the unit of change, to support the current strategies which focus on individual teachers. This could be achieved by:
 - Developing a basic framework for School Development Planning;
 - Supporting the SDP through the introduction of school self-evaluation tools.
- Develop capacity building for greater depth and reach for Bureau advisers, School leadership teams, Pedagogues, Mentors and Teachers;
- Tackle some of the system-wide issues:
 - School leadership: By developing training programmes which enhance the skills of the School Leadership Team, members of whom are also given responsibility for School Development Planning;
 - Teacher quality: By designating two or three leading ILP schools as 'school-based' training institutions and by working with one Teacher Education Institute to develop a framework for national standards for teachers;
 - School-based management: By developing a pilot project with one Municipality, to work on decentralisation issues related to schools.
- Develop a small research and development project on what makes *a good school, a good school director* and *a good teacher* in the context of Macedonia.
- Establish a management group within the Bureau of Education Development to take responsibility for planning and implementation.

- 6.14** In order to put into place the recommendations put forward in Part II, a management group would need to be set up within the Bureau of Education Development that was responsible for planning and implementation and a brief to continue the partnership with Unicef and other NGOs. That group would need to establish monitoring systems linked to clear goals and targets. One of its first tasks would be to review the roles and responsibilities of advisers within the Bureau to ensure that all of those with a primary brief took a clear role in supporting the continued phased implementation of this initiative to all schools in Macedonia. A daunting, but ultimately rewarding task.
- 6.15** The interactive teaching and learning project has achieved much since its inception. However, the pace of change now needs to be accelerated. Macedonia cannot afford to wait another 7-8 years before new teaching approaches are adopted in all its classrooms. It is vital for the development of democracy, for the well-being of its citizens and, crucially, for Macedonia's economic future.

Appendix I: Education in Macedonia Observations from Key Reports

| Report | Key findings/recommendations |
|--|--|
| <p>Report 6 <i>Interim Poverty Reduction Strategy Paper</i>. November 2000</p> | <p>About 20% of the total population live under the official poverty line – poverty is most widespread in rural areas and larger households with more members unemployed or with low education. There is a strong correlation between level of education and poverty: highest poverty rates observed amongst households where the primary breadwinner has only primary education.</p> |
| <p>Report 7 <i>Thematic Review of National Policies for Education</i> - - FYRoM, OECD 05 Sept 2001 (CCNM/DEELSA/ED(2001) 7</p> | <p>Recommendations</p> <p><u>On governance, admin and finance:</u></p> <ul style="list-style-type: none"> - Review and change the basic organisational structure of Ministry of Education and Science to follow the different areas of expertise and missions defined in the Strategy 2000 – 2010, especially in Institutional strengthening of the MoES, and training the management staff of the Ministry and its schools; - Give greater operational power to school boards to permit more flexible decision-making at school level regarding curricula, admin and teaching. In the second phase responsibility for schools should be handed over to the municipalities. <p><u>On curriculum, materials and assessment:</u></p> <ul style="list-style-type: none"> - Clarify and improve the relative roles of, and communication between, the MoES, the BDE , the Inspectorate, and teacher trainers. (These relationships need to work better and faster to implement new curricula in the class rooms.); - Make additional efforts to slim down curricula and improve choice; - Train teachers and textbook writers to ask competence based, rather than knowledge based, questions. (Students will not learn higher level thinking skills like problem-solving and critical thinking, unless their teachers and text books require them in the class room.) <p><u>Teachers:</u></p> <ul style="list-style-type: none"> - Create a national committee to develop a standard document on teacher qualifications (mainly for development of teacher training programmes); - Train teacher mentors – the system needs change agents within each school to promote reform awareness; - Clarify and improve the status of teachers. <p><u>Early childhood, special needs and at-risk children:</u></p> <ul style="list-style-type: none"> - Clarify responsibility for final preschool (age 6) year when these classes are in MoES primary schools; - Improve access for pre-school education for minority groups. |
| <p>Report 8 <i>The Republic of Macedonia Towards and Education Strategy for the Twenty First Century (Draft)</i> Oct 15 2001 : Washington DC. World Bank.</p> | <p>Observations:</p> <ul style="list-style-type: none"> - Traditional focus on passive and often obsolete knowledge spelled out in detailed curricula - Inadequate structure of secondary and higher education - both with elitist character; - Traditional and inefficient institutional forms of teacher training; - Input focused quality assurance – reinforces elitist nature of education; - Over centralised school management system; - Loss of political and financial support from public for education reform. <p>Recommendations:</p> <ul style="list-style-type: none"> - Greater management autonomy of the schools: introduction of multi-year strategic plans for each school and delegation of responsibilities to municipalities; - More transparent system of financing schools; - New curriculum framework which would have less detail in terms of content and delivery and would place emphasis on communication skills, problem-solving skills etc. - Reform of teaching practices needed to scale up innovations in interactive learning and introduce teaching materials which permit student-led activities; - Access to Tertiary Education improved via system of loans etc. |

