

**CATHOLIC RELIEF SERVICES/MACEDONIA  
“CIVIC EDUCATION: PATH TO A CIVIL SOCIETY” PROJECT  
QUARTERLY PROGRESS REPORT**

**Award Number:** 165-0016-G-SS-8102-00  
**Progress Report No:** 21  
**Reporting Period:** October 1 – December 31, 2003

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**PROGRESS TOWARDS OBJECTIVES**

CRS/Macedonia Civic Education project staff, in close cooperation with the Bureau of Educational Development (BED) within the Ministry of Education, accomplished the following during this reporting period:

- The final technical report including technical information on the civic education standards development process completed;
- Follow up meetings organized after study visits in Czech Republic and Netherlands;
- The initial process for integration of the civic education curricula and methodology on university level started;
- The civic education documentary was broadcasted on local TV stations throughout Macedonia;
- Training design for school support teams on civic education programs of study developed;
- Two proposals were submitted and approved for funding by World Learning USAID Participant Training Program (PTP).

**1. CATHOLIC RELIEF SERVICES**

**1.1 Staffing and Infrastructure Changes**

During the reporting period September - December 2003 there were number of changes that effected the structure of Civic Education team. With the approval by USAID of the project cost extension for FY 04 and overall changes to the CRS Macedonia management structure subsequent to the cost extension approval, the Civic Education team was restructured based on both the nature of the proposed project activities for year 6 and CRS' new regionalized management approach.

Full time project staff was reduced from 9 positions (8.5 FTEs total) in FY03 to 7 positions (6 FTEs total) for FY04. CRS Macedonia program staff supporting the Civic Education project and the positions that they hold are as follows: Programs Manager Blake Chrystal (0.5), Education Program Manager Natasa Milosevska (0.5), Civic Education Project Manager Loreta Georgieva (1), Civic Education Project Assistants Tulaha Tahir (1) and Besa Gavazi (1) and Civic Education Project Administrators Vladimir Petreski (1) and Svetlana Gasosoka (1). Administrative support for the project includes drivers ( $\approx$ 1) and financial/procurement staff ( $\approx$ 0.5). Approximate time for support staff is based on estimated level of effort on the project.

**1.2 CRS' Education Department**

The schools from Macedonia in School Connectivity Project (SC) from this academic year started to work in the planned cluster groups with other schools from the region and USA. They are working on Unit 3 that requires the Building Cultural Connections using the question of "*What Can We Build Together?*". On this theme each designated cluster has selected and are working together as team on line to exchange information and experience in order to develop a final web

product in the form of video clip, presentation, virtual museum or web site. The teachers have attended trainings during October where new methods and methodologies for working on virtual teams and new skills were developed.

During this quarter the students and teachers in SC project had an opportunity to promote and publicize the project and by being guests on the National and local TV stations. In November the SC coordinators from the High School "Kiril Pejcinovik" from Tetovo: with Macedonian and Albanian students SC participants were invited to be guests the local TV station in Tetovo, and the students from High School "Georgi Dimitrov" from Skopje were invited on a live TV education program "Dzvon" on Macedonian National TV channel. People from the National TV station were very interested about the project and scheduled a date to visit the school and get interview from the school director, SC coordinator and the students. After the interviews the National TV station broadcasted a special edition to present the project and its activities. These activities significantly increased the visibility and the interest in the SC program.

In the beginning of December a committee of SC staff had a meeting in Skopje to schedule, plan and organize the upcoming International Conference. There were two locations under consideration for the Conference. It was announced that the conference will be held in Ohrid, Macedonia in hotels "Metropol" and "Bellevue" on 2-6<sup>th</sup> April 2004. This is a boost to Macedonia in the fact that the conference will bring together 350 participants (teachers and students) from 10 regions and the United States.

## **2. TECHNICAL ASSISTANCE**

### **2.1 International Technical Assistance**

#### **2.1.1 World Learning**

On 30 November CRS MK received notification that funding was awarded for two programs by the World Learning (WL) / USAID Participant Training Program (PTP). The first program is for an in-country training and provided \$15,000 for 30 participants and the second program is for a study visit (to a Western Europe/EU country) and provided \$39,329 for 12 participants. Both trainings are in support of ongoing efforts to promote the institutionalization of the civic education curricula at 4 pedagogical faculties in Macedonia.

A significant meeting was held during this reporting period with World Learning where USAID's newest initiative for English-language training, Academic programs and Certificate programs for local partner organizations were presented, and the WL Program Officer provided detailed information for the upcoming in-country training to promote the institutionalization of the civic education curricula at Macedonia's 4 pedagogical faculties.

### **2.2 Local Technical Assistance**

#### **2.2.1 BED/MOE/Civic Education Working Group**

During this reporting period the Bureau for Educational Development (BED) Civic Education Working Group in coordination with the CRS/Civic Education team has been active in the planning and implementation of the following project activities:

- Completion of the narrative for the final technical report that includes technical information on civic education standards development process;
- Promotion of the civic education documentary on local TV stations throughout Macedonia;
- Sustainability and localization planning meeting for providing input and directions for civic education localization process;
- Developing design and timeframe for school support teams trainings;

- Developing training design on parental involvement in primary schools, aimed to target school support teams;
- Promoting the Civic education project on “*Education for Democratic Citizenship (EDC) in Practice*” seminar.

During this quarter there were some staff changes in the BED. In October, Mrs. Slobodanka Ristevska, the Leader of the BED Civic Education Working Group retired, but will continue to consult for the project as an external consultant. The BED Director appointed Mrs. Golubina Gjorgjievska as new leader of the BED Civic Education Working Group and coordinator of all project activities on national level. Mrs. Gjorgjievska as BED advisor has been actively involved in civic education project activities since 1998 and was member of the Civic Education Working Group.

During the next reporting period the BED Civic Education Working Group will be working on the following: scheduling and implementation of regional school support teams trainings, developing training design for school support teams on parental involvement, gathering and selection of materials for printing the eighth edition of *Civic Education Today* Newsletter, continuing with development of the civic education standards.

### **3. MINISTRY OF EDUCATION / BUREAU FOR EDUCATIONAL DEVELOPMENT OF MACEDONIA**

On 5<sup>th</sup> December the BED Assessment Unit organized a conference. The topic was “*Assessment and Examinations in Macedonia*”. The Minister of Education Mr. Aziz Polozhani opened the conference, giving emphasis on the importance for developing educational standards. The BED Assessment Unit, who are the CRS partner for the development of standards on the Civic Education project, presented the outcomes of the different assessment processes. The main conclusion of the conference was that the assessment processes are integral part for quality assurance in the national education system.

During 18 – 19 December 2003 the CRS Civic Education staff attended a seminar “*The Education for Democratic Citizenship (EDC) in Practice*” organized by the Bureau for Educational Development and Council of Europe. The seminar included presentations on the Council of Europe activities, EDC goals and objectives, national strategies on EDC from different European countries. BED advisors presented the Macedonia civic education activities and achievements in kindergartens, primary and secondary schools.

### **4. PROJECT RELATED ACTIVITIES**

#### **4.1. School Support Teams - Civic Education Programs of Study**

During this Quarter as planned, the BED Director wrote a letter to all kindergarten and school directors throughout Macedonia. The letter outlined the structure of teams required to support civic education on school level. Each school director supported and the school board appointed the school support teams. The teams consisted of a mix of persons from the following categories: pedagogue, psychologist, lower and upper elementary teachers. The kindergarten support teams are consisted of two members, kindergarten pedagogue or psychologist and a teacher. The leader of the BED CE working group compiled a list with the names of all team members from regions throughout Macedonia. The appointed school support teams will be involved in training program to further support teachers, students and parents in civic education implementation on school level.

Development of the school support teams training program for kindergarten and primary schools was started and completed during this reporting period. The development work was segregated into group activities using working groups with seven members. The BED Advisors in an initial planning meeting divided the activities for each of three pairs with a set timeframe and identified the two cycles for the completion of the design. As the training concept and designs were developed they were presented to a wider group for selection of the topics to be included in the final design. The selected topics were studied, activities and methodologies developed and included in the training design.

#### **4.2. School Support Teams – Parental Involvement**

Activities related to parental involvement component have started with appointing four working group members consisting of BED advisors. CRS and the BED working group members worked on defining specific phases and steps required to implement this program. Activities for developing training include: design concept – draft content matters and methodological approaches that will be incorporated in the final training design. The training design is aimed to be a resource for Training of Trainers for a group of BED advisors who will further conduct trainings for school support staff (pedagogues and psychologists) from all schools in Macedonia on how to organize and support parental involvement in their school. During this period, draft content matters and methodologies were defined.

#### **4.4 Civic Education Curriculum at University Level**

At the university level, institutionalization of the civic education program includes introduction of the program at four pedagogical faculties in Macedonia (Pedagogical faculty from Skopje, Bitola, Stip and Teacher Training Faculty - South Eastern European University (SEEU) in Tetovo). Introduction meetings with four pedagogical faculties were held to promote the objectives and activities related to the integration of the civic education methodologies and contents at pedagogical faculties. The meetings were held with the Deans of the Pedagogical Faculty in Skopje and Shtip, and Vice-Dean of the pedagogical faculty in Bitola to discuss planned activities required for integration of civic education curricula on university level. The faculties supported the planned activities and confirmed their active support for the project. CRS Civic Education Team members visited the SEEU in Tetovo to hold a meeting with Prof. Hasan Jasari who was appointed as SEEU coordinator for this project. Prof. Teuta Arifi, Dean of SEEU Teacher Training Faculty provided her approval for support of integration of civic education curricula at university level. CRS management met with SEEU Rector Alajdin Abazi, introducing the civic education project activities for inclusion the civic education curriculum on university level. The Rector welcomed and supported the participation of the SEEU in the civic education project activities. Set of civic education textbooks and newsletters have been provided for SEEU library.

The process for integration of the civic education curricula on the pedagogical faculties in Macedonia has started with the meeting held on November 19, 2003 in hotel "Panorama" where annual plan of activities was presented to deans, vice-deans and coordinators from the four pedagogical faculties in Macedonia. The meeting was successfully facilitated by professor PhD Zlatko Zoglev from Pedagogical faculty in Bitola and Ms. Slobodanka Ristevska, the former leader of BED civic education working group who introduced the civic education project achievements to date. The representatives from four pedagogical faculties in Macedonia fully supported the annual plan of activities for integration of the civic education curricula on university level. The outcomes from this meeting were very positive and important particularly taking into consideration that new page was opened as process for institutionalization of the civic education curricula and methodology on university level. The deans presented the list with professors who

teach subjects where civic education content could be integrated. The deans also shared information for the number of students attending their universities. This data provided information for scheduling trainings for students on civic education curricula and methodology.

From this meeting it was planned that the first workshop would be held from 15-16 January 2004. CRS Education Team had a meeting with professor PhD Zlatko Zoglev at the Pedagogical Faculty in Bitola to draft the agenda and design the workshops.

During this period, an associate professor PhD Terrence C. Mason from the Department of Curriculum and Instruction at the School of Education at Indiana University, organized the lecture for 50 SEE University students to present "*We The People... Project Citizen*" program of study. Two CRS Civic Education staff participated by providing input and giving presentation on the civic education programs and project achievements. The students expressed their satisfaction and interest for civic education and found the CRS presentations to be very useful. The professors at SEEU, as well as the professor Mason expressed their great interest for what has been accomplished over the past 5 years of the civic education project implementation.

Also, CRS Civic Education team member attended the two-day meeting in Veles where the final evaluation and results of TEMPUS project "*Partnership in curriculum development for teacher training in democracy*" were presented. The outcomes from this meeting provided information that will be used for integration of civic education curricula at Pedagogical Faculties. This will include information in which subjects the professors could integrate civic education curricula and how the teaching methodologies will reflect the students' needs.

#### **4.5 Video Presentation of Civic Education**

The regional BED advisors continued to organize and promote the civic education documentary on local TV stations throughout Macedonia.

#### **4.6 Civic Education Standards**

During the month of October 2003, the BED Standards Development Working Group had a planning meeting and developed detailed implementation plan for standards development during the fiscal year 2004.

BED Assessment Unit has completed the narrative of the *Final Technical Report* that includes technical information on civic education standards development process. This narrative consist of an outline for defining testing programs; designing tests items, and developing questionnaires for school directors, teachers, parents and students; selection of sample schools and population of students; organization and implementation of the pilot testing in schools. Please refer to the **Annex 1** for the narrative of the *Final Technical Report*.

During this reporting period the BED Assessment Unit finalized the content for the *Final Report on Students Achievements in Pilot Project Schools* that will present the students' results from the testing including analysis of the survey conducted with school directors, teachers, parents and students. The content of this report has been translated into English, Albanian and Turkish language. The consultant is working on final report layout.

#### **4.7 Parental Networks**

During this reporting period the three parental networks "Vidici" from Ohrid, "Bitola" from Bitola and "Roditeliski Glas" from Strumica have continued to set up their offices in part through

procurements and in part through donations from CRS. All have completed NGO registration activities and have provided copies from their constitutional and programming documents to CRS.

The parental network from Strumica region "Roditel'ski Glas" organized a promotional event in village Bosilovo. The event was well supported with representatives and leaders from USAID, BED, CRS, Strumica region MOE/BED branch offices, parent councils, parental network founders, and regional primary schools. Leaflets were distributed for the promotion of the parental network and its goals and objectives.

**4.8 International Civic Exchange Program Southeast Europe Civic Education Conference**  
The CRS/USAID Civic Education project was presented and well received at the International Civic Exchange Program Southeast Europe Civic Education Conference in Sarajevo. The conference dates were October 15-18, and Blake Chrystal, CRS Macedonia Programs Manager attended. The conference was organized by the Center for Civic Education from Calabasas, California and hosted jointly by Civitas/Bosnia and Herzegovina and the Office of Public Affairs, US Embassy, Sarajevo. The primary goal of the conference was to share information about best practices and products developed by programs involved in civic education in Southeast Europe. Separate sessions were held to discuss program goals, plan future activities, and expand and strengthen the Civitas Exchange Program network in Southeast Europe.

**4.9 Presentations for study visits in Czech Republic and Netherlands**  
On October 29<sup>th</sup> all BED advisors that participated in the study visits to Netherlands and Czech Republic shared the insights and knowledge that was gained through field study with their colleagues. The information shared was translated into Macedonian such that all BED advisors would benefit from the study visits sponsored by USAID.

**4.10 Civic Education Newsletter**  
During this reporting period 212,075 copies of the seventh edition of the *Civic Education Today* Newsletter were distributed throughout all schools in Macedonia. The publication is available in the three languages: Macedonian, Albanian and Turkish to meet the ethnic diversity within the local schools.

A new BED Editing Committee has been appointed in order to implement all activities related to publishing of the eighth edition of the *Civic Education Today* newsletter, with fresh content. The new committee will maintain the articles they collect from the BED advisors, school directors, teachers, university professors and other civic education project stakeholders.

**4.11 Distribution of Textbooks**  
During this Quarter, 243 grade 1-3 textbooks were delivered to the regional BED offices, and 33,218 grade 4 students' textbooks published in three languages (Macedonian, Albanian and Turkish) were distributed throughout Macedonia.

