



CATHOLIC RELIEF SERVICES

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

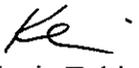
Dear Sir / Madam,

Attached for your review, please find the fourteenth Quarterly Progress Report for the CRS/Macedonia Civic Education Project, covering the period December 21, 2001 – March 21, 2002. This report has been submitted to the local USAID mission.

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: 26<sup>th</sup> April, 2002

Sincerely,

  
Kevin Tobin

Country Representative



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

AP/AP

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**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:** 14  
**Reporting Period:** December 21, 2001 – March 21, 2002

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**PROGRESS TOWARDS OBJECTIVES:**

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

- Implementation of regional Civic Education teacher training seminars for Grade 1–4 teachers preparing for teaching Civic Education during semester two;
- Production and distribution of newsletters and brochures on Civic Education;
- In-class observations of Civic Education lessons in kindergarten and lower elementary classes;
- Implementation of a training seminar on evaluation for Macedonian educators.

**1. CATHOLIC RELIEF SERVICES**

**1.1 Staffing and Infrastructure Changes**

During the reporting period December 2001 - March 2002 there were no staffing or infrastructure changes in the Civic Education team.

**CRS' Education Department Five-Year Strategy - Year Three Implementation**

On-going implementation of CRS/Macedonia's five-year strategy on education programming continues with year-three of the strategy implementation. The Education Department has implemented a number of key activities and projects to ensure the success of the Education Department's strategic goals.

The FY 2002 segment of the Parent-School-Partnership program started in October 2001, involving fourteen schools throughout Macedonia. During the reporting period these schools participated in a cycle of trainings, workshops and activities to build school partnerships, including community prioritization, Strategy Planning / Community Action Planning, and Project Planning, Writing and Implementation. Subsequent workshops and seminars planned for the next reporting period will include Linkages, Networking and Partnership, and Fund-raising, as well as a variety of specific needs-based workshops. The Children's Initiative program has selected 13 schools to participate in the program, and implemented a whole-school assessment to review student needs in the community. Training has been implemented and published materials have been produced to support each of the communities in developing a community program to support the needs of the children in their community. Examples of successes from the implementation of previous Children's Initiative projects include environmental improvement projects, music classes, children's newspapers and radio stations.

## **2 TECHNICAL ASSISTANCE**

### **2.1 International Technical Assistance**

#### **2.1.1 Center for Civic Education (CCE)**

During the reporting period CRS and CCE continued dialogue on the follow up to the Strategic Planning Session (May 2001) with proposed implementation in late March 2002. CRS, CCE and BED priorities include program quality management and sustainability of Civic Education project investments. Specific proposals for follow up include Civic Education curricula development for pre-service teachers in Macedonian universities, the development of a resource center for a variety of Civic Education users and the development of Civic Education standards for primary education. Both CRS and CCE plan international technical support in the form of consultancies to the Civic Education program during the next year.

#### **2.1.2 Scottish Qualifications Authority (SQA)**

During the reporting period a consultant from SQA was selected for implementation of the training seminar for developing evaluation tools for a core group of Civic Education stakeholders in Macedonia. SQA is the national body in Scotland for the development, assessment, certification and accreditation of qualifications (other than degrees). SQA has been central to the reform process in Scottish education and has established a reputation for innovation and development of a high quality system. SQA supports the development of qualifications systems internationally through the provision of consultancy services and training in Central and Eastern Europe, the Middle East, Sub-Saharan Africa, the Caribbean, and Central and South America. The local USAID mission has been updated on recent developments in the selection of a consultant for the training on developing evaluation tools.

The training seminar was implemented March 5-8 and evaluation of the results of the training with respect to the goals<sup>1</sup> indicate that:

- The materials were described as being of high quality and systematically organized, sufficiently detailed and having clear instructions;
- All<sup>2</sup> delegates commented very favorably on the training materials;
- All delegates commented positively on the clarity of explanations of the presenter and on the variety of activities;
- Almost all delegates commented on the usefulness of the training materials for their work in school and made a positive additional comment about the training;
- Almost all delegates provided a positive suggestion to CRS for taking development of evaluation tools and evaluation planning forward and envisioned a role for themselves in supporting further development of student evaluation tools;
- Most of the delegates made positive reference to at least one of the following areas of the training: structure, systematic approach, logical presentation and/or professionalism;
- Most of the delegates found the pace of the training to be efficient or appropriate, with a few describing the training as intensive;

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<sup>1</sup> To facilitate the development of effective Civic Education evaluation tools, which review the skills, attitudes and knowledge gained by students participating in the Civic Education program, while introducing a variety of methodologies associated with evaluation to training participants.

<sup>2</sup> For the purpose of summarizing evaluation results in this and subsequent reports, *all* refers to 100%, *almost all* refers to 90% + *most* refers to 75% +, *more than half* refers to 50% +, *less than half* refers to below 50%

- Noteworthy comments included the desire for more training on specific areas of evaluation and the desire to develop further self-evaluation and external evaluation.

Please refer to **Annex 1** for the final activity report. A follow up meeting with the participants to initiate development of Macedonian Civic Education evaluation tools is planned for April 2002.

### **2.1.3 Office for the High Commission for Human Rights (OHCHR)**

The OHCHR, based in Geneva, is concerned with the promotion and protection of human rights and fundamental freedoms. This stems directly from the realization by the international community that "recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world", and from the resultant pledge of Member States of the United Nations "to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms". In September 2000 the Government of Macedonia signed a bilateral agreement with the OHCHR to implement a program for Human Rights education in primary and secondary schools. Through participation in the United Nations Technical Cooperation program in the field of Human Rights, the government of Macedonia is receiving, at its request, technical assistance in the promotion and protection of human rights. The OHCHR has selected the Netherlands Institute for Curriculum Development (SLO) to provide technical assistance to the MOE / BED to achieve the above goals. CRS and the Civic Education Working Group are meeting with representatives of the OHCHR and SLO on a monthly basis to plan for a Grade Seven and Eight Civic and Human Rights Education curricula program.

## **2.2 Local Technical Assistance**

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

The Bureau of Educational Development Civic Education Working Group continues to be active in the planning and implementation of project activities. The group is presently in the process of expanding its membership through increased involvement of BED staff and teachers from a variety of geographical regions in Macedonia. Specific Working Group activities during this reporting period include:

- Revisions to Grade Four textbooks;
- Coordinating in-class observation by BED staff;
- Development and production of the Civic Education newsletter and the parent brochure on Civic Education;
- Participation in the training on evaluation;
- Coordinating the follow up activities to the training on evaluation<sup>3</sup>;
- Planning for implementation of the mid-term evaluation.

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

During the last reporting period a number of key issues have affected the Ministry of Education in Macedonia. In February the dismissal of a number of teachers by the Director in a secondary

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<sup>3</sup> Training on evaluation goal is to develop pilot and national student Civic Education testing

school in Negotino led to riots involving students and teachers. The event was extensively publicized and led to negative publicity for the Minister of Education.

In February there also were widespread strikes by teachers that were coordinated by the teachers union. The strikes were organized to protest the fact that teachers had not received their salaries for several months and they have not received salary increases in line with inflation for a number of years.

In March the MoE and BED presented to the public the revised structure and function of the Bureau of Education Development. The event was well attended by stakeholders and the media and this Civic Education project was mentioned. Please refer to **Annex 2** for the revised organizational structure and functions within the BED beginning March 2002.

In late March there was media coverage of planned reforms for Educational Law at all levels of education. Many fear the reforms will be radical and non-transparent and will be implemented along with political reform affecting the Ministries of the Government of Macedonia.

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

##### **4.1. Regional - Grades One through Four and Grades Five and Six**

During the reporting period regional teacher trainings continued, with on-going coordination through the BED to ensure successful implementation of all training activities throughout the country. Training activities implemented during the reporting period ensured full coverage of teachers in previously insecure regions and of trainings postponed due to the extreme weather conditions in December. This included the regions of Veles, Tetovo, Kicevo and Struga, - 174 (according to the TraiNet database) teachers in all. Feedback indicates that there are a number of isolated teachers that have not yet had access to training. Information on these teachers is being compiled and planning to ensure that they have access to the program will be coordinated through the BED. There were no trainings held during this reporting period for the Project Citizen curricula program.

Evaluation of the results of the teacher-training seminar for Foundations of Democracy indicates that most participants felt that the working materials, the atmosphere during the training and the training methodology used were excellent. Almost all of the participants felt strongly that, through their participation in the training, they expanded their awareness of and skills in interactive and participatory teaching and learning. Almost all participants felt they had sufficient opportunities to use Civic Education as a cross-curricula subject and were ready to implement the program with their students. Almost all teachers also indicated that they had used the opportunity to share experiences and ideas with other teachers at the seminar.

##### **4.2 TraiNet Database**

The USAID TraiNet database is updated on a regular basis ensuring that information on participants, trainers, evaluation and cost per training is being entered for each Civic Education teacher-training seminar 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 the past reporting period CRS and BED staff were actively involved in preparation for printing the Grade Four 'Foundations of Democracy' textbook. This included a review of the contents by CRS staff and the Civic Education Working Group members to make recommendations for revisions, the incorporation of those improvements and revisions, proofreading, computer layout, translation to Albanian and Turkish, and proofreading of these text materials. Grade Four textbooks now have approval by the BED for printing and will be printed before the beginning of the next academic year.

During the reporting period, Civic Education textbooks for use in semester two of this academic year were distributed to schools previously inaccessible due to the conflict in 2001. This distribution included the schools in the Aracinovo, Brest, Grusino, Rasce, Radusa, Bojane, Ljuboten areas.

#### **4.4 In-class Observations**

In-class observation schedules for academic year 2001/2002 continue to be developed in coordination with the BED. BED staff schedules of classroom observation and teacher support covered all regions of Macedonia; CRS staff participated in observation in 39 Grade Five and Grade Six classrooms. During classroom observation CRS and BED staff use an observation checklist to review success of observed lessons. This tool is presently under further revision through the work of the Civic Education Working Group and other participants of the training on evaluation. The revised tool is proposed for national implementation and data analysis during academic year 2002 – 2003. The majority of BED Advisors continue to forward copies of their classroom observation reports to CRS for monitoring purposes. Through active participation of the BED in the further development of classroom observation tools, standardization of evaluation procedures and compilation of results will lead to improved systems of analysis of results by school, by region and nationally. It is hoped that the establishment of a predetermined and transparent criteria will also lead to increased teacher confidence in the process of external evaluation.

Results of the observations implemented during the reporting period indicate that most of the classes have identified problems for class study. The top three problems identified by the students were problems concerning environmental issues, issues on the school level (educational infrastructure, resources, curricula or management of school related activities) and issues regarding safety of students in traffic. Most of the lessons observed indicated that the instructions given by the teachers were clear and understandable and contributed to active participation of the students.

#### **4.5 Civic Education Newsletter Production**

The fourth edition of the Civic Education newsletter was produced and distributed to all students, teachers and school managers participating in the program. The newsletter was produced through collaborative work between CRS staff and members of the Civic Education Working Group. This included compilation, selection and editing of articles submitted for inclusion by teachers, students, parents, and BED staff, graphical layout of the newsletter document, translation of the Macedonia draft document to Albanian, Turkish and English, proofreading and printing of the

final documents. Please review **Annex 4** for the four different language Civic Education Number 4 newsletters.

#### **4.6 Regional Seminars for Parent Council Members**

As previously reported, Civic Education Parent Councils seminars are implemented to introduce parents to the Foundations of Democracy and the Project Citizen programs of study. The Civic Education Working Group has developed an informational brochure on the curricula programs and opportunities for parents to support their children and the school with assistance from CRS. The brochures have been distributed to all Parent Councils in Macedonia in Macedonian, Albanian and Turkish languages. Please refer to **Annex 5** for copy of the brochure for Parent Council representatives.

As previously reported there has been very low attendance at implemented seminars. According to the BED Advisors, a significant reason is the school directors were not informing the Parent Councils in a timely and effective manner. CRS is working with through the Civic Education Working Group to review opportunities for improving the relationships between school administrators and Parent Councils. It is hoped that this will improve attendance and participation.

#### **4.7 Mid Term Evaluation of the Civic Education Project**

As previously reported, on-going planning and preparation for the implementation of the Civic Education mid-term evaluation continues with the final selection of consultants and a timeframe for implementation. Scottish Qualification Authority consultants, Mr. Stuart Allison and Mr. Robert Young have been selected from consultants from a variety of countries and organizations that responded to a call for consultant CV's and evaluation designs. The evaluation will be implemented during the third week of May 2002 and will review the implementation and impact of the civic education program activities, assess the extent to which the Civic Education project is promoting its goal and achieving its objectives, assess the impact and sustainability of civic education program results and provide recommendations on components to improve the implementation of the planned multi-year project. Please refer to **Annex 6** for the CV's of the mid-term evaluation consultants; please refer to **Annex 7** for the mid-term evaluation design.

Due to the International Management Association's (IMA) ongoing concerns of the security status in Macedonia, CRS and IMA are unable to pursue planning for IMA consultant, Dr. Holdar, to lead the implementation of the mid-term evaluation.

#### **4.8 Civic Education Introduction in Special Needs Schools and Institutions**

During this reporting period, the key focus for the Working Group on Civic Education in Special Needs schools was preparation for implementation of the pilot program. The Civic Education curricula will be piloted in two Grade 3 classes from the Institute for Children with Hearing Difficulties in Bitola. Professionals from the special needs institute in Bitola are incorporating minor adaptations to the Grade 1 Civic Education curricula for the pilot in Grade 3 classes. CRS has provided supplies and textbooks for the students and the teachers, the BED will provide support with curricula adaptations. The group has written a proposal to acquire a computer to support the work of the Special Needs group. Their proposal has been accepted by the Regional Small Project Fund within CRS.

