

# **EDUCATION AND DECENTRALIZATION:**

**WHAT STAKEHOLDERS  
REALLY KNOW AND  
THINK ABOUT THEIR ROLES,  
RESPONSIBILITIES AND RIGHTS**





**EDUCATION AND  
DECENTRALIZATION:  
WHAT STAKEHOLDERS REALLY KNOW  
AND THINK ABOUT THEIR ROLES,  
RESPONSIBILITIES AND RIGHTS**



Skopje, 2008

**Education and Decentralization: What Stakeholders Really Know  
and Think About Their Roles, Responsibilities and Rights,  
User-friendly manual**

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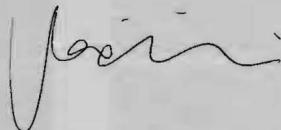
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**Dear Readers,**

*The OSCE is pleased to continue to support the process of decentralization in education, one of the priorities in the country's transition. This is the second brochure published, and this user-friendly version provides an update of the relevant legislation as well as a survey of what stakeholders at all levels need to know. In this way, the updated brochure aims to further disseminate the knowledge and clarify various aspects of the decentralization process such as legal and administrative components. In particular, the brochure aims to describe the roles, rights and responsibilities of all the stakeholders involved in the field of education.*

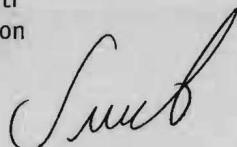
Yours sincerely,  
Ambassador Giorgio Radicati  
Head of Mission  
OSCE Spillover Monitor Mission to Skopje



**Dear Readers,**

*It is with great pleasure that we present to you OSCE's second Brochure on Education and Decentralization. We hope you will find it useful as a reference tool. Decentralization is an on-going process in our country that requires all stakeholders to take part. This practical guide offers a good introduction to the process. Active participation in decision-making can only be achieved through stakeholders knowing their roles, rights and responsibilities well.*

Most sincerely,  
Mr. Sulejman Rushiti  
Minister of Education



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## **INTRODUCTION**

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The Republic of Macedonia has embarked on a comprehensive decentralisation process, which was initiated by the signing of the Ohrid Framework Agreement (OFA) in 2001 and has been compounded by the country's efforts to reform and standardize its education system. The decentralization of education is characterized by the transfer of responsibilities from the national to the municipal/local level and it strives to enable citizens to become more involved in the decision making process. Even though the legal framework has been in place since July 2005, its implementation is facing a number of challenges.

It was soon observed that the decentralization of education was hampered due to the complexity of the process. Many of the stakeholders, namely education officials, mayors, school board members, directors, parents, teachers, students and others had little understanding of their rights, roles and responsibilities in the process. In particular, members of school boards, parent's councils, parents, teachers and students in general have been marginalized. Also a lack of access to information and communication among stakeholders was observed.

In order to help address the above mentioned challenges OSCE initiated the project "Education Facing the Challenges of Decentralization: Awareness Raising & Capacity Building" (from June to December 2006). The first Phase was followed by Phase II and III (March to December 2007).<sup>1</sup>

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<sup>1</sup> In the framework of Phase II, a pool of national core trainers on decentralization and education was built, while in the framework of Phase III, 10 regional two-day trainings on the decentralization in education for the local trainers were conducted all over the country.

Within the framework of Phase I, nine regional roundtables on education and decentralization were organized all over the country<sup>2</sup>. The roundtables brought together over 800 stakeholders and provided an opportunity for awareness raising, identification of the challenges and problems related to the education & decentralization as well as for the needs assessment of various stakeholders. During the regional roundtables several issues were outlined regarding the decentralization process in the field of education, namely: the modalities of decision-making process at the school level, relations and cooperation between schools and municipalities, as well as relations between municipalities and states bodies; involvement of the parents in the school's decisions, relations between the School Director and the School Board; the current role of the State Educational Inspectorate and its relations with the BoDE; election and dismissal of School Directors; professional development of teachers; new challenges arising from fiscal decentralization, and needs assessment for future capacity building activities for stakeholders at the school level.

The findings from the roundtables served as a basis for developing the training programmes, both for training of trainers on education & decentralization, and shorter training programmes for local stakeholders with the view to improve their capacity for a greater participation in the decision-making process.

This publication is based on:

- discussions during the nine regional roundtables, covering a variety of topics, starting from the challenges facing education in the h/country to roles, rights and responsibilities of different stakeholders, and possible strategies to resolve these challenges;
- discussions held with local stakeholders during the regional trainings on education and decentralization;

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Region I & II: Skopje municipalities

Region III: Kumanovo, Kratovo, Kocani

Region IV: Tetovo, Gostivar

Region V: Debar, Kicevo, Struga, Ohrid

Region VI: Bitola, Prilep, Krusevo, Resen, Makedonski Brod

Region VII: Stip, Veles, Kavadarci, Negotino, Strumica

Region VIII: Vinica, Berovo, Delcevo

Region IX: Dojran, Gevgelija