**4.12 Civic Education Program Localization Planning Meeting**  
The CE Working Group met on December 24<sup>th</sup> to discuss and brainstorm opportunities for localization and exit strategies for CRS and the BED. During the meeting the following topics were discussed: partnership, local/international NGO's environment, continued funding sources, programming activities, sustainability for programming. The BED and CRS identified skill sets, human and financial resources required to continue CE programming specific to the types of support necessary to sustain current and future CE programs. CE Working Group discussed the

aspects of exit strategies currently implemented and identified the gaps and opportunities. The outcomes of this meeting provided information for the framework for localization plan and the exit strategy. See **Annex 2** for BED and CRS localization and exit strategy planning meeting report.

#### **4.13 Transition Plan for CRS / Macedonia Civic Education Project**

During this reporting period the CRS / Macedonia Civic Education team worked on the finalization of a transition plan for the Civic Education project. The plan includes a summary of information and outcomes from meetings, workshops and discussions held with key education stakeholders over the last several months. The plan also includes information on specific challenges and recommendations to move forward. Please refer to **Annex 3** for Transition Plan for Civic Education Project.

#### **4.14 Staff Development**

On September 30<sup>th</sup>, CRS Civic Education Team member attended USAID Public Officer seminar. The seminar was facilitated by the press officer from East European Bureau, USAID Washington. The goal of the seminar was to share USAID goals for public information. The seminar principal topic also included a presentation of the annual "success story".

### **5. FUTURE ACTIVITIES**

#### **5.1 School Support Teams - Civic Education Programs of Study**

During the next reporting period all necessary arrangements and preparations will be made for the implementation of Training of Trainers (TOT) for all BED advisors involved in civic education project. The training is scheduled for January 25<sup>th</sup> - 28<sup>th</sup>, 2004 and will be facilitated by Golubina Gorgioska, Leader of the BED Civic Education working group, Gorgi Kosev, BED Advisor, and Slobodanka Ristevska, CRS external consultant. Upon completion of the TOT, BED Advisors in pairs will implement the regional trainings with kindergarten / school support teams throughout Macedonia.

#### **5.2 School Support Teams – Parental Involvement**

During the next reporting period, training concept design and materials for parental involvement are planned to be completed. Training of Trainers is planned for end of March for a group of regional BED advisors.

#### **5.3 Civic Education Curriculum at University Level**

The first workshop for integrating the civic education curricula in university teachers education programs will be held on 15<sup>th</sup> and 16<sup>th</sup> January 2004. Professors and deans from the four pedagogical faculties in Macedonia will participate to start the process for planning the integration of civic education for university curricula.

#### **5.4 Civic Education Localization Planning**

During the next reporting period CRS will look to finalize the localization plan. Activities in support of this will include ongoing meetings and close collaboration with the BED Civic Education Working Group. CRS also plans continued collaboration and dialogue with the USAID Macedonia team in support of opportunities and approaches for project localization and exit strategies.

#### **5.5 Civic Education Standards**

The final report for Standards will be printed and a presentation of the results will be scheduled.

The workshop for analyzing the test effectivity will be held with BED advisors and teachers. They will be analyzing results of test quality developed during the pilot phase of civic education standards development process. The results of the work will be included in the second phase for standards development on national level.

#### **5.6 Parental Networks**

During the next reporting period, a small grant program criteria will be developed. This small grant program criteria will be presented along with parental networks selected topics of national and international networking and textbook evaluation in February. CRS plans to facilitate a memorandum of understanding to set guidelines for network cooperation.

#### **5.7 Civic Education Newsletter**

CRS Civic Education staff and the Chief Editor from the BED will be involved in the initial selection of materials for submission to the editing committee. Preparations of material selection, layout design and final approval for publishing of the eighth edition of the *Civic Education Today* newsletter will continue during the next reporting period.

#### **6. Financial Activity**

Please refer to **Annex 4** for the Budget Comparison Report covering the period October 1 – December 31, 2003.

## **ANNEXES**

- Annex 1      Civic Education Standards Development Process Final Technical Report**
- Annex 2      BED and CRS Localization Planning Meeting Report**
- Annex 3      Transition Plan for Civic Education Project**
- Annex 4      Financial report October 1 – December 31, 2003**

**Annex 1**  
*Civic Education Standards Final Technical Report*

**BUREAU FOR EDUCATIONAL DEVELOPMENT**  
***ASSESSMENT UNIT***

**PROJECT: CIVIC EDUCATION... PATH TO A CIVIL SOCIETY**

**-FINAL TECHNICAL REPORT-**

**STUDENTS' ACHIEVEMENTS IN PILOT PROJECT SCHOOLS**  
**2003**

**Skopje, 2003**

**The report was prepared by:**

Gorica Mickovska - BED Advisor  
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# **1. BASIC INFORMATION ON THE SUB-PROJECT STANDARDS FOR ACHIEVEMENT ON CIVIC EDUCATION**

## **1.1 Introduction**

The Civic Education – Path to a Civic Society project that was implemented in primary education in Macedonia through support by the non-governmental organization Catholic Relief Services and USAID, was aimed at assessment of the achievements of the students involved in the project. The civic education standards will not only enable an efficient assessment of the achievements of grade 4 and grade 6 students involved in the *Foundations of Democracy* (grades 1 to 4) and *We the People... Project Citizen* (grades 5 to 6) projects, but they will also remain as permanent benefit from the implementation of the project and will serve as a basis for future assessments of the achievements in civic education. With this idea in mind, the donors also funded the sub-project Standards of Achievement in Civic Education.

The goal of this sub-project is manifold:

- to collect information on the achievements of the students involved in the *Foundations of Democracy* and *We the People... Project Citizen* projects at the end of the pilot phase;
- to develop standards of achievement based on empirical measurement of the students' results;
- to develop methodology and create a base of items for external measurements of the achievements of the students in civic education.

The team that was working on the accomplishment of these goals was comprised of Bureau for Educational Development experts and BED advisors who in the past period followed and assisted the implementation of the civic education programs. CRS provided expert training for the team by Mr. Stuart Allison, an expert from the Scottish Qualifications Authority and also a study-trip to this institute with direct meetings and discussions with notable experts in the field of qualitative analysis whose integral part is developing standards for student achievements. The necessary literature was also provided.

The preparations for implementation of the sub-project Standards of Achievement in Civic Education began in September 2002 with the writing of the sub-project when the goals, organization and the dynamics of the activities were defined. The sub-project was first planned as a one-year project, and this meant no piloting of the instruments, but during the work funding for another year was secured and this resulted in re-planning of the activities, so the first measurement (in 2003) presents piloting of the instruments and measurement of the achievements in the pilot phase, while the second measurement (in 2004) will serve as a basis for developing standards of achievement.

In this report, all the activities that were implemented in the first project year are described in detail, starting from the preparation of: the examination programs for the *Foundations of Democracy* and *We the People – Project Citizen* projects, items, instruments for gathering information, organization and implementation of the testing, assessment of the testing materials, analysis of the results and the report on how they were obtained. This technical report is prepared in order to record the activities so that they can be assessed and repeated.

The technical report is important also because it sets a standard for organization and implementation of the measurements of the achievements of the students in civic education. During the preparation of this report, the Technical Standards for the IEA Studies<sup>1</sup> were taken

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<sup>1</sup> Martin M., K.Roost, R.Adams, Technical Standards for the IEA Studies, UNICEF, Skopje

into consideration as well as the standards for implementation of the national assessments in Macedonia that were set by the Assessment Unit.

## 1.2 The Theoretical Framework

The assessment of the achievements of the students in the field of civic education should offer valid and reliable indicators that will serve for developing standards of achievement and measurement of their realization. The results (satisfying or not) should attract the attention of the creators of the educational policy in the state in order to note the status of civic education, its sustainability and the need for appropriate content matter in our educational system even after the end of the project phase of introduction of civic education. The results, no matter whether they are positive or negative, as long as they are available to the interested subjects, will make an impact, because the positive results would justify the project and the negative results would pinpoint the shortcomings, the deficiencies in the implementation of the content matter of civic education, its organizational framework etc.

Apart from the testing of the achievements of the students, additional information was gathered about various educational factors that could affect the students' achievements, such as the opinions of the teachers, students and parents on the content matter, the opinions on the manner of teaching, the methodological-didactical approach in teaching the content matter, the attitude of the students, teachers and parents towards civic education.

As a theoretical framework in the assessment of the achievements of the students in civic education, the fact that the achievements depend on what the students learn and how they learn is primarily taken into consideration. What is important is the following:

- **The programs** *Foundations of Democracy* and *We the People... Project Citizen* and the goals that are expected to be achieved with their implementation – what is expected to be achieved, and this is also given in the programs and the textbooks for the students and the teachers, as well as the content matter of civic education that is incorporated in the other subjects;
- **Realized content matter** – what the students worked on in class, including the teacher's interpretation of the content matter and the methods used and the ethos in the class and in the school.
- **Knowledge of the content matter** – what the students learned in the field of civic education; however, this does not depend only on the programs and the manner of their implementation but it also depends on many other different factors connected to the student's personality and the attitude of the parents towards the civic education programs, as well as on the broader social context.

The accent of the measurement of the achievements of the students in civic education is focused on the skills, the attitudes and the knowledge the students developed, formed and acquired throughout the implementation of the programs *Foundations of Democracy* (grades 1 to 4) and *We the People... Project Citizen* (grades 5 to 6).

The following framework was accepted for measurement of the achievements:

Skills:

- recognition and description
- explanation and analysis
- evaluation, taking and defending an attitude

Knowledge at the end of grade 4:

- concepts and rules about authority, justice, responsibility and privacy, as well as concept about democracy

Program areas:

- the family
- the school
- the local community
- the state

Knowledge at the end of grade 6:

- concepts and rules about the organization and functioning of the school and the community.

The restricting factor in the definition of the testing goals and objectives was that only tests of the pencil-paper type were used and they are not appropriate for measurement of a significant part of the abilities in civic education.

For the other aspects of these programs, data was gathered by questionnaires for students, teachers, school directors and parents. In the questionnaires, the surveyed population was required to provide information that would enable the assessment of the implementation of civic education and determine whether civic education affected the attitudes of those who are directly or indirectly involved in the implementation of the content matter as well as assessment of the factors that may have impact.

The results can also serve as direction where to look for the factors that affected or conditioned the achievements of the students and for this additional thorough researches and analyses are required.

### **1.3 Organizational Framework**

Taking into consideration the high demands for reliability and objectivity of the data, the organizational framework of the process of assessment of the achievements of the students in civic education in grades 1 to 6 is very complicated and this leads to incorporation of a big number of participants with different functions and roles. The total organization of the assessment process was conceived beforehand and was regulated by appropriate documents.

***The Bureau for Educational Development, more precisely The Assessment Unit,*** is responsible for coordination of the sub-project *Standards of Achievement in Civic Education* and is responsible for:

- The preparation of the sub-project;
- Organization of the expert training of everybody involved in any phase of the implementation of the sub-project *Standards of Achievement in Civic Education*;
- Preparation of all the instruments (tests, questionnaires) that were used in the testing;
- Preparation of guides for various participants in the assessment (coordinators, testators, assessors, data input personnel);
- Organization of the field-work for informing the schools about the testing and the surveying;
- Data input and analysis;
- Analysis and interpretation of the results and preparation of various output materials (standards, reports).

**The working groups for the programs *Foundations of Democracy* and *We the People...Project Citizen*** were responsible for:

- Preparation of testing programs;
- Preparation of items;

Two working groups were formed (for *Foundations of Democracy* and *We the People... Project Citizen*) consisting of grade 1-4 teachers and grade 5-6 teachers and advisors who implemented the afore-mentioned programs. The total of 30 advisors and teachers were involved.

**The school coordinators** were responsible for:

- Informing the schools from the testing sample;
- Gathering data on students for selection of samples;
- Selection of testators;
- Organization of the testing in the schools;
- Taking care of the testing materials;

30 school coordinators were involved, mainly BED advisors

**The testators** were responsible for:

- Implementation of the testing;
- Submitting a report on the testing.

99 testators were involved: BED advisors, school pedagogues and psychologists.

**The assessors** were responsible for:

- Assessment of the students' answers to the open questions.

#### **1.4 Tested and Surveyed Population**

The assessment of the achievements of the fourth and sixth grade students in the field of civic education has the goal of gathering information that will be used for evaluation of the achievements of the students in the implementation of the project *Civic Education...Path to a Civil Society* and the goal of developing standards in civic education; it does not aim to assess achievements of separate schools and separate students. With this starting point, the testing was performed with a sample of students that during the testing period (first half of May 2003) studied in grades 4 and 6 in the pilot schools.<sup>2</sup>

Since apart from the testing of the students, other data was necessary about certain factors that affect the implementation of the content matter of civic education with particular instruments – questionnaires, in all the sample schools, all the students who took the test, the teachers whose classes were tested, the parents of the students and the school directors, were also surveyed.

#### **1.5 Tests Achievement**

For measurement of the achievements of the students (knowledge, skills, attitudes) with the programs *Foundations of Democracy* and *We the People...Project Citizen*, tests of the type

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<sup>2</sup> For more detailed information about the selection of the population, the expulsion from it and the sample, see later in this Report.

pencil-paper were prepared.<sup>3</sup> In the preparation process of the items maximum attention was given to the coverage of the testing programs. In order to secure this, a big number of items was prepared and, taking into consideration the goals and objectives of the testing programs and the time allotted for the answering of the items, 117 items were selected for the program *Foundations of Democracy* and 53 items for the program *We the People...Project Citizen*. They were divided into six tests for the grade 4 students and four tests for the grade 6 students; each item was present in two tests.

The time allotted for testing for the grade 4 students was two times 45 minutes with a 10-minute break and for the grade 6 students two times 30 minutes with a 10-minute break.

## 1.6 Questionnaires

For an estimation of the achievements of the students in civic education, apart from the testing, additional information was gathered from the teachers, the school directors and the students themselves with the help of the questionnaires. The questionnaires also provided information about certain conditions in which the programs were implemented, the ways of realization and factors that might affect the achievements. For this purpose, questionnaires for students, teachers and school directors were prepared.

**The questionnaire for the students** consisted of questions concerning the frequency and the way in which information is exchanged in the family and in the school; the participation of the students in various extra-curricular activities; the degree of study of various democratic categories (rights, responsibilities, conflict solution, problem solving in the school and the community) and a scale of attitudes concerning democracy.

**The questionnaire for the teachers** is different for grade 1-4 teachers and grade 5-6 teachers. This is so because of the different programs that are implemented in the two cycles of primary education. The questionnaire for grade 1-4 teachers is divided into four groups of questions. The first group of questions concerns the assessment of the program *Foundations of Democracy* and the textbooks for students and teachers. The second group of questions concerns the manner of implementation of the program and the application of the techniques of study in the study of the content matter. The third group of questions concerns the homework and the fourth group of questions concerns the self-evaluation of the teachers of the success of the implementation of the program *Foundations of Democracy* and the need for further additional training.

The questionnaire for grade 1-4 teachers addresses the program *We the People...Project Citizen* and is structured in the same way as the questionnaire for grade 1-4 teachers.

**The questionnaire for the school directors** consists of questions about the opinion the school director has on civic education and his or her estimation of the changes that have taken place with the implementation of the civic education programs.

**The questionnaire for the parents** gathered information about the attitude of the parents towards the implementation of the civic education project in the schools, their opinion on the textbooks their children use from the aspect of difficulty, scope, adjustment, methodological approach and demand, information on the help they offer to their children about civic education and whether they have noticed any changes with their children since the beginning of the project.

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<sup>3</sup> Only the pencil-paper type of tests was used because this type is the most economical and can cover a significant part of the objectives.

All the information that was gathered with the help of the questionnaires in the primary processing and report was given on a descriptive level, part of it was processed in greater detail while more detailed and thorough analyses for the factors that affect the achievements of the students in civic education are possible to carry out.

### **1.7 Testing Implementation**

With the aim to maximally standardize the process of testing implementation, guides for the school coordinators and testators were prepared. In these guides all the steps of informing the schools, taking care and distribution of the materials for testing implementation were explained. The school coordinators and testators went through special training.

The testing took place on 13<sup>th</sup> and 14<sup>th</sup> of May 2003 – on 13<sup>th</sup> of May the grade 4 students were tested and on 14<sup>th</sup> of May the grade 6 students were tested. From the reports of the school coordinators, testators and the Assessment Unit staff that controlled the quality of the testing implementation it can be stated that no serious deviations from the standard procedures occurred.

### **1.8 Assessment of the Tests**

Apart from the multiple-choice items, the tests contained a lot of items from an open type. In order to secure objectivity in the assessment of these questions, special guides for the assessors were prepared. For the items the assessors could not agree upon, additional training was carried out and the guide was reviewed.

### **1.9 Data Processing**

Mainly the software provided by CITO was used for the data input. It was specially designed for this purpose and for the psychometrical analyses we could use several non-commercial programs that were developed and used by CITO. Also, the existing programs were used for statistical and graphical presentations.

The data input was made by experienced personnel who has performed this task before and whose efficiency in the data input is on a high level, all of which contributed for the small number of errors in this phase of the data processing.

The psychometrical processes were based on the response item theory and during these processes the items with unsatisfactory psycho-metrical indicators were identified and if there were other items that covered the same goal (which was most often the case) they were left out from the further processing.

### **1.10 Analysis of the Results**

The basis for the analysis of the results is the response item theory. The results of the tests for every content area from every program were summed up by using a one parameter response item model. In the scaling process with the adjustments of the discrimination of the items and taking into consideration the difficulty of each item, a scale of items that matches the model best, is defined. In order to identify the differences in the achievements of separate sub-groups, regression analysis was carried out.

The data from the questionnaires most often were analyzed on a level of frequency and percentage, occasionally on a level of correlation and some were used for the regression analysis.

## **1.11 Presentation of the Results**

The basic level of presentation of the results is by areas. For an easier reading, the achievements of the students are presented on an arbitrary scale with an arithmetic mean of 250 and standard deviation 50. The results for every item are presented graphically, showing the basic parameters of the item, the percentage of solution and discrimination.

It was attempted to make the results understandable for as many users as possible. That is why the achievements are illustrated with item examples.

## **2. THE PROGRAM FRAMEWORK**

### **2.1 Preparation of the Testing Programs**

The definition of the program framework for measurement of the achievements in civic education presented itself as a serious problem in the beginning of the testing. The reason lies in the attitude towards study of civic education in primary schools: (1) as a principle – through all the subjects; (2) as a part of the content matter, primarily through the subjects Society and History and (3) as separate programs of civic education within the framework of the project *Civic Education – Path to a Civil Society*. The question to which extent should be taken into consideration what civic education encompasses in other countries while in our country that is not explicitly contained, was also raised. The working groups for preparation of the testing programs discussed this issue and came to the conclusion that the first measurement of the achievements should be based primarily on the content matter of the programs *Foundations of Democracy* and *We the People – Project Citizen* and partly on goals and content matter from the curriculum of different subjects that fall into the area of civic education. Another restriction of the groups that prepared the testing programs was the sensitivity of certain ethnical communities concerning different questions, so it was decided to avoid them, although they certainly fall into the domain of civic education. Hence the decision to associate the results from the first measurement primarily with the achievements in the *Civic Education* project.

The definition of the areas of measurement also proved as a problem in the beginning. The programs *Foundations of Democracy* and *We the People...Project Citizen* do not share the same approach in definition of the areas where the goals are grouped. In *Foundations of Democracy* the goals are grouped around the concepts: responsibility, justice, authority and privacy, while in the program *We the People...Project Citizen* the goals of study of civics are connected to the school and the municipality. In the curriculum of the subject Society (grade 1-4) the content matter from civic education can be encountered in the topics: The School, The Home We Live In, The Place We Live In, The People and the Environment, The Child – a Member of the Social Environment, The Republic of Macedonia. The structure of the civic education programs in some countries in Europe and USA was also consulted. The members of the working groups were of the opinion that the most general goal of civic education was to convey the rules of individual and social life and make them easier to comprehend. This was the starting point for the definition of the areas of the measurement.

In the definition of the testing programs the restrictions arising from the use of the pencil-paper type of tests were also taken into consideration.

The testing programs were prepared by working groups comprised of grade 1-4 teachers and grade 5-6 teachers and BED advisors who have successfully implemented the programs *Foundations of Democracy* and *We the People...Project Citizen*, CRS–Macedonia Civic Education Team who were responsible for coordination of the activities within the civic

education programs and Assessment Unit advisors. Before the beginning of the work they participated in a seminar-workshop where the following goals were set:

- to obtain information about the standards of achievement and the methods of their preparation and
- to prepare a working version of the testing program for verification of the achievements in civic education for grade 1-4 and grade 5-6.

## 2.2 Testing Program for Grade 1-4 Curricula

The goals set in the guides for the program *Foundations of Democracy* and part of the content matter of the curriculum for the subjects Society and Nature concerning family, school, the local community and the state, were used as a basis for preparation of the testing program for the end of grade. Four areas of testing were defined: the family, the school, the local community and the state. At the same time all the concepts (responsibility, authority, justice and privacy) around which the program *Foundations of Democracy* is organized, were present.

In the beginning the program was very detailed and meticulous, but later on in order to cover every goal with items of different difficulty, the primarily defined goals were grouped into more general ones. The testing program was defined before the beginning of preparation of items.

### TESTING PROGRAM

#### CONCEPTS:

Responsibility  
 Authority  
 Justice  
 Privacy

#### CONTENT MATTER:

1. The Family
2. The School
3. The Local Community
4. The State

Content matter	Knowledge and skills The student can:
<b>1. The Family</b>	(Responsibility) 1. Identify responsibility, explain why certain responsibility is important and how it is obtained, describe differences between "can" and "must" in concrete situations <b>in the family</b> 2. Analyze situations of new and opposed responsibilities, explain gains and value (un) reliability <b>in the family</b> and set priorities of responsibilities 3. Explain, evaluate, take and defend an attitude concerning who is responsible for something that has happened <b>in the family</b> (Authority) 4. Distinguish situations in which it is possible to act according to his/her own will from situations in which somebody is using authority or power <b>in the family</b> 5. Explain why it is necessary to have rules in the family and knows the rules of safety in the family 6. Estimate whether a rule is a good one or not and make simple rules concerning concrete situations in the family 7. Name responsibilities of the person who has authority in the family and recognize situations when authority is used for keeping the order and solving a conflict

8. Recognize situations when the person who has authority tells the others what to do  
(Justice)
9. Recognize problem from the three types of justice, analyze opposed viewpoints, know the ways (agreement, voting) and procedures (questions) and can decide and bring the right decision
10. Identify his/her own rights and duties in the family
11. Explain how different needs, skills and merits are taken into consideration in the righteous division in the family
12. Distinguish between accidental and premeditated offences and violations, analyze a situation and explain the just response to the violation or the offence
13. Identify a situation with differences in the family, explain the meaning of understanding and solution of problems with dialogue and mediator
14. Identify and explain just reasons for finding out something that has happened and bring a decision, explain why the right of privacy may be violated, explain the right of the accused to defend and bear witnesses  
(Privacy)
15. Explain the right to privacy in the family, describe situations where privacy is (not) present, where there is (in) appropriate behavior and describe appropriate behavior to keep the privacy in the family
16. Recognize some of the factors in the family that can affect the restriction of the privacy
17. Describe some consequences of privacy in certain situation in the family and bring decision for a certain problem concerning privacy
18. Explain situations where the privacy in the family is important, take and defend an attitude concerning his/her own privacy
19. Identify situation where a cooperation between the members of the family is necessary and describe a situation where their interests are respected
20. Analyze situations concerning privacy and the occasional need for restriction of the privacy in the family

## 2. The School

(Responsibility)

1. Identify responsibilities and rights in the school and explain certain responsibility, its importance and how it is obtained
2. Analyze situations where a new responsibility should be accepted in the school and define priorities of the responsibilities
3. Explain why it is necessary to know who is responsible for a given situation in the school, estimate, take and defend an attitude concerning responsibility and explain some gains and losses of (un) fulfillment of responsibilities in the school, use procedure for bringing reasonable decisions for accepting responsibility

(Authority)

4. Distinguish situations in which it is possible to act according to his/her own will from situations in which somebody is using authority or power in the school
5. Explain why rules are necessary in the school and know the basic school rules

	<ol style="list-style-type: none"> <li>6. Estimate whether the rule brought in class and in the school is a good one and make simple rules concerning concrete situations</li> <li>7. Recognize situations when authority is used for keeping the order and solving a conflict and estimate the gains of use of authority in the school</li> <li>8. Name persons who manage the school and know their responsibilities</li> <li>9. Name some of the responsibilities of the person who has an authority in the school and analyze whether someone has the necessary characteristics for the position</li> <li>10. Recognize a situation of (mis) use of authority and explain and suggest a way to restrict the power and improve certain positions with authority in the school</li> </ol> <p>(Justice)</p> <ol style="list-style-type: none"> <li>11. Recognize problem from the three types of justice, analyze opposed viewpoints, know the ways (agreement, voting) and procedures (questions) and can decide and bring the right decision for solution of the problem in the school</li> <li>12. Identify his/her own rights and duties in the school</li> <li>13. Explain how different needs, skills and merits can augment the solution of the problems in the school for the righteous distribution of issues</li> <li>14. Distinguish between accidental and premeditated offences and violations in class and in the school, analyze a situation, make an evaluation and explain the just response to the violation or the offence</li> <li>15. Identify a situation and accept the differences in the school, explain the meaning of understanding and solution of problems with dialogue or mediator</li> <li>16. Identify just ways for finding out something that has happened in class and in the school, explain why the right of privacy may be violated with the gathering of information, explain the right of the accused to defend and bear witnesses</li> </ol> <p>(Privacy)</p> <ol style="list-style-type: none"> <li>17. Describe situations from the school life where privacy is (not) present and (dis) respected and describe appropriate behavior of people trying to keep it</li> <li>18. Analyze situations and recognize some of the factors that may affect the restriction of privacy in the class and between the peers.</li> <li>19. Describe some consequences of privacy in given situation in the school and bring decisions about certain problem concerning privacy</li> <li>20. Explain situations where privacy is important, evaluate and defend an attitude concerning his or her own privacy in the school</li> <li>21. Identify situations where cooperation between people in the school is necessary and describe a situation when the other people's interests are respected</li> </ol>
<p><b>3. The Local Community</b></p>	<p>(Responsibility)</p> <ol style="list-style-type: none"> <li>1. Identify certain responsibilities and rights in the local community, explain why a certain responsibility is important and where it comes from, understand the differences between "must" and "can" in the local</li> </ol>

community

2. Explain some of the gains and losses from (un) fulfillment of responsibilities in the local community. identify opposed responsibilities and set priorities of his/her own responsibilities in the local community
3. Explain why it is necessary to know who is responsible in a given situation, estimate, take and defend an attitude concerning who is responsible for something that has happened in the local community

(Authority)

4. Distinguish situations in which it is possible to act according to his/her own will from situations in which somebody is using authority or power in the local community
5. Explain why rules are necessary in the local community and know the basic rules of security and competence of the local community
6. Recognize situation when authority is used for keeping the order and solving a conflict, recognize abuse of authority in the local community and explain the need to restrict the power of the person with authority
7. Identify authorities in the local community

(Justice)

8. Recognize problem from the three types of justice in the local community. analyze opposed viewpoints
9. Identify his/her own rights and duties in the local community
10. Explain how different needs, skills and merits can augment the solution of the problems in the local community for the righteous distribution of issues
11. Analyze a situation, make an evaluation and explain the right defense for a violation of a certain rule in the local community
12. Identify and accept a situation when differences occur in the local community, explain the meaning of understanding and solution of problems with dialogue or mediator
13. Evaluate the decision brought by a group or individuals for just solution of a problem in the local community

(Privacy)

14. Explain that every person has the right to privacy. describe situations where privacy is (dis) respected and explain appropriate behavior of the people to keep the privacy in the local community
15. Recognize some of the factors from the immediate surrounding that may affect the restriction of the privacy
16. Evaluate and defend an attitude concerning privacy in the local community
17. Identify situation where cooperation between people in the local community is necessary and describe a situation when the other people's interests are respected

#### **4. The State**

(Authority)

1. Explain why rules are necessary in the state
2. Recognize situations when authority is used for keeping the order and solving a conflict in the state
3. Recognize situation when the person who has authority tells the others

	<p>what to do and recognize abuse of authority in the state</p> <ol style="list-style-type: none"> <li>4. Identify basic authorities in the state</li> <li>5. Identify basic attributes of the state</li> </ol> <p>(Justice)</p> <ol style="list-style-type: none"> <li>6. Name and use ways (agreement, voting) and procedures (questions) for bringing the right decisions in the state</li> <li>7. Acknowledge that every child has rights and duties in the state and identify the basic rights and duties of children</li> <li>8. Explain why everybody should be held responsible if he/she breaks a rule and know a difference between rule and law.</li> <li>9. Identify situations when the right to vote is used.</li> <li>10. Identify situations when normal differences and conflicts exist and explain the meaning of mutual understanding in the state</li> </ol> <p>(Responsibility)</p> <ol style="list-style-type: none"> <li>11. Recognize gains and losses from the acceptance and respect of the rights and responsibilities in the state</li> <li>12. Explain why everybody should know their responsibilities in the state and that every violation is liable to punishment</li> </ol>
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### 2.3 Testing Program for Grade 5-6 Curricula (Grade 6)

The definition of the areas and goals for the testing program is based on the program *We the People... Project Citizen*, the student and teacher textbooks for this program and the student handbook "Civic Education for Grade 5-6" (S.Ristevska; M.Taseva, 2001, Bureau for Educational Development), as well as on the experiences and expert opinions of the members of the working groups.

Two areas are defined in the testing program: (1) the school and (2) the municipality.

#### TESTING PROGRAM

Content matter	Knowledge and skills The student can:
<b>1. The School</b>	<ol style="list-style-type: none"> <li>1. Explain differences between lower and higher elementary education and between the work and responsibilities of the 1<sup>st</sup> to 4<sup>th</sup> grade teachers and 5<sup>th</sup> and 6<sup>th</sup> grade teachers</li> <li>2. Distinguish between curricular and extra-curricular activities and explain their significance</li> <li>3. Explain the organization of work in the school and the responsibilities of the employees</li> <li>4. Name school rules and responsibilities and analyze situations when they are respected or not respected</li> <li>5. Provide information for his/her school and explain his/her contribution to its affirmation</li> <li>6. Explain the function of the school community and recognize the procedures for democratic elections</li> <li>7. Evaluate the importance of education, distinguish the levels of education and the institutions that take care of education</li> <li>8. Identify the differences between people, accept and explain the consequences of their disrespect</li> </ol>

	<ol style="list-style-type: none"> <li>9. Identify the sources of funding of the school</li> <li>10. Explain the cooperation between the school and the local environment</li> <li>11. Assess and argue about relevant problems in the school environment</li> <li>12. Select a problem and support the choice with arguments</li> <li>13. Identify and select appropriate sources of information</li> <li>14. Describe how to establish a contact and communication with competent persons</li> </ol>
<p><b>2. The Municipality</b></p>	<ol style="list-style-type: none"> <li>1. Recognize and explain tasks related to municipal public services</li> <li>2. Explain the need for protection of cultural and historical monuments and natural heritage and name the institutions that are responsible</li> <li>3. Identify situations where the security of the citizens is threatened and name the institutions and authorities who are responsible for security</li> <li>4. Explain the organization and how the local self-government functions</li> <li>5. Explain what an election is and how a government official is elected into office through voting</li> <li>6. Explain the significance of an individual's identity and the use of personal identification documents</li> <li>7. Explain the meaning of what it is to be a citizen of the Republic of Macedonia</li> <li>8. Describe how information is reported to the citizens of the municipality</li> <li>9. Explain the need and the right of local citizens to form associations</li> <li>10. Explain the role of the students in municipal public life</li> </ol>

### 3. TEST DESIGN

#### 3.1 Design of grade 4 tests

With the aim to cover as many goals as possible an incomplete test design was used. Since this was the first time that items for civic education were created and the members of the working groups did not have the needed experience, it was necessary to create at least 30 items for every area in order to secure a sufficient number of items with good psychometric characteristics. However, this failed in the area: The State because of the small number of goals that emerged from the limited content matter and the afore-mentioned dilemmas concerning which goals should be tested with this measurement and also because of the lack of experience in the evaluation of the skills in civic education related to this area.

The items concerned the four areas defined earlier: The Family, The School, The Local Community and The State. The prepared items were of the following types: multiple choice items, items requiring short answer and items requiring an open, longer answer.

In the following table data on the number and type of items is presented by areas.

**Table 3.1. Items for grade 4**

Area	Type of Items			
	Multiple choice	Short answer	Open answer	Total
The Family	11	7	14	32
The School	16	9	12	37
The Local Community	19	4	8	31
The State	10	2	5	17
<b>Total</b>	56	21	39	117

On the basis of the total time needed to answer all the items, the necessary number of answers for every item (around 500) and the total testing time per student (2 school classes), it was calculated that 6 test booklets should be prepared. For answering of the items from every test booklet approximately 90 minutes were needed. The design of the test was incomplete. The items for each of the areas were divided into 6 similar (in the types of the items, the difficulty and the needed time for answering) blocks. In every test booklet there were 2 blocks, so that every item could be found in two test booklets.

The blocks were connected as given in **Table 3.2.**

When the order of the items was considered, attention was given to the place of the items in the booklets – if in one the item was at the end, and then in the other one it was in the beginning or in the middle.

**Table 3.2. Design of the test booklets for grade 4**

		AREA										Total Time
		The School		The Family		The Local Community		The State				
Test booklet number	Students	Block	Time minutes	Block	Time	Block	Time	Block	Time	Block	Time	
1	250	1	28	1	24	1	20.5	1	13			85.5
2	250	2	28.5	2	26	2	20.5	2	12			87.0
3	250	3	26	3	29	3	21.5	3	10.5			87.0
4	250	4	27	4	25.5	4	21.5	4	10.5			84.5
5	250	5	28	5	23	5	21.5	5	11.5			84.0
6	250	6	26.5	6	24	6	20.5	6	12.5			83.5

### 3.2 Design of grade 6 tests

For the design of the test booklets for grade 6 the incomplete test design was also used as this type is used in surveys of big populations when as many goals as possible need to be covered. Because of the lack of experience of the members of the working groups in the preparation of items, it was necessary to prepare a big number of items in order to ensure a sufficient number of items with good psychometrical characteristics that will be used in the process of analysis.

Items for the areas *The School* and *The Municipality* were prepared and the types were multiple choice, short answer and open, long answer.

In the following table areas present the data on the number and type of items.

**Table 3.3. Items for grade 6**

Area	Type of Items			Total
	Multiple choice	Short answers	Open	
The School	9	11	7	27
The Municipality	12	3	9	24
<b>Total</b>	21	14	16	51

On the basis of the total time needed to answer all the items, the needed number of answers for every item (around 500) and the total testing time per student (2 school classes), it was calculated that 4 test booklets should be prepared. For answering of the items of every test booklet approximately 65 minutes were needed. The items for each of the areas were divided into 4 similar (in the types of the items, the difficulty and the needed time for answering) blocks. In every test booklet there were 2 blocks, so that every item could be found in two test booklets. This type of design is called incomplete connected design and the way in which the blocks were connected is given in the following table.

**Table 3.4. Design of the test booklets for grade 6**

Test	Students	AREA				Total time/min
		The School		The Municipality		
		block	time/min	block	time/min	
1	250	1-2	34	1-2	27	61
2	250	2-3	34.5	2-3	28	62.5
3	250	3-4	36.5	3-4	28.5	65
4	250	4-1	35.5	4-1	27.5	63

When the order of the items was considered, attention was given to the place of the items in the booklets because it is very important how the items are placed concerning their difficulty and it is also important to have the items in different places in different booklets. In this way the impact of fatigue of the students and the inappropriate time planned for the test are decreased.

### 3.3 Assessment Instructions

For the multiple choice items the answer was entered in the base for data input and on the basis of the installed key, they were automatically assessed. For the open items (with short and long answers) of the tests for grades 4 and 6 detailed instructions were developed. They were finalized after the joint assessment of each of the two groups assessors (for the grade 4 and 6 tests) of 30 exactly same tests and after the control of the reliability of the assessment. The instructions for every item consisted of: item content, goal, the general idea of the correct answer, examples of correct answers for every number of points (1 or 2 points) and examples of incorrect answers (which may cause suspicion concerning their correctness). The instructions

were prepared as separate booklets for assessment for every test booklet (total of 6 for lower elementary education and 4 for grade 6), which made their use during the assessment very easy.

## **4. QUESTIONNAIRES**

### **4.1 Approach**

In the first assessment of the achievements of the students in civic education apart from the measurement on the level of achievement of students, other information concerning various conditions and processes that may affect the achievement and which can be affected by the educational policy of the state, was also gathered. This information will be used for a more complex explanation of certain situations and indicators that were encountered during the testing of the students, not only with the content matter of the programs that were implemented within the framework of the project *Civic Education – Path to a Civil Society*, but also with particular content matter that needs to be implemented with the programs for certain elements envisaged by the Program structure, such as: the choice and planning of the work of the school community on all levels, planning and implementation of the work of the free student activities etc.

The information was gathered with specially prepared instruments – questionnaires for students, teachers, school directors and parents, and special lists for the students with information about the student's sex, teaching language and the parents' education and for the grade 4 students also information for the estimated level of reading skills, which was submitted by their homeroom teachers. The questionnaires, by size, content, comprehension and the time needed for answering, were accordingly designed not to be taxing.

All the students who were tested filled in the questionnaires and so did all the teachers and school directors that were selected in the sample. The response of the parents was also big: 97% of the parents returned the questionnaires for the parents.

The achievements of the students in the area of civic education depend on many factors that are present both in the family and in the school. Because of these reasons the questionnaires contained questions that require answers to the conditions of the factors that are considered to affect, directly or indirectly, the achievements of the students in this area. They are grouped in factors connected to the school environment, particularly to the civic education programs and their implementation, and factors connected to the family environment and the students themselves. Depending on the estimation who can provide the most reliable information, the questions were put in different questionnaires.

### **4.2 Questionnaire for the School Director**

The questionnaire for the school director contains 6 questions of a closed type. From the answers to the questions a clearer picture can be seen concerning the climate in the school, the involvement of the teachers in the implementation of the programs as well as the possible changes that occurred since the implementation of the Project with the students, the teachers and the parents. More precisely, the questionnaire asked information and estimates about:

- the way the school director provides support in the implementation of the civic education programs in his/her school;
- the cooperation between the grade 1-4 teachers and the grade 5-6 teachers concerning the implementation of the civic education programs;
- the involvement of the teachers in the implementation of the programs;
- the attitude of the parents towards the school;

- the presence and the frequency of various deviant behavior in the school;
- how much and who helps the teachers in the implementation of the civic education programs.

**Table 4.1. Description of the content of the questionnaire for school directors**

#	Content	Description
1	Support from the school director	What type of support the school director provides in the implementation of the civic education programs
2	Cooperation between the grade 1-4 teachers and grade 5-6 teachers	Whether the grade 1-4 teachers and grade 5-6 teachers meet and consult and how often that is done
3	Director's estimate about the involvement of the teachers in the implementation of the programs	Estimation about the level of involvement of the teachers in the implementation of the programs, the involvement of the teachers and the students outside the school, communication between the students and the teachers, the relations between the students and the teachers, the attitude of the students towards the school's property and the involvement of the parents in the activities of the school
4	The attitude of the parents towards the school during the implementation of the programs	Estimation whether the attitude of the parents towards the school has changed since the introduction of the Project, for example, more frequent presence of the parents, various school manifestations, help for the teachers, humanitarian activities, projects, excursions.
5	Presence of deviant behavior of the students in the school	Whether deviant behavior is present in the school: tardiness for and absence from class, class misbehavior, threats of students and parents directed at teachers, inappropriate classroom attire.
6	Who helps the teachers in the implementation of the civic education programs	Information on how much and who helps the teachers in the implementation of the civic education programs.

### 4.3 Questionnaire for the Teacher

From the schools of the sample, 4<sup>th</sup> grade and 6<sup>th</sup> grade students were tested. The 4<sup>th</sup> grade classes were project classes and all the students were tested, while from all the 6<sup>th</sup> grade classes, by random choice, a group of 25 students was selected. With the aim to gather information on some of the factors connected to the implementation of the programs *Foundations of Democracy* and *We the People – Project Citizen*, the teachers of the 4<sup>th</sup> graders whose classes were tested were surveyed and also all the homeroom teachers of the 6<sup>th</sup> graders. Since different content matter was implemented in these two testing groups, the questionnaires for the teachers also had different content.

The questions in the questionnaires for the teachers from lower elementary education concerned the following:

- opinions and evaluation of the teachers for the *Foundations of Democracy* program and the textbooks for students and teachers;

- implementation of the content matter from the program *Foundations of Democracy* in the curriculum of different subjects;
- methods and techniques of teaching and learning in the process of implementation of the program *Foundations of Democracy*;
- homework in the aid of civic education;
- evaluation of the teachers of their own competence in various pedagogical-didactical and psychological activities that need to be implemented and are in relation to civic education;
- the need for further training of the teachers for the implementation of the content matter from civic education;
- the significance of the program *Foundations of Democracy*.

The questionnaire has 15 questions. 14 of them are of a closed type and one is of a mixed type. The questions whose answers concern the evaluation of frequency, quality and intensity are structured on three and four-level scales.

For answering the questions in the questionnaire approximately 20 minutes were needed.

**Table 4.2. Description of the content of the questionnaire for teachers from lower elementary education**

Number of question	Content	Description
1-3	Opinions and evaluation of the teachers for the <i>Foundations of Democracy</i> program and the textbooks	Opinion on the acceptance and understanding of the concepts by the students, the necessary time and intellectual effort for their overcoming as well as on the methodical and didactic characteristics of the textbooks
4-5	In which classes the content matter from the program <i>Foundations of Democracy</i> was implemented, whether they should be incorporated in the curriculum and in which subjects	Information on which subjects implemented the concepts of the program <i>Foundations of Democracy</i> and whether they should be incorporated in the curriculum of these subjects, where it is most appropriate
6	Opinions on the existing textbooks	Opinions on the opportunities the existing textbooks offer for the implementation of the content matter from the program <i>Foundations of Democracy</i>
7	Use of methods and techniques of teaching in the process of study of the concepts	Evaluation of the frequency of use of certain methods and techniques of teaching in the process of study of the content matter from the program <i>Foundations of Democracy</i>
8-10	Homework in relation to the program <i>Foundations of Democracy</i>	Evaluation of the frequency of assigning homework, the type and time necessary for their completion
12	Self-evaluation of the teachers about the success in the implementation of the activities in civic education	Evaluation of the activities that are necessary for the implementation of civic education, such as: explanation of the

		concepts, evaluation of the understanding of the concepts, encouragement and motivation, creation of situations where the students cooperate and help each other.
13-15	The need for further training of the teachers for the implementation of the program <i>Foundations of Democracy</i> . The opinions of the teachers on the significance of the program <i>Foundations of Democracy</i> .	Opinion on the need for further training concerning diverse content matter, methodological approaches, integration with subjects and possible implementers of the training. Evaluation of the level of significance of the program <i>Foundations of Democracy</i>

- The questions in the questionnaire for grade 5-6 teachers had the aim to find out more about:
- opinions on and evaluation of the teachers of the program *We the People...Project Citizen* and the student and teacher textbooks used for implementation of the program;
  - justification of the use of the homeroom class for the implementation of the program *We the People...Project Citizen* and the time needed for the implementation of the program;
  - the time necessary for preparation of the teacher for implementation of the content matter and the opportunity for incorporation of students and parents;
  - the use of active techniques of study in the implementation of the content matter;
  - the presence and the type of homework concerning the program;
  - the need for additional training of the teachers who implement the Program and who would carry it out;
  - opinions of the teachers on the significance of the program.

**Table 4.3. Description of the content of the questionnaire for grade 5 and 6 teachers**

#	Content	Description
1-3	Opinion on and evaluation of the Program and the textbooks	Opinion of the teachers on the Program and evaluation of the didactic and methodological qualities of the textbooks
4	Justification of the use of the homeroom class for the Program	Opinion on the justification of the use of the homeroom class for implementation of the program
5-6	Time necessary for preparation of the teacher and involvement of the students and the parents in the preparation	The time the teacher needs to prepare for class; the participation of the parents and the students in the planning and the preparation for the implementation of the content matter from the program
7	Curricular and extra-curricular time for implementation of the program	Opinion whether the homeroom class provides the sufficient time for implementation of the program or other classes should be used too, which they should be, free student activities, homework
8	Techniques of study for implementation of the Program	Which interactive techniques of study are used for implementation of the content matter and how often
9-10	Homework	The frequency of assigning homework and type of homework
11	Help with the implementation of the Program	Who helps the teachers who implement the Program

12-13	Need for additional training and its realization	What kind of training the teachers need and who can carry it out
14	Significance of the Program	Opinion on the significance of the Program <i>We the People... Project Citizen</i>

#### 4.4 Questionnaire for the Students

The students who were tested (grade 4 and 6) answered the same questionnaire. The questionnaire consisted of 18 questions that considered the following:

- information of the students in the family and school about various events in the local community and in the country;
- the ways in which the students are informed;
- the study in the school of some important democratic categories;
- the students' participation in the extra-curricular sections and organizations;
- evaluation of the students of various factors that affect the development of democracy.

From the questions in the questionnaire, 16 are of a closed type, one is open and one is mixed where few lines of text need to be added. For answering the questions in the questionnaire approximately 15-20 minutes were needed. The questionnaire was given at a separate session at the end of the testing sessions.

**Table 4.4. Description of the content of the questionnaire for students**

#	Content	Description
1	Size of the family	Number of family members
2-3	Cultural level of the family	Number of books at home, frequency of buying of daily newspapers in the family
4	Watching television	How long the student watches television in a working day
5	Socializing with peers	Frequency of socializing
6-7	Interest for the events in the place of living and the state, conversations about politics	The student's interest for politics, the events in the immediate environment and broader, with who he/she most likes to discuss the events from public life and how often he/she does it
8	Democratic climate in the family	How often the children in the family have the opportunity to say what they think
9-11	Democratic climate in the school	The knowledge the school offers for the rights and responsibilities of the students, membership and level of involvement in extra-curricular activities
12-13	Bringing rules in class and election of a president of the class	How the rules are brought; is the president of the class elected
14-16	Democratic climate in the class	Discussion of the teachers and the students for events from the school life, the place of living, the state, how often the students can express their opinions

17	Personal identification	With which personal characteristics: (sex, nationality, occupation etc.) the students most identify themselves with
18	Concept of democracy	Evaluation to which extent different issues affect democracy in a positive or negative way

#### 4.5 Questionnaire for the Parents

With the purpose to discover the opinions of the parents on civic education, a questionnaire was prepared for the parents whose children implemented the civic education programs. The questionnaire contains questions concerning:

- opinions of the parents on the need for civic education;
- opinions on the textbooks and the content matter covered in the programs *Foundations of Democracy* and *We the People...Project Citizen*
- the readiness of the parents to help their children in the implementation of the content matter and with their homework;
- noticed changes with the children that can be ascribed to the implementation of the civic education project

**Table 4.5. Description of the content of the questionnaire for parents**

#	Content	Description
1-3	Acquaintance with the civic education programs	Acquaintance with the Program, the way in which the parents were informed and opinion of the parents on the need for programs in civic education
4-5	Opinion on the student textbook	Opinion on the difficulty, size, demand, adjustment, pragmatism and the manner of study of the content matter
6	Opinion on the content matter in the civic education programs	Importance of the content matter that is studied in civic education
7-8	Readiness of the parents to participate in the implementation of the programs	Readiness of the parents to help their children in the implementation of the programs as well as the frequency and the way in which they help with the homework
9	Noticed changes with the children since the implementation of the programs	What changes can be noticed with the children as a result of the implementation of the programs

#### 4.6 List of Data for the Students

With the list of data for the students socio-demographic information was gathered. It was considered (on a basis of previous similar surveys) that this information shows variables that significantly affect the achievements of the students in the school. The following data was required:

- the student's sex
- teaching language
- education of both parents (guardians)

- evaluated level of reading skills (only for 4<sup>th</sup> grade students)

The homeroom teachers filled in the lists. It was considered that in this way more reliable data would be obtained.

## 5. THE SAMPLE

The aim of the testing: to measure the achievements of the students in the project phase of the program *Civic Education* and the phase of the development of the program served as a basis for the definition of the population and the sample of students. In fact, it was necessary to select two independent samples: (1) sample of students from the project schools of the program *Foundations of Democracy* that study in grade 4 in the academic year 2002/2003 and (2) sample of grade 6 students from all primary schools. In the construction and selection of the two samples the basic resolution was to obtain a sample that ensures precise evaluation of the parameters of the aimed population and the ability to calculate the variance in the sample from the obtained results. Also, it was attempted to preserve a balance between the statistical requirements of type and size of the sample and the practical restrictions. The securing of a valuable and efficient sample depended to a large extent on the quality of information and the procedures in the selection. We believe that both the categories for selection of samples were fulfilled.

### 5.1 Selection of the Target Population

The definition of the subject of the measurement as: achievements of the students in civic education at the end of grade 4 and 6 demands a definition of the population to which the results will apply as:

**Population 1:** all the students that in the project schools of the program *Foundations of Democracy* in the academic 2002/2003 study in grade 4. This definition of the population, due to the short time for preparation of the testing, was not precise because the teaching in Turkish (1 project class) was not entailed, but since the number of students was small, it was estimated that it will not affect the results significantly.

**Population 2:** all the students from primary schools that in the academic 2002 2003 finishes grade 6 and for two years have implemented the program *We the People...Project Citizen*. However, this definition of the population needed certain adjustments due to organizational and financial reasons that were considered insignificant for the generalization of the results. The following changes were made:

- (1) only the students whose teaching languages are Macedonian or Albanian were entailed, the students whose teaching languages are Turkish or Serbian were left out (their percentage in the population is less than 5% and this change does not affect significantly the results on a national level);

Therefore, the target population is defined as:

**Population 1.** All the students from grade 4 from the schools from the project phase of the program "Foundations of Democracy" whose teaching language is Macedonian or Albanian.

This definition covers 99% of the total number of students at the end of grade 4 in the project schools in Macedonia.

**Population 2.** *All the students at the end of grade 6 whose teaching language is Macedonian or Albanian in homogeneous classes in regular primary schools in Macedonia.*

This definition of the population covers 98% of the number of students at the end of grade 6 in the primary schools in Macedonia.

## 5.2 Framework for Selection of the Sample

In order to select the samples from the defined-above populations, it was necessary to gather information on all the primary schools in Republic of Macedonia where civic education was implemented concerning teaching languages (Macedonian, Albanian, Turkish, Serbian), organization (homogeneous, mixed). The data was gathered from the controls performed by the Ministry for Education and Science and concern the academic 2002/2003. The data for the schools and the classes from the project phase of the program *Foundations of Democracy* was gathered from the advisors responsible for civic education in the regional BED branches. Every school in the database of the Assessment Unit has its specific code that was used during this survey.

After the selection of the schools that were included in the sample, data was gathered on all the students in the project classes from grade 4 and for all the students in grade 6 from the selected primary schools with teaching languages Macedonian and Albanian. Every student received a unique code comprised of: the school's unique number, the indication for each class (ordinal number according to the indication of the school) and indication of the student (ordinal number in the alphabetical order in the class). This data for grade 6 students also served for the selection of the sample of students.

## 5.3 Type of Sample

We decided on a stratified random sample where stratification<sup>4</sup> was done according to the teaching language (Macedonian or Albanian). This was done with the purpose of increase in the precision of the estimates for the whole population because the variations between the strata (which we assume are important) are not integrated in the standard deviation of the whole arithmetic mean of the population.

Also, implicit stratification<sup>5</sup> was made according to the location of the school (village, town) and according to the size of the school.

The measurement of the achievements of the students in the *Civic Education* project at the end of the project phase is focused on the cumulative achievements of the students at the end of grade 4 after the implementation of the program *Foundations of Democracy* and at the end of grade 6 after the implementation of the program *We the People...Project Citizen* and also on some of the important factors of the implementation of the program that can affect the achievements. This means that potential elements for analyses are the students, the teachers, the parents and the schools. That is why they were also elements in the sample.

<sup>4</sup> Stratification is grouping of units in population according to a certain characteristic (in this case, according to the teaching language) before making a selection of the sample

<sup>5</sup> With implicit stratification within the framework of selection of the sample the units are ordered according to a certain characteristic. In this way proportional presence of the units in the sample is secured. The implicit stratification increases the precision of the estimates in the survey.

## 5.4 Size of the Sample

The size of the sample should meet the needs for analytical processing of the data and should be rational. The basic principle for determination of the size of the sample of students was to ensure a sufficient number of answers (that will enable psycho-metrical analyses) per item<sup>6</sup> and to keep the error of the sample small.

Taking into consideration the total number of answers per student ( $k$ ), the number of the items per area ( $l$ ), the number of the areas ( $r$ ), the number of items per student (total testing time) ( $m$ ), the size of the sample ( $N$ ) is calculated according to the formula  $N = \frac{m}{r \cdot l \cdot k}$ .

The total time necessary for the testing in civic education of grade 4 students was 240 minutes. It was determined that the sample for grade 4 students should be approximately 1500 students. In the sample for grade 4 students all the students whose teaching language is Albanian were included (483) and from the students whose teaching language is Macedonian 1056 were selected. Since in the project phase in every school only 1 class was included (with the exception of 2 schools where there were 2 project classes), the sample included all the students from the project classes of the selected schools.

The total time necessary for the testing in civic education of grade 6 was 120 minutes. It was determined that the sample for grade 6 students should be approximately 1000 students. In the sample for grade 6 students 355 students whose teaching language is Albanian and 714 students whose teaching language is Macedonian were selected. In order to keep the sample rational (smaller) in the second step of selection of the sample, no whole classes were taken, but a random selection was made from all the students in 6<sup>th</sup> grade (if whole classes were taken, the number of the students would have been much bigger). From practical reasons it was decided that the number of the tested students in one school should be 25. Taking into account the average number of classes per school (around 3), this means that, on average, there would be 8 students from one class.

## 5.5 Steps for Selection of the Sample

The first step for selection of the sample (selection of schools) used the procedure of systematic probability in proportion to size. The use of this procedure requires access to data about the number of students from the target population in the schools. This procedure is problematic when dealing with small schools because the students from these schools get bigger significance in the sample than in the population. Beside this, since the total number of students in these schools is smaller than the size of the sample within the framework of the school then they lower the total number of students in the sample. That is why we decided the following: to add the number of the small schools that proportionally should be selected to the total number of big schools and not to include small schools in the sample. This was also justified by the fact that the number of students in the small schools does not exceed 5% of the whole population.

The selection of the **sample of schools** was done in the following way:

- First, all the schools were divided on the basis of the two explicit strata, the teaching languages (Macedonian and Albanian), into two lists. The selection of sample for grade 4 was done from all the schools of the project phase of the program *Foundations of Democracy*: 55 schools with Macedonian as a teaching language and 16 schools with Albanian as a teaching language<sup>7</sup>. The selection of sample for grade 6 was done from

<sup>6</sup> The response item theory that was used in the analyses of the items requires between 300 and 800 answers for every item.

<sup>7</sup> The schools where the two languages are used were counted as two separate schools.

270 schools with Macedonian as a teaching language and 103 schools with Albanian as a teaching language<sup>8</sup>.

- Every school was encoded. The codes consisted of 4 digits. The first digit from the code referred to the teaching language of the school (1 – Macedonian, 2 – Albanian). For every school data was gathered about the number of classes and the number of students in grades 4 and 6. The schools where the two languages are used were entered twice, once in the list of Macedonian schools with a code beginning with 1 and in the list of Albanian schools with a code beginning with 2.
- Within the framework of every stratum, the schools were ordered according to the implicit stratum, beginning with the one with the lowest number of students ascending to the one with the highest number of students, first in the urban and then in the rural environment.
- The total number of students and classes was calculated for each list.
- It was decided from before that whole classes will be selected from the grade 4 students (the civic education project included one class per selected school) and 25 students from every school will be selected from grade 6 students.
- The schools (separately Macedonian and Albanian) according to the number of students are divided into:
  - o Very small schools
    - In grade 4 the number of students is lower than the half of the number of students that will be tested within the framework of the school (one class), i.e.  $13^9 <$ .
    - In grade 6 the number of students is lower than the half of the number of students that will be tested within the framework of the school (25), i.e.  $13 <$ .
  - o Small schools
    - Where the total number of students in grade 4 is between 13 and 26.
    - Where the total number of students in grade 6 is between 13 and 25.
  - o Big schools
    - The number of students in grade 4 is higher than 26.
    - The number of students in grade 6 is higher than 25.
- The number of schools from every school category in the list is determined, also their percentage in the total number of schools in the list.
- Their percentage is multiplied to the percentage of the number of students involved in the testing and the number of students selected from every school.
- The results are rounded to the next highest whole number and this is the number of schools from every sub-list covered by the sample. Since the very small schools are excluded from the sample, the number of the big schools is increased by the number of excluded small schools.
- The two sub-lists of schools (small and big schools) are ordered according to the number of students, starting with the schools with lowest number of students ascending to the schools with the highest number of students and then the list continues with the schools from rural environment, again starting with the schools with the lowest number of students.

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<sup>8</sup> The schools where the two languages are used were counted as two separate schools.

<sup>9</sup> The average size of a class is 26 students.

- To the sub-lists a new column is added for the cumulative sum of students (a number calculated as a sum of the students from the previous school and the number of the students from the current school).
- The sum of the number of students from the sub-list is divided by the number of schools from the same sub-list that should be included in the sample and the result is the number A (rate of selection).
- This number is multiplied to a random number and the result is number B. Then in the column with the cumulative sums of students the number closest to the number B is found. Thus we select the first school (random beginning).
- In order to select the second school the number A is added to the number B and the result is number C. Then in the column with the cumulative sums of students the number closest to the number C is found and the second school is selected. To this number the number A is added and the procedure is repeated.
- This is the procedure for selection of the schools in the sub-lists.

This whole procedure is also repeated for the selection of schools with Albanian as a teaching language for grader 6 students and for grader 4 students all the schools are included because in the civic education project only 16 primary schools with Albanian as a teaching language were included.

In grade 4, with one whole class per school, 39 schools with Macedonian as a teaching language and 16 schools with Albanian as teaching language<sup>10</sup> were selected.

In grade 6, 29 schools with Macedonian as a teaching language with 25 students from every school were selected and 15 schools were selected with Albanian as a teaching language, also with 25 students.

The selection of the **sample of students** in grade 6 from the selected schools was done in the following way:

- Every student from the selected schools was given a 8-digit code. The first four digits from the student code stand for the code of the school, the next two stand for the code of the student's class, and the last two digits of the student's code stand for the code of the student in the class (ordinal number according to the alphabetical order). For example: the student code 11620102 means: this student studies in the school with a code 1162, class 01 and ordinal number 02.
- The procedure for selection of students was the same as the procedure for selection of schools with determination of a random beginning and a rate of selection (on the basis of the ratio of the total number of students to the total number of students in the sample from the school).

In this way 714 students were selected whose teaching language is Macedonian and 335 students whose teaching language is Albanian.

**The sample of teachers for grade 4** included all grade 1-4 teachers whose classes were selected. There were 40 whose teaching language is Macedonian and 16 whose teaching language is Albanian.

**The sample of teachers for grade 6** included all grade 6 teachers whose classes had selected students. There were 106 whose teaching language is Macedonian and 54 whose teaching language is Albanian.

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<sup>10</sup> All the schools with Albanian as a teaching language that in grade 4 were included in the Civic Education project.

The sample of parents included one of the parents (guardians) of the selected students from 4 or 6.

All the data on the selection of the sample was gathered in due time and no problems were encountered in the selection of the sample.

## 5.6 Realization of the Sample

The testing was done in 98 of the selected (99) schools (one of the schools from the program *Foundations of Democracy* whose teaching language is Albanian refused to participate in the testing).

The indicators for the realized sample are given in Table 5.1.

**Table 5.1. Realization of the sample in grade 6 according to the location of the school**

	Macedonian			Albanian		
	Population	Sample	Tested	Population	Sample	Tested
<b>Village</b>	4832 24.2%	189 26.5%	179 26.3%	5900 62.9%	230 64.8%	216 63.5%
<b>Town</b>	15123 75.8%	525 73.5%	502 73.7%	3485 37.1%	125 35.2%	124 36.5%
<b>Total</b>	19955 100.0%	714 100.0%	681 100.0%	9385 100.0%	355 100.0%	340 100.0%

The selected and tested students represent the structure of students in the population well, from an aspect of whether the students study in rural or urban environment.<sup>11</sup>

**Table 5.2. Realization of the sample in grade 4 according to the location of the school**

	Macedonian			Albanian		
	Population	Sample	Tested	Population	Sample	Tested
<b>Village</b>	207 12.9%	56 5.3%	54 5.4%	320 66.3%	320 66.3%	269 70.6%
<b>Town</b>	1403 87.1%	1000 94.7%	938 94.6%	163 33.7%	163 33.7%	112 29.4%
<b>Total</b>	1610 100.0%	1056 100.0%	992 100.0%	483 100.0%	483 100.0%	381 100.0%

From an aspect of whether the students study in rural or urban environment, the selected sample statistically differs significantly from the population, which means that the percentage of students in town schools is bigger than the one in the population.

## 6. ORGANIZATION AND IMPLEMENTATION OF THE PILOT TESTING

The implementation of the fieldwork of the assessment, due to the quantity and necessity to be implemented in a standardized way, required detailed planning of all the procedures and their

<sup>11</sup> The differences between the ratio of students in rural and urban environment in the population and in the realized sample are not statistically significant for any subpopulation.

consistent implementation. The testing was implemented in the two teaching languages (Albanian and Macedonian) in the 98 primary schools in Macedonia, out of which in 54 schools in grade 4 and 44 schools in grade 6. In grade 4 the project class was tested (except in "Stiv Naumov" Primary School – Skopje, where two classes were tested). 1056 grade 4 students whose teaching language is Macedonian (in 39 schools, one class per school) and 483 students whose teaching language is Albanian (in 15 schools, one class per school) were selected for testing. In grade 6 the students were randomly selected from all the classes in the school and 714 students whose teaching language is Macedonian (in 29 schools) and 355 students whose teaching language is Albanian (in 15 schools in Macedonia) were selected. The primary school "Bratstvo-Edinstvo" from Gostivar used the right to refuse the testing of the grade 4 students and that is why this school was excluded from the sample.

## 6.1 Participants in the Testing Implementation

The process of testing implementation is very complex and a lot of people took active part in it whether directly or indirectly. In the beginning the busiest were **the school directors** and the advisors in the regional departments (**school coordinators**) who were responsible for informing the schools about the testing and who select the most direct participants in the testing (**the school testators**). The employees in the Assessment Unit coordinated the whole process of testing.

### 6.1.1 The School Coordinators

For successful implementation of the testing it was necessary to select school coordinators who would help the organization of the testing in a particular region (where the school from the sample is situated).

Advisors from the Bureau for Educational Development who have already been involved in the *Civic Education* project were selected as school coordinators. Most of the selected coordinators were advisors for lower elementary education in the region where the school from the sample was located. 14 school coordinators for grade 4 and 16 school coordinators for grade 6 were involved.

In the meantime, the guide for the school coordinator was prepared where all the procedures, tasks, duties and responsibilities of the coordinator were described in detail. They referred to:

- the contacts with the schools and their notification of the goals and character of the assessment and the ways in which it will be conducted;
- selection of testators who will be directly responsible for the testing implementation in the room where the testing will take place;
- gathering information on the schools and the students who will be tested;
- control of the organization of the testing in the schools, provision of appropriate rooms etc.
- selection and training of the testators;
- receiving, inspection, delivery of the testing materials to the testators, their collection and return.

After the school coordinators were informed and selected, they were required to contact the school director and select school testators, one for every room where the testing would take place. The Assessment Unit informed the school director that his/her school had been selected in the testing sample. The school director was also asked to contact the regional coordinator. For the coordinators in the Assessment Unit a meeting (seminar) was organized where the guides for

the coordinators and testators were distributed and they were also introduced in greater detail to their role as school coordinators.

On the seminar, the student identification forms, containing the names of the students, their identification numbers and the number of the test they are supposed to receive, were distributed to the school coordinators with an explanation how to fill them in.

Some coordinators were responsible for more schools, so the total of 30 coordinators were involved in the testing (14 school coordinators for 4<sup>th</sup> grade and 16 school coordinators for 6<sup>th</sup> grade).

The selected coordinators conducted the training of the testators without any problems and this was owed to their previous experiences with external testing (national assessment, PIRLS etc.) where the coordinators were the same as for Civic Education.

On the basis of the analysis of the testing implementation and the accomplishment of the duties of the school coordinators, it was concluded that they did their job well concerning the communication with the schools and the organization of the testing in the schools, also taking into account their consistency in the carrying out of their duties regarding the testing and handling of the testing reports.

In the reports of the coordinators there were no references to any problems during the testing.

The coordinators observed that the students and the teachers accepted this testing with interest and responsibility.

The general conclusion is that the coordinators were very responsible, but the interest for writing reports on the testing was very low. The coordinators explained this with the statement that all the procedures were followed and that there was nothing special worth reporting. The lapse with the reports may lay with the employees in the Assessment Unit, as they were not persistent enough to get the reports from the coordinators in written although the oral reports were received from all the coordinators separately. This shortcoming should be overcome in future testing.

### **6.1.2 The Testators**

The school coordinators selected the testators.

The majority of the testators were school psychologists or pedagogues or teachers from the school who do not teach the tested students. In some schools the school coordinators served as testators.

The testators were directly responsible for the testing implementation in the school and in the classroom. They received the guide for the testators one week prior to the testing from the school coordinator who conducted the training, while the instruments for the testing were distributed on the testing day. Therefore they had time to study the guide and fill in the student identification form with the data for every student separately. On the testing day, the coordinators gave the materials to the testators and a thorough inspection of the testing instruments was conducted. In the testator's guide it is accurately described how the whole process of testing should look like and the testators were required strictly to follow the instructions.

The total of 99 testators were involved in the testing.

The analysis of the filled-in student identification forms and forms for testing implementation that were filled-in by the testators, showed that almost all the testators neatly filled in the column for presence/absence of the students in the student identification form and also that they stuck to the time intervals in the form for testing implementation. On the basis of the reports by the testators, no remarks were recorded, except that the real time needed for the test is much

shorter than the allotted time. so the testators had problems preserving the discipline of the students who finished early.

## **6.2 Handling of the Tests**

The tests were printed one week prior to the testing. Several types of instruments were prepared:

- tests
- questionnaires for the students
- questionnaires for the parents
- questionnaires for the teachers
- questionnaires for the school

The tests for the grade 4 students were made in 6 different test booklets while the tests for the grade 6 students were made in 4. The questionnaires for the students, parents and the school are identical for the two grades except for the teachers where there was a distinction for lower and higher elementary education. All the students from the list were given different tests, as previously written in the student identity form by the Assessment Unit.

10% additional testing instruments were printed because in the packing process 10% additional instruments were packed as an assurance against possible damage or loss.

The questionnaires for the students were distributed immediately after the testing session while the questionnaires for the parents were distributed to the students to take home and return them the next day to the homeroom teachers, filled in by the parent or the guardian of the child. The testators collected the questionnaires for the parents from the homeroom teachers one day after the testing.

The questionnaires for the teachers were given to all the teachers who teach the selected students and one questionnaire for the school director that was filled in by the school director alone or with the aid of the pedagogic staff (pedagogue or psychologist of the school).

### **6.2.1 Encoding of the Instruments**

For encoding of the tests and the questionnaires for every student there was a unique code (eight-digit number) that was comprised of the code of the school (four digits), the code of the class (two digits) and the ordinal number in the alphabetical order in the class (two digits). A tag was placed on the tests and the questionnaires with the code of the student.

Students on a part-time job in the Assessment Unit encoded the tests and the questionnaires. In the packages 10% additional spare tests and questionnaires were included. All the spare instruments were also encoded in the same way.

### **6.2.2 Packing and Distribution of the Materials**

Students on a part-time job in the Assessment Unit did the packing of the materials in the offices of the Assessment Unit. The process of packing of materials was carried out according to the student identification form that contained the name of the students, their identification number and the number of the test assigned to every student.

Every school received one package of tests for every student, one package of questionnaires (for students, parents, teachers and the school). Additional 10% spare tests and questionnaires were included, allowing for possible changes due to whatever reason.

One day prior to the testing, drivers from CRS came to the Assessment Unit offices collected and distributed the tests for the two days of testing (the first day for grade 4, the second day for

grade 6) throughout the country. When the coordinators received the tests from the drivers, they controlled if everything was in order and if it was, they signed the list for accepted materials, prepared by the Assessment Unit. For the Skopje region all testators came one day prior to the testing or on the day of the testing (from the nearby schools) to receive the materials from the Skopje school coordinators.

### **6.2.3 Return of the Materials**

The filled-in testing instruments that the testators gave to the coordinators were to be returned to the Assessment Unit packed in the same condition as they were before the testing. The taking and receiving of the materials between the testators and the coordinators were also done with detailed control of the testing instruments and signing of lists. The coordinators in the regions outside of Skopje returned the materials after the two days of testing (fourth and sixth grade), in the same way using the drivers from CRS, while the testators in Skopje and the region around Skopje were required to return all the materials immediately after the testing (for each day separately) to the Skopje coordinators or directly to the Assessment unit.

## **6.3 Testing Implementation in the Schools**

### **a) Grade 4**

From every school that was included in the sample a fourth grade class that implemented the program *Foundations of Democracy* was tested. Only in "Stiv Naumov" Primary School – Skopje two project classes from fourth grade were selected.

### **b) Grade 6**

In every school from the sample, by a random selection 25 students were selected from the total number of sixth grade students and they were tested in one classroom. In the school where there are less than 25 students all the students were selected.

This means that in one school the testing could have been conducted in one room with one testator. The selected students were informed about the testing one day prior to the testing, in order to avoid psychological pressure. Although one school could have been selected for testing in the two teaching languages (Macedonian and Albanian), this school was considered as two different schools, with different identification numbers.

The coordinator together with the school director and the testator were required to secure all the conditions for implementation of the testing one day prior to the testing. Two hours prior to the testing the testator was supposed to control the testing instruments and distribute the questionnaires to the teachers and the school director. The testator was supposed to secure all the accessories mentioned in the guide for the testator (clock, spare pens etc.) and to check the appropriateness of the room one more time before the testing.

### **6.3.1 Distribution of the Tests and the Questionnaires**

The *Civic Education* project testing was conducted over two days. On the first day (13 May 2003) the fourth grade students were tested and on the second day (14 May 2003) the sixth grade students were tested. The tests were distributed according to the student identity form with a specifically predetermined test for every student. Immediately after the distribution of the tests and after all the students had taken their seats the testator started to read the testing instructions exactly as it was written in the testator's guide with no improvisations whatsoever. The time for

reading of the instructions, the preparation of the students and the distribution of the tests was approximately 10 minutes.

### **6.3.2 Allotted Time for the Testing**

The first day the testing (grade 4 students) was conducted over two 45-minute sessions with a 10-minute break in-between. All the testators strictly followed the schedule of the sessions with no exceptions although very often the majority of the students finished before the end of the allotted time.

The second day the testing (grade 6 students) was conducted over two successive 30-minute sessions with a break between them (10 minutes).

On the both days of the testing, after the answering of the test, the students received the questionnaires for the students. The time allotted for answering the questionnaire was not strictly determined so the testators had the freedom to organize all the students to answer the questionnaire. It was allowed for the testators to help the students about the way in which they answered the questions in the questionnaire, but they were not allowed to give any suggestions what the students should write.

## **7. ASSESSMENT OF THE TESTS AND PREPARATION OF THE DATA**

The item types in the tests (multiple choice, short answers, longer answers) dictated the manner of assessment of the tests. The answers to the multiple choice items were directly entered in the program for data input and automatically assessed on the basis of the installed key. Trained assessors on the basis of the assessment instructions assessed the open items.

### **7.1 Assessment of the Open Answers in the Tests**

With the aim to secure reliable data on the achievements of the students, in the phase of preparation of the items of the open type assessment procedures were developed. They included preparation of detailed instructions for assessment, training of the assessors and control of the objectivity of the assessment.

#### **7.1.1 Assessment Instructions**

For the open type items for each program in civic education instructions for assessment were prepared.

For the open type items with short answers instructions were prepared where all the correct answers were listed together with additional explanations concerning the precision of the answer.

For the open type items with long answers instructions with the following content were prepared: (1) the item's unique code; (2) the outlook of the item; (3) the goal that is measured; (4) for every point (2.1 and 0): explanation of the general idea of the answer for each earned point, examples and formulations that are assessed accordingly.

The instructions were prepared as a booklet for assessment of the open items for every test booklet in the same order as the items were ordered in the test booklets.

The instructions were further developed on the basis of the experiences during the assessment and control of the objectivity of the assessors.

### **7.1.2 Training of the Assessors**

The test assessors were members of the working groups who prepared the items. Before the control of the assessment objectivity the assessors together developed the assessment instructions and assessed several randomly selected tests. In the process, the assessment instructions were clarified and improved. After the control of the assessment objectivity, all the items whose assessment was different among the assessors were analyzed concerning the reasons for the differences and the instructions were stated more precisely.

### **7.1.3 Control of the Assessment Objectivity**

With the aim to ensure quality of the assessment and restrict the influence of the assessors on the results to the minimum, before the start of the assessment a control of the assessment objectivity was conducted. For the assessment of the open answers in the grade 4 testing 6 assessors were hired (4 for the tests in Macedonian and 2 for the tests in Albanian) and for the assessment of the open answers in the grade 6 testing 5 assessors were hired (4 for the tests in Macedonian and 1 for the tests in Albanian). The assessors of every group independently assessed 15 identical tests from every test booklet (i.e. 30 answers to every item). Then the accordance in the assessment between all the assessors was calculated with the help of a computer. The accordance for each item between all the assessors was calculated and also the average accordance of every assessor with the others. The accordance between two assessors was in the range between 60% and 100%.

In the cases when the accordance between the assessors for one item was lower than 80%, in presence of all the assessors the original answers were consulted and the reasons for the given assessments were discussed. If it was not a case of an oversight or a technical error, then it was agreed how to assess that particular item in future.

### **7.1.4 Implementation of the Assessment**

The assessment was conducted in the Assessment Unit offices or in the regional offices of the Bureau for Educational Development. Every assessor worked alone, independent from the others.

## **7.2 Data Input**

### **7.2.1 Data Input Program**

The data from the questionnaires (for the school director, teacher, student and parent), the tests (6 tests for the program *Foundations of Democracy* and 4 tests for the program *We the People...Project Citizen*) and from the student identification forms were entered in the computer.

For this purpose a program was developed in Access and four forms in Microsoft Excel. The tests and the student identification forms were entered in the Access program while the questionnaires for the teachers, the school, the students and the parents were entered in Microsoft Excel.

In the process of data input of the questionnaires for the teachers and the school also the codes of the school and the class were entered.

The data input was conducted by experienced personnel who has performed this task before and whose efficiency in the data input is on a very high level, for which we had information from previous jobs.

For further processing the data was transferred in SPSS.

## 8. DATA PROCESSING

Several computer programs were used for the data processing.

### 8.1 TIA plus

The program is intended for classical statistical analysis and gives many indicators from the classical test analysis, the most important being the following:

*for every individual item:*

- R and A values – proportion of the subjects that selected every alternative of the multiple choice items;
- Mean - arithmetic mean;
- SD – standard deviation;
- $r$  – difficulty index (percentage of correct answers);
- RSK – relative standard deviation;
- Rit, Rir – correlation of the item with the test as indices of discrimination;
- AR – alpha quotient if the item is excluded from the test;
- Rir and Rar – correlation of the alternatives with the test result (for the multiple choice items)

*for the test (test booklet) in general:*

- SD – standard deviation;
- SE – standard error;
- Average percentage of correct answers;
- Average p-value – difficulty of the test;
- Cronbach alpha, GLB – reliability.

### 8.2 OPLM

The program package OPLM (One Parameter Logistic Model) was used for analysis of the items according to the item response theory. It provides the following values necessary for the item analysis:

- A – discrimination index;
- B – difficulty index;
- SE (B) – standard error of the difficulty index;
- $p$  – test of statistical significance of the (mis)match with the model;
- $M, M_2, M_3$  – match of the discrimination (A) with the model;
- Distribution of  $r$ -values on a 10-degree scale;
- Rlc – global test for matching with the model;
- $r$  – statistical significance of the (mis)match;
- Rlc – statistical indicator for every item.

The sub-program OPDRAW provides graphical display of the items within the framework of the 95% match interval with the model.

### 8.3 SAUL

The SAUL program is used for presentation of items data on a scale with  $M=250$  and  $SD=50$ . As output for every item the following indicators are provided:

- a – discrimination index;
- b – difficulty index;
- r80 – skill necessary to solve the item with probability of 80%;
- analysis of variance with significance of the impact of different variables.

### 8.4 Harvard Graphics

This program graphically shows the data from SAUL where the items are ordered according to their difficulty and are displayed in a form of scales where the lines for r-10, r-25, r-50 and r-90 are marked. Also the achievements of separate subgroups of students are graphically displayed.

### 8.5 SPSS

SPSS is a known and often used program for statistical analysis. The data from the questionnaires was processed with this program. Most often the descriptive statistic values (frequency, percentage, arithmetic means) were calculated and sometimes the significance of the difference between the arithmetic mean and the non-parameter statistical values ( $\chi^2$ ).

## 9. ANALYSIS OF THE ITEMS

The basic test theory on which the processing of the tests is based is the response item theory that is used by the Assessment Unit in the national assessment, since it is planned for the measurement of the achievements in civic education to become in future an integral part of the national assessment. With the aim to obtain better quality of the items, the classical test theory was used during the item analysis.

### 9.1 Classical Test Analysis

The classical test statistics is applied to the test and not to the item. Since the incomplete test design was used and the items for every area were given twice in different test booklets, the data of the statistical values of the items could be found in two places. Every test booklet in the classical analysis was treated as a separate test. However, the classical test statistics can point to certain items with weak psycho-metrical characteristics. In the analysis, the following were regarded as indicators for a "problematic" item:

- difficulty index  $5 > r > 95$ , too difficult and too easy items;
- discrimination index –  $R_{ar} > 0.10$ ,  $R_{ir} < 0$ , non-discriminative items;
- $R_{ar} > R_{ir}$ , some distractor has a higher correlation to the total result of the test than the correct alternative.

If the correlation of the distractor was higher than the correlation of the correct answer, the item was excluded from the further analysis. If something else was in question, then that was taken into consideration in the further analysis. In the classical test analysis of the items for the program *Foundations of Democracy* 14 items (12%) turned out to be "problematic" on level of the whole sample. The majority of the "problematic" items occurred in the sub-sample in

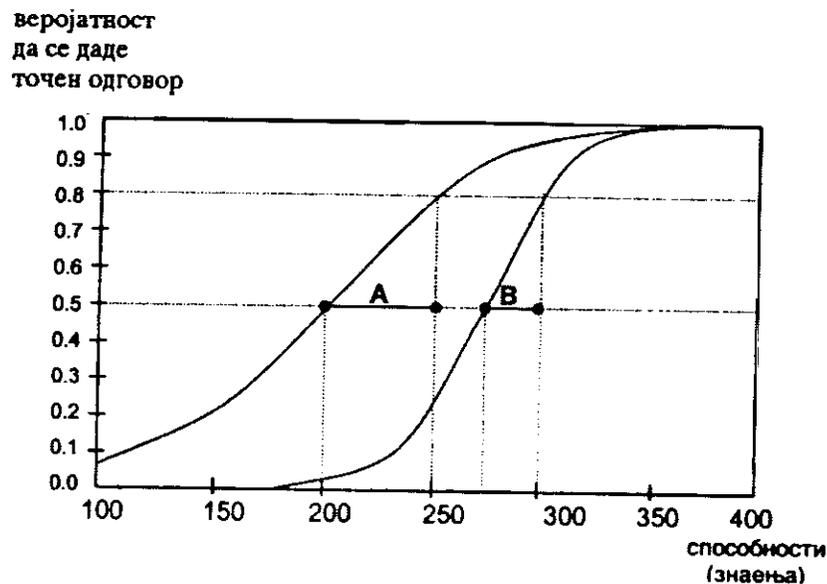
Albanian. For the program *We the People...Project Citizen* 9 items (18%) turned out to be “problematic” on level of the whole sample. These items were taken into consideration in the further development of the item response theory, but they were most often excluded when the exclusion from the scale in the process of scaling was decided.

## 9.2 Calibration and Scaling of the Items

For the calibration<sup>12</sup> and scaling<sup>13</sup> of all the items one parameter logistic model based on the response item theory was used. In the basis of the theory lies the assumption of an existence of a “latent variable” defined as skill ( $\theta$ ), specific for every area that determines the probability of the student to achieve a certain result. This means that the achieved result does not depend on other conditions (the test, the sample etc.) but it depends only on the skill that is measured from the parameters of the item.

The theoretical model of item response is the ogiva function (for the dichotomous items) where the inclination is the indicator of the item discrimination and the point on the arbitrary scale of skill with the 50% probability of a correct answer, is an indicator of the item difficulty.

On the graph below two dichotomous items with different difficulty and discrimination are presented. The item A is easier and less discriminative than the item B.



**Vertical line - Probability to give correct answer**  
**Horizontal line - Skills (knowledge)**

In the process of calibration the item is checked whether it follows the theoretical curve with deviation less than 5% and it is endeavored to “adjust” the changeable parameters of the item so that maximum match with the theoretical model is secured. The closer the match between the empirical and theoretical function of item response, the better the model of item response describes the data obtained from the testing.

<sup>12</sup> Adjustment of the statistical values to ensure maximum match with the model.

<sup>13</sup> Ordering of the items on a scale with fitting metric characteristics

The program that was used for analysis of the items (OPLM) is one parameter program, where the index of discrimination – “a” is given by the researcher and the index of guess – “s” is not taken into consideration.

Beside the dichotomously assessed answers of the multiple choice items and the items requiring short answers, the tests contained items that were assessed on a scale with more points (0-3). They are scaled using the model of partial points. The basis of this model is the assumption that the answer to the item  $i$  will be somewhere on the scale (0.1..... $m_i$ ). If the result of the item  $i$  is denoted as  $X_i$  then the probability of a member of the population with skill  $\theta$  to achieve result  $j$  for the item  $i$  is given with the formula:

$$\psi_{ij}(\theta) = Pr(X_i = j | \theta) = \frac{\exp \left[ a_i \left( j\theta - \sum_{g=1}^j \beta_{ig} \right) \right]}{1 + \sum_{h=1}^{m_i} \exp \left[ a_i \left( h\theta - \sum_{g=1}^h \beta_{ig} \right) \right]}, \quad (j = 0, \dots, m_i)$$

Where  $\beta_{ig}$ ,  $g=1, \dots, m$  are parameters of the item  $i$   
 $a_i$  – discrimination of the item

For the polytonal items (where the possible number of points is more than 1) for every number of points there is a separate characteristic theoretical curve.

In OPLM the researcher has the possibility to search for a group of indicators of discrimination that will enable the best possible match with the model and in this process the rule for assessment is validated.

The following indicators were taken into consideration during the calibration and the scaling:

- for the calibration, no items that were too easy or too difficult were considered (the OPLM program does not consider them for calibration because no sufficient number of groups can be formed);
- the items whose empirical curve significantly deviates ( $r$  on level 0.05) were considered weak;
- the items whose  $M^{14}$  values were outside the frame  $-2 < M < +2$  were excluded;
- the items whose discrimination compared to the others was significantly lower, were excluded;
- the level of statistical significance of the global test  $R_{lc}$  to be  $r > 0.05$  or  $R_{lc} / df < 1.5$ ;
- on the area scale there should not be more than 10% items with  $r < 0.01$ .

In the scaling, the items for every content area for each of the programs were taken separately. In the scaling process a big number of items did not fit in the scales. As a result of the scaling process for the program *Foundations of Democracy*, 4 scales with satisfying metrical characteristics were prepared for the area of Mathematics (the family, the school, the local community and the state) while for the program *We the People...Project Citizen* 2 scales for the areas of school and municipality were prepared.

<sup>14</sup> M – statistical values are test for the appropriateness of the selected parameter of discrimination

### 9.2.1. Scaling of the Items for the Program *Foundations of Democracy*

In the process of calibration, certain items were excluded due to their metric characteristics and mismatch with the theoretical model.

Some items were excluded in the scaling process because they did not fit in the scale for the area or had a negative effect on the global test of matching with the theoretical model.

In this process the total of 27 items were excluded. Part of the items was excluded due to the low p-values, and part because their M values were outside the frame  $-2 < M < +2$ . Some items were excluded due to their low discrimination (most often with value 1) that was significantly lower compared to the discrimination of the other items. It was attempted to have at least one item for every goal, but this was not always accomplished.

The rate of the number of items that entered the scaling and the ones that remained after the scaling, per area, is the following:

Area	Items that entered the scaling	Items that remained in the scale
The Family	32	22
The School	37	26
The Local Community	32	26
The State	16	16
Total	117	90

### 9.2.2 Scaling of the Items for the Program *We the People...Project Citizen*

In the process of calibration, certain items were excluded due to their insufficient metric characteristics and did not fit in the scale for the area or had a negative effect on the global test of matching with the theoretical model.

From the total of 51 items, in the calibration process 10 items were excluded. Part of the items were excluded due to the low p-values, due to their low discrimination (value 1) or because their M values were outside the frame  $-2 < M < +2$ . The exclusion of these items did not affect the testing goals because the items that remained covered all the testing goals that were set.

The rate of the number of items that entered the scaling process and the ones that remained after the scaling, per area, is the following:

Area	Items that entered the scaling	Items that remained in the scale
The School	27	22
The Municipality	24	19
Total	51	41

## 10. PUBLICATION AND USE OF THE RESULTS

The results of the achievements of the students in the pilot phase of the program *Civic Education* were published in a separate report: *Civic Education...Path to a Civil Society – Students' Achievements in Pilot Project Schools*. The report is published in Macedonian, Albanian, Turkish and English and is distributed to all the primary schools in Macedonia and other interested subjects. Within the framework of the informing about the work of the project *Civic Education... Path to a Civil Society* through the newsletter *Civic Education* and the media.

particularly the film *Civic Education – Path to a Civil Society*, a significant attention was given to the measurement of the achievements and the developing standards for civic education.

### **10.1 Potential Users of the Results**

It is expected that the results from the assessment of the achievements in the civic education projects will have a wide range of users.

**The institutions that implemented the program** are the ones primarily interested in the results: the Bureau for Educational Development, the schools, the teachers and the institutions that financed the program. They will receive objective return information about the students' achievements as well as findings on the possible factors that affected the achievements. For the BED advisors involved in the program *Civic Education*, a special meeting was organized where the results were discussed and strategies how to use the findings for future civic education trainings, especially for the trainings of the school teams, were developed.

It is also expected that the institutions that are directly or indirectly **creators of the educational policy**, such as the Ministry for Education and Science, the Bureau for Educational Development, the faculties and the other specialized institutions will be interested. They could use the data for estimation of the current achievements and for bringing decision concerning civic education in Macedonia in the future.

**The parents** and the public are also expected to show interest what the children study in civic education and what is expected from them at the end of the program although officially the students do not receive grades for the achievements in these programs.

The results will also be available to other institutions that have established contacts with Catholic Relief Services- CRS Macedonia Civic Education Team, which financially and technically support the project *Civic Education* in Macedonia. In this period the idea of development of empiric standards of achievements was presented at the Conference *Partnership for High Quality Education* held in October 2003 in Prague.

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**Annex 2**  
*BED and CRS Localization Planning Meeting Report*

**Report from meeting with project implementing partners**

**Civic Education:  
A Path To A Civil Society**

**Localization and Exit Strategy  
Planning Meeting**

**Catholic Relief Services, Macedonia  
December 24, 2003, Skopje**

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## **Abbreviations**

The following abbreviations are used in this report:

<b>BED</b>	-Bureau for Educational Development
<b>CRS</b>	-Catholic Relief Services
<b>MOE</b>	-Ministry of Education and Science
<b>USAID</b>	-United States Agency for International Development
<b>FOD</b>	-“Foundations of Democracy”
<b>PC</b>	-“We the People ... Project Citizen”
<b>NGO</b>	-Nongovernmental organization

## **1. Introduction**

The planning meeting was held December 24, 2003 in Hotel Panorama, Skopje. Participants, advisors from Bureau for Educational Development and CRS/Macedonia Civic Education project staff were brought together to consider the opportunities and challenges of Civic Education in the future. Ms. Golubina Gjorgjevska, the Leader of the BED Civic Education Working Group facilitated the process using effective techniques, which allowed the participants to consider each other's perspectives. Participants worked in groups during the meeting and defined a number of key activities to review the opportunities for project localization.

### **Objectives of the meeting**

1. Define main program benefits and what to sustain, improve and leave behind;
2. Analyse the mechanisms used to ensure sustainability and prepare for exit strategy;
3. Review the aspects of the working environment that influence on the options for an exit strategy;
4. Provide recommendations on CRS and BED future roles and responsibilities;
5. CRS and BED identify the specific and concrete needs in order for their vision to be sustained and worked towards;
6. Provide recommendations to ensure program localization.

### **Participants on the meeting**

#### ***BED – BED Advisors***

1. Golubina Georgievska
2. Dzemali Beluli
3. Gorgi Kosev
4. Liljana Gorgioska
5. Gorica Mickovska

#### ***CRS/Macedonia – CRS Civic Education Team:***

1. Natasa Grujevska
2. Loreta Georgieva
3. Tulaha Tahir
4. Besa Gavazi
5. Svetlana Gashovska
6. Vladimir Petreski

## **Meeting agenda and design**

The agenda developed by the Leader of the Civic Education Working Group and CRS Civic Education Team ensured that the expected goals of the planning meeting are addressed. Contribution to the event by CRS and BED, allowed for a high level of commitment by all participants on this meeting.

During the meeting two groups were formed and these groups reviewed the questions developed by CRS and BED, which ensured consideration of challenges and opportunities for program localization. The groups developed their responses that generated considerable discussion within each of the groups.

The addressed questions and summary response by groups with recommendations by all participants can be found in *Summary of meeting results*.

## **Meeting duration**

6 hours

## **2. Summary of meeting results**

All objectives were completed effectively and in a very detailed manner. In review of the outcomes of the meeting there are valuable and well thought out recommendations. Summary of the agreed recommendations by the participants based upon the questions helped to focus upon the challenges, opportunities and future plans for localization and exit strategy.

### **Workshop 1**

During the first workshop session the participants reviewed the aspects of programming directly connected to sustainability and identified gaps and opportunities as a framework for an exit strategy and localization. The participants worked in two groups and during the session the following questions were reviewed:

1. **a) What is good about Civic Education programming?**  
**b) What are the main things left after programming is finished? Why?**
  - a) *What is good about Civic Education programming?*
    - Improved educational (bringing up) component of the education and of the school;
    - Systematic approach towards citizenship and citizens' behaviour;
    - Identification and affirmation of the citizenship values (tolerance, justice, equality, multiculturalism);
    - Positive change (openness) in the communication on the relation student – teacher;
    - Improved and innovated methodology for planning, performing and evaluating the teaching process;

- Increased students' awareness and developed students' skills for participation and influence on the public policies;
- Parents are encouraged to participate and establish educational partnerships;
- Gained knowledge on the educational systems in other countries (USA and Europe) with tradition and experience in civic education. The experiences from other countries were explored in order to use and integrate the positive practices in Macedonian educational system;
- Development of civic education standards at the early beginning of the process for standardization of the quality in education in Macedonia;
- In-service training provided for all kindergarten and grade 1 to 6 teachers;
- Raising awareness and encouraging the educational policy makers how to apply civic education values.

b) *What are the main things left after programming is finished? Why?*

- The civic education project achievements represent a foundation for the future development of the curriculum in the preschool, primary, secondary and higher education;
- The national civic education standards represent an important precondition for planning, performing, monitoring and assessing the quality of education;
- The professional skills gained will continue to be used by teachers, BED advisors and other professional staff in the schools throughout Macedonia;
- Awareness and understanding that civic education programs will further need support from the local community and the society as a whole through establishing an institution (centre) for civic education;
- Introducing civic education curricula at the Pedagogical Faculties.

2. **What are the most important aspects of our work that should be sustained?**

- The partnership among MOE, BED, CRS and the new local civic education center should be maintained and further developed;
- Sustainability of the civic education in the schools to be ensured through:
  - Another training cycle for the School Support Teams (introducing new modules for training);
  - Parental component (through the School Support Teams);
  - Self – evaluation (internal evaluation).
- MOE / BED branch offices should further support their staff participation in the project;
- Further development and improvement of the civic education standards;
- Continue the cooperation with the Pedagogical Faculties on developing the civic education curricula at the university level;
- Civic education training methodologies to be used for trainings for community development;
- Continue the process for developing Macedonian civic education textbooks and raise public awareness on civic education (newsletters, publications, etc.);
- Expertise and professional staff exchange with other countries;
- Regional (Europe or South-Eastern Europe region) assessment of the issues related to civic education.

**3. What types of models could be used to sustain these aspects of our work? Why?**

- a) Partnership established should be regulated with memorandum of understanding signed by BED/MOE, CRS and new local Centre for Civic Education with specific responsibilities:
  - BED/MOE – provides educational policy and professional support;
  - New local Civic Education Centre – financial, professional, logistical, administrative support, providing international professional expertise, support projects implementation and maintain contacts with donors;
  - CRS – provide support to the local centre through consulting on organizational development; provide equipment (vehicles, computers, copy machine, furniture), establish contacts with donors and information for fundraising.
- b) Developing new models / strategies for School Support Teams training (civic education curricula, parental involvement, evaluation);
- c) Developing a project proposal with partners (BED/MOE: new local centre: CRS) for civic education model schools on national level (as example, peaceable schools program of hope, good will and understanding: respecting the diversity);  
*Note: Research the possibilities for Dutch government support for this project proposal.*
- d) The new local centre to be included in the process for decentralization of the education on national level and to provide support for this process including community development;
- e) Continue the process and activities to establish a national assessment system that will include the civic education programs;
- f) Cooperation and partnership between the Pedagogical faculties and model schools, established through the BED and new local Centre for Civic Education;
- g) Explore the experiences gained from Czech Republic non-governmental organizations and their cooperation with MOE in the process of publishing and printing the textbooks (MOE releases announcement for issuing the textbooks, books and publications) and purchasing of teaching aids;
- h) Self-evaluation and evaluation on school level.

**4. What are the present challenges affecting your ability to further develop civic education?**

- There is no financial support provided for the longer period of time;
- BED advisors and other professionals engaged in the civic education have an extreme workload (they are overburdened). BED could resolve this with better time management and hiring of new staff.
- Unclear and precisely defined status of the civic education in the educational system and curricula (long term phase as part of the educational development processes);
- There might be a need for modification of the didactical materials (textbooks, guides, literature) and publishing the new ones;
- Revision of the Memorandum of Understanding signed by CRS, MOE and BED;
- Partial implementation of the civic education in the schools - there is a need for reinforced monitoring and self-monitoring.

## 5. How does BED perceive the future of civic education?

- BED (especially MOE) hasn't seriously treated the status of the civic education future, since it has still been categorized as a project. (There should be greater coordination between MOE and BED.);
- There is a general agreement (by the experts) that the contents of the grade 1-4 *Foundations of Democracy* program of study should be integrated into the improved curriculum documents planned to be completed by 2006;
- New local Centre to act as coordination body to facilitate all activities related to civic education from pre-school to higher education level;
- Considering Civic Education *We the people...Project Citizen* program of study there is a need to analyse the possibilities and experiences in order to explore how this contents will be implemented in the grades 5-8:
  - as content matters (such as elective teaching subjects, extracurricular activities)
  - Through practicing citizenship principles in the school (school ethos).
- Consult civic education testing results report, as well as the results of the evaluation of the School Support Teams work;
- To provide support for the school as a whole, while at the same time supporting civic education including: the increased number of the in-class observations and strengthening the monitoring processes in all educational areas. Also, there should be a change in the concept about the educational process at school level;
- There is a need to organize trainings for school directors, so they can better cooperate with the local community and learn how to use the available community resources.

## 6. How civic education program contributes to the development of quality education?

- Professional education of the teachers;
- Altering the spirit for civic values of the students, teachers and parents (according to the assessment implemented with civic education testing process);
- Better understanding of the civic education;
- Improved cooperation between the schools and the local communities (through the *We the people...Project Citizen* program of study and realization of parent school partnership activities);
- Professional expertise in and out of the country;
- Transformation of the school as a community public institution and its upbringing –educational function;
- The student became a focus in order to improve entirely his/her personal growth.

### **Workshop 2**

The SWOT workshop provided a reflection on aspects of the programming that should be used as basis for development of exit strategy through analysis of the following:

#### *Strengths:*

- Maintain the continuation of the all activities;
- Inclusion of all schools in the project implementation;

- Partnership between CRS and BED;
- Commitment of the CRS Macedonia Civic Education Team and BED advisors through their complete dedication, professionalism and responsibility;
- Support given from the teachers and all direct stakeholders involved in the program;
- Increased knowledge gained through the study visits;
- Knowledge for the US and European models for civic education.

*Weaknesses:*

- Lack of staff and time for more frequent in-class observations and more systematically monitoring;
- Lack of focus and support for the school as a whole;
- School directors were not sufficiently interested in the project activities and their replacement because of the political reasons;
- Limited possibilities for incorporation of civic education content in the existing school curriculum;
- Inconsistency in the project implementation in some schools in Macedonia.

*Opportunities:*

- Coordination among complementary projects in Macedonia that implement content relevant to civic education through coordination among MOE / BED;
- Establishment of local civic education centre;
- Civic education model schools.

*Threats:*

- Unconfirmed information from MOE about civic education future;
- Politics in education;
- Students are overburdened with the school curriculum;
- Possibilities for development of parallel civic education projects;
- Civic education is not specifically defined in the national curriculum (planned to be defined until 2006);
- Lack of coordination between BED and MOE;
- Undefined methods for funding.

### **Workshop 3**

*Resource mapping* – Identification of needs, gaps, and resources for sustainability.

Building on the previous activities, this exercise helped CRS and BED to identify the specific and concrete needs in order for their vision to be sustained and worked towards. The working groups identified the specific needs such as: human resources, skills, financial resources, and different types of support; and they reviewed and listed the different resources available to address these needs and their relationship to one another.

### **BED**

- **Resources:**
  - Advisors
  - Skilled staff for trainings
  - Teachers

- Qualified team for civic education curricula
  - School support teams
  - Parent Councils
  - Space for offices
  - Technical resources
  - Space in the schools for trainings
  - Central BED office and branch offices
  - Representatives and inspectors in the branch offices in Macedonia
  - Gained knowledge from other projects
- **Uncovered areas:**
    - Inclusion of civic education curriculum into the teaching program at the pedagogical faculties in Macedonia
    - Funding
    - Lack of capacity for logistical support of trainings:
    - Lack of resources and capacities for monitoring and professional support of the teachers.
- **Needs:**
    - More intensive collaboration between the schools and pedagogical faculties:
    - Modification of civic education programs of study according to the transformations done in the society;
    - Increased number of professional staff for communication with schools:
    - Increased cooperation between BED and MOE;
    - Increased inclusion of all BED advisors.

## CRS

- **Resources:**
  - Qualified team for implementation of all civic education activities:
  - Funding;
  - Skilled staff for narrative reports writing, financial analyses and statistic data:
  - Skilled for development of trainings data bases:
  - Entire vision for the project;
  - Material and technical support;
  - Advanced approach toward new educational techniques and programs;
  - Immediate gathering of information through internet access and utilizing foreign languages;
  - Organization and administration.
- **Uncovered areas:**
  - International organization with limited residence and funding in Macedonia;
  - Lack of straight collaboration with the MOE and the minister who is expected to encourage and support the CRS CE Team in establishing a local civic education centre;
  - Support civic education programs for the secondary education;
  - Local community involvement as support to the civic education activities on local level.
- **Needs:**
  - Funds for new projects:

- Continue the partnership with the MOE/BED:
- Urgent and intensive communication with the MOE and the minister:
- Professional trainings for the civic education project partners.

#### **Workshop 4**

This workshop provided summary of the answers concluded by the participants.

#### **1. The perspectives of the partnership between CRS and BED and the possible amendment of responsibilities and roles within it. What is the level of cooperation between the partners on the Civic education field?**

- Plans to continue the partnership between BED and CRS:
- Experiences and outcomes;
- Knowing each other and mutual trust;
- Common professional goal and interest;
- Continue of the existing approach for cooperation;
- Translation of the professional literature and publications about civic education for the BED needs;
- Enhancement the partnership among BED – MOE – CRS;
- Establishing local civic education centre.

#### **2. Local and International NGO's - how many other organizations are implementing similar activities? What kinds of challenges do they face (funding, legislative framework, cooperation, acceptance of such organizations)?**

- Tempus project, funded by PHARE
- Council of Europe project
- Active teaching - Interactive learning, funded by UNICEF
- Step by step, funded by the Open Society Institute (Soros)

*Note: The BED advisors took a responsibility to research and provide update about other project activities implemented throughout Macedonia.*

#### **3. Major funding streams – what financial resources are available to support the proposed mechanisms for exit strategy?**

- CRS
- UNICEF
- The Netherlands and other embassies
- World Bank
- USAID
- UN
- European Agency for Reconstruction
- Council of Europe

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**Annex 3**  
*Transition Plan for Civic Education Project*

## **TRANSITION PLAN FOR CRS / MACEDONIA CIVIC EDUCATION PROJECT**

Last quarter, United States Agency for International Development (USAID) made a request for Catholic Relief Services (CRS) / Macedonia to provide a concept for sustainability of the Civic Education (CE) program. For program continuation planning and situational analysis, the CRS-CE team conducted two strategy workshops: one with Bureau of Education Development (BED) and one to determine the feasibility for starting of a local NGO with CRS CE staff. Using the input provided by teachers during the CE standards development process has been used for development of the concept paper. CE team leaders have met with BED Director Mr. Qamil Xheladini to discuss the future opportunities for sustainability of the CE program. Also, the CRS CE team leaders and the CRS / Macedonia Head of Office met with Mr. Tale Geramitcioski, the Deputy Minister of the Ministry of Education (MOE).

The following people contributed to the data, the analysis and the development of the concept:

### **BED staff:**

1. Qamil Xheladini
2. Golubina Georgievska
3. Xhemali Beluli
4. Gorgi Kosev
5. Liljana Gorgioska
6. Gorica Mickovska
7. Slobodanka Ristevska

### **Teachers:**

1. Dina Janakopolu
2. Remzije Etemi
3. Nada Bogdanova
4. Mare Angelova
5. Sasko Stefanovski
6. Violeta Stoilevska
7. Tanja Metikos
8. Jordanka Gruevska
9. Snezanka Maneva
10. Nadire Arifi

### **Local NGOs surveyed:**

1. Macedonian Center for Multicultural Cooperation
2. Foundation for Open Society Institute Macedonia

### **CRS Macedonia staff:**

1. Sharon E. Maggard
2. Natasa Milosevska
3. Loreta Georgieva
4. Tulaha Tahir
5. Besa Gavazi
6. Svetlana Gashovska
7. Vladimir Petreski

### **CRS Regional Staff:**

1. Blake Chrystal

The outcomes of these workshops, meetings and discussions established some facts that present some challenges.

1. The Macedonian MOE and BED are not completely prepared financially, procedurally and technically to assume full responsibilities to accomplish all the work necessary to maintain CE in the education system.
2. The current education system is planning several changes to meet the European Union (EU) education standards in Macedonia. An example: a plan is underway to add grade zero and an extra year of high school for vocation training or college preparation and implementation of decentralization law on local and within the schools.
3. There are two local non-governmental organizations (NGO) working in strengthening education in Macedonia. Both provide technical assistance in different sectors of education. The experienced technical assistance for CE as developed through USAID funding are within the CRS CE team.
4. USAID has stated it may fund a transition for CE to Macedonian education system, but an extension of grant will not be considered.

To meet these challenges the following steps are recommended:

1. To help prepare the Macedonia MOE and BED to assume complete responsibility for programming, provide transitional funds for specific area programs.
  - a. One Fulbright Intern/Consultant, one person from CRS CE team and University Deans for development and integration of CE curricula and methodology on Macedonian universities. Estimation for implementation in universities is end of school year 2005 or beginning of 2006. Resources needed to complete are the following: in-country trainings and consultancies, study visits, students and professors exchange visits, fellow program development and participation on CE international conferences.
  - b. Provide one person from CRS CE Team to provide BED with technical assistance for CE standards development and implementation process on national level;
  - c. Provide one person from CRS CE Team to provide BED with technical assistance for parental involvement in education;
  - d. Provide one person from CRS CE Team to provide BED with technical assistance for implementation of trainings for CE School Support Teams, and establishing effective systems for reporting between schools and BED;
  - e. Support and help BED in assuring that the financial responsibility for CE activities is included as a line item in MOE budget for 2006.
  - f. Study visit through World Learning to Hungary and Slovakia on transitional process of USAID projects towards local NGOs.
2. It is highly likely that Macedonia laws will have changes driven to meet the EU joining requirements. These changes in social policies and laws governing rights will need to be monitored for impacts on current CE programs and updated each year. The MOE requested this assistance at meetings held on February 10<sup>th</sup>, 2003 and December 24<sup>th</sup>, 2003.

3. The workshops indicated the BED wanted technical assistance and funding to continue. Their line of thinking is a local NGO that can look for funding and provide technical assistance.
  - a. The CE team has determined they are comfortable assuming the risks of starting a local NGO specific to furthering development in Civic Education.
  - b. They have done some analysis and have drafted a concept for a business plan. This plan will be further development should USAID decide that technical assistance should be continued with a local NGO.
  - c. CRS will provide a Memorandum of Understanding (MOU) that will outline: technical assistance, policy and procedure guidance, network development, donate furniture and vehicles, but the local NGO must be funded for start up and annual operations prior to localization assistance.
  - d. BED will provide a MOU for technical assistance.
4. For USAID consideration there are two requests:
  - a. Fund the start of a local NGO, which would provide technical assistance for Civic Education for current and future programs;
  - b. Provide resources to fund initiatives required to meet EU driven changes and monitor government funded CE programs.