

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: 11
Reporting Period: March 21, - June 21, 2001

PROGRESS TOWARDS OBJECTIVES

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

1 CATHOLIC RELIEF SERVICES

1.1 Staffing and Infrastructure Changes

During the period March 21, through June 21, 2001 there were few changes that affected the structure of the Civic Education team. As previously reported, Valbona Morina, the Head of Education Department left CRS / Macedonia. In March 2001 Anat Prag, the International Civic Education team leader took over responsibilities of Head of Department, whilst continuing with active involvement in Civic Education programming. The recently promoted national Project Managers, Natasa Grujevska and Vera Kondik Mitkovska have both shown positive commitment to their increased level of responsibilities in the field of Civic Education.

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 shown positive commitment to participation in the initial stages of the program. Parents and School Management teams have been actively involved in training seminars on; benefits of parental involvement in school, Prioritization, Strategy Planning / Community Action Planning, Project Planning, Writing and Managing, as well as a variety of specific needs based training seminars; educational improvement, support networks and fund-raising, and facilitating linkages between Parent Councils to ensure sharing of skills and good practice. These Parent Councils have become the key partners in the 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 the implementation of regional trainings for all teachers at Grade Five, and textbook production. The program is also financially supporting a BED initiative in the development of a textbook, which addresses the structure of the school, local community and local and national government.

Awareness raising seminars on Civic Education curricula development has been provided for support staff in schools in Macedonia. The seminars have received positive feedback from teachers, school management teams and trainers alike. Please refer to *Part 5 OTHER ACTIVITIES - CRS Civic Education Activities* for further details.

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 expired on March 31, 2001. CRS and CCE have agreed that future cooperation will be based on future proposals to be generated as outcomes from the Strategy Planning Session. The future working relationship will be based on program need and funding availability. CCE's contribution has been extremely important in the program set-up, and we will work to ensure their continued involvement in Civic Education in Macedonia.

On May 7th and 8th, 2001, the Civic Education Strategy Planning Session was implemented through collaboration between CCE and CRS/Macedonia. The event was facilitated by Doug Phillips, an International trainer from CCE, and involved the 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. The event was a very positive opportunity for stakeholders in the field of Civic Education in Macedonia; participants were actively involved in considering the present status of Civic Education, the strengths and challenges associated with the present developments and the opportunities for future development of Civic Education and citizenship throughout education in the country. Please refer to **Annex 1** for the Strategy Planning Session report.

During the Strategy Planning Session in May, CCE and CRS discussed the opportunity for Macedonian participation in the CCE implemented CIVITAS conference in Newcastle, Northern Ireland, a bi-annual opportunity for stakeholders in Civic Education from throughout the world to share experiences, network and consider future regional and national opportunities. Please refer to *Part 5 OTHER ACTIVITIES - CRS Civic Education Activities* for further details.

2.2 Local Technical Assistance

2.2.1 BED/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 during this reporting period include; distribution of edition II newsletters, compilation of edition III newsletter articles, planning and coordinating regional training seminars with trainers throughout the country; coordinating student showcases and in-school classroom observations and student testing.

As previously discussed the Leader of the Civic Education Working Group, Slobodanka Ristevska was retired in accordance with Macedonian law. The Director of the BED, although facing many challenges of budget constraints has ensured that Ms. Ristevska continues to lead the Civic Education project for the BED through continued employment on a consultancy basis.

3 MINISTRY OF EDUCATION / BUREAU OF EDUCATIONAL DEVELOPMENT OF MACEDONIA

The instability in the country has directly affected operations of all civilians, governmental and non-governmental organizations during the reporting period and potentially may 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 ethnicities. Involvement of European and United Nations representatives during the recent period, and the emphasis on communication and negotiation may lead to constitutional changes aimed at supporting the needs of all Macedonian citizens.

During the reporting period increased security status in a number of regions and cities in Macedonia has impacted project activities; CRS and the BED have constantly consulted to ensure that staff from both organizations do not travel or work in areas that are susceptible to violence.

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 Ministry of Education. This issue has been discussed in detail with the Director of the BED, and planned training and classroom observations have continued; the remaining BED Advisers involved in the Civic Education project have an increased level of activities. It still remains that the numbers of teachers to be retired, and the implications of their retirement are unclear.

During this reporting period issues associated with the budgetary restrictions of the BED were brought to the attention of CRS. It would appear that the BED budget has been cut substantially, the institution is not in a position to financially support either new initiatives from its own personnel, but of more concern, is unable to support some programmed activities. Two issues came to the attention of CRS, the first through a request to fund a Civic Education textbook developed by the BED (*please refer to Part 5.5 for further details*), and secondly to provide financial support for the implementation of classroom evaluations. BED staff who implement evaluations in other regions aside from their own are provided with travel expenses and a per diem, as specified under Macedonian labor law. With a decrease in the number of total BED staff, more are required to travel to other districts aside from their own and this is putting pressure on already limited funds. CRS is not presently in a position to cover the cost of implementing Civic Education evaluations on behalf of the BED, but is in the process of negotiating with the Director of the BED compensation for staff involved in the Civic Education project in the form of training in the field of evaluation. This would require that BED financially support travel associated with evaluation.

4 PROJECT RELATED ACTIVITIES

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

During the reporting period the following activities associated with the regional teacher trainings were implemented.

On March 26, 2001 the kindergarten advisors / trainers, the Leader of the Working Group and CRS Civic Education staff members attended a debriefing meeting in Veles. Positive feedback was provided regarding the first cycle of regional kindergarten Foundations of Democracy (FOD) trainings. The trainings were evaluated as very successful, professionally organized and with high attendance from the teachers. It was expressed that the teachers were very active, creative and eager to learn the new methodology and the concepts presented at the training.

During April and early May preparations were made for the implementation of the following cycles of regional teacher trainings for Kindergarten as well as Grades 1-4. This involved procurement of supplies, handouts and textbooks for the participants required for the trainings. During the preparation period there was on-going coordination with the Bureau of Educational Development staff both in Skopje and on a regional level to ensure the successful implementation of the training activities.

The second cycle of regional kindergarten FOD trainings started in May. In the period scheduled from May 11, 2001 to June 15, 2001, a total of 311 kindergarten teachers were trained. Despite the delicate political situation in the country all the trainings that were scheduled during this period were successfully delivered to the participants. Only the training of one kindergarten group in Debar was postponed for the second half of August. The evaluation from the seminar participants was compiled and shows positive results. Please refer to **Annex 2** showing compilation and graphical presentation of all trainings conducted.

In June the Grades 1-4 teacher training cycle began. By the end of this reporting period, 12 seminars were completed and total of 246 teachers had been trained. Since the training cycle continued in the next reporting period, the evaluation summary of the entire training cycle will be submitted accordingly.

4.2 TraiNet Database

All information regarding participants, trainers, evaluation and costs per training were inputted in the TraiNet database for each Kindergarten and Grades 1-4 training conducted during the reporting period. Please refer to **Annex 3** for summary reports from the updated TraiNet database.

4.3 Production and Distribution of Textbooks

During this reporting period, 850 additional copies of the Macedonian Kindergarten Teachers Guide and 4000 copies of the Macedonian Teachers Guide for Grades 1-4 were produced in preparation for the second cycle of the regional Kindergarten and Grade 1-4 teacher trainings. These textbooks were distributed to each Macedonian teacher at the training seminar. Other language books had been produced in sufficient numbers to support all trainings. The distribution of the teachers guides in Macedonian, Albanian, and Turkish language will continue at each Kindergarten and Grades 1-4 teacher training seminar organized during the project duration,

during which time all Kindergarten and Grades 1-4 teachers will have been trained. Preparation is in place for an August printing of students' guides in sufficient numbers for all Macedonian, Albanian and Turkish students at Grades Two and Three.

To date distribution of students' guides to the specific teaching age has included: Kindergarten – 100%, Grade One – 100%, Grade Two – 10%. Printing will continue for the duration of the program to ensure textbook availability for each of the teaching ages at lower elementary education in Macedonia.

4.4. In-class Observation

The Foundations of Democracy program was implemented for the first time on national level in all Kindergartens and Grade 1 classrooms in Macedonia during the past reporting period. The Civic Education Working Group took responsibility for coordinating the national implementation of classroom observation and teacher feedback sessions for teachers involved in the program. Although this activity had many challenges associated with its implementation - effective coordination and standardization, issues associated with de-motivation from both BED staff and teachers due to the situation in Macedonia and the newly implemented retirement law and limitations in the availability of BED funds to compensate their staff for travel outside their region - the exercise appears to be proving successful.

The Leader of the Working Group for Civic Education has coordinated the activities, working closely with BED staff in each of the regions in Macedonia, providing them with support and guidance in the classroom activities, as well as guidance on reporting on the observation. In discussions with the National Coordinator it would appear that the majority of classroom observations implemented by the BED have shown many successes in the classroom implementation of the program. Teachers initially involved in the pilot program previously felt isolated, but as the number of teachers trained has increased and as school management staff have been educated in the program, this feeling of isolation has decreased. Teachers very much value the support of BED Advisers, and although implementation of classroom observation and feedback is a challenging exercise, their input is highly valued. As previously discussed, funding of travel costs for evaluation has become an issue during this reporting period. Some planned evaluations were not implemented. During the next reporting period the Leader of the Working Group will forward the BED evaluation reports to CRS, which will be translated, and be available in an annex to the Quarterly Report No. 12.

The CRS/Macedonia Civic Education team were also involved in a number of classroom visits to observe the implementation of the program at Kindergarten, Grade One and Grade Two with BED staff. Please refer to **Annex 4** for reports from the in-class observations conducted.

4.5. Newsletter Distribution

As reported in the last quarterly report, 104,000 copies of the second edition of the Civic Education Newsletter, "Civic Education Today" were published in March 2001. The newsletter was produced in Macedonian, Albanian, Turkish and English language. 65,295 Macedonian, 23,730 Albanian and 1,101 Turkish newsletters were distributed in April to regional BED offices throughout Macedonia for distribution to all parents, teachers and directors in all elementary schools and kindergartens throughout Macedonia.

Preparation, with the Civic Education Working Group, for the edition III newsletter started in May with discussion with all stakeholders in the program. Feedback on activities from teachers, parents, students and others involved in the program is presently being compiled with preparation for a September 2001 edition of the newsletter.

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

Two key areas of consultancy were planned for May 2001 - the implementation of the mid-term evaluation and evaluation training for program partners. Both activities required postponement due to the situation in Macedonia during the spring months. The mid-term evaluation is now planned for August-September, a consultant has been selected from a training UK-based consultancy organization International Management Association. Please refer to **Annex 5** for the Curriculum Vitae of the consultant selected for the evaluation.

The second consultancy has been postponed until September, but a consultant has been selected from a training UK-based consultancy organization INTRACK. Please refer to **Annex 6** for the Curriculum Vitae of the consultant selected for the evaluation-training workshop.

5 OTHER ACTIVITIES - CRS Civic Education Activities

5.1 Civic Education Seminars for School Support Staff

During April 2001 CRS/Civic Education staff in coordination with the BED Advisors organized and successfully implemented regional Civic Education seminars for school support staff in all Primary schools and Kindergarten institutions. One representative (pedagogue, psychologist or sociologist) from each main Primary school and Kindergarten institution attended a two-day seminar for both the Foundations of Democracy and the Project Citizen Program of study. Grade One and Grade Five teachers that had been unable to attend the implemented teacher training seminars were also included in these two-day seminars. Nineteen seminars were held in total, with 452 pedagogues, psychologists, sociologists and teachers trained.

Compiled evaluations have provided very positive results. Please refer to **Annex 7** for an example of feedback from the seminars. Participants indicated that the organization of the seminars, methodology and activities presented has been on a very high level. Training the school support staff will be a great asset for both programs, as they will now be in a position to provide teachers with support and help in the implementation of the programs.

5.2 Regional Grade Five Teacher Trainings

Regional Grade Five Teacher Trainings were held during May and June 2001, during which 32 trainings were held throughout Macedonia with 651 teachers trained. This cycle of trainings will continue during the second half of August and September, after which all Grade Five teachers, teaching during 2001/2002 school year, will have been trained in the Project Citizen curricula. Civic Education project staff provided logistical and financial support during the implementation of the trainings. The compiled evaluations show that the seminars have fulfilled teachers' expectations and that they feel ready to implement the program in their classrooms. Working condition methodology and materials were evaluated as being from very good to excellent. *"The seminar was a new experience for me that gave me an opportunity for successful and interesting*

realization of the program on homeroom class. I was honored to participate on this seminar which was very useful and educational for me” said a participant of a seminar held in Skopje, in June 2001. Due to conflicts in Western Macedonia a number of trainings scheduled during this period were postpone for later this year.

5.3 In-Class Observation

During May 2001, Civic Education staff and BED Advisers were given the opportunity to observe teachers implementing the Grade Five program in their classes. The school visits allowed for increased awareness on how students are responding to the program, how project materials are used and viewed by teachers, and how teachers perceive the benefits and challenges in the implementation of the program. Implementation of Project Citizen during the timeframe allotted for homeroom class did not allow sufficient time for some teachers, and many have to use extra curricula time. Project Citizen offers an excellent opportunity for students to participate in group work, and for teachers to utilize interactive methods of teaching. Some teachers are finding challenges in managing group work and interactive practice since they are more accustomed to the traditional teaching methods of frontal teaching. This issue will require follow-up and the teachers will need support both from other confident teachers and from BED Advisers. A system of linking proficient teachers with their colleagues needing help in the locality is in the process of development through a CRS and BED initiative. During our visits it was apparent that students very much enjoy working with Project Citizen. They actively participate in the all activities; discussion, research, group work, and appear very motivated by the program.

5.4 Student Showcases

The CCE Project Citizen program in its most developed form includes participation in some form of community presentation or competition at local, regional and/or national level. Since this was the first year of national implementation of the program it was decided to reduce the competitive atmosphere and to instead have community “hearings” - the student showcases. Student showcase is the culminating activity of the project, where students present their portfolio before a panel of judges, parents, teachers, other students and community members, demonstrating their knowledge and understanding of how public policy is formulated. CRS/Civic Education staff made an effort to ensure that all students that participated in the presentations were awarded with a certificate authorized by BED and CRS officials. Prior to the student showcases every school received printed posters to announce and invite audience to their presentations. Some of the classes organized media coverage of the event. Please refer to **Annex 8** for translation of a number of media reports on the student showcases implemented. A number of student groups prepared and sent invitations to officials, teachers, parents, BED advisors and CRS staff to invite them to their event. In a number of cases students awarded the institutions that helped them in the process of solving their identified problem with certificates.

The total number of schools participating in this year student showcases was 307, with approximately 767 class presentations. Civic Education staff visited 37 schools and were present for 104 students' presentations. Please refer to **Annex 9** for CRS reports from observed student showcases. One of the present barriers faced by teachers in planning and organizing the presentations is the current situation and the conflict in the Tetovo and Kumanovo regions. Many schools were unable to organize their presentations due to the tense environment and/or because families had left their community prior to implementation of the showcases in May. Another

barrier faced in preparing and holding the presentations is the busy May schedule in schools; May is a very busy month during which students are tested for their final marks and many competitions and activities are held. Even so, presentations viewed by CRS staff and BED advisors have been very impressive. They illustrate both the teachers and the students' satisfaction and motivation to work on this project. It was evident from the presentations that the students had worked hard on and had a great deal of pride in their portfolios. Some of actually managed to solve their identified problem within the timeframe of the project while others proposed public policy reform to local government to address the problem. They all learned that it is important to participate and to become aware of their potential, and that their achievement wasn't only measured by solving or not solving their identified problem. As an example of what was gained while working on this project is illustrated in a message from the students of the primary school "Goce Delcev" from Resen, through which they expressed their perspective of democracy:

"Step by step, one movement forward. Step by step, a river of paths. Those are paths that lead towards democracy, as citizens of our planet earth. We, the students are the future. If we want to walk the path of democracy we need to learn HOW. We'll find the answer through the people, because that's us."

During the presentations both CRS and the BED became aware of some programmatic issues and challenges. This has provided opportunity for further discourse between partners to further improve the quality of program implementation and to support beneficiaries. Even so, this was the first year of implementation so the teachers and students did not know what to expect. The final outcome is very positive and promising. This year's presentations will help in improving the next year Project Citizen project implementation.

5. 5 Textbooks Production

5.5.1 BED Textbooks

CRS/Macedonia is financially supporting a BED initiative for the development of a textbook that addresses the structure of the school, the local community and local and national government. This book will be introduced to all students in Grades Five and Six in the first semester, prior to implementation of the Civic Education Project Citizen curricula. Project Citizen introduces students to the techniques of democratic and active resolution of their local and community issues. The BED developed textbook provides the knowledge and understanding to support the learning and skills development associated with Civic Education at Grades Five and Six. The textbook helps students in their awareness of the systems that exist in Macedonia and how they fit into Macedonia society. The book addresses both teachers and parents in how they can support their children's understanding through increasing their own awareness of the systems that exist in Macedonia, providing support for Education Reform in the field of Civic Education, as well as introducing a variety of techniques to address the above, i.e. homework, guidance, ideas and feedback when students want to talk about the new topics they are learning. The textbook was developed through research both in Macedonia and Western Europe in the field of Civic Education. The book utilizes the principals of interactive learning, awareness raising of Civic responsibility and tasks, targeting students in Grades Five and Six by utilizing their personal experience as well as their increased understanding of Macedonian society and their role within it.

