

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: 10
Reporting Period: December 21, 2000 – March 21, 2001

PROGRESS TOWARDS OBJECTIVES

Implementation of regional teacher training seminars for Grade 1 – 4 teachers, and Kindergarten teachers throughout Macedonia, and textbook production and distribution, comprise the core activities conducted by CRS/Macedonia Civic Education Project staff in close cooperation with the Bureau of Education Development of Macedonia during this reporting period.

1 CATHOLIC RELIEF SERVICES

1.1 Staffing and infrastructure changes

During the period December 21, 2000 through March 21, 2001 there were a number of key changes that affected the structure of the Civic Education team. Valbona Morina, the Head of Education Department left CRS / Macedonia. This was with regret from the Civic Education team due to her active involvement in programming during the project duration. Anat Prag, the International Civic Education team leader took responsibilities of Acting Head of Department, as well continuing with active involvement in Civic Education programming. This was with support of recently promoted national Project Managers, Natasa Grujevska and Vera Kondik Mitkovska. New project administrators have joined the Civic Education team to support activities.

1.2 Education Department Five-Year Strategy / Two-Year Implementation Plan

With on-going implementation of CRS/Macedonia's five-year strategy on education programming, the education department pursued an active approach to ensure the success of project activities.

The ten schools involved in the Parent-School-Partnership program have been selected based on school need, as well as opportunity to work closely with Parent Councils in training for active involvement and decision-making in support of the school community. A training manual has been distributed, and training activities for Parents Councils are in the process of being implemented. This training consists of; benefits of parental involvement for school management teams and parent council members, Prioritization, Strategy Planning / Community Action Planning, Project Planning, Writing and Managing. Education Department teams are actively involved in implementing training based on needs, Parent Council capacity building support, and linking Parent Councils to ensure sharing of skills and good practice. These Parent Councils will become the key partners in a reconstruction / school support program managed through their prioritization of student needs and management of activities.

Implementation of Civic Education curricula at upper elementary level continues with implementation of regional trainings for all teachers at Grade Five. Awareness raising seminars

on Civic Education curricula development is being provided for all support staff and directors in Macedonia.

2 TECHNICAL ASSISTANCE

2.1 International Technical Assistance

2.1.1 CCE

As stated in previous reports the two-year sub-contract agreement signed between CRS and CCE expires on March 31, 2001. CRS and CCE have agreed that future cooperation will be based on future proposals envisaged to be generated as outcomes from the Strategy Planning Session. The future working relationship will be based on program need and funding availability. Planning for the two-day strategy planning session involving all key stakeholders in Civic Education, from both Macedonia and the United States continues. The Strategy Planning Session aims to consider the longer-term goals of Civic Education programming in Macedonia and potential opportunities for implementation. It will be implemented in Skopje, on May 7th and 8th, 2001, and participation will involve; Ministry of Education and Bureau of Educational Development staff; University staff involved in curricula development, university students; Catholic Relief Services/Macedonia and Europe Region staff; Center for Civic Education, USAID / Macedonia, representatives of Parent Councils and primary education teachers.

During this reporting period, via the CCE coordinator for Macedonia, CCE was engaged in coordination of a number of Civic Education activities implemented in Macedonia. These included planning for the Strategy Planning Session; negotiation of the future working relationship between CCE and CRS; and training evaluation. Please refer to Annexes 1 and 2 for a summary of all seminar evaluations implemented for Grades One through Four, and Kindergarten which have been submitted to CCE.

2.2 Local Technical Assistance

2.2.1 PI/MOE Civic Education Working Group

The Civic Education Working Group comprising of Bureau of Educational Development staff continues to be active in the planning and implementation of project activities. The Working Group provides representation from all teaching groups that the project supports, and meets with CRS staff on a regular basis. Specific areas of activity that the Working Group have been involved in include; distribution of teacher and student edition two textbooks, reviewing and editing of newsletter articles, and planning and coordinating regional training seminars with trainers throughout the country; and coordinating in-school classroom observations and student testing.

Many of the successes of the project development and implementation can be attributed to the energy and enthusiasm of the Civic Education Working Group. CRS will continue to foster and encourage the ownership of the project by the Civic Education Working Group to ensure the sustainability of project activities.

3 MINISTRY OF EDUCATION / BUREAU OF EDUCATIONAL DEVELOPMENT OF MACEDONIA

During the reporting period the key issue that affected Ministry of Education was the suggestion in parliament to allocate funds from the recently sold "Makadonia Telecommunications" to the Macedonian education budget. This was a very positive suggestion, indicating commitment towards the financial support of social infrastructure and development activities. Through communication with the Minister of Education, Nenad Novkovski, in January 2001, whilst provided with a brief opportunity to present project activities, CRS was given awareness that the education budget for Macedonia was to be increased by a percentage of the 680 million Deutch Marks. He stated that the funds would arrive in July.

The instability in the country, although directly affecting operations of all civilians, governmental and non-governmental organizations for only a brief period, potentially will continue to affect Macedonia into the future. The ethnic divisions throughout the country during the period and since have led to greater clarity on the depth of the divide between the majority ethnic Macedonian community, and the minority ethnic Albanian community. This can be clearly seen through education where children learn in their mother tongue, and hence children are segregated by language, usually based on ethnicity. Involvement of European and United Nations representatives during the recent stabilization period, and the emphasis on communication and negotiation may lead to constitutional changes towards to supporting the needs of all "Macedonian citizens"; there is the potential that this may have implications on educational systems.

As discussed in past reports, the law on retirement of civil servant staff, and its implications on teaching staff is still an outstanding issue that has not been resolved by the Minister of Education. In discussion with the Bureau of Educational development, clarification has been given of the number, and individuals of the BED staff affected by the retirement law, formalized in January 2001. Eight BED trainers from Kindergarten and Grades 1-4 will be retired in spring 2001. This includes Slobodanka Ristevska, the Leader of the Working Group on Civic Education. Whilst meeting with the Director of the BED, she gave confirmation that Ms. Ristevska would continue to be employed as a consultant to the BED within the scope of her present position. This is a very positive indication of how the BED values the commitment and positive outcomes of the Civic Education project. The Civic Education Coordinator of Grades 1-4 will be retired in summer 2001, Lilliana Gorgioska. This is a loss to the BED and the Civic Education project; her replacement is still un-named. The impact of the Civic Education program trainers to be retired will be increased responsibility of those that remain, as the majority of retired individuals will not be replaced. This issue has been discussed in detail with the Director of the BED, and training and classroom observations will continue as planned, but those involved will have increased related activities.

The numbers of teachers to be retired, and the implications of their retirement are still unclear. The Director of the BED has indicated that approximately 10% of the teaching population will be retired by the new laws in-place, but at this stage this is unconfirmed, and it is unknown by the BED when it can be confirmed.

BED staff are coordinating and implementing classroom observations and teacher debriefing during the period of March through May 2001 in Kindergarten and Grade One and Two classrooms throughout Macedonia.

The BED continues to be open in sharing information regarding both programmatic issues and issues affecting education in Macedonia. CRS Civic Education project staff's relationship with the BED continues to be an effective and positive partnership, with regular coordination meetings to provide briefing on successes and problem resolution.

4 NATIONAL PARENTS ASSOCIATION OF MACEDONIA

During the reporting period the National Parents Association activities continue to be limited due to their weak position within Macedonian educational structures. The NPA are supported in the implementation of a number of activities; bring Parent Council representatives to build capacity in developing Parent Council action plans, and proposal writing to look to donors for funding opportunities. There are working information and awareness raising activities. As stated their weak position with Macedonian educational structures, and lack of accountability to their constituents continues to indicate that the National Parents Association is not a sustainable structure. CRS will not work with the NPA in the implementation of specific objectives related to the organization within the original project proposal.

5 PROJECT RELATED ACTIVITIES

5.1 Regional Kindergarten and Grades 1-4 Foundations of Democracy Teacher Training

During the reporting period December 21, 2000-March 21, 2001 the first round of regional kindergarten teacher trainings was completed. From December 1, 2000 until March 4, 2001 1073 teachers were trained throughout Macedonia in the Foundations of Democracy curricula and teaching methodologies for Kindergarten level. CRS Civic Education staff members were involved in providing logistical and financial support at the trainings as well as providing feedback and suggestions to the trainers on training implementation.

The two outstanding "Foundations of Democracy" Grades 1-4 teacher trainings, which were rescheduled from December to January, due to the religious holidays in December, were implemented in Skopje on January 19 and January 26, 2001. With these trainings the first cycle of regional Grade 1-4 trainings were completed. The total number of Grade 1-4 teachers trained in the Foundations of Democracy Program of Study in June-July 2000 and October 2000 - January 2001 period has reached 1479 teachers.

During this intensive period of trainings CRS Civic Education staff prepared and distributed training materials at each of the trainings and provided financial support on the last training day in every training location throughout Macedonia. Also CRS Civic Education staff members were involved in training observation of at least one, if not more, training seminars implemented. In order to make sure that the participants are provided with high quality training CRS observers were involved in; providing extra support to the trainers in distributing materials to the participants, monitoring on group work and providing feedback and giving suggestions to the trainers on training implementation.

Upon completion of the training, evaluation results from each training session were compiled. The results have indicated very positive response from all participants. Please refer to Annex 1 for summary of all seminar evaluations and graphic presentation of results for all Grades 1-4 trainings implemented in October 2000–January 2001 period.

Evaluation results were compiled upon completion of all regional kindergarten teacher trainings. Results show positive feedback regarding organization, content and teaching methodologies presented at the seminars. Please refer to Annex 2 for compilation of all kindergarten seminar results.

After the first cycle of kindergarten and Grades 1-4 teacher trainings was completed, the classroom implementation of the Civic Education FOD curricula began in all elementary schools and kindergartens nationwide at the beginning of the second semester of the academic year 2000/2001.

5.2 TrainNet database

All information regarding participants, trainers, evaluation and costs per training were inputted in the TrainNet database for each Grade 1-4 and Kindergarten training conducted in the first cycle of trainings, please refer to Annex 3 for a summary of the TrainNet report.

5.3 Production and Distribution of Textbooks

During reporting period the following quantities of Foundations of Democracy textbooks were produced thus completing the types and quantities of textbooks needed to support the in-class implementation of the FOD program – academic year 2000/2001.

Foundations of Democracy Textbooks – March 2001

Teaching Group	Target Group	Language	Status
3 Kindergarten	Teachers	Albanian	Printed in 350 copies
		Turkish	Printed in 110 copies
	Students	Albanian	Printed in 10.500 copies
		Turkish	Printed in 1.300 copies

Upon production of all quantities needed, Macedonian, Albanian and Turkish textbooks were distributed to all Kindergarten and Grade 1 students who have started with the implementation of the Foundation of Democracy program in the second semester of the school year. The distribution was completed February 2001, which ensured timely provision with the in-class implementation of the program. The table below shows the quantities and the types of textbooks distributed in all regions throughout Macedonia.

Textbook Distribution in regions throughout Macedonia

Region	Students Textbooks						
	Kindergarten			Grade 1			
	4	Macedonian	Albanian	Turkish	Macedonian	Albanian	Turkish
Skopje	6699		2840	157	5654	2779	159
Gostivar	550		1527		1010	1677	100
Bitola	1403		18	26	1506	64	62
Veles	770				863	150	
Stip	1569				1571		27
Ohrid	1831		1100		1924	1269	50
Kavadarci	1400			2	1510		50
Prilep	1275		50	50	1310	150	50
Tetovo	550		2000	50	510	3010	
Strumica	1270				1420		300
Kocani	1168				1491		
Kumanovo	975		950		1525	1250	
Totals:	19460		8485	285	20294	10349	798

A letter to teachers and parents from BED and CRS explaining use, access to all regardless of economic status and maintenance was distributed with the textbooks. It is proposed that future editions of the textbook include this information with the book, rather than as an attachment.

5.4 Preparation for the Strategy Planning Session

During this reporting period CRS/Civic Education team was actively involved in preparation for the Strategy Planning Session. In coordination with the Bureau of Educational Development final list of participants was developed including all key stakeholders: Ministry of Education, Bureau of Educational Development, University Professors, Students from the Pedagogical Faculty, Center for Civic Education, USAID, Parents, CRS Regional Educational Support Office and CRS representatives. Please refer to Annex 4 for the list of participants. The International Trainer from CCE, Douglas Phillips was selected to facilitate the two-day session on strategic planning. The Agenda for the event was finalized in cooperation between CRS and CCE. Please see Annex 5 for copy of the Agenda. During this period logistical arrangements including hotel arrangements, materials and supplies requested by the facilitator were provided.

5.4 In-class Observations

BED staff are coordinating and implementing classroom observations and teacher debriefing during the period of March through May 2001 in Kindergarten and Grade One and Two classrooms throughout Macedonia. CRS staff are accompanying BED staff to a number of these observations, and are receiving extremely positive feedback regarding the curricula, textbooks and response from both students and their parents. Key comments that teachers have made during these meetings include;

“Children enjoy the books greatly, and request teaching and stories from the Civic Education textbooks”

“There is not enough time to implement the variety of activities and lessons in the timetable, children put pressure on us to implement Civic Education lessons”

“The children are given and greatly enjoy the opportunity to work in different ways, have the space to ask questions and share with their peer group”

Please refer to Annex 6 for an example of field reports and classroom observations for Kindergarten and Grade One lessons.

6 OTHER ACTIVITIES - CRS Civic Education Activities

During this reporting period three major activities Regional Grade 5 teacher trainings, Regional seminars for directors, and textbook printing and distribution have been successfully implemented.

6.1 Regional Grade Five Training Seminars

Regional Grade 5 teacher trainings have continued and successfully finished. During the period December 22 until March 15, 2001 teacher-training seminars were held through which 890 teachers were trained to implement new teaching methodologies and Project Citizen curricula into their classes. In total, during period December 1 through March 15 there were 45 training seminars held through Macedonia. This allowed 1129 teachers to have training and access to the Project Citizen methodology and curricula. One training group in Kichevo was postponed due to increased security issues and localized conflict during Mid March.

CRS/Civic Education and the Working Group at the Bureau of Educational Development recognized the need for additional number of Albanian trainers. There were 239 Albanian teachers to be trained and only two trainers. Therefore, in close collaboration with the BED, CRS organized one day training seminar for 6 Albanian trainers on January 15, 2001. In order to get even deeper understanding of the Trainer's program these individuals attended to two Macedonian Regional trainings. Training additional Albanian trainers with guidance and support from the Deputy Director of BED contributed to a successful and in due time implementation of Albanian Grade 5 teacher trainings.

CRS staff were involved in the following areas; coordination with the trainers, observation and reporting, logistical and financial support, compiling the evaluations. Due to the good collaboration with the Grade 5 trainers (accurate information of the time, place, required materials etc.) CRS was able to provide efficient support in all of the above-mentioned areas.

The compilation of evaluation results from all Grade 5 training groups is attached to this document and can be seen in Annex No 7. As can be seen from the evaluation the overall assessment is very positive. Teachers indicated that the organization of seminars has been on a very high level and is positive to see that the participants have evaluated the work of the teachers-mentors as excellent - 92.5% felt that support of teachers as trainers was excellent. The evaluation shows excellent understanding of the goals and objectives of the Project Citizen Program as well as enriching the participants' knowledge and experience. Of all 6 steps within the program, participants have shown greatest understanding of the Fifth step - Presentation of the Portfolio (82.4%). To conclude it, very positive Grade 5 teacher trainings have fulfilled BED, CRS and the participants' expectations.

6. 2 Regional Seminar for Directors

During the implementation of the teacher trainings it became apparent the need for informing the directors and school support staff, pedagogues and psychologies about Educational Reform in Macedonia, with emphasis on Civic Education programs. CRS/Civic Education and BED Working Group planned and implemented one-day seminars for directors. To standardize the seminars provided, training pairs received a training design developed by the BED Advisors. Through introducing directors to the project, even greater support of in-school implementation is clearly apparent. During the period February 20 through April 21, 2001 18 seminars were held for directors in which 345 directors were introduced to the programs; Foundations of Democracy and Project Citizen. Plans are in place to train 220 school support staff, pedagogues and psychologists, during April 2001.

6. 3 Textbooks production

Printing of the Grade 5 textbooks in adequate number for all Grade 5 teachers and students was completed in January 2001. To ensure that each Grade 5 student is provided with a textbook in his/her language, prior to classroom implementation, successful distribution was conducted during February 2001. Total number of distributed Grade 5 textbooks can be seen from the table below.

	5 Region	Student Text books			Teachers Textbooks		
		Grade 5			Grade 5		
		Mac.	Alb.	Tur.	Mac.	Alb.	Tur.
1	Skopje	6,360	2,479	198	201	78	10
2	Gostivar	910	1,152		65	62	
3	Bitola	1,716	180		79	5	
4	Veles	898	80		22	3	
5	Stip	2,035		29	62		
6	Ohrid	1,906	1,189		59		
7	Kavadarci	1,483			58		
8	Prilep	1,825	61		74	4	
9	Tetovo	596	3,071		21	120	
10	Strumica	1,370			51		
11	Kocani-Berovo	2,062			87		
12	Kumanovo	2,575	1290		88		
Total		23,736	9,502	227	867	272	10

Civic Education textbooks have also been distributed to all Primary school directors, School Support Staff and examples given for school libraries.

7 FUTURE ACTIVITIES

7.1 Regional Teacher Training

During the period April to June 2001, CRS Civic Education Project staff will continue to be actively involved in providing logistical and financial support for regional Kindergarten and Grades One through Four teacher training seminars, while coordinating with the BED trainers involved in the organization of the trainings throughout Macedonia. All Grade One teachers for the academic year 2001/02, and Kindergarten teachers in Macedonia will be trained by September 2001. This will allow teachers in Kindergarten and Grade One start implementing 'Foundations of Democracy' teaching in their classrooms in the second semester of the academic year 2001/02, as agreed with the Bureau of Educational Development, on behalf of the Ministry of Education.

The details of teacher training are summarized in the table below, showing teachers trained to date and forecasting of future trainings.

Time		Sept' 1999	Sept' 2000	Sept' 2001	Sept' 2002	Dec' 2003	Total	
Teachers Trained								
Original Proposal	Grades 1 – 4	1,350	1,350	1,350	1,350	0	5,400	
	Grade 7, 8	375	375	375	375	0	1,500	
<i>Expected Implementation to Dec' 2003</i>								
<i>Expected Implementation to Dec' 2003</i>	Grades 1 – 4	120	375	1146 ¹	1150 ¹¹	1150	1150	5,091
	Kindergarten	0	57	1075 ¹	391 ¹¹	150	0	1,673

7.2 Classroom Observations

As previously discussed, BED staff are coordinating and implementing classroom observations and teacher debriefing during the period of March through May 2001 in Kindergarten and Grade One and Two classrooms throughout Macedonia. CRS staff are accompanying BED staff to a number of these observations. The BED have agreed that the results of the classroom observations will provide basis for recommendations for changes to training provision and classroom implementation as required.

7.3 Production and Distribution of Text Materials

Textbooks for teachers and students will continue to be improved from April 2001. Textbook production and numbers will be based on the numbers of new individuals being introduced to the program; hence Kindergarten, and Grades One through Four teacher and student need. Textbook preparation will also be ensured in a timely manner for distribution; key distribution time is August 2001, ready for the new school year. Teachers attending training seminars will be provided with a teacher and students guide at the seminar.

7.4 Newsletter

Edition two of the Civic Education Newsletter "Civic Education Today" is produced in copies for all teachers, directors and parents involved in the program to date. This will be distributed

throughout Macedonia during the first week of April 2001. Please refer to Annex 8 for copies of the English, Macedonian, Albanian, and Turkish newsletters.

During April, May and June articles will be collected from teachers, students and BED staff, for submission in the edition three newsletter, due to be distributed September 2001.

7.5 Strategy Planning Session

The Strategy Planning Session will be implemented on the 7th and 8th of May 2001 in Skopje. All stakeholders in Civic Education will attend the event.

7.6 Consultancies - Mid Term Evaluation and Training on Evaluation for Implementing Partners.

Two key areas of consultancy are planned for May 2001. The first is the implementation of the mid-term evaluation. Please refer to Annex 9 for the Scope of Work to be submitted to potential consultants. The second consultancy will bring an international expert in the field of evaluation training, with experience in the field of ownership of the training outcome; in this case tools to evaluate Civic Education activities in classroom. This consultant will work closely with Civic Education stakeholders in the development of this evaluation tool, supporting the introduction of modern participatory methods into the arena of evaluation in Macedonia. Please refer to Annex 10 for a detailed Scope of Work for the consultant.

7.7 Regional Parent Council Seminars

Civic Education staff are working closely with the leader of the Civic Education Working Group for the BED, Slobodanka Ristevska, and experienced Macedonian Civic Education trainers in the development of a manual and workshop for Parent Council representatives. The seminar and workshop will include; awareness raising of curricula reform and local and national governmental systems; rights and responsibilities of parents; and the role and opportunities of parents within the school community and educational decision-making. This program of seminar / workshops will support all Parent Council groups through-out Macedonia in raising parental awareness of mechanisms to raise and improve the standards of educational opportunity. The implementation timeframe for these activities is May, and June of this academic year, and September, October of the academic year 2001/02.

8 FINANCIAL ACTIVITY

Please see Annex 11 for the Budget Comparison Reports covering the period December 21, 2000 – March 21, 2001.

ANNEXES

Annex 1

Evaluation of Foundations of Democracy for Lower Elementary Teacher Training Seminars December 2000 – March 2001

Annex 2

Evaluation of Foundations of Democracy for Kindergarten Teacher Training Seminars December 2000 – March 2001

Annex 3

Summary of the TraiNet report submitted to the World Learning Center March 2001

Annex 4

List of Participants for the Strategy Planning Session on Civic Education, Macedonia

Annex 5

Agenda for the Strategy Planning Session on Civic Education in Macedonia

Annex 6

An example of a field report and classroom observations for Grade One Foundations of Democracy lessons

Annex 7

Evaluation of Project Citizen Teacher Training Seminars December 2000 – March 2001

Annex 8

Newsletter “Civic Education Today” Edition Two

Annex 9

Scope of Work – Consultant for the Mid-Term Evaluation of the Civic Education Project

Annex 10

Scope of Work – Consultant for the Training Seminar on Evaluation

Annex 11

Budget Comparison Reports covering period December 21, 2000 through March 21, 2001.

Annex 1

**Evaluation of Foundations of Democracy for Lower Elementary Teacher Training Seminars
December 2000 – March 2001**

EVALUATIONS

FOUNDATIONS OF DEMOCRACY- LOWER ELEMENTARY TEACHER TRAINING

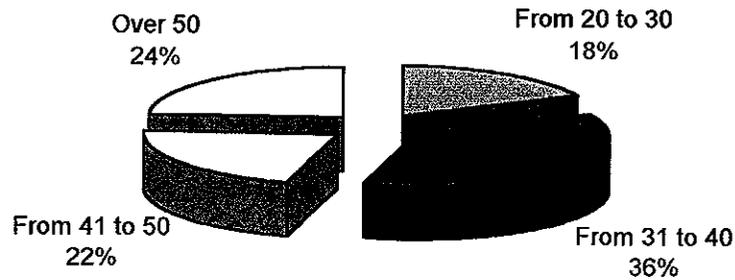
1. Personal and Professional data

Total No. of participants

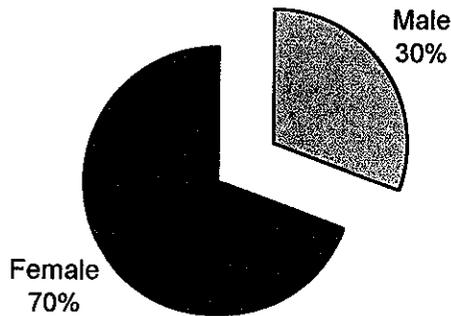
986

A. Age

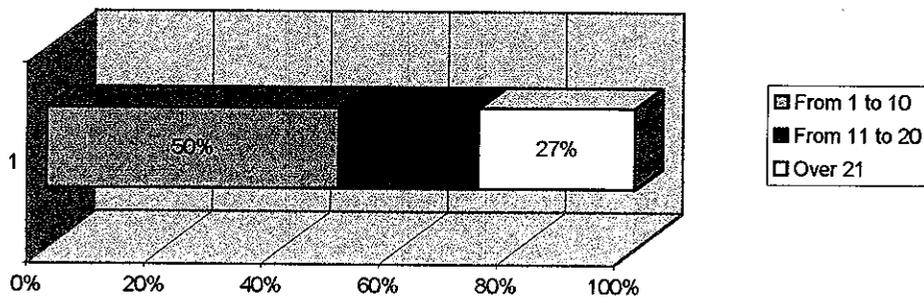
Age of participants



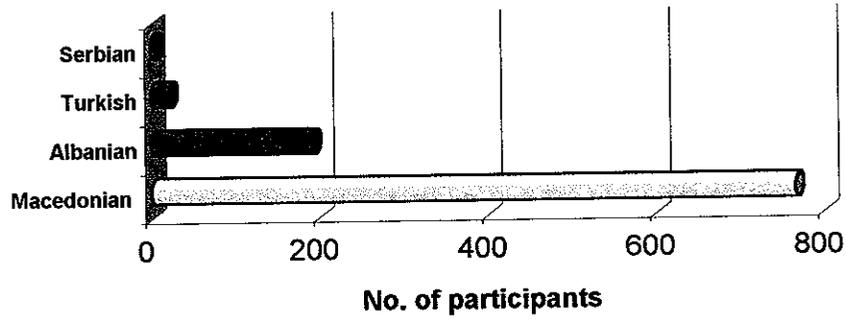
B. Gender:



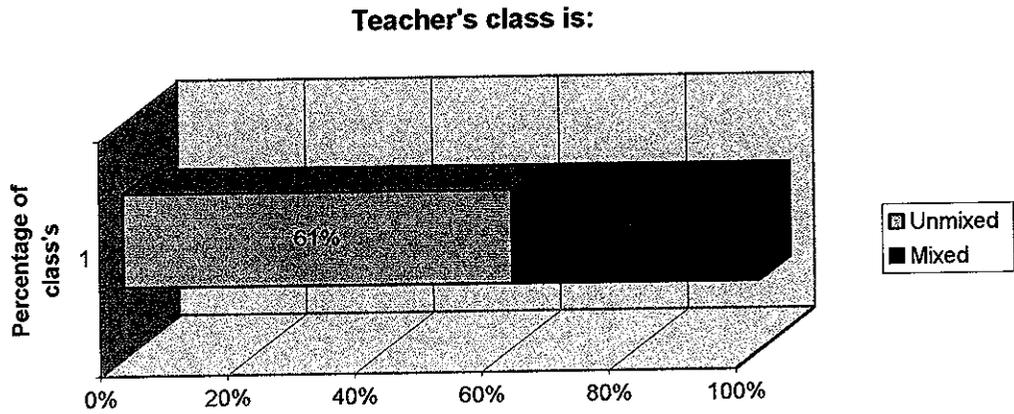
C. Working experience in teaching



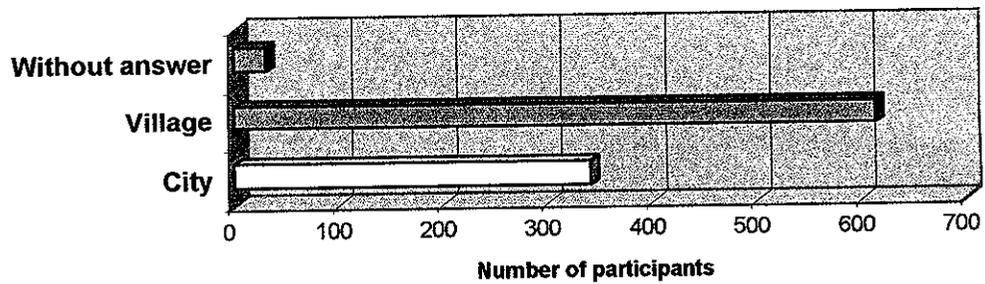
D. Teaching language



E. Mixed class's



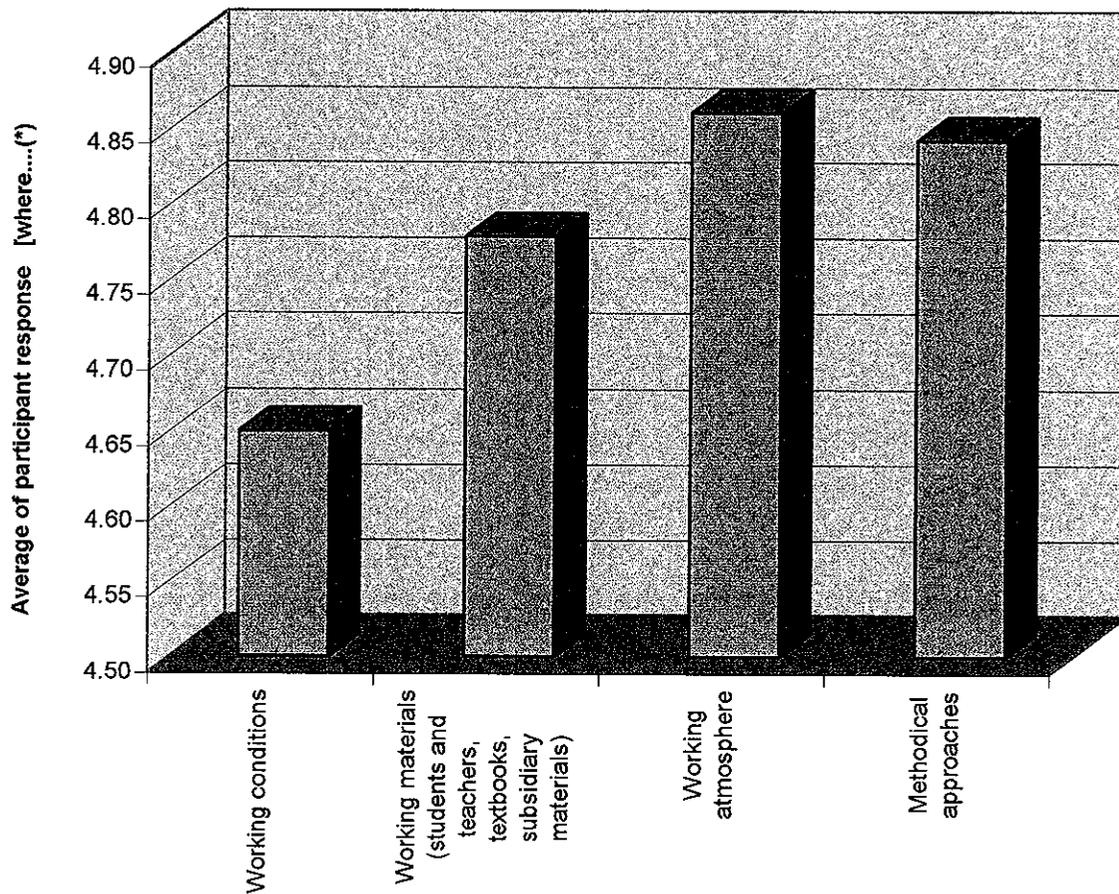
F. Location of the school



2. Organization of the seminar

Participants response to seminar organization

(*) ...Excellent=5, Very good=4, Good=3, Poor=2, Very poor=1

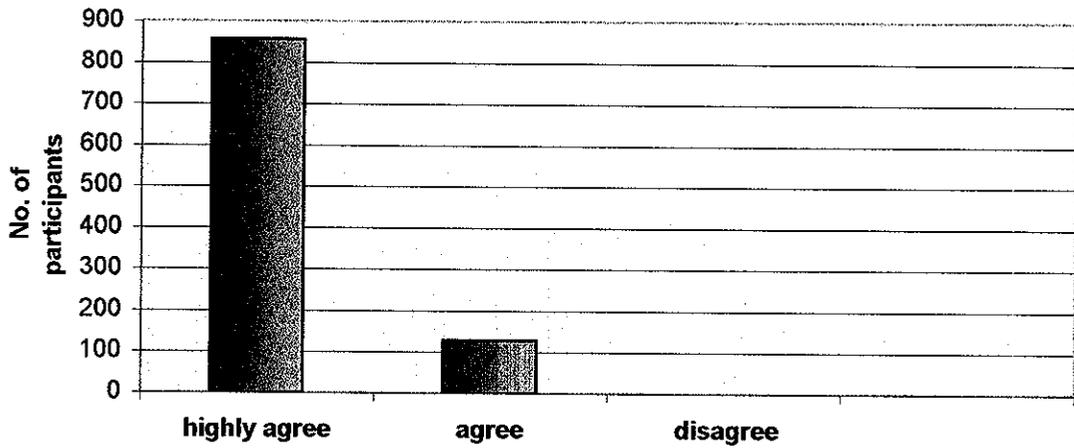


3. Content and methodology of the training seminar

Summary tables indicating participants agreement of the learning opportunities, of the seminar