Representatives from the Civic Education Working Group and teachers from schools and institutes for children with special needs have adapted the materials for use with special needs students and have developed a coloring book for use as a resource for the students. Civic Education lessons are implemented in the two Grade 3 pilot classes on a bi-weekly bases. Twenty-five students are involved in the program and the students appear to be enjoying and responding to the lessons on the concept of responsibility.

## **5. FUTURE ACTIVITIES**

### **5.1 Regional Teacher Training**

During the next reporting period, CRS Civic Education Project staff will continue providing support for training of teachers from the present Grade Four in the Foundations of Democracy curricula program and the present Grade Eight Homeroom teachers in Project Citizen curricula program for implementation in classrooms during academic year 2002 - 2003. It is also expected that any teachers that have not previously had access to the training program will also be included within the training activities planned for summer and autumn 2002.

### **5.2 Textbooks**

The next production for Grade Four Foundations of Democracy textbooks and for Grade Five and Six Civic Society textbooks will be implemented in late summer and distributed in September 2002. As previously reported, the Grade Five and Six textbook developed by the BED, introducing the structure of Macedonian school, and the local and national government has been successfully introduced to further support citizen awareness, understanding and opportunity to learn how to participate in public policy decision-making. The proposed printing in summer and autumn 2002 is the final major printing of these textbook materials under this grant.

### **5.3 Civic Education Newsletter**

Edition five of the 'Civic Education Today' Newsletter will be produced during late spring and early summer, and printed and distributed to schools throughout Macedonia in September 2002. All students, teachers and school management staff will receive a copy of the Civic Education Newsletter.

### **5.4 Regional Parent Council Seminars**

During the next reporting period the Civic Education Working Group will finalize revisions to the strategy and implement regional Parent Council Civic Education seminars.

### **5.5 Follow up the Evaluation Training**

CRS will continue to work with participants of the Evaluation training by implementing a follow up meeting to define and prioritize the next steps in developing Civic Education evaluation tools for students. This will involve the establishment of specific working groups and work plans, the goal of which will be to pilot the initial evaluation tools with students in a variety of grade levels during May 2002. The results of the pilot evaluation will be presented to the Ministry of Education, the BED and to USAID. The pilot tools will be adapted and improved in preparation for national implementation during academic year 2002 – 2003.

CRS will also work with this group on further development, standardization and data analysis of in-class observation tools for use on a national level and will initiate planning for the development of standards for Civic Education in primary education in Macedonia.

#### **5.6 In-class Observations**

CRS staff will continue attending in-class observations during the next reporting period with BED staff in Kindergarten, Grades One, Two, Three, Five and Six classes throughout Macedonia.

#### **5.7 Project Citizen Student Showcases**

During May 2002 the presentation of student projects resulting from the Grade Five and Six Civic Education curricula program 'We the People ... Project Citizen' will be presented on a local (school) and regional level. Each school will implement presentations of the student projects to increase public awareness of student issues and opportunities to influence change. The result of this local activity also serves to introduce Civic Education to parents and the community. Regional competitions will be implemented throughout Macedonia, a transparent selection criteria and process will be publicized to ensure that all interested schools wanting to participate are confident to do so. The Civic Education Working Group and CRS coordinators will meet on a number of occasions to ensure effective planning and implementation of student showcases and competitions.

#### **5.8 Project Citizen Exchange Model**

As previously discussed, a new initiative for enriching the Civic Education 'We the People ... Project Citizen' curricula program is presently in the planning stages for this year. The Macedonian model, the Civic Education Exchange Model, aims to establish strong linkages among schools with different ethnic backgrounds by using computers, e-mail and the Internet. This program is presently under negotiation with the BED and will be initiated during the next reporting period.

#### **5.9 Mid-Term Evaluation**

As previously discussed the mid term evaluation will be implemented during the third week of May, with reporting of the evaluation results expected during the next reporting period.

#### **5.10 Civic Education introduction in Special Needs Schools and Institutions**

There will be on-going follow up and monitoring of the pilot program.

### **6. FINANCIAL ACTIVITY**

Please refer to **Annex 8** for the Budget Comparison Report covering the period December 21, 2001 – March 21, 2002.

## **ANNEXES**

- Annex 1**      *Report on the Training for Evaluation*
- Annex 2**      *Revised Organizational Diagram of the Bureau of Educational Development, Macedonia*
- Annex 3**      *Summary reports from the TraiNet database for trainings implemented during the reporting period*
- Annex 4**      *Civic Education Number 4 Newsletter*
- Annex 5**      *Brochure for Parents*
- Annex 6**      *Mid-Term Evaluation Consultant CV's*
- Annex 7**      *Mid-Term Evaluation Design*
- Annex 8**      *Financial Report December 21, 2001 – March 21, 2002*

## **Annex 1**

### ***Report on the Training for Evaluation***

**Annex 1 Report on the Training for Evaluation**

Training on  
Development of Civic Education  
Evaluation Tools

**REPORT ON VISIT TO MACEDONIA**

**March 4 – 8, 2002**

**Stuart Allison**

**March 2002**



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## **Background to the Civic Education Programme**

The Catholic Relief Services (CRS) and the Macedonia Education Department programme of activities focuses on facilitating the process of democratisation within education by: strengthening civil society, promoting school success, and promoting peace building.

This is achieved by:

- facilitating the development of a participatory and democratic society through the education system
- raising awareness of the importance of, and supporting parental and community involvement in the education system
- developing linkages in schools throughout Macedonia through pupil, parent and school staff exchanges of experience and good practice
- building the capacity of the CRS/Macedonia education staff and local partners in educational quality through international awareness, linkages, training and the sharing of best practices.

One way that CRS works towards achieving these goals is through the Civic Education Project which introduces innovative methodology and curricula for all teachers in Kindergarten and Elementary school. It facilitates the participation of pupils in education through newsletters, community showcases and sharing experiences. The programme provides free textbooks on civic education to all schools in Macedonia. The project continues to produce very good results due to pre-service teacher training in the curricula, international awareness raising, exposure for interested parties and the increased management of activities by the local partner, the Bureau of Educational Development.

The “Foundations of Democracy Series” consists of curricular materials for use with pupils from kindergarten through twelfth grade on four concepts fundamental to an understanding of politics and government: Authority, Privacy, Responsibility, and Justice. This multidisciplinary curriculum draws upon such fields as political philosophy, political science, law, history, literature, and environmental studies.

The Authority curriculum helps pupils

- distinguish between authority and power
- examine different sources of authority
- use reasonable criteria for selecting people for positions of authority and for evaluating rules and laws
- analyse benefits and costs of authority
- evaluate, take and defend positions on the proper scope and limits of authority

The Privacy curriculum helps pupils

- understand the importance of privacy in a free society
- analyse the benefits and costs of privacy
- evaluate, take and defend positions on the proper scope and limits of privacy

The Responsibility curriculum helps pupils

- understand the importance of responsibility in a free society
- analyse the benefits and costs of responsibility
- evaluate, take and defend positions on how conflicts among competing responsibilities should be resolved
- evaluate, take and defend positions on personal responsibility

The Justice curriculum helps pupils

- understand and apply the basic principles of justice set forth in fundamental documents of the political and legal systems
- consider fair distribution of the benefits and burdens of society
- consider fair responses to remedy wrongs and injuries
- consider fair practices for gathering information and making decisions
- evaluate, take and defend positions on issues of justice

### **Primary Level**

Each concept in the primary level is featured in an over-sized reader and an activity book.

The lap books are Orb and Effy Learn About Authority, Jessica Fish Learns About Privacy, The Zookeeper Learns About Responsibility and Fair Bears Learn About Justice.

The activity books are Learning About Authority, Learning About Privacy, Learning About Responsibility, and Learning About Justice.

### **Project Citizen**

“We the People... Project Citizen” is a civic education program for middle school pupils that promotes competent and responsible participation in national and local government. It actively engages pupils in learning how to monitor and influence public policy and encourages civic participation among students, their parents, and members of the community.

As a class project, pupils work together to identify and study a public policy issue, eventually developing an action plan for implementing their policy. The final product is a portfolio displaying each group's work.

The class presents its portfolio and demonstrates knowledge and understanding of how public policy is formulated. Classes are also able to enter their portfolios in a local competition with other classes.

## **The Curriculum**

"We the People... Project Citizen" focuses on the role of national and local governments. The curriculum involves an entire class of middle school pupils in a series of structured, cooperative learning activities which are guided by their teachers who are sometimes assisted by adult volunteers.

Working in cooperative teams, the class learns to interact with their government through a five step process that includes:

- identifying a public policy problem in their community
- gathering and evaluating information on the problem
- examining and evaluating solutions
- selecting or developing a proposed public policy
- developing an action plan

Pupils' work is displayed in a class portfolio containing a display section and a documentation section.

## **The Textbook**

"We the People... Project Citizen" is a process oriented instructional guide designed for use in the middle grades. The teacher's guide includes directions for leading the class through the five-step process and developing a class portfolio.

## **Presentations**

Participating teachers are encouraged to hold a hearing as the culminating activity for “We the People... Project Citizen”. Each of the portfolio groups prepares and presents a statement on its section of the portfolio before a panel of community representatives. Each group then answers questions posed by the panel. The format provides pupils with an opportunity to demonstrate their knowledge and understanding of how public policy is formulated while providing teachers with an excellent means of assessing performance.

### **Meeting to organise training package for delegated – Sunday 3<sup>rd</sup> March 2002 – 6.00 pm**

#### **Present :**

Mr Stuart Allison	Consultant from the Scottish Qualifications Authority
Ms Vera Kondik-Mitkovska	Project Manager of “Foundations of Democracy” (CRS)
Ms Natasa Grujevska	Project Manager of “Project Citizen” (CRS)
Ms Marijani Sekulovska	External Translator for the Training Programme.

The meeting considered in detail all the materials required for the programme. Discussion centred on when the materials would be required and how the materials would be used during presentations and workshops. The CRS Project Managers and some additional team members had received all the materials for translation one week in advance. This material had been efficiently translated and organised for the seminar. At this first meeting the consultant was most impressed by the commitment and dedication of CRS staff to ensure that the seminar for evaluation training would be successful. The attention to detail, the precise nature of their work and their conscientious approach at this first meeting and at all times during the consultancy was of the highest order. This meeting concluded with consensus decisions regarding the content of the delegate training package of material.

The consultant was also given an updated agenda for the Field Trip to Bitola. This agenda had already been sent by e-mail to the consultant the previous week.

### **Field Trip to Bitola – Monday 4<sup>th</sup> March 2002**

#### **Participants :**

Mr Stuart Allison	Consultant from the Scottish Qualifications Authority
Ms Anat Prag	Head of Education Department (CRS/Macedonia)
Ms Natasa Grujevska	Project Manager of “Project Citizen” (CRS)
Ms Vera Kondik-Mitkovska	Project Manager of “Foundations of Democracy” (CRS)
Ms Slobodanka Ristevska,	Leader of the Civic Education Working Group within the Bureau of Educational Development (BED), Bitola.
Mr Stuart Allison	Consultant from the Scottish Qualifications Authority

The consultant was collected from the Hotel Mak Denis at 8.00 am by Anat Prag and her team. The group travelled to Bitola where we met Slobodanka Ristevska and the School Director and senior staff at “Dame Gruev” – an elementary school in Bitola.

The agenda for the visit included :-

- Class Observation of Grade Two students (45 minutes)
- Discussion with the Grade Two teacher (Gordana Tasevska Grade 2, class v)
- Class Observation of Grade Six students (45 minutes)
- Discussion with the school director, parents and teachers.

A detailed report relating to the delivery of the Civic Education in Elementary School – “Dame Gruev” Bitola and the consultant’s observations and evaluation is provided.

### **Evaluation of Civic Education**

Elementary School – “Dame Gruev” , Bitola

#### **Introduction**

The following evaluation scale has been used to produce the report.

#### **Evaluation Scale**

Qualitative	4. Very good	- Major strengths
	3. Good	- Strengths outweigh weaknesses
	2. Fair	- Some major weaknesses
	1. Unsatisfactory	- Major weaknesses
Quantitative	4. Almost all	90% +
	3. Most	75% +
	2. More than half	50% +
	1. Less than half	below 50%

Elementary School – “Dame Gruev” is located in the attractively located town of Bitola in South Macedonia.

An overall report has been produced based on classroom observation using an evaluation checklist (Appendix 1). General comments refer to the work of both teachers. There is also some evaluative comment specific to the work at Grade 2 or Grade 6. The report also takes account of interviews with the school director and senior staff, teachers, pupils and a group of parents.

#### **Lessons Observed**

Grade 2 : Mother tongue  
Date : 4<sup>th</sup> March 2002 (am) : 28 pupils

Study Topic : Justice  
Teacher : Gordana Tasevska

Grade 6 : Home Class  
Date : 4<sup>th</sup> March 2002 (am) : 24 pupils  
Study Topic : Project Citizen  
Teacher : Roberto Trajkovski

### **Teacher's planning**

The teaching plans provide concise and clear specifications of what is to be done and how it is to be undertaken and comply fully with the guidelines in the Foundations of Democracy programme (Grade2) and Project Citizen (Grade 6). Activities are planned in a way which make effective use of the pupils' and teachers' time. They take account of the objectives and guidelines of the school, the school board and the Citizenship Education programmes.

Class teachers are well supported by school management. Opportunities for planning with colleagues are well used and planning is detailed. Resources are appropriate to the curriculum for age and grade.

### **The Teaching Process**

Teaching approaches are suitably varied with appropriately chosen activities and learning experiences.

At Grade 2 the teacher makes very good use of drama and music through role play, puppets and song to ensure understanding of justice. Very good use of brainstorming and spider diagrams, for reinforcement and sustaining the learning process, is evident during the Grade 2 lesson. The Prism diagram for revision using "justice" as a key word is applied very effectively. There is a lot of enthusiasm generated and the teacher at Grade 2 uses self-assessment techniques in a skilful manner around the concept of responsibility. Pupils in the Grade 2 class demonstrate clearly their understanding of the three types of justice – distributive, corrective and procedural. The concept of "punishment" is also clearly related to the concept of "responsibility". The teacher at Grade 2 is also able to build effectively from a story in the text book.

During the Grade 6 lesson the teacher directs pupils to appropriate parts of the Project Citizen textbook. Pupils are very clear about their class problem and how it related to safety. There is concern about the large numbers of accidents on a narrow street.

The teacher of the Grade 6 class provides very good support for pupils in the identification of appropriate source and resource material for their project e.g. use of the library, magazines, the internet and yellow pages. He also demonstrates good knowledge about levels of government and local democracy. Care is taken to involve all pupils. When learning difficulties are encountered

efforts are made to ascertain where learning went wrong so that errors can be identified and rectified. At grade 6, more opportunities for pupil centred approaches can be identified.

Teachers' explanations, expositions and instructions are unambiguous and pitched at an appropriate level. The purposes of activities are shared with pupils and care is taken to explain work to them within the context of what they already know and can do. Teachers interact effectively with the whole class, groups, and individuals. Teachers' discussion with pupils promotes learning and builds confidence. Pupils' contributions are encouraged and valued. Teachers' questioning is skilled and pupils' responses are listened to and used effectively.

There is very good evidence of work in notebooks being corrected by both teachers.

### **Pupils' Learning Experiences**

A well organised learning environment which encourages pupils to produce work of a high quality has been established. Praise is used effectively to encourage younger pupils and to build their confidence. Praise is not used as extensively with some of the older children as very good relationships are well established by the teacher. However, these pupils are motivated to work well and enthusiastically.

Pupils take responsibility for, and are active in, their own learning. Pupils are frequently required to think for themselves and reflect on ideas, issues and experiences.

Pupils work collaboratively in a variety of circumstances.

At both Grade 2 and Grade 6 there are good opportunities for pupils to use their own initiative. The quality of pupil responses is very good. In particular at Grade 6, a high level of investigative activity is encouraged. The groups are confident with all aspects of their activities. However, the exercise where the pupils categorised information could have been a bit more interactive.

### **Meeting pupils' needs**

Tasks and activities, methods and resources are very well matched to the needs and aptitudes of individual pupils. A very good choice of resources is made, and learning and teaching approaches are such that pupils are likely to be helped to achieve the targets set. The pace of learning enables pupils to achieve appropriate targets. Purposes of activities and contexts for teaching are relevant and meaningful to pupils' experiences, interests and future development. In particular, pupils were able to identify a problem in their community and were given a lot of opportunity to explore group strategies to gather information and then develop different approaches to solve the problem in a satisfactory manner.

The teacher at Grade 6 facilitates a very good structured analysis of the community problem. Both teachers were very skilled at reaching consensus.

### **Assessment as a part of teaching**

There is a lot of evidence of on-going diagnostic assessment but time did not permit a more detailed discussion about formal assessment i.e. summative assessment.

### **Staff Development**

Staff development is well planned by the Catholic Relief Services and matched to the needs of the teachers of Civic Education. Activities are followed up and evaluated and the findings are used to influence future plans.

### **Partnership with Parents**

The school uses a wide range of methods for communicating with parents. Opportunities for parents to communicate with the school and to consult with teachers, are readily available. Parents are involved in supporting their child's learning in Project Citizen where parents and pupils working together were able to effect real change in terms of the flooring and furnishings of classrooms. They support the life of the school in a planned and purposeful way. Steps are taken to involve them in, for example, classroom activities and participation in out-of-school activities. Positive steps are taken to ascertain parental views of aspects of the school's work and appropriate action is taken in response to these and to enquiries from parents.

Parents readily engage with the school concerning its work within a framework of very good quality and two-way communication.

### **Personal and Social Development of Pupil**

Staff work collectively to create a climate where mutual trust, respect and confidence are evident throughout the school. School managers and class teachers, where appropriate, willingly give time to parents.

Almost all pupils are making good progress towards the development of self-esteem, and are developing confidence in their own knowledge, skills, moral values and qualities. This includes civil rights and duties through their civic education topics. They show independence of mind and co-operate well with others both socially and in school work. Their behaviour and social relations show general concern for and tolerance of others. They take good care of school premises. School books and notebooks were well maintained. The school provides frequent and regular opportunities for pupils to have their achievements to be recognised and valued.

### **Outside of School Activities**

Pupils are given opportunities to participate in a range of extra-curricular activities including working with the local community.

### **Support for Pupils**

Programmes of work (Foundations of democracy and "We the people...Project Citizen") are well designed and suitably differentiated to enable all pupils to participate fully and maximise progress

across the curriculum. Tasks and activities and their related objectives are carefully selected to take account of pupils' needs. There are opportunities for all pupils to participate in contests, competitions, research projects etc.

### **Ethos (micro-climate)**

Pupils and staff identify strongly and are proud to be associated with the school  
Self-esteem, self-discipline and a sense of responsibility are encouraged.

The work of the school at all levels is characterised by a sense of fairness. Pupils are strongly encouraged to respect and support each other. Achievement in the broadest sense is recognised, celebrated and rewarded.

The reception of parents and visitors is well organised and welcoming. Management consistently plays a very significant part in fostering a good atmosphere throughout the school and this is evident in its dealings with pupils, teachers, parents and visitors to the school. Well-presented and regularly changed displays of pupils' work and other items of interest support teaching and learning. They are attractive and help to create a stimulating atmosphere.

Standards of pupils' behaviour and discipline are very high. Pupils work conscientiously and co-operatively with staff and one another and are very well behaved, polite and courteous.

### **Accommodation and facilities**

The accommodation and facilities support the learning activities of the pupils and the work of the staff. There is a range of resources that are adequate and sufficient to allow implementation of the civic education programme being studied. These resources are being well utilised. There is a planned system which allows for effective and regular liaison between all staff involved with any particular pupil or group of pupils. Teachers have their own network to plan, share and implement good approaches to learning and teaching in civic education.

### **Interviews**

During interviews with the school director, teachers, parents and pupils a number of key issues were discussed.

### **School Director**

The School Director commented very positively on the following issues :-

- teacher reaction to delivering civic education through the curriculum

- pupil response to “Foundations of Democracy” and “Project Citizen”
- the influence that the programme has had on teaching methodology
- the support from CRS through the provision of textbooks
- the staff development provided by CRS and BED
- the influence of the programme on pupil behaviour in school
- his overall impression of the impact of the civic education programme in the school

### **Teachers**

Teachers commented very positively on the following issues :-

- the response from the children to the “Foundations of Democracy” programme.
- the response of the children to “Project Citizen”
- a number of successful lessons
- the clarity of the materials and teachers’ guides
- the influence of the programme on pupil behaviour at school and in the community
- the support from CRS for staff development
- the support from CRS with respect to text book provision
- the influence of the programme on the delivery of other aspects of the curriculum
- the establishment of a co-ordinated support network for teachers delivering civic education
- their overall impression of the programme

### **Parents**

Parents commented very positively on the following issues :-

- awareness of the civic education programme through presentations to both parents and pupils
- the generally positive comments from the children about what they are learning in school directly related to the civic education programme
- awareness of a variety of different learning approaches their children were experiencing directly through the civic education teaching programme
- the effect that the programme was having on their child’s attitude to school and learning
- the effect that the programme was having on their child’s self-esteem
- their overall impression of the programme

The parent group also mentioned that the programme had assisted both parents and their children to support each other to bring about improvements to the physical environment of the school e.g. floor areas and furniture. New furnishings in some classrooms prevented pupil’s clothes from being damaged.

### **Pupils**

Pupils commented very positively on the following issues :-

- that they enjoyed the activities in the civic education programme
- with assistance, for the younger children by their teacher in simplifying the concept, pupils were able to clearly articulate that the programme had influenced decision making relating to how they behaved at home, in school and in the community.
- pupils readily discussed concepts in both the “Foundations of Democracy” programme and the “Project Citizen” programme with their parents at home
- their overall impression of the programme

The consultant was ably assisted by Natasa Grujevska, Project Manager of “Foundations of Democracy” Program, CRS/Macedonia and Vera Kondik Mitkovska in translating teacher and pupil dialogue during the lessons.

The translation and helpful manner in which they supported the consultant in the classroom observation process was very much appreciated. It was of the highest quality and contributed greatly to the classroom observation exercises. The CRS staff were also discreet and as unobtrusive as possible. The behaviour of the children was impeccable and they were, without exception, a credit to their school. Their enthusiasm was most in evidence and they also availed themselves of the opportunity to ask questions relating to the experience of children of their own age in Scotland as part of the United Kingdom (UK). The teachers were confident and responded in an exemplary manner to what must have been a process which had the potential to be a stressful experience for them.

The assistance and support of Slobodanka Ristevska and Anat Prag, particularly in the interview sessions, with the school director senior staff, teachers, parents and pupils was invaluable.

The open, friendly and co-operative manner of the school director, senior staff, teachers, parents and pupils has to be noted. They answered all of the consultant’s questions in an honest and endearing manner and took advantage of the opportunity to ask questions and make comparisons with educational provision in Scotland (UK).

## **The Training Programme – Tuesday 5<sup>th</sup> March – Friday 8<sup>th</sup> March 2002**

### **Introduction**

The practical overview obtained by the consultant on the field visit to the elementary school - “Dame Gruev” in Bitola was invaluable in the context of the delivery of the training programme. The experiences during the visit became a point of reference on a number of occasions to illustrate good practice during the training programme.

All arrangements for the consultant with regard to transportation to and from the Hotel "Panorama", Skopje were exemplary. The technical and administrative support from Tulaha Tahir, Project Assistant of the "Foundations of Democracy" Programme was of the highest order. The training facilities and all audio visual and multi-media facilities were set up with great care to ensure maximum benefit for both the training facilitator and the audience. Great care and attention was also paid to ensure the maximum comfort for the facilitator and the audience. The "ethos" of the training venue made a major contribution to the overall success of the training programme verified in the final evaluations of delegates.

A meeting was convened with the external translator Marijani Sekulovska where she patiently went through all the materials with the consultant for the training programme for a morning. Her approach was meticulous to ensure she fully understood all the new concepts, ideas and their nuances. She carried out her duties as a consecutive translator, at all times, during the training and in informal settings at coffee and lunch breaks in an impeccable manner. Her work was of the highest quality. Every morning the translator went out of her way to meet with the consultant. Before the training commenced, she endeavoured to ensure there was absolute clarity with respect to some of the more complex ideas in the presentations and workshops. Towards the end of the training, workshops became more complex and sophisticated. Credit for the eventual success and clear understanding of tasks by delegates can be attributed to the high quality work of Marijani Sekulovska. For the late afternoon sessions on Thursday 7<sup>th</sup> March 2002, Stela Pijanmanova fulfilled the role of translator. As the CRS Internal translator she also fulfilled her duties to the highest possible standards. She also ensured that she was well prepared by taking time to meet with the consultant to clarify her work at the training session. In addition, it has to be stated that the overall success of the workshops can also be attributed to the conscientious support provided for delegates by the active participation of the project managers - Natasa Grujevska and Vera Kondik-Mitkovska. Finally, the high quality and empowering management style of Ms Anat Prag, Head of Education Department, CRS has also to be recognised.

A listing of delegates attending and the details of the CRS team is provided in Appendix 2.

The following programme was delivered :-

**Tuesday 5<sup>th</sup> March 2002**

- 1.30 – 2.30 Overview of outcomes of training  
Results of evaluation to date
- 2.30 – 3.00 Self-Evaluation

### Question / Answer Session

3.00 – 3.20 Coffee

3.20 – 3.50 Self-Evaluation / External Monitoring

Presentation : Overview of training / Results of evaluation to date

Input : PowerPoint presentation by the consultant  
Question and Answer sessions

Outputs : Participants were provided with a clear overview of the following areas covered in the training programme :

- self-evaluation / reflection
- evaluation tools – questionnaires, interviews, classroom observation etc.
- the aims and objectives of the civic education programme
- self-evaluation and its relationship to external evaluation
- the impact of the programme on school ethos (micro-climate)
- stakeholder survey and its analysis
- the relationship of the programme to other aspects of the curriculum in the school
- development planning as a vehicle for further improvement in relation to both the civic education programme and school ethos
- presentation of key findings of evaluation(s) to date

Presentation : Self-Evaluation

Input : Power Point presentation by the consultant

Output : Participants acquired knowledge and understanding of the following topics :

- self-evaluation / reflection as a process to identify strengths and areas for improvement in both civic education and overall school ethos
- the reasons for self-evaluation
- evaluation as a habit
- broad based evaluation
- aspect evaluation through “taking a closer look” e .g. civic education

Presentation : Self- Evaluation and External Monitoring

Input : Power Point presentation by the consultant

Output : Participants acquired knowledge and understanding of the following topics :

- self-evaluation and its relationship to external evaluation
- international models of external evaluation – parallel, sequential and co-operative
- the reasons for external evaluation
- evaluation and accountability
- evaluation and decentralisation
- evaluation and support
- transparency of approaches for both internal and external evaluation

### **Wednesday 6<sup>th</sup> March 2001**

9.00 – 09.45 Workshop

Advantages / Disadvantages

Self-Evaluation / External Monitoring

09.45 – 10.30 Reporting on Workshop (Presentation by group leaders)

10.30 – 10.50 Coffee

10.50 – 11.50 Quality Indicators \* – Illustrations of good practice  
Applied to Ethos and Support for Pupils  
Embracing Civic Education (Active Citizenship)

11.50 – 12.50 Lunch

12.50 – 13.50 Workshop – Illustrations of good practice – Ethos and Support  
for Pupils

13.50 – 14.20 Evaluation Scales

14.20 – 14.40 Coffee

14.40 – 15.40 Workshop : What makes a good lesson ?

\* Note : The term quality indicator is used rather than performance indicator.

This reflects the qualitative nature of the judgements to be made and to distinguish them from straightforward quantitative or statistical measures. The indicators are generic and can be applied to all types of educational establishments. They encompass every aspect of the life and work of a school.

Workshop      Advantages / Disadvantages  
                    Self-Evaluation / External Monitoring

Reporting on Workshop (Presentation by group leaders)

Input : Workshop notes and materials. Overhead Projector transparencies (OHTs)

Output : Taking account of the previous sessions participants had the opportunity to discuss the benefits/problems and difficulties associated with both self-evaluation and external evaluation.

Participants developed a clear understanding of both the problems and the benefits of both evaluation approaches. They also had the opportunity to record, display and present their views.

Presentation : Quality Indicators – Illustrations of good practice  
                    Applied to Ethos and Support for Pupils  
                    Embracing Active Citizenship

Input : Power Point presentation by consultant

Output : Participants acquired the knowledge and understanding of the following topics :

- Quality Indicators and their application
- Objective evaluation
- The broad view
  
- Taking a closer look at
  - (i) Ethos (micro-climate) Indicators
  - (ii) Support for Pupils Indicators
  
- Quality Indicators and their use in objective evaluation of the impact of a Civic Education programme.

Workshop – Illustrations of good practice – Ethos and Support for Pupils

Input : Workshop notes and materials.

Output : Taking account of the previous session participants had the opportunity to assess the usefulness of a set of quality indicators in the context of ethos, support for pupils in relation to the aims and objectives of the civic education programme. The impact of the programme on ethos was also assessed using the derived “quality indicators”

The quality indicators were exemplified through themes and practical illustrations of good practice. Groups developed a set of material that will illustrate “best practice” with particular relevance to the Macedonian schools.

Presentation : Evaluation Scales

Input : Power Point presentation by the consultant

Output : Participants acquired knowledge and understanding of the following topics :

- Evaluation scales  
Very good, good, fair, unsatisfactory  
Almost all, most, majority, less than half  
90% +, 75% +, 50% +, below 50% - quantitative analysis
- Application of an evaluation scale  
Levels to describe “quality indicators”

Workshop : What makes a good lesson ?

Input : Workshop notes and materials. Flip Charts and markers

Output : Taking account of the previous sessions participants had the opportunity to discuss the key features of a “good” lesson.

The lesson context was civic education.

Different perspectives were considered. The view of the teacher, the view of the pupil, the view of a parent, and the view of the school director.  
The question focused on “outcomes” and different perspectives.

**Thursday 7<sup>th</sup> March 2001**

9.00 – 10.00 Classroom Observation - Presentation  
10.00 – 10.30 Workshop on Observation Checklists  
10.30 – 10.50 Coffee

- 10.50 – 11.20 Evaluation Tools - Presentation
- 11.20 – 12.00 Ethos - Presentation
- 12.00 – 13.00 Lunch
- 13.00 - 14.00 Developing questionnaires Workshop
- 14.00 – 14.30 Support for Pupils – Good Practice - Presentation
- 14.30 – 14.50 Coffee
- 14.50 – 15.30 Active Citizenship - Presentation
- 15.30 – 16.30 Quality Indicators – Active Citizenship - Workshop

Presentation : Classroom Observation

Input : Power Point presentation by the consultant

Output : Participants acquired knowledge and understanding of the following topics :

- the purpose of classroom observation
- consolidation of the qualities of an effective teacher
- teacher and pupil expectations
- feedback and trust
- variety and learning styles
- relationships
- self-reflection

Workshop : A classroom observation checklist

Input : Workshop notes and materials.

Output : Taking account of the previous sessions participants had the opportunity to build on their discussion about the key features of a “good” lesson. Participants worked together in groups to devise an observation checklist that could be used as an evaluation tool for work taking place in the classroom.

Presentation : Evaluation Tools

Input : Power Point presentation by the consultant

Output : Participants acquired knowledge and understanding of a range of appropriate evaluation tools to gather evidence.

Range of tools considered :

(1) Asking people what they think :

Individual interviews, group discussion, working parties, surveys and questionnaires, written responses and detailed comments, team meetings

(2) Looking at documentation and resources :

Pupils' work, reports to parents, diaries or records of work, programmes of study or schemes of work, forward plans, progress reports on the development plan, course materials for each stage, policies and guidelines, minutes of meetings

(3) Engaging in direct observation :

follow a class, shadow individual pupils, observe lessons, video record your own teaching, exchange classes, observe each other in pairs, work alongside other teachers

(4) Data analysis :

progress from prior levels of attainment, test results, analysis of local or national data

Presentation : Ethos (micro-climate)

Input : Power Point presentation by the consultant

Output : Participants acquired knowledge and understanding of the importance of the following themes :

- sense of identity and pride in the school
- equality and fairness
- welcoming environment
- relationships
- pupil and staff expectations
- use of praise
- pupil's behaviour and discipline

- the extent to which pupils and staff are involved, empowered and recognised in the school

Workshop : Questionnaires as an Evaluation tool

Input : Workshop notes and materials.

Output : Participants had the opportunity to construct a parental questionnaire as an evaluation tool. This approach could be adapted for other stakeholder questionnaires as required.

- to examine a questionnaire for parents
- to comment on the style and ordering of the questions
- to comment on the usefulness of the questions in their own context
- to delete questions not considered as being useful
- to re-word and improve questions
- to add new questions
- to report back to the seminar

This experience could be further developed and applied at school level through a piloting process.

Presentation : Support for pupils

Input : Reference to Quality Indicators in the Power Point presentation notes

Output : Participants acquired knowledge and understanding of evaluation related to the following themes :

- provision for meeting the emotional, physical and social needs of individual pupils
- arrangements for ensuring the care, welfare and protection of pupils
- planned approaches to promoting civic education
- pupil's progress in developing positive attitudes and personal and social skills
- contribution of extra-curricular and other activities
- profiles of pupil's progress and development
- programmes to support pupils' learning

- pupils' progress and attainment
- meeting the requirements of legislation relating to special educational needs and disabilities
- links with other educational establishments
- links with voluntary organisations and the wider community
- links with other agencies

Presentation : Active Citizenship (Civic Education)

Input : Power Point presentation by the consultant

Output : Participants acquired knowledge and understanding of evaluation related to the following themes :

- Citizenship and education for citizenship
- Enjoying rights and exercising responsibility
- Fairness and justice
- Privacy
- Learning about authority
- Constructive and proactive approach to problems in the community
- Values and dispositions
- Understanding, peace, tolerance, equality of sexes and friendship among all peoples , ethnic, national and religious groups
- Decision making, informed choice – individually and collectively
- Self-esteem, confidence, initiative, determination

Workshop : Quality Indicators – Active Citizenship (Civic Education)

Output : Participants had the opportunity to select or construct a set of relevant quality indicators for self-evaluation of civic education. The workshop drew on previous experiences from the course.

The quality indicators were broken down into themes and some illustrations of good practice were evaluated. Care and attention was taken to ensure that issues relating to race, equality and disability were all included.

This experience could then be developed and applied at school level.

**Friday 8<sup>th</sup> March 2002**

9.00 – 10.00 Development Planning (1) - Presentation

10.00 – 11.15 Workshop 1 Development Planning

- 11.15 – 11.35 Coffee
- 11.35 – 12.35 Development Planning (2) - Presentation
- 12.35 – 13.35 Lunch
- 13.35 – 14.35 Workshop 2 : Our development plan – Civic Education
- 14.35 – 15.00 Question & Answer Session
- 15.00 Coffee / Depart

Presentations : Development Planning (1) and (2)

Input : Power Point presentation by the consultant

Output : Participants acquired knowledge and understanding of an objective development planning model to take forward areas, identified through self-evaluation, in need of improvement.

The presentations covered : -

- the benefits of development planning
- key features in planning
- structure
- audit, aims and action
- implementation
- monitoring and evaluation
- a planning model

Workshops on development planning.

Outputs :

- (1) Participants were able to reflect on an improvement planning model and adapt it for their own use. Exercises re-inforced concepts about prioritization, empowerment of all staff and bottom-up development including ownership.
- (2) A template for use back in schools was developed.
- (3) Participants had the opportunity of to work on the first draft of a plan for their own school.

Note : On Wednesday and Thursday evenings delegates worked well beyond the official end of the day on the programme to complete workshop tasks.

### **Final Question and Answer Session**

The following key issues emerged from delegates :-

- General consensus on the evaluation scales
- General consensus on the structure of questionnaires
- The need for working groups to be set up to refine specific evaluation tools
- The need to pilot questionnaires and other evaluation tools in schools
- The need to support schools in planning areas for further development and improvement.

### **Documentation**

Appendix 3 provides a listing of electronic documents produced for the Training.

### **Evaluation of Training**

Appendix 4A and 4B provides a detailed evaluation of the training by participants.

### **De-briefing meeting with CRS Team**

A de-briefing meeting took place with members of the CRS team to ensure that delegates would receive an appropriate package of feedback materials from their workshop sessions.

### **Decisions made**

- the team would translate the open comments and send these comments
- to the consultant for inclusion in his report
- the consultant would use an excel spreadsheet and analyse the comments
- for each session using the four point evaluation scale
- the team would provide collated feedback from all the workshops highlighting areas of consensus

**APPENDIX 1 : LESSON OBSERVATION CHECKLIST**

School .....  
 .....  
 Grade of class .....  
 .....  
 Number of pupils in class Total ..... Today .....

Subject .....  
 .....  
 Teacher .....  
 .....  
 Date .....  
 .....  
 Topic of the lesson .....  
 .....  
 Lesson observation objective .....  
 .....  
 Observer .....  
 .....

<b>Observation parameters</b>	<b>+</b>	<b>-</b>
<b>Teacher Planning</b>		
Work planned according to school objectives		
Goals and tasks		
Study topic		
Pacing		
<b>Methodology related to tasks</b>		
<b>Teaching resources</b>		
<b>Assessment approaches</b>		

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The teaching process	+	-
<p>Class organisation</p> <p>Involvement of all pupils</p> <p>Use of textbooks and worksheets</p> <p>Use of extension materials, assessment</p> <p>Group work</p> <p>Matching of task to method</p> <p>Lesson structure</p> <p>Role of the teacher</p> <p>Appropriateness of language used, teaching vocabulary, style of questioning,</p> <p>Range and variety of explanations</p> <p>Whole class interactions</p> <p>Involvement of pupils, making pupils explore concepts, one word answers (not enough), building answers from pupil responses</p> <p>Use of praise</p> <p>Clarifying tasks</p> <p>Maintaining order</p>		

Pupils' Learning experiences	+	-
<p>Enthusiasm</p> <p>Initiative</p> <p>Involvement</p> <p>Commitment</p> <p>Industriousness</p> <p>Completion of tasks understanding of tasks, pace of work,</p> <p>Quality of pupil responses.</p> <p>Use of materials</p> <p>Condition of worksheets, textbooks</p> <p>Involvement in</p> <ul style="list-style-type: none"> <li>- administrative tasks in the room</li> <li>- investigative activity</li> <li>- self-assessment</li> </ul> <p>Class interactions, teacher interactions, small group interactions</p> <p>Class procedures when work is completed,</p>		

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<b>Meeting Pupils' Needs</b>	+	-
Choice of tasks, activities and resources		
Long term targets, short term targets, completion of tasks,		
Quality of work undertaken,		
Evidence of differentiation		
Relevant and appropriate experiences, up-to-date activities		
Judgements are evidence based and supportive of the learner.		
Assessments are systematic and applied consistently.		

<b>Assessment as part of teaching</b>	+	-
<p>Assessment methods selected according to the learning objectives ; and summative, formative and diagnostic assessment methods are used as appropriate</p>		
<p>Assessments are recorded according to school procedures</p>		
<p>Judgements are evidence based and supportive of the learner. Assessments are systematic and applied consistently</p>		
<p>Assessment information is used to motivate and support pupils in their learning</p>		
<p>Assessment information is used to improve learning and teaching</p>		
<p>Assessment information is used to review teaching approaches</p>		
<p>Assessment information is shared with parents</p>		

**NOTES :**

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Observer : \_\_\_\_\_

Appendix 2 : Participants of the civic education evaluation training in Macedonia

Num.	Participants name	Position	Town
1.	Slobodanka Ristevska	BED Advisor	Bitola
2.	Golubina Georgievska	BED Advisor	Kocani
3.	Julija Dimitrova	BED Advisor	Bitola
4.	Liljana Georgieva	BED Advisor	Skopje
5.	Roza Perusoska	BED Advisor	Skopje
6.	Selver Ramadani	BED Adviser	Kumanovo
7.	Gorica Mickovska	BED Advisor from the assessment unit	Skopje
8.	Snezana Maneva	Teacher (Grades 5 – 8)	Veles
9.	Remzije Etemi	Teacher (Grades 1 – 4)	Skopje
10.	Mira Gorgievska	Kindergarten Educator	Skopje
11.	Svetlana Kocovska	Parent	Bitola
12.	Gogrgi Kosev	BED Advisor	Kavadarci
13.	Mario Veljkovic	PSP / TRR – Training team- CRS Macedonia	Skopje
14.	Agim Rushiti	Teacher mentor	Kumanovo
15.	Vera Kondik – Mitkovska	Civic Education Project Manager – CRS Macedonia	Skopje
16.	Natasa Grujevska	Civic Education Project Manager – CRS Macedonia	Skopje
17.	Marijana Sekulovska	External Interpreter	Skopje

18.	Stela Pijanmanova	CRS Interpreter	Skopje
19.	Tulaha Tahir	Technical and administrative support /CRS Macedonia	Skopje

<b>CRS / Civic Education team members</b>	
Anat Prag, Head of Education Department	
1. Natasa Grujevska	Project Manager of Foundations of Democracy
2. Tulaha Tahir	Project Assistant of Foundations of Democracy Program
3. Svetlana Gasovka	Project Administrator of Foundations of Democracy Program
4. Vladimir Petreski	Project Administrator of Foundations of Democracy Program
5. Vera Kondik Mitkovska	Project Manager of Project Citizen Program
6. Besa Gavazi	Project Assistant of Project Citizen Program
7. Ana Jankovska	Project Administrator of Project Citizen Program
8. Stela Pijanmanova	Project Administrator of Project Citizen Program

### **Appendix 3**

#### **Documents made available to CRS in electronic form and hard copy for the Training Programme**

##### **Training - Presentation Materials**

- CRSP1 Overview of Training**
- CRSP2 Self-Evaluation**
- CRSP3 Self-Evaluation/External Monitoring**
- CRSP4 Quality Indicators**
- CRSP5 Evaluation Scales**
- CRSP6 Classroom Observation**
- CRSP7 Evaluation Tools**
- CRSP8 Ethos (Microclimate)**
- CRSP9 Support for Pupils**
- CRSP10 Citizenship Education (Active Citizenship)**
- CRSP11 Development Planning 1**
- CRSP12 Development Planning 2**

##### **Training – Workshop Materials**

- CRSW1 Advantages/Disadvantages – Self-Evaluation/External Monitoring**
- CRSW2 Illustrations of Good Practice – Ethos & Support for Pupils**
- CRSW3 What makes a good lesson ?**
- CRSW4 Observation Checklists**
- CRSW5 Developing Parental Questionnaires**
- CRSW6 Quality Indicators – Citizenship Education**
- CRSW7 Development Planning Workshop 1**
- CRSW8 Development Planning Workshop 2**

##### **Seminar Papers**

- CRSPAPIEXTEVAL External Evaluation**
- CRSPAP2SCHEFF The Effective School**

## **Books**

**The Child at the Centre - Self Evaluation using Performance Indicators  
(Age 3 – 5)**

**How good is our School ? (2002)**  
**Self-Evaluation for Schools**  
**(Age 5 – 18)**  
**The use of Quality Indicators**

**SQA Information Documentation – International Consultancy**

**Scottish Qualification for Head Teachers (in association with University of  
Stirling)**

**Appendix 4B**  
**Catholic Relief Services, Macedonia**  
**Scottish Qualifications Authority, Scotland**

**Training on Evaluation 5<sup>th</sup> – 8<sup>th</sup> March 2002**

To bring about improvement comment on:

**(1) The training materials e.g. Do they present a modern approach to evaluation?**

- Yes
- The materials give concrete directions how to act and databases for preparation of methodology for evaluation of the Civic Education program
- The materials present partially a new approach. The presenter gave emphasis on some very important issues
- The training materials give new approach to evaluation, but I would like to say that certain things were already familiar to us and we have used them in our practice.
- The training materials were of very high quality. Systematized with clear instructions and detailed. Especially very important for our further improvement and as means for support in the development and improvement of the evaluation tools.
- They present a new approach to evaluation
- Of course they do
- Yes. Quality Indicators, criteria and their concurrence
- Yes, the materials on this seminar contain new approach
- The training materials contain a lot of professional, improved, modern and adequate approaches to evaluation.
- Yes, they contain new approach.
- Yes.
- The materials contain new approach to evaluation.
- The materials were very useful and gave excellent overview on evaluation. They were user friendly and applicable for the different structure of the people who were attending the training.

**(2) The usefulness of the training materials as tools for your work in schools?**

- They will be used as a starting foundation for concretisation of separate instruments
- Very useful
- They will be useful if we find systematic solutions on the state level that will stimulate self-evaluation
- With a repeated evaluation (individual and team) the materials will find their adequate place

- Of course that the given materials will be useful. Especially the new issues that we've learned
  - A great use
  - They are very useful
- 
- Yes, very useful indeed.
  - Of course, they are of great use, and I will give them also to my colleagues in the school, the director, the pedagogue and the psychologist.
  - They can be of great use to the school and for me.
  - The materials can be used for creating indicators, tools and standards in the educational system in Macedonia.
  - I think that the materials helped in opening new doors for the teachers and BED advisors and they will be very useful in the work of the school.

**No answer: 2**

**(3) The clarity of the explanations of the material by the presenter.**

- Very successful presentation, clear, specific, systematic and motivating
- Clear explanations of the content, the system of the presentations, the whole design of the training was logical and understandable
- Very clear
- The presenter had wonderful presentations, he was very precise and clear
- The contents, the instructions and the presentations which were presented were very clear during the whole seminar
- They were systematic and wide
- Excellent, systematic and detailed
- Clear, open
- The explanations were good with a small accent on the pedagogical terminology
- The explanation of contents of the training materials done by the presenter was very clear, professionally perfect, with all elements of an excellent trainer.
- Very clear, gradual, systematized
- Clear, systematized, understandable, acceptable
- Clear, detailed, practical, systematized, with great enthusiasm, desire and attitude for dissemination of the things he knows
- The trainer gave clear instructions about the contents of each training topic. He presented the training content in very systematic and structured manner.

**(4) The variety of the activities**

- A flexible change of the presentations and exercises
- There was a variety of activities, which were appropriate to the time and the conditions in which we worked
- Different and dynamic activities that motivate and keep the attention on the working level
- The activities contribute that we meet all students, work with them, gain knowledge and transfer that knowledge, complement, hear and respect each other, learn and work together. But according to my opinion, the time for the activities was not enough.
- There was a balance between the presentations and the group work in the workshops. I didn't feel overloaded by any activity in any moment.
- There were a variety of activities, the workshops were especially important
- Presentations and workshops, feedback
- A very good choice was made
- A great extent
- The variety of the activities brought fresh an relaxed working atmosphere, collaboration, attention on a high level until the last minute
- The training had a lot of activities that were new for me
- A lot of various activities and changes in the working groups
- Various kinds of activities gradually developed and taking out the maximum of each participant at the training
- There was variety of activities presented at the training. There was excellent balance between theoretical and practical activities.

**(5) The pace of delivery of the training**

- Intensive
- Standable, we didn't feel very tired since everything was well presented and clear
- Appropriate in order to get deep into the essence of the exercises, but not enough time to prepare instruments that can be used without many changes
- It was very hard work, very stressful
- The dynamics of the activities was modest and it wasn't overloading us
- Different parts and days of the training were very hard
- Appropriate to my way of working
- Fast and efficient
- Very fast
- Well planned, little bit exhausting but interesting
- Quite well
- Quite well
- Intensive, but effective
- In some cases the pace of work was too fast and it limited the opportunities for presentation. But having in mind the quantity and quality of the materials delivered at the training, the pace of work was generally good.

**(6) Any other relevant comments on review of the training**

- With regards to the problems on which we worked at the workshops, the working time was always too short
  - The self-evaluation and the external evaluation are very hard and complex work, but they were successfully explained to us. We understood the essence, our role and the further contribution that we need to give in this project.
  - CRS and the presenter had previously prepared all the materials, which was very useful for us
  - It would be very useful if trainings like this one could be organized more often about specific problems that we could offer
  - Very useful training with possibility to see where we are and towards what we should strive for.
  - Quite well
  - Quite well– from general approaches to preparation of specific tools
  - Answered questions that concern us regarding the project
  - The training was a great need at this time
  - Satisfactory in general
  - We should go on with self-evaluation and external evaluation
  - Good working atmosphere
- 
- The whole process was going on very smoothly, on behalf of all of the individuals involved. There was good positive working atmosphere and collaboration among participants.

**No answer: 1**

**(7) What role will you take in supporting the further development of student evaluation tools?**

- Team work for development of tools
- Possible actions and tools for evaluation of the pupil's achievements
- Tools for external evaluation for the pupil's achievements and their social development
- If the supervisors think that I can and should give contribution for the further improvement of the tool, I would be prepared for that challenge.
- Coordination, logistical support, provision of additional materials for developing of tools and improving the existing ones.
- Structuring the indicators in different areas
- The tool should be specific for the teacher's self evaluation
- Everything, especially in the part for preparation of the final version of the evaluation

tool, I would participate in the preparation for kindergarten – Kindergarten teachers

- I would present my knowledge gained at the training to my colleagues
- I would take all activities further on
- Development of tools, since we don't have any that we are proud of.
- Coordination, additional support materials for developing and improving the evaluation process in Macedonia related to Civic Education.

No answer: 2

**(8) What recommendations do you have that would support the further development of work in developing evaluation tools for use in Macedonia?**

- The group that participated at the training should prepare a plan of activities and responsibilities of each member
- Working groups, which will work on tools and their piloting. Keeping track of the school conditions in the classes where they don't implement the Civic Education project.
- Preparation of a long term plan for evaluation and improvement of the Civic Education project
- Better organization from us about the preparation and the improvement of these tools.
- A process of continuation, improvement and promotion of the tool. It should be a regular practice that the developed tool is revised periodically, in order to implement the new reforms of the education in and outside Macedonia.
- The existing indicators in the project/Civic Education should be added and improved with the gained experience from the training
- We should avoid the stereotype and a tool for teacher's self evaluation should be made
- Avoiding stereotypes. Development of a tool (demonstrative) for self evaluation of teachers
- You should organize (as soon as possible) another similar training with same goals
- You shouldn't stop with this trainings, go on in future
- The working group should continue with further work
- Further training of this kind and with all people present here with more specified segments of this area - evaluation
  
- The open collaboration among all parties involved in the process should continue and there should be clear action plan developed in order to have this activity forward.

No answer: 1

**Scottish Qualifications Authority, Scotland**

**Training on Evaluation 5<sup>th</sup> – 8<sup>th</sup> March 2002**

### **SUMMARY OF OPEN COMMENT EVALUATION**

- (1) All delegates commented very favourably on the training materials. The materials were described as being of high quality and systematically organised. The materials had clear instructions and were detailed.**
- (2) Almost all delegates commented on the usefulness of the training materials for their work in school.**
- (3) All delegates commented positively on the clarity of explanations of the Presenter. Most of the delegates made reference to at least one of the categories :-**
  - (a) structure**
  - (b) systematic approach**
  - (c) logical presentation**
  - (d) professionalism**
- (4) All delegates made positive comments on the variety of activities.**
- (5) Most of the delegates found the pace of the training to be efficient or appropriate. A few of the delegates described the training to be intensive. Two of the delegates described the training as hard work.**
- (6) Almost all delegates made a positive additional comment about the training. Noteworthy comments included :-**
  - the desire for more training on specific areas of evaluation**
  - the desire to develop further self-evaluation and external evaluation**
- (7) Almost all delegates envisaged a role for themselves in supporting further development of student evaluation tools.**
- (8) Almost all delegates provided a positive suggestion to CRS for taking self-evaluation and improvement planning forward.**



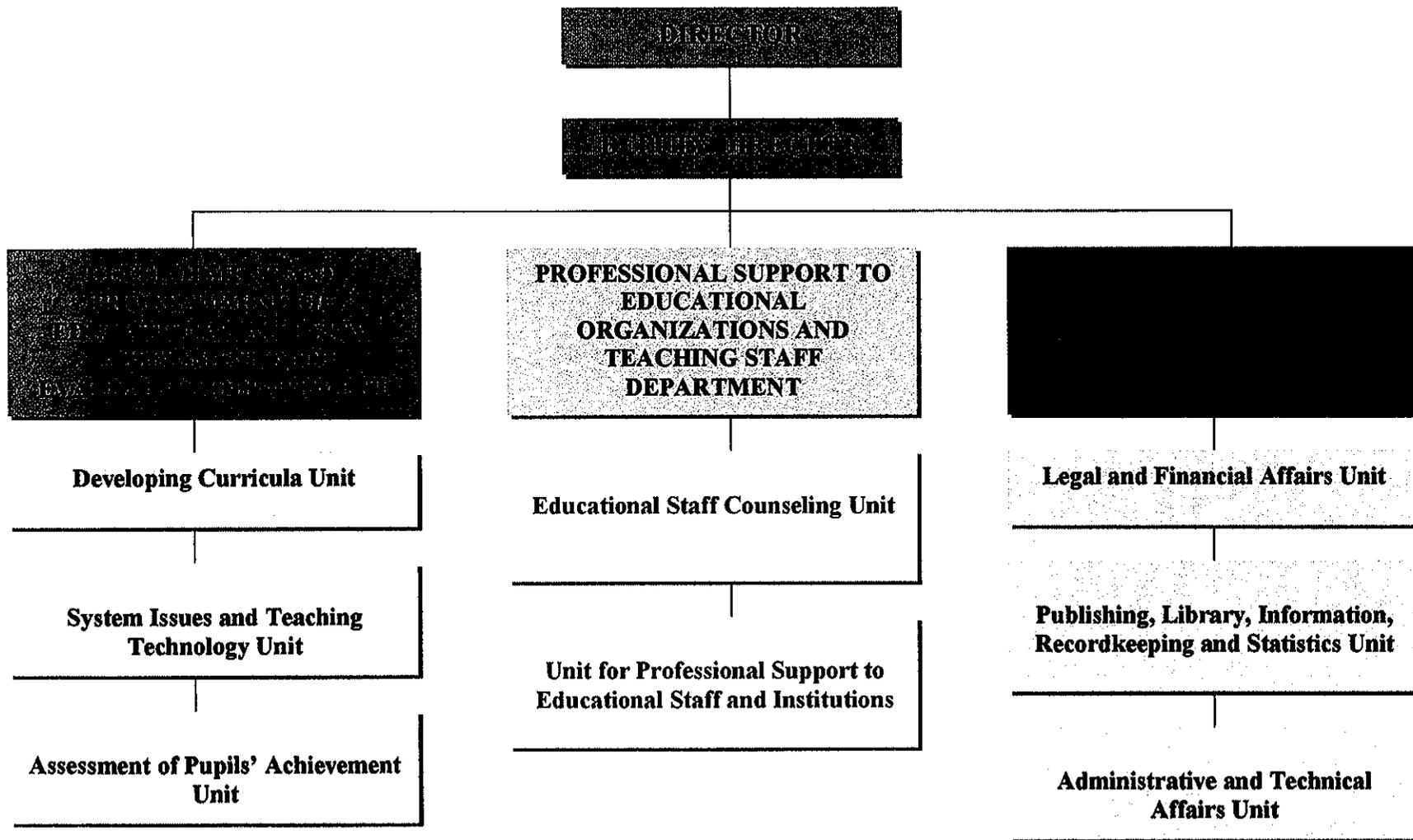
**CE TRANSPORTATION SCHEDULE FROM 19 TO 25 MAY 2002**

Day	Date	Time	Driver	Over night	Relation	No. of vehicles	Project
Sunday	19-May-02	17:30	YES	NO	Sk-Airport Petrovec-Hotel "Makdenis"	1	CE
Monday	20-May-02	8:00	YES	NO	Hotel "Makdenis"-CRS	1	CE
Monday	20-May-02	13:15	YES	NO	CRS-BED	1	CE
Monday	20-May-02	15:30	YES	NO	BED - Hotel "Makdenis"	1	CE
Tuesday	21-May-02	8:00	YES	NO	Hotel "Makdenis"- CRS - BED	1	CE
Tuesday	21-May-02	11:15	YES	NO	CRS-Restaurant	1	CE
Tuesday	21-May-02	11:15	YES	NO	BED -Restaurant	1	CE
Tuesday	21-May-02	12:30	YES	NO	Restaurant - villageCaska	1	CE
Tuesday	21-May-02	12:30	YES	NO	Restaurant - Tetovo	1	CE
Tuesday	21-May-02	15:00	YES	NO	school in village Caska - Hotel "Makdenis" Skopje	1	CE
Tuesday	21-May-02	15:00	YES	NO	Tetovo - Hotel "Makdenis" Skopje	1	CE
Wednesday	22-May-02	8:15	YES	NO	Hotel "Makdenis" - school"Stiv Naumov" Avtokomanda	1	CE
Wednesday	22-May-02	8:15	YES	NO	Hotel "Makdenis" - school ".PetarZ. Penko" Skopje Sever	1	CE
Wednesday	22-May-02	15:00	YES	NO	school"Petar Z.Penko" - Hotel "Makdenis"	1	CE
Wednesday	22-May-02	15:00	YES	NO	school "Stiv Naumov" - Hotel "Makdenis"	1	CE
Wednesday	22-May-02	16:00	YES	YES	Hotel "Makdenis" - Ohrid	1	CE
Thursday	23-May-02	8:15	YES	NO	Hotel"Riviera"-school "Hristo Uzunov"-school in village Leskoec-Ohrid	1	CE
Thursday	23-May-02	16:00	YES	NO	Ohrid-Skopje(Hotel Makdenis)	1	CE
Friday	24-May-02	8:15	YES	NO	Hotel "Makdenis" - CRS	1	CE
Friday	24-May-02	16:00	YES	NO	CRS -Hotel "Makdenis"	1	CE
Saturday	25-May-02	5:30	YES	NO	Hotel "Makdenis" - Airport Petrovec	1	CE

**Note: Since 6 (six) people will need to return from Ohrid to Skopje, the vehicle that will travel to Ohrid on Wednesday should be Land curser or Zafira.**

**Annex 2**

***Revised Organizational Diagram of the Bureau of Educational  
Development, Macedonia***



**Total number of employed 143**

**Organizational structure of BED**

**Annex 3**

*Summary reports from the TraiNet database for trainings implemented during the reporting period*

## Funding Pipeline Report by Activity

<b>Activity</b>
-----------------

<b>Funding Block:</b>	<i>New Activity Funding</i>
-----------------------	-----------------------------

**Start Date:**

**End Date:**

<i>Funding Source Name</i>	<i>Funding Source</i>	<i>Line Items - Budget</i>	<i>Line Items - Actual</i>
<i>Kicevo Grade 1, 17 February 02</i>	<i>US \$:</i>	<i>664</i>	<i>664</i>
<i>Foundations of Democracy Grad</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Kicevo Grade 1, 3 March 2001</i>	<i>US \$:</i>	<i>517</i>	<i>517</i>
<i>Foundations of Democracy Grad</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Kumanovo Grade 1, 2 March 2002</i>	<i>US \$:</i>	<i>737</i>	<i>737</i>
<i>Foundations of Democracy Grad</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Tetovo Grade 1, 23 December 2001</i>	<i>US \$:</i>	<i>639</i>	<i>639</i>
<i>Foundations of Democracy Grad</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Tetovo Grade 1, 23 December 2001</i>	<i>US \$:</i>	<i>639</i>	<i>639</i>
<i>Foundations of Democracy Grad</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Tetovo Grade 1, 9 February 02</i>	<i>US \$:</i>	<i>884</i>	<i>884</i>
<i>Foundations of Democracy Grad</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Veles Grade 1, 11 Jan 2002</i>	<i>US \$:</i>	<i>884</i>	<i>884</i>
<i>Foundations of Democracy Grad</i>	<i>\$:</i>	<i>0</i>	<i>0</i>

**Funding Block Totals for New Activity Funding**

<i>Balance</i>	<i>Funding Block</i>	<i>Funding Source</i>	<i>Line Items - Budget</i>	<i>Line Items - Actual</i>
<i>US \$: -4,963.00</i>	<i>0.00</i>	<i>4,963.00</i>	<i>4,963.00</i>	<i>4,988.74</i>
<i>\$: 0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>

<b>Activity Totals</b>
------------------------

<i>US \$: -4,963.00</i>	<i>0.00</i>	<i>4,963.00</i>	<i>4,963.00</i>	<i>4,988.74</i>
<i>\$: 0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>

## Program Status

<b>Program</b>	<b>Field of Study</b>	<b>Status</b>	<b>Starts</b>	<b>Ends</b>
<b>Foundations of Democracy Grades 1 t</b>	<b>Teaching Methodology</b>	<b>Final</b>	<b>12/21/2001</b>	<b>12/23/2001</b>
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Tetovo</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>12/21/2001</i>	<i>12/23/2001</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Tetovo Grade 1, 23 December 2001</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>639.00</i>	
<b>Foundations of Democracy Grades 1 t</b>	<b>Teaching Methodology</b>	<b>Final</b>	<b>12/21/2001</b>	<b>12/23/2001</b>
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Tetovo</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>12/21/2001</i>	<i>12/23/2001</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Tetovo Grade 1, 23 December 2001</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>639.00</i>	
<b>Foundations of Democracy Grades 1 t</b>	<b>Teaching Methodology</b>	<b>Final</b>	<b>01/09/2002</b>	<b>01/11/2002</b>
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Veles</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>01/09/2002</i>	<i>01/11/2002</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Veles Grade 1, 11 Jan 2002</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>884.00</i>	
<b>Foundations of Democracy Grades 1 t</b>	<b>Teaching Methodology</b>	<b>Final</b>	<b>02/07/2002</b>	<b>02/09/2002</b>
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Tetovo</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>02/07/2002</i>	<i>02/09/2002</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Tetovo Grade 1, 9 February 02</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>884.00</i>	
<b>Foundations of Democracy Grades 1 t</b>	<b>Teaching Methodology</b>	<b>Final</b>	<b>02/15/2002</b>	<b>02/17/2002</b>
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Kicevo</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>02/15/2002</i>	<i>02/17/2002</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Kicevo Grade 1, 17 February 02</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>663.50</i>	
<b>Foundations of Democracy Grades 1 t</b>	<b>Teaching Methodology</b>	<b>Final</b>	<b>02/28/2002</b>	<b>03/02/2002</b>
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Kumanovo</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>02/28/2002</i>	<i>03/02/2002</i>

## Program Status

<b>Program</b>	<b>Field of Study</b>	<b>Status</b>	<b>Starts</b>	<b>Ends</b>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Kumanovo Grade 1, 2 March 2002</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>737.00</i>	
<b>Foundations of Democracy Grades 1 t</b>	<b>Teaching Methodology</b>	<b>Final</b>	<b>03/01/2002</b>	<b>03/03/2002</b>
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Kicevo</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>03/01/2002</i>	<i>03/03/2002</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Kicevo Grade 1, 3 March 2001</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>516.50</i>	

60

## Program Status

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

Program Status	USAID Funding		Trainees		Trainee Status		Return Status		Termination Reasons		
Potential:	0	US (\$):	4,963.00	Males:	77	Candidate:	0	Unknown:	0	Academic:	0
Planned:	0	Local (\$):	0.00	Females:	97	Not Selected:	0	Returned:	0	Financial:	0
Cancelled:	0					Alternate:	0	Non-Returnee:	0	Employment:	0
Active:	0			Total:	174	Planned:	0	In-Country:	174	Health:	0
Terminated:	0					Cancelled:	0	Deceased:	0	Personal:	0
Completed:	0					In Training:	0	Not Yet Entered:	0	Not Yet Entered:	0
Final:	174					Terminated:	0	Total:	174	Total:	0
Not Yet Entered:	0					Achieved:	174				
Total:	174					Not Achieved:	0				
						Pending:	0				
						Not Yet Entered:	0				
						Total:	174				

**Annex 4**

***Civic Education Number 4 Newsletter***

# CIVIC EDUCATION

NEWSLETTER

TODAY

Year III, No. 4  
March, 2002  
ISSN 1409-889X



Dear readers,

The project Civic Education - A Path To A Civil Society is presently in its fourth year of implementation. The program is funded by United State Agency for International Development and Catholic Relief Services, and its goal is to support the Ministry of Education and Bureau of Educational Development in introducing Civic Education in all primary schools in Macedonia. The Civic Education curricula program is implemented in all Kindergarten, Grades One, Two, Five and Six on a national level. The program supports the strategy for development and reform of education in Macedonia.

To date 165,204 individuals (157,756 students, 6,442 teachers, 806 school directors, pedagogues and psychologists and 200 parents) have participated in the Civic Education Project. During the next two years the program will become national at Grades Three and Four.

It has been a great pleasure working with Macedonian educators over the past years on Civic Education curricula development, textbook development and the implementation of trainings.

The project is presently expanding to awareness raising seminars for parents, introducing Civic Education curricula, methodology, as well as involving parents in the decision making process in the school and local community. In future, the project will expand to a variety of new and exciting activities for the Parent Councils with the support of our partners, the Bureau of Educational Development in Macedonia. A further activity in this area that has been supported is the development of a new textbook for Grades Five and Six developed by key staff from the Bureau For Educational Development and Ministry of Education. The textbook encourages both teachers and parents to support the young people in Macedonia in understanding and participating in the civic institutions in the country.

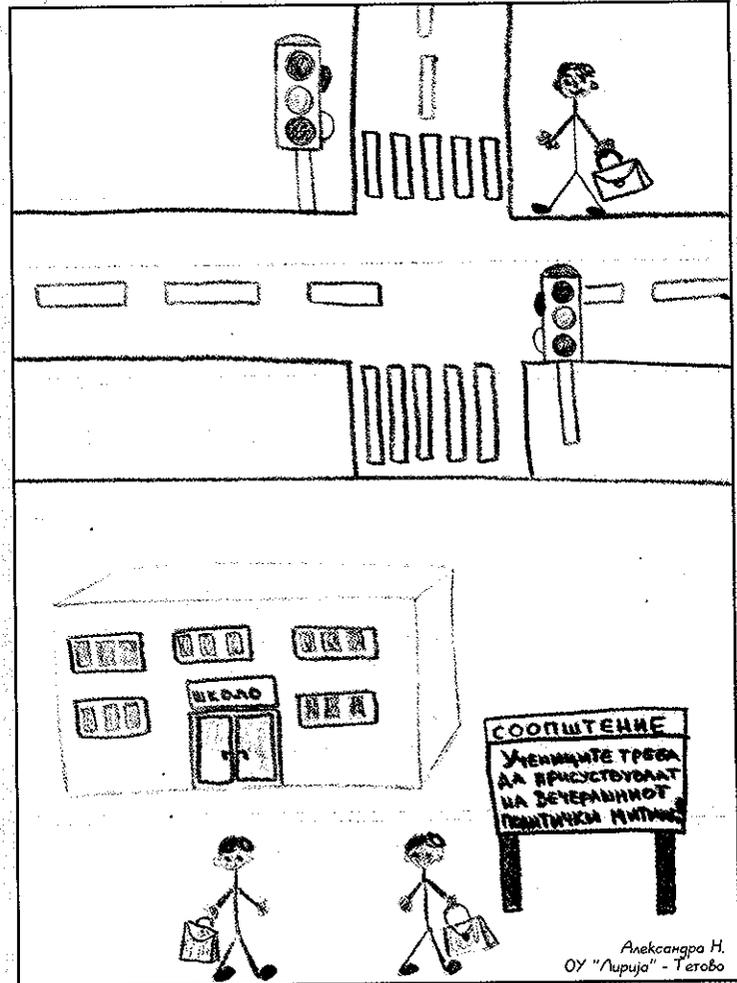
I, as a Head of Education Department for CRS/Macedonia, feel very privileged to be a part of this very exciting program.

I continue to look forward to increased success of the program; the new opportunities in the field of Civic Education continuing to motivate us all towards the next exciting challenges.

Anat Prag

Head of Education Department  
CRS/Macedonia

One can cross the street only when the traffic light is green. This rule is a good one; it contributes to greated safety of pedestrians in traffic.



Students should be present at tonight's political meeting! This rule is a bad one; involve students in politics for which they are not prepared since they are still young.

## JUSTICE AND AUTHORITY

I am a young child,  
Learning with effort and difficulty  
About justice, power  
And authority.

I know what justice is now,  
I made the effort without regret,  
I can use correctly authority and power,  
and not mix them up, nor forget.

I'll share the pencils fairly,  
I'll answer for my mistakes,  
Because that's having authority  
And by others will be praised.

Natasa Atanasoska - Grade 2, class-b  
"Dobre Jovanoski" Primary School, Prilep



# Project : "Civic Education - Path to a Civil Society" in our School

The implementation of the *Civic Education - Path to a Civil Society* project, more specifically, the *Foundations of Democracy* and *We the People...Project Citizen* programs unfolded according to training and direction given during the basic seminars.

In order to assure progress and continuity, the school formed team. This team had already started working during the 2000/2001 academic year and it was very early on during initial meetings that an action plan had been developed to establish the manner of implementing both programs. The action plan consisted of the following:

❖ Instruction for and consultations with teachers who implemented the project (gathering relevant details regarding the position and opinions of teachers, students and parents included in the project)

❖ Monitoring the activities of homeroom class teachers

❖ Holding stimulating and active classes including the preparation of a presentation on the activities and concepts carried out on the *Foundations of Democracy* project

❖ Preparation of panels to be exhibited to include:

a) the structure, goal and approach for the implementation of the project (exhibited in the area of the school pedagogue)

b) a list of teachers involved and responsible for the *Foundations of Democracy* program (exhibited in the school hallway);

c) a list of teachers involved and responsible for the *We the People...Project Citizen* program (exhibited in the school hallway)

d) students involved in the project including their poems, texts and creations (exhibited in classrooms)

❖ Informing parents and the wider public of the achievements of the project

❖ Building awareness of classroom achievement in order to further motivate work in the project

We should be especially satisfied with the thought that went behind the work, as the effects and results encourage and motivate us to continue this project during this 2001/2002 academic year.

Implementation of this project permits:

■ the implementation of the *Foundations of Democracy* program throughout the educational system being applied through interactive methods and ways and promoting teamwork

■ the use of games, discussion groups, role-play, story retelling, drawing and writing activities

■ positive encouragement of students: students identify and participate in finding solutions to problems through communicating, discussing, exchanging ideas, finding sources and gathering information, organizing information and preparing a portfolio

■ teachers to work in co-operation with other teachers and students, which contributes to mutual responsibility for all included in the project

■ successful oral presentations and defense of one's position and opinion

A very important element for us was the fact that we were positively encouraged throughout this project and the way in which it is organized offers us more opportunities for further success during the 2001/2002 academic year.

Director:

**Zoranco Gorgiev**

"Todor Arsov" Primary School - Zrnovci

Pedagogue:

**Snezana Manovska**

## Parents Enjoy Learning

Following a working meeting held on October 22, 2001 in Kocani with the presidents and deputies of the Parent Councils, the points of interest were passed on to "Goce Delcev" Primary School in Gorni Podlog village and "Mirce Acev" Primary School in Kucicino village.

Following a decision of the Parent Councils from these two schools, a meeting was scheduled and held with great interest. Those who attended were members and representatives of the Parent Councils for all grade one through four classes.

There was great satisfaction for all who worked at the meeting and it can be said that parents have a desire to learn and can be good working partners of the school.

The following statements were given by parents:

- As a parent I will help my child use the concepts from the handbook on civic education, *Foundations of Democracy*.
- I would like to participate in various activities - children enjoy learning and working with us.
- Civic education will prepare the student citizen for life in a democratic society.
- Parents must learn more about the current trends in education, which is why we also would like to learn.

**Tatjana Lazarova** - Pedagogue  
"Goce Delcev" Primary School  
Gorni Podlog village

**W**ith the publication of the *Civic Education* Textbook for grade five and six students, the project *Civic Education...Path to a Civil Society*, has come full circle. The textbook offers new possibilities for the "We the People...Project Citizen" program. It not only lessens the workload for class home-room teachers, but also provides a wide source of topics on civil society and democracy that are current in our country today.

The textbook should not be seen from only one aspect, as it is extensive and does not limit those who use it. The topics are thoroughly explained. As a historian I particularly enjoyed the historical, then and now retrospective given on education, which includes texts about the experiences of some of our well-known educators. The textbook can also be used not only as part of the program, but as a resource for children to learn about how education is structured and about the organization of freer children activities, as well as a guide to the answer to some everyday questions such as: "What is an identification card and where can I obtain one?"

Finally, I would like to add that using the *Civic Education* Textbook is not only entertaining, but also interesting for both students and teachers.

**Roberto Trajkovski** - Teacher  
"Dame Gruev" Primary School  
Bitola

## WHAT WAS SAID ABOUT THE TEXTBOOK

# CIVIC EDUCATION

The book, "Civic Education" is wonderful. I believe it will help us in the future. It is very descriptive and will be used to educate ourselves about civil rights so that we may become successful citizens.

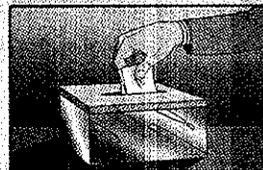
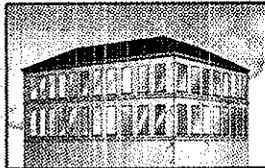
**Maja Petrova** Grade 6, class 4  
Kocani

Слободанка Ристевска

Д-р Марија Ташева

## ГРАЃАНСКО ОБРАЗОВАНИЕ

ЗА ПЕТТО И ШЕСТО ОДДЕЛЕНИЕ



I must admit that the textbook is filled with comprehensive texts, illustrated information and pictures. It contains appropriately graded topics in a variety of areas encompassing daily life.

This textbook will help students to become active, free, informed and responsible citizens.

I assure the authors that their textbook will also become the property of the parents who know or who want to know the meaning of ethics, the norms of living in family society or the norms of living in the wider community.

*Respectfully,*

**Mirjana Krstevska** - Parent  
Bitola

Through the Civic Education textbook, students become acquainted with their school and municipalities and learn how they function. This is accomplished through topics, activities and illustrated information, which arouses the interest and is easy for the student at this age to comprehend.

The textbook helps students learn how to think critically and how to form personal opinions in given situations or to certain raised questions. It should be noted that this textbook does not only provide knowledge, but also shows how students can apply it in life, which will prepare them to become members of a civil society.

Considering what is planned and what is carried out, one can conclude that civic education should be taught as a subject on its own with a defined number of classes. This statement was made by teachers and students currently involved in the project.

**Pandora Spasova** - Pedagogue  
Primary School "St. Cyril and Methodi" Kocani

## CONCEPT - RESPONSIBILITY

# A VISIT TO THE TOWN DAIRY COMPANY

On Monday the 29<sup>th</sup> of October, 2001, the Grade 1, class 2 students visited the "KIB TETOVO" Dairy Company. Before the visit we had asked the school director to arrange this visit.

We also asked Mr. Alirami, our classmate, Remzije's father, to take us by bus to the dairy company.

We entered the office of the company director and were warmly welcomed. A student, Rezarta Elezi, presented our class and told the director what we hoped to learn from our visit to the dairy company; "We're interested in the responsibilities that the workers have in the production of milk."

The director introduced us to the worker who was responsible for the boiling of milk. He gave us an idea of the process of his job and talked about the responsibilities related to

the boiling procedure.

"He really has a very responsible job because milk is a liquid that



spoils very quickly..."

After leaving the department where the milk is boiled, we went to the department where the preparation of soft, white and hard, yellow cheese and yogurt are made. We talked to the worker in charge and

he spoke to us about the responsibilities he had in the making of cheese and yogurt. The work done by these people is a very responsible one because all dairy products are sensitive, spoil easily and are very important to the health of people, especially children. Three students very carefully helped the worker stack the yellow cheese.

In nature study class the following day, we spoke about the responsibilities the workers at the dairy company had. We related these responsibilities to those that we students, teachers and the director have.

*Dzezmi Rustemi* - Teacher

Grade 2, class 1

"Sabedin Bajrami" Primary School

Kamenjane village- Tetovo

## WE COMPLETED AND PRESENTED OUR PORTFOLIO

My name's Nita and I take part in the "We the People...Project Citizen" project, which is carried out in my school.

At first we thought there was no point to this, but after a while we were sure that it was just the opposite.

We know that there are a lot of problems in our town, but we don't know what action to take to solve them. It was difficult to choose a problem and even more so to find a way of solving it. However, after long discussions we agreed to choose the most alarming and most current one.

We learned what steps to take for the activities of the project. We organized ourselves well in order to get information from different sources. We were satisfied with some, with others not, but we were persistent in reaching our goal.

We worked on our portfolio with great pleasure taking care to include the best and most appropriate information. Our teacher allowed us to speak openly about the

things where we had an opposing point of view in order to reach the best possible solution. I'll never forget the day when we presented our portfolio to "Lirija" Primary School in Tetovo. We were all very happy and excited. Many thoughts ran through our heads. We felt very happy to have the opportunity to show our work.

The applause from the audience made us feel proud, confident and useful. Useful, because we were able to contribute to the development of democracy in our society where young students' voices will be heard and respected.

I truly like this project and believe that my friends feel the same as I do about it. I think I can begin to apply the ideas because I now have knowledge and know what steps to take toward a solution or how to lessen a problem in our everyday environment.

*Nita Kaproli*

Grade 7, class 3

"Goce Delcev" Primary School - Gostivar



**Gordana Tasevska**  
Grade 2, class v  
"Dame Gruev"  
Primary School - Bitola

# Plans and Preparation for Grade Two Classes

**Class subject:** Macedonian - Foundations of Democracy

**Unit lesson:** Activities involving characters from the story "The Zoo Keeper Learns about Responsibility" (part two)

**Lesson type:** Checking understanding

**Goal:** To gain understanding and developing skills

Through the text and simulated situations, students:

-identify the concepts of **responsibility, benefits** and **cost**

-apply these concepts in appropriate situations

-learn to express themselves in a variety of ways (orally, through drawings, role-play and body language)

**Social activity:** Group work

**Learning techniques:** dramatization and activities using strategies from the *Reading and Writing for Critical Thinking* project - "Venn's Diagram", "Prisma", and "Cluster"



**Materials:** Prepared cardboard masks of the characters in the text, colored paper and felt-tip pens

**Group tasks:**

- Group 1:** Identifying responsibility, benefits and cost in simulated situations (students write their own sentences)
- Group 2:** Applying the strategy "Cluster" to the notion of the zoo keeper
- Group 3 and 5:** Text dramatization
- Group 4:** Applying the strategy "Venn's Diagram" to the notion of the zoo keeper, Martin and the zoo director
- Group 6:** Applying the strategy "Prisma" to the notion of responsibility

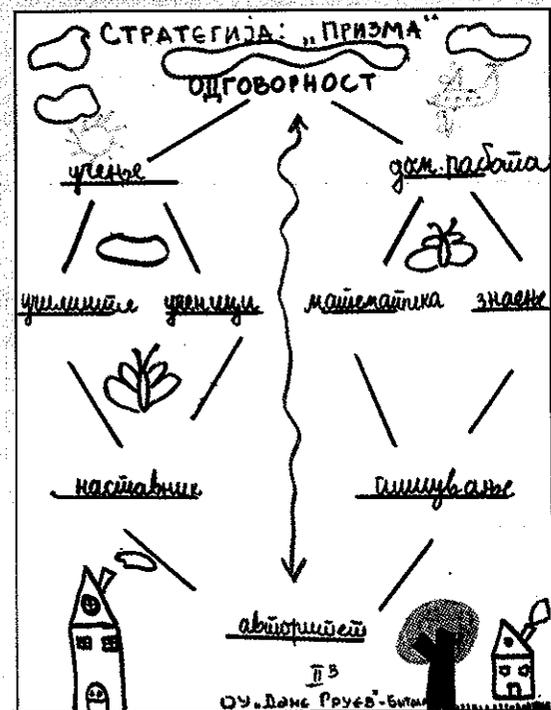
**GROUP ACTIVITIES:**

- Revision through class discussion on the concepts of responsibility, benefits and cost. Splitting group activity tasks in a random manner.
- Short instructions.

**STUDENT ACTIVITIES:**

- Independent group work
- Presentation of completed group activity and self-evaluation

**SUMMARY:** Sorting impressions of group work through the evaluation of class work completed



**APPENDIX:** Completed group posters

Gordana Tasevska - Grade 2, class v  
"Dame Gruev" Primary School - Bitola

## PARENTS ATTEND CLASS ON THE CONCEPT OF "AUTHORITY"

I am writing from "Vuk Karadzik" Primary School - Kumanovo. I am the grade two, class 3 teacher and we are currently in the second year of the *Foundations of Democracy* project. I am very satisfied with the results we have thus far achieved. At the beginning I was rather doubtful as to whether a first grader would be able to comprehend the concepts of responsibility, justice, authority and privacy. However, to my pleasant surprise, the students, thanks to the approach methods used to convey an understanding of these topics, easily grasped these concepts.

This conclusion was also reached by the parents of these students when they attended a class on the concept *Authority* held during the first three months of this academic year. They too, were delighted that the project was so readily accepted and that it would assist to prepare students for life in a democratic society where a child would learn to be independent and respected as an individual. This is evident in the following statements made by parents:

*- I was very pleased when my child, his classmates and teacher invited me to attend a class on civic education. I was even more delighted with the topics and the manner in which they were carried out in class. Through dramatization, the children learned about the rules of the classroom that included acceptable behavior, hygiene and discipline. I had the opportunity to see first hand, the simple and practical way children begin to learn the foundations of democracy.*

Grade 2, class 3 parent

*- I was extremely delighted with the activities related to the class on the concept of "Authority". I particularly enjoyed the activity whereby the students themselves made the rules concerning proper behavior to be followed in the classroom.*

Tatjana Karanfilovska



**Dramatization on the concept "Authority"**

*- I believe that through this approach, children gain the information and experience of not only how rules are respected, but also how to make rules that will be respected by others.*

Marika Kostovska

*- I learned that the children participated in the class on civic education "Foundations of Democracy" with great admiration and interest. I was particularly impressed when they played characters who are respected by the others, which is something we parents must also adopt - to respect children.*

Goran Trajkovski

The students, parents and teacher of the Grade 2, class 3 students of "Vuk Karadzik" Primary School - Kumanovo extend their heartfelt wishes to all.

Desa Janevska - Teacher

Implementation of the Civic Education project,  
Foundations of Democracy program

### Children active in the "Foundations of Democracy" Program are a step ahead

Through the implementation of the **Foundations of Democracy** program concepts of responsibility, justice, authority and privacy, we can see the child's potential and ability to express himself/herself. During class time activities when students work on these concepts through interesting situations and stories, they speak freely, giving their own opinions and also express themselves through writing and drawing activities. The fact that children are exposed to the basics of democracy applied in everyday situations at such an early age is very positive. In my opinion, children involved in this program are one step ahead. They are learning to be responsible, to respect authority, to respect others and one's own privacy, to fulfill their obligations, to respect rules and to resolve problems in a fair and just manner.

**Marionka Kostova**

"Todor Janev" Primary School - Caska  
Satelite School in Melnica village

#### School rules

We are just children  
And we'd like everything to do.  
But, like that, it doesn't go  
There're some rules follow.

While the teachers teach  
And new lesson explain,  
Attention of the students  
In the classroom should remain.

We can enjoy the winter,  
At recess time,  
But now, let's pay attention,  
That is our task prime.

**Students of Grade 2, class 2**  
"Lirija" Primary School - Tetovo





*Always help fellow classmates when they are in need*

## Rules

Known rules we respect still,  
since many secrets they reveal.  
Do not color walls in the school,  
it is a firm and old rule.

People at home  
other rules make,  
they accept them and respect  
for the family's sake.

While we play  
our rules we make,  
we nurture the friendship  
let's keep it and never break.

**Aleksandar Dembovski**

Grade 2, class 1

"Lirija" Primary School- Tetovo



## Don't write your name on the walls

### Authority

If you do not have authority  
Do not use power  
If you shout at a friend for no reason  
Believe me  
You will not be able to sleep  
A day nor a night



To have your comforts  
Please, I beg you,  
Do not abuse your authority.

**Irina Jolevska** - Grade 3, class b

"Grigor Prlicev" Primary School - Skopje

### Sonja put up her arms

Sonja put up her arms:  
"Mom, I'd like some cookies,  
sweet!"  
And mom gave her  
A cookie to eat.

"You're eating cookies,  
Have you washed your hands?"  
The cat grins at her  
While licking its fur.

**Marija Tofilovska**

"Lirija" Primary School- Tetovo

## Don't be a bully during recess time

### A Rule

Every day brush your teeth,  
It is just a simple tip,

The rule goes like this:  
Take your brush and firmly grip.

A bit of toothpaste and water, a little,  
Like that; no problem, and your teeth  
will glitter.

Our teeth will stay healthy,  
So, I was told,  
Even when we become  
Grandmothers old.

**Monika M.**-Grade 2, class 1  
"Lirija" Primary School, Tetovo

### Rights

Every person should be given that  
which he has a right to,  
And there is no worth to take forcefully anything,  
From others, me or from you.

There are no rights taken with force, lies,  
evil and jealousy,  
But they come with virtue, faith,  
respect and courtesy.

**Atilan Abdiu**

"Lirija" Primary School- Tetovo

### In The Bus

In the bus  
I was sitting,  
when a grandmother  
got on.  
"Here's a seat"  
and I got up.  
She pat me gently  
and then sat down.

**Mihail C.**

Grade 2, class1  
"Lirija" Primary School  
Tetovo

## Take care of and return books borrowed from the school library

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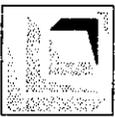
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Биро за развој на образованието  
на Р. Македонија



Драги читателю,

Во тек е четвртата година од реализацијата на проектот „Граѓанско образование - пат кон граѓанско општество“. Американската агенција за меѓународен развој (УСАИД) и Католичките служби за помош (ЦРС/Македонија) го финансираат и поддржуваат воведувањето на граѓанското образование во сите основни училишта во Републиката од страна на Министерството за образование и наука и Бироа за развој на образованието.

Наставниот план и програмата за граѓанско образование на национално ниво веќе се реализираат во предучилишното образование и во прво, второ, петто и шесто одделение од основното образование.

Досега во Проектот се вклучени 165 204 субјекти, и тоа: 157 756 ученици, 6 442 наставници, 806 директори, педагози и психолози и 200 родители. Во следниве две години програмата ќе се реализира на национално ниво и во третото и четвртото одделение.

За мене исклучително задоволство претставуваше соработката со македонските едукатори додека се креираа содржините од граѓанско образование, подготвувањето на прирачниците и реализацијата на обуките и среќна сум што ова соработка продолжува.

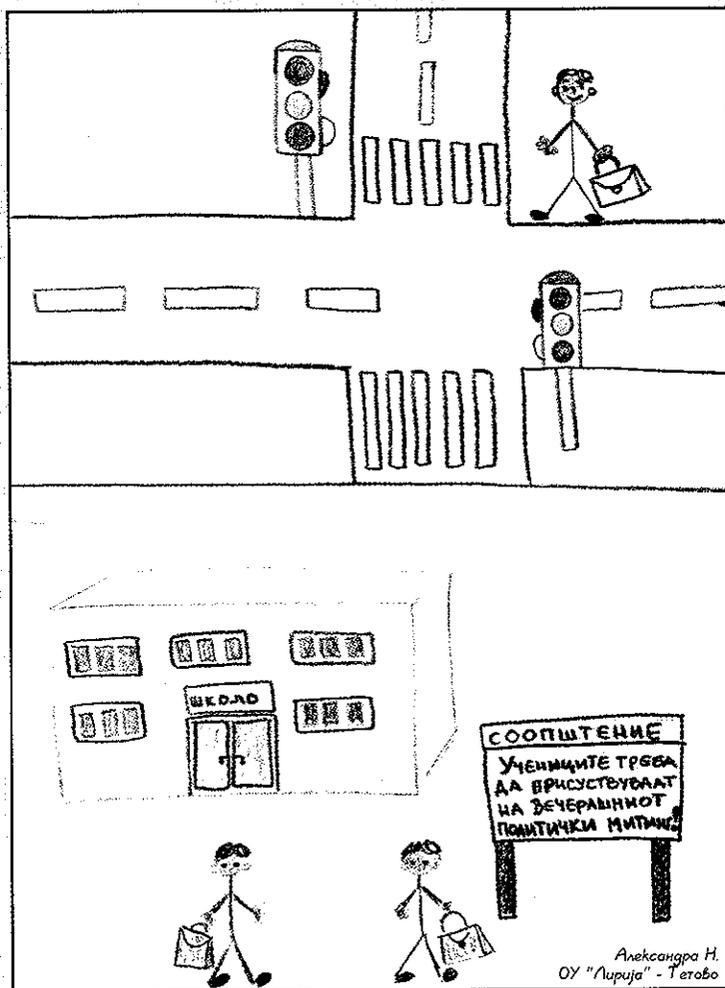
Во моментов активностите од Проектот се насочени кон реализирање на обуки за родителиите на кои тие се запознаваат со програмите за граѓанско образование, методските пристапи, како и нивното активно учество во донесувањето одлуки во училиштето и локалната заедница. Во иднина, со поддршка од нашиот партнер, Бироа за развој на образованието на Македонија, се надеваме дека ќе има нови и интересни активности за советите на родителиите. Исто така значајна проектна активност, поддржана од наша страна, е издавањето на нов прирачник за граѓанско образование за учениците од V и VI одделение, подготвен од стручни лица од Бироа за развој на образованието и Министерството за образование и наука. Прирачникот, исто така, е поштик за наставниците и за родителиите да им помогнат на младите во Македонија при разбирањето и учеството во граѓанските институции во земјата.

Јас како раководител на Одделот за образование во ЦРС/Македонија сум горда што сум дел од оваа значајна и интересна програма која ја поддржува соработката и реформите за развојот на образованието во Македонија.

Се надевам дека програмата ќе продолжи успешно да се реализира, а новите можности од областа на граѓанското образование ќе не мотивираат да се стремиме кон нови предизвици.

**Анаш Праг,**  
раководител на Одделот за образование во ЦРС  
Македонија

Улицата се преминува кога ќе се запали зелено светло на semaфорот. Ова правило е добро придонесува за поголема безбедност на пешаците во сообраќајот.



Учениците треба да присуствуваат на вечерашниот политички митинг! Ова правило не е добро, ти вовлекува учениците во политика за што тие не се подготвени, бидејќи се уште малечки.

## Правда и авторитет

Јас сум дете мало,  
учам со мака и труд  
за моќ, авторитет  
и праведен суд.

Што е правда сега знам,  
затоа за вложениот труд не се каам,  
да применам авторитет и моќ сега умеам  
без да грешам и да ги смешам.

Праведно моливчиња ќе дедам,  
за направена грешка ќе одговарам,  
ама затоа авторитет ќе имам  
од другите пофалби да примам.

**Наташа Атанасоска II-б**  
ОУ „Добре Јованоски“ – Прилеп



# Проектот „Граѓанско образование - пат кон граѓанско општество“ во нашето училиште

Реализацијата на проектот *Граѓанско образование - пат кон граѓанско општество*, односно реализацијата на програмите *Основи на демократијата* и *Ние народот ... Проект граѓанин* се одвиваше според обуките и насоките дадени на базичните семинари.

За да постигнеме целосен континуитет и постапност, во училиштето беше формиран тим за реализацијата на Проектот.

Тимот ја започна својата работа уште во учебната 2000/2001 година. На првите состаноци се изработи акционен план за реализирање на Проектот, со кој се утврди концепцијата за реализирање на двете програми. Акциониот план содржеше:

- ❖ инструктивно-консултативна работа со наставниците-реализатори на Проектот (собирање на релевантни податоци за ставовите и мислењата на наставниците, учениците и родителите вклучени во истиот);

- ❖ непосредно следење на активностите на часот на одделенскиот раководител;

- ❖ одржување на стимулативни и демонстративни часови и изработка на методски прикази од реализираните активности за концептите од програмата *Основи на демократијата*;

- ❖ изработка на изложбено пано за:

- а) структурата, целта, пристапите за реализација на Проектот (изложено во просториите на училишниот педагог);

- б) одговорните наставници-реализатори на програмата *Основи на демократијата* (изложено во училишниот ходник);

- в) одговорните наставници-реализатори на програмата *Ние народот...Проект граѓанин* (изложено во училишниот ходник);

- г) учениците кои се вклучени во реализацијата на Проектот (песнички, прозни текстови, досетки и сл.), (изложено во училниците);

- ❖ информирање на родителите и јавноста за постигнатите ефекти од реализацијата на Проектот;

- ❖ популаризирање на постигнатите ефекти од работата на ниво на училиште, заради натамошна мотивација за работа.

Од вака конципираната работа треба да бидеме посебно задоволни, бидејќи резултатите-ефектите што ги постигнавме не охрабрија и не мотивираа за понатамошна имплементација на Проектот и во оваа учебна 2001/2002 година.

Со реализацијата се овозможи:

- програмата *Основи на демократијата* да се реализира низ сите воспитно-образовни подрачја, со примена на интерактивни форми и методи на работа и тимска работа;

- користење на игри, дискусии во групи, вежби за играње улоги, раскажување приказни, цртање и пишување;

- позитивно поттикнување на учениците: да учествуваат во решавањето на проблемите што самите ги идентификуваа; меