



КАТОЛИЧКИ СЛУЖБИ ЗА ПОМОШ
МАКЕДОНИЈА

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СКОПЈЕ

17th December, 2001

U.S. Agency for International Development,
PPC/CDIE,
Room 6.07-121 RRB,
1300 Pennsylvania Ave.
Washington, DC
USA
20523-6802.

SUBJECT: CRS/Macedonia Civic Education Project – Annual Progress Report
Award Number. 165-0016-G-SS-8102-00

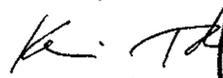
Dear Sir / Madam,

Attached for your review, please find the third Annual Progress Report for the CRS/Macedonia Civic Education Project, covering the period September 21, 2000 – September 21, 2001.

Project Summary:

Descriptive Project Title: Civic Education: Path to A Civil Society Project
Sponsoring USAID office: Skopje, Macedonia
Award Number: 165-G-00-98-00102-00
Strategic Objective: 2.0 More Legitimate Democratic Institutions
Sub Intermediate Result: 2.1.3 Citizens are better informed about their rights and obligations
Contractor Name: Catholic Relief Services/Macedonia
Date of Publication: 17th December 2001

Sincerely,


Kevin Tobin
Country Representative



cc. Mr. Haynes, Skopje
cc. Ms. Mallay, Budapest

AP/AP

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The Overseas Relief and Development Agency of the United States Catholic Conference

CATHOLIC RELIEF SERVICES /MACEDONIA
“CIVIC EDUCATION: PATH TO A CIVIL SOCIETY” PROJECT
YEAR III ANNUAL REPORT
September 21, 2000 – September 21, 2001

Award No. 165-0016-G-SS-8102-00
Progress Report No. Year III Annual Report
Reporting Period September 21, 2000 – September 21, 2001

I. BACKGROUND

The current situation in South-East Europe has been unstable during the reporting period September 2000 to September 2001. Conflict in Macedonia from Spring 2000 has affected the stability within the country and caused Macedonia's neighbors to prepare for possible refugee movement to Kosovo, Bulgaria, Turkey, Albania and other European countries. Insurgency groups have taken over Albanian or mixed villages in the Kumanovo and Tetovo regions of Northern Macedonia, expelling Macedonian citizens. Macedonian military have retaliated; both activities caused movement of peoples from the regions to more peaceful areas within Macedonia as well as to Kosovo, Turkey, Albania and other European countries. Rebel groups state that they fight for improved rights for ethnic Albanian citizens of Macedonia. The majority of Macedonian citizens feel that the needs of minority groups are presently supported. Citizen protests and rioting have led to in-stability in a number of cities throughout Macedonia

Involvement of American, European Union and United Nations representatives during the recent period, and the emphasis on communication and negotiation has facilitated a process to support constitutional change including improved language rights and proportional representation aimed at supporting the needs of all Macedonian citizens. In August 2001, a peace agreement was signed by both Macedonian and ethnic Albanian leaders. This agreement targeted the main ethnic groups in Macedonia, and committed the government of Macedonia to constitutional changes to meet the needs of minority groups. The political negotiations, and a cease-fire between insurgency groups and the Macedonian military continue to hold; even so the peace in Macedonia remains fragile. During the reporting period bi-lateral support for Macedonia has increased, in aim to support peaceful negotiations and bring an end to conflict.

Even so, the economic situation in Macedonia continues to remain poor. Conflict has led to a reprioritization of government finances to the military and police and away from social development sectors. The economic inter-relations between the countries in this region and past instability continue to contribute to extreme economic difficulties, with low levels of labor market demand and high unemployment levels. The wide economic gap between urban and rural standards of living and opportunities for development further exacerbate social, political, and cultural inequalities, further limiting the development and sustainability of democratic structures.

Macedonia continues to address educational reform, developing future strategies for educational improvement and “Europeanization” through: revision of out-dated curricula and preparing for decentralization of education. The recent instability in the country has further shown the inequalities within the country as a whole in all sectors, with education being a key example.

Challenges of decentralization and the implications for further segregation of ethnic and language groups has led to increased caution in the process. Government priorities remain in infrastructure improvements of schools, and modernization of the curricula. Support for both areas is in the form of not only NGO activities in partnership with Macedonian educational institutions, but also institutional capacity building through World Bank loans. The on-going reform of the educational system entails the introduction of Civic Education in not only primary schools, but in kindergartens, secondary schools and universities, as a part of the larger process of updating the overall curricula. These innovations will provide Macedonian citizens with the skills and tools to be active members of a civil society. In addition, through the introduction of Civic Education, Macedonian citizens will be furnished with the knowledge, attitudes and skills needed for increased participation in democratic decision-making process. This is increasingly important in the present fragile peace in Macedonia.

II. Summary of Year III Implementation

This annual report covers the period September 21, 2000 to September 21, 2001, which has involved the on-going progress, and development of Civic Education Project Activities. As a project holder, CRS has succeeded in putting in place mechanisms for national implementation of Civic Education activities. This has been achieved through coordinating and expanding local expertise to facilitate successful teacher training seminars, and textbook development and production. This was achievable through the positive working relationships and experience achieved during the implementation of Year III project activities.

Through successful coordination and cooperation with local and international partners, Kindergarten and Grades One through Four curricula has been further developed, and approved for national inclusion in the Macedonian Lower Elementary program of study. Teacher Training in the Foundations of Democracy teaching methodology, practice and training has allowed for the training of all teachers in Kindergarten and Grade One and Two to be initiated. Classroom implementation has been successfully achieved in 3,333 Kindergarten and Grade One and Two classrooms. Classroom observation and teacher feedback sessions have been implemented during the reporting period with positive results contributing to improving the quality of Civic Education classroom activities. A Strategy Planning Session was implemented with representatives of the stakeholders in the field of Civic Education in Macedonia.

Textbooks in three teaching languages have been further improved through feedback from education stakeholders, and have been distributed for use by all teachers and students involved in the program. Parental awareness of curricula reform and mechanisms to address participation in educational and community decision making have been a key consideration in project implementation. This has been addressed through both regional seminars for representatives of Parent Councils and school management teams, and the publication of a bi-annual newsletter with contribution from all stakeholders.

Public awareness of Civic Education in Macedonian primary schools has increased during the reporting period through effective media relations between program stakeholders and beneficiaries, and the media in Macedonia.

For a detailed review of planned activities of the fourth year of implementation please refer to **Annex 1** for the Annual Implementation of the Civic Education project.

III. EVALUATION OF YEAR III ACTIVITIES

Goal: Civic Society in Macedonia is strengthened as a means to reduce ethnic tension.

The objectives of the Civic Education project, as stated in the original project proposal, include the following:

Objective (1): Students acquire the skills to participate in civil society through the introduction of Civic Education into primary schools at the 4th, 7th and 8th Grade levels.

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

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

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

1. ESTABLISHING AND MAINTAINING WORKING RELATIONSHIPS WITH IMPLEMENTING PARTNERS

1.1 International Implementing Partners

1.1.1 Center for Civic education (CCE)

The working relationship between CCE and CRS has continued throughout the period of Year III implementation, with continuing development of local expertise in the field of Civic Education, and enrichment of Civic Education programming in Macedonia.

The four major areas of CCE and CRS cooperation during the third year of the project are listed below:

- i. Curricula Development: Continue to provide assistance in selecting curricula most appropriate for Macedonian schools and provide guidance for its further modification (Please see the section on Curricula Development).
- ii. Teacher training: Continue to provide assistance in planning, designing and conducting regional teacher training seminars. (Please see the section on Teacher Training).
- iii. International Exposure: Identify international conferences and civic related events and securing Civic Education stakeholders, CRS and others, participation at these events. This has provided project staff and implementing partners with valuable knowledge and exposure to Civic Education models used, and implementers in other countries. In June 2001 formal presentations of the Civic Education project were given in Belfast, Northern Ireland; Civic Education stakeholders participated in national and international awareness and Strategic Planning Sessions.
- iv. Evaluation: Continue to provide support in development of evaluation tools for participants involved in CCE teacher training seminars, and evaluation checklists for Pedagogical Institute and CRS staff observing local trainer facilitated seminars.

1.2 Local Implementing Partners

1.2.1 Ministry of Education (MOE) and the Bureau of Educational Development (BED)

During the period September 21, 2000 – September 21, 2001, the activities with the MOE / BED has progressed from national support of implementation of Civic Education curricula, through to coordination of regional teacher training seminars, and development of student evaluation mechanisms to review Civic Education awareness and understanding.

The dynamics of this cooperation have often been dictated by the current operating environment; during the reporting period, the key issues that affected Ministry of Education and Pedagogical Institute, and had implications for the Civic Education Project were national instability, governmental and MoE / PI restructuring, and the implications of changes to retirement laws.

In October 2000 the Pedagogical Institute was transformed into the Bureau of Educational Development (BED). This is a process that all institutions in Macedonia are going through, the move from the past association from “Institution” to “Bureau”. In December 2000 the Minister of Education was changed, the newly appointed Minister was Minister during the initial stages of the Civic Education program development. He was therefore involved in developing a working relationship with CRS, and actively supported the Civic Education project.

In January 2001 the Macedonian parliament made a decision to allocate funds from the recently sold “Makadonia Telecommunications” to a number of ministries including the MoE. This was a very positive suggestion, indicating commitment towards the financial support of social infrastructure and development activities. Through communication with the Minister of Education, Nenad Novkovski, CRS was given awareness that the education budget for Macedonia was to be increased by a percentage of the 680 million Deutch Marks. Mainly due to the high cost of military activity in spring and summer of this year this budget was cut, but has and continues during the reporting period to be funding school infrastructure improvements. During this reporting period other budget issues were brought to the attention of CRS, with the BED budget being 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.

During spring 2001 instability affected Macedonia, politics and civil society were affected throughout the remainder of the year. The government of Macedonia was restructured in May 2001 and a coalition government, with increased representation from ethnic minority groups was formed in a response to the political crisis in the country. This resulted in the change of staffing in several Macedonian ministries, but did not directly affect the Ministry of Education. The instability in the country affected activities of all civilians, governmental and non-governmental organizations with increased security status in a number of regions and cities in Macedonia. Access at all levels was impacted, and security and safety of staff become key consideration in MoE/BED support for all activities including the Civic Education project. In August 2001 a peace agreement was signed leading to a lasting cease-fire and constitutional changes to meet the needs of minority groups. The new academic year 2001/02 started late with a need to review the impact of internal displacement on schools. The MOE with support from UNICEF responded to the situation of student displacement by accepting and providing resources for internally displaced students.

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 either the previous or current Minister of Education. As the project evolves to encompass all teachers within a teaching age group the BED expect that a percentage of educators will not be employed as full time teachers in the near future. In discussion with the BED it has been understood that a number of these individuals will be employed on a consultancy basis.

1.1.2 National Parents Association (NPA)

The NPA was established in June 1996 within the CRS Parent School Partnership project. Since then CRS has provided financial and technical assistance to the NPA in order to support the development of a sustainable organization that represented and advocated for parents at a national level.

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

CRS does not foresee NPA playing a specific role under the Civic Education Project. However, the parental component will remain as one of the major objectives of this project and will be implemented through partners - the Bureau of Educational Development as well as a core group of Parent Councils with whom CRS education programming has established a strong and effective relationship. (Please refer to the section on Parental Involvement in Educational Reform).

2. CURRICULA AND TEXTBOOK DEVELOPMENT

As outlined in the original project proposal approved by USAID, one of the objectives of this project was the introduction of Civic Education into primary schools at Grades 4, 7 and 8. This was based on the MOE / BED plans for the overall curricula reform. However, instead of targeting the above grades, the groups to be targeted under the CRS/Macedonia Civic Education project will be Kindergarten and Grades 1 to 4, due changes in MOE/BED overall curricula reform. Please refer to the Annual Report for the CRS/Civic Education Project covering period from September 21, 1998 – September 21, 1999, for further detail.

During this reporting period the CCE developed Foundations in Democracy curricula was successfully introduced on a national level in all Grade One and Kindergarten classrooms. Foundations of Democracy represent interdisciplinary curricula based on concepts fundamental to the understanding of constitutional democracy; Authority; Privacy; Responsibility and Justice. MOE/BED gave authorization for this curricula program to be introduced nationally at Kindergarten and Grades One through Four. During the second semester of the academic year 2001-2002 all students in Kindergarten and Grades One and Two will be taught the Civic

Education program through the existing program of study. In subsequent years this curricula program will be introduced in all lower elementary levels in Macedonia.

2.1.1 Local Professional Services

During the reporting the Civic Education Working Group have provide local support in the following activities; adaptations and modifications of teacher and student edition two textbook materials, distribution of teacher and student textbooks, compiling, reviewing and editing of newsletter articles, distribution of final newsletters to schools, planning and coordinating regional training seminars with trainers throughout the country, coordinating in-school classroom observations and student testing, coordinating student showcases and participation in the Strategy Planning Session on Civic Education in May 2001. During September 2001, meetings were held with all BED advisors in charge of Kindergarten, Grade 1-4 and Grade 5, as well as between the Leader of the Working group and CRS Civic Education staff members. These meetings focused on discussion of program accomplishments to date and plans for teacher trainings, in-class observations and trainings for Parent Council members during the next reporting period

Skilled translators, proofreaders and IT designers have provided support in finalizing textbook documents. On-going support of local printing housing houses have ensured high quality and professional textbook production for all Kindergarten, and Grades One through Three teaching groups in the three main languages of instruction in Macedonia.

3. TEACHER TRAINING

Education and training is an effective tool for promoting civil society and democratic values and fostering a participatory and self-help culture, especially among young people, but also among adults, institutions, and communities. Therefore the teacher training component of this project represents one of the most important areas of the introduction of Civic Education as a part of the a larger process of updating the overall education system.

During the third year of the project a further 3,333 Grade One and Kindergarten teachers were trained throughout Macedonia. The result of this extensive training program ensured that a further 94,203 students in Kindergarten and Grades One and Two were provided with Civic Education classroom teaching of the Foundations of Democracy curricula program.

3.1 Regional Teacher Training for Grades One through Four and Kindergarten Teachers

Following successful training of trainers at both teaching level, Kindergarten and Grades One through Four, and initial regional teacher trainings, in spring and summer 2000, extensive regional teacher training throughout Macedonia was carried out between September 2000 and September 2001. Prior to implementation of regional trainings, a three-day meeting in preparation for the regional teacher training was implemented, the outcome being a training design developed by Civic Education Working Group staff and teachers for trainers throughout the country. Training pairs, one Bureau of Educational Development Advisor and one teacher, were also finalized during this meeting.

3.1.1 First Cycle Regional Teacher Training

The initial cycle of Grade One through Four teacher trainings was held from October through December 2000 with 1045 teachers trained. The initial cycle of Kindergarten teacher trainings was held from December 2000 through March 2001 with 1073 teachers trained.

During this intensive period of trainings CRS Civic Education staff prepared and distributed training materials at each of the trainings and provided financial support at each seminar throughout Macedonia. CRS Civic Education staff members were also involved in training observation of at least one, if not more, training seminars implemented. This allowed for support of trainers in ensuring that participants were provided with high quality training, CRS observers provided feedback and suggestions to the trainers on training implementation.

Upon completion of each training CRS staff and trainers compiled evaluation results. The results have indicated very positive response from all participants, with excellent feedback regarding organization, content and teaching methodologies presented at the seminars. Teachers generally felt confident to teach the program and many enjoyed the training and curricula program and hence looked forward to classroom implementation. All teachers' comments on the added value associated with teachers training teachers, where-by their experience and skills in the classroom provided considerable support to new teachers to the program.

On completion of both training cycles trainers and CRS staff debriefed; positive feedback was provided regarding the first cycle of regional Foundations of Democracy trainings. The trainings were evaluated as very successful, professionally organized and with high attendance from the teachers. It was felt that teachers were very active, creative and eager to learn the new methodology and the concepts presented at the training.

With the completion of the first cycle of Kindergarten and Grades One through Four teacher trainings, the Civic Education Foundations of Democracy curricular was implemented nationally in elementary schools and kindergartens. This occurred for most students at the beginning of the second semester of the academic year 2000/2001.

3.1.2 Second Cycle Regional Teacher Training

The second cycle of Grade One through Four teacher trainings was held from June through September 2001 with 835 teachers trained. The second cycle of Kindergarten teacher training was held from May through June 2001 with 380 teachers trained. Despite the delicate political situation in the country, many of the scheduled trainings for this period were successfully conducted. It should be noted that trainings in Kumanovo and Tetovo had been previously postponed for security reasons continue to be postponed until conditions improve.

3.2 Input Evaluation

The program is implemented nationally at Kindergarten, Grades One and Four, the tools utilized to support program evaluation include; training observation, participant evaluation, and trainer debrief, classroom observation, teacher evaluation and teacher debrief, and pilot student testing. CRS continues to work closely with the Bureau of Educational Development in the development, application and evaluation of evaluation methodologies. A key principal in the development of evaluation mechanisms is that of sustainability of methods. This will ensure that Civic Education remains an active component of education in Macedonia beyond funding availability. CRS continues to provide evaluation results to USAID through quarterly reporting mechanisms.

3.2.1 TraiNet Database

The USAID TraiNet database system was introduced in November 2000. The system records training participants, training content, results and budget. It has been managed by CRS staff confidently over the past ten months and is now considered an effective tool for reviewing summary data on trainings. Budget review is extremely accurate through the TraiNet database, more so than the financial system as the use of training advances delays recording of training cost by date of implementation.

4. ENSURING SUSTAINABILITY IN CIVIC EDUCATION PROGRAMMING

To support the implementation of Civic Education at Kindergarten and Grades One through Four, CRS / Macedonia continues to implement its five-year strategy on education programming to ensure sustainability of Civic Education project activities.

The overarching goal of CRS/Macedonia's strategy is to foster the development of a participatory and democratic society. In addition to the Civic Education Project, CRS/Macedonia will continue to promote parental involvement in education by facilitating the improvement of the school infrastructure (school reconstruction) and by providing capacity building for Parent Councils at the local, regional and national level. CRS/Macedonia will continue to support Parent Councils and schools through a children's program to ensure children's needs are supported through participation of all key educational stakeholders.

4.1 Introduction of Civic Education in Upper Elementary Education

To ensure continuity of Civic Education activities, CRS funding has allowed implementation of Grade Five and Six curricula "We the People ... Project Citizen", developed by the Center of Civic Education. Agreement was reached with the Bureau of Educational Development that Civic Education would become a national program at Grades Five and Six.

The Project Citizen Program is designed to provide students with knowledge and skills required for effective participation, practical experience designed to foster a sense of competence and efficacy and an understanding of the importance of citizen participation. The training program for teachers provides them with the opportunity to experience the Project Citizen program as their students might, whilst developing skills associated with interactive and participatory classroom management techniques, group work, creative teaching and learning, and evaluation of practice. The project culminates in a student showcase through oral, written, and graphic presentations to the local community; parents, teachers, educational representatives and other interested members of the community.

Through a similar process to the Foundations of Democracy dissemination of methodology; initial teacher training, training of trainers and regional trainings have allowed for all Grade Five homeroom teachers in two academic years to have been trained in the program. In support of teachers implementing the Civic Education programs in their schools 806 school support staff, directors, pedagogues and psychologists were provided with abridged versions of both the Foundations of Democracy and Project Citizen training program.

Civic Education text materials have been translated and printed for the three main languages in Macedonia for both teachers and students. To support further increased understanding of citizenship in Macedonia a textbook developed by the Bureau of Educational Development for

Grade Five and Six students introducing the structure of Macedonian school, local and national government was introduced in schools. The textbook addresses both teachers and parents in supporting their student's learning through increased awareness of the Macedonian systems in place, as well as providing techniques and guidance to support student learning.

Achievements to Date

- 2,084 Teachers and BED Advisers trained in Project Citizen Curricula
- 28 Trainers Trained in methodology of teaching Project Citizen curricula to teachers
- 2,070 Classrooms involved in the Project Citizen Program
- 66,123 Teachers and Students provided with textbook materials in their language of instruction
- 350 Student Showcases presented to the local community
- 806 School support staff provided with abridged versions of the training program

4.1.2 Civic Education Strategy Planning Session

The Civic Education Strategy Planning Session in Macedonia was held in Skopje in 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 techniques that allowed participants to consider each other's perspectives and work in mixed groups.

Participation by MOE, BED, CCE, USAID and CRS, 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 stakeholders.

The outcomes of the Strategy Planning Session allowed for very strong and thoughtful recommendations for the future of Civic Education in Macedonia, as well as defined personal and institutional commitments. A follow-up session from the event will allow for the strongest of recommendations to become commitments by all stakeholders. The follow-up session, planned for late May, is proposed for September 2001 due to the instability in Macedonia.

5. PUBLIC AWARENESS AND PARENTAL INVOLVEMENT IN EDUCATIONAL REFORM

5.1 Media/ Public Awareness Activities

During the reporting period a number of key activities helped to raise public awareness of Civic Education activities. These include the on-going development and distribution of a Civic Education newsletter, "Civic Education Today" and the publicity associated with the Strategy Planning Session, national implementation of the Civic Education program of study in schools and the national implementation of student showcases in regions throughout Macedonia.

The bi-annual Civic Education newsletter is published for distribution to all schools; Ministry of Education, and Bureau of Educational Development staff, teachers, directors, parents and

students contribute to the newsletter, which records the development and highlights of Civic Education in Macedonia.

On numerous occasions as previously reported Civic Education activities have gained media attention, and have been publicized in Albanian and Macedonian language newspapers and television programs. In early February 2001 a number of articles were published in national newspapers, and television broadcasts highlighted the national introduction of the Civic Education program of study in Macedonian elementary schools in a positive manner. During the implementation of Project Citizen showcases in May and June 2001 Grade Five and Six students contacted local and national radio and television stations not only for information of the events but also of the work of young people through the Project Citizen program. The program actively supports young people's effective use of the media; monitoring of the media by CRS staff during the period indicates strongly positive results.

5.2 Parental Involvement in Educational Reform

5.2.1 Civic Education and Educational Participation Seminars

Parent Council seminars implemented by CRS during the reporting period have focused upon awareness raising of local and national governmental systems; rights and responsibilities of parents; and the role and opportunities of parents within the school community and educational decision-making, as well as on capacity building, and on Civic Education reform. Civic Education specific seminars for Parent Councils were initially implemented in summer 2001. These seminars introduced Parent Council representatives to the Civic Education curricula programs Foundations of Democracy and Project Citizen.

Feedback from program partners indicates that the training for school support staff, particularly pedagogues and psychologists, as well awareness raising and capacity building of Parent Councils has increased communication between parents and the school on educational topics. Many teachers participating in the program have worked with their school to encourage parents to support the students in the Civic Education programs through their own practice of the concepts that (lower elementary) students are working on in school, and supporting (upper elementary) students in the extra-curricular responsibilities associated with public policy review, public research and alternative policy planning.

5.2.2 Published Materials

Distribution of the Civic Education textbook developed by the Bureau of Educational Development introducing the structure of Macedonian school, local and national government has impacted parental involvement in education. Feedback (at Parent Council meetings and seminars) indicate that parents are actively supporting students in their learning of Civic Education, they are using the textbook materials with their children and working with their children on homework tasks. One of the challenges associated with citizen participation is a poor level of awareness of the political system and of civic rights and responsibilities. Through parents and students working together on Civic Education, the level of understanding and awareness of the political and civic system they live in will increase.

6. FINANCIAL REPORT

Please see **Annex 2** for the Annual Budget Comparison Report covering the period September 21, 2000 – September 21, 2001.

CATHOLIC RELIEF SERVICES / MACEDONIA
“Civic Education: A Path to a Civil Society” Project
Annual Work Plan

September 21, 2001 - September 21, 2002

Objectives of the four-year USAID funded Civic Education project are:

1. Students acquire skills to participate in civil society through the introduction of Civic Education into Kindergarten through Grade Four of Primary school:
2. Parents develop and formalize mechanisms for participation in educational decision-making through their involvement in civic education reform.

CRS Macedonia, as agreed with the local USAID mission, is submitting the fourth annual plan in support of the program no-cost extension, to further develop the existing objectives;

1. Students acquire the skills to participate in civil society through the introduction of Civic Education at all levels of elementary education, and
2. Civic Education is institutionalized over a four-year period to ensure that future generations of Macedonia benefit from democratization of education.

Activities for the fourth year annual plan are designed to achieve the following results, leading to the fulfilment of the above project objectives:

- Textbooks produced for 48,200 students and teachers in Grades Three, Four, and Five, in the three main languages,
- Regional training in Civic Education for 2,700 teachers at Kindergarten and Grade Two, Three, Four, and Five by Macedonian and Albanian speaking trainers
- Bi-annual newsletter production, a with student page for 155,000 program participants
- Support of partner capacity building through:
 1. Study tours and consultant support in; evaluation and attitudinal change, educational quality management - teacher observation and support, Citizenship Institutions
 2. Teacher to teacher quality management support
- Civic Education in Macedonia brochure production for 1000 schools and Parent Councils in Macedonia
- Citizenship and educational reform workshops implemented with representatives of all Parent Councils in Macedonia
- Support of Student Showcases for 500 schools at Grade Five and Six
- Implementation of a number of pilot programs to widen access to Civic Education, institutionalisation and localization of the program and support quality management of the program through utilizing and building capacity in a variety of local structures

As noted in previous Work Plans, CRS has developed a five-year exit strategy to ensure sustainability in all activities, including the development of civil society and increased citizen participation in democratic decision-making process. This will largely depend upon on the next generation of citizens and their education at an early age. Hence, during the second year of this five-year strategy, project implementation supported Civic Education teacher training, and textbook development for Grade Five and Six teachers and students, as well as support in initial teacher training programs and the development of a public awareness campaign on Civic Education curricula reform. CRS programming also facilitated non-UASID funded citizenship

projects with parents, teachers and students to improve access and quality to education in Macedonia. This is achieved through the Parent School Partnership (PSP) and Children Initiative (CI) projects, where-by parent councils learn how to self-organize, to effectively run a sustainable community organization, to confidently prepare annual planning tools as well as to develop local linkages and partnerships with other organizations and partners, to identify, and prioritize the child-focused needs in schools, and to implement change-oriented ideas for the school and the wider community. CRS also provides small grants to assist Parent Councils in improving and managing the resources and infrastructure of the school. Through managing PSP with emphasis on effective relations between the Parent Council and the School Management Team, and strong linkages between past and present PSP schools results have been strong. The long-term impact of the program is best measured by social indicators; including the sense of empowerment among project participants in self-organizing, community investment in time and energy and results. This is especially apparent when measured against, other fund-raising success and community project management from Parents Councils previously involved in the PSP program

Year-Three of the program will further develop these initial successes, to ensure continuity in the development of PSP, CI projects, as well as working closely with effective and motivated Parent Councils to expand a network of parents groups throughout Macedonia to activate, motivate, skills build and advocate for parental involvement in educational decision-making.

Further information related to the Work Plan for the CRS program entitled "Teaching Right Relations" see Appendix of this Work Plan.

The Year Four activities are broken down into following six categories acknowledging that there may be some overlap in activities and indicators between categories. Results expected relate to the activities listed in the Implementation Timetable of this Work Plan.

1. Working Relations with the Ministry of Education and Bureau of Educational Development

During the fourth year of the program cycle Macedonia will face a national governmental election. With potential political changes to the ministries of the Macedonian government it would be expected that implications would lead to changes in political positions in education, in the MOE, BED, local government and directors.

The fourth year of the project implementation coincides with a period of instability in the political and working environment. The instability in the country from spring and summer 2001, has left many children displaced by conflict, and schools either damaged or closed due to access and community return issues. This has implications on BED /MOE access to a number of regions in Macedonia for program support, evaluation, and distribution of program materials. This also has had and will continue to have implications on MOE/BED budgets with prioritisation on level one needs; school access, winterisation, as well as budget limitations due to general public sector budget cuts due to military spending. This will continue to be an issue particularly for the BED with limited budgets and priorities on teaching quality, a lower level priority within the education sector.

In on-going discussion with the MOE a key issue and focus in the future education strategy in Macedonia is the process of decentralization. The MOE is taking a reserved approach to decentralization with limited increase in authority and local management by local MOE structures. The BED is building increased levels of management at the regional levels, but continues to be highly accountable to the MOE in its decision-making. Both of the regional structures are heavily politicised.

The newly enforced retirement laws in Macedonia have had implications on both the MOE and BED, and had impact on program partners; the BED Working Group on Civic Education, as well as teachers and BED Advisers that support the program. In response to this the BED and CRS are working closely to increase the number of program partners that remain within the BED structure, as well as the teaching profession. BED and CRS continue to work closely together in a collaborative manner, CRS taking an increased lead in building expertise, high level of quality and ownership in BED partners. During the next year of program implementation the BED will take increased responsibility in managing program quality in evaluation, textbook and newsletter production and training provision. CRS will continue to advise, support and monitor quality.

Results Expected:

- Increase in participants in the Civic Education Working Group, re-formalization of the group for MOE/BED.
- Regular coordination meetings between Civic Education partners
- Increased management of project activities by Civic Education Working Group
- Development of Civic Education standards and evaluation against those standards
- Increased management of Civic Education student showcases

2. Technical Assistance

2.1 International Technical Assistance: CCE / European Citizenship groups

During the fourth year of project implementation of the Civic Education project, CCE will provide technical support for the development of Civic Education standards in primary education, follow-up support to the Strategy Planning Session implemented in May 2001, and support in evaluation of program success; textbook, training and in-class. International technical assistance is required in developing study tours and consultant support of partner capacity building in; evaluation and attitudinal change, educational quality management - teacher observation and support, Citizenship Institutions

Results expected:

- Support in developing Civic Education standards
- Support in follow up on the Strategy Planning Session
- Study tours and in-country consultancies for partners capacity building evaluation and attitudinal change, educational quality management - teacher observation and support, Citizenship Institutions

2.2 Local Technical Assistance – Local Program Development

CRS will continue to work with local curricula development / civic education experts who will be contracted for the preparation and printing of textbooks, Civic Education newsletters and annex of student materials will be produced utilizing local technical assistance. CRS and the BED will work closely with media experts in the development of brief television films on Civic Education, and on-going publishing of Civic Education information in national newspapers. CRS will work closely with local organizations in the implementation of a number of pilot programs to widen access to Civic Education, institutionalisation and localization of the program and support quality management of the program through utilizing and building capacity in a variety of local structures. The key goals of the pilot programs include; linking students through Civics and IT, widening access to marginalized groups of children, and build skills in a core group of teachers to develop and implement a program of support for teachers implementing the Civic Education program. CRS will initiate a number of key stages of its localization strategy through establishment of an Institution or Non-governmental organization committed to Citizenship in Macedonia.

Results expected:

- Textbooks printed and distributed
- Newsletters and annex of student materials produced and printed
- Media support in public presentation of Civic Education on a national level
- Implementation of the Civic Link pilot program
- Implementation of pilot Civic Education program in Institutions for children with special needs
- Support of teacher to teacher quality management support program
- Development of Institution / NGO on Citizenship

3 Development and Formalization of mechanisms of Parental Participation.

CRS and BED will present Civic Education reform, citizenship and participation to parents through a program of regional Parent Councils seminars; information from the seminar will be distributed to all participants. The BED textbook for Grade Five students targets not only students but also teachers and parents, both to increase support in education for students, but also to increase awareness and understanding of Citizenship and participation in local education and government decision-making. A survey of parental awareness and level of participation will be implemented during the fourth year of the program

Results Expected:

- Civic Education and Citizenship seminars conducted through Parent Council regional seminars
- Civic Education and Citizenship brochure produced and distributed to Parent Council representatives
- Implementation of a survey on parental involvement and participation in local education and government decision-making

4. Teacher Training

The CRS-BED partnership continues with the success of implementation of regional teacher trainings for Kindergarten through Grade 5 teachers. Implementation of the program on a national level will be completed for Kindergarten through Grades Three, and Grades Five during the fourth year of project implementation.

Results Expected:

- Regional Training in Civic Education for 2700 teachers at Kindergarten and Grades 1-5 by Macedonian and Albanian speaking teachers.

5. Development of Civic Education Curricula

To support Civic Education at Kindergarten through Grade Six textbooks for teachers and students utilizing CCE materials "Foundations of Democracy" and "We the People ... Project Citizen" will be produced for teachers and students entering the program during the fourth year of implementation. As previously reported textbooks will be produced in Macedonia, Albanian and Turkish language for distribution in the three main teaching languages in Macedonia. To supplement the program a further textbook "Civic Education" which introduces the structure of Macedonian educational and local government systems through interactive learning and student research from curricula developed by BED will be produced.

Results Expected:

- Printing of 48,200 teachers and student textbooks for Grade Three, Four, Five and Six in the three main languages in Macedonia.

6. Evaluation Activities

Evaluation activities of the Civic Education program will include revision of the previously piloted student evaluation mechanisms in preparation for implementation of a national student evaluation program and implementation of Civic Education standards. In support of classroom evaluation activities classroom observation and teacher support training and awareness will be provided for Civic Education Working Group and BED staff. The previously postponed mid-term evaluation is proposed for the second quarter of this year of implementation.

Results Expected:

- Revision of student evaluation techniques in coordination with BED
- Implementation of national evaluation program
- Implementation of the Mid-Term evaluation
- Revision of Classroom observation techniques training for Civic Education Working Group and BED staff

CIVIC EDUCATION – IMPLEMENTATION TIME TABLE

September 21, 2001 – September 21, 2002

Activities	2001				2002								
	09	10	11	12	01	02	03	04	05	06	07	08	09
1. Working Relations													
1.1 Coordination Meetings	→	→	→	→	→	→	→	→	→	→	→	→	→
2. Textbook Production													
2.1 Printing books Grade 3	→									→	→	→	
2.2 Printing books Grade 4										→	→	→	
2.3 Printing books Grade 5 and 6 - BED			→	→						→	→	→	
2.4 Distribution	→					→					→	→	→
3. Teacher Training –													
3.1 Pre-School		→	→										
3.2 Grade 1 – 4	→	→	→	→						→		→	→
3.3 Grade 5					→					→		→	→
4. Newsletter													
4.1 Publishing of the "CE TODAY" Newsletter			→	→	→					→	→	→	→
4.2 Printing of an annex of students materials			→	→	→					→	→	→	→
5. Program Evaluation													
5.1 External Mid-Term Evaluation						→	→						
5.2 Revision of student testing mechanisms					→	→	→						
5.3 Development of Civic Education standards			→	→	→	→	→			→	→	→	
5.3 Implementation of pilot evaluation program					→	→	→	→		→	→	→	
5.4 Revision of Civic Education classroom observation mechanisms & implementation of revisions							→	→	→	→	→	→	
6 International Exposure													
6.1 Consultancy on training in evaluation and attitudinal change					→								
6.2 Study tour on educational quality management - teacher observation and support						→							
6.3 Consultancy – Citizenship Institutions							→						
7. Strengthen and Empower local PCs to participate in educational decision making process													
7.1 Survey on parental involvement and participation in local education and government decision-making		→	→	→									
7.2 Regional seminars for parents in Civic Education reform and participation in education						→	→	→					
8. Increase public awareness of Citizenship / Civic Education in Macedonia													
8.1 Media campaign; television and newspapers			→	→	→	→	→	→	→	→	→	→	→
8.2 Support of Student Showcases								→	→	→	→	→	→
9. Program Development; widen access of Civic Education program, support quality management of program, institutionalization													
9.1 Civic Link pilot program					→	→	→	→	→	→	→	→	→
9.2 Pilot Civic Education program in Special Needs Institutions			→		→	→	→	→	→	→	→	→	→
9.3 Teacher to teacher quality management support program						→	→	→	→	→	→	→	→
9.4 Development of Institution / NGO on Citizenship			→	→	→	→	→	→	→	→	→	→	→
10. Year IV Work Plan written and submitted													→

CATHOLIC RELIEF SERVICES / MACEDONIA
“Civic Education: A Path to a Civil Society” Project
Annual Work Plan

September 21, 2002- September 21, 2003

Objectives of the USAID funded Civic Education project are:

1. Students acquire skills to participate in civil society through the introduction of Civic Education into Kindergarten through Grade Four of Primary school:
2. Parents develop and formalize mechanisms for participation in educational decision-making through their involvement in civic education reform.

CRS Macedonia, as agreed with the local USAID mission, are submitting the fifth annual plan in support of the program no-cost extension, to further develop the existing objectives;

1. Students acquire the skills to participate in civil society through the introduction of Civic Education at all levels of elementary education, and
2. Civic Education is institutionalized over a four-year period to ensure that future generations of Macedonia benefit from democratization of education.

The Year Five activities are broken down into following six categories acknowledging that there may be some overlap in activities and indicators between categories. Results expected relate to the activities listed in the Implementation Timetable of this Work Plan.

Activities for the fifth year annual plan are designed to achieve the following results, leading to the fulfillment of the above project objectives:

- Increased management of Civic Education student showcases by Civic Education Working Group and partners
- Study tours and in-country consultancies for partners capacity building – Citizenship and advocacy, Civic Education curricula development
- Review and further development of Year Four pilot programs
- Capacity building of Institution / NGO on Citizenship
- Capacity building of regional parental networks
- Establish linkages mechanisms between parent networks and local government / civic bodies
- Regional Training in Civic Education for 2150 teachers at Grades 4 and 5
- Printing of 35,800 teacher and student textbooks for Grades Four, Five and Six in the three main languages
- Printing of bi-annual Civic Education Newsletter for all program beneficiaries
- National implementation of Civic Education standards
- Final Evaluation

As noted in previous Work Plans, CRS has developed a five-year exit strategy to ensure sustainability in all activities, including the development of civil society and increased citizen participation in democratic decision-making process. This will largely depend upon on the next generation of citizens and their education at an early age. Hence, during the forth year of this five-year strategy, project implementation will continue to support citizenship projects with parents, teachers and students to improve access and quality to education in Macedonia. This is

achieved through the Parent School Partnership (PSP) and Children Initiative (CI) projects, where-by parent councils learn how to self-organize, to effectively run a sustainable community organization, to confidently prepare annual planning tools as well as to develop local linkages and partnerships with other organizations and partners, to identify, and prioritize the child-focused needs in schools, and to implement change-oriented ideas for the school and the wider community. CRS also provides small grants to assist Parent Councils in improving and managing the resources and infrastructure of the school. Through managing PSP with emphasis on effective relations between the Parent Council and the School Management Team, and strong linkages between past and present PSP schools results have been strong. The long-term impact of the program is best measured by social indicators; including the sense of empowerment among project participants in self-organizing, community investment in time and energy and results. This is especially apparent when measured against, other fund-raising success and community project management from Parents Councils previously involved in the PSP program

Year-Five of the program will further develop successes, to ensure continuity in the development of PSP, CI projects, as well as working closely with effective and motivated Parent Councils to expand a network of parents groups throughout Macedonia to activate, motivate, skills build and advocate for parental involvement in educational decision-making.

Further information related to the Work Plan for the CRS program entitled “Teaching Right Relations” see Appendix of this Work Plan.

1. Working Relations with the Ministry of Education and Bureau of Educational Development

BED and CRS partners will continue to work closely together in a collaborative manner, CRS partners continuing to take an increased lead in building expertise, high level of quality and ownership in BED and partners. During the next year of program implementation the BED and partners will take increased responsibility in managing program quality in evaluation, textbook and newsletter production and training provision. CRS partners will continue to advise, support and monitor quality.

Results Expected:

- Regular coordination meetings between Civic Education partners
- Increased management of project activities by Civic Education Working Group and partners
- Review of Civic Education standards and evaluation against those standards
- Increased management of Civic Education student showcases by Civic Education Working Group and partners

2. Technical Assistance

2.1 International Technical Assistance: CCE / European Citizenship groups

During the fifth year of project implementation of the Civic Education project, CCE will provide technical advise for the review of Civic Education standards in primary education, and in evaluation of program success; textbook, training and in-class. International technical assistance is required in developing and implementing study tours and consultant support of partner capacity building in; Citizenship and advocacy, Civic Education curricula development

Results expected:

- Support in reviewing Civic Education standards
- Study tours and in-country consultancies for partners capacity building – Citizenship and advocacy, Civic Education curricula development

2.2 Local Technical Assistance – Local Program Development

CRS and partners will continue to work with local curricula development / civic education experts who will be contracted for the preparation and printing of textbooks, Civic Education newsletters will be produced utilizing local technical assistance. CRS and the BED will work closely with media experts in the revision of the short television films on Civic Education, and on-going publishing of Civic Education information in national newspapers. CRS will work closely with local organizations in the review of Year Four pilot programs to widen access to Civic Education, and support quality management of the program through utilizing and building capacity in a variety of local structures. Based on the outcome of assessment results proposals may be developed to expand the scope of these pilots. CRS will continue with further stages of its localization strategy through building capacity of the Institution or Non-governmental organization committed to Citizenship in Macedonia.

Results expected:

- Textbooks printed and distributed
- Newsletters produced and printed
- Media support in public presentation of Civic Education on a national level
- Review of Year Four pilot programs
- Development of revised program strategies for institutionalisation of the Civic Education program
- Development of revised program strategies for quality management support programs in education
- Capacity building of Institution / NGO on Citizenship

3 Development and Formalization of mechanisms of Parental Participation.

Based on the results of the fourth year survey on parental involvement and participation in local education and government decision-making, CRS will invest in capacity building activities of regional parental networks. This activity will support motivation, skills and leadership of parents in the different regions in Macedonia in mobilizing increased numbers of citizens in increased level of participation in education and local government decision-making. Through building partnership and linkages between parent network and local government / civic bodies increased level of collaboration and results should be expected.

Results Expected:

- Capacity building of regional parental networks
- Establish linkages mechanisms between parent networks and local government / civic bodies

4. Teacher Training

The CRS-BED partnership will continue with the success of implementation of regional teacher trainings for Kindergarten through Grade 5 teachers. Implementation of the program on a national level will be completed for Kindergarten through Grades Four, and Grades Five during the fifth year of project implementation.

Results Expected:

- Regional Training in Civic Education for 2150 teachers at Grades 4 and 5 by Macedonian and Albanian speaking teachers.

5. Development of Civic Education Curricula

To support Civic Education at Kindergarten through Grade Six textbooks for teachers and students utilizing CCE materials “We the People ... Project Citizen” and “Foundations of Democracy” will be produced for teachers and students entering the program during the fifth year of implementation. As previously discussed textbooks will be produced in Macedonia, Albanian and Turkish language for distribution in the three main teaching language in Macedonia. To supplement the program a further textbook “Civic Education” which introduces the structure of Macedonian educational and local government systems through interactive learning and student research from a curricula developed by BED will be produced for Grade Six students.

Results Expected:

- Printing of 35,800 student and teacher textbooks at Grades Four, Five and Six in the three main languages.

6. Evaluation Activities

Evaluation activities of the Civic Education program will include implementation of Civic Education standards on a national level and testing against those standards. The results of this testing will be reviewed against international CE standards to review Macedonia results and indications of areas of improved activity levels in subsequent years. In support of classroom activities classroom observation and teacher support will be monitored by Civic Education Working Group, BED and CRS staff. The final program evaluation is proposed for the final quarter of the fifth year of implementation.

Results Expected:

- National implementation of Civic Education standards
- Evaluation of results of testing against CE standards
- Monitoring of CE classroom observation revised mechanisms
- Final Evaluation

CIVIC EDUCATION – IMPLEMENTATION TIMETABLE

September 2002 – September 2003

Activities	2001				2002								
	09	10	11	12	01	02	03	04	05	06	07	08	09
1. Working Relations													
1.1 On-going coordination between stakeholders in the field of Civic Education in Macedonia	→	→	→	→	→	→	→	→	→	→	→	→	→
2. Textbook Production													
2.1 Printing textbooks Grade 4	→	→											
2.2 Printing of textbooks Grade 5	→	→											
2.3 Distribution		→											
3. Teacher Training													
3.1 Grade 4 teachers								→	→	→	→		→
3.2 Grade 5 teachers								→	→	→	→		→
4. Newsletter													
4.1 Publishing of "CE TODAY" - Newsletter			→	→	→					→	→	→	→
5. Program Evaluation													
5.1 National implementation of Civic Education standards								→	→	→			
5.2 Evaluation of results of testing against CE standards									→	→	→		
5.3 Monitoring of CE classroom observation revised mechanisms		→	→	→									
5.4 Final Evaluation												→	→
6. International Exposure													
6.1 Study Tour - Citizenship and advocacy		→											
6.2 Study Tour - Civic Education curricula development								→					
7. Strengthen and Empower local PC's to participate in educational decision-making													
7.1 Capacity building of parental regional networks	→	→	→	→	→	→	→	→	→	→	→	→	→
7.2 Establish linkages mechanisms between parent networks and local government / civic bodies	→	→	→	→	→	→	→	→	→	→	→	→	→
8. Increase public awareness of Citizenship / Civic Education in Macedonia													
8.1 Media campaign; television and newspaper			→	→	→	→	→	→	→	→	→	→	→
8.2 Support of Student Showcases								→	→	→			
9. Program Development; widen access of Civic Education program, support quality management of program, institutionalization													
9.1 Development and implementation of revised program strategies for institutionalization of the Civic Education program	→	→	→	→	→	→	→	→	→	→	→	→	→
9.2 Development and implementation of revised program strategies for quality management support programs in education	→	→	→	→	→	→	→	→	→	→	→	→	→
9.3 Capacity building of Institution / NGO on Citizenship	→	→	→	→	→	→	→	→	→	→	→	→	→
10. Final reports written and submitted													→