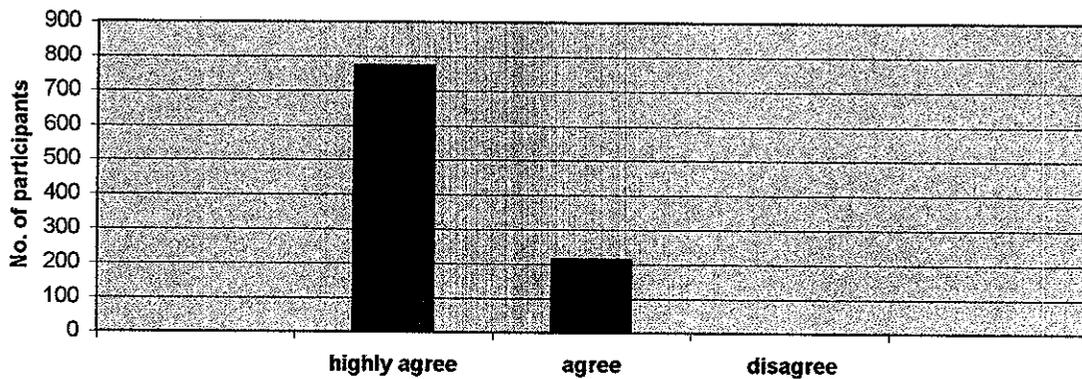
Statement: " I was introduced to the contents and the requirements of the Program "Foundation of Democracy" "

<i>highly agree</i>	<i>agree</i>	<i>disagree</i>
3	2	1
857	129	0



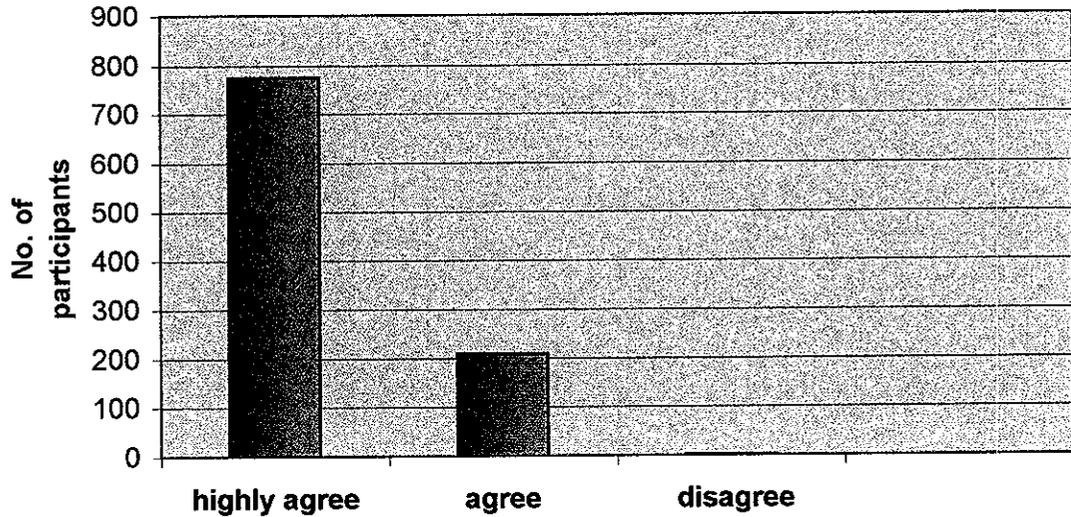
Statement: "I expanded my knowledge of the methodical approaches in teaching the concepts of the program "Foundations of Democracy" "

<i>highly agree</i>	<i>agree</i>	<i>disagree</i>
3	2	1
773	213	0



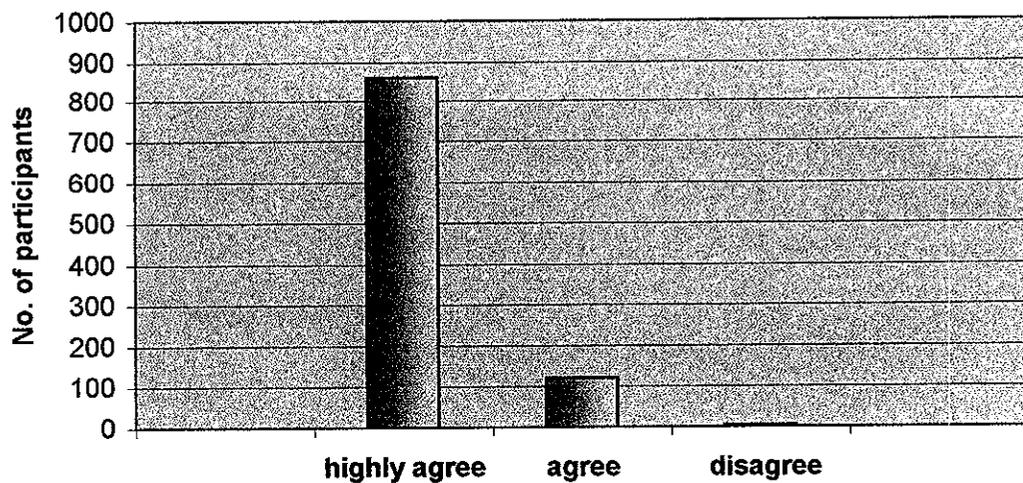
Statement: " I became acquainted with the possibilities of incorporating the concepts in specific curriculum subjects"

<i>highly agree</i>	<i>agree</i>	<i>disagree</i>
3	2	1
775	209	2



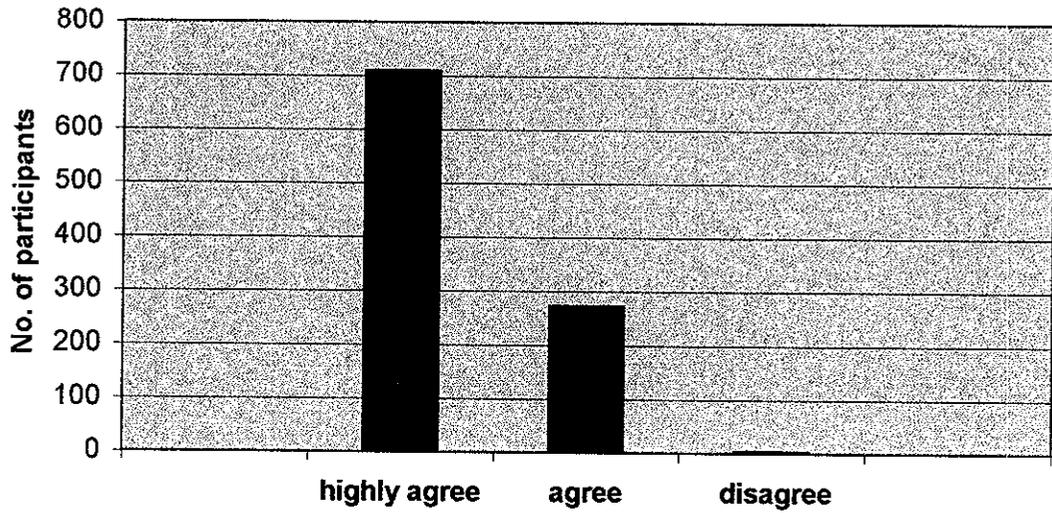
Statement: " I have shared experiences and ideas with other teachers."

<i>highly agree</i>	<i>agree</i>	<i>disagree</i>
3	2	1
862	120	4



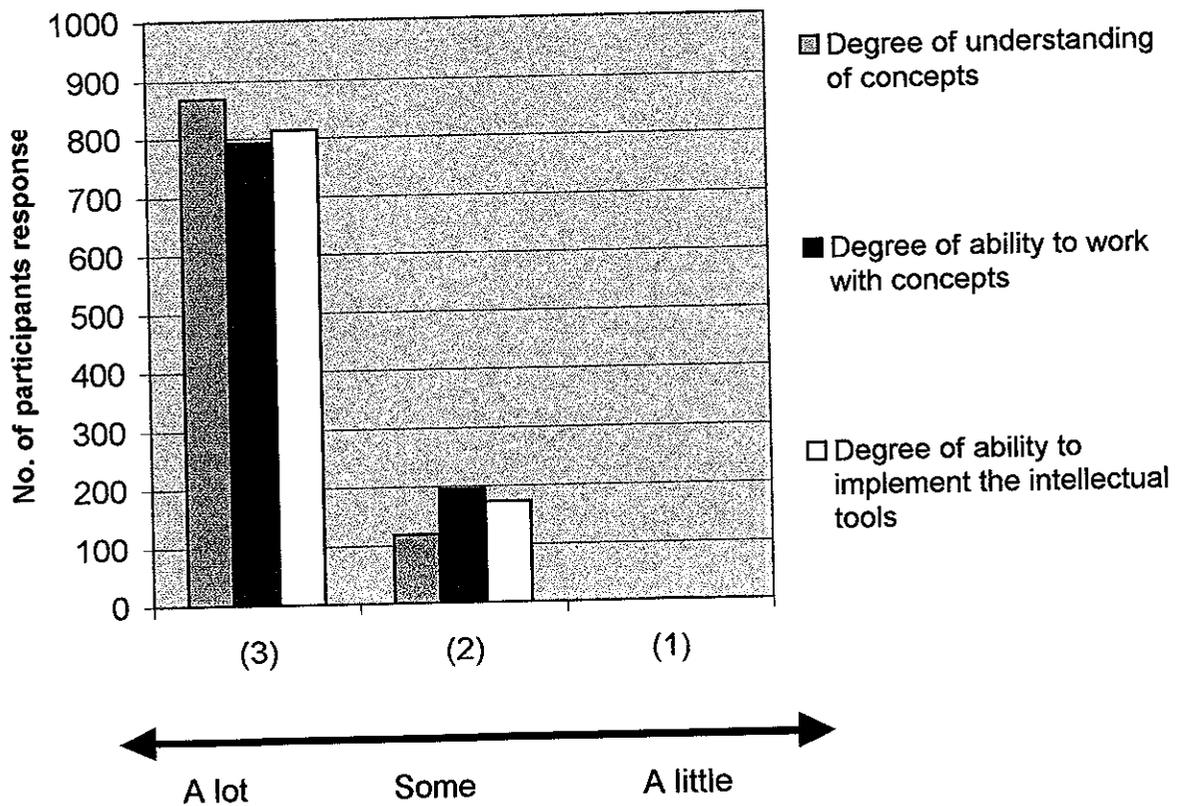
Statement : " I feel ready to realize the Program "Foundations of Democracy" with my students"

<i>highly agree</i>	<i>agree</i>	<i>disagree</i>
3	2	1
710	273	3



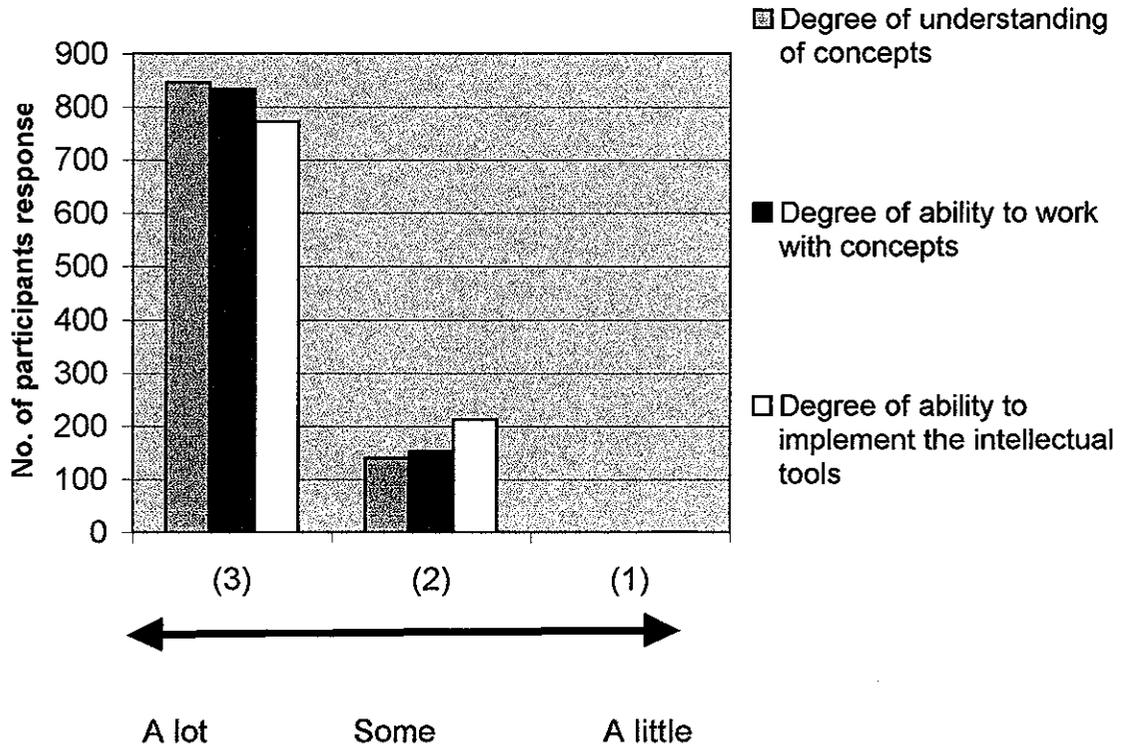
Concept RESPONSIBILITY

	A lot (3)	Some (2)	A little (1)
<u>Degree of understanding of concepts</u>	868	118	0
<u>Degree of ability to work with concepts</u>	791	194	1
<u>Degree of ability to implement the intellectual tools</u>	813	173	0



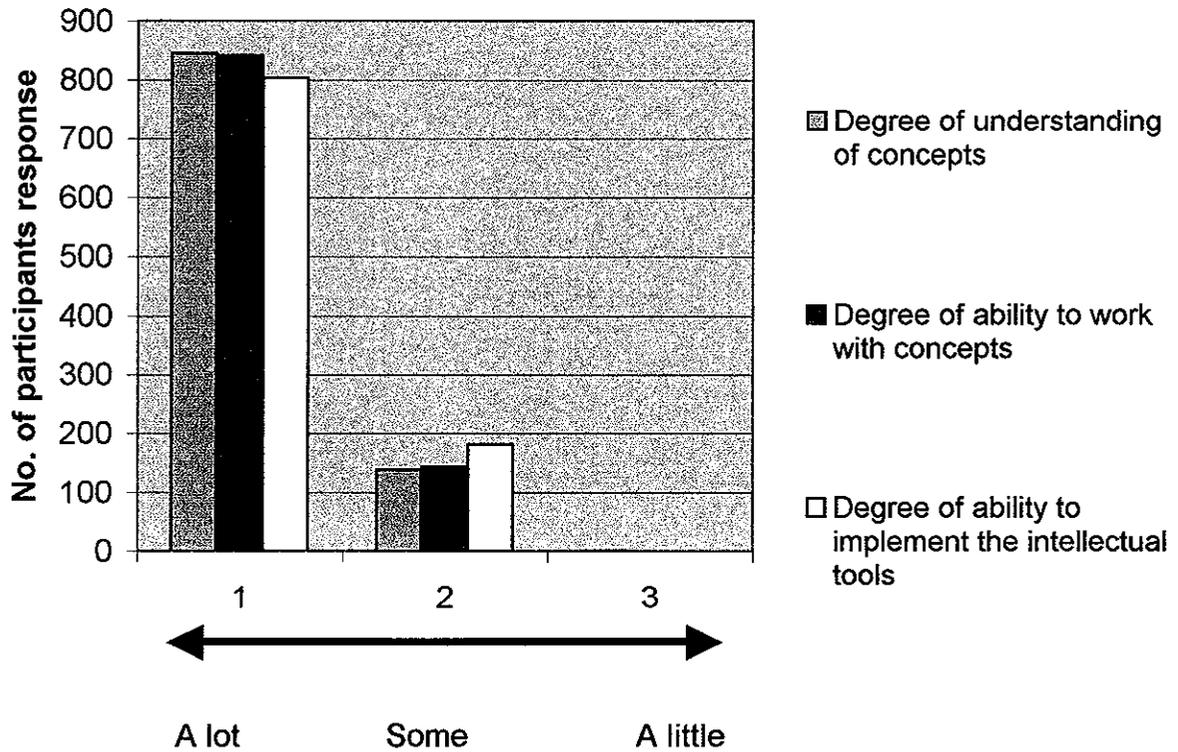
Concept JUSTICE

	A lot (3)	Some (2)	A little (1)
<u>Degree of understanding of concepts</u>	846	140	0
<u>Degree of ability to work with concepts</u>	834	152	0
<u>Degree of ability to implement the intellectual tools</u>	773	212	1



Concept **AUTHORITY**

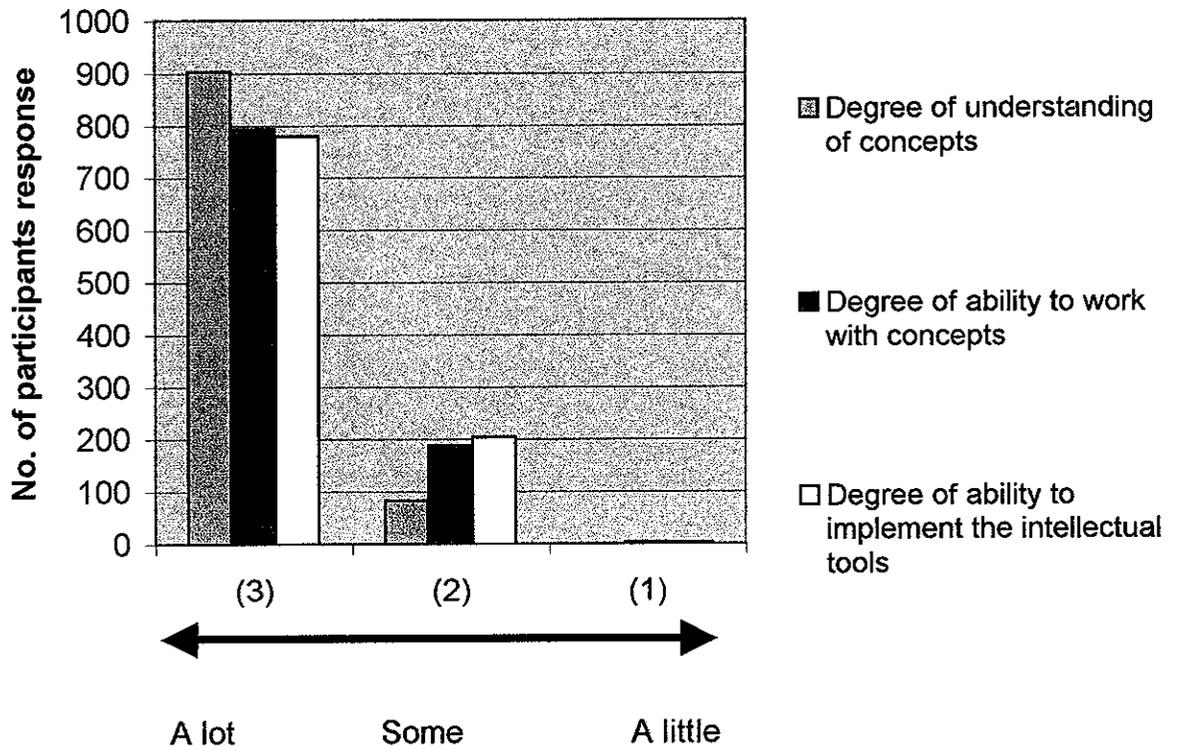
	A lot ← (3)	Some (2)	A little → (1)
<u>Degree of understanding of concepts</u>	846	139	1
<u>Degree of ability to work with concepts</u>	842	144	0
<u>Degree of ability to implement the intellectual tools</u>	805	181	0



22

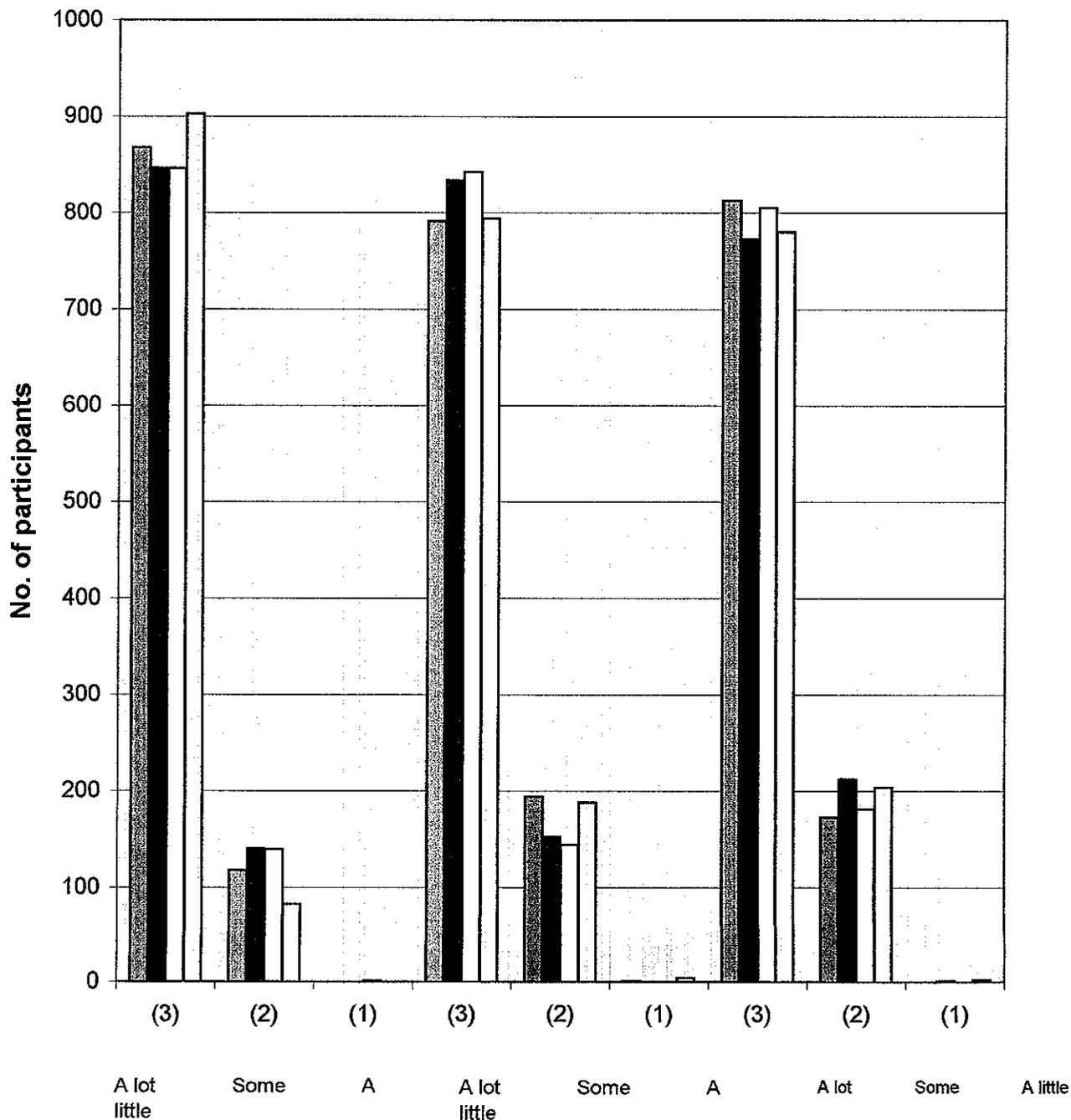
Concept **PRIVACY**

	A lot ← (3)	Some (2)	A little (1) →
<u>Degree of understanding of concepts</u>	903	83	0
<u>Degree of ability to work with concepts</u>	794	188	4
<u>Degree of ability to implement the intellectual tools</u>	780	204	2



Comparison between concepts

Participants confidence level in understanding, working and implementing Foundations of Democracy program



24

Annex 2

Evaluation of Foundations of Democracy for Kindergarten Teacher Training Seminars December 2000 – March 2001

EVALUATIONS

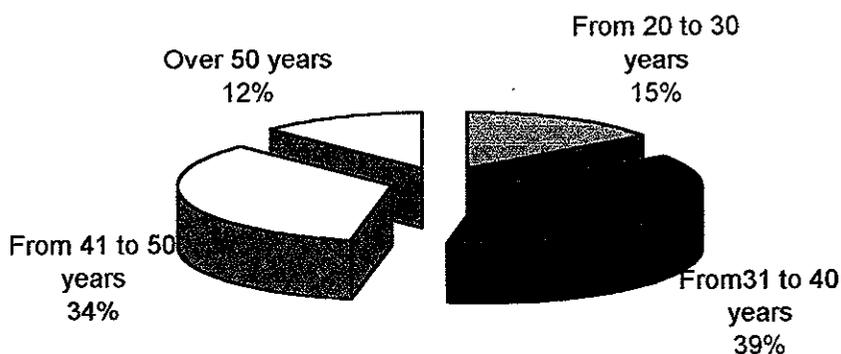
FOUNDATIONS OF DEMOCRACY- KINDERGARTEN TEACHER TRAINING

1. Personal and Professional data

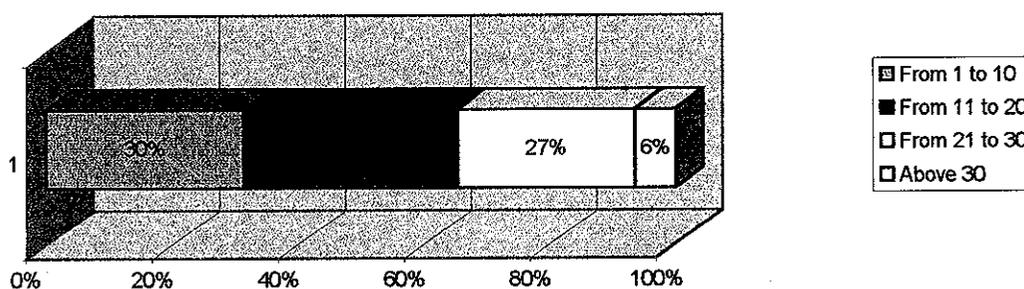
Total No of participants 1073
Total No. of answered questionnaires 1004