5.6 CIVITAS Conference in Northern Ireland

During the period June 10 – June 13, 2001 two CRS national staff and one member of staff from the BED attended the CIVITAS conference in Newcastle, Northern Ireland. The conference is a bi-annual opportunity for stakeholders in Civic Education from throughout the world to share experiences, network and consider future regional and national opportunities.

CRS was represented by the two project managers for the Civic Education programs - Natasa Grujevska and Vera Kondik-Mitkovska, and Slobodanka Ristevska attended on behalf of the BED. CCE organized the 4-day CIVITAS conference. CIVITAS is an International Civic Education Exchange Program funded by the Office of Educational Research and Improvement of the United States Department of Education.

A total of 160 participants attended the conference. Many Civic Education educators from different backgrounds presented, and a variety of thematic sessions were offered during the four days.

The goals of the conference were to share information about civic education exchange programs, to strengthen civic education exchange partnerships and plan future activities, to participate in thematic sessions and workshops designed to strengthen civic education and civic culture, to broaden and expand the CIVITAS network, and to learn about the **Civic-Link** program in Northern Ireland and in the Republic of Ireland

Macedonian Civic Education implementers were involved in a variety of sessions either as presenters or as participants. These included:

1. Civic Education for primary school students, examples from Macedonia, Bosnia and Croatia;
2. How to conduct research on students' political knowledge, attitudes, and values;
3. Civic Education Culminating activities: Showcases and competitions - what is their value, ideas for planning, evaluation and follow-up. Examples were presented from Kazakhstan, Russia, Poland and Arizona;
4. Promotion of regional cooperation in the Balkans;
5. International Co-operation; Republic of Ireland/Northern Ireland Civic Link Presentation;
6. Project Citizen perspectives and adaptations – examples from Indonesia, Russia, Mexico and Macedonia;
7. Comparative Lessons for Teaching About Issues of Tolerance and Challenges to Democracy;
8. Examining an International Framework for Education in Democracy;
9. Development and maintenance of Civic Education NGO's – examples from Hungary, Mongolia, Ireland and Indonesia

All Macedonian participants returned to Macedonia enthusiastic and motivated to further develop the Civic Education program in this country as well as to build upon and utilize the regional and international relationships established during the conference. Please refer to **Annex 10** for the conference report.

5.7 Strategy Planning Session

The Strategy Planning Session on Civic Education in Macedonia was held in the Hotel Continental, on the 7th and 8th May 2001. Participants and representatives of all stakeholders in the field of Civic Education were brought together to consider the challenges and opportunities

of Civic Education in the future. The Center for Civic Education, USA facilitated the process using a very effective technique, which allowed the participants to consider each other's perspectives and work in mixed groups throughout the entire session.

Contributions to the event by MOE, CRS, CCE and BED, allowed for a high level of commitment by all key stakeholders in the Civic Education programs in Macedonia. The Minister of Education/Macedonia, the Acting Country Director of CRS, the International Director of Programs / CCE and the Director of the Bureau of Education Development all expressed a strong commitment to present and future opportunities. The facilitator provided a positive and safe work environment that ensured the participation of all through the mixing of groups of stakeholders.

The outcomes of the Strategy Planning Session allowed for some very strong and thoughtful recommendations for the future of Civic Education in Macedonia, as well as some defined personal and institutional commitments. It is hoped that a follow-up session from this event will allow for the strongest of recommendations to become commitments by all. This would ensure that the motivation and enthusiasm of the event continues. This follow-up session was planned for late May, but due to the instability in Macedonia is now proposed for early September. Please refer to **Annex 1** for the report from the event, and recommendations from participants from the Strategy Planning Session.

6 FUTURE ACTIVITIES

6.1 Regional Teacher Training

During the period July through September 2001, CRS Civic Education Project staff will continue to be actively involved in providing logistical and financial support for regional 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 will be trained by September 2001. This will allow teachers in Kindergarten and Grade One to start implementing 'Foundations of Democracy' teaching in their classrooms in the second semester of the academic year 2001/02.

6.2 Production and Distribution of Text Materials

Textbooks for teachers and students will continue to be produced during August 2001, and will be distributed in late August through early September in preparation for the new school year. Teachers attending training seminars in August will be provided with the teacher and student guides at the seminar.

6.3 Newsletter

Edition three of the Civic Education Newsletter "Civic Education Today" will be compiled during August to allow for editing, translation, proofreading, layout and design, printing and distribution to be completed during September.

6.4 Regional Parent Council Seminars

Civic Education staff continue to work 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 workshops will be implemented nationally with all Parent Councils in July and September 2001.

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

The mid-term evaluation is planned for August-September and the evaluation-training workshop is planned for late September. The implementation of these two activities is still very much dependant upon the stability of the Macedonia prior to and during the proposed periods.

6.6 Strategy Planning Session Follow up.

A meeting with all stakeholders in Civic Education that were involved in the Strategy Planning Session is planned for early September. The meeting will allow for follow-up and achievements to be shared within the group, and action plans and responsibilities to be clarified and established as required. Outcomes of the SPS and further meetings with stakeholders has led to the development of a draft proposal to fund the institutionalization of the Civic Education in Macedonia. It is proposed that this be submitted to USAID in July this year.

7 FINANCIAL ACTIVITY

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

ANNEXES

Annex 1

Report from the Strategy Planning Session on Civic Education in Macedonia, Skopje, May 2001.

Annex 2

Evaluation of Foundations of Democracy for Kindergarten Teacher Training Seminars April - May 2001.

Annex 3

Summary of the TraiNet report submitted to the World Learning Center June 2001.

Annex 4

Classroom Observation Field Report from Foundations of Democracy lessons, Spring 2001.

Annex 5

Curriculum Vitae of the consultant selected for the Mid-Term Evaluation.

Annex 6

Curriculum Vitae of the consultant selected for the Evaluation Training Workshop.

Annex 7

Example Evaluation from the Civic Education Seminars for School Support Staff.

Annex 8

Translation of a number of Media Reports on the Student Showcases May, June 2001.

Annex 9

CRS reports from Student Showcases.

Annex 10

CIVITAS Seminar Report, Northern Ireland, June 2001.

Annex 11

Budget Comparison Reports covering period March 21, 2001 through June 21, 2001.

Annex 1

Report from the Strategy Planning Session on Civic Education in Macedonia, Skopje, May 2001

The Strategy Planning Session on Civic Education in Macedonia was held in the Hotel Continental, on the 7th and 8th May 2001. Participants, representatives of all stakeholders in the field of Civic Education were brought together to consider the challenges and opportunities of Civic Education in the future. The Center for Civic Education, USA facilitated the process using a very effective technique, which allowed the participants to consider each other's perspectives and work in mixed groups through out the entire session. A number of key objects were developed in partnership between CRS and CCE.

Objectives

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 - *from the SPS agenda forwarded to participants developed in collaboration between CRS and CCE.*

The agenda developed by CCE and CRS ensured that the expected goals of the Strategy Planning could be addressed. Contribution to the event by MOE, CRS, CCE and BED, allowed for a high level of commitment by all key stakeholders in the Civic Education programs in Macedonia. The Minister of Education / Macedonia; the Acting Country Director of CRS; the International Director of Programs / CCE and the Director of the Bureau of Education Development all gave strong commitment to present and future opportunities.

The session started with an icebreaker, which allowed participants to introduce themselves to the entire group and summarize their personal and professional expectations of the session. The ground rules of the event were established ensuring an open and participatory approach to activities, which allowed all participants to contribute regardless of status, or organization they were representing.

Small groups were formed ensuring mixed groups of stakeholders. These groups reviewed the questions developed by CRS and CCE, which ensured consideration of challenges and opportunities of Civic Education in Macedonia. The groups developed their responses to each of the questions and indicated either agreement or disagreement with other groups' responses. This was a long activity, but generated considerable discussion within each of the small groups.

The groups then reformed based on individual interests related to the questions posed. The small groups then developed responses to questions by; sharing the responses generated; discussing and developing a narrative response to questions; identifying missing areas and create recommendations for missing information; and finally developing a list of recommendations. Each group then nominated a spokesperson to report to the whole group on the groups' findings and recommendations. After each group had presented there was opportunity to pose questions to the group, which allowed for considerable dialogue between different interest groups.

The groups remained structured as before and worked through a process of review and editing of each other's findings and recommendations. The questions addressed and summary response by groups with recommendations and editing by all participants can be found in *Annex 1*.

On completion of this activity each group worked together to produce specific recommendations of the priority issues that had become apparent through this entire process. Consideration of recommendations from other participants and stakeholders not represented in the group structure were made. Each other specific recommendations required consideration of; Task to accomplish; Persons responsible; Key dates and Deadlines.

A summary of the recommendations made by participants can be found in *Annex 2*.

During this session the recommendations were inputted by each groups on to a draft timeline of activities, the timeline and recommendations together formed the basis of a draft action plan.

Review of Objectives

All objectives were completed, Objectives 1-5 and 7, extremely effectively and in a very detailed manner. Objective 6; "*Development of a timeline and responsibility chart for activities that will take place to address the identified problems and issues*" could not be fully addressed as was initially proposed in planning between CCE and CRS. This was due to detailed discussion throughout the entire two-day period the proposed final activities could not be addressed in detail.

These included;

- 1) Reviewing; the role for each partner in the implementation of the action plan;
- 2) Reviewing gaps and overlaps of partner and individual responsibilities;
- 3) Establishing who monitors the goals and activities of the plan;
- 4) Final development of a master timeline including important deadline dates and supporting activities;
- 5) Finalizing the monitoring and coordinating of timeline responsibilities; and
- 6) Consideration of problems and identification of possible solutions.

There was agreement and motivation from all participants to continue this process during a one-day session after all document and outcomes from the strategy planning session had been reviewed by participants.

In review of the outcomes of the Strategy Planning Session there are some very strong and well thought out recommendations, and personal and institutional commitments. There are a number of recommendations that were not formulated clearly and would have benefited from the activities to complete Objective 6 in greater detail. It is hoped that the follow up session on this event will allow for the strongest of recommendations to become commitments from individuals and institutions to allow the motivation and enthusiasm of the event to have the greatest effect.

Annex 1

Summary of the recommendations made by the participants based upon the questions, which were asked to help focus upon the challenges and opportunities;

1. What should be the key goals for Macedonia's CE program?

- Improvement in civic society in Republic of Macedonia
- Raising citizens' conscience about the needs for increased active and allowing opportunity for representation of all peoples in participation in Macedonian systems
- Introducing citizens with the governmental structures, institutions and their authorities
- Democratization of relations within society (cooperation, tolerance, mutual respect)

2. Why is CE important for Macedonia?

- Democratization of the Macedonian society, through supporting the development of students skills, knowledge and attitudes towards; The responsibilities needed for active participation in the civil life, in the process of bringing decisions, for the well being of all people in society; The need to gain knowledge, abilities, attitudes and competence in democratic decision-making and participation
- Institutionalization of the Civic Education in the educational system
- Including the Republic of Macedonia and it's citizens into the European and World systems.

3. What activities can be planned to achieve the goals of Macedonia's Civic Education program?

- Training of; Teachers/Trainers; Parent Councils; School Support Staff; Techniques to support the enrichment of Civic Education (evaluation); University staff
- Information flow; TV programs for Civic Education; Developing a book (brochure) about the structure and the institutions of the state; Supporting a system to allow debates and other extra curricula activities; A regular newsletter for Civic Education; Creating a CE web page
- Develop National Standards for Civic Education
- Macedonian development of Civic Education schoolbooks and awareness raising materials
- Opportunity for young people to practice the theory from their Civic Education lessons; i.e. mock elections
- Develop Regional Centers to ensure effective information flow

4. In Macedonia what are the needs that should be addressed for a successful program in Civic Education for;

a) Primary level classroom teachers

- Upgrading/Improving the curriculum
- Adaptation of the textbooks in accordance with the culture and the tradition of R. Macedonia
- Greater mutual collaboration through; Exchange of experiences with other teachers; Having access to additional professional literature; Creating a web page for better mutual information; Collaboration with parents

b) University professors

- Professional collaboration and consultations while developing and modifying the curriculum
- Including separate subject for Civic Education at the Pedagogical Faculties to allow training the future teachers/instructors
- Building up support in civic and academic discussion on Macedonian Citizenship

c) Citizens of Macedonia

- Information flow through; TV; Debates; Seminars; IT
- Involve citizens in Civic discussions and progress through; Parent Council Meetings; NGO's Involvement in upgrading the CE curriculum; Using a web page for evaluation of the results

d) Other educators

- Coordination of school support staff with BED and university professors; feedback sessions for practitioners; developing tests and summing results

6. What resources (human, financial, expertise, other) are available to assist in advancing C.E. in Macedonia?

- Educational Institutions; NGO's; Local expertise; Future participants in Civic Education
- Creative, Cultural and sporting organizations
- Commitment to Civic Education

7. What additional resources may be required to accomplish the goals of CE in Macedonia?

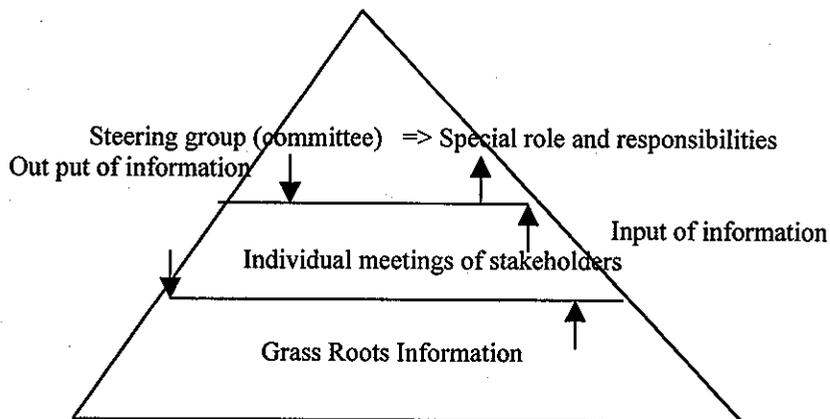
- Opportunities for further education both locally and internationally
- A need for a greater financial and material support that can be done through uniting of all funds from different NGO-s, which are donors on such projects
- Exchange of experiences, professional staff, literature, teaching methods and equipment.
- Increased education of parents, so informing and educating parents, using their potential
- Effective preparation of teaching aids and materials, literature, and also use of media and Internet.

8. What are the strengths of this planning group that will help in having the goals achieved and issues/challenges resolved?

- Mutual interests for children
- Sharing the responsibilities that the group develops
- Reaching agreement and a consensus on the majority decisions
- Motivation of the working groups and effectiveness in work
- Sharing of information, openness for new ideas

9. What can the organizations/institutions/individuals involved in CE in Macedonia do to work more efficiently together?

- Complete support of CE at all levels of education
- Good information and open communication for all participants in the Civic Education
- Sharing responsibilities among themselves for a better communication (e.g. regular scheduling of meetings with an agenda, that raises concerns and questions derived from all the stakeholders included in CE)
- Develop National Standards for Civic Education
- Develop Regional Centers to ensure effective information flow



Annex 2

A summary of the recommendations made by participants.

Objective: Education of parents

Task to be accomplished	Persons responsible	Key days / deadlines
1. Planning and implementing seminars 2. Determination of topics 3. Determination of participants	BED, University Pedagogical faculties, CRS, Working groups, CCE	By 31/12/2001

Comments:

Reverse order

Where is the Parent Association? (Consultancy)

CCE

Objective: Experience exchange and cooperation with professionals from different countries

Task to be accomplished	Persons responsible	Key days / deadlines
1. Organize meetings in countries where there are developed systems of Civic Education Coordinate certain activities of common interest 2. Accept positive experience from these meetings 3. Information flow through internet and other medias 4. Establish a group that will organize and coordinate these activities through donation support by NGOs and other organizations.	CRS, Other NGOs	During 2001/2002

Comments:

Institutions of the system involved in the implementation of Civic Ed (as responsible persons)

CCE

(CRS) Who will undertake the responsibility in order to implement this?

Objectives: Integration of Civic Education content into more subjects

Task to be accomplished	Persons responsible	Key days / deadlines
1. Analysis of the existing programs of Civic Ed 2. Determine the contents which will be implemented in certain subjects and at different levels 3. Application of interactive methods of teaching – learning 4. Introduce the contents of Civic Ed at the Pedagogical Faculty	BED, Working Group University Pedagogical faculty	By 31 /12 / 2001

Comments:

1. Introduction of the content of Civic Ed at the faculties (for the teachers) is a separate activity, which was undertaken by one group of University professors – participants of SPP

2. When you say integration of contents of Civic Ed in more subjects, it would be good to quote to what level of education (primary, secondary, higher) it refers, since Civic Ed in the primary education is practically implemented in such way.

3. To incorporate an interactive teaching – learning process in education in Macedonia. Would it be helpful to observe already practiced interactive education programs in other countries prior to implementation in Macedonian standards? (CRS)

Objective Need of increased following of the implementation in the practice and identifying problems from the practice

Task to be accomplished	Persons responsible	Key days / deadlines
<ol style="list-style-type: none"> 1. Insight into planning 2. Direct in-class observation by applying evaluation tools 3. Conclusion of the situation 4. Record of problems 5. Suggesting measurements for their overcoming 	BED, School administrators, Direct implementers	During the school year 2001/2002

Comments:

Objective To unite resources (funds) by different NGOs included in Civic Ed

Task to be accomplished	Persons responsible	Key days / deadlines
<ol style="list-style-type: none"> 1. Record all NGOs that fund projects for Civic Education 2. Planning funds for this purpose 3. Establish coordinative body 	1. CRS, Other NGOs, CCE	By 30/06/2001

Recommendation:

-More concrete formulation of the goal. Why funds need to be united? What is the purpose of that? What type of activity requires this? (CCE)

Objectives Production of teachers' and students' guides

Task to be accomplished	Persons responsible	Key days / deadlines
<ol style="list-style-type: none"> 1. Concluding the needs for certain teachers' and students' guides 2. Determination of levels (preschool, primary, secondary and higher) 3. Determination of working teams 4. Providing financial resources 5. Producing a draft version 6. Printing 	Individuals, Groups, Institutions, NGOs	By 31/08/2002

Comments:

The second point needs to be specified terminologically - if it is meant on an educational level or on the level of content.

Objectives Uniting all educated personnel on Civic Ed from different projects at all levels

Task to be accomplished	Persons responsible	Key days / deadlines
<ol style="list-style-type: none"> 1. Recording (identifying) all projects about Civic Education 2. Recording (identifying) all educated personnel 3. Determination of common goal 	BED, CRS, Other NGOs, CCE	By 30/06/2001

Comments:

The mentioned goals cannot be found.

Objective Sharing responsibilities among partners in order to have better communication

Task to be accomplished	Persons responsible	Key days / deadlines
<ol style="list-style-type: none"> 1. Organizing meetings 2. Reports on the achieved results 3. Assessment of the achievements 4. Directions for further work 	BED, CRS University Schools CCE	June 2001 September 2001 November 2001

Comments:

We consider that this already exists and what can be done is further development. Actually there is "Protocol for cooperation" which needs to be reviewed if you consider that something is missing in communication with partners.

Objective Satisfactory information flow and open communication for all parties included in Civic Ed

Task to be accomplished	Persons responsible	Key days / deadlines
1. Publishing and distribution of Civic Ed brochures	BED, CRS, University	Oct. 2001
2. Publishing textbooks	BED, CRS, University	Nov. 2001
3. Publishing newsletter	Schools	Twice a year
4. Seminars about communication (basic principles for successful communication)	BED, CRS, University. Individuals	Starting September – in continuity

Comments:

What University?

At both Universities

- It is a good idea about seminars on communication; the same could be taken into consideration when it is about "sharing the responsibilities among partners in order to have better communication".

Objectives Developing national standards for Civic Ed

Task to be accomplished	Persons responsible	Key days / deadlines
1. Training personnel from different areas and professions (sociologists, pedagogues, lawyers, teachers)	CCE, CRS, BED, University, Schools, MO	Oct. 2001
2. Producing standards for Civic Ed compatible with the international ones		Nov. 2001
3. Implementation of standards		Twice a year
4. Getting know the international standards		Starting September – in continuity
5. I model – presentation	MO, BED, University, Schools	
6. II model –content		
7. To be explained verbally and to establish small groups of experts	BED, University, Teachers, CRS, CCE	Meetings once a month September 2002

Comments:

What types of standards are actually mentioned?

Objectives Full support to all levels of education

Task to be accomplished	Persons responsible	Key days / deadlines
1. To include and institutionalize (to regulate by law /bylaws)	MOE	Feb. 2002
2. Civic Ed into the educational system		Nov. 2001
3. Organization of seminars and classes on Civic Ed for:	BED and CRS and CCE	
• Teachers I and V grade		May –Dec. 2001
• Pedagogue, psychologist, sociologists		May –Dec. 2001
• Directors and deans		May –Dec. 2001
• Parents		Jun. –Dec. 2001
Note: The suggestion is acceptable (seminars for professors from high school and university)	Note: suggestion under B is acceptable (parent councils)	

Comments:

Seminars and classes for teachers from primary, secondary and higher education

Contribution to the goal of Civic Ed could be given through involvement of Parent Councils

Objective Establishing regional centers for Civic Ed

Task to be accomplished	Persons responsible	Key days / deadlines
1. Form a small group of people which will develop strategy for establishing centers for Civic Ed <ul style="list-style-type: none"> • Determining regions • Determining people • Financial resources Note: suggestion is accepted and included. Other questions will be answered by the group that will work on that issue	MOE, BED, CRS, Schools, Universities	Nov. 2001

Comments:

There are no dates for the ultimate goal

Do these regional centers will be located in schools or they will be independent?

What do you specifically mean under "determining people"?

What types of centers are noted, whether informative ones or some of the type as the Center for Civic Education (CCE) is?

Objective Democratization of the Macedonian society

Task to be accomplished	Persons responsible	Key dates / deadlines
1. It will be accomplished with the implementation of interactive techniques of teaching, through which the following will be accomplished: 2. Developing responsibilities for active participation in the civil life, bringing decisions and welfare of all people 3. Gaining knowledge, developing abilities and forming attitudes 4. Developing a competency to bring decisions and take part in that process	Kindergarten and elementary teachers BED Advisors Parents CRS CCE	Continuing through the process of education

Comments:

To reformulate the suggestion of Group 1

The steps are only part of the tasks of the Civic Education, and they will be accomplished with the implementation of the program (CCE)

What concrete activities do we need to accomplish this (CRS)

Objective Implementation of Civic Education at the Pedagogical Faculties in Skopje and Stip

Task to be accomplished	Persons responsible	Key days / deadlines
1. Forming of a working group	Representatives from the Universities in Skopje, Stip and Bitola	October 2001
2. Gathering and sharing of experiences from within the country and abroad	CCE	January 2002
3. Developing a curriculum (possibility for implementation in 2 ways)	A representative from the committee from MOE	June 2001
4. Integration of content from other subjects (an interdisciplinary approach)	A representative from MOE	
5. Implementation of a specific teaching subject	Students	
6. Concrete implementation		October 2002

Objective **Creating continuity of the C.E. in all levels of the educational system**

Task to be accomplished	Persons responsible	Key days / deadlines
Pre-school 1. Primary school (1-4 grade) 2. Primary school (5-6 grade) home room class 3. Primary school (7-8 grade) to create a new teaching subject 4. High school: 5. Technical secondary education 6. Gymnasium: Starting principles of civic culture of programs that are part of the social sciences (philosophy, sociology, psychology, history, geography) 7. Gymnasium: Developing of teaching programs for electoral subjects, with contents from the Civic Education (basis of law, basis of economy, sociology of the culture, anthropology) 8. University education: Pedagogical Faculties, especially in the teaching subject-Methodic	MOE/BED Directors, teachers CRS CCE	By the end of 2001

Objective **Institutionalization of the Civic Education in the educational system**

Task to be accomplished	Persons responsible	Key days / deadlines
1. Changing and adding new things to the document: "Basics-Content and Organization of the Educational Work in the School" In the parts: 2. Curriculum 3. Extra-curricular activities. 4. Collaboration of the school with local government 5. Changing and adding new things in the curriculum 6. Changing and adding new things in the document: "Basics for planning the educational work"	BED/MOE together with the Services of the local community	May 2002

Comments:

The new law for local government will have competencies for the primary education
 What is the role of the local government? – Group 1

Objective **Developing of a teacher's guide, textbook for students and parents for the nature and the structure of the political system in R. Macedonia**

Task to be accomplished	Persons responsible	Key days / deadlines
1. Forming a working group	Lawyer	June
2. Gathering information	Official from the	June
3. Analysis of the data gathered from the teachers about the difficulties during the implementation of the program " We the People... Project Citizen"	Agency for state officials BED/MOE	September
4. Developing a content	CRS	September
5. Draft textbook	CCE	October-November
6. Review of the textbook		December 2001
7. Printing textbook		January 2002

Objective Media presentations such as TV programs, or newspapers articles on C.E

Task to be accomplished	Persons responsible	Key days / deadlines
1. Creating a concept	BED, CRS	September 2001
2. Support from the institutions for implementing this program	MOE	October 2001
3. Open applications for all media	All media	December 2001
4. Resources of information	All stakeholders in C.E.	February 2001
5. Follow up, documentation and evaluation of the presentations in the media	The initiators for implementing the program in the media	Continuation after the end of the program in the media

Objective Organizing a course based on the principles of long distance learning

Task to be accomplished	Persons responsible	Key days / deadlines
1. Implementing the idea for creating a web page	CRS?	June 2002
2. Creating a web page based on course (on line)		October 2002
3. Visiting participants at the course		
4. Implementation of face-to-face seminar (only those who pass the course will be visited No.)		March 2003

Objective Creating a web page for C.E. in R. Macedonia (May 2002)

Task to be accomplished	Persons responsible	Key days / deadlines
1. Finding an internet provider, which will enable a publication of a web page	Aneta Sterjoska	October 2001
2. Supplying equipment (hardware and software)	Pavle Zimbakov	December 2001
3. Creating contents for a web page	CRS, BED, CCE	January-February 2002
4. Web designer for developing and maintaining a web page (constant update of information, technical support, etc.)		February -March 2002
5. Opening mutual committee, where all of participants will be able to show their attitudes about different questions for C.E.		
6. Opening e-mail addresses for all participants on their own mail server		

Annex 2
Evaluation of Foundations of Democracy for Kindergarten Teacher Training Seminars
April - May 2001

EVALUATIONS

FOUNDATIONS OF DEMOCRACY- KINDERGARTEN TEACHER TRAINING

1. Personal and Profesional data

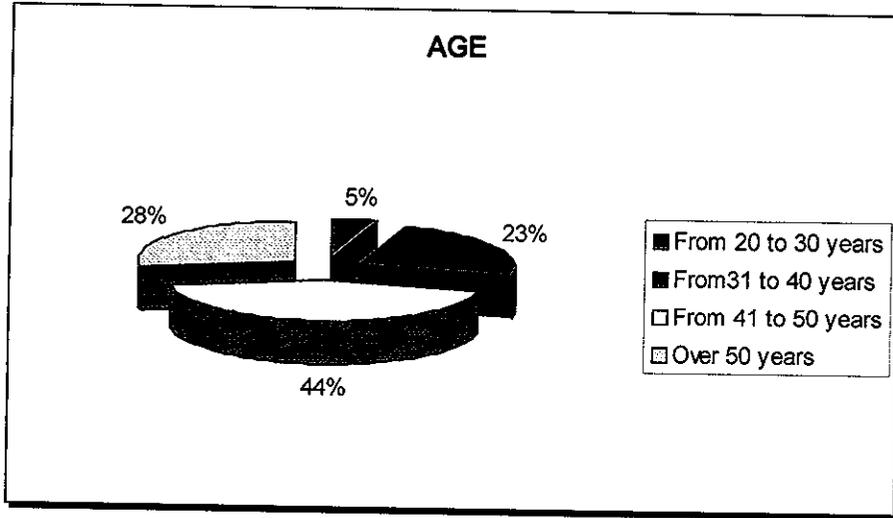
Total No of participants

311

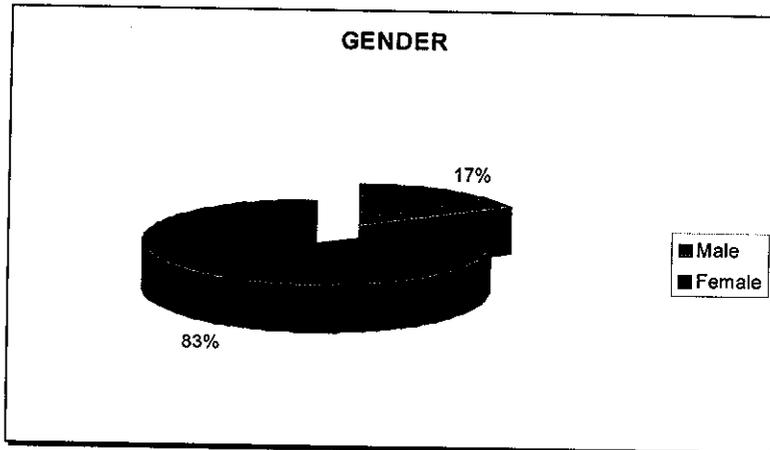
Total No. of answered questionaries

295

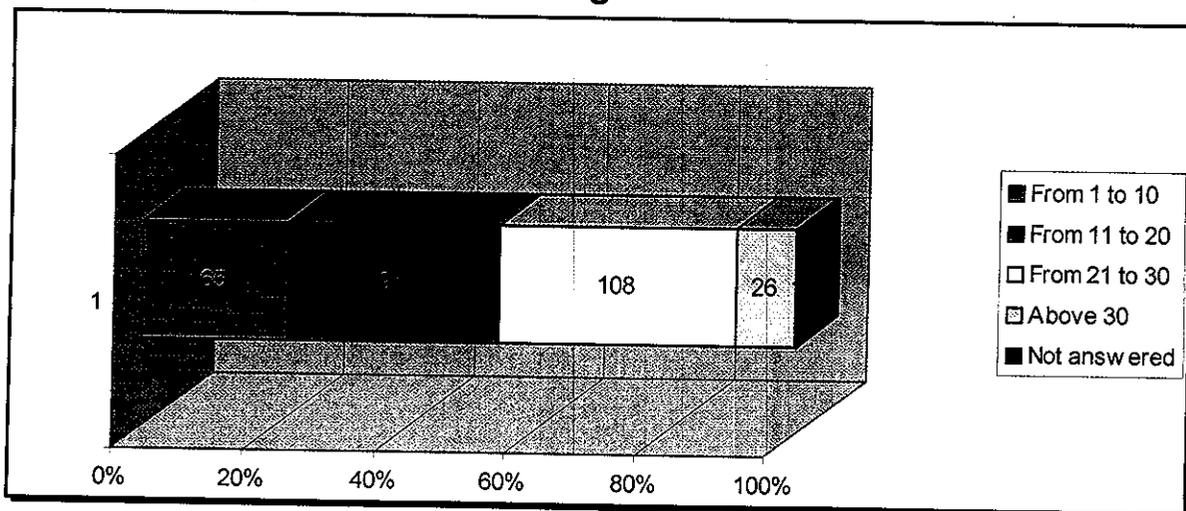
A. Age



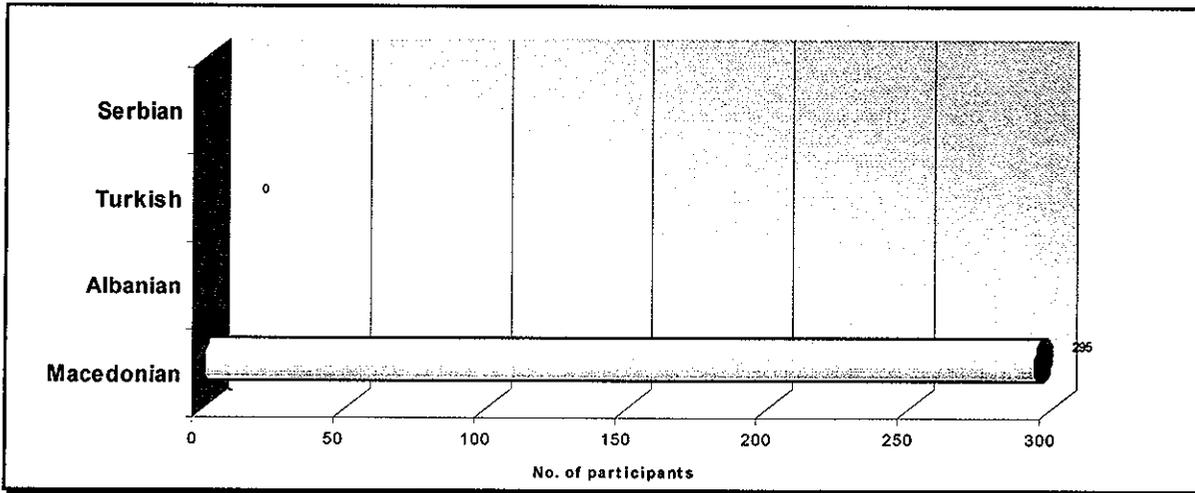
B. Gender



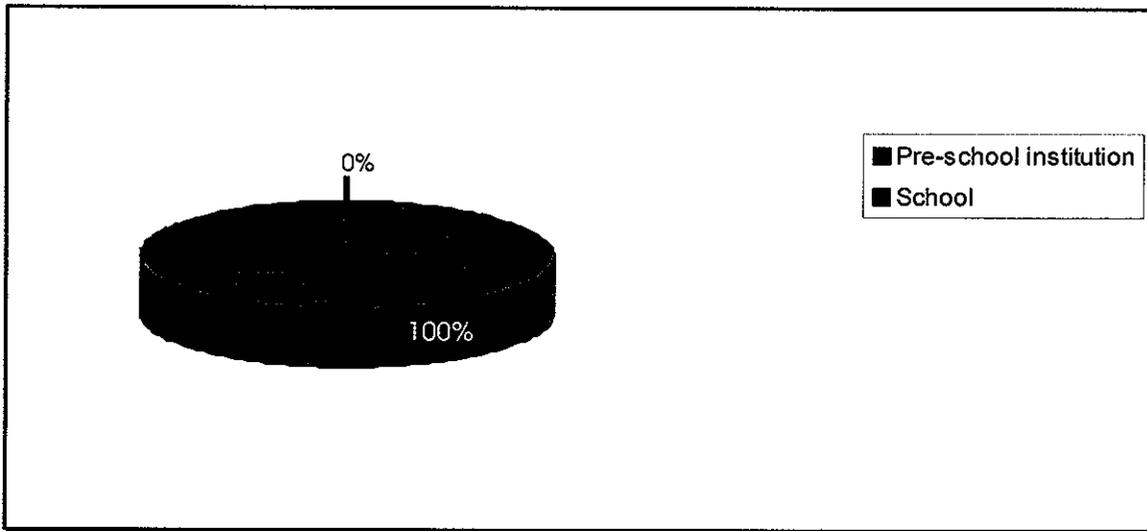
C. Working experience in teaching



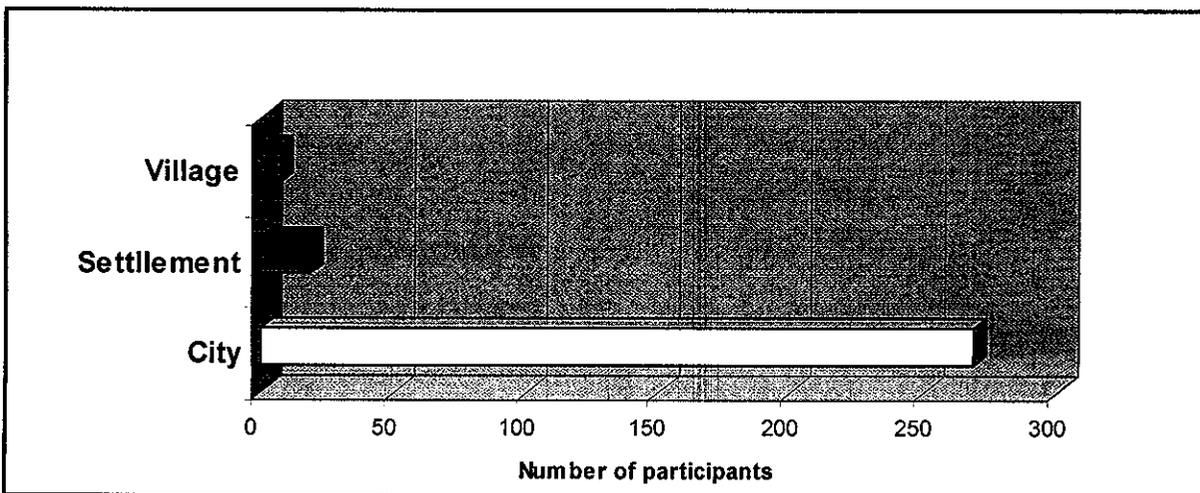
D. Teaching language



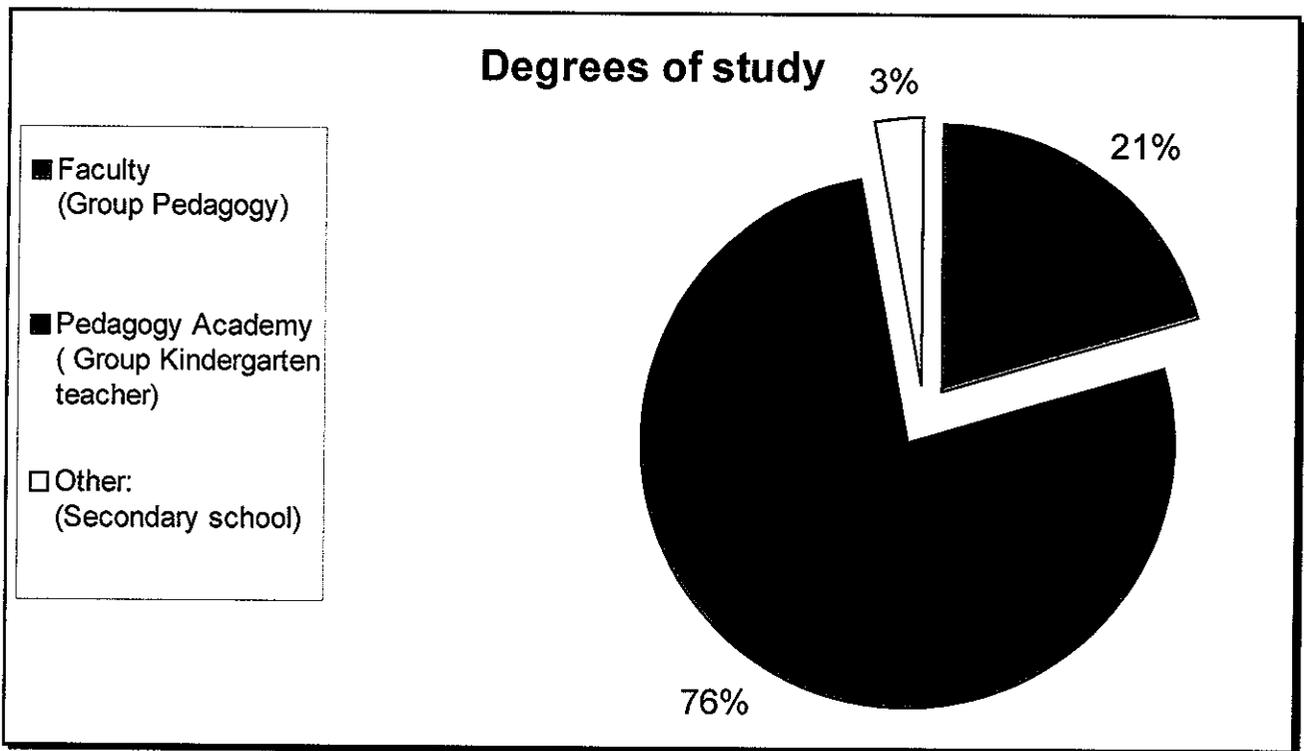
E. Participants Job description



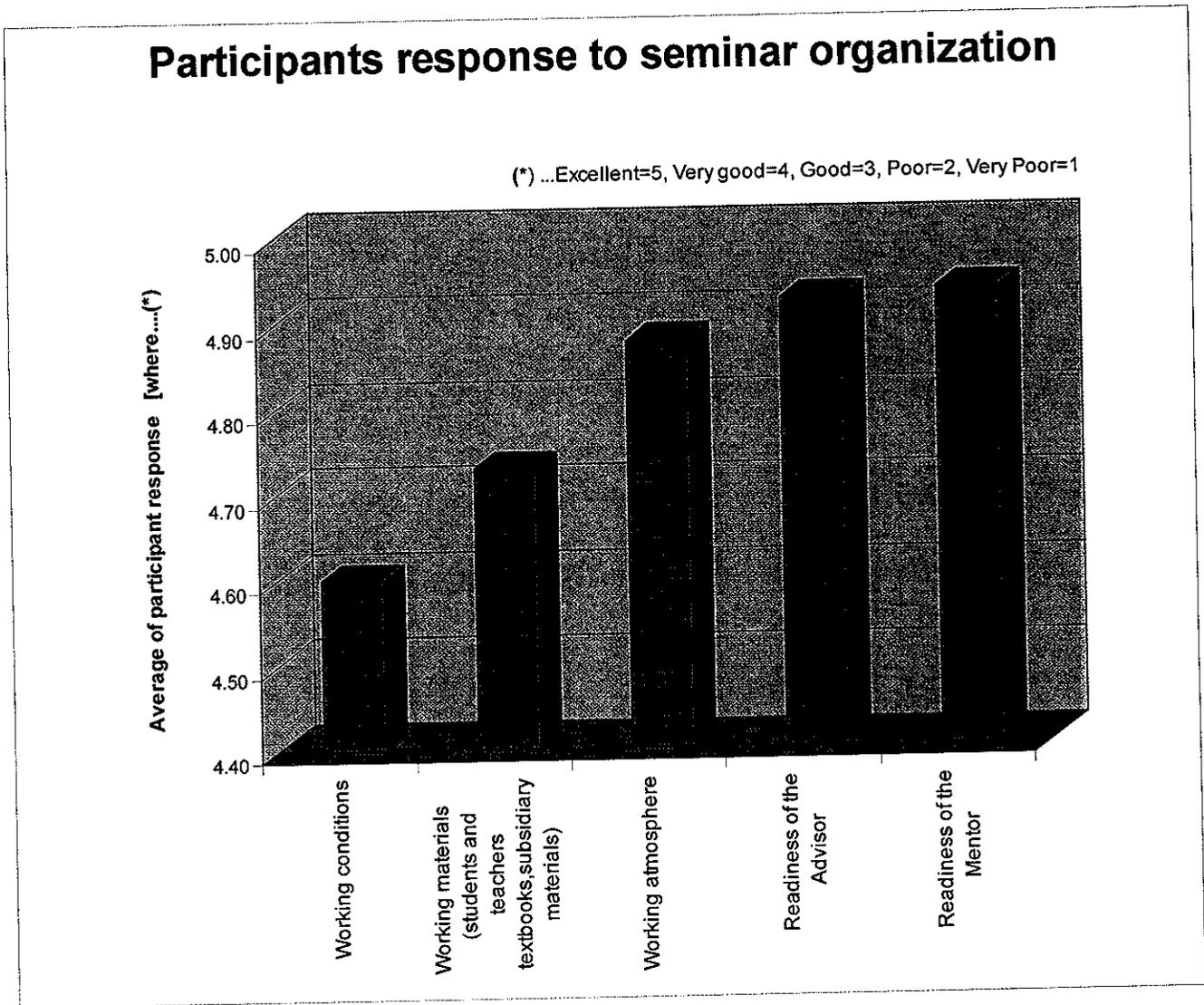
F. Location of the participant's working place



G. Participants's profession background



2. Organization of the seminar

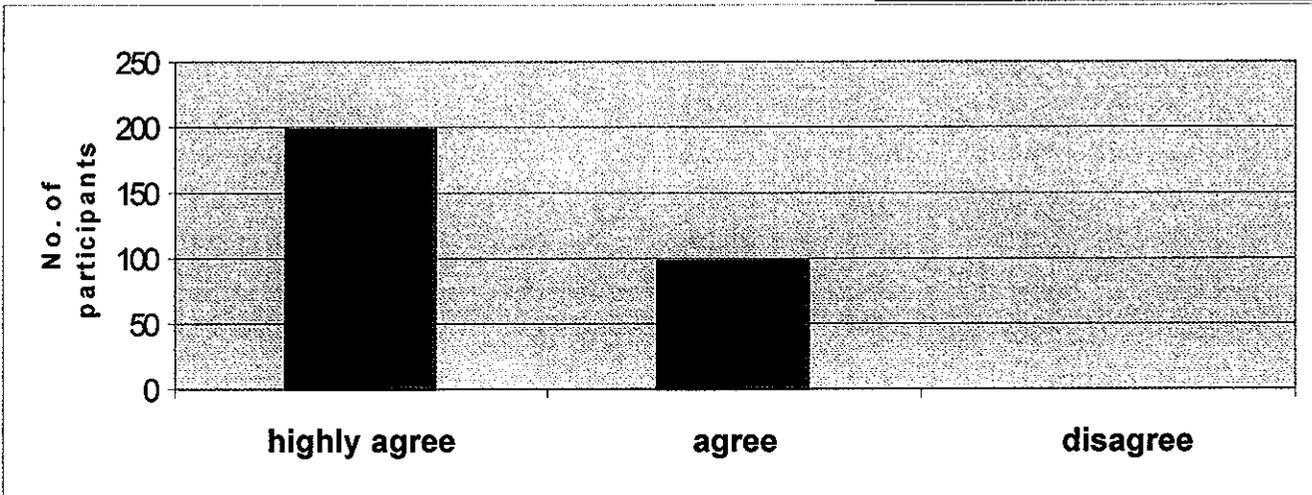


3. Content and methodology of the training seminar

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

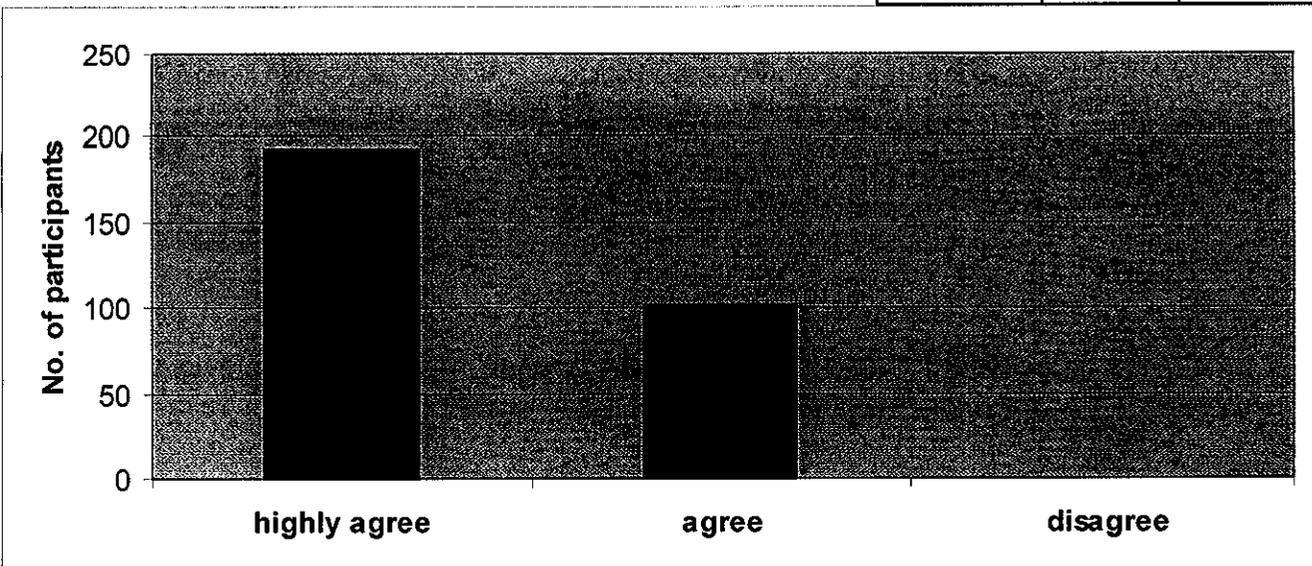
Statement: I was introduced to the contents and the requirements of the Program "Foundation of Democracy"

<i>highly agree</i>	<i>agree</i>	<i>disagree</i>
3	2	1
198	97	0

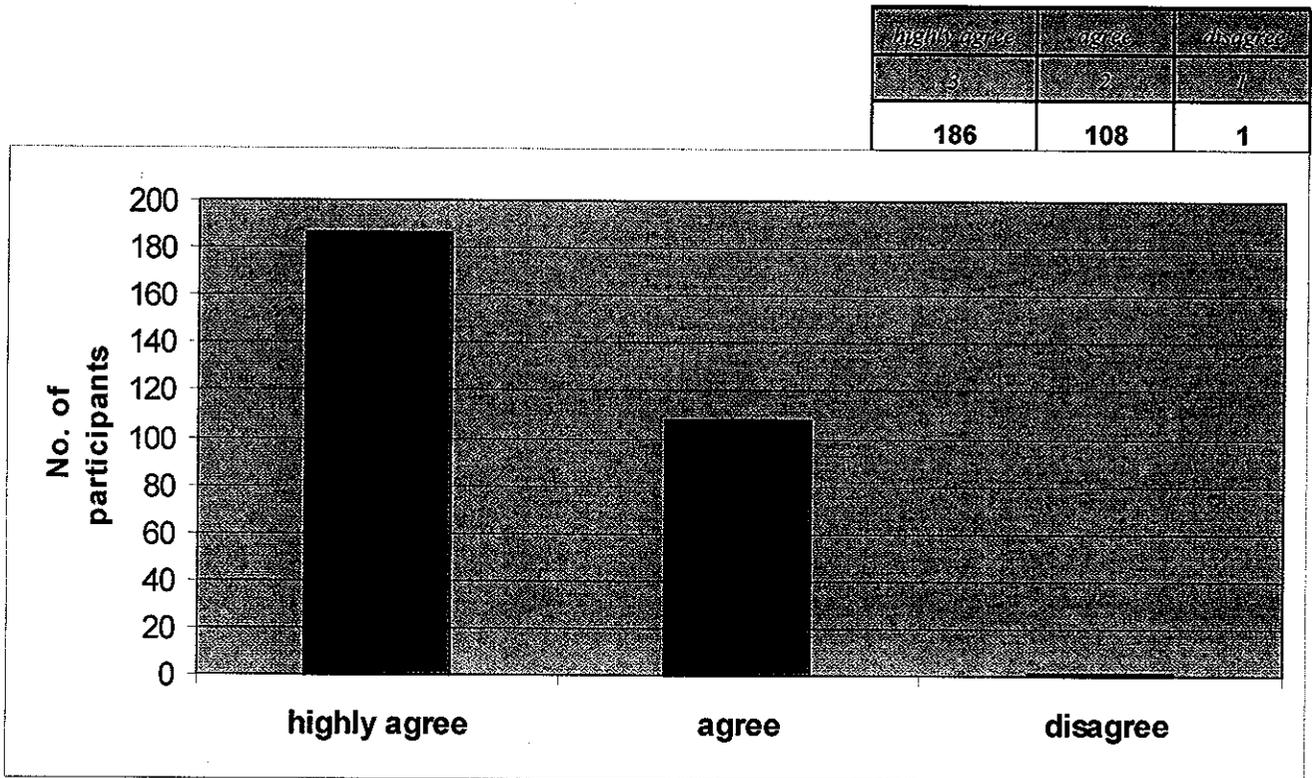


Statement: I expanded my knowledge of the methodical approaches in teaching the concepts of the program "Foundations of Democracy"