Appendix II - School/classroom protocol

Professor Kathryn Riley and Jo Tilley-Riley (April 2003)

| 1. Contextual information | |
|---|--|
| 1.1 Name of school | |
| 1.2 Date | |
| 1.3 Type of school | |
| 1.4 Hours in school | |
| 1.5 School size etc - <i>No. pupils/ gender breakdown/age</i> - <i>No. teachers/No. classes</i> | |
| 1.6 Context - What kind of community does the school serve? (<i>background & characteristics of pupils/language</i>) | |
| 1.7 Other comments | |
| 2. School leadership and management | |
| 2.1 Role - How does the school director define his/her role (<i>e.g. pedagogical leader/ resource manager/ administrator</i>) - How does s/he see his/her role in relation to inter-active learning? | |
| 2.2 Involvement in project - When and how did school become involved? | |
| 2.3 Project outcomes - Management views: Main benefits of the Project? Impact on teachers? Pupils? | |
| 2.4 Parents - Nature of the partnership with parents? - Extent of their involvement in this Project? | |
| 2.5 Other comments | |

| 3. School polices and practices | |
|---|--|
| <p>3.1 Monitoring/performance</p> <p>How does the school</p> <ul style="list-style-type: none"> - Monitor pupil progress? - Evaluate teaching and learning? - Monitor teacher performance? | |
| <p>3.2 School goals</p> <ul style="list-style-type: none"> - How are priorities set within the school? - How are priorities set for this Project? | |
| <p>3.3 Research team</p> <ul style="list-style-type: none"> - What is there role? | |
| <p>3.4 Other comments</p> | |
| 4. Teachers | |
| <p>4.1 Involvement</p> <ul style="list-style-type: none"> - How was the decision about involvement in the Project made? - How far do teachers support the goals of the Project? | |
| <p>4.2 Impact</p> <ul style="list-style-type: none"> - What has been the impact of the Project on: their thinking/ classroom practices/pupils' learning? - Changes in pupils' attitudes, behaviour, performance, expectations? - Strengths and weaknesses of the Project? | |
| <p>4.3 Professional development</p> <ul style="list-style-type: none"> - Kinds of courses have teachers been on over the last 12 months? - How do they feed back information to colleagues? - How do they share learning? - Who supports their learning in the school? | |
| <p>4.4 Other comments</p> | |

| 5. Classroom observation | |
|--|--|
| <p>5.1 The class</p> <ul style="list-style-type: none"> - Topic/teacher/numbers of students etc | |
| <p>5.2 Physical environment</p> <ul style="list-style-type: none"> - Is the classroom environment conducive to learning? <i>(e.g. displays/ seating/ resources)</i> | |
| <p>5.3 Pupil/teacher talk</p> <ul style="list-style-type: none"> - How are communications directed? <i>(e.g. teacher to pupil/ pupil to teacher/ pupil to pupil)</i> | |
| <p>5.4 Grouping strategy</p> <ul style="list-style-type: none"> - How are pupils grouped? <i>(e.g. whole class/pairs/small groups)</i> | |
| <p>5.5 Questioning</p> <ul style="list-style-type: none"> - What kinds of questioning strategies are used? <i>(e.g. recall/ open-ended)</i> | |
| <p>5.6 Classroom climate</p> <ul style="list-style-type: none"> - How well do pupils and teachers work together? | |
| <p>5.7 Lesson Goals</p> <ul style="list-style-type: none"> - How clear are the goals and anticipated outcomes of the lesson? | |
| <p>5.8 Other comments <i>(Including what did we see around the school?)</i></p> | |

Appendix III – School visits and classroom observations

| School ⁹ | Reception | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|----------------------------|-----------|----------|------------|------------|----------|----------|----------|----------|----------|
| 1 Avram Pisevski | * | * | | | * | | | | |
| 2 Dimo Hadzhi Dimov | | * | | | ** | | | | |
| 3Vlado Kantardziev | | ** | | | | | | * | |
| 4 Tosho Velkov Pepeto | | | | | | | * | | * |
| 5. Aleksandar Turundzhev | | * | | | | | | * | ** |
| 6 Goce Delchev | | | * | | | * | * | | |
| 7 Sv. Kliment Ohridski | * | | | * | | | | * | * |
| 8 Naim Frasheri | * | | * | | | * | | | |
| 9. Goce Delchev | | | ** | ** | | | | | |
| 10. Marshal Tito | | | | | | | ** | | * |
| 11. Kuzman Josifovski Pitu | | * | | | * | | * | | |
| Total by grade | 3 | 6 | 3/4 | 2/3 | 4 | 2 | 5 | 3 | 5 |
| Final total | 34 | | | | | | | | |

| School ¹ | TOTAL TEACHERS ¹⁰ | Mentors ¹¹ | Reception | Lower | Upper | Director | Pedagogue | Psychologist |
|---------------------------|------------------------------|-----------------------|-----------|-----------|-----------|----------|------------|--------------|
| 1 Avram Pisevski | 6 | 3 | 0 | 3 | 3 | Yes | (Director) | No |
| 2 Dimo Hadzhi Dimov | 10 | 10 | 0 | 5 | 5 | No | Yes | No |
| 3Vlado Kantardziev | 4 | 0 | 0 | 2 | 2 | No | No | Yes |
| 4 Tosho Velkov Pepeto | 6 | 2 | 0 | 3 | 3 | Yes | Yes | No |
| 5 Aleksandar Turundzhev | 3 | 3 | 0 | 1 | 2 | Yes | No | No |
| 6 Goce Delchev, Resen | 10 | 3 | 0 | 9 | 1 | Yes | No | Yes |
| 7 Sv. Kliment Ohridski | 12 | 1 | 1 | 3 | 8 | No | Yes | No |
| 8 Naim Frasheri | 8 | 0 | 0 | 7 | 1 | Yes | Yes | No |
| 9 Goce Delchev, Tetovo | 5 | 1 | 0 | 4 | 0 | Yes | Yes | No |
| 10 Marshal Tito | 10 | 1 | 0 | 0 | 10 | Yes | Yes | No |
| 11 Kuzman Josifovski Pitu | 3 | 1 | 1 | 0 | 1 | Yes | Yes | |
| Total by group | 77 | (25) | 2 | 29 | 28 | 8 | 8 | 2 |
| FINAL TOTAL | 77 | | | | | | | |

Additional Discussions:

Discussions also took place with 8 regional advisers from the Bureau for Educational Development, plus Qamil Xheladini, Director and Ilija Leskoski, project team leader.

⁹ Number refers to order of school visits.

¹ Number refers to order of school visits

¹⁰ The figure TOTAL TEACHERS (i.e. 77) refers to all the staff we met with in a school, including the Directors, Psychologists and Pedagogues.

¹¹ The 25mentors were all teachers

| Table 3: Date of Schools' Involvement in Project | | | |
|---|--------------------------|----------------------|--|
| School¹ | Phase² | Lower Primary | Upper Primary |
| 1 Avram Pisevski | II | 1995/96 | ? |
| 2 Dimo Hadzhi Dimov | II | 1995/96 | ? |
| 3 Vlado Kantardziev | III | 1998 | 2001 (Grade 8 still trad) |
| 4 Tosho Velkov Pepeto | III | 1997 | 1998 and 2001/02 |
| 5 Aleksandar Turundzhev | IV | 1997/98 | (not all trained yet) |
| 6 Goce Delchev, Resen | V | 1998/99 | ? |
| 7 Sv. Kliment Ohridski | I | 1994/95 | 1998 |
| 8 Naim Frasheri | V | 1998 (4 teachers) | 2002 |
| 9 Goce Delchev, Tetovo | III | 1995/96 | 1999/2000 (Grade 8 still trad.) |
| 10 Marshal Tito | II | 1995/96 | 1999/2000 (Grade 8 still traditional.) |
| 11 Kuzman Josifovski Pitu | II | 1995/96 | ? |

¹ Number refers to order of school visits

² Phase in the Interactive Learning Project