A. Age

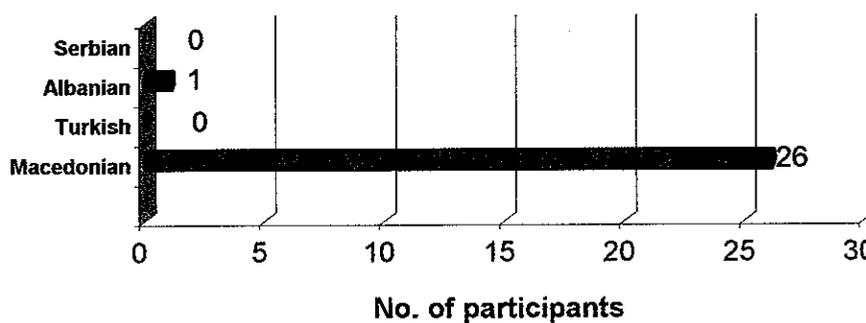
Age of participants



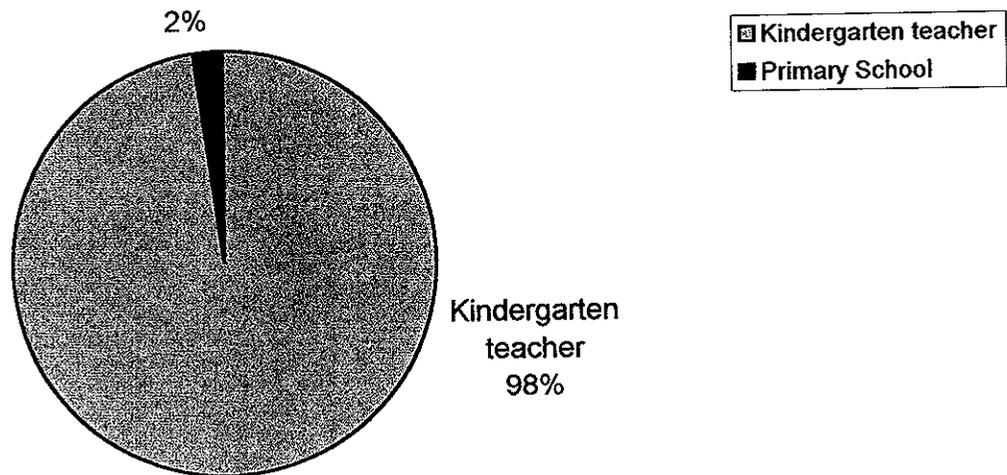
C. Working experience in teaching



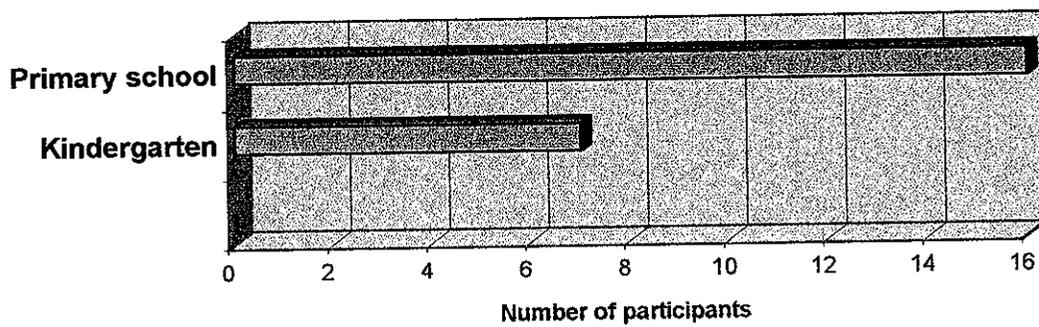
D. Teaching language



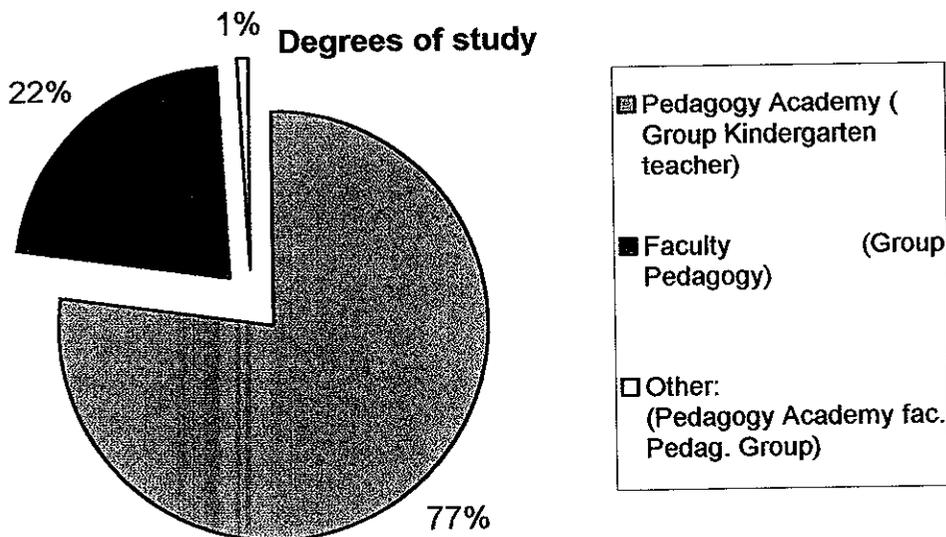
E. Participants Job description



F. Location of the participant's working place



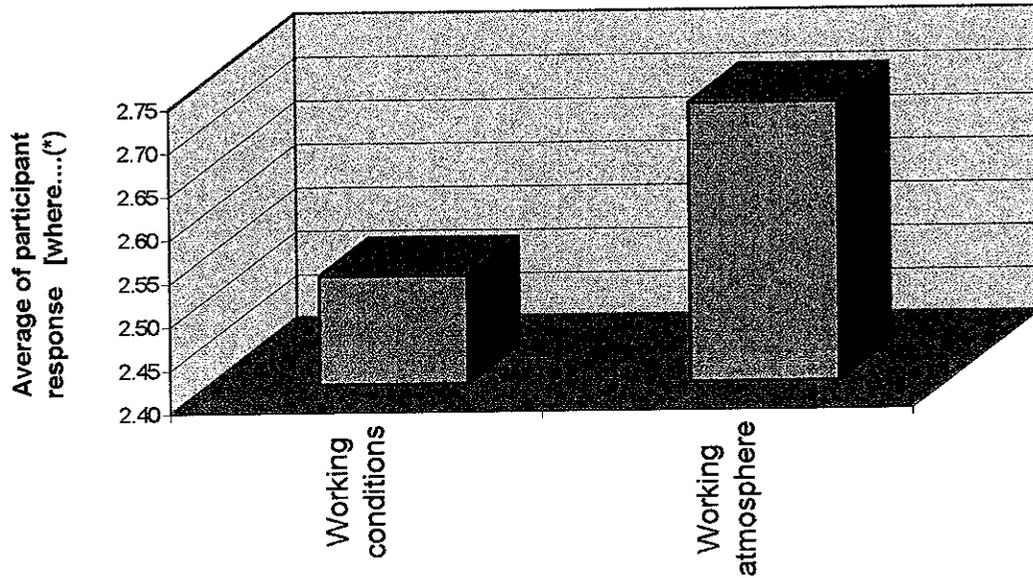
G. Participant's profession background



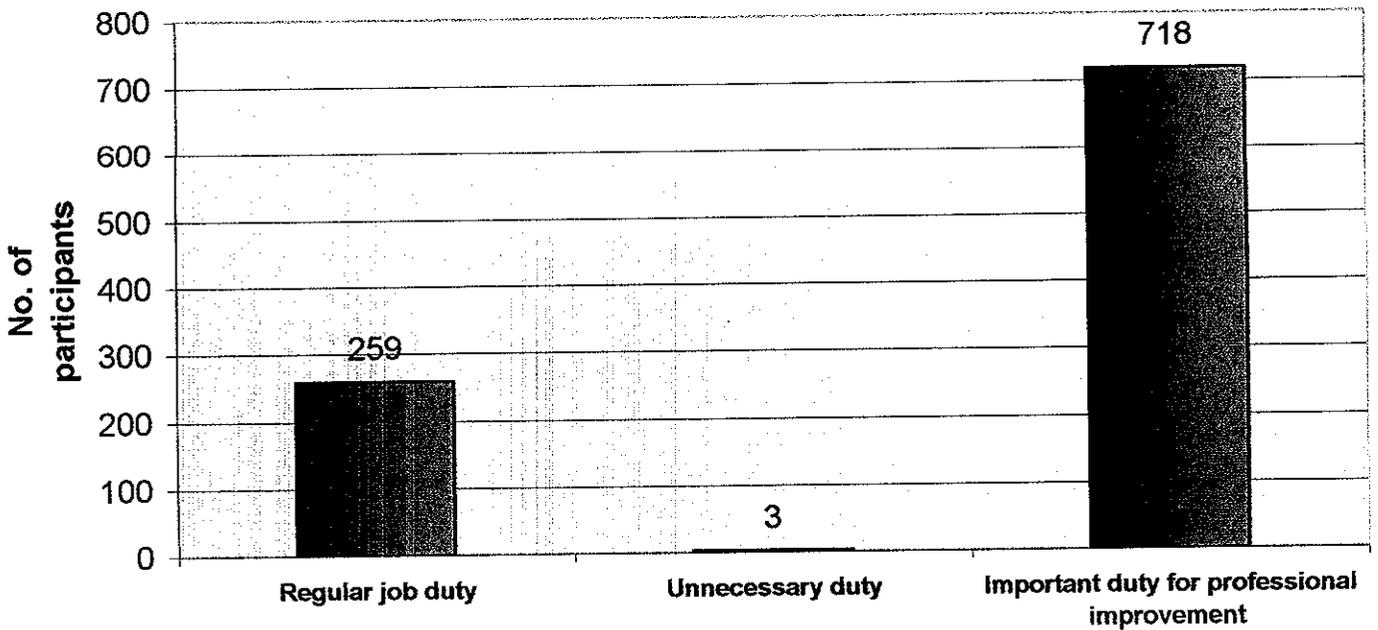
2. Organization of the seminar

Participants response to seminar organization

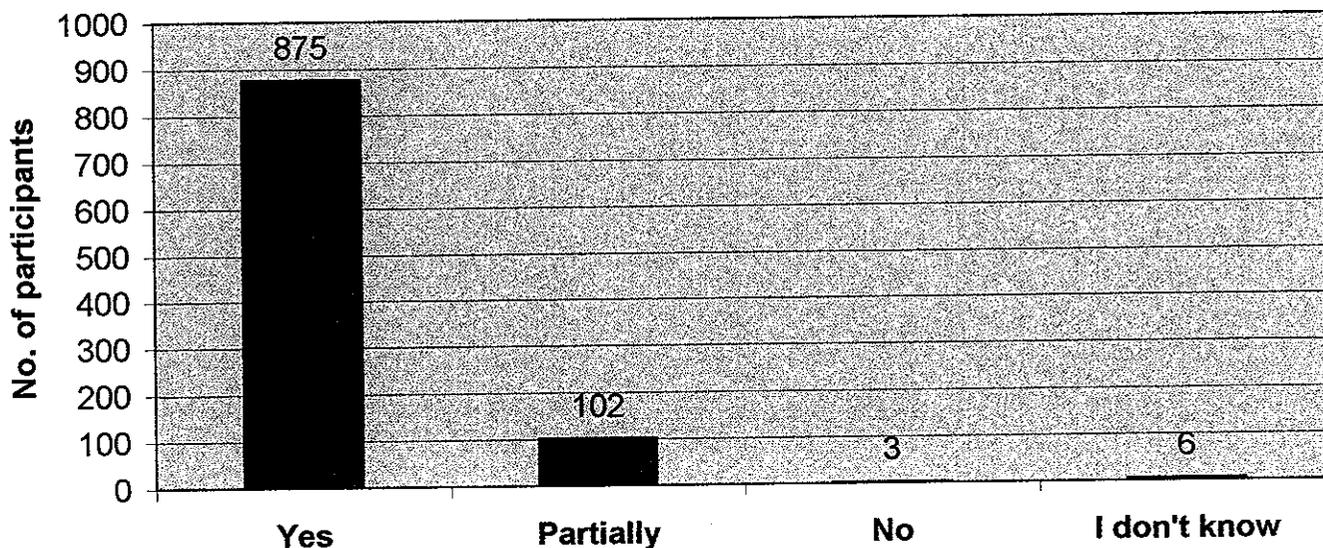
(*) ...Excellent=5, Very good=4, Good=3, Poor=2, Very poor=1



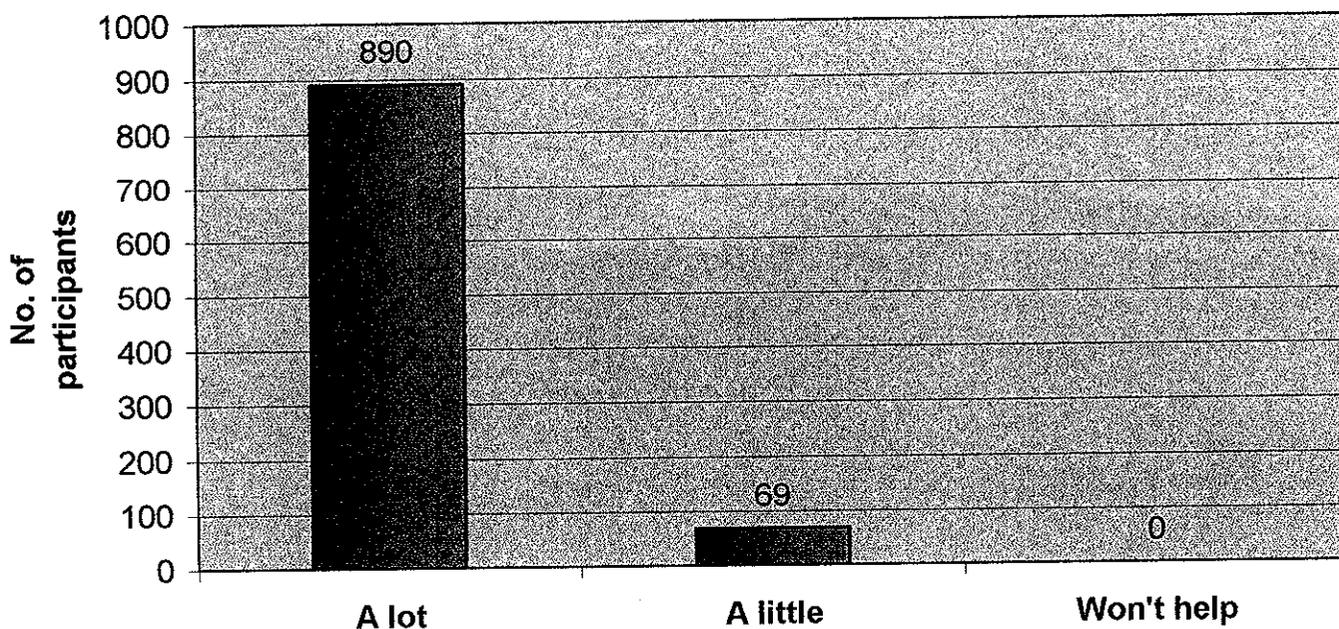
PARTICIPANTS ACCEPTANCE OF THE SEMINAR



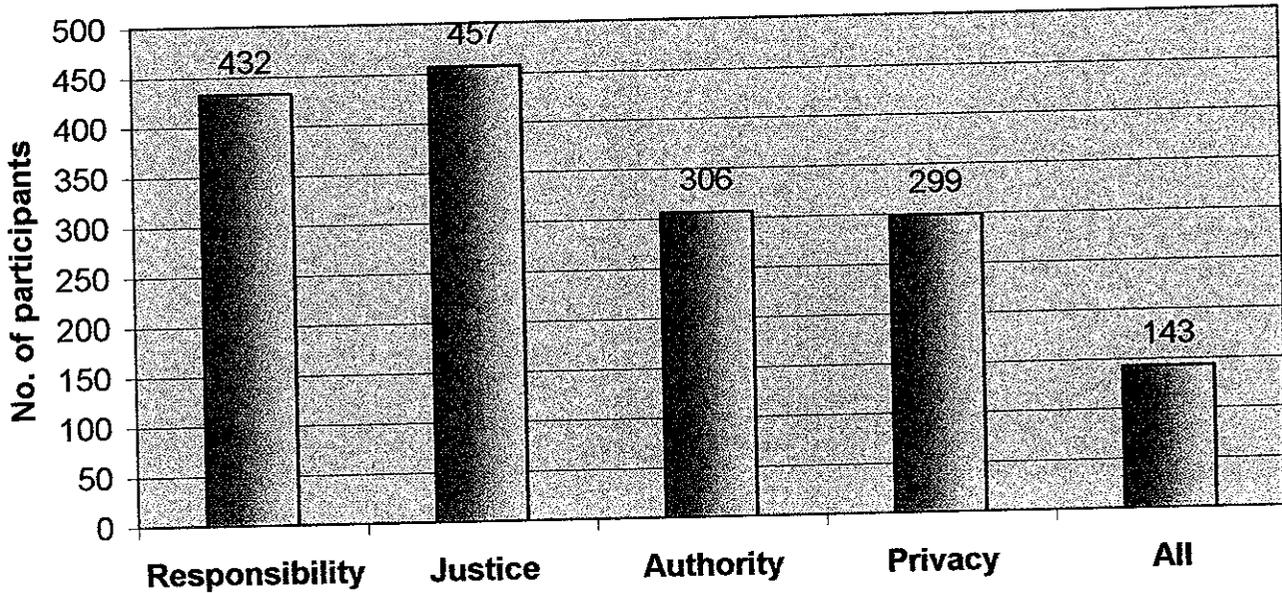
Participants gained new knowledge about FOD



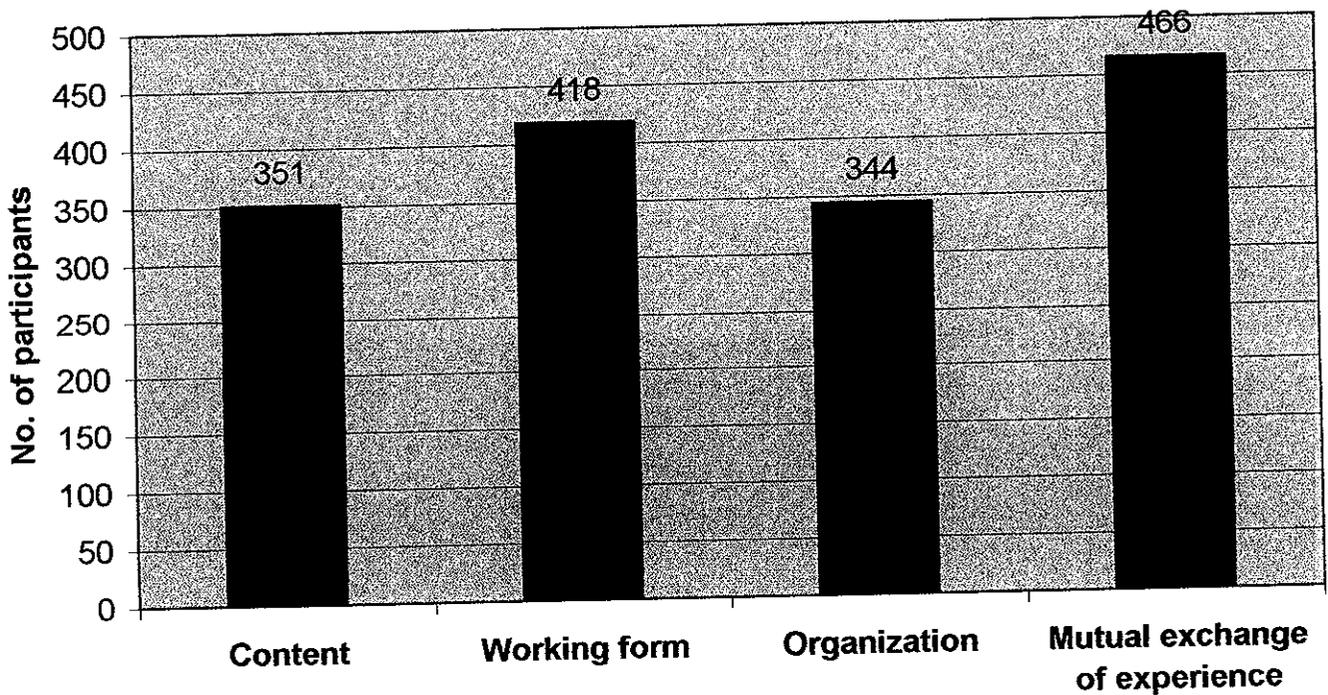
New knowledge help participants to do better job planning and implementation of concepts



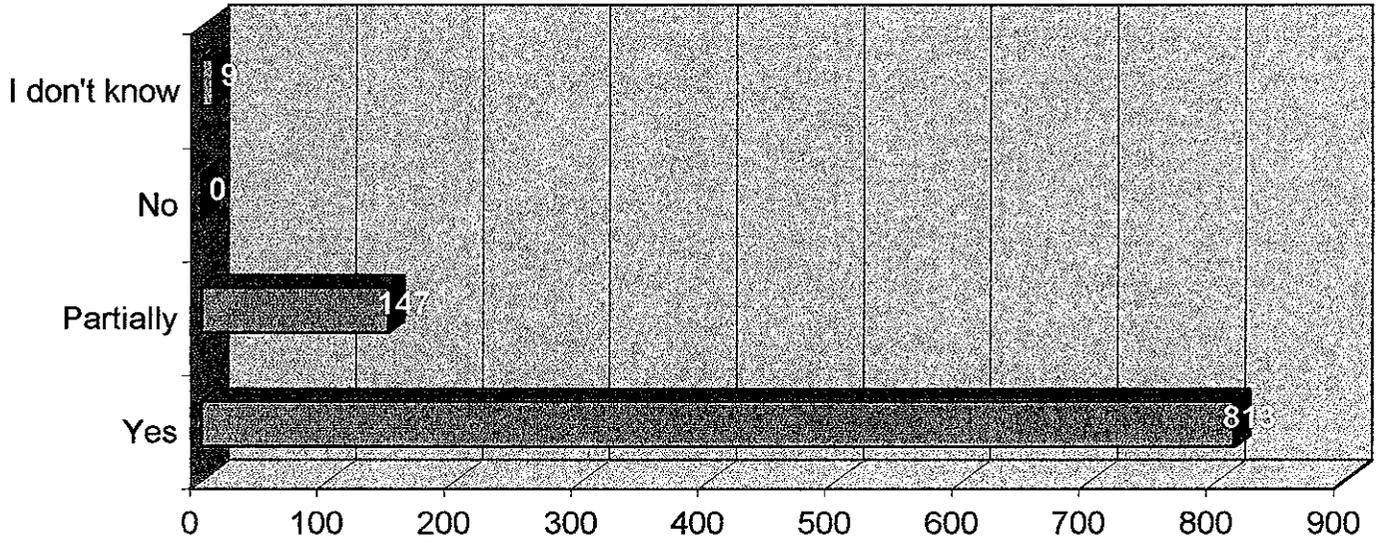
Level of Seminar Concept acceptance



Participants Impression of the Seminar through :



Participants opinion of implementation of the theoretical acquired knowledge in practical and simulated situations



Annex 3

Summary of the TraiNet report submitted to the World Learning Center March 2001

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
---------	----------------	--------	--------	------

Program Trainee Status Report Summary

Program Status	USAID Funding	Trainee Status	Return Status	Termination Reasons
Potential: 0	US (\$): 60,262.00	Candidate: 0	Unknown: 0	Academic: 0
Planned: 0	Local (\$): 0.00	Not Selected: 0	Returned: 0	Financial: 0
Cancelled: 0		Alternate: 0	Non-Returnee: 0	Employment: 0
Active: 0		Planned: 0	In-Country: 2,164	Health: 0
Terminated: 0		Cancelled: 0	Deceased: 0	Personal: 0
Completed: 0		In Training: 0	Not Yet Entered: 0	Not Yet Entered: 0
Final: 2,164		Terminated: 0		
Not Yet Entered: 0		Achieved: 2,164	Total 2,164	Total 0
		Not Achieved: 0		
		Pending: 0		
		Not Yet Entered: 0		
		Total 2,164		

Funding Pipeline Report by Strategic Objective

Strategic Objective

Activity:

<i>Funding Block:</i>	<i>Start Date:</i>	<i>End Date:</i>
<i>Balance</i>	<i>Funding Block</i>	<i>Funding Source</i>
	<i>Line Items - Budget</i>	<i>Line Items - Actual</i>
US \$: 0.00	0.00	0.00
\$: 0.00	0.00	0.00

<i>Funding Block: New Activity Funding</i>	<i>Start Date:</i>	<i>End Date:</i>
<i>Balance</i>	<i>Funding Block</i>	<i>Funding Source</i>
	<i>Line Items - Budget</i>	<i>Line Items - Actual</i>
US \$: -60,262.00	0.00	60,262.00
\$: 0.00	0.00	0.00

Activity Totals for

US \$: -60,262.00	0.00	60,262.00	59,881.00	50,663.83
\$: 0.00	0.00	0.00	0.00	0.00

Strategic Objective Totals for

US \$: -60,262.00	0.00	60,262.00	59,881.00	50,663.83
\$: 0.00	0.00	0.00	0.00	0.00

Annex 4

List of Participants for the Strategy Planning Session, Macedonia

MINISTRY OF EDUCATION AND SCIENCE

1. **Nenad Novkovski** *Minster for Education and Science*
2. **Marija Taseva** *Undersecretary for University Education*
3. **Gorgi Ilievski** *Deputy Secretary for Primary Education*

BUREAU FOR EDUCATIONAL DEVELOPMENT (BED)

4. **Simeonka Guceva** *Director of BED*
5. **Zekir Kadriu** *Deputy Director of BED*
6. **Slobodanka Ristevska** *Sociologist - Leader of the Civic Education Working Group for the BED*
7. **Liljana Gorgioska** *Advisor for Lower Elementary Education*
8. **Zdravko Jakovlev** *Advisor for Preschool Education*
9. **Danica Talimdzioska** *Advisor for Lower Elementary Education*
10. **Kamil Dzeladini** *Advisor for Lower Elementary Education*

PEDAGOGICAL FACULTY, UNIVERSITIES IN MACEDONIA

11. **Nedzat Abazi** *Advisor for Lower Elementary Education & University Professor*
12. **Rozalina Popova-Kaskarova** *University Professor*
13. **Zlatko Zoglev** *University Professor*
14. **Dobri Petrevski** *University Professor*
15. **Vesna Janevska-Gorgievska** *University Professor*

ELEMENTARY SCHOOL TEACHERS

16. **Vera Angelovska** *Elementary Teacher Grade 1-4*
17. **Remzije Etemi** *Elementary Teacher Grade 1-4*
18. **Stojna Zivik** *Elementary Teacher Grade 1-4*
19. **Snezana Maneva** *Elementary Teacher Grade 5-8*

STUDENTS OF PEDAGOGICAL FACULTIES

20. Anita Sterjova *Student at the Pedagogical Faculty*
21. Pavle Zimbakov *Student at the Pedagogical Faculty*

CENTER FOR CIVIC EDUCATION-CALIFORNIA

22. Jack Hoar *International Director of Programs*
23. Sharon Moran *International Programs Coordinator*
24. Douglas Phillips *Program Trainer*

USAID

25. Kathy Stermer *Senior Local Governance and Democracy Officer*

CATHOLIC RELIEF SERVICES

25. Jack Norman *Deputy Director*
26. Anat Prag *Head of Education Department*
27. Natasa Grujevska *Project Manager*
28. Vera Kondik-Mitkovska *Project Manager*
29. Thea Guerin *RESO representative*

PARENTS

30. Ljupco Atanasov *President of the Parent council in Bosilovo*
31. Spase Kotalleski *President of the Parent council in Leskoec*

Annex 5

Agenda for the Strategy Planning Session on Civic Education in Macedonia

Civic Education: Path to a Civil Society

Strategy Planning Session

May 7 - 8, 2000

Skopje, Macedonia

Purpose: Catholic Relief Services with the Center for Civic Education, and other partners, will implement “Civic Education: Path to a Civil Society” over a four year time frame. The project objectives include: 1) the establishment of a civic education curriculum in the Republic of Macedonia; and 2) enhance parental involvement in that process.

(Grant Contract, Article One: Purpose)

The first objective—students acquire the skills to participate in civil society through the introduction of civic education into Macedonian schools—will be initiated through a two-prong approach: 1) curriculum development; and, 2) teacher training.

The second objective seeks to involve parents in the introduction of civic education into their children’s lives.

(Grant Contract, Attachment 2: Program description)

Strategy Planning Session Objectives

Upon completion of this two day Planning session the individuals in the planning group will:

1. Identify issues and problems that should be addressed by this group so that efforts to advance civic education are maximized.
2. Identify possible alternatives and solutions to the identified problems and issues.
3. Develop narrative statements defining the issues, problems and recommendations.
4. Identify resources that may be useful in addressing the identified problems and issues.
5. Identify activities that should be conducted to achieve the mutually developed recommendations for addressing the identified issues and problems.
6. Develop a timeline and responsibility chart for activities that will take place to address the identified problems and issues.
7. Work cooperatively with others in cross-functional (mixed groups with persons of different jobs, backgrounds, and from different organizations) groups.

Day One

- 9:00-10:00 AM Welcome and outline of the task
- Icebreaker - What is the current status of civic education in Macedonia?
- 10:00-10:15 AM Explanation and Organization of Morning Group Work Session
- Overview of Work Ground Rules
- 10:15-10:35 AM Break and discussions
- 10:35-12:00 PM Small groups will generate responses to prepared questions
- Groups will enter responses to prepared questions
- 12:00-1:00 PM Lunch
- 1:00-3:00 PM Small groups will develop responses to questions/challenges
- Sharing the responses generated
 - Discussion of and writing a narrative response to questions
 - Identify missing areas and create recommendations for missing information
 - Development of recommendations
- 3:00-3:20 PM Break and discussion
- 3:20-4:45 PM Small group reports to the whole group
Discussion and Dialogue
- 4:45-5:00 PM Closing remarks

Day Two

- 9:00-9:15 AM Opening remarks and Reflections from Day One
- 9:15-10:45 AM Editing of Small Groups Work
- Edit work of other groups
- 10:45-11:05 AM Break and discussions
- 11:05-12:00 PM Finalize recommendations for Action Plan
- Create initial timeline recommendations
- 12:00-1:00 PM Lunch
- 1:00-2:30 PM What is the role for each partner in the implementation of the action plan?
- 2:30-2:50 PM Break and discussions
- 2:50-3:20 PM Report and cite gaps/overlaps of partner and individual responsibilities
- Who monitors the goals and activities of the plan?
- 3:20-5:00 PM Master Timeline developed
- Important deadline dates
 - Supporting activities
 - Monitoring and coordinating of Timeline responsibilities
 - Problems/identification of possible solutions
 - Reflection and Summary Remarks

Annex 6

An example of a field report and classroom observations for Grade One Foundations of Democracy lessons

Location:	Elementary School Gorce Petrov
Region:	Skopje
Date:	April 05, 2001
Program:	Foundations of Democracy
Grade:	1
Participants:	Liljana Gorgioska, Grade 1-4 BED Advisor, Grade 1 teachers from "Mirce Acev", Gorce Petrov", "Dimitar Berovski" Elementary School and the school pedagogue of "Gorce Petrov" Elementary School.
CRS Observer's Name:	Natasa Grujevska

This report is comprised of two segments. First is summary of the meeting between Liljana Gorgioska, the BED Advisor in charge of Grades 1-4, and Grade 1 teachers from 3 elementary schools in Skopje. The second segment of the report is Lesson observation in Grade 1² class from Gorce Petrov Elementary School.

Meeting minutes

Teachers expressed the following issues and opinions regarding implementation of Civic Education in the classroom:

- The textbook developed by Jadranka Vladova is not appropriate for the age of the children, even though the illustrations are better since they are more colorful than the illustrations in the textbooks printed by CRS.
- Teachers are pleased with the CRS Civic Education student's textbook and teachers guide.
- The teachers guide is very helpful in planning of the class.
- The glossary at the end of the student's textbook is not good for the students since the definitions are abstract.
- Students like the stories, especially the story of Martin the Zoo Keeper and read the stories at home.
- The concepts Authority and Responsibility have been covered with the students. Responsibility was easy for the students to understand, but there were some difficulties with understanding of Authority.
- The program is easily incorporated in Macedonian language classes and also in the Art class.
- One block of 45 minutes needs to be assigned especially for Civic Education as a separate class since the time that is assigned at present is not enough to go through all activities planned.
- Students are very active in the class and like to discuss and ask many questions. They enjoy the activities but there is not enough time to cover everything that is planned.
- The large classes of students (created by merging 3 in 2 classes) are additional problem regarding the time needed for implementing the activities.
- Financial difficulties related to photocopying of characters needed for role-play and different activities related to the concepts.

The BED Advisor gave the following responses to the above-mentioned issues:

- CRS books are good but students should use more resources/different books because the objective is to use different books in order to reach the goal of the class.
- The textbook developed by Jadranka Vladova received positive critique at a Balkan's conference where that was viewed as a positive step for Macedonia in the development of Civic Education textbook.
- The definitions in the glossary at the end of the book are given for the teachers. Students should be able to understand the concepts and use the knowledge in the everyday life and not to learn the definitions by heart.
- Separate block for Civic Education class is not needed in order not to overburden the students.
- CRS should check the availability of funds for producing copies of the characters from the stories and distribution to all schools in Macedonia.

LESSON OBSERVATION.

School, Region "Gorce Petrov" school Class I²
 Teacher Petranka Zdravkovska Teaching Language Macedonian
 Observer Natasa Grujevska Date April 05, 2001

Brief Outline of Lesson Activity and Student Participation

The focus of the lesson was the concept Privacy. The focus was related to the experience of the students. The main activity, which was introduced through group work, followed right after the opening. The students actively participated in the activity. There was no statement of objectives and procedures and no debriefing at the end of the lesson. One of the possible reasons for that was the late start of the class and consequently the time limitation. The late start was because of the overrunning of the meeting that was held with all Grade 1 teachers prior to the lesson. The teacher, who also participated at the meeting, was confused and tried to accommodate the lesson to the time frame available but in her efforts to do so she had difficulty in managing the class.

Questions to review	Yes	Partially	No	Comment
<i>Opening - Focus - The purpose is to focus the attention of the class and students towards the topic of the lesson</i>				
1. Is the focus related to the experience of the students, or other lessons?	✓			The focus was related to the experience of the students. The teacher was asking about private things and some of the children shared and some didn't want to share the answers with the rest of the group. She used that situation as introduction to the concept of Privacy.
2. Is the focus a brief introduction at the beginning of the class?				
3. Is the focus related to the topic of the lesson?				
<i>Statement of objectives and procedures - The purpose is to lay-out the expectations of the lessons; what is to be learnt; what tasks are involved; what new things will the students be involved in?</i>				
1. Do the objectives explain how the students understanding will be checked?			✓	
2. Do the objectives explain <i>How</i> the students will achieve the lesson goals?			✓	
<i>Main Activities - The activities should focus on getting kids to think about their work, actions or problem-solving experiences. They could include a lecture, a demonstration, group work, or a simulation.</i>				
1. Are the activities interactive, i.e. are students and the teacher interacting in the activities used?	✓			The activities were very interactive. Also the layout of the classroom supported the constant interaction between the teacher and the students doing the group activities.
2. Are the instructions for participation in the activities clear and concise? (The instructor should check for understanding by the students.)	✓			
3. If the activity provides new material, are the student's being checked to ensure they understand the new ideas?			✓	

<p>understand the new ideas?</p> <p>4. Are the students checked to be sure they are focused on the activity and time limits?</p> <p>5. Is the teacher aware of the time limits for the activity?</p>	✓			<p>The instructions were clear and concise.</p> <p>The teacher was very much aware of the time limits but because of the short time available for the lesson she didn't manage to check the students to ensure they understand the new ideas.</p>
Debrief - Check whether students know and can do the things laid out in the lesson objectives.				
<p>1. Are there clear questions used in support of the debrief, asking about skills, attitudes, and knowledge <i>Change</i> for students learning?</p> <p>2. Did students meet the object?</p> <p>3. Can students apply the learning to other situations?</p> <p>4. Have student's attitudes changed as a result of the lesson?</p> <p>5. Is the learning linked to the real life experience of the students?</p> <p>6. Is there an opportunity for students to improve their involvement?</p>				<p>N/A</p> <p>Please refer to the brief outline of the lesson activity.</p>

Annex 7
Evaluation of Project Citizen Teacher Training Seminars December 2000 – March 2001

EVALUATIONS

PROJECT CITIZEN- TEACHER TRAINING SEMINARS

1. Participant's background:

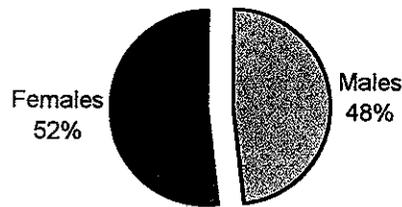
Total No. of participants

816

A. Age

Average:	42.9
Min	22
Max	64
Without answer	0

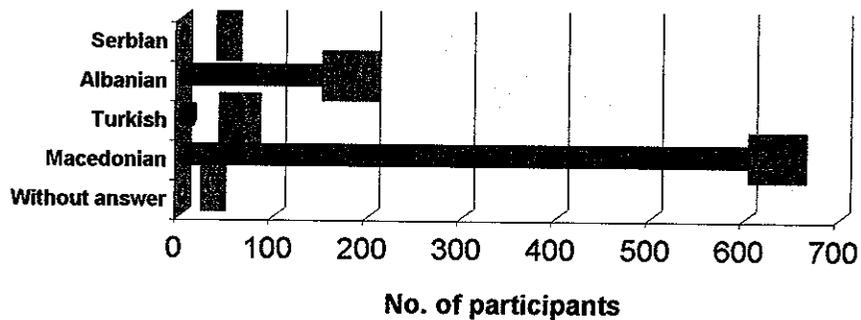
B. Gender:



C. Working experience in teaching (in years)

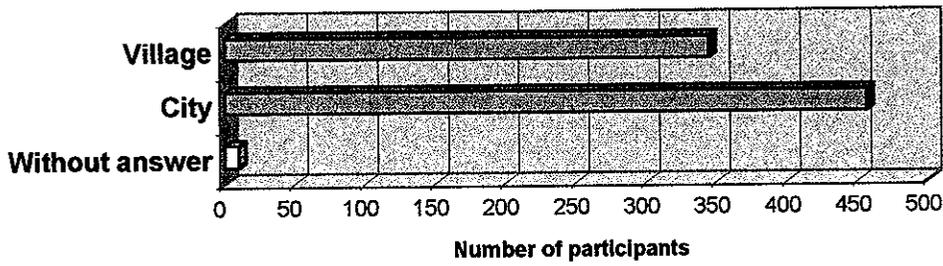
Average:	17
Min	0.3
Max	40
Without answer	9

D. Teaching language



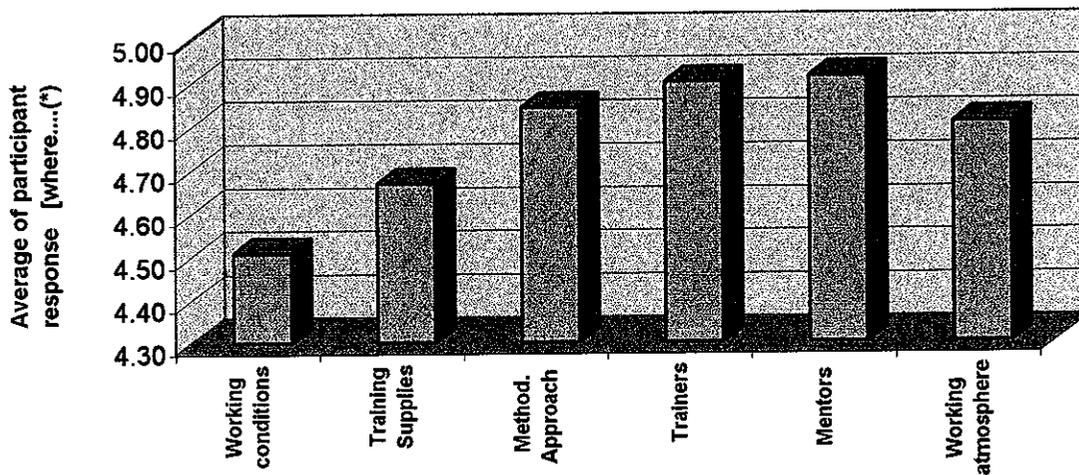
44

E. Location of the school



2. Organization of the seminar

Participants response to seminar organization

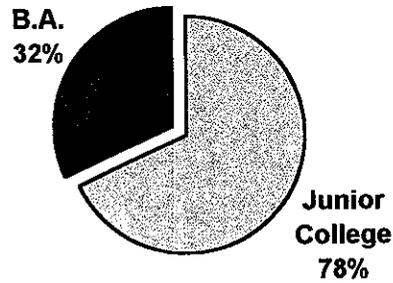


(*) ...Excellent=5, Very good=4, Good=3, Poor=2, Very poor=1

45

3. Professional development opportunities of participants:

A. Professional background of participants:

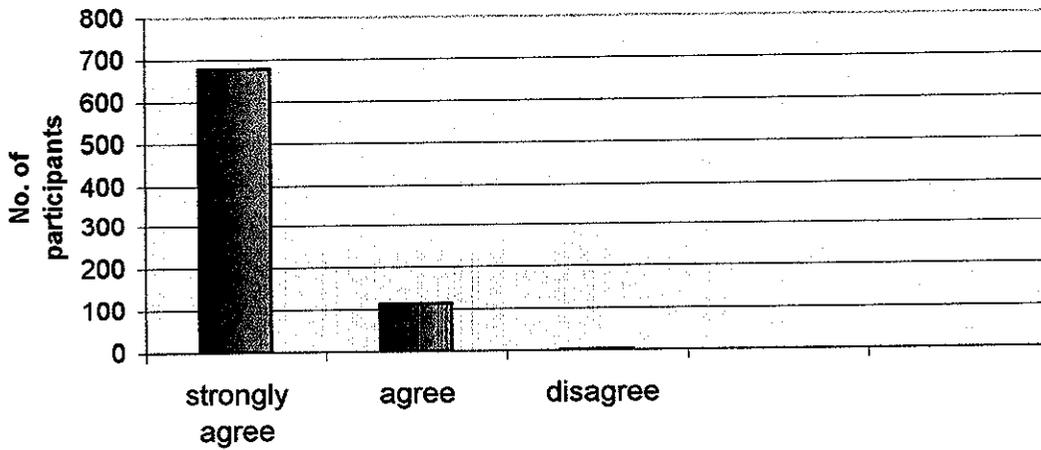


4. Training Curricula

Summary tables indicating participants agreement of the learning opportunities, of the seminar provided

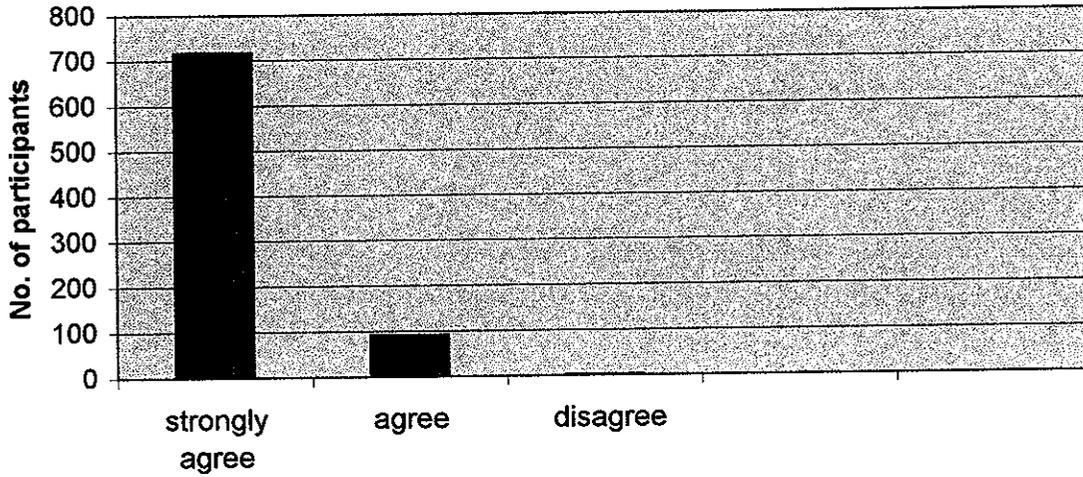
Statement: " I understand the content of the curricula on Project Citizen"

<i>strongly agree</i>	<i>agree</i>	<i>disagree</i>
3	2	1
678	114	1



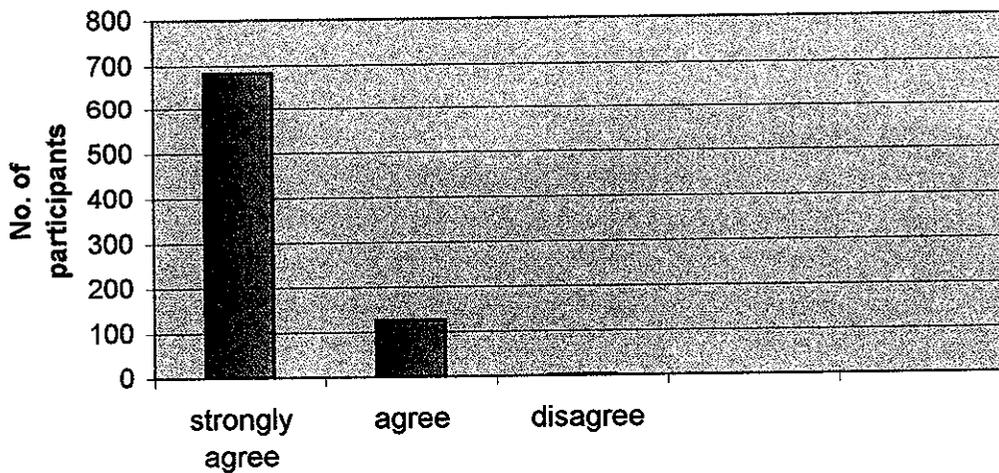
Statement: " I had opportunity to exchange ideas with other teachers"

<i>strongly agree</i>	<i>agree</i>	<i>disagree</i>
3	2	1
715	90	1



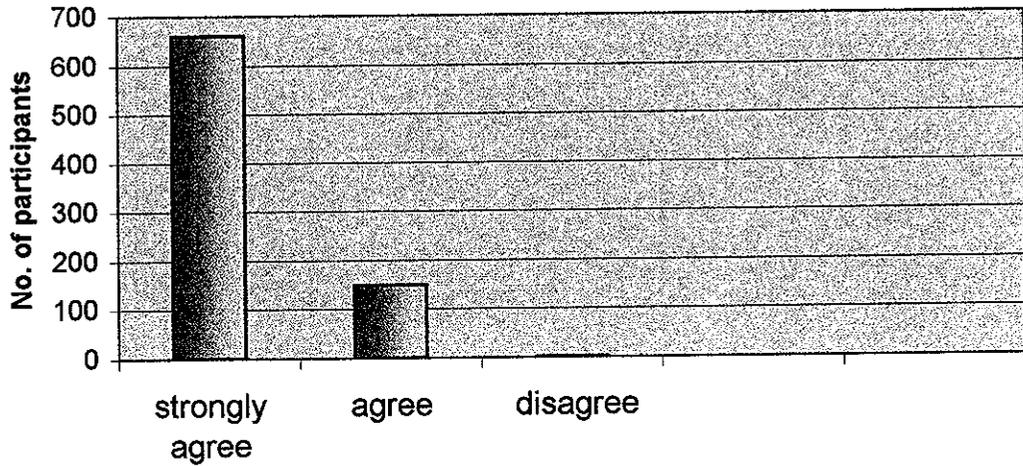
Statement: " During the training seminar I improved my knowledge of specific strategies to implement Project Citizen at my school. "

<i>strongly agree</i>	<i>agree</i>	<i>disagree</i>
3	2	1
682	125	1



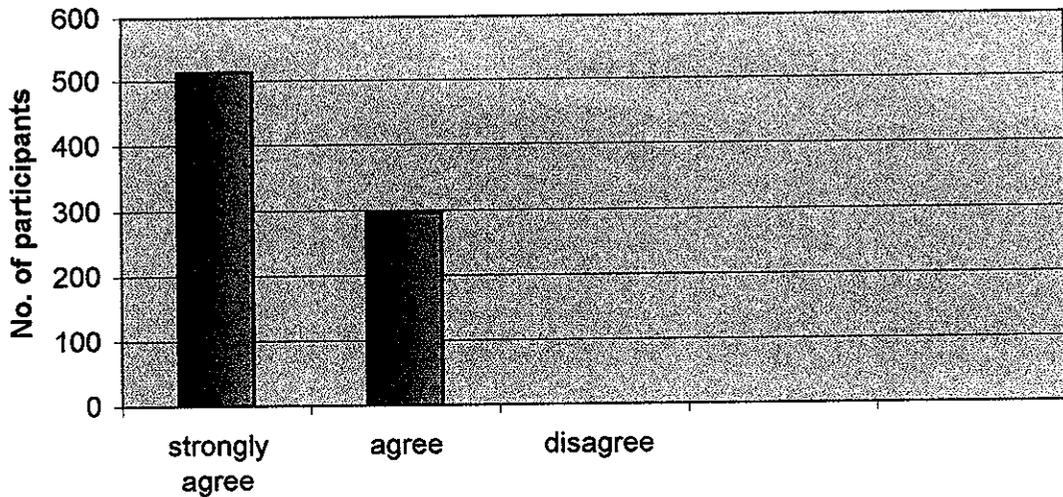
Statement: " I gained useful information to help me train others to implement Project Citizen the region I will be training in. "

<i>strongly agree</i>	<i>agree</i>	<i>disagree</i>
3	2	1
659	149	1



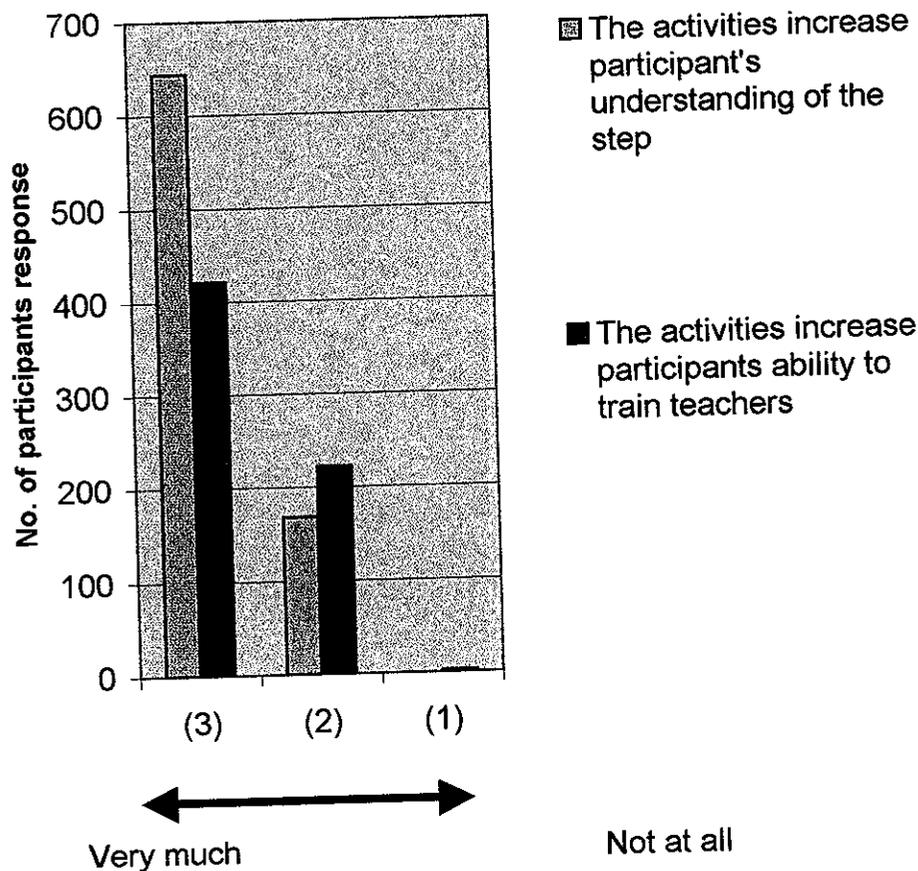
Statement: " I feel prepared to provide professional development in Project Citizen to educators both domestically and international. "

<i>strongly agree</i>	<i>agree</i>	<i>disagree</i>
3	2	1
513	296	0



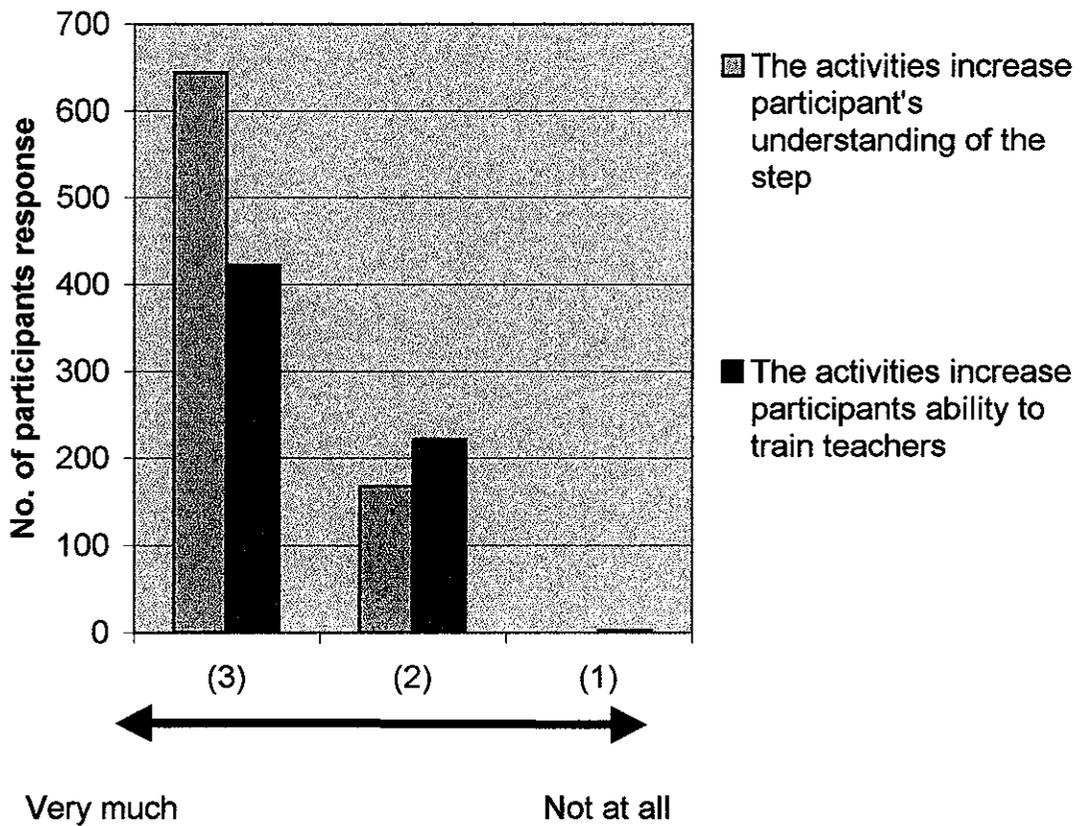
Step 1 : Identifying Public Policy Problem

	Very much			Not at all		
	(3)	(2)	(1)	(3)	(2)	(1)
The activities increase participant's understanding of the step	644	168	0			
The activities increase participants ability to train teachers	421	222	2			



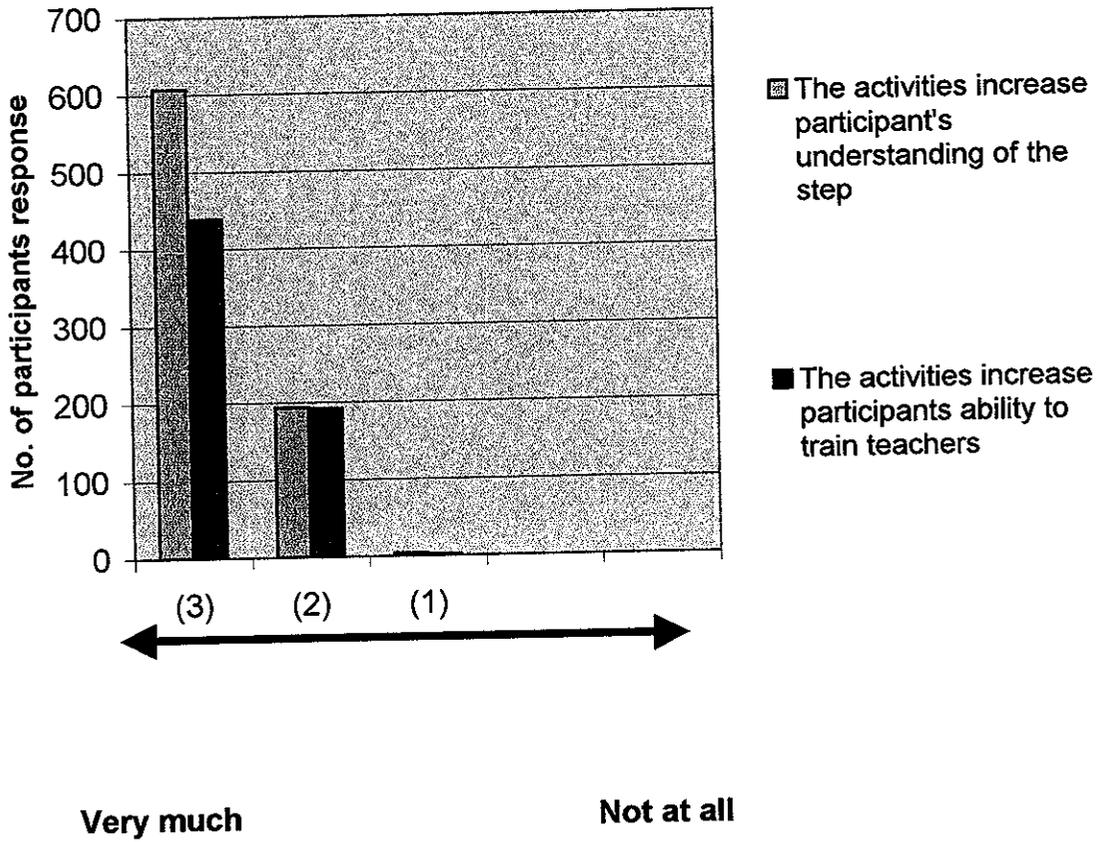
Step 2 : Selecting a problem

	Very much ← (3) (2) (1) → Not at all		
	(3)	(2)	(1)
The activities increase participant's understanding of the step	638	175	0
The activities increase participants ability to train teachers	433	210	2



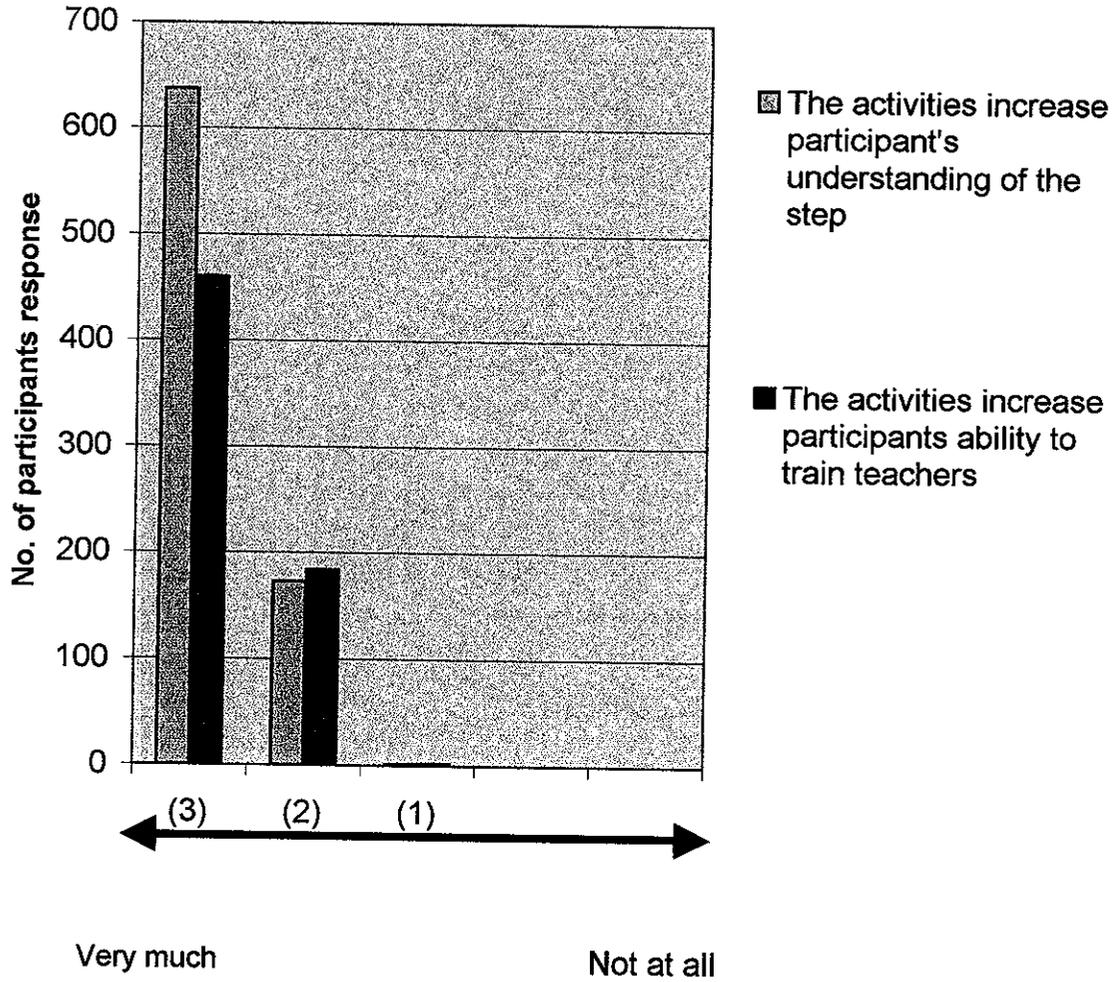
Step 3: Gathering information on a Problem

	Very much ←			→ Not at all		
	(3)	(2)	(1)	(3)	(2)	(1)
The activities increase participant's understanding of the step	607	193	3			
The activities increase participants ability to train teachers	439	192	2			



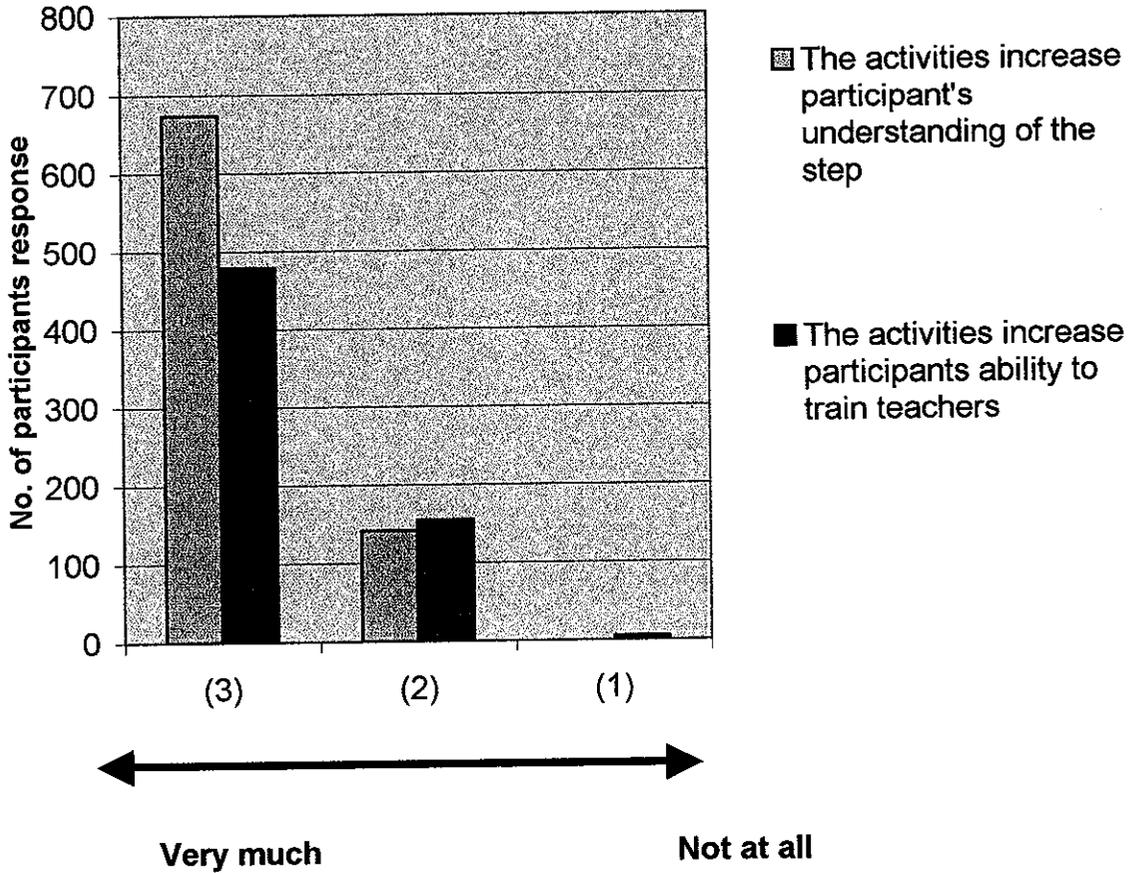
Step 4: Develop a Class portfolio

	Very much ← Not at all		
	(3)	(2)	(1)
The activities increase participant's understanding of the step	637	173	1
The activities increase participants ability to train teachers	460	184	2



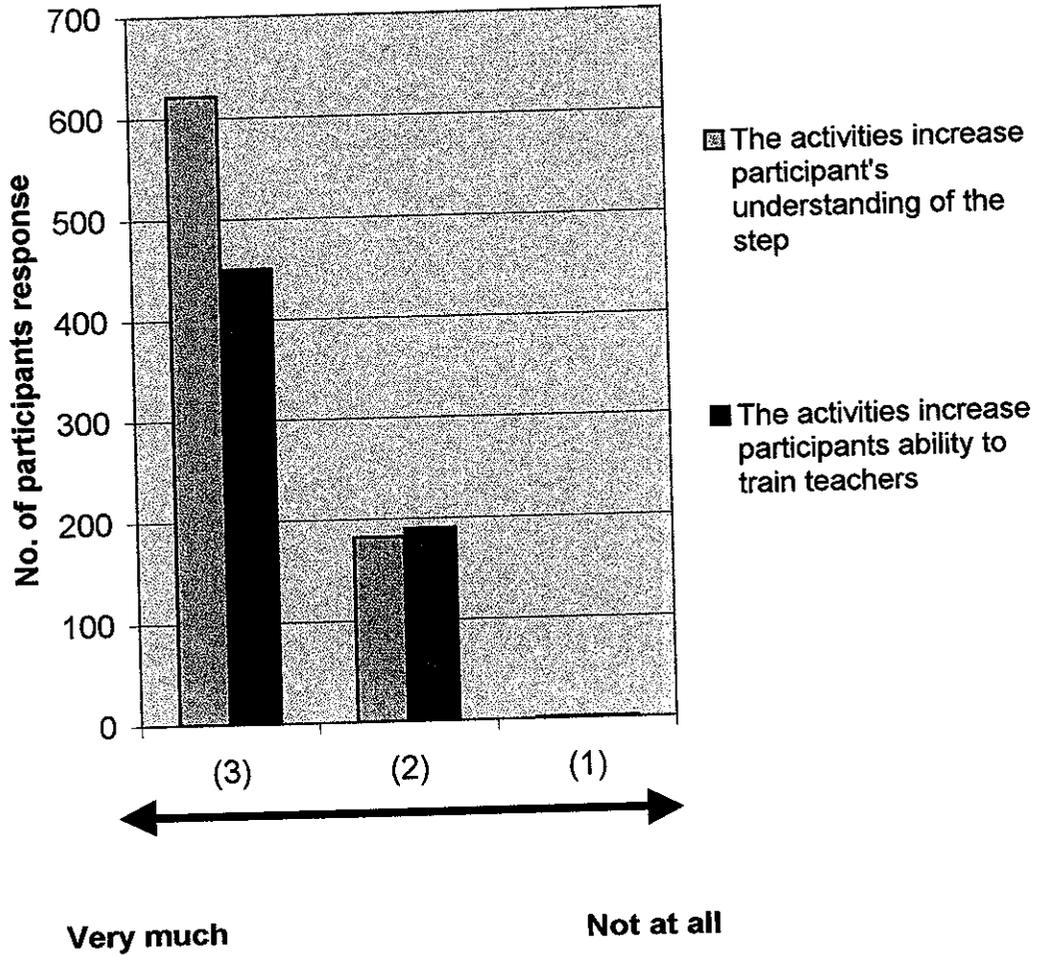
Step 5: Presenting a class portfolio

	Very much		Not at all
	(3)	(2)	(1)
The activities increase participant's understanding of the step	673	141	0
The activities increase participants ability to train teachers	478	154	5



Step 6: Reflection on the experience

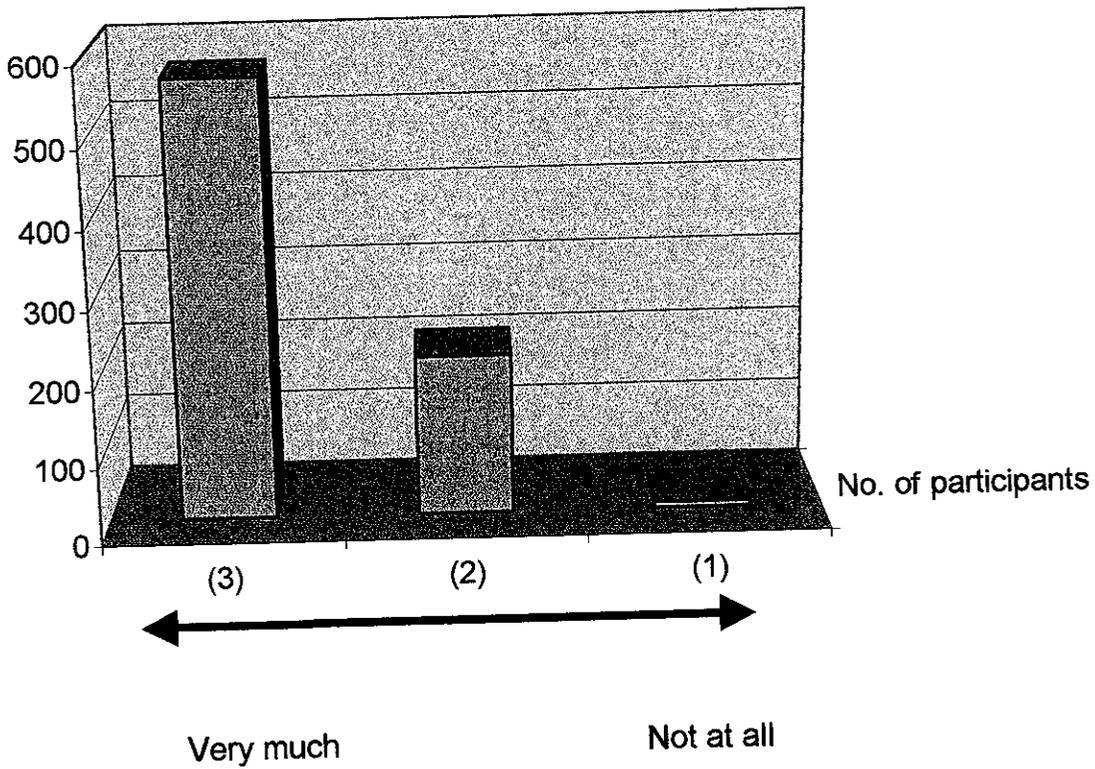
	Very much		Not at all
	(3)	(2)	(1)
The activities increase participant's understanding of the step	621	182	1
The activities increase participants ability to train teachers	450	190	1



Increasing participant's awareness and understanding of Public Policy

	Very much (3)	(2)	Not at all (1)
No. of participants	566	207	7

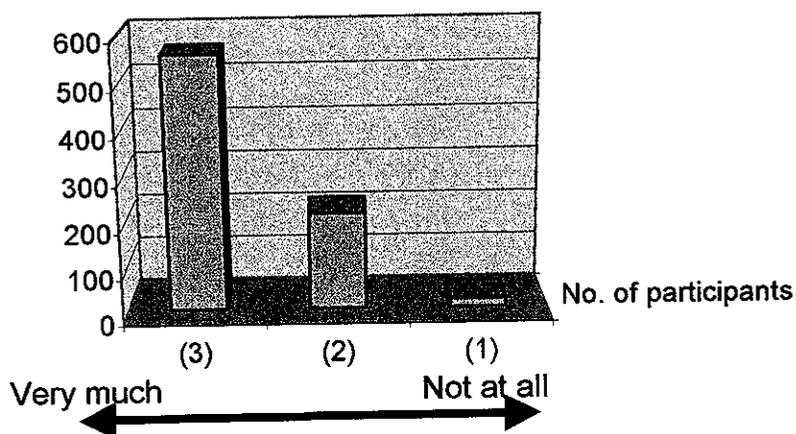
Participant's perceptions on seminars increase an awareness and their understanding of Public Policy



Increasing participant's knowledge and understanding for the IDEAL CITIZEN

	← Very much (3)	(2)	Not at all (1) →
No. of participants	558	214	19

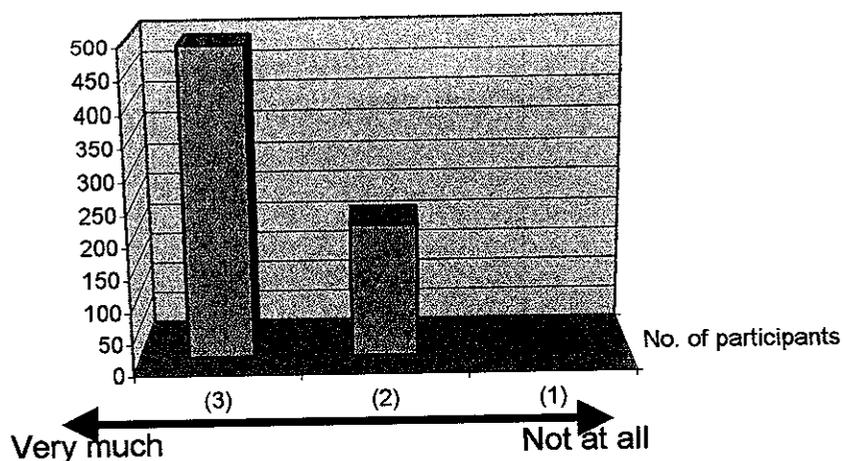
Increasing participant's knowledge and understanding for the IDEAL CITIZEN



Fulfill participant's expectations from the seminar

	← Very much (3)	(2)	Not at all (1) →
No. of participants	490	211	1

Fulfill participants expectations from the seminar



Notes:

The seminars should be organized during working days, if not there should be financial compensation for working on weekends
 The presented program is not adequate for the students age
 The seminar requested a lot of effort, we moved from complex to simple things, and it should have been the other way around
 It should have been organized earlier, we should have more time for implementation
 The expectations of this seminar are fulfilled, the seminar was well organized, educational and the cooperation should continue
 This project should be accepted in schools as a regular class
 These kind of seminars should be held more often, with fresh information and an award successful for the most participant
 Better preview of materials, the lecturing should be followed with photos, pictures and other teaching aids
 The seminar could last shorter, but it should be set out in 5-6 days, and it could be held during the summer vacation
 To avoid a lot of already known things, the organizer should coordinate better and continue with greater positive energy
 The seminar is too extended therefore mentors should simplify the presentation
 This project can not be implemented everywhere, in all regions, with the same success
 Is the home room class enough for implementing this program, because of other engagements
 A very skeptical approach in processing the problems, and more competent people should carry out the seminar
 Every beginning is difficult but I like the concepts, themes and problems which we have to resolve
 Seminars like this should be organized for other subjects as well
 Too short to really reach the goal, but it would be good if this process continues in the future years
 The teacher's guide is bare with information, and doesn't inform us how to present the program briefly
 The advisors should inform us on time about the scheduling of a seminar
 Lack of information on implementation of this project in the region
 The working conditions were not suitable
 The project contains a lot of issues, a lot of legal terms, and it is very hard to implement it
 More adequate translation with less foreign words in the textbooks
 There should be organized TV and radio programs containing information for the Project Citizen program

Suggestions:

The effort of the teachers in this project should be awarded
 More understandable (simpler) explanations
 There should have been a clearer guidance about the project which we would present at the parent meetings to explain it to them, so that they would equally influence the children.
 If you could help us in arranging the grade 5 curriculum for the home room classes
 This project should continue and our work should be evaluated
 While the trainers present the project, they should put emphasis on the goals of the project
 Before the seminar starts, the organizers should check the hotels where the participants should spend the night
 The schools should receive financial means to implement the project successfully
 Cooperation with legal institutions
 Active participation of the whole team during the seminar
 To turn to the advisers for advice, if necessary
 If you want the project to be implemented as good as possible, you should continue with further trainings like this one
 You should follow closely the given agenda, in the given time frame
 One regular class in the curriculum will contribute in creating hard working and aware citizens
 The seminar should be carried out with the help of the historians, and more literature is requested
 The organization would be better if we had more time to prepare at home
 If the educational system would function properly, there wouldn't be a problem in the implementation of this project
 More often seminars should be organized, because radical changes in the curriculum are ahead of us

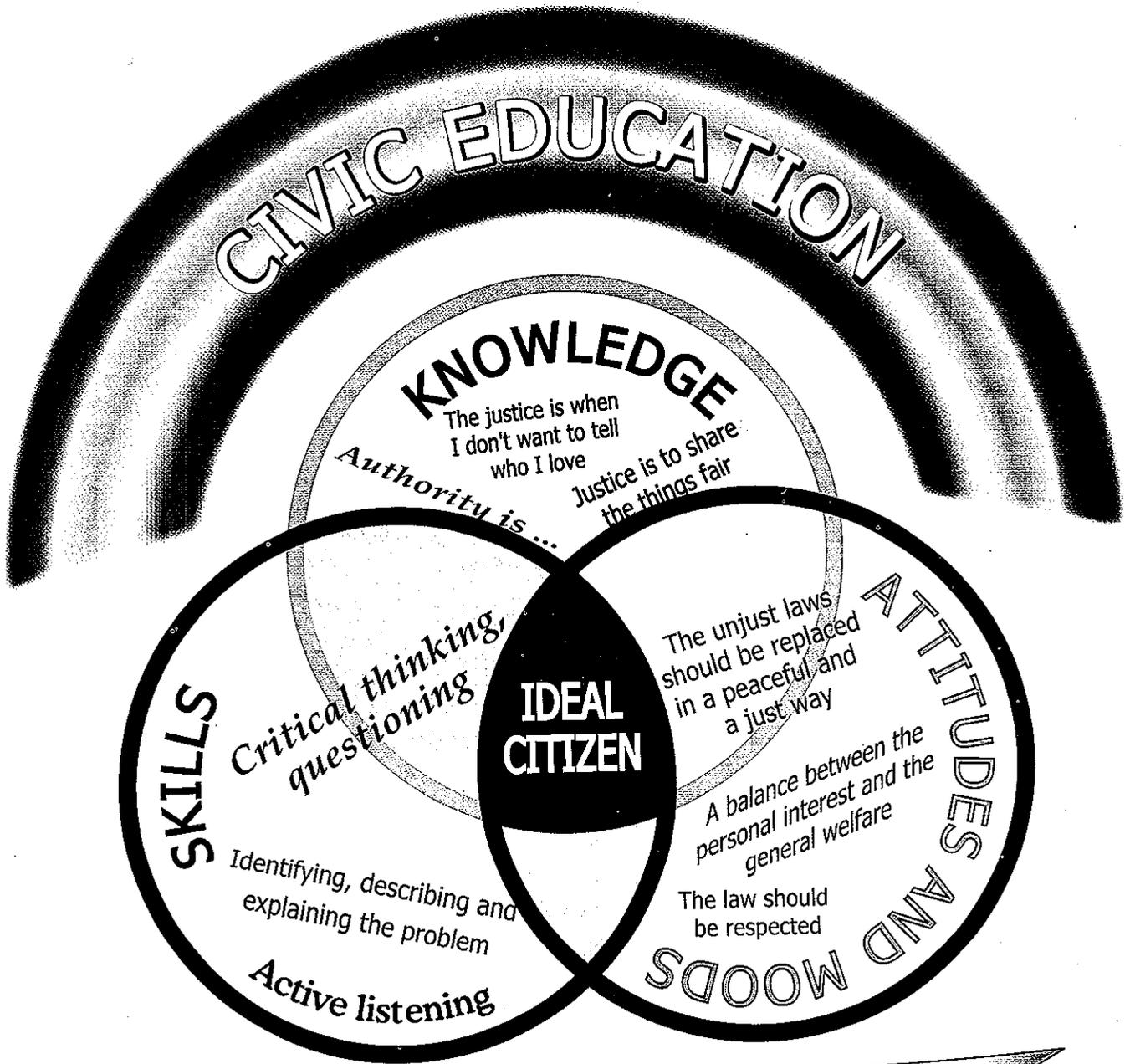
General impressions from the seminar:

Excellent experience, well organized and carried out on a very high level
I am satisfied with the overall organization of the seminar
The seminar went well and we're happy with the accomplished work
Hard working, it gave the expected results and helped us to enrich our knowledge
Successful for learning and making friends
Everything that we did in the seminar is already practice in my school , but with simpler methods, more understandable and more acceptable for the students
Great atmosphere. I gained a wider knowledge about the project, and I feel ready to implement it, depending on the school financial conditions
The time went by very fast, meaning that the seminar was very interesting and well organized
The program gives a great experience in the work, ability, creativity, i.e. it is the one of the best seminars that I've participated in
We would like to have other trainings for the implementation of this program
Wonderful, in this seminar I feel like an ideal citizen. I will transfer my feeling to our future generations, I will try e. that they become ideal citizens, and this means that we will create a good society and a legal state
It's excellent. We learned how to solve problems
I take great impressions with me, that I will share with my students
The seminar was carried out perfectly, the work was done completely with total understanding and success also the cooperation with the colleagues and knowing each other better was excellent
Very useful for all teachers in aspect of their future work
The mentors with their work and attitude contributed to the successful presentation of the seminar
It enabled us to upgrade ourselves with new knowledge about the project, to respect the laws and the principles of the public policies, and the way of their implementation
I am very satisfied from the attitude of the advisors and the collaboration in the groups, the respect of the rules
Getting out of the old standardized frames of teaching
We thank you for your contribution, and we wish further mutual successes
The seminar was very successful because it was held on our mother tongue
The translation of the hand-outs in Albanian language wasn't appropriate
Many thanks to the organizers of the seminar, for their detailed lecture, which enriched our knowledge and understanding on "We the People... Project Citizen" program

Annex 8
Newsletter "Civic Education Today" Edition Two

CIVIC EDUCATION TODAY

Year II, No 2
March, 2001
ISSN 1409-889X



CIVIC EDUCATION
main part of every education system

The school and the classroom should be laboratories in which the students will practice the responsibilities of the citizen in a democratic society





FOUNDATIONS OF DEMOCRACY GRADE ONE THROUGH FOUR

Objectives:

The „Foundations of Democracy“ program for Grades One through Four supports the development of a responsible and a competent citizen who is actively going to participate in public policy. The objective of the program is to enable pupils to understand and support human rights and liberties, as well as to understand the democratic process and relationships in society. It also encourages pupils to implement acquired knowledge thus making positive and effective changes in the individual's attitude and conduct.

The „Foundations of Democracy“ program for Grades One through Four involves three basic objectives:

- Understanding of the institutions in our constitutional democracy and the basic principles and values according to which they are devised;
- Encouragement of active co-operation between the successful and responsible citizens;
- Understanding and readiness to implement a democratic approach when making decisions and resolving conflict situations, both in public and personal life;

Throughout the training offered by the „Foundations of Democracy“ program for Grades One through Four, teachers various skills are transmitted, aiming to prepare pupils for a successful adjustment to the social environment.

Thus, the development of distinctive personal qualities is important. They are of great

significance for the socialization of children and the democratization of the relationships in society. For example:

- Co-operation - pupils learn how to be interactive and to co-operate which is the key for the development of skills for active co-operation, and responsible citizenry;
- Using people from the community - as a source of information;
- Balanced viewpoint in response to questions - which stimulates critical thinking of pupils;
- Positive emotional conduct - pupils learn how to acquire it through self-control, but also learn how to express their feelings and attitudes;

MATERIALS AND ACTIVITIES

The „Foundations of Democracy“ program for Grades One through Four is not realised as a separate subject. In the course of the four years, pupils learn about the four concepts, which are: authority, justice, privacy and responsibility.

The first step of learning is comprehension of the con-

cepts. Afterwards, with a specially created intellectual tool, we are helping the pupils to understand every concept, to define some of the universal criteria by which the relevant elements for making decisions will be determined, as well as to determine the limitations when using each of those concepts.

In addition, the contents of the program are not conveyed through the use of regular teaching methods, but through the active involvement of the pupils by using a creative approach to education.

By using co-operative games, discussions in groups, role play, telling stories and by drawing and writing, teachers encourage the critical way of thinking of the pupils, demanding from them to describe, explain, take and defend their attitudes.

For the realisation of the program, working materials of various kinds must be used, such as:

- Handouts
- Working equipment (pencil, marker, color pencils, paper bags, Cardboards, glue, rubber, thread, scissors,)



Preparation of models

TEACHERS

The program „Foundations of Democracy“ is conducted by Grades One through Four teachers who have had access to training. In the course of the training, teachers acquire the knowledge necessary for realization of the program’s contents and in the same time master the skills for interactive teaching, a necessary precondition for a successful implementation of the planned program of study.

The first training of teachers for first grade education was realized in August 1999 year.

After the training, a working group formed of advisors from Grade One through Four education designed a training seminar for teachers.

The first seminars realized by teachers from first to fourth grade education (which we are especially proud of) were held from 27 to 29 June 2000, and from 3 to 5 July 2000 year in Skopje, Veles, Kavadarci, Prilep and Gostivar. During these sessions 420 teachers were trained.

Seminars continued from the first week of October and ended in December 2000, involving all teachers who in the 2001 year

in February 2000 year devised a thematic plan for the concept „Responsibility“ for first grade teachers.

The same plan was delivered to the teachers, who then used this plan to develop their implementation of the three further concepts.

OBSERVATION AND EVALUATION

The „Foundations of Democracy“ program for Grades One through Four, represents a courageous step forward. This program is for the development of the Foundations of Democracy, the factors that influence the democratization of relationships, as well as internal values and qualifications necessary for the development of positive attitudes towards the legal and political system.

At first sight, the activities associated with the four concepts (authority, justice, privacy and responsibility) appears to be the only basis of change for the teachers. However, the „Foundations of Democracy“ program from first to fourth grade also contains a second challenge by basing the concepts on nontraditional, experience based, pedagogical forms and methods.

The two minor developments represent a great change, for the teachers and the pupils and their parents. This was obvious from the faces of the pupils radiating pleasure, the self-confidence of the teachers and the support that the teachers and the pupils have received from parents.

Liljana Gjorgjioska
Bureau for Educational
Development Adviser

*Hello, Justice here-
sorry i don't know
anybody by that name.*



Teacher training „Foundations of Democracy“ - Pehcevo

This was implemented by Center for Civic Education; Catholic Relief Services/Macedonia and the Bureau for Educational Development.

It involved 120 teachers that during 1999/2000 school year were suppose to teach in first grade, and advisors for first to fourth grade education.

From among the teachers and the advisors that passed the first training, a shortlist of thirty-four educators for first to fourth grade education was formed (18 advisors and 16 teachers). These educators became the Macedonian trainers within the program.

In May, 2000 another training for educators was implemented, also realized by trainers from Center for Civic Education, California, USA.

taught first grade students in schools throughout the Republic.

There is no separate subject and a separate class for the „Foundations of Democracy“ program. It is a cross curricula subject with activities in all subjects and lessons. For example in extra curricula activities, in the course of excursions and as a part of the lesson or outside, when the teacher will feel that there are appropriate conditions and the right situation for Civic Education activities.

However, it does not occur spontaneously, but it is planned and programmed. Aiming to make the work of the teachers easier and to incorporate Civic Education in the programs for particular subjects more appropriately, a group of 18 Advisors



METHODICAL PRESENTATION

For realization of the „Foundations of Democracy“
Program Activity

Grade: One

Concept: Justice

Curriculum:

The Fair Bears - a story

Type of activity: Dramatization
of the story (sixth activity)

Correlation with the subjects:

Macedonian language and
drawing classes, nature and
society lessons

Objectives:

With the realization of this cur-
riculum pupils should be able
to:

- Identify the three types of jus-
tice through events and charac-
ters from the story;
- To estimate the just ways of
division, the just answer for any
violation and making the right
decision (through the charac-
ters of the story);
- To express themselves in a
dramatic language - orally,
through role play;
- To use new words related to
the concept Justice (for exam-
ple: fairness, justice, injustice).

Technique of learning:

Conversation in the class,
dramatization - role playing,

Listening, text method
Sociological forms of work:
Frontal, group work, individual

Materials:

- The text of the story „The Fair
Bears“ (School book for pupils,
page 26 and 27)
- Pictures of the families: The
Bears, The White and The Black
family
- Paper dolls - for the charac-
ters from the story
- Illustrations - forest tree mod-
els for the scenery in the class-
room
- Wool thread for marking the
scenery
- Posters for expressing the
objective of the lesson

Previous preparations:

The concept Justice is previous-
ly elaborated through the five
activities, which are:

- Three activities in Macedonian
language lesson (content ela-
boration of the story and elabo-
ration from the aspect of the

concept - through the use of
the intellectual tools from the
Manual);

- Two activities in the drawing
lesson and the nature and soci-
ety lesson (making paper dolls
for the characters of the Bears,
the White and the Black fami-
lies);

- Designing illustrations of the
forest trees necessary for the
classroom scene;

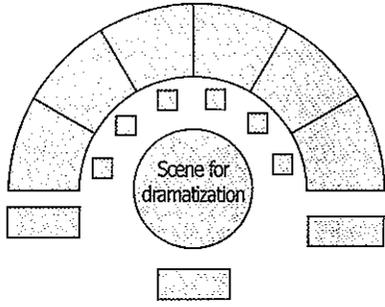
- Forming mixed groups of
three pupils and division of
roles according to the three sit-
uations of justice in the story.

The set-up of the classroom:

- The desks and the chairs are
organized in a half circle
- The scenery and the dramati-
zation are marked with wool
thread
- Three spare desks are set up
with the necessary materials



Teaching techniques: Role play



Duration of action (55 minutes)

Introduction to activity:

A focused conversation begins using displays of the three families of bears: The Bears, The White and The Black families (questions are based on the teacher's manual)

Expressing of the objectives:

The objective is expressed orally and then the designed poster is set in front of the scene.

Main activities :

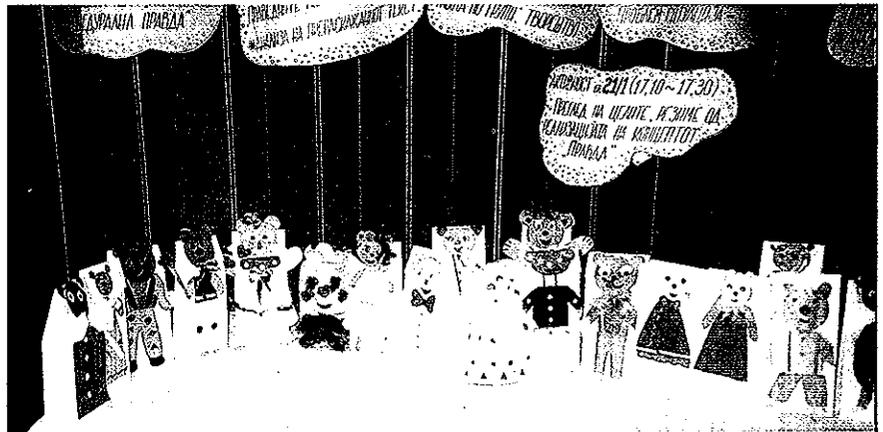
- Before the start of the dramatization, pupils are given five minutes to prepare the material and the scene.
- Then, a presentation of parts of the story related to the particular type of justice (distributive, corrective, procedural) follows.
- The presentation of each type of justice consists of the following activities:
 -Simulation of car travelling to the forest (the car is made of chairs and there is a dialogue on travelling);
 - Dramatisation on the part of the story related to the particular type of justice - for example: distributive justice (the mother Bear sets the table, the children bears go for a walk in the forest. The pupil, the bear Dean, climbs on a chair, finds some honey and hesitates whether to keep it to himself or share the honey with the others)

- Evaluation of the performance by the applause of the other pupils;
- Conversation about the problem of justice. In the course of the conversation between the group and the other pupils the type of justice should be identified and evaluation of the characters conduct should be done. In addition, questions of the following type should be used: What kind of problems does Dean have with justice? What did Dean do? Is that fair?
- This kind of activity is repeated for the other two types of justice.

Verification part: (summary and confirmation of impressions)

The activities are summarized through the conversation with the pupils (questions and answers) by:

- Reviewing the objectives
- Identifying the types of justice
- Evaluation of the characters conduct
- Evaluation of the dramatization
- The teacher addresses all pupils, praising their successful dramatization. A great applause for all groups follows.



Dramatization of the story "The Fair Bears"

Svetlana Kochovska

Grade One Teacher in „Goce Delchev“ school Bitola

JUSTICE

*Do you know what justice is,
My dear children do you know?
If you know, don't be shy,
Raise your voice.*

*Is it just if my sister,
New shoes holds,
And barefooted
in the cold I go?*

*Is it just if Mite
Eats his lunch alone,
And his friend Peter
Has nothing to eat at all?*

*Who knows what justice is?
Good, well done!
Who doesn't - seek and see
What the concept justice is,
Learn what's right and be
pleased.*

*Irina Joleska Grade Two
„Grigor Prichev“ school
Skopje*



Measure with the metre - distribute justice according to common sense

CIVIC EDUCATION - - A PATH TO A CIVIL SOCIETY

„Foundations of Democracy in pre-school education“

The project „Civic Education - A Path to Civil Society“ in the second semester of this 2000/2001 school year will make a stride into kindergarten education.

Within the Project, the educational groups with half-day stay in the elementary schools and kindergarten groups from the „Organization for Fostering and Education of Children“ from Republic of Macedonia, will be involved.

The four concepts: justice, privacy, authority and responsibility that constitute the basic principles on which every democratic society is founded, will be realized with the children of this age groups.

For the implementation of the program of study that emerge from these concepts, no particular specific outcomes are predicted. They are going to be realized, more or less, through

all educational fields regulated with the Educational Activity Program in kindergarten education. They are also going to be implemented in the course of games, observations, visits and activities outside, i.e. when the teacher feels that there are appropriate conditions and the right situation for their work.

The program of study will be planned within the short, middle and long term planning of educational activities, in general.

Important components of this project are the interactive types and methods of work. Such organization of educational activities will give children the opportunity to: ask questions, which is a precondition for the development of critical way of thinking and to learn about democracy through examples from the everyday life, the family, the observations, and role playing.

To ensure successful outcomes the organization of seminars has been implemented in coordination with the Bureau for Educational Development and Catholic Relief



Services/Macedonia.

Teacher training seminars commenced on 1 December 2000. Training seminars are still in progress and are planned to end in February 2001, involve all teachers, who in 2000/2001 school year will realize educational activity within the educational groups with half-day stay in elementary schools and kindergarten groups from the „Organizations For Fostering and Education Of Children“ from Republic of Macedonia.

For the realization of the seminars, the working group consisting of advisors of the Pre-school Education (PE) designed a plan according to which the training of the educational cadre is implemented

The manual for the cadre in „Foundations of Democracy“ and the story book for children in kindergarten will contribute to the successful realization of these concepts.

Such organization and readiness will signify a successful commencement of the project in pre-school education.

Nadezda Mladenovic

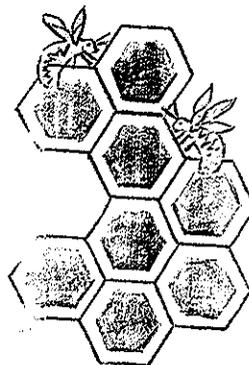
Bureau for Educational
Development Adviser

HAPPYFACE AT A SEMINAR

*How come you are all here,
In the room scattered everywhere?
How come you are made in groups?
Whether my questions are clear.*

*No. Happy face, no
The teacher Myra negates.
The questions are quite right,
You deserve mark five.
Colleagues, your attention, please
To tell Happy face the news
That in the Project Civic Education
We'll be involved.*

*At the end, the Organizer
Made it known:
We'll decide, solve riddles, and ask
questions,
Compose, dramatize, illustrate,
We'll do all.*



*Full glass
of injustice-
full heart of bitterness*

CIVIC EDUCATION - A PATH TO A CIVIL SOCIETY

„We the people... Project Citizen“



Following the need for educational change, the International Non-governmental Organization, Catholic Relief Services/Macedonia (CRS) in the framework of their educational programs, and in cooperation with the Ministry of Education and the Bureau for Educational Development (BED), gave financial support for the realization of „Civic Education -A Path to A Civil Society“ project.

During the second semester of the school year 1999/2000, the implementation of the program „We The People... Project Citizen“ began in Elementary school education - Grade Five through Eight in 43 schools where education is taught in Macedonian language, and 8

schools where education is taught in Albanian language.

The program was realized in Grade Five during the home-room lesson (second semester - 16 lessons).

The objective of this program is to support pupils to express their own opinion, to be able to assess which levels and which parts of the government are responsible for resolving problems they face, but also how to influence political decisions on

different levels of the Government. The project is focused on active learning methods, teamwork and co-operational processes.

To ensure success of the program, in the second half of the year 2000 a seminar was organized both for training



Teacher training for the program "We the People... Project Citizen"

WE THE PEOPLE... PROJECT CITIZEN

*I wonder what is the man,
What kind of citizen is he?
That always having problems,
With difficulty tries to solve them
In his short life, can it be?*

*Problems there are many,
Different I would say
In school, on the streets, in the family
They lay
And to the society heavily weighed.*

*The choice is ours
We are ready in an hour.
Collecting information, do the paper
work
Making portfolios and presentations.*

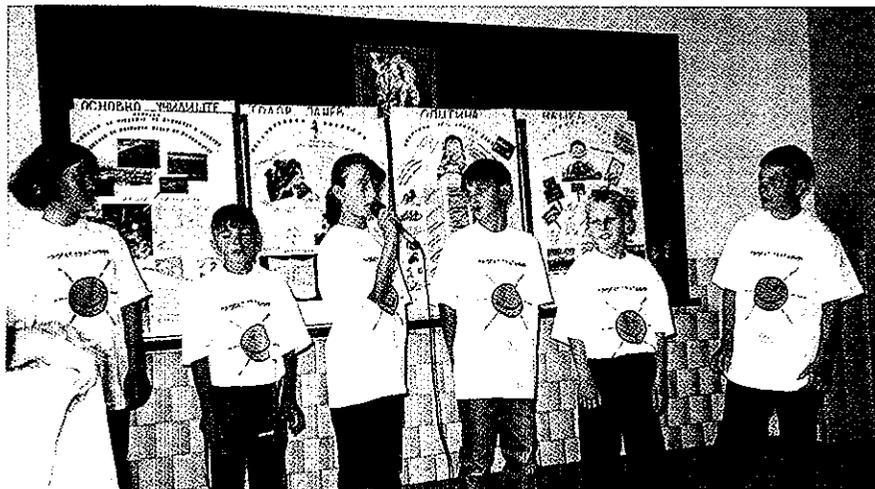
*When from the problems we have identified,
A problem's importance is explored and defined
In front of the Government
We will propose.*

Nevenka Paslamushkova
Teacher „Kiril i Metodij“
Elementary school
Veles



Final manifestation of the presentation of a portfolio

teachers involved in the project (and who were homeroom teachers in fifth grade), and for training a team of BED advisors, also involved in this project. The seminar was organized in Skopje and lasted for three days. It was realized in two



Presentation of a portfolio

groups. Lecturers of the seminar were Professor Ron Moris and Professor Judy Simson from the Center for Civic Education in Calabasas, California.

At the seminar, activities for developing a portfolio were presented - covering problem identification in the locality to producing of an action plan for its resolution.

To meet the needs of the program, manuals for the teachers and pupils were translated and adapted.

To make the realization of this program more objective, the team of advisors in the project prepared an instrument for the interview with the homeroom teachers (regarding problems and difficulties they meet in realization of the program).

All teachers have been visited, in the course of which long discussions had been made; consultations, certain directions and recommendations had been given. Also, during the visits certain activities of the homeroom teacher's class were viewed. Both, from the visit and the analyses of the questions from the instrument, a report was prepared consisting of relevant data regarding the attitudes and the opinions of the teachers participating in the program. This will help in the further planning and realization of the activities.

The final goal of the program's work was pres-

entation of the portfolio, pupils must also present and defend their opinion. Through that, they endeavored to influence the creation and change of public policy.

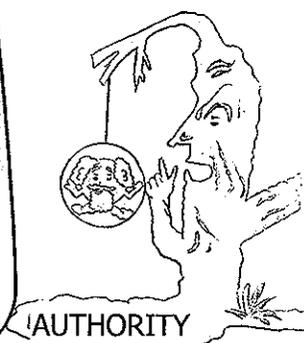
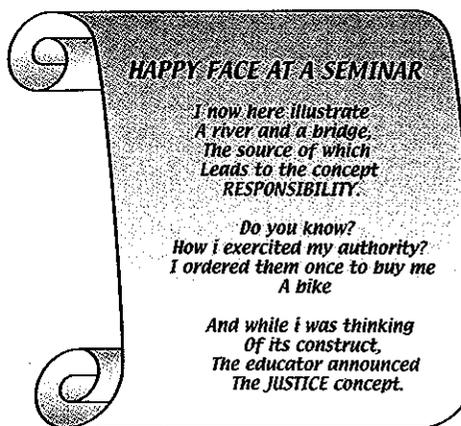
Thus, towards the end of May (May 24th - June 4th, 2000) regional presentations of portfolios was

performed in the presence of teachers, parents, representatives of the Bureau for Educational Development and representatives of the community.

What next?

„We The People...Project Citizen“ program will continue in this school year in order to involve fifth grade pupils from all elementary schools. The pupils attending the fifth grade in the previous year continue with the project in sixth grade for which appropriate programs for its realization have been prepared.

Paraskeva Dolgoska
Independent Pedagogical
Adviser



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EDUKIMI QYTETARË
SOT

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QYTEARI IDEAL

DITURI

Drejtësi nënkuptojmë kur gjërat ndahen me të drejtë

Autoritet është...

Privatësi është kur nuk dua të them se ciliin dua më së tepërmi

AFTËSI

Të menduarit kritik
shtruarja e pyetjes

Identifikimi, përshkrimi dhe sqarimi i problemit

Të dëgjuarit aktiv

QYTETARI IDEAL

QËNDRIME DHE DISPONIME
Ligjet e padrejta duhet të ndërrohen në mënyrë të qetë dhe të drejtë

Barazpeshë mes interesit personal dhe mirëqenjes së përgjithshme

Ligji duhet të respektohet

EDUKIMI QYTETARË
qëllim kryesorë i çdo sistemi edukativ

Shkolla dhe klasa duhet të janë laboratore në të cilat nxënësit do ti ushtrojnë përgjegjësitë e qytetarit në shoqërinë demokratike



Byroja për zhvillimin e arsimit
R. e Maqedonisë





Qëllimet

Në bazë të programit "Bazat e demokracisë" prej klasës së I - IV është krijuar kompetencave dhe përgjegjësisë së qytetarit i cili do të marrë pjesë në politikën publike në mënyrë aktive. Pikërisht për atë qëllim programi ka për qëllim që ti aftësojë nxënësit ti kuptojnë dhe ti mbrojnë të drejtat dhe liritë e patjetërsuara të njeriut, si dhe ti kuptojnë proceset demokratike dhe bazën e shoqërisë. Ajo gjithashtu nxit nxënësit ti zgjerojnë njohuritë e fituara duke shkaktuar ndryshime efikase dhe pozitive në qëndrimet personale dhe sjelljet.

Programi "Bazat e demokracisë" të klasës I - IV ka tre qëllime kryesore:

- Kuptimi i institucioneve të kushtetutës sonë demokratike dhe vlerat e principet fillestare sipas të cilave janë dhënë;
- Zhvillimi i aftësive për bashkëpunim aktiv në mes qytetarëve të suksesshëm dhe përgjegjës.
- Kuptimi dhe gatishmëria që të shfrytëzohet procesi demokratik kur marrim pjesë në sjelljen e vendimeve dhe zgjedhjen e konflikteve, situatave, si në jetën private ashtu edhe publike.

Përmes stërvitjeve që i ofron programi "Bazat e demokracisë" prej klasës I - IV arrihen qëllimet që i përgatisin nxënësit për kyqje më të suksesshme në mjedisin më të ngushtë dhe më të gjërë shoqërorë.

Në këtë mënyrë mundësohet zhvillimi i kualiteteve të

BAZAT E DEMOKRACISË I - IV KLASË

veçanta njerëzore që është dukuri e veçantë e socializimit të fëmijëve dhe demokratizimit e marrdhënjeve në shoqëri, siç janë:

- Kooperimi - nxënësit mësojnë si të bashkëveprojnë mes vete si dhe për interaksionin, të cilët janë çelës për zhvillimin dhe qëllimin e aktiviteteve për bashkëpunim dhe përgjegjësi qytetare.
- Shfrytëzimin e njerëzve nga bashkësia - si burim të informatave.
- Tretmani i balansuar i pyetjeve të cilat do ti simulojnë mendimet kritike te nxënësit;
- Sjellja emocionale pozitive - nxënësit mësojnë si të krijojnë kontrollë dhe vetëkontrollë, por edhe si ti shprehin ndjenjat dhe qëndrimet e tyre.

Përfshirja e aktiviteteve dhe materjaleve

Programi "Bazat e demokracisë" prej klasës së I - IV nuk realizohet si objekt i veçantë, por brenda katër viteve nxënësit përpunojnë katër koncepte dhe ato janë: autoriteti, drejtësia, privatësia dhe përgjegjësia.

Mësohen në atë mënyrë që,

fillohet me të kuptuari e terminologjive dhe më pas me mjete të veçanta intelektuale ju ndihmohet nxënësve të kuptojnë ç'do lëndë, të ndahen disa nga kriteret e përgjithshme në të cilat do të caktohen cilat elemente janë të përshtatshme para sjelljes së vendimeve, si dhe kufizimeve gjatë përdorimeve të secilit koncept.

Pas asaj, përmbajtjet e programit nuk përcillen në formë të thjeshtë me metoda arsimore, por me kyqjen aktive të nxënësve me ndihmën e shprehjes kreative mësimore. Duke shfrytëzuar lojra kooperuese, diskutimeve në grupe, ushtrime me luajtje të roleve, me rëfim të përallave dhe me vizatime e shkrime, mësuesët e stimulojnë mendimin kritik tek nxënësit, duke kërkuar nga ata të përshkruajnë, shpjegojnë, ndërmarin e të mbrojnë qëndrimet.

Për realizimin e programit duhet të shfrytëzohen mjete pune të llojeve të ndryshme:

- Fleta pune
- Mjete pune (lapsa, ngjyra, bojra, pako të vogla, kartuqe, ngjitse, gomë, pe, gërshërë,...)



Përpunimi i maketave

Mësuesit

Programi "Bazat e demokracisë", prej klasës (I-IV) e udhëheqin mësues të cilët japin mësim në klasat e I - IV të cilët kanë kaluar trajnimin specjal për këtë. Përmes trajtimit mësuesit i kontrollojnë njohuritë e duhura për realizimin e përmbajtjes së programit por njëkohësisht i përvetësojnë qëllimet për metodën interaktive të të mësuarit aktiv i cili është parakusht i nevojshëm për zotërimin e suksesshëm të programeve të parapara nga ana e



Edukimi i arsimtarëve "Bazat e demokracisë" - Pehçevë

nxënësve.

Trajnimi i parë i mësuesve për klasën e parë u realizua në gusht të vitit 1999. Ishin të përfshirë 120 mësues të cilët në vitin 1999 / 2000 do të udhëheqin klasën e parë, dhe këshilltarë për mësim klasorë.

Nga mësuesët dhe këshilltarët të cilët e ndoqën trajnimin u bë zgjedhja më e ngushtë dhe u formua grupi i 34 trajnuesve për mësim klasorë (18 këshilltarë dhe 16 mësues).

Në maj të këtij viti u realizua edhe një trajnim për trajnuesit (këshilltarët dhe mësuesit), të cilët sërisht e realizuan trajnuesit nga Kalifornia të qendrës për edukim qytetarë (QEQ).

Pas mbarimit të trajnimit, grupi i punës i

përbërë nga këshilltarë dhe mësues klasorë përpunuan dizajnë për seminar për trajnim të mësuesve.

Seminarët e parë të cilët i realizuan trajnues të vendit, për mësues të mësimit klasorë (me të cilat janë jashtzakonisht të kenaqur) u mbajt prej 27 - 29 Qershorë 2000 dhe prej 3 - 5 Korrik 2000, në Shkup përfshirë 420 mësues. Seminarët e ngelur vazhduan javën e parë të tetorit dhe mbaruan në dhjetorë me përfshirje të të gjithë mësuesve të cilët gjatë vitit shkollor 2001 japin mësimin

në klasën e parë në të gjithë shkollat e Republikës.

Duke marrë parasysh realizimin e programit "Bazat e demokracisë" prej klasës së I - IV nuk ka lëndë të veçantë dhe orë të veçantë.

Realizimi i tij kryhet më pak apo më shumë në të gjitha lëndët mësimore dhe në të gjitha orët mësimore. Gjithashtu ajo realizohet edhe në orët e aktiviteteve të lira mësimore, gjatë ekskurzioneve dhe në çdo pjesë të orës, ose jashtë saj kur mësuesi do të ndjejë se ka kushte dhe janë të dhëna situata për realizimin e saj.

Megjithatë ajo nuk shkon varg, por me plan program. Me qëllim që të lehtësohet puna e mësuesve dhe veçanërisht të inkorporohen në programet e

lëndëve mësimore, grupi i përbërë prej 18 këshilltarëve në Shkurt 2000 punuan planin tematik të konceptit "Përgjegjësia për klasën e parë. I njejt i qe dhënë mësuesve të cilët ngjajshëm me atë shembull përpunuan planet tematike të koncepteve të ngelura (të tjera).

Ndjekja dhe notimi

Programi "Bazat e demokracisë" prej klasës I deri IV paraqet hap përpara, duke u marrë me çvendosje të mëdha në mendimet e bazave të demokracisë, faktorët që ndikojnë në demokratizimin e mardhënjeve, si dhe aftësitë dhe vlerat e duhura për zhvillimin e vendimeve pozitive kah sistemi i drejtë politik.

Në shiqim të parë përpunimi i katër koncepteve duket si (autoritet, drejtsi, privatsi dhe përgjegjësi), është vetëm bosht i ndrimit që qëndron para mësimdhënësve. Megjithatë programi "Bazat e demokracisë" i klasës I deri IV përmban edhe shkak të dytë, në atë se përpunimi i konceptit bazohet me nevojat jotradicionale të formave dhe metodave pedagogjike.

Këto dy çvendosje paraqesin shkak të madh si për mësimdhënësit, gjithashtu edhe për nxënësit dhe prindërit e tyre. Gjegjësisht prej kënaqësisë të vetë besimit dhe sigurisë së mësimdhënësve si dhe përkrahjen që nxënësit dhe mësimdhënësit e kanë prej prindërve.

Liljana Georgievka
Këshilltare e pavarur
pedagogjike

*Alo, alo këtu
Drejtesia - jo, nuk
njoh të atillë*



Klasa: I

Koncepti: Drejtësia

Përmbajtja mësimore:
Arushat në piknik - tregim

Lloj i aktivitetit: Dramatizim i tregimit (aktiviteti i gjashtë)

Korelacioni: Bashkëpunim me lëndët mësimore: Gjuhë dhe arti figurativ, dituri natyre dhe shoqërie

Qëllimi: Me realizimin e këtij programi mësimorë nxënësit duhet që të:

- Të identifikojnë tre llojet e drejtësisë nëpërmjet ngjarjeve dhe vizatimeve të tregimit.

- Të bëjnë vlerësime për ndarje në mënyrë të drejtë, për përgjegjësi të drejtë, për sjelljen e vendimeve të drejta dhe të thyerjes së tyre. (Sipas personazheve të përalles)

- Të aftësohen për prezantim dramatik - të folurit, me mimika dhe gjestikulacione me tekst të dhënë;

- Të mund të shfrytëzojnë fjalë të reja në lidhje me konceptin Drejtësia (Shembull: drejtësia, e drejta, e padrejta).

Teknikat për mësim: Bisedë

RËFIM METODIK

(Për realizimin e aktivitetit të programit "Bazat e demokracisë")

me atë paralele, dramatizim, luajtje e roleve, dëgjim, metodë teksti.

Format sociologjike të punës: frontale, në grupe, individuale.

Materjale:

- Teksti nga përalla "Arushat në piknik" (Mësim për nxënësit faqe 26 dhe 27)
- Fotografi nga familjet
- Kukulla nga kutizat e letrës - për personazhet e përalles
- Ilustrime - model të drunjëve malorë që paraqesin skenën në klasë

Përgatitjet paraprake:

(Koncepti drejtësia paraprakisht është përpunim me pesë (5) aktivitete si:

- tre aktivitete në gjuhën maqedone (përmbajtja përpunimi i përalles dhe përpunimi në aspekt të konceptit - përmes shfrytëzimit

të mjeteve intelektuale nga doracaku)

- dy aktivitete nga arti figurativ dhe (punimi i kukullave nga letrat speciale

- për personazhet e familjeve : (arushëzat, lepuroshët ...)

- përpunimi i drunjëve të pyellit me ilustrime që janë të nevojshme për pamjen e rrugës në skenë (klasë)

- formimi i (tre) grupeve heterogjene nga nxënësit dhe ndarja e roleve, sipas të tre situatave të së drejtës në përalle. (sqarime)

Pamja e rrugës:

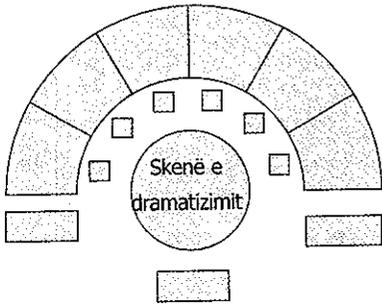
- bankat dhe karigat janë të radhitura në gjysmërreth

- skena dhe dramatizimi është e nënvizuar me shenja

- janë të vendosur tre tri banka ndihmëse për materialet e nevojshme



Teknikata mësimore: luajtja e roleve



**Kohë zgjatja e aktivitetit
(55 minuta)**

Hyrje në aktivitet:

Zhvillohet një bisedë orientuese me ndihmën e ilustrimeve të fotografive ku janë të paraqitura tri familje të arushëzave : Arushanët, Bardhokët dhe Zeshkanët (lloji i pyetjeve bëhet sipas modelit të aparaturës didaktike - nga doracaku për mësuesit).

Demonstrimi i qëllimit:

Qëllimi thuhet gojarisht, më pas pamfleta e përgatitur vendoset para skenës.

Aktivite kryesore (pjesa operative)

- Para se të filloj dramatizimi i grupit; nxënësve ju jepen 5 minuta për përgatitjen e materialit dhe skenës.
- Pason prezentimi i pjesëve nga përalla të lidhura me llojin e udhëzimit të së drejtës (distributive, sipas procedurës së korektësisë)
- Prezentimi i secilit lloj të së drejtës përbëhet nga këto aktivitete :
 - Të stimuluarit e udhëtimit me automobil deri në mal (automobili përbëhet nga karigat e rradhitura dhe zhvillohet dialog me temë - udhëtimi);
 - Dramatizimi i pjesës së përrallës lidhur me llojin e caktuar të së drejtës - për shembull: e drejta distributive (Nëna Arushë e vendos tavolinën ndërsa arushëzat shkojnë për ta parë malin.

Nxënësi - (arusha) Urimi hyp në karige gjen mjaltë dhe është në dyshim, ta ndajë mjaltin me të tjerët apo ta mbajë për vete.);

- Përshtypjet nga shfaqja nxënësit tjerë e shprehin me duartrokitje ;

- Bisedë me problemin e së drejtës që u prezentua. Në bisedë me grupin dhe nxënësit tjerë duhet të identifikohet lloji i së drejtës dhe të jepet përshtypja e sjelljes (luajtjes) së roleve. Më pas, shfrytëzohen pyetje të tipit: Cilin problem të së drejtës e ka Urimi? Ç'bëri Urimi? A është ajo e drejtë?

- Ky lloj aktiviteti përsëritet

edhe për dy llojet e tjera të së drejtës

**Pjesë e verifikuar:
(rregullimi dhe vërejtja e përshtypjeve)**

Bëhet rezyme e aktiviteteve të realizuara, përmes bisedës së nxënësve (pyetje - përgjigje) dhe atë :

- Përsëritja e qëllimit
- Identifikimi i llojeve të së drejtës
- Përshtypja e paraqitjes së personazheve
- Përshtypja e realizimit
- Mësuesi ju drejtohet të gjithë nxënësve me fjalë lëvdëruese për dramatizimin e suksesshëm. Pason duartrokitja e të gjitha grupeve.



Dramatizim i tregimit "Arushkat e drejta"

Svetlana Kočovska
Këshilltare e pavarur
pedagogjike

Drejtësia
 Është drejtësia
 femije të dashur
 nëse ju e diti
 shpejt tregoni
 mos pushoni
 gjumë në su mos
 vendoni

Është drejtësi
 nëse motra,
 kepuce të reja ka,
 ndërsa unë në
 puke të dimrit
 këmbë zbatfur
 mba.

Është drejtësi, apo jo
 nëse Gimi vetë përhapet,
 ndërsa shokut më
 të afërt dhëmbët i
 mpihen!

Kush e din ç'është
 drejtësia?
 Bravo, i goftë!
 Kush se di le ta mësojë
 e më shpejtë ta zbatojë!

Irina Jolevska
 kl.II SH.f. "Gligori
 Përllçev" Shkup



*Me metër të
matësh, ndërsa me
vëmendje drejtësi të
ndash*

ARSIMI QYTETAR - RRUGË DREJT SHOQËRISË QYTETARE

"Bazat e demokracisë në arsimin dhe edukimi parashkollor"



zyren e CRS-it.

Me realizimin e seminarëve u fillua nga 1 dhjetori i vitit 2000. Realizimi i seminarëve vazhdon, dhe planifikohet të mbarojë gjatë vitit shkollor 2000 / 2001 do të realizojnë punë edukativo arsimore te grupat edukative në prani gjysëmditore në shkollat fillore, grupet e mëdhaja dhe të foshnjoreve të organizatave për përkujdesje dhe edukimin e fëmijëve të Republikës së Maqedonisë.

Realizimin e seminarëve, grupi punues në përbërje të këshillit të Byrosë për Zhvillimin e Arsimit (BZHA), përgatiti një dizajn, sipas të cilit do të zhvillohen ushtrimet (trajnimet) e kuadrit mësimorë.

Për suksesin dhe realizimin e këtij koncepti do të kontribuojnë:

Doracaku për kuadrin mësimdhënës "Bazat e demokracisë" dhe ilustrimet e fëmijëve parashkollorë.

Mënyra e këtillë e organizimit dhe përgatitjes do të kontribuojë për një fillim të mbarë të projektit në të mësuarit dhe edukuarit parashkollorë

Nadezhda Milladenova
(Këshilltare e pavarur
pedagogjike)

Projekti "Arsimi qytetar-rrugë drejt shoqërisë qytetare", në gjysmën e dytë të vitit shkollor 2000/2001 do të bëjë një hap përpara në edukimin dhe arsimin parashkollor.

Në projekt do të përfshihen grupe edukative me prani gjysëm ditore në shkollë, grupet e mëdha dhe të foshnjoreve nga organizatat për përkujdesje dhe edukimin e fëmijëve nga Republika e Maqedonisë.

Me grupet e fëmijëve të kësaj moshe do të realizohen katër koncepte: drejtësia, privatësia, autoriteti dhe përgjegjësia, të cilat përbëjnë principet themelore si bazë e çdo shoqërie demokratike.

Për realizimin e qëllimeve që dalin nga këto koncepte nuk parashihen përmbajtje dhe aktivitete të veqanta. Ato do të realizohen, më pak ose më shumë, nëpër të gjithë njësit edukativo-arsimore të parapara me

Programin për veprimtari edukativo arsimore në edukimin dhe arsimin parashkollor. Gjithashtu do të realizohen edhe gjatë lojrave të lira, gjegjësisht vizitave, lojra dhe shetitje jashtë në natyrë në ajrë të pastër, gjegjësisht atëherë kur edukatori, do të ndjejë se ka kushte, dhe janë plorësuar kushte për realizimin e tyre.

Realizimi i këtyre qëllimeve do të planifikohet me planin afat gjatë, afat mesëm dhe afat shkurtë të punës edukativo-arsimore.

Është me randësi ajo që, bazë edhe në këtë projekt janë format dhe metodat e punës interaktive. Mënyra e këtillë e organizimit të punës edukativo arsimore, fëmijëve do t'ju mundësojë të parashtrajnë pyetje, që është parakusht për zhvillimin e mendimit kritik, të mësojnë për demokracinë përmes shembujve nga përditshmëria, familja, mbikqyrjeve, luajtjen e roleve.

Për realizimin e sukseshëm të qëllimeve të parapara me konceptet u fillua edhe me organizimin e seminarëve, në organizatën e Byrosë për zhvillim të arsimit dhe

Gezimi në seminarë

Perse keshitu jeni tubuar
dhe madharur nga çdo ane

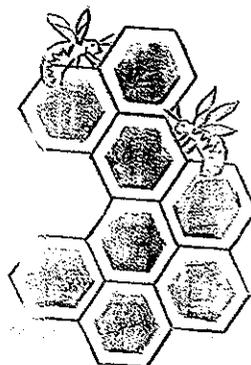
Perse jeni ndare ne grupe
une pyes dhe nuk e dije!
Ndaj frikohem mos pyetjet
e miqja jane te pagelluara

Jo Gezimi jo!
Mos u bëj merrak - shitoi mësuese

Drita!
Pyetjet janë me vend
meritojnë - notë të shkëlqyeshme.

Ju lutem për kujdesjen
që Gezimiti ti përgjigjeni
pasi futemi në projektin
"Mësimi Qytetare".

U përgjegj udhëheqësi:
Do të shfaqrojmë, përpunojmë
ilustrojmë dhe krijojmë,
paramendojmë e dramatisojmë
pyesim e përgjigjemi,
gjithaqka do t'punojmë!



Gjysmë gote
padrejtësie -
gjysmë zemre
mërzije

EDUKIMI QYTETARË - RRUGË DREJTË SHOQËRISË QYTETARE

" Ne populli... Projekti qytetarë"



Duke i ndjekur nevojat për ndryshime, organizata joqeveritare (CRS) Shërbimet Katolike për ndihmë, në kuadër të programeve mësimore në bashkëpunim me Ministrinë e Arsimit dhe Shkencës, Byrosë për zhvillimin e arsimit, financiarisht ndihmon realizimin e projektit "Edukimi qytetarë - rrugë drejt shoqërisë qytetare".

Në kuadër të këtij projekti nga gjysëmvetori i dytë i vitit shkollorë 1999 / 2000 filloi realizimi i programës " Ne populli - projekt qytetarë" në shkollat fillore - mësim lëndorë në gjithsejt 43 shkollave me mësim në gjuhën maqedonase dhe 8 shkolla fillore me mësim në gjuhën shqipe.

Programa do të reali-

zohet në klasën e V-të në orën e kujdestarisë në gjysëmvetorin e dytë (16) orë.

Kjo programë ka për qëllim që të përgatit fëmijët që të tregojnë bashkpunimin e tyre që më pas të mund edhe të vlerësojë se cilat nivele dhe cilat shtresa të Qeverisë përgjigjen për zgjedhjen e problemeve me të cilat ballafaqohen, si dhe si të ndikojnë në politikat vendimmarrëse të Qeverisë.

Projekti është i drejtu-

ar kah metodat e të mësuarit aktiv, punës në grupe dhe proceseve të kooperimit.

Për realizimin me sukses të programës në gjysmën e dytë të Janarit 2000 qe organizuar seminar për trajnimin e arsimtarëve që janë kyçur në projekt e që janë (kujdestarë në klasë të V-ta).



Trajnimi i arsimtarëve për programin
Ne populli... Projekti qytetarë

*Ne populli
Projekti qytetarë*

*Mendoje
çështje tjeriu
çfare qytetari është ai
kur gjithmonë ka probleme
qe me mund e dëshirësi i zgjedhe
ne jeten e tij te shkurtër*

*Probleme ka shumë
me shpesh të ndryshme në shkallë të
rëndësishme
në rrugë në familje qendrojnë,
në shoqëri
në masë të madhe i peshojnë.*

*Zgjidhja e problemit është e jona
të gjithë jemi të përgatitur për orë
mbledhëm informata, rregullojmë doku-
mente
bëjnë portfole
dhe prezentime*

*Kur nga problemet që i identifikojmë
problem të rëndësishëm studijojmë, defi-
nojmë
dhe në rend dite të mbledhjes
në Qeveri e propozojmë.*

*Mësuese:
Nevenka Pallamushkova
S.H.F. "Kirili dhe Metodii" Veles*

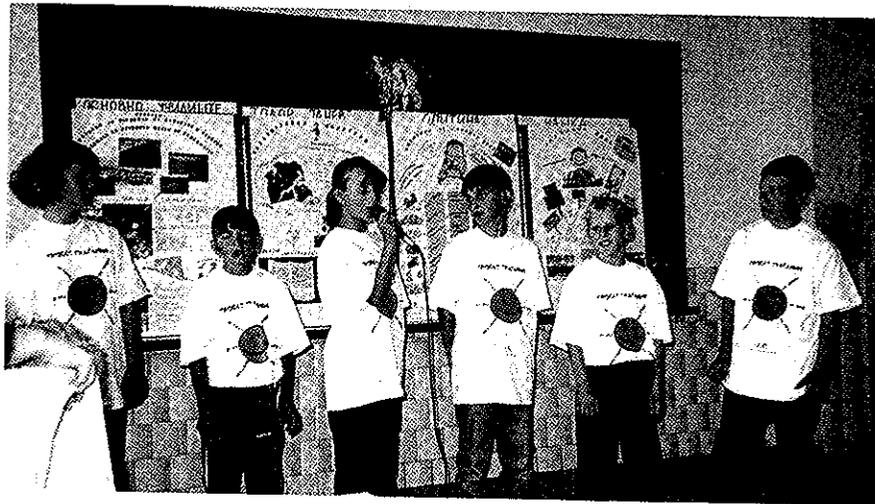


Manifestimi mbarues nga prezentimi i portfolios

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Seminari që i organizuar në Shkup, zgjati tre ditë dhe u realizua në dy grupe.

Ligjërues gjatë seminarit qenë profesorët - Ron Moris dhe Xhudi Simson, nga Qendra për Edukim Qytetarë - Kallabastas - Kaliforni.



Prezentimi i portfolios

Në seminar që prezantuar aktiviteti rreth përparimit të Portfolios - që do të demonstronte rrugë dhe vështrimin e problemit nga rrethi i përfaqësuesve të përpunimit e planit aksional për zgjedhjen e problemit. Për nevojat e programës qenë adaptuar e përkthyer doracak përkatës për mësuesit dhe nxënësit.

Me qëllim që të duket më qartë realizimi i programës grupi i Këshilltarëve të inkuadruar në projekt përgatiti një instrument në formë interviste me mësuesit udhëheqës të paraleleve (lidhur me problemet dhe vështësitë që hasin në realizimin e programës).

Sipas dinamikës së paraparë u vizituan të gjithë mësuesit, nga edhe u bisedua në mënyrë konstruktive u dhanë sqarime të nevojshme dhe sugjerime drejtimesh të ndryshme.

Gjithashtu gjatë vizitave u vështruan edhe aktivitetet e drejtëpërdrejta në klasë (orë të kujdestarisë). Nga vizitat e bëra si dhe nga analizat e bëra përmes instrumenteve u përgatit një raport nga u nxorën të dhëna relevante lidhur me qëndrimet dhe mendimet e mësuesve të kyçur në realizimin e programës që më pas do të shërbejnë për planifikimin dhe realizimin e aktiviteteve.

Qëllimi definitiv nga puna e programës që prezantimi dhe përpunimi i Portfolios, ku

fëmijët i mbronin gojarisht mendimet e tyre, përmes të cilave insistonin të ndikojnë në krijimin e politikës publike.

Kështuqë kah fundi i muajit (24.05 - 04.06.2000) u realizua prezantimi Regional i Portfolios në prani të

mësimeve të shkollave, prindërve, përfaqësuesve të Byrosë për Zhvillimin e Arsimit dhe përfaqësuesve të organeve lokale.

Ç'ka më pas?

Programi "Ne populli - Projekt qytetarë" vazhdon edhe këtë vit shkollor, ku do të përfshihen të gjithë nxënësit e klasëve të V-ta të të gjitha shkollave fillore, ndërsa ata që kanë qenë të përfshira vitin e kaluar klasa e V-të vazhdojnë në klasën e VI-të për çka edhe janë përgatitur programe gjegjëse për realizimin e tyre.

Paraskeva Dollgovska
Këshilltare e pavarur pedagogjike

Gezimi në seminar

*Ja tani, ilustrime
në lumbë e një ure
koncepti i cili çon
e kalon e do punë
(përgjegjësia)*

*E dini si unë
shfryrëzova, tim
autoritetë
Porosita të më
sjellin,
Trotinetë*



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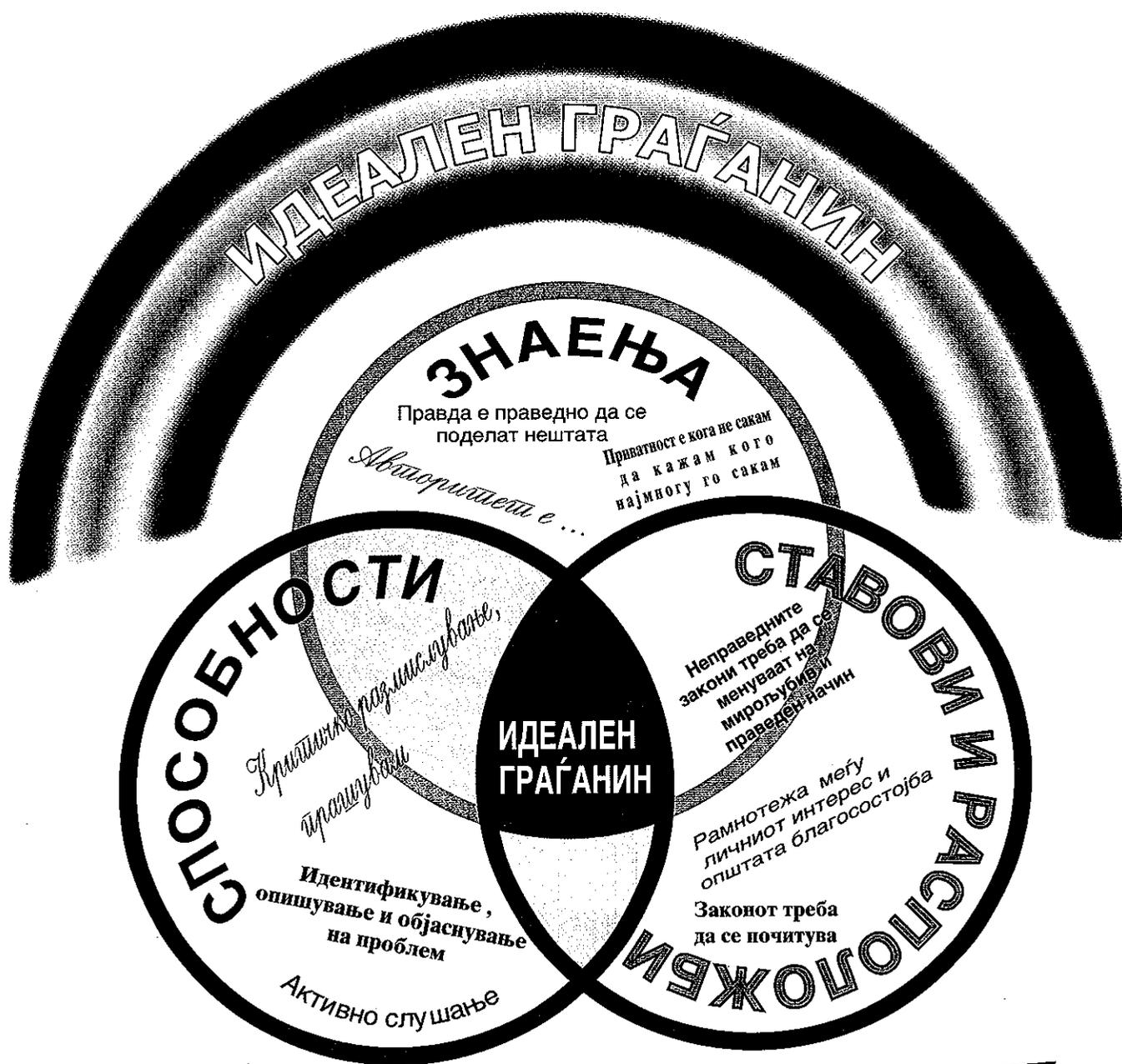
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ЦЕНЕС



Граѓанското образование -
главната напосој образовна политика

Училиштето и училницата треба да бидат лаборатории во кои учениците ќе ги вежбаат одговорностите на граѓанинот во демократското општество



Биро за развој на образованието
на Р. Македонија





Цели

Во основа на програмата „Основи на демократијата“ (од I-IV одделение) е создавањето одговорен и компетентен граѓанин кој активно ќе учествува во јавната политика. Токму затоа, програмата има за цел да ги оспособи учениците да ги разберат и бранат неутегивите права и слободи на човекот, како и да ги разбираат демократските процеси и односи во општеството. Таа, исто така, ги поттикнува учениците да го применуваат стекнатото знаење предизвикувајќи позитивни и ефикасни промени во сопствените ставови и однесување.

Програмата „Основи на демократијата“ од I до IV одделение има три основни цели:

- Разбирање на институциите на нашата уставна демократија и на основните принципи и вредности според кои тие се создадени;
- Развој на способности за активна соработка меѓу успешни и одговорни граѓани;
- Разбирање и подготвеност да се примени демократски процес кога се учествува во донесувањето одлуки и решавањето конфликтни ситуации, како во јавниот, така и во приватниот живот;

Низ реализацијата на програмата „Основи на демократијата“ учениците од I до IV одделение се стекнуваат со најразлични вештини кои што ги подготвуваат учениците за поуспешно вклопување во потесната и пошироката социјална средина. На тој начин се овозможува раз-

ОСНОВИ НА ДЕМОКРАТИЈАТА I-IV ОДДЕЛЕНИЕ

вивање на посебни квалитети на личност што се од особено значење за социјализација на децата и за демократизација на односите во општеството, како што се:

- Кооперативност и интеракција кои се клучни за развој на вештините за активно граѓанство;
- Користење на луѓе од заедницата - како извор на информации;
- Избалансиран третман на прашања кои ќе го поттикнуваат критичкото мислење на учениците;
- Позитивно емоционално однесување - учениците учат како да се стекнат со контрола и самоконтрола, но и како да ги искажуваат своите чувства и ставови;

Застапеност, активности и материјали

Програмата „Основи на демократијата“ од I до IV одделение не се реализира како посебен предмет, туку во текот на четирите години со учениците се обработуваат четири концепти, а тоа се: авторитет, правда, приватност и одговорност.

Се изучуваат така што се започнува со сфаќање на поимите, а потоа со посебни интелектуални алатки им се помага на учениците да го разберат секој поим, да определат некои од универзалните критериуми со кои се одредува кои елементи се релевантни при донесувањето одлуки, како и ограничувањата при употребата на секој од тие концепти.

При тоа, содржините од програмата не се пренесуваат со примена на вообичаените наставни методи, туку преку активно вклучување на учениците - со помош на креативен приод во наставата. Користејќи кооперативни игри, дискусии во група, вежби со играње улоги, со раскажување приказни и со цртање и пишување, наставниците го поттикнуваат критичкото размислување кај учениците, барајќи од нив да опишат, објаснат, заземат или одбранат ставови.

За реализација на програмата мора да се користат работни материјали од повеќе видови:

- работни листови;
- работен прибор (молив, фломастер, боици, кесички, картони, лепило, гума, конец, ножици,...)



Изработка на макети

Наставници

Програмата „Основи на демократијата“ ја спроведуваат наставници кои изведуваат настава од I до IV одделение, кои што поминале посебна обука за тоа. Низ обуката наставниците ги стекнуваат потребните знаења за реализација на содржините од Програмата, но истовремено ги совладуваат и вештините за интерактивен наставен приод, кој е неопходен предуслов за успешно совладување на предвидените програмски содржини од страна на учениците.

Првите семинари кои ги реализираа домашните обучувачи за наставниците од одделенска настава (на што сме посебно горди) се одржаа од 27-29 јуни 2000 и од 3-5 јули 2000 год., во Скопје, Битола, Велес, Кавадарци, Прилеп и Гостивар, при што беа опфатени 420 наставници. Останатите семинари продолжија во првата недела во октомври и завршија во декември, со опфат на сите наставници кои во учебната 2000/2001 година изведуваат настава во прво одделение во сите училишта ширум Републиката.



Обука на наставници „Основи на Демократијата“ - Пехчево

Првата обука на наставниците од одделенска настава - прво одделение се реализира во август 1999 година. Опфатот изнесуваше 120 наставници (кои во учебната 1999/2000 година воде прво одделение) и советници за одделенска настава.

Од наставниците и советниците кои ја проследија првата обука се направи потесен избор и се формира група од 34 обучувачи за одделенска настава (18 советници и 16 наставници).

Во мај 2000 год. се реализира уште една обука на обучувачите (советници и наставници), која ја реализираа обучувачи од ЦГО, Калифорнија.

По извршената обука, работна група составена од советници за одделенска настава изработи дизајн за семинар за обука на наставници.

Со оглед на тоа што зареализацијата на програмата „Основи на демократијата“ од I до IV одделение нема посебен предмет и посебен час, нејзината реализација се остварува помалку или повеќе низ сите наставни предмети и на сите наставни часови. Исто така, таа се реализира и на часовите на слободните ученички активности, за време на екскурзиите, но и во секој дел од часот или надвор од него кога наставникот ќе почувствува дека има услови и се создадени ситуации за нејзина реализација.

Меѓутоа, тоа не оди стихийно, туку е планирано и програмирано. Со цел да се олесни работата на наставниците и посоодветно да се инкорпорираат во програмите од одделните нас-

тавни предмети, група од 18 советници во февруари 2000 изработи тематско планирање за концептот „Одговорност“ за I одделение. Истиот им беше доставен на наставниците кои аналогно на тој пример изработија тематски планирања за останатите концепти.

Следење и проценка

Програмата „Основи на демократијата“ од I до IV одделение претставува смел чекор напред - залагајќи се за големо поместување во размислувањата за основите на демократијата, потоа за факторите кои влијаат на демократизацијата на односите, како и за внатрешните вредности и вештини потребни за развој на позитивни ставови кон правниот и политичкиот систем.

На прв поглед се чини дека обработката на четирите концепти (авторитет, правда, приватност и одговорност) е единствената оска на промена која стои пред наставниците. Меѓутоа, програмата „Основи на демократијата“ од I до IV одделение содржи и втор предизвик - тоа што обработката на концептите се заснова на нетрадиционални педагошки форми и методи.

Овие две поместувања претставуваат голем предизвик, како за наставниците, така и за учениците и нивните родители. Впрочем тоа се гледаше на лицата на посетените ученици кои зрачеа од задоволство, на самовербата и сигурноста на наставниците и на поддршката, која учениците и наставниците ја добиваат од родителите.

Лилјана Ѓорѓиоска

Самостоен педагошки советник

**Ало, ало, овде
Правда - не, не поз-
навам јас таква!**



МЕТОДСКИ ПРИКАЗ

за реализација на една активност од Програмата „Основи на демократијата“

Одделение: I

Концепт: Правда

Наставна содржина:
Праведните мечиња - приказна

Вид на активност:
Драматизација на приказна (шеста активност)

Корелација со наставните предмети: Македонски јазик, ликовно образование, ПиО

Цели:
Со реализација на оваа наставна содржина учениците треба да можат:

- да ги идентификуваат трите видови на правда преку настани и ликови од приказната
- да прават проценки за праведни начини на поделба, за праведно одговарање за прекршок и за праведно донесување одлука (преку ликовите од приказната);
- да се оспособат за драмско изразување - говорно, со мимики и гестикулација по даден текст
- да можат да користат нови зборови во врска со концептот правда (пример: праведност, правда, неправедност)

Техники на учење:

Разговор во паралелката; драматизација - играње на улоги; слушање; текст метода

Социолошки форми на работа:
Фронтална, во групи, индивидуална

Материјали:

- текстот од приказната „Праведните мечиња“ (Учебник за ученици, стр. 26 и 27)
- слики од семејствата: Мечевски, Белковски, Црнковски
- кукли од хартиени кесички - за ликовите од приказната
- илустрации - модели на шумски дрвја за сцената во училницата
- волница за обележување на сцената
- плакат за истакнување на целта на часот

Претходни подготовки:

Концептот правда претходно е разработен со 5 активности и тоа:

- три активности на македонски јазик (содржинска раз-

работка на приказната и разработка од аспект на концептот - преку користење на интелектуални алатки од прирачникот)

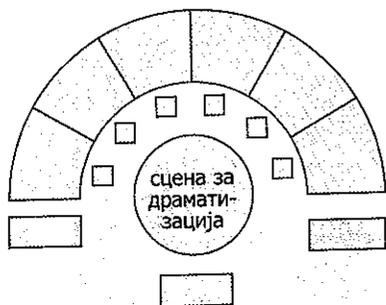
- две активности по ликовно образование и ПиО (изработка на кукли од хартиени кесички - за ликовите од семејствата Мечевски, Белковски, Црнковски)
- изработка на илустрации на дрва од шумата, потребни за сцената во училницата
- формирање хетерогени групи од ученици (три) и поделба на улогите, според трите ситуации на правда во приказната

Изглед на училницата:

- клупите и столчињата се наредени во полукруг
- сцената и драматизацијата е означена со волница
- поставени се три помошни клупи за потребните материјали



Наставна техника: играње улоги



Тек на активноста (55 минути)

Воведување во активноста:

Се воведува насочен разговор со помош на истакнатите слики на кои се претставени трите семејства на мечки: Мечевски, Белковски, Црнковски (видот на прашања е по модел од дидактичка апаратура - од прирачникот за наставници)

Истакнување на целта:

Целта се истакнува усно, а потоа изготвениот плакат се поставува пред сцената

Главни активности (оперативен дел):

- Пред да започне драматизацијата на групата, на учениците им се даваат 5 минути за подготовка на материјалот и сцената
- Следува презентација на деловите од приказната поврзани со соодветниот вид на правда (дистрибутивна, корективна, процедурална)
- Презентацијата на секој вид правда се состои од следните активности:
 - Симулација на патување со автомобил до шумата (автомобилот се состои од наредени столчиња и се води дијалог на тема - патување)
 - Драматизација на делот од приказната поврзан со одредениот вид правда - на пример: дистрибутивна правда (Мајката Мечевска ја поставува масата, а мечињата одат да ја разгледаат шумата. Ученикот - мечето Дејан се качува на

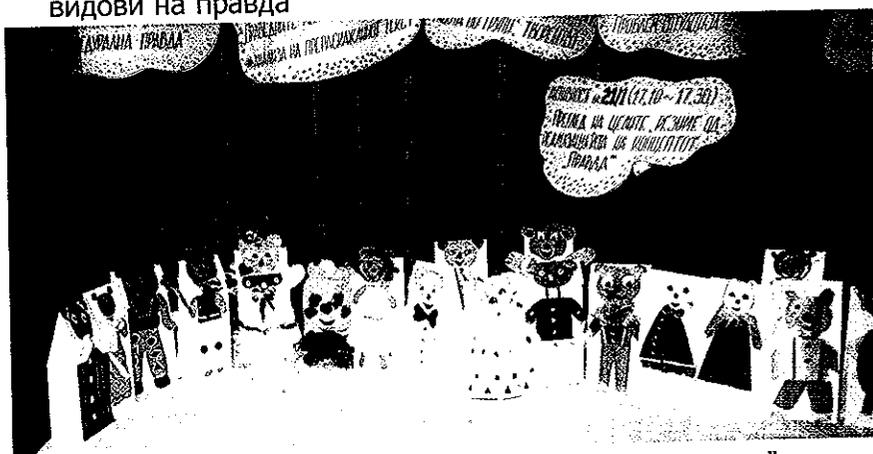
столче, пронаоѓа мед и се двоуми дали да го задржи медот за себе или да го сподели со другите.)

- Проценка на изведбата од другите ученици со аплауз
- Разговор за проблемот на правда што се презентира. Во разговорот со групата и со другите ученици треба да се идентификува видот на правда и да се направи проценка на однесувањето на ликовите. Притоа, се користат прашања од типот: Кои проблеми на правда ги има Дејан? Што направи Дејан? Дали е тоа праведно?
- Овој вид активности се повторува и за другите два видови на правда

Верификативен дел: (средување и утврдување на впечатоците)

Се врши резиме на реализираните активности преку разговор со учениците (прашања-одговори) и тоа:

- Повторување на целта
- Идентификување на видовите на правда
- Проценка на постапките на ликовите
- Проценка на драматизацијата
- Наставникот се обраќа кон сите ученици со пофални зборови за успешната драматизација. Следува голем аплауз за сите групи.



Драматизација на приказната „Праведните мечиња“

Светлана Кочовска

Самостоен педагошки советник

Правда

Што е правда, деца мило,
Знаеш ли ти?
Ако некој од нас знае,
веднаш нека каже, нека не сине!

Дал е правда ако дава
нови цевци има,
а моите ножиња осиганати
боси среде зима?

Дали е правда ако Мише
сам ужиња јаде,
а на неговиот друлар Пејре
ни малку не му даде!

Кој што знае што е правда,
браво, браво.

Кој не знае - нека учи
што е правда да научи,
да научи што е право!

Ирина Јолевска 11Б одг.
ОУ „Григор Пращев Скопје“



Ирина Јолевска

Со мудар га
мереш, а правда
со разум га делиш!

ГРАЃАНСКО ОБРАЗОВАНИЕ - ПАТ КОН ГРАЃАНСКО ОПШТЕСТВО

„Основи на демократијата во предучилишното
воспитание и образование“



Проектот „Граѓанско образование - пат кон граѓанското општество“ во второто полугодие од оваа учебна 2000/2001 година ќе зачекори во предучилишното воспитание и образование.

Со проектот ќе бидат опфатени воспитните групи со полудневен престој од основните училишта, како и големите и забавишните групи од организациите за згрижување и воспитување на децата од Република Македонија.

Со децата од овие возрасни групи ќе се реализираат четирите концепти: правда, приватност, авторитет и одговорност, кои ги сочинуваат основните принципи на кои се темели секое демократско општество.

За реализација на целите што произлегуваат од овие концепти, не се предвидуваат посебни содржини и активности. Тие ќе се реализираат, помалку или повеќе, низ сите воспитно-образовни

подрачја предвидени со Програмата за воспитно-образовна дејност во предучилишното воспитание и образование. Исто така, тие ќе се реализираат и за време на слободните игри, набљудувањата, посетите, игрите и прошетките на чист воздух, односно тогаш кога воспитувачот ќе почувствува дека има услови и се создадени ситуации за нивна реализација.

Реализацијата на овие цели ќе биде планирана со долгорочно, среднорочно и краткорочно планирање на воспитно - образовната работа.

Значајно е тоа што и во овој Проект доминираат интерактивните форми и методи на работа. Ваквиот начин на организираност на воспитно-образовната работа на децата ќе им овозможи да поставуваат прашања, што е предуслов за развивање на критичкото мислење: потоа да учат за демократијата преку примери од секојдневието, семејството, набљудувањата, играњето на улоги, и сл.

За успешно реализирање на целите предвидени со концептите се започна со организирање на семинари, во организација на Бирото за

развој на образованието и канцеларијата на ЦРС.

Со реализацијата на семинарите се започна од 1-ви декември 2000 година. Реализацијата на семинарите е во тек, и се планира да заврши во февруари 2001 година, со опфат на сите воспитувачи кои во учебната 2000/2001 година ќе реализираат воспитно-образовна работа во воспитните групи со полудневен престој во основните училишта. Исто така и во големите и забавишните групи од организациите за згрижување и воспитување на децата од Република Македонија.

За реализирање на семинарите, работна група составена од советници за Предучилишно воспитание и образование (ПВО) изработи дизајн, според кој се изведува обуката на воспитно-образовниот кадар.

За успешноста во реализацијата на овие концепти ќе придонесат прирачникот за воспитно-образовниот кадар „Основи на демократијата“ и сликовницата за деца од предучилишна возраст.

Ваквата организираност и подготвеност ќе значат успешно отпочнување на Проектот во предучилишното воспитание и образование.

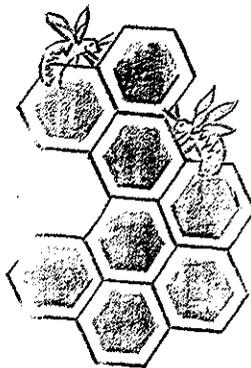
Надежда Младеновиќ
Самостоен педагошки советник

Весеќо на семинар

Зоншо, кака сити сити зорани
во проширотата распоредени
на сити страни?
Зоншо сити седнаци во групи?
Јас ирашувам, а не знам
ирашањата да не ми се татни?

Не, Весеќо, не
се јави воспитувачката Мира
ирашањата ти се во ред,
ити заслужуваат оценка иеи.
„Ве молам, копешки за внимание,
на Весеќо да му кажеме
дека се вклучуваме во ироеќиот
Граѓанско Образование“.

Се јави Организаторош:
ќе решаваме, одгајнуваме,
ирашуваме, сосиавуваме,
илустирираме, измислуваме,
драматизираме,
ќе работиме се.



Полпа чаша
пейравца - долно срце
горцини!

ГРАЃАНСКО ОБРАЗОВАНИЕ - ПАТ КОН ГРАЃАНСКО ОПШТЕСТВО

„Ние народот... Проект граѓанин“

Следејќи ги потребите за промени, меѓународната невладина организација - Католички служби за помош (ЦРС) во рамките на своите образовни програми, во соработка со Министерството за образование и Бирото за развој на образованието, финансиски го помогна реализирањето на проектот „Граѓанско образование - пат кон граѓанско општество“.

Во рамките на овој Проект од второто полугодие на учебната 1999/2000 година отпочна реализација на Програмата „Ние народот... Проект граѓанин“ во основното образование - предметна настава, и тоа во 43 основни училишта на македонски наставен јазик и 8 основни училишта на албански наставен јазик.

Програмата се реализираше во V одделение на часот на одделенскиот раководител (второ полугодие - 16 часови).

Оваа програма има за цел да ги оспособи учениците да го искажуваат сопственото мислење, потоа да можат да проценат кои нивоа и кои делови од Владата одговараат за решавање на проблемите што ги воочуваат, но и како да влијаат врз политичките одлуки на различни



нивоа на Владата. Проектот е насочен кон методите на активно учење, тимската работа и кооперативните процеси.

За успешно реализирање на Програмата во втората половина на јануари 2000 год. се организираше семинар за обука на настичките одлуки на различни

продолжува на стр.8



Обука на наставници за програмата „Ние народот... Проект граѓанин“



Завршна манифестација од презентација на портфолио

Ние народот... Проект граѓанин

*Размислувам
што ти е човекот
каков граѓанин е тој
која историја има проблемот
и како и што ти решава
во крајној жртва свој.*

*Проблеми има многу
најчесто разни, во училиштето,
важни на улица, во семејството
лежати, а на општествено
во голема мерка му тежат.*

*Изборот на проблемот е наш
сите сме сиремни за час,
собираме информации, среќуваме
документација,
правиме интервјуа
и презентација.*

*Кога од проблемот што
ти идентификувавме
проблем важен испражувавме,
дефиниравме,
и на дневен ред на седница
на Влада го предложивме.*

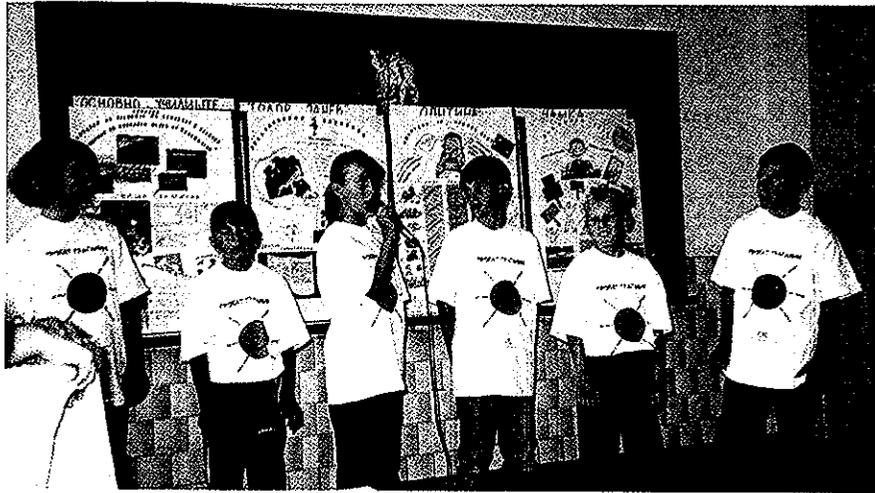
*Наставник:
Невенка Паспамуикова
ОУ „Кирил и Методиј“ Велес*

тавниците кои се вклучени во проектот (а се одделенски раководители во V одделение), како и за обука на тимот советници вклучени во овој проект. Семинарот беше организиран во Скопје, траеше три дена и се реализираше во 2 групи. Предавачи на семинарот беа професорите Рон Морис и Џуди Симсон од Центарот за граѓанско образование од Калабасас, Калифорнија. На семинарот беа презентирани активности за изработка на портфолио - кое што треба да го демонстрира патот од воочување на проблемот во непосредната околина до разработка на акционен план за негово решавање.

За потребите на Програмата беа преведени и адаптирани соодветни прирачници за наставниците и учениците.

Со цел пообјективно да се согледа реализацијата на оваа Програма, тимот на советници вклучен во проектот изготви Инструмент за водење на интервју со одделенските раководители (во врска со проблемите и тешкотиите на кои наидуваат во реализацијата на Програмата).

Според договорената динамика беа посетени сите наставници, при што се водеа опсежни разговори, се извршија консултации и се дадоа соодветни насоки и препораки. Исто така, за време на овие посети се проследија и активности на часот на одделенскиот раководител. Од извршените посети, како и од анализата на прашањата од Инструментот се изготви извештај, при што се собраа релевантни податоци во врска со ставовите и мислењата на наставниците вклучени во реализација на Програмата, кои пак ќе послужат во натамошното планирање и реализирање на



Презентација на портфолио

активностите. Крајната цел од работата на Програмата беше презентација на изработеното портфолио, при што учениците усно ги излагаа и бранеа своите мислења, преку кои настојуваа да влијаат врз креирањето на јавната политика. Така, кон крајот на мај (24.05. -

4.06.2000 година) се изврши регионална презентација на портфолијата во присуство на наставници од училиштата, родители, претставници од Бирото за развој на образованието и претставници на општествената средина.

Што понатаму?

Програмата „Ние народот... Проект граѓанин“ продолжува и во оваа учебна година, така што ќе бидат опфатени учениците од сите V-ти одделенија на основните училишта, а оние кои што беа опфатени во V одделение минатата година продолжуваат во VI одделение за што се изготвени и соодветни програми за реализација.

Параскева Долгоска
Самостоен педагошки советник

Весеако на семинар

Еве сеп, инцирирам,
река и носии
чиј извор води кон Концепцијата
Одговорност.

Знаете ли како го искористив
мојот авторитет?
Порачав веднаш
да ми донесат шрошинеи.



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GÜNÜMÜZ SİVİL EĞİTİMİ

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İDEAL VATANDAŞ

BİLGİLER

Adalet her şeyin eşitli
paylaşması demektir

Yetki...

En çok sevdiğim insanı söyleneceğim
durumda olduğum zaman,
samimiyetlik demektir

YETENEKLER

Tenkit etmek,
sormak

Saptanmak, tasvir etmek
ve sorunları açıklamak

Aktif işidilmek

İDEAL VATANDAŞ

Haksız olan
yasalar barış ve
adaletli yoluyla
çözümlemeli

Şahsi çıkarlarile genel
huzur arasında denge
kurulamalı

Yasaya karşı saygı
duyurulmalı

TAVIRLAR VE DURUMLAR

SİVİL EĞİTİMİ

herb. eğitim sistemin baş hedefidir

Öğrenciler, okul ve dersaneler, demokrasi toplumunda her
vatandaşın görevleri üzerine alıştırmaları
yapacak laboratuvarlar olmalı



Eğitim Gelişme Bürosu
R.Makedonya





Amaçlar:

"Demokrasi Esasları" sınıf I.'den başlayarak sınıf IV.'e ait temel programında siyasi dünyaya sürekli olarak katılan vatandaşların sorumluluğu da yer almaktadır. Böylelikle, insanoğlunun özgür yaşam haklarını anlamak ve bu hakları korumak için öğrencileri yetiştirmek gerekli olduğunu programın amaçları sağlamaktadır. Aynı zaman amaçlar, öğrencilerin edindikleri bilgilerden yararlanmaları için ve öğrencilerin kişisel tutumlarının doğru olmasına yardımcı olur.

"Demokrasi Esasları" sınıflar I. - IV. programının üç temel amacı vardır:

- Bizim anayasa demokrasi ilkeleri üzerinde kurulan enstitüleri tanımak ve değerini anlamak;
- Başarılı ve sorumlu vatandaşlar her alanda etkin olmaları için olanaklar sağlamak;
- Ailenin ve özel yaşamda olagelen konfliktlerin çözümüne katılmağa karar almak için demokrasi esaslarından yararlanma hazırlamaları yapmak;

Dar ve geniş sosyal alanına katılmak ve bu alanda başarılı olmak için öğrenciler temelli bilgiler "Demokrasi Esasları" Sınıflar I. - IV. kadar programında yer alan konulardan öğrenmiş olacaklar. Bununla kişinin (öğrencinin) özel kaliteli olmasına imkanlar sağlanmış olunur, çocukları sosyalle bir duruma getirilir ve toplumda ilişkilerin demokratizasyon düzeyinde

I. - IV. Sınıflara Ait Demokrasi Esasları

olması sağlanır:

- **Kooperatifleşmek** - Öğrenciler etkinliklerde bulunmaları için işbirliği yapmak, sorumluluğu üzerine almak, çalışmalarında başarı göstermek için başarı anahtarı bulmak gerekir;
- Bilgi edinmek kaynağı toplumu oluşturan birliklerden yararlanmak;
- Öğrencilerden düşünceler almak için çeşitli sorular sormak;
- **Yararlı içduygu tavırları** - başkasının kontrol yapmak ve kişisel kontrolünün ne şekilde yapılmasını gerekli olduğu, şahsi içduygu ve tutumların nasıl ifade edilmeleri öğrencilere bilgi vermek öğrenilir.

Etkinlik ve Malzemenin Yer Alması

I. - IV. Sınıflara ait "Demokrasi Esasları" programı özel ders olarak gerçekleşmez, yalnız dört yıl döneminde öğrencilerle dört taslak üzere işlenilir: yetki (otorite), adalet, mahremiyet ve sorumluluk.

Önce kavramları anlamak için yol gösterilir, ondan

sonra yaratılmış olan entelektüel araçların kullanılması kavramları anlamağa yardımcı olurlar. Bundan madda kararlar hangi elemanlar üzere alınmasına ölçüler tayin edilir ve her taslağın yararlanması çizilir.

Yeni yöntemlerin kullanılması programın içeriğine iletilmez, ama etkin olmakla programın gerçekleşmesine öğrenciler de kendi payını sunmuş olurlar. Kooperatif oyunlarından yararlanmakla gruplar içerisinde tartışmalar yürütülür, rol alınır, alıştırmalar yapılır, masal anlatılır, resim çizilir, türlü konular üzere yazı yazılır, kavramlar hakkında kişisel düşünceler yaratılır, tavırların tasviri ve açıklaması yapılır, tutum alınır ve tüm bunlar elde etmek için öğretmenler öğrencileri ilhamlaştırmak gerekir.

Programı gerçekleştirmesi için çeşitli malzemelerden yararlanmak gerekir:

- İş defteri;
- İş araçları (kalem, renkli kalemler, kartonlar, silgi, iplik, makaz, yapıştırma malzemesi v.b.)



Maketlerin işlenmesi

Öğretmenler

I. - IV. sınıflarında ders yapan öğretmenler "Demokrasi Esasları" I. - IV. kadar, programın gerçekleştirilmesi için özel kurslarda talim görmeleriyle üstlenebilirler. Programın içeriliği gerçekleştirilmesi için her öğretmen gereken bilgiye sahip olması ve programın kapsadığı konular üzere çözüm yapılması için öğretmenleri her alanda yetiştirilmeğe gereksimler var.

I. sınıf öğretmenlere ilk talim kursları 1999 yılının

hakkında bilgi edinmesi için seminerin taslağını hazırladılar.

İlk seminer programının özel kurslarda öğretim gören öğretmenler tarafından (özel gururumuz nedir) başlığı altında birinci seminer 27-29 Haziran 2000 yılında ve 3-5 Temmuz 2000 yılında Üsküp, Manastır, Köprülü, Pirlepe ve Gostivar'da örgütlenen seminerlere yekûn olarak 420 öğretmen katıldı. Diğer seminerler ise aynı yılın ikinci yarısında Ekim ayında başlayarak Aralık ayına kadar sürdü. 2001 yılında ise örgütlenecek seminerlere I.

kolaylık sağlamak için 18 danışmanlıktan oluşan bir grup 2000 yılın Şubat ayında birinci sınıfa "sorumluluk" taslağını hazırladılar. Hazırlanan taslak üzere öğretmenler de diğer derslerin taslak planını yapmak için, örnek olarak bu taslak birinci sınıf öğretmenlerine dağıtılmıştır.

İzlemek ve Değer Bıçmek

"Demokrasi Esasları" I. - IV. sınıflara kadar programında yer alan konular, demokrasi esasları için pek önemli olduğunu söyleyebiliriz. Demokratizasyon ilişkilerine etki yapacak faktörler ve iç değerler ile ustalıklar vasıtasıyla hukuk ve siyasi düzene pozitif tutumun alınmasına yardımcı olacağına inanılır.

İlk bakışta dört taslağın işlenmesi (yetki (otorite), adalet, mahremiyet ve sorumluluk) öğretmenlerin karşısında yapılan değişimleri temel emeni olduğu sayılabilir. Fakat "Demokrasi Esasları" I. - IV. sınıflara kadar programı, ikinci kışkırtıcı bir olay varsa, hazırlanan taslak gerçekleşmesi gerekli görgümüz olmasına bağlıdır.

Şüphesiz ki, bu gibi çalışmalar öğretmenler, öğrencilerden madda onların velileri de katılmaları kışkırtmamız gerekir.

Lilyana Gorgioska
İlkokul genç sınıfların
danışmanı
Öğrenim Gelişme Bürosu



Öğretmenlere ait "Demokrasi Esasları" Semineri - Pehçevo

ağustos ayında örgütlenmiştir. İlkokul danışmanları ve 120 ilkokulun I. sınıf öğretmenleri bu kurslara 1999/2000 okuma yılında katılmışlardır.

Kurslara katılan danışman ve ilkokulun birinci sınıf öğretmenlerinden 34 kişilik (18 danışman ve 16 öğretmen) bir grubu oluşturdu.

Bu yılın Mayıs ayında daha bir grup öğretmenlere (danışman ve öğretmenlere) kurslar düzenlendi. Bu kurslara Kaliforniya'dan katılan eğitim - öğretim kişiler tarafından öğretmenlere program hakkında geniş bilgi verildi.

Kurslarda çalışmalar bittikten sonra ilkokul danışmanlar ve öğretmenler tarafından kurulan çalışma grubu tüm birinci sınıf öğretmenler programın içeriliği

sınıflarda ders yapan öğretmenler hepsi katılmağa zaruri olacak.

"Demokrasi Esasları"la ilgili I. - IV. sınıflara ait olan programın gerçekleşmesi için bu sınıflar özel dersi veya özel ders saati olmadığı yüzünden, bu program içeriliği her derste ve her ders saatinde gerçekleştirilmesi kabul edilebilir. Aynı zaman bu programda yer alan kimi konular serbest etkinlik ders saatlerinde, geziler sırasında ders saatin her safhasında ya da onun dışında, yani öğretmen böyle bir fırsat olduğuna hissetmiş olursa uygun konular üzere açıklamalar yapmağa girişim yapabilir.

Fakat tüm bunlar geliş güzel değil, plan ve program üzerinde olmalıdır. Sınıf öğretmenlerinin çalışmalarına

*Alo, alo Adalet
burada!
Öyle birisini
tanmıyorum.*



"Demokrasi Esasları" Programının Etkinliklerin Gerçekleşmesi

METOT BİRİMİN TASLAĞI

Sınıf: I.

Taslak: Adalet

Metot birimin içeriliği:
Adaletli Ayıcıklar - masal

Etkinlik türleri: Masalın dramtizasyonu (altıncı etkinlik)

Öğretim derslerin korelasyonu: Türkçe ve beti eğitimi, D ve T.

Amaçlar: Bu öğretim içeriliğinin gerçekleşmesi için öğrenciler şunları yapmalıdır:

- Masalda yer alan olayların ve simaların yardımıyla üç adaletin tespitini yapmak;
- Adaletli usullerin ayrılışları üzerine değerlendirmeler yapmak, yaptıkları yanlışlıkların sorumluluğu üzerine almağa alıştırmak, kararların doğru olarak getirilmesini önemsemek (hepsi bunlar, masaldaki simalar tarafından yapılmaları);
- Dram ifadelerine alıştırmak - konuşmak, jestler, ifadeler yapmak (metinden hareket etmek);
- Adalet taslağına ait olan kelimelerin doğru telaffüz etmelerine alıştırmaları (örneğin: adalet, adaletli, adaletsiz).

Teknik çalışmalar:

Sınıfta konuşmak yapmak, dramtizasyon - rol almak, dinlemek, metin metodu.

Çalışmanın sosyoloji şekli:
frontal, grup, kendi başına.

Malzemeler:

- Masalın metni "Adaletli Ayıcıklar" (okuma kitabı sayfa 26 ve 27)
- Aile resimleri: Beyazgiller, Siyahgiller ve Ayıgiller
- Kağıttan yapılı bebekler - masalın simalarına ait
- İllustrasyonlar - sahneyi süslemek için orman ağaçların modeli
- Yapağı: sahnede kimi işaretlerin belirtilmesi için gerekir
- Metot birimin amacını belirtmek için plakat

Önceki hazırlıklar:

- Adalet taslağı önceleri beş etkinlik grupta işlenmiştir:
- Makedon anadilinde üç etkinlik (masalın içeriliği)

taslak bakımından işlemler yapılmış ve el kitabında belirtilmiş resimlerden yararlanma);

- İki etkinlik beti eğitimi dersinden (kağıttan bebek yapmak - masal aile simaları Ayıgiller, Beyazgiller ve Siyahgiller);
- Orman ağaçların illustrasyonu yapmak, bu illustrasyonlar sahneye lazımdır;
- Üç kişiden oluşan gruplar kurmak, masalın üç adalet durumuna göre her öğrenciye rol vermek.

Sınıfın görünüşü:

- Yarı çember şeklinde rahle ve sandalyeler dizilidir
- Sahne, yapağıyla belirtilmiştir
- Malzemenin bulunması için daha üç yardımcı rahle dizilmiştir



Öğretim tekniği: Rolâr oyunu

SİVİL (VATANDAŞ) EĞİTİMİ - SİVİL TOPLUMUNA YOL OLUYOR

"Okul Öncesi Eğitim ve Öğretiminde Demokrasi Esasları"

"Sivil eğitim - sivil topluma yol oluyor" projesi 2000/2001 okuma yılında okul öncesi eğitim-öğretimine ilk adımlar atılacak.

Yarı devreli ilkokulları, okulöncesi kreşleri ve Makedonya Cumhuriyeti'nde öğrencilerin bakımını yapan diğer de örgütleri bu proje kapsamış olacak.

Aynı çağda bulunan öğrencilerle projemiz dört taslak üzere gerçekleşecek, bunlar da: adalet, mahremiyet, yetki (otorite) ve sorumluluk. Bu taslakları, herbir demokrasi toplumun temel prensiplerin herbiri oluşturduğu sayılmaktadır.

Bu taslaklardan meydana gelen amaçların gerçekleşmesi için herbirinin özel içerilik ve etkinliklerin önceden gözönünde bulundurulmuş değildir. Bunlar her halde eğitim-öğretim programında okulöncesi kurum-

larında yapılan etkinlikler belirtilmiş konular yardımıyla gerçekleşmiş olacak.

Uzun, orta ve kısa vadeli olarak eğitim-öğretim etkinliğinin planlaştırılma yapılmasıyla yukarıda söz edilen amaçların gerçekleştirilmesine yardımcı olacak.

Bu projenin temel kurallarından biri de türlü etkinlikleri çalışma metodlarına bağlıdır. Eğitim-öğretim çalışmalarını böyle bir şekilde örgütlenmesi çocuklara şunları sağlayacak: sorular kurmak, soru sormak ve cevap almakla çocukların kişisel düşünceleri geliştirilmiş olur, hergünkü hayatta örnek olan ailelerin gözetlemek, oyuna katılmak için rol almak her yanı gözeltmekle demokrasi hakkında bilgi elde edilir.

Taslağımızda yer alan amaçların gerçekleştirilmesi için şüphesiz ki seminerlerin örgütlenmesine ihtiyaç olacak, böyle seminerler Öğretim Gelişme Büro ve CRS Bürosu tarafından hazırlanmalıdır.

2000 yılın aralık ayın birinci gününden seminerler çalışmaya başladı. Seminer çalışmaların sürekli



olarak 2001 yılının şubat ayının sonuna kadar devam edecek. Böyle seminerlere 2000/2001 okuma yılında Makedonya'da her üç dilde yapılan eğitim-öğretim öğretmenleri ilkokulun genç (aşağı) sınıflarında grup halinde çalışanlar veya okul öncesi kreşlerde kabarık sayıda öğretmenleri kapsamış olacaklar.

Seminerlerin gerçekleşmesi için Öğretim Çalışma Büro danışmanları tarafından hazırlanmış taslak üzere eğitim-öğretim kadrosuna proje esasların gerçekleşmesi hakkında bilgi verilecek.

Böyle taslakların başarılı gerçekleşmesi için öğretmenlere ait olan "Demokrasi Esasları" el kitabı ve okulöncesi çocuklara hazırlanmış olan resimli kitaplar yardımcı olacak.

Hazırlanmalar bu şekilde yapılmış olursa projemizin başarılı olacağına inanıyoruz.

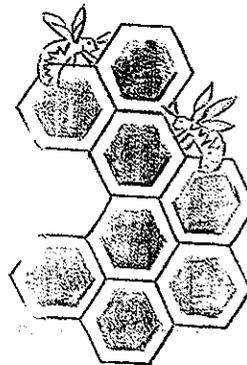
Nadejda Mladenoviç
Danışman

Seminerde Sevinç

Neden böyle hepimiz seçilmiştiniz,
Sınıfta her tarafında
Biri-biri dizilmişmişiz.
Neden grup olarak oturmuşsunuz?
Ben soruyorum ama bilmiyorum
Soruların size yerleşmiş mi?

Hayır, Sevinç, hayır
Mürebbiye hanım Mira seslendi
Soruların yerindedir,
Sorular başarılı olduğu için notu beş,
Meslektaşlarım, dikkatli olmanıza rica ederim.
SİVİL ÖĞRETİM (EĞİTİM) projesine
Katıldığımızı Sevinç'e söyleyelim".

Örgütleyici seslendi:
Birçok şeyler yapacağız: soru soracağız,
Türlü ilustrasyon yapacağız,
Dramatizasyonlar hazırlayacağız,
Yani her şey yapacağız.



*Dolu bardak yürek-
acısını andırır.*

SİVİL EĞİTİMİ - SİVİL TOPLUMUN YOLU

"Biz Halk . . . Vatandaş Projesi"

Uluslararası idare bağı olmayan örgütler arasında sivil eğitimi gelişme yolunda bulunan değişimleri izlemek - Katolik Yardım Teşkilatı, kendi eğitim programıyla, Eğitim bakanlığı ve Eğitim Gelişme Bürosu aralarında kurdukları işbirliklerinden yararlanarak "Sivil eğitimi - sivil toplum yolu" projesinin gerçekleştirilmesinin finansi bakımında yardım etme kararını aldı.

1999/2000 okuma yılının ikinci devresinde "Biz Halk . . . Vatandaş Projesi" başlığı altında programın gerçekleştirilmesine başlandı. Bu programın içeriği ilkokul genç ve yüksek sınıflarda, 43 Makedon dilinde ve 8 Arnavut dilinde

eğitim yapılan ilkokullarda gerçekleştirilmeye başlar

Sınıf öğretmenin himayesi altında V. sınıfta program konuları (okuma yılının ikinci devresinde 16 ders saatiyle) gerçekleşir.

Kişisel düşüncelerini ortaya koymak için öğrencileri yetiştirmek bu programın temel amaçlarından biridir. Ondan sonra karşılandığı kimi sorunların çözümü Hükümet tarafından nasıl yapılması gerekli olduğunu



öğrenmek, Hükümet'in getirdikleri kararlarını karşılanmasını ve bunların ne kadar yararlı olduklarını amaçların yardımıyla öğrenilir. Proje, türlü metotların, takım çalışmaları ve kooperatif gelişmeleriyle gerçekleşir. Programın başarılı



" Biz halk - Proje Vatandaş " programını gerçekleştiren Yüksek sınıf öğretmenlerin Semineri

Biz, Halk . . . Vatandaş Projesi

Düşünüyorum
insan ne olabilir
O nasıl bir vatandaşdır
Onun daima sorunları var
Bu kısa yaşamda
Onların çözümünde zorluk çeker

Çok sorunlar var
Türüdür, okulda, sokakta
Ailede önemli sorunlar,
Bunların çözümü de
Toplumla bağlıdır.

Sorun seçimi bizdedir
Çözümü bize bağlıdır
Bilgi topluyoruz, evrak tasnifini yapıyoruz,
portfolyo hazırlıyoruz,
ve onu sergiliyoruz.

Biz tespit ettiğimiz sorunları
Üzerine araştırma yapmak ve kuralları
yaratmak
Hükümet toplantı gündeminde görüşmek

Öğretmen: Nevenka Paslamuşkova
Köprülü "Kıril ve Metodiy"
ilkokul öğretmeni



Portfolyonun tanıtım sırasında son manifestasyonu

olarak gerçekleşmesi için 2000 yılının ocak ayının ikinci devresinde örgütlenen seminere öğretmenler (V. sınıf öğretmenleri) ve bu Proje'ye iştirak eden danışmanlar seminere katıldılar. Seminer, Üsküp kentinde



Portfolionun tanıtımı

örgütlendi ve üç gün sürdü. Kurulmuş olan iki grubun yardımıyla program gerçekleşti. Seminerde programın açıklanması Ron Moris ve Cudi Simon Kalabakas - Kaliforniya Vatandaş Eğitim Merkezi'nden eğitimciler tarafından yapıldı.

Seminerde, hergünkü hayatta karşılaştığımız kimi sorunların çözümü planının yapılması ve onun üzerine açıklamalara ihtiyaç var.

Programın gerçekleşmesi için öğretmenlere ait uygun el kitapları hazırlanmıştır.

Bu program üzere daha objektif açıklanmalar yapılması için Proje'ye katılan danışma takımı sınıf öğretmenleriyle mülakat yürütmek için mülakat araçları hazırladılar. Bu araçların yardımıyla programda belirtilen konular üzerindeki sorun açıklamaları yapıldı.

Geniş konuşmalar yapıldı, düşünceler değiştirildi, gereken çalışma yönleri her sınıf öğretmenlerine gösterildi. Sınıf öğretmenlerin yaptıkları dersler ziyaret edildi, ders konusu ile ilgili karşılıklı konuşmalar yapıldı, düşünceler ortaya koyuldu.

Programın önemli amaçlarından biri de öğrenciler kişisel tutum ile düşüncelerini

ortaya koymağa ve aleni siyaset hakkında fikrini belirtmek, alışkanlık yaratmak yolu öğrencilere gösterildi. Böylelikle Mayıs ayının sonunda (24.05 - 4.06.2000 yıl) öğrenciler, veliler, öğretmenler ve Eğitim Gelişme Büro'sunda

çalışan danışmanların ve kimi toplum temsilcilerinin karşısında Proje'nin programı sergilenmiştir.

Daha ne yapmamız gerekir?

"Biz Halk . . . Vatandaş Projesi" bu okuma yılında da devam edecek. Önce V. sınıf öğrencilerini kapsayacak, sonra geçen yıl beşinci bu okuma yılında VI. Sınıf olan öğrenciler programın diğer bölümlerin gerçekleşmesine katılmalarını bekliyoruz.

Paraskeva Dolgoska
Uzmansal eğitimci

Seminerde Sevinc IV, V

*İşte şimdi dere ve köprü
ilustrasyonu yapıyorum,
Taslağın kaynak yolu
SORUMLULUK oluyor.*

*Bilmiyor musunuz ben
yetkimden (otoritemden)
Nasıl yararlandım?
Trotinet getirmelerine
İsmarlamak yaptım.*



Sorumlu Zayar: Slobodanka Ristevska, Bağımsız Pedagoji danışmanı MEGB - Makedonya

Redaksiyon kurulu: D-r Zekir Kadriu, Yönetim Yardımcısı - Makedonya- Lilyana Gorgioska, Bağımsız Pedagoji danışmanı MEGB - Makedonya- Nadejda Mladenovik, Bağımsız Pedagoji danışmanı MEGB - Makedonya-

Vera Kondik - Mitkovska, Sivil Eğitim Proje Menajeri, CRS Makedonya

Yayıncı: Makedonya Eğitim Gelişme Büro'su Makedonya ve Katolik Yardım Hizmetleri CRS Makedonya
Bilgisayar uygulaması ve baskı: Data Pons, Üsküp

Eğitim Bakanlığı

Makedonya Eğitim Gelişme Büro'su

Ul. Ruger Boşkovik BB 1000 Üsküp

Tel(389 02 361 166)

Faks(389 02 361 057)

E-mail pimak@mt.net.mk

Katolik Yardım Hizmetleri

Treta Makedonska Udarna

Brigada BB 1000 Üsküp

Tel: 389 02 144 144

Faks: 389 02 144 144

web site: www.catholicrelief.org.mk

E-mail: crsmac@catholicrelief.org.mk

Sivil Eğitim Merkezi

Center for Civic Education

5146 Douglas Fri Road

Calabasas, CA 91302-1467

Tel: 818-591-9321

Faks: 818-591-0527

E-mail: international@civiced.org

http: www.civiced.org

Annex 9

Scope of Work – Consultant for the Mid-Term Evaluation of the Civic Education Project

Evaluation of Civic Education Project, Macedonia Consultancy, May 2001

CRS/Macedonia – Education Programs Skopje, Macedonia

Purpose of Consultancy

The purpose of the mid-term evaluation is to assess the extent to which the Civic Education project is promoting its goal and achieving its objectives. The evaluation process should also provide recommendations on its components to improve the implementation of its planned multi-year project.

Background:

Catholic Relief Services has been working in the field of Education in the Balkans region since 1994. The nature of project activities has followed the Parent School Partnership, or PSP model, started in Macedonia. This involved introducing a community development approach to educational opportunity and rehabilitation, through the development of a more actively involved and aware citizenry, specifically targeting parental and community groups.

This model has evolved further in Macedonia, after the initial success of PSP project activities. CRS/Macedonia has focused on the introduction of Civic Education at Kindergarten and Elementary school level. This introduces children, teachers, administrators and community members to the values a civil society can create and protect, through curricula development, in-service teacher training, and increasing community awareness and participation in educational decision making.

The Civic Education Project is a four-year, USAID-funded initiative implemented by CRS/Macedonia. The project began in September 1998 and is currently midway through its third year of implementation. The objectives of the Civic Education project, include the following:

Objective (1): Students acquire the skills to participate in civil society through the introduction of Civic Education into primary schools at Kindergarten, Grades 1 through 4 levels.

Objective (2): The National Parents Association and the local Parent Councils develop and formulize mechanisms for participation in educational decision making through their involvement in Civic Education reform.

The activities that correspond to these objectives can be grouped under five key areas;

1. Establishing and maintaining working relationships with implementing partners
2. Curricula and Textbook development
3. Teacher Training
4. Ensuring sustainability in Civic Education programming
5. Public awareness and parental involvement in educational reform

Background To Project Activities

The activities that correspond to project objectives can be grouped under three key areas:

1. Establishing and maintaining working relationships with implementing partners, including:

- Center for Civic Education (CCE), Calabasas, USA who provides technical assistance to the project through training, curricular support, monitoring, follow up and evaluation of teacher training and curriculum implementation process;
- Ministry of Education and Bureau of Educational Development of Macedonia (MOE / BED), who provide support in developing and modifying training programs for teachers and parents, adapting curricular and developing a national framework for Civic Education through the Bureau of Educational Development Working Group;
- Parents Councils to provide increased awareness of the importance of the introduction of Civic Education as a path to civic society.

2. Curricular Development

Ministry of Education and Bureau of Educational Development of Macedonia have planned that Civic Education will be incorporated as a cross-curricular subject in the Macedonian curriculum for Kindergarten and Grades 1 through 4. Center for Civic Education have provided text materials which have been adapted, translated into three main teaching languages in the country; Macedonian, Albanian and Turkish, and distributed for use in Macedonian schools. Macedonian teachers and the Ministry of Education and Bureau of Educational Development of Macedonia are in the process of developing the basis of future Civic Education text materials.

3. Teacher Training

120 First Grade, 47 Kindergarten teachers, 28 PI Advisers and 7 parents representing Primary school Parent Councils have been trained in the concepts of Civic Education and participatory methodologies. The most skilled individuals trained have been chosen by the Bureau of Educational Development Civic Education Working Group, CRS and Center for Civic Education to be involved in the training of trainers program. This will allow for regional training programs to be introduced in every Kindergarten through Grade 4 classroom during the project cycle. Currently, this has allowed a further 1045 Grade One, and 263 Kindergarten teachers to be trained.

Mid-Term Evaluation Objectives:

Deliverables include;

1. To provide CRS / Macedonia with a mid-term evaluation of the Civic Education project, in compliance with USAID requirements. This will include, but will not be limited to;
 - Assess the program's general achievements over the period of September 1998 – May 2001
 - Provide evaluative measurements of CRS / Macedonia's progress in achieving project goals and objectives for USAID funded project "Civic Education; A Path to Civil Society".
 - Identify the process and outcome indicators of parental / community involvement in Civic Education at school, community and national level
2. To provide CRS / Macedonia with recommendations for improving implementation of the Civic Education project. This will include, but will not be limited to;
 - Activity design and implementation
 - Partner relationships
 - Capacity building

3. To provide CRS / Macedonia with recommendations for improving the monitoring and evaluation system for the remainder of the project in preparation for a summative evaluation at the project's end. This will include, but will not be limited to;
 - Assessing the use of donor / implementing partner evaluation tools and providing recommendations for further development.
 - Outlining process, outcome and impact indicators for summative evaluation
 - Developing instruments and protocol.

These deliverable will require use of both quantitative and qualitative research methods, and it is expected that that the evaluation will require a traditional approach.

Mid-Term Evaluation Expected Outcomes

Analysis of the process of project implementation and identification of;

- Mechanisms to ensure program sustainability at the school, regional and national level
- Levels of civic awareness and practices of teachers and students involved in program activities
- Improvements in CRS reporting data to project donor
- Levels of MOE/PI awareness of their vision, role and responsibilities specifically in the field of Civic Education
- Recommendations on interventions to strengthen the Parent Council's capacity in facilitating parental involvement in education, whilst analyzing potential mechanisms to ensure sustainability of parental involvement in education
- Recommendations on improving project evaluation procedures and reporting data
- Recommendations on follow up activities to those related directly to project implementation to ensure effective and sustainable community-wide civic education and involvement
- Recommendations on the future program strategy and methodology to better reach project objectives and goal.

Duration

The mid-term evaluation of the project is planned during the second, third or fourth weeks of May 2001. It is expected that the time spent on evaluation activities will require a maximum of 10 working days in Macedonia. It is expected that the consultant will require a further period of time prior to the evaluation for research of existing available documentation, and evaluation design in coordination with CRS / Macedonia Education department staff, and after for report writing.

Evaluation Research Base

The evaluation research base will involve the following key implementing partners, individuals and information;

- School Enrolment Data
- Project and Activity Reports
- Ministry of Education/Pedagogical representatives
- Pedagogical Institute Advisors
- School Directors, Teachers, Students and Parent Council representatives
- CRS/Macedonia staff
- CCE trainers and Macedonian Coordinator
- USAID / World Learning

Evaluation Activities

The evaluation will involve the following key activities, but will not be limited to;

- Review Civic education documents prior to arrival, including project proposal, Year 1 and 2 Plans and Annual Report, Year 3 Plan, and Years 1 and 2 Quarterly reports, implementing partner reports, and parental base-line survey
- Review of all phases of the implementation activities during the period September 1998 – May 2001, through evaluation of project documentation, interview / discussion with CRS/Macedonia staff, implementing partners representatives, and project donors
- Field activities; teacher training, classroom evaluations, student showcase observations and parent council meetings
- Further discussion or clarification with related staff if necessary
- Exit session involving all team members, related staff and management of CRS/Macedonia will be held to share final draft of the evaluation report

Evaluation Unit Skills

The evaluation unit skills will involve following key skills and experience;

Evaluation Research Design;

Mid-term and summative program evaluation; developing M&E systems and protocols for program evaluation - USAID experience - Preferred

Evaluation of Education Reform programs; Curricular Development; Teacher Training Program implementation and evaluation, monitoring and research

Experience in Civic Education and / or within the South East Balkans region - Preferred

Milestones / Reporting

The mid-term evaluation will require reporting on;

1. Documentation evaluation reporting and evaluation activity design seven days prior to arrival in Macedonia;
2. Debrief report on evaluation activities within Macedonia prior to departure from Macedonia;
3. Final evaluation report available for CRS/Macedonia on or by 1st August 2001.

Application

Please submit information requested below for the consultancy post;

- Experience and skills
- Proposed evaluation design
- Full costs in and out of country.

Contact Person

Anat Prag,

Head of Education Department

CRS/Macedonia

Trenta Makedonska Udarna Brigada bb

1000 Skopje, Macedonia

Tel: 00-389-91-144-144

Fax: 00-389-91-144-145

aprag@catholicrelief.org.mk

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Annex 10

Scope of Work – Consultant for the Training Seminar on Evaluation

Training Consultancy

“Development of Participatory and Sustainable Evaluation Tools for Civic Education Program of Study”

May 2001

Purpose of Consultancy

The purpose of the consultancy is to implement a training seminar to ensure the development of effective, participatory, and sustainable Civic Education evaluation tools, which introduce modern evaluation techniques, and ensure Macedonian ownership of the techniques and tools by a number of key stakeholders involved in the implementation of the Civic Education Program.

Background

An integral part of the process of development of a democratic and just civil society is Civic Education. The Ministry of Education of the Republic of Macedonia is currently undertaking a reform of the educational system, which includes (among other innovations) the introduction of Civic Education, not only in primary schools, but throughout the education system. These innovations will provide Macedonian citizens with the skills and tools to be active members of civil society through advocacy in and partnership with the government. In addition through the introduction of civic education and the involvement of parents in this process, Macedonian citizens will be furnished with the knowledge, attitudes and skills needed for increased participation in democratic decision-making processes.

The Ministry of Education, through the Bureau of Educational Development, recognizes the importance of Civic Education in the development of a civil society and democratic society. It has, therefore taken initial steps in the long-term process of educating the children of Macedonia and future generations for the important role they have to play in their society.

A visit by a consultant who is expert in the latest evaluation techniques, to Macedonia, to work directly with a number of key stakeholders involved in the implementation of the Civic Education Program will add significantly to the growing set of ideas for incorporation of modern and participatory techniques of evaluation. The visit will provide an opportunity for key decision-makers in the field of education and parental involvement in schools, in Macedonia to share in the modern experiences in the field of education evaluation, specifically focused on Civic Education. The key Macedonian individuals selected to participate will be directly involved in introducing modern techniques into the education system, through provision of an intensive in-country training on evaluation development. Through bringing together these key individuals to develop evaluation tools, there is opportunity to deepen collaboration among the stakeholders, whilst ensuring a sustainable approach.

Project Background.

The Civic Education Project is a four-year, USAID-funded initiative implemented by CRS/Macedonia. The project began in September 1998 and is currently midway through its third year of implementation. The objectives of the Civic Education project, include the following:

Objective (1): Students acquire the skills to participate in civil society through the introduction of Civic Education into primary schools at Kindergarten, Grades 1 through 4 levels.

Objective (2): Local Parent Councils develop and formulize mechanisms for participation in educational decision making through their involvement in Civic Education reform.

The activities that correspond to these objectives can be grouped under five key areas;

1. Establishing and maintaining working relationships with implementing partners
2. Curricula and Textbook development
3. Teacher Training
4. Ensuring sustainability in Civic Education programming
5. Public awareness and parental involvement in educational reform

Background To Project Activities

The activities that correspond to project objectives can be grouped under three key areas:

2. Establishing and maintaining working relationships with implementing partners, including:

- Center for Civic Education (CCE), Calabasas, USA who provides technical assistance to the project through training, curricular support, monitoring, follow up and evaluation of teacher training and curriculum implementation process;
- Ministry of Education and Bureau of Educational Development of Macedonia (MOE / BED), who provide support in developing and modifying training programs for teachers and parents, adapting curricular and developing a national framework for Civic Education through the Bureau of Educational Development Working Group;
- Parents Councils to provide increased awareness of the importance of the introduction of Civic Education as a path to civic society.

2. Curricular Development

Ministry of Education and Bureau of Educational Development of Macedonia have planned that Civic Education will be incorporated as a cross-curricular subject in the Macedonian curriculum for Kindergarten and Grades 1 through 4. Center for Civic Education have provided text materials which have been adapted, translated into three main teaching languages in the country; Macedonian, Albanian and Turkish, and distributed for use in Macedonian schools. Macedonian teachers and the Ministry of Education and Bureau of Educational Development of Macedonia are in the process of developing the basis of future Civic Education text materials.

3. Teacher Training

120 First Grade, 47 Kindergarten teachers, 28 PI Advisers and 7 parents representing Primary school Parent Councils have been trained in the concepts of Civic Education and participatory methodologies. The most skilled individuals trained have been chosen by the Bureau of Educational Development Civic Education Working Group, CRS and Center for Civic Education to be involved in the training of trainers program. This will allow for regional training programs to be introduced in every Kindergarten through Grade 4 classroom during the project cycle. Currently, this has allowed a further 1045 Grade One, and 263 Kindergarten teachers to be trained.

List of Objectives;

The key objectives for this in-country training will include:

- The evaluation consultant and key individuals involved in the civic education project will visit a number of schools and communities that Civic Education is being implemented within Macedonia to familiarize themselves with what is happening in civic education in the country.
- Raise awareness of modern methods of evaluation and support of implementers of Civic Education in schools in Macedonia.
- Development of Civic Education program indicators involving all key stakeholders in education in Macedonia
- Review indicators to ensure minimum bias and ensure validity Implementation of a training seminar to ensure the development of effective, participatory and sustainable evaluation tools, which introduce modern evaluation techniques, whilst ensuring Macedonian ownership of the techniques as they are developed.
- Use qualitative and quantities research techniques to work with participants to evaluate students understanding; values, perceptions and behaviors with a focus on civic responsibility
- Work with participants to develop evaluation tools for initial pilot.

Key Questions.

A number of key questions needed to be asked during the development of the training tools / training sessions, for example;

- ⇒ What techniques would be most effective to evaluate the successes of Civic Education curricula introduction in Macedonia both as a pedagogical concept and as a social development indicator?
- ⇒ How can we measure the project effects, and on which groups of people the program has facilitated?
- ⇒ How can sustainability of the evaluation tools be ensured?
- ⇒ How an evaluation tools indicate whether the effects of the program are lasting, can they show how they vary among student and teacher groups and schools?
- ⇒ How can the tools provide indication of whether the program needs to be modified to further instill civic values in students?
- ⇒ How can they research whether parent's awareness of civic responsibility is increased by their children's involvement in the Civic Education project?
- ⇒ How can they research whether parents' involvement in raising student's civic awareness and values is supported and how?
- ⇒ How is it possible to evaluate tangible change in young peoples' civic awareness?

It is assumed that through the development of the evaluation sessions, participatory techniques and practice with participants, indicators and techniques appropriate to the context will evolve.

Participants

CRS/Macedonia, in consultation with the Ministry of Education and the Bureau of Educational Development, will select a maximum of fifteen individuals to attend the study tour and training facilitated by the international expert. This will include at the basis minimum;

- Two of the members of the group will be in positions of influence and policy making. In addition, they would have a crucial role to play in the development of the Civic Education evaluation tools and in the introduction of Civic Education in Macedonian schools and higher educational institutes. They would be in a position to contribute effectively to the success of the USAID- funded Civic Education Project.

- The Bureau of Educational Development will nominate four of the members of the group as Macedonian experts in the field of Civic Education. These people, will have been actively involved in Civic Education teacher training and curricular issues, and will work closely with the BED, CRS, teachers and parents in future Civic Education evaluation.
- Two further members of the group will be elementary school teachers, teaching Civic Education in their schools. These teachers will have been involved in previous Civic Education training for elementary school teachers, and will have experience as training deliverers for civic education training in Macedonia.
- One of the members of the group will be a Bureau of Educational Development Advisor, with responsibility for teacher evaluation. This individual will have been involved in previous Civic Education training. They will have associated responsibility for assessment and evaluation of education, and will have direct involvement in the implementation of evaluation of Civic Education in classrooms in Macedonia.
- Two of the members will be representatives of Parents Councils of Macedonia. The individual will be in a position to support Civic Education development and evaluation in schools in Macedonia, whilst representing parents and encouraging opportunity for involvement in the curriculum.
- The last two members of the delegation will be CRS/ Macedonia Project staff in charge of the management of the USAID funded Civic Education Project. Both of the staff are involved in training to support parental involvement in schools, and implementation of the Civic Education curriculum.

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Expected Outcomes

- **May 2001**

1. Implementation of evaluation of training seminar
2. Development of Civic Education Evaluation tool
3. Commitment by participants to piloting evaluation tool
4. Commitment and timescale of participants incorporating tool into Macedonian education evaluation procedures
5. Final Report on training seminar implementation

- **Follow-up.**

Participants will be brought together after the in-country training to re-address the proposed action plan in relation activities covered during the period. The amended action plan will be submitted within one month of the in-country training and it is expected that follow-up activities will continue during the funding period of implementation of the Civic Education Project (September 1998 through September 2002). A key outcome of the training will be the development of a written agreement involving all partners in the Civic Education project, to ensure on-going and regular use of the final evaluation tool. It is assumed that if the training fully achieves the expected goals, evaluation will continue beyond the funding period of the project.

1. The participants will develop in a participatory manner Civic Education evaluation tools for piloting, review and further development if required.
2. The participants will disseminate acquired information and techniques through meetings, roundtable discussions and training seminars, appropriate to the work groups they are involved in.
3. All participants will be actively involved in ensuring appropriate Civic Education evaluation tools development in Macedonia for implementation in the education system in academic year starting September 2001;
4. The Parents Council representatives will present their experience and review to other Parent Council groups through-out Macedonia during academic year starting September 2001;

5. Participants will ensure that the evaluation techniques are incorporated into national standard evaluation procedures during the funding cycle of the project.
6. Results of the evaluation will collated and analyzed by CRS and the BED to support further development and modifications to project implementation.

Milestones.

1. Detailed agenda / methodology for training seminar and awareness visits (seven days prior to arrival in Macedonia);
2. Carrying out the training seminar in Macedonia and debrief in the field
3. Final report of activities, successes and challenges.

Language of Instruction.

All participants involved in the training in Macedonia will speak Macedonian, and / or Albanian. It is assumed that the international expert will speak either English or a further European language. This individual will need translation from their language to Macedonian. It is suggested that the training is run in Macedonia so not to divide individual by ethnicity. All Albanian involved in the training seminar will be confident to participate in Macedonian, if required extra Albanian – Macedonian language support may need to be provided during the seminar CRS will engage local interpreters to support the language needs of the participants. If requested, CRS would be able to provide staff with strong English Macedonian or Albanian language skills, as well as background in Civic Education, and the associated terminology.

Duration

The in-country training is proposed as taking place during mid May 2001. This will ensure that the outcome of the training, development of evaluation tools can be utilized in pilot status, prior to the end of the school semester. It is suggested that the entire period for the Macedonian activities; school visits, training seminar, development of tools does not exceed 10 consecutive working days based on on-going commitments of the participants.

Place of Performance.

Design of training program will be finalized in Skopje / home base through e-mail and telephone prior to implementation. The training seminar will be based in Skopje, Macedonia, with field activities throughout Macedonia. All overnights will be in Skopje.

Application

Please submit information requested below for the consultancy post;

- Experience and skills
- Proposed evaluation design
- Full costs in and out of country.

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