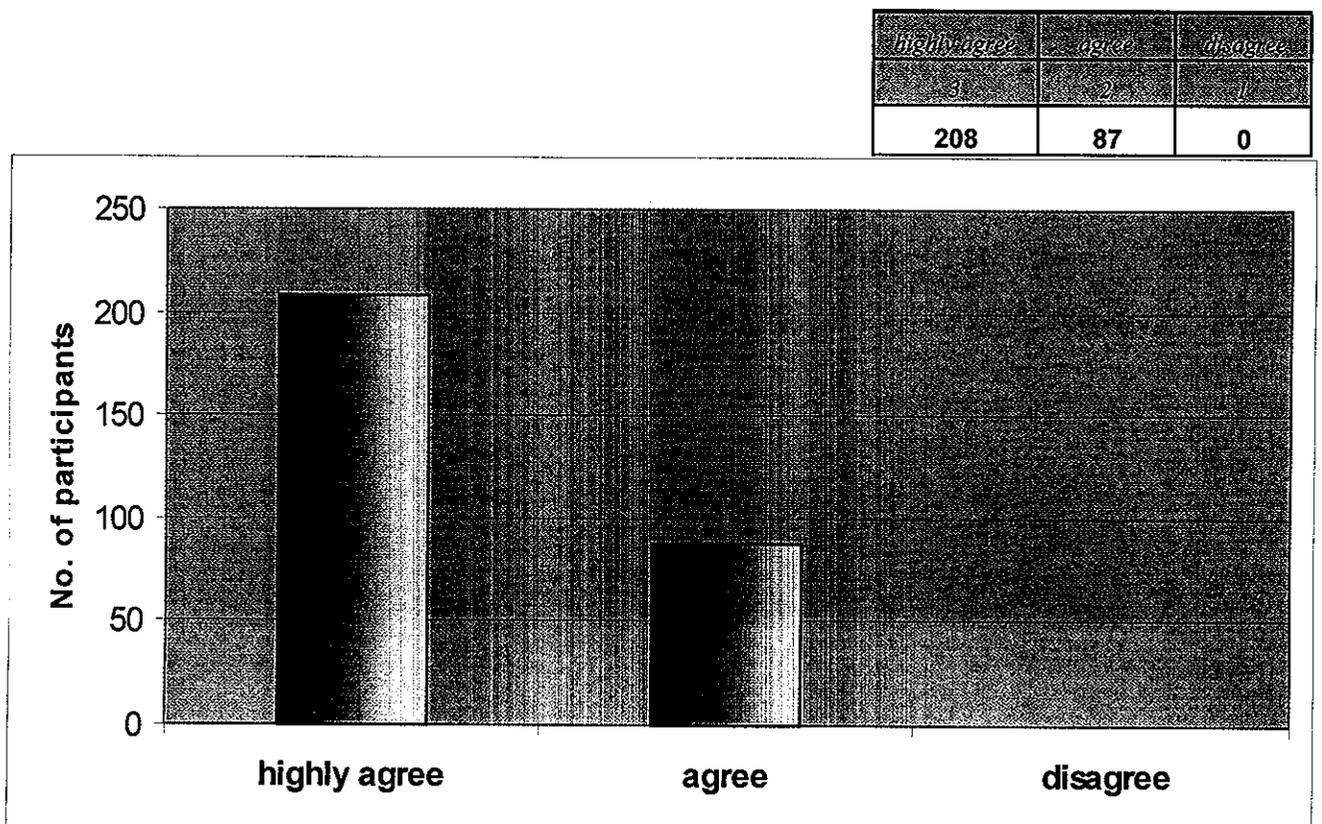
<i>highly agree</i>	<i>agree</i>	<i>disagree</i>
3	2	1
193	102	0



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

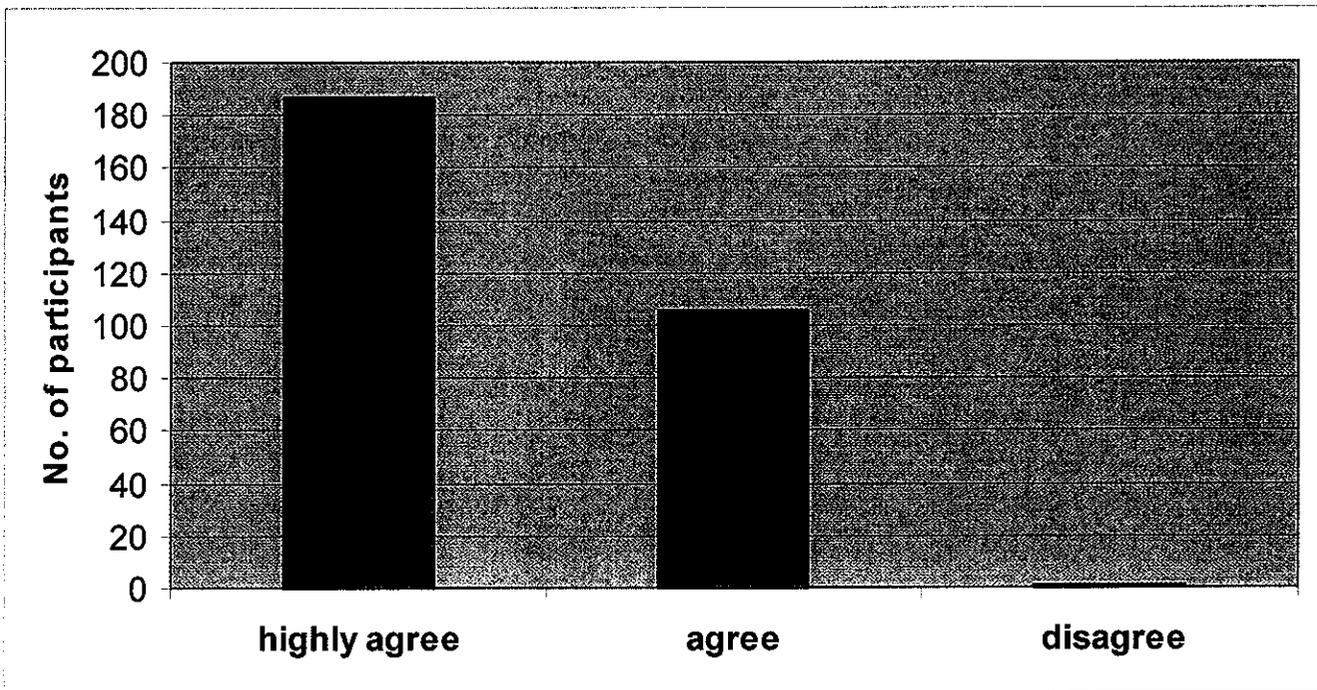


Statement: "I have shared experiences and ideas with other teachers."



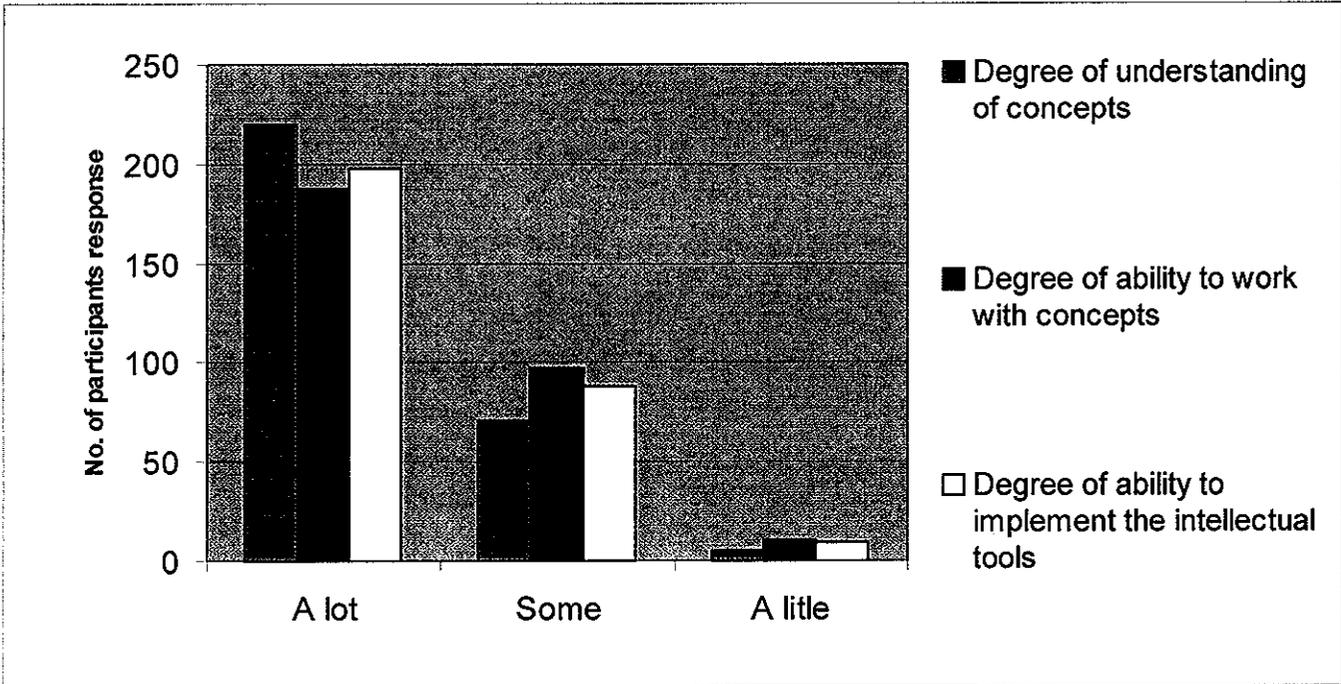
Statement: *I feel ready to realize the Program "Foundations of Democracy" with my students*

<i>highly agree</i>	<i>agree</i>	<i>disagree</i>
3	2	1
187	106	1



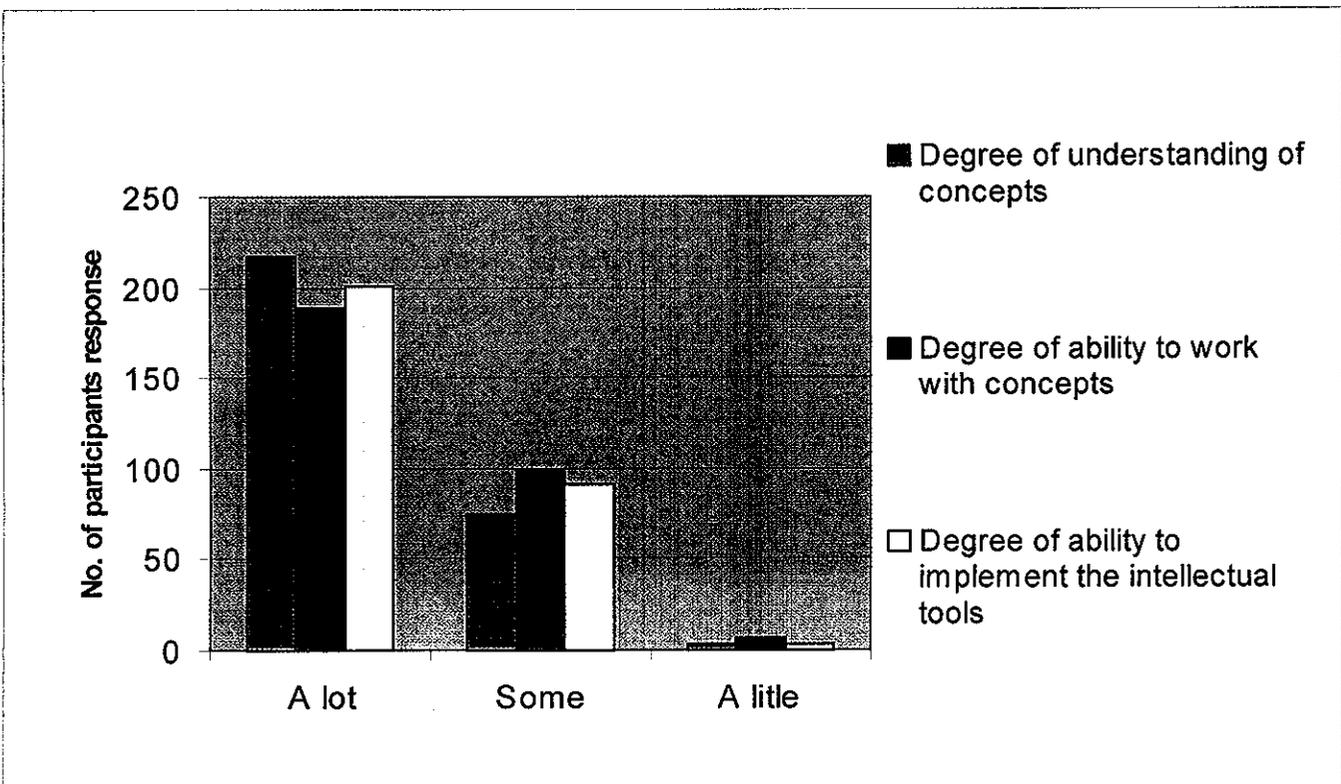
Concept *AUTHORITY*

	A lot (3)	Some (2)	A little (1)
<u>Degree of understanding of concepts</u>	219	71	5
<u>Degree of ability to work with concepts</u>	188	97	10
<u>Degree of ability to implement the intellectual tools</u>	198	88	9



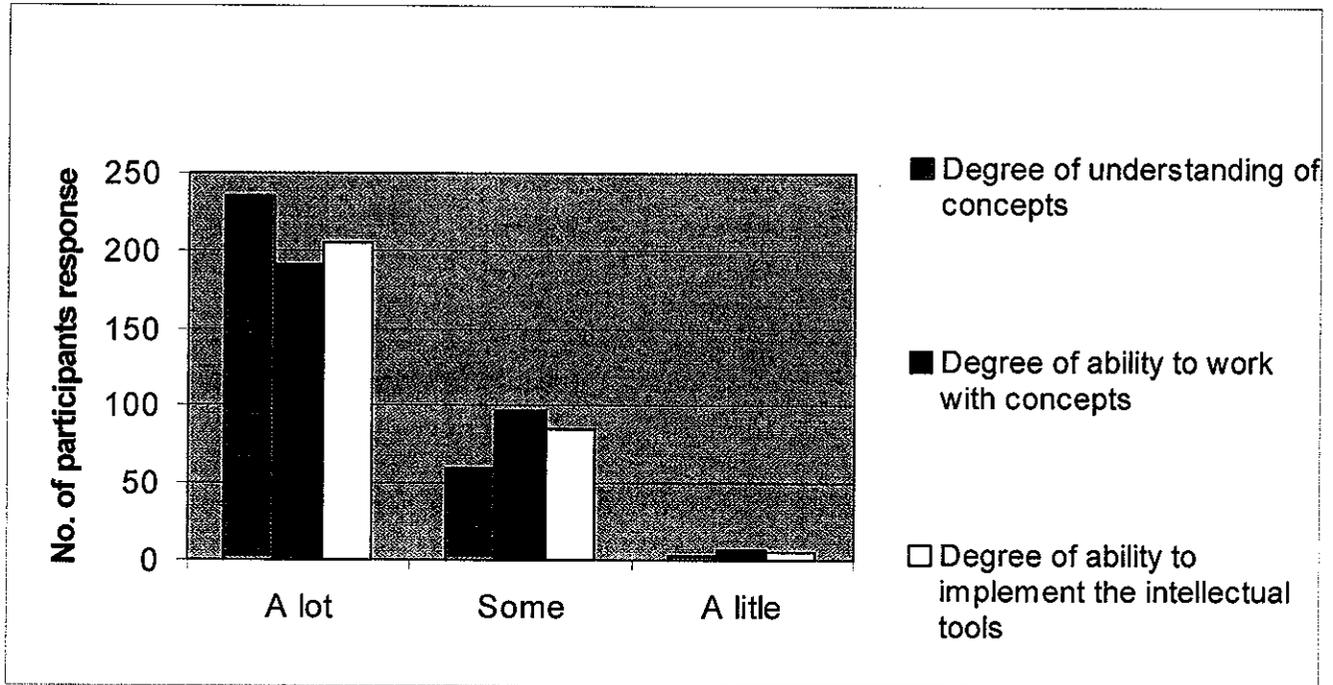
Concept *JUSTICE*

	A lot (3)	Some (2)	A little (1)
<u>Degree of understanding of concepts</u>	217	75	3
<u>Degree of ability to work with concepts</u>	189	99	7
<u>Degree of ability to implement the intellectual tools</u>	201	91	3



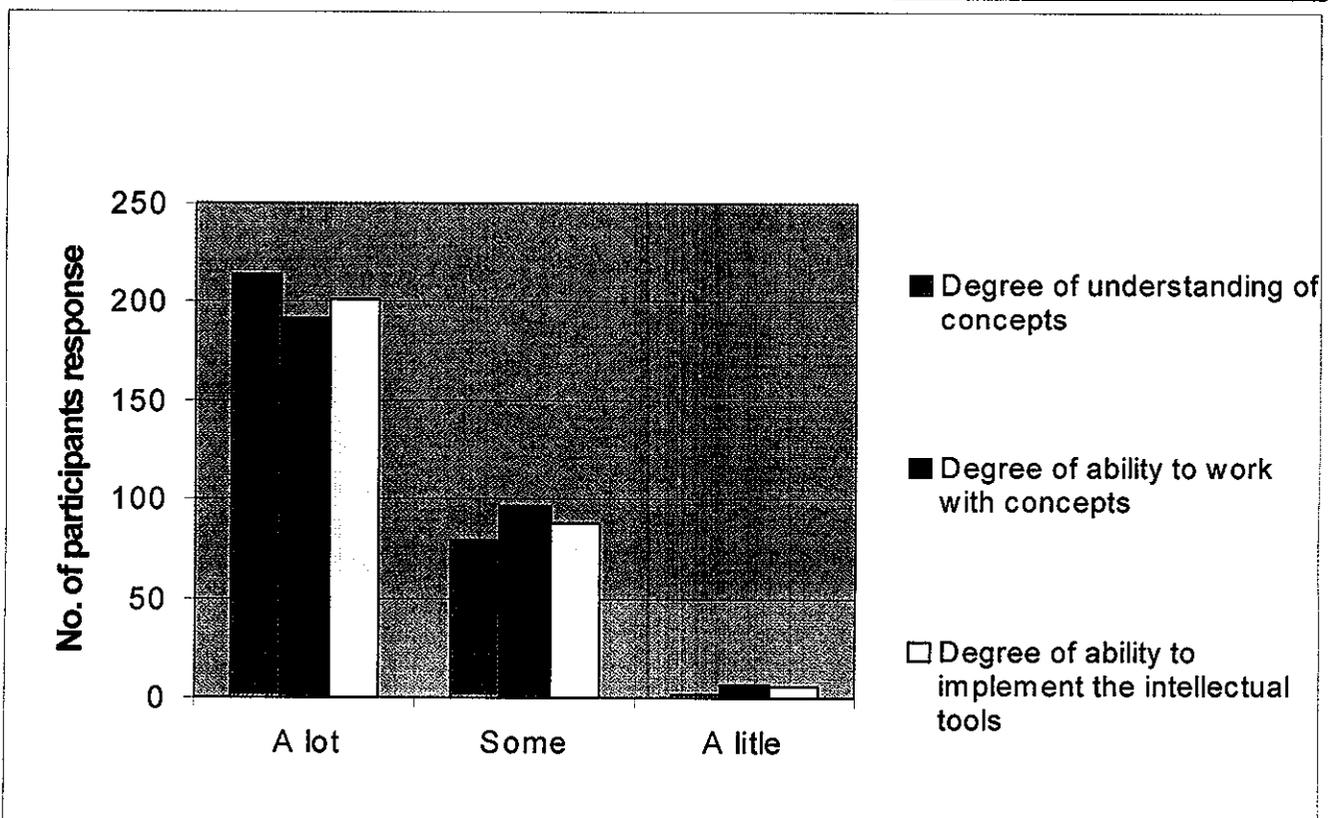
Concept RESPONSIBILITY

	A lot (3)	Some (2)	A little (1)
<u>Degree of understanding of concepts</u>	234	59	2
<u>Degree of ability to work with concepts</u>	191	97	7
<u>Degree of ability to implement the intellectual tools</u>	205	85	5



Concept PRIVACY

	A lot (3)	Some (2)	A little (1)
<u>Degree of understanding of concepts</u>	214	79	2
<u>Degree of ability to work with concepts</u>	192	96	7
<u>Degree of ability to implement the intellectual tools</u>	201	88	6



Annex 3
Summary of the TraiNet report submitted to the World Learning Center June 2001

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
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Program Trainee Status Report Summary

Program Status	USAID Funding	Trainee Status	Return Status	Termination Reasons
Potential: 0	US (\$): 77,413.00	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: 2,772	Health: 0
Terminated: 0		Cancelled: 0	Deceased: 0	Personal: 0
Completed: 0	Gender	In Training: 0	Not Yet Entered: 0	Not Yet Entered: 0
Final: 2,772	Males: 468	Terminated: 0		
Not Yet Entered: 0	Females: 2,304	Achieved: 2,772	Total 2,772	Total 0
Total 2,772	Total 2,772	Not Achieved: 0		
		Pending: 0		
		Not Yet Entered: 0		
		Total 2,772		

34

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	639.00	493.89
\$:	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 \$:	-77,413.00	0.00	77,413.00	77,032.00	64,900.40
\$:	0.00	0.00	0.00	0.00	0.00

Activity Totals for

US \$:	-77,413.00	0.00	77,413.00	77,671.00	65,394.29
\$:	0.00	0.00	0.00	0.00	0.00

Strategic Objective Totals for

US \$:	-77,413.00	0.00	77,413.00	77,671.00	65,394.29
\$:	0.00	0.00	0.00	0.00	0.00

Annex 4

Classroom Observation Field Report from Foundations of Democracy lessons, Spring 2001

School, Region	"Dame Gruev" school	Class	I ²
Teacher	Remzije Dardhishta	Teaching Language	Albanian
Observer	Besa Gavazi	Date	June 04, 2001
Advisor	none		

Brief Outline of Lesson Activity and Student Participation

The focus of the lesson was the concept Justice. The teacher through reading the story about the Fair Bears presented the concept to the class. Just after the opening, the main activity followed up, on which children were asked to discuss, answer questions regarding the story and paint the characters. In the end the debriefing was done very efficiently by the teacher through children's role play and at the same time answering questions asked by the teacher and their class mates.

Questions to review	Yes	Partially	No	Comment
Opening - Focus - The purpose is to focus the attention of the class and students towards the topic of the lesson				
1. Is the focus related to the experience of the students, or other lessons?		√		The focus of the lesson was related to the topic of the lesson, which was justice. She started with brief explanation of the text, read it and asked if everything was clear before moving to the next task.
2. Is the focus a brief introduction at the beginning of the class?	√			
3. Is the focus related to the topic of the lesson?	√			
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?				
1. Do the objectives explain how the students understanding will be checked?	√			The students understanding was checked through answering questions and role play, which was clearly said and repeated through the whole lesson
2. Do the objectives explain <i>How</i> the students will achieve the lesson goals?	√			
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.				
1. Are the activities interactive, i.e. are students and the teacher interacting in the activities used?	√			In the classroom students were set in groups, they also worked in groups & pairs. Teacher's instructions were clear and concise, every time she provided the students with new materials she checked the students understanding by asking questions like: Is everything clear? Do you understand the new task? She was very clear and exact when she gave time limits, and reminded the children from time to time about them.
2. Are the instructions for participation in the activities clear and concise? (The teacher 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?	√			
4. Are the students checked to be sure they are focused on the activity and time limits?	√			
5. Is the teacher aware of the time limits for the activity?	√			

Debrief - Check whether students know and can do the things laid out in the lesson objectives.

1. Are there clear questions used in support of the debrief, asking about skills, attitudes, and knowledge <i>Change</i> for students learning?	√			Clear questions were used to support the debrief asking about attitudes and student knowledge about the text. The students did meet the object they did apply the learning to other, personal situations, which they shared with the class. Student's attitude changed partially as a result of the lesson or better said some rules got clearer to them. Student's involvement is pretty good but there is rooms for improvement by helping them take their own initiatives not always wait on what the teacher to ask a question.
2. Did students meet the object?	√			
3. Can students apply the learning to other situations?	√			
4. Have student's attitudes changed as a result of the lesson?		√		
5. Is the learning linked to the real life experience of the students?	√			
6. Is there an opportunity for students to improve their involvement?		√		

In-class Observation Report

Location:	Kindergarten "Dimko Mitrev"
Region:	Veles
Date:	May, 15 2001
Program:	Foundations of Democracy
Grade:	Pre-school/Kindergarten
Participants:	Vaska Levkova, Kindergarten BED Adviser; Director of the Kindergarten "Dimko Mitrev"Veles; Pedagogue of the Kindergarten "Dimko Mitrev"Veles.
CRS Observer's Name:	Tulaha Tahir

LESSON OBSERVATION.

School, Region Kindergarten "Dimko Mitrev" Class: Big Group (5-7 years)

<u>Teacher</u>	<u>Sonja Todorova</u>	<u>Teaching Language Macedonian</u>
<u>Observer</u>	<u>Tulaha Tahir</u>	<u>Date May 15, 2001</u>
<u>Advisor</u>	<u>Vaska Levkova</u>	

Brief Outline of Lesson Activity and Student Participation

The focus of the lesson was the concept Responsibility. The focus was related to the experience of the students. After the opening followed conversation between the teacher on one side and students on the other side. There was statement of objectives at the very beginning and debriefing at the end of the lesson. The students very actively participated in the activity. The topic of the lesson was: "Meat and daily products". The previous activity to this lesson was visiting the marketplace and shops in the city.

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?	√			There was a brief introduction of the concept Responsibility at the beginning
2. Is the focus a brief introduction at the beginning of the class?	√			

3. Is the focus related to the topic of the lesson?	✓			of the class. Since the students visited the shops the day before, the teacher was asking about their remarks on the shops. Also, they were asked about their responsibilities at home, in the school, in the city. The students shared the answers all together in the group.
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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?

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?			✓	

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.

1. Are the activities interactive, i.e. are students and the teacher interacting in the activities used?	✓			The activities implemented were 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 teacher 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?	N/A			The instructions were explicit and concise. The teacher was aware of the time limits, but there was not clear instruction to the students for their time available of each activity.
4. Are the students checked to be sure they are focused on the activity and time limits?		✓		
5. Is the teacher aware of the time limits for the activity?	✓			

Debrief - Check whether students know and can do the things laid out in the lesson objectives.

1. Are there clear questions used in support of the debrief, asking about skills, attitudes, and knowledge <i>Change</i> for students learning?			✓	The students met the objectives that was obvious from their quick and precise answers on teacher's questions. Students would continuously apply the learning in other situations.
2. Did students meet the objectives?	✓			
3. Can students apply the learning to other situations?	✓			
4. Have student's attitudes changed as a result of the lesson?	✓			
5. Is the learning linked to the real life experience of the students?	✓			
6. Is there an opportunity for students to improve their involvement?	✓			

				<p>There were answers from the students that indicated some changes in their attitude. Exp. Students were saying that since they've started learning about Responsibility they are paying more attention to maintenance and usage nutritive products of animal origin. The learning is linked to the real life experience of the students. They had very clear comparison on the every day products that are seen on the marketplace, shops, at home, in the school.</p>
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The students were shared in two groups:

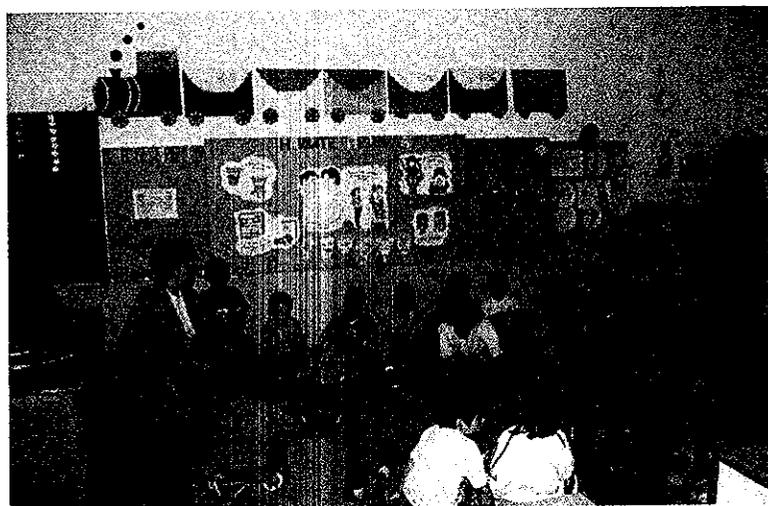
The first one prepared salad.

The second one created different figures from the milk and yogurt packs.

In class observation of kindergarten Foundation of Democracy concepts implemented during classes



Kindergarten "Goce Delcev" – Kavadarci, In-class observation, May 16,' 01



Kindergarten " Vasil Glavinov" – Veles, In-class observation, May 15,'01



Kindergarten "Dimko Mitrev" – Veles, In-class observation, May 15, '01

Annex 5

Curriculum Vitae of the consultant selected for the Mid-Term Evaluation.

Name of Consultant: GINA LEE GILBREATH HOLDAR

Date of Birth:

Nationality: American/Swedish

Membership of Professional Societies: Community Development Society (Director 1998-2000)
International Association for Community Development

Countries: Moldova, Ukraine, Poland, Azerbaijan, Russia
(European and Asian), Northern Ireland, United States
(Georgia)

Languages: English – Mother tongue. Russian - good reading and speaking and fair writing. Swedish - good speaking and fair reading and writing. French - good reading and fair speaking and writing.

Education:

Doctor of Philosophy in Applied Economics and Sociology. University of Georgia.
Master of Arts in Community Development, Extension and Regional Planning. University of Georgia.
Bachelor of Arts in Sociology and Political Science. University of Georgia.

Employment History:

2001 - present Consultant (Moldova)
Landell Mills Management Consultants for the British Department for International Development
For the "Sustainable Rural Livelihoods Pilot Project," responsible for design, development and supervision of the associate project "Development of Handicrafts as Non-Agricultural Employment in the Donduseni Region of Moldova"

2000 - present Consultant (Ukraine)
World Bank
For the "People's Voice Project," responsible for methodology, training and project design on NGO and community development projects in Ternopil, Ivano-Frankivsk, Chugiv and Kupyansk

1999- present Team Leader (Poland, Olsztyn)
Landell Mills Management Consultants for the British Know How Fund - Poland
For the project "Training for Women Employers in Small Business in the Warminsko-Mazurskie Province," responsible for design, development and supervision of the project which includes, seminars, training sessions, and establishment of a mentoring network for rural small business women

1998 - present Consultant (Ukraine, Russia, Ireland, UK and the United States)
Community Development Society
For the project "Strengthening International Linkages Among Community Development Scholars and Practitioners," responsible for design and development of an exchange network for development professionals, organizing seminars for practitioners and scholars on professional competencies and curriculum frameworks, identifying and creating communications linkages with NGOs engaged in community development work

- 1998 Consultant (Ukraine)**
Rural Development International for the British Know How Fund - Ukraine
 For the project "Farm and Agri-Business Support Services" responsible for primary input and design of the community development and social services aspect of the proposal
- 1997 – 1998 Consultant (Northern Ireland)**
Department of Agriculture for Northern Ireland
 For the project "Economic Evaluation of the Hill Livestock Compensatory Allowances Scheme in Northern Ireland," served as principal methodologist for the policy evaluation team, provided policy analysis and counsel to the Department.
- 1997 – 1998 Policy Advisor (Northern Ireland)**
Rural Development Council for Northern Ireland
 For the "Rural Development Policy Group--White Paper Exercise," assisted in formulating a strategic plan for rural development in Northern Ireland within the European Commission's Agenda 2000 framework.
- 1997 – 1998 Training Advisor (Northern Ireland)**
Department of Agriculture for Northern Ireland
 For the project "Rural Development Training and Education for Northern Ireland," provided advice on the formulation of a competency framework for development professionals and NGOs working on projects in the rural sector supported by DG VI (Agriculture) and DG XVI (Regional Policy) of the European Commission
- 1996 – 1998 Lecturer (Northern Ireland)**
Queen's University of Belfast
 Responsible for teaching, development and co-ordination of a MSc in Rural Development programme that trains rural development project managers in theory and practical applications. Served as a consultant for various regional development projects concerned with public service delivery, transport, housing, grass-roots participation, tourism, the development of NGO's and economic development
- 1994 – 1996 Consultant and Project Co-ordinator (Russia)**
Civic Education Project
 Responsible for curriculum development assistance and training of social science faculty at higher education institutions, identification and provision of teaching materials, institutional development, organizing seminars and conferences for faculty and students, co-management of the project
- 1995 Consultant (Azerbaijan)**
Civic Education Project
 Responsible for curriculum development assistance and training of social science faculty at Azerbaijan Private University, identification and provision of teaching materials, institutional development and organizing seminars
- 1994 Consultant (United States)**
State of Georgia, Department of Rehabilitation Services
 Program evaluation and policy recommendations for the delivery of the Department's services to people living in rural areas.
- 1994 Consultant (United States)**
Georgia Extension Service, United States Department of Agriculture
 For the project "County Guide 1995," responsible for collecting and collating data for a guide on demographic and economic trends in Georgia
- 1993 - 1994 Consultant (United States)**
Georgia Experiment Station, United States Department of Agriculture
 For the project "GEO-00696 - Measuring Rurality Incorporating the Social Dimension" responsible for participatory action research in rural Georgia to advise policy and local officials on the development of social services provision
- 1992 - 1993 Consultant (United States)**
Office of the Oconee County Commission
 For the project "Oconee County Community Social Analysis," responsible for project co-ordination, participatory action research, policy advisement and strategic planning with local officials.
- 1991 - 1993 Consultant (United States)**

Georgia Experiment Station, United States Department of Agriculture

For the project "S-209 - Analysis of Structural and Organizational Change in Rural Counties of the South," responsible for participatory action research, program evaluation and policy recommendations.

1989

Consultant (United States)

Office of the Mayor of Athens, Georgia & Clarke County Board of Commissioners

For the project "Athens-Clarke County Community Social Analysis," responsible for project co-ordination, participatory action research, policy advisement and strategic planning with local officials

Annex 6

Curriculum Vitae of the consultant selected for the Evaluation Training Workshop.

CURRICULUM VITAE

Name **JANICE MARY GIFFEN**

Married name **KWIATKOWSKI**

Date of birth

Nationality **British**

Qualifications **B. Soc. Sci. (Hons) 1971 Birmingham University**
M. Sc. (Economics) 1977 London University.

Languages **English; (mother tongue)**
French; fluent
Russian; good

Address **18, Davenant Rd.,**
Oxford,
OX2 8BX

Tel (0865) 554290

RECENT EMPLOYMENT

- Sept 1998 - Present** **INTRAC. Training Manager.**
Responsible for the development, planning and running of INTRAC's Open Training Programme. This programme includes workshops on Impact assessment, Monitoring & Evaluation, Capacity Building & Organisational Development. Contributes to INTRAC's research and consultancy work on participatory monitoring and evaluation approaches within the NGO sector. Have worked extensively with NGO support organisations within Eastern Europe and the Former Soviet Union. Currently working with Intertraining, a federation of trainers in Russia, developing evaluation guidelines for training courses.
- 1996 - 98** **Oxfam UK/I. Strategic Planning & Evaluation Team.**
Managed the two-year evaluation of Oxfam's Great Lakes Programme. Assisted in drawing up & piloting the 'Programme & Project Management & Support Guidelines', which established the procedures for appraising, funding and supporting the management of projects and programmes in the field. This was part of the decentralisation process.
- 1995 - 96** **Oxfam, Evaluation of Capacity Building Programme.**
Designed and implemented the evaluation strategy for the Capacity Building Programme. This involved a comprehensive survey, focus group discussions and meetings within the different teams.
- 1991 - 94** **Consultant**
School of Oriental and African Studies, University of London.
Employed to write course materials for the distance learning master's degree in Financial Economics. This course currently being followed by students from Southern Africa and S.E. Asia, examines the body of theory, empirical evidence and resulting arguments for and against the idea that the promotion of financial institutions can assist in the process of economic development.
- Feb - Jul 90** **Acting Training Co-ordinator**
Food Studies Group, Queen Elizabeth House, Oxford.
Responsible for setting up a mechanism and guidelines for the production of training materials on issues relating to food production, consumption and policy in developing countries.
- 1987 - 1990** **Head of Research, Evaluation and Monitoring Unit,**
Action Aid, The Gambia.
Responsible for setting up and managing a Unit with 11 staff members whose remit was to work with programme staff in;
 - design, preparation and planning of new projects;
 - setting up monitoring systems to help project staff keep track of project progress;
 - conducting 'diagnostic studies' to identify problem areas in existing projects;

- planning and conducting evaluations of programmes as required
- running training courses in all of the above areas.

I also supervised the design of research studies and evaluations of field programmes.

1986 - 1987

Part time lecturer

Management Development Institute, Kanifing, The Gambia.

Ran short courses for Civil Servants and NGOs on methods of project design, planning, implementation and management.

1982 - 1991

CONSULTANCY WORK

1991

Policy Analysis Division of FAO, Rome.

I translated and edited the final report of the International Seminar on Training in Food and Agricultural Policy Analysis. This Seminar, conducted in Montpellier, provided an opportunity for interested parties to share the effectiveness of various approaches to training in Food Policy Analysis.

1987

Food and Agricultural Organisation, Rome (ESPT).

I edited a Case Study showing methods of assessing Agricultural Credit packages for small scale fruit producers in an irrigation project in the Jordan Valley.

Evaluation for Oxfam America.

Evaluated a women's vegetable garden project operating in 20 villages in The Gambia.

Management Systems International, Washington.

Preparation of case study and teaching module on Analysis of Recurrent Costs in The Gambia. This was used in training courses at the Management Development Institute.

1985-6

FAO, Rome.

Conducted research for, and then wrote a multi-stage case study for use in an international training workshop on water management. The case was based on a comprehensive domestic and agricultural water supply project in Cyprus.

1983-5

FAO, Rome.

Produced a variety of teaching materials to illustrate the use of the DASI computer programme in agricultural project analysis, and assisted in workshops in Rome and elsewhere on the use of DASI. This work included;

- editing the User's Manual for DASI.
- writing a case study illustrating the use of the programme in analysis of an irrigation project in Nepal.

- editing a series of case studies using DASI. Four of these arose from a workshop at the ASEAN Agricultural Development Centre, Bangkok. Another was based on a Turkish livestock project.
- producing a tape slide set illustrating some of the basic computations of the DASI programme.

1984

FAO, Rome.

I wrote the introductory material for users of another computer programme (CAPPA) developed by FAO for use in Agricultural Sectoral Planning.

FAO, Rome.

Produced a tape slide set which reviews the theory and techniques of project analysis.

1984

UNESCO with Bookhouse Training Centre, London.

Produced training materials on accounting for publishing companies in LDCs.

1983

Civil Service College, London.

Produced a self-teaching package on Mathematics for Economists.

PREVIOUS WORK

1983

University of East Anglia, School of Development Studies.

Part time lecturer teaching the module on Economic Planning in the Soviet Union for the MA in Development Economics.

1979 - 82

Project Planning Centre, University of Bradford.

Research Officer in the Teaching Materials Development Unit. Responsible for developing teaching materials on economic planning, project appraisal etc. and teaching in courses both at Bradford and abroad. I was responsible for assisting the Institute of Development Management at Mzumbe, near Morogoro in Tanzania, in setting up their own courses and developing their own teaching materials based on Tanzanian projects.

1977 - 79

Thames Polytechnic Dept of Economics.

Research student funded by the SSRC. I conducted research into theoretical debates between economists in the Soviet Union. I received a British Council Scholarship in 1980 allowing me to spend several months at (the then) Leningrad University.

1978 - 79

During this period I also taught basic economics to trainees at The Bank of China in London.

1974 - 6

Community worker with Community Service Volunteers in S. Wales.

1971 - 74 Education Officer with the Voluntary Committee for Overseas Aid and Development. I produced teaching materials on development issues for use in schools and other institutions in the UK.

PUBLICATIONS

'The Allocation of Investment in the Soviet Union: Criteria for the Efficiency of Investment.'

Soviet Studies Oct. 1981.

'The Allocation of Investment in the Soviet Union: Criteria for the Efficiency of Investment.'

P.Wiles (ed), The Soviet Economy on the brink of Reform. Unwin Hyman 1988.

Several internal publications of training materials produced by the Project Planning Centre, University of Bradford, and also by the Economic and Social Policy unit of FAO.

'Banking, Finance & Development' *Unit in the School of Oriental & African Studies distance learning M.SC. Course in Financial Economics. written with L. Harris. 1993*

'What is Civil Society? Definitions, interpretations and implications for development work.' *Intrac, November 2000*

'Sustainability in Siberia' *Capacity Building News, Ontrac No 15 May 2000*

'Capacity Building and Legitimacy in the Former Soviet Union and Eastern Europe' *Capacity Building News, Ontrac No 17 Jan 2001*

Annex 7
Example Evaluation from the Civic Education Seminars for School Support Staff

Annex 7

SCHOOL SUPPORT STAFF GENERAL QUESTIONNAIRE		
TOTAL NO OF PARTICIPANTS: 198		
QUESTIONS	NO OF RESPONSES	PERCENTAGE %
1. I'VE LEARNED MORE ABOUT:		
The implementation of the project "We the people... Project Citizen" and "Foundations of Democracy"	85	42.92%
The project "Civic Education-Path toward Civic Society"	29	14.64%
What is democracy	19	9.50%
The way the project should be implemented, the new ways of thinking and approaching, the methodology of working with students	17	8.58%
The process of developing the portfolio, solving the problems in the school, or the community	17	8.58%
2. I WAS SURPRISED FROM:		
The collaboration, the interest and the active work of the participants	24	12.12%
The approach and the good organization by the fascilitators leading the seminar	34	17.17%
The working methods and the leading of the seminar	18	9.09%
The good content and complexity of the seminar	15	7.57%
3. I LIKED:		
The presentation and the organization of the seminar by the facilitators	49	24.74%
The exchange of experience, the collaboration between the participants and the facilitators	40	20.20%
The whole seminar	17	8.58%

The approach and the methodology of work	35	17.67%
4. I DIDN'T LIKE:		
Too many activities over a short period of time	17	8.58%
The longer working hours	13	6.56%
There wasn't a thing I didn't like	9	4.54%
That some colleagues were not serious and interested about the work	3	1.51%
5. THE HARDEST ACTIVITY FOR ME WAS:		
There wasn't such activity	30	15%
The work on the portfolio	28	14%
The presentation of the portfolio	16	8.08%
The identification of the problem	10	5.05%
6. THE MOST PLEASANT ACTIVITY FOR ME WAS:		
The developing and the presentation of the portfolio	66	33%
The working in groups	19	9.59%
All activities	20	10.10%
The creativity of the participants, the creation of the illustrations	13	6.56%
7. THE SEMINAR COULD BE BETTER:		
Everything was all right	17	8.58%

If it could last longer	55	27.77%
If we worked more relaxed	10	5.05%
If you continue organizing seminars like this one	8	4.04%
8. IN GENERAL, I THINK THAT THE SEMINAR WAS:		
Very good	61	31%
Successful	84	42.42%
Very useful, it contributed for the enrichment of our knowledge	15	7.57%
Well organized and implemented	16	8.08%

Annex 8

Translation of a number of Media Reports on the Student Showcases May, June 2001

Annex 8

THE CITY ANSWERED THE STUDENT'S REQUEST FROM THE PRIMARY SCHOOL "DIMITAR POP GEORGIEV-BEROVSKI"

A TRAFFIC LIGHT WILL BE SETT ON THE CROSSROAD BETWEEN THE STREETS GORCE PETROV AND ATANAS ILJOVSKI

The city is preparing a project for setting a traffic light on the crossroad between the streets Gorce Petrov and Atanas Iljovski in the municipality Gorce Petrov. The project is a reply to the student's request from the primary school "Dimitar Pop Georgiev-Berovski", a traffic light to be sett on the above-mentioned crossroad, so the students would be able to safely get to their school. This request is part of the program for Civic Education "We the People... Project Citizen", with which the students from this school are trying to find a solution for part of the problems they encounter. As we have been informed by Branka Stanojevska from the City Committee for Urbanism and Traffic, before the implementation of the project starts, it is necessary to see if all elements for setting a traffic light are satisfied: which traffic light should be used and the cost of all that. According to our knowledge, on that part of the crossroad electricity supply is missing, so for that purpose some construction company will have to bring the electricity line. As Mrs. Stanojevska explained, the city doesn't have funds for new traffic light and probably a second hand traffic lights will be set, which are taken out of the boulevard *Srbija*. The City Committee expects that the implementation of the projects starts next month.

Annex 9
CRS reports from Student Showcases

Annex 9

REPORT FOR PROJECT CITIZEN REGIONAL SHOWCASES

Background information:

Location: Narodna tehnika

Date: June 8, 2001

Time: 9:00-10:00

CRS: Ana Jankovska, Vera Kondik-Mitkovska, Besa Gavazi, Stela Pijanmanova, Anat Prag, Gail Budrejko

Language: Macedonian

Participating school: Primary school "Dimitar Popgeorgiev-Berovski"-grade 6 students

THE EVENT

The event was held in the building "Narodna Tehnika". This was a grade 6 class, which has already worked on this project last year, when they were grade 5 students. This year this is their second time to work on a portfolio, with the difference that this year's problem is a problem from the community.

The problem that was chosen is: "The safety in the traffic on the street *Gorce Petrov*-the street of death". This street is in front of their school, and each student has to cross it when coming to school. The street is very dangerous and a lot of accidents have happened. The students therefore don't feel very safe.

The event started with an opening speech from their teacher Blagica Vasilevska. She presented the problem and said that in the end certificates will be given to the students.

The students were holding flags with the name of their school and their class. The problem that they've chosen exists since the street was built, because it is a transit street that connects Skopje with Tetovo. The danger of the street concerns the students from three other schools nearby. The students did a lot of research, presented the materials in graphics, a lot of newspaper articles, pictures, drawings, etc. Most of the information they got was from the Ministry of Inner Affairs and the mayor. Because of that they had very precise information.

Their alternative policy is that a traffic light is built, more policemen present on the street, or a corridor East-West should be built (a high-way that will connect Skopje with Western Macedonia), which will enable this street to be avoided. Another possible solution is the building of an underpass, or an overpass.

All the institutions that they've been to gave them support, information and accepted them very nicely. They did this with the guidance of their homeroom teacher and the help of their parents. After asking the city mayor to help them in solving the problem, they've said that if he doesn't do anything, they will organize peaceful protests each day for a half-an hour on the street, by blocking the street.

At the end of the presentation their teacher gave them certificates for a successful work on the project. The teacher presented certificates also to the members and the president of the city committee, which helped them a lot with the project. Also certificates were handed to the organization of women in the municipality "Gorce Petrov", the mayor of this municipality, the BED-advisor and to CRS.

Community inputs:

Audience and community involvement/Judging approaches-

The presentation was held in front of other students from this school, parents, teachers, CRS representatives, representatives from the media and from the local community. The media taped the whole event, and the material would be presented on some TV-program.

A committee of judges was formed, where the CRS Project Citizen project manager-Vera Kondik-Mitkovska and the BED-advisor Roza Perusoska were judges and measured the time. After the presentation of each group, the judges asked questions. In the answering of the questions not all students were very active, probably because of the presence of a lot of guests that made them nervous.

Outcome, Summary of Activities:

After the presentation of the certificates, the judges expressed their interest and satisfaction from the presentation. They thanked the children for their work and effort that was complete and effective. The students are very happy that now after so many years of effort, finally the children managed to show the adults how to solve the problem.

The public found out about the work of these students through a TV-program on MTV and through an article in the daily newspaper "Dnevnik". The city-mayor decided to put the wanted traffic lights in a period of one month.

The event ended with a small cocktail in the hall of the building, where we had a chance to talk to the teacher and the students. They all expressed that are very happy to work on this project, especially when they managed to solve it, and help hundred of students and citizens of this municipality feel safer.

Annex 10

CIVITAS Seminar Report, Northern Ireland, June 2001

Date: June 10 – June 13, 2001
Place: Newcastle, Northern Ireland
Staffing: Natasa Grujevska & Vera Kondik-Mitkovska
Purpose of conference: Sharing information and good practices and
Establishing contacts for linkages and cooperation.
Participants: Representatives from 34 countries throughout world.

Summary of Background Issues:

The Center for Civic Education from California, USA organized a 4-day CIVITAS Summer Seminar in Newcastle, Northern Ireland. CIVITAS is an International Civic Education Exchange Program, funded by the Office of Educational Research and Improvement of the United States Department of Education.

Total of 160 participants attended the conference. Many Civic Education educators from different backgrounds were presenting and variety of thematic sessions were conducted.

Goals:

The goals of the conference were:

- To share information about civic education exchange programs and products.
- To strengthen civic education exchange partnerships and plan future activities
- To participate in thematic sessions and workshops designed to strengthen civic education and civic culture
- To broaden and expand the CIVITAS network
- To learn about the **Civic-Link** program in Northern Ireland and the Republic of Ireland

June 10, 2001

Opening:

The first day of the conference started with opening remarks and welcome by the Executive Director of the Center for Civic Education Mr. Charles Quigley, Mr. Jack Hoar Director of International Programs and Ms Beth Farnbach Associate Director of International Programs at the Center for Civic Education. Associates of the Center from the States as well as from 3 other countries also presented some of the successes of the programs in their countries.

The following information was shared with the audience:

- In Russia 500 students and teachers attended a civic education conference, which was supported by the Ministry of Education. Plans for next year are implementation on national level.
- In Poland 700 students presented at the Project Citizen showcases.
- The Baltic countries and 3 US states will organize civic education conference in July.
- The Project Citizen curriculum is in the process of translating in Turkey by 2 university professors.
- Poland and USA have prepared comparative lessons on challenges in democracy.
- In June 2001, democracy camp for students will be organized in Hungary.
- In the USA partnerships are being established between states, teachers and congress members.

- In Argentina the Foundations of Democracy materials have been adapted and printed for levels 2 and 3 with World Bank funding. Project Citizen materials have also been adapted and printed in 2000 copies.

Concurrent sessions:

1. Civic Education for primary school students

In this session Macedonia, Bosnia and Croatia presented their programs.

Bosnia has been implementing both Foundations of Democracy and Project Citizen as pilot programs for almost 5 years. This summer there will be a pre-service training as a step to moving on implementation of the program on national level.

Croatia is in the initial phase of implementing the program. The program started in September 2000. The Ministry of Education and the Center for Civic Education fund the program and have started with the implementation of the Foundations of Democracy program in kindergartens with the Fair Bear story, and Project Citizen at secondary school level.

Macedonia presented the program firstly by giving a general overview of the program, the target groups, the goals and the implementing partners. Following that all achievements and events starting from September 1998, when the project begun, up to date were presented in chronological order.

Even though the time of the presentations and the importance of good time keeping was clearly stated in all communications with the Center prior to the conference, the time management in this concurrent session was very poor. The organizer of the session, Ms Rahela Dzidic Executive Director at Civitas Bosnia and Herzegovina, who also presented the program in Bosnia used more then the time available and left very little time to Macedonia for presenting the program and also limited the Q&A session.

2. How to conduct research on students' political knowledge, attitudes, and values

This concurrent session was organized as brainstorming session on what is important to conduct successful research and evaluation. The following are the ideas provided by the group:

- What is the type of research?
- What do we want to know?
- Who do we want to know it from?
- Clear and honest expectations.
- Expertise
- Report that makes sense
- Funding
- What the design would be?
- Questions – Research
- Cultural/Ethnical Protocol
- System for data collection
- Knowledge vs attitudes
- Systematic reform – changes
- Impact of the research

- Sustained results
- Formative or Summative Research
- Establish standards on benchmarks for comparison
- Justifiable research
- Descriptive results
- Statistically significant vs practical
- Agree on method of calculations
- Classroom observation
- Control group

The time limitation didn't allow any greater group discussion on the theme of this concurrent session.

3. Culminating activities; Showcases and competitions. - What is their value, ideas for planning, evaluation and follow-up

Michael Fisher, Director of "We The People ...Project Citizen" program from CCE, facilitated this concurrent session. Participants on the panel were representatives from: Kazakhstan, Russia, Poland and Arizona.

The representative from Kazakhstan gave an overview of the Project Citizen Program in his country. This program is still in a pilot phase of its implementation and it has been implement for 3 years. So far they have had annual presentations in three cities throughout the country. CCE and Soros Foundation found the project. Starting from next year they are hopping to receive funds for implementation of the project on a national level and to organize competitions instead of showcases.

The Project Citizen program in Russia is implement in the Samara region. The representative from Russia after the short overview of the program talked more about the importance, challenges and benefits of the Student Presentations. The presentations are very important for Russian children, especially because through the Project Citizen presentation they gain confidence in presenting before media. With the Project Citizen Program teachers are becoming more responsible because the final presentations show how much effort they have put in working with the children. On the other side the program offers the teachers that have been successful in the implementation of the program to become well known, respected individuals who can easily get support when they need. He talked about the importance of evaluating the competitions and having different nominations for different classes for example: for the best presentation, best answered questions, for the youngest students, etc.

Project Citizen Program is in a pilot phase in Poland. It is implement in 60 teams. The curricula have been changed to meet their cultural and educational needs. The presentations of the portfolio are organized in the parliament building. On that occasion they are inviting 12 judges and according to their knowledge and the problems presented by the students, judges meet with the different teams. The teams have public hearing for about 3-5 minutes. It is very difficult to attract the attention of the National media, since they are more interested in politics, corruption, affairs etc. They have produced leaflets, which are distributed in all schools in Poland. The

representative from Poland was strongly against the Project Citizen competition, because they believe that the presentation put children under pressure and it provokes problems.

The program has been implemented in Arizona since 1995. The presenter stated that they have neglected the social aspect, because much more attention has been paid to the educational aspect and development of skills. They are looking at ways how to involve more people and to raise their interest and participation for public life. There was a great discussion about the organization of the Student Presentations on a national level since most of the countries are still in a pilot phase and they would like to implement the program on national level.

Meeting to promote regional cooperation:

CCE organized a meeting for initiating regional cooperation. Representatives from Macedonia, Bosnia, Turkey and the Center met to discuss about the possibilities. Everyone welcomed the idea and it was agreed that meeting with 2 representatives from Yugoslavia, Albania, Bosnia and Herzegovina, Macedonia, Bulgaria, Romania, Turkey and Croatia should be organized to discuss the possibilities for regional cooperation. It was also mentioned that concept paper is needed for organizing such meeting. CCE agreed to look for funding opportunities.

June 11, 2001

Plenary session: "The struggle for democracy in Northern Ireland"

Dr. Duncan Morrow, professor at the Department of Politics at the University of Ulster gave an excellent overview of the history and the current political situation in Northern Ireland. His explanation of the situation and the relationship between Northern Ireland and Republic of Ireland was an excellent basis for the audience to understand the role of the Civic-Link Education Program.

Co-operation Ireland's Civic Link Presentation

Marianne McGill, Manager of the Civic-Link Education gave an excellent overview of the Non-governmental organization Co-operation Ireland and the Civic Link Pilot Project. Since the mid 1980s, Co-operation Ireland has been promoting mutual understanding and respect between youth and school groups from Northern Ireland and the Republic of Ireland. Now the organization is launched to an exciting new initiative aimed at young people to underpin the groundwork with a unique action-based interactive exchange called Civic-Link.

What is the Civic-Link initiative?

Civic-Link is an initiative of Co-operation Ireland's Youth, Education and Community Program. It incorporates the action-learning/public policy approach of the Center for Civic Education's Project Citizen in US, into Co-operation Ireland's traditional exchange model.

The aims of Civic-Link:

- To promote mutual understanding and respect between the young people from North and South, and instill values of diversity, dignity and human rights.
- To explore concepts of active and responsible citizenship.
- To enable young people to translate these values into active Civic participation and Community building.
-

How the project works?

Through the Civic-Link, groups communicate with each other and share their sense of community and the issues, which affect their neighborhood. Face to face exchanges (groups meet once in Northern Ireland for 2-3 days, and once in Republic of Ireland for 2-3 days) are used to co-operate in developing approaches and practical action plan. Through Civic-Link, they critically assess key policy responses and propose alternative solutions. Each partner group implements their plan within their own community and updates their partner on progress. Later, both groups come to present their outcomes and reflect on the respective learning.

How will the initiative develop?

Civic -Link is in a pilot phase and initially works with 30 Secondary schools/youth groups. The pilot will be developed over 3 years with a further 40 and 50 groups coming on board in years 2 and 3 respectively. This initiative will be offered as a model of good practice to other groups and networks.

Founders

The US Department of Education, the Department of Education and Science and DENI support the Civic-Link in Republic of Ireland. It is being developed by Co-operation Ireland in collaboration with the Center for Civic Education, California.

Panel Discussion: Project Citizen perspectives and adaptations

The chairperson of the session was Michael Fisher. Panelists who presented were representatives from Indonesia, Russia, Mexico and Macedonia. The goal of the session was to offer perspectives on challenges and adoption issues when training and implementing Project Citizen in international arena.

The Project Citizen program in Indonesia is implemented by the "Center for Indonesian Civic Education" (CICED), which is an independent professional agency/organization working on promoting civic education for better civil society. Ace Suryadi, director for research, development and diffusion of CICED, presented the Project Citizen program implemented in his country. The pilot project started in 1999 and involves: 6 middle schools, 12 civic teachers, 6 principals, 12 classes with total of 550 students. The implementation of the program has went through the following stages: Planning (January-June, 2000), Implementation (July-December, 2000), Evaluation (January, 2001)

On this general session representatives from Macedonia shared their perspectives and unique challenges that they have faced in creating and implementing Project Citizen program in the country. Among the challenges that were elaborate during the presentation were the following: interactive methods, modest knowledge of the systems and governmental structures of Macedonia, limited asses to time in the time table for implementation of the program, pedagogical language difficulties, economic difficulties and the implementation of the Revised Retirement Law for Civil Servants. They also shared the adoptions to the curriculum and simulated hearing that they created to make the program viable for all involved in the program. Sylvia Salazar was the representative from Mexico. She gave an excellent overview of the program and the main obstacles faced during the implementation of the program. Since 1998 in Mexico the program "Project Citizen" has been implemented by the Federal Elections Institute. It

has been applied in 9 of 32 entities (31 state and a Federal District) that form the country, involving approximately 216 teachers, 10,000 students and 145 schools. Project Citizen has been initially implemented on a small scale, but nowadays, the Institute is trying to have a bigger reach.

The main obstacles that Mexico has faced during the implementation of the programs are the following:

- a) The extracurricular character of the program and the lack of sensibility about civic education matters of some federal and local authorities.
- b) The lack of sensibility among some teachers about civic education matters (Mexico during many years lived in an authoritarian regime, therefore it could be understandable that the topic related with a true civic education were not very important).

The adaptation applied to the original CCE materials is minimum and is more related to the "structure" than to the "content" and the "methodology".

Regarding the public hearings in Mexico, all states where the programs have been implemented the students have participated in a student showcase, presenting their portfolio in front of different authorities, teachers, students, parents etc. The presentations are usually carried in the same schools where the students study.

Representative from Russia, Sergei Losev gave a presentation of the implementation of the Project Citizen in his country. His presentation was mainly focused on the activities, achievements and future plans for Samara region, and did not meet the goal of the session, which was challenges and adoption issues when training and implementing Project Citizen Program.

Concurrent sessions:

1. *Evolving practices in civic education*

This session was organized as 3 small workshops and everyone had a chance to rotate and listen to the presentations in each workshop. The first workshop was on Standards and Curriculum options, the second was on Pre-service education and teacher training, and the 3rd was on student-centered academic programs. The session was organized in collaboration between Civitas Hungary and their US partners from Education Associations from Florida, Texas and Mississippi. The workshops were very interesting and handouts with useful information were given to the participants. Unfortunately due to previous delays in the agenda the time available was highly limited.

2. *Face 2 Face: Comparative Lessons for Teaching About Issues of Tolerance and Challenges to Democracy.*

The chairperson of this session was the director of the Mershon Center for Civic Education Programs, Alden Craddock.

Face 2 Face is the new title of Mershon's book of lessons for teaching the themes of tolerance, acceptance, and inclusion as crucial elements of democracy. This book demonstrates that we all must come "face to face" with intolerance in our countries.

Although Face 2 Face is designed to be a self-contained book of lessons to be used in American classrooms, grades 7-12, it could also be used by educators from other countries, with pre-

services teachers, or in class of comparative issues. Face 2 Face hopes to attract younger audience and then build lessons to more sophisticated level suitable for upper high school classes.

The book is still draft and it is expected to be finalized by the end of this year and published January/February 2002. After the presentation of the book to the audience present at this concurrent session by the developers of the book, the participants practically went through one of the lessons. They evaluated and presented their opinion, as well giving their suggestions what should be done in order to be applicable for other countries, too.

June 12, 2001

Examining An International Framework for Education in Democracy

The goal of this session was to review the draft document An International Framework for Education in Democracy. The purpose of the Framework is to provide a generic statement that any country wishing to educate citizens for democracy can use as a resource in developing curricular programs in civics and government. The participants were divided in groups and each group was given one part of the document for review. After that the whole group gathered together and gave feedback. The general statement was that the language is too academic and not as user friendly for all target audiences which include policy makers, curriculum developers, textbook writers but also teachers and parents. Suggestions were given for including more examples to support the statements in the Framework.

International Association for the Evaluation of Educational Achievement

Suzanne Soul, Coordinator for Research and Evaluation from the Center for Civic Education gave overview of the study "Citizenship and Education in Twenty-eight Countries: Civic Knowledge and Engagement at Age Fourteen". The study was conducted by the International Association for Evaluation of Educational Achievements IEA. IEA is an independent, international consortium of national research institutions and governmental research agencies with headquarters in Amsterdam.

The mayor findings of the 1999 IEA Civic Education Study for civic knowledge and engagement of students at the age of fourteen were the following:

1. Students in most countries have an understanding of fundamental democratic values and institutions – but depth of understanding is a problem.
2. Young people agree that good citizenship includes the obligation to vote
3. Students with the most civic knowledge are most likely to be open to participate in civic activities
4. Schools that model democratic practice are most effective in promoting civic knowledge and engagement.
5. Aside from voting students are skeptical about traditional forms of political engagement. But many are open to other types of involvement in civic life.
6. Youth organizations have untapped potential to positively influence the civic preparation of young people.
7. Students are drawn to television as their source of news.
8. Patterns of trust in government-related institutions vary widely among countries.
9. Students are supportive of the political rights of women and of immigrants.

10. Gender differences are minimal with regard to civic knowledge but substantial in some attitudes.
11. Teachers recognize the importance of civic education in preparing young people for citizenship.
12. Diverse patterns of civic knowledge and attitudes toward democratic participation are found in both newly-democratic countries and long-established democracies.

Concurrent session:

1. Development and maintenance of civic education NGO's

During this concurrent session representatives from Hungary, Mongolia, Ireland, and Indonesia gave overview of the development and maintenance of Civic education NGO's in their countries.

Hungary

Civitas Hungary was founded in 1994. Up to now they have developed programs for teacher trainings and competitions in Citizens in Democracy and project Citizen programs of study. This NGO is financially supported by the Center for Civic Education and small percentage by the Ministry of Education.

Mongolia

The Center for Citizenship Education was founded in 1992. It has two programs, Civic Education program and program for NGO support. The Civic Education program includes Project Citizen and Education for Democracy. The Project Citizen curriculum is introduced in secondary schools since 1999. 379 social science teachers and 584 other teachers have been trained to implement the program. This NGO receives funding from SOROS foundation for the educational activities and ASIA foundations for support to NGOs that work on other non-educational programs. The US Embassy and the Center for Civic Education provided financial support in organizing International Civic Education Conference.

Ireland

Co-operation Ireland was founded in 1979. This NGO works on Civic Education and other projects. They work from direct delivery to institutional development and providing support. This NGO is funded with money provided by fund raising committees established in different parts of the world.

Indonesia

Center for Indonesian Civic Education (CICED) was established as an independent professional NGO dedicated to promote Indonesian civic education for democracy. It was established on November 10, 1998 in Bandung, Indonesia. CICED has four levels of organizational structure: Board of Founder, Advisory Board, Executive Board, and Board of Directors.

Partner planning:

Partner planning session was chaired by the Charles Quigley, the Executive Director of the Center for Civic Education. The main purpose of this session was to inform the partners and collaborators of the new funding opportunity from the United States Agency for International Development (USAID). More detail explanation gave the representative from USAID. He talked

about the organizational structure of the agency, funds available, submission of proposals, programs funded, etc. The U.S. Agency for International Development is headquartered in Washington, D.C. and has field offices in many other countries. It is very decentralized agency where decisions are made on a regional level. In the countries, which have USAID offices, project proposal can be submitted directly to them. There was guidance given on how to submit proposals and web site shared for more detailed information www.usaid.gov.

June 13, 2001

Closing

The seminar's format included plenary and concurrent sessions. Each day there were 4 concurrent sessions running simultaneously. Anytime during the seminar when concurrent sessions were schedule participants could chose to attend a session that most interest them. Concurrent sessions had panelists (members from different countries) who were giving presentations and answering question from the audience. Being a panelist was quite recognition of successful accomplishments.

The *strengths* of the concurrent sessions were that they usually had about 25 to 30 participants each and the presentations by the panelists were informal and participatory.

Weaknesses:

- the allocated time of 1.5 hour was not enough for one concurrent session
- panelist did not keep to the given time limit which shorten the time for question and answer session schedule in each concurrent session.
- participants had to guess from the title what the sessions are about because the agenda did not contain a short explanation of each proposed concurrent session.

During the conference several issues came up:

- When presenting in the panel for Project Citizen, Macedonia was the only country between the other countries: Indonesia, Mexico and Russia to follow the guidelines which were previously given by the organizer Mr. Mark Fisher from the Center for Civic Education. Macedonia presented the challenges, which the Project Citizen program is facing in the process of implementation whilst the other countries were giving overview of their program and the successes up to date.
- CCE put significant pressure on CRS and BED representative on setting final timeline for possible future activities, which resulted from the Strategy Planning Session, held in Skopje on May 7-8, 2001. On both occasions it was explained that it is not possible to set firm dates or make any commitments before discussing with CRS Head of Education Department. It was mentioned that CCE will be informed of the progress through e-mail.
- CCE Coordinator for Macedonia, Ms Sharon Moran informed the BED representative that the Center has communicated directly with two University professors from the Faculty of Pedagogy in Bitola and offered them study visits to the States and visit to the Center. CRS wasn't informed on the communication and the Center plans prior to this meeting.
- The organizer of the event had put little emphasis on the promotion of the achievements and the level of implementation of civic education in Macedonia.
- The event was well organized but there was poor management of time.

Review of Objectives:

The Summer seminar for Civitas has accomplished the above stated goals. The seminar provided the participants with a great opportunity to share the information about the civic education exchange programs and products. Lots of ideas were produced and exchanged through the presentations from about 30 countries, which implement Civic Education Programs. This seminar opened the opportunity for establishing contacts for linkages and cooperation between the countries.

Annex 11
Budget Comparison Reports covering period March 21, 2001 through June 21,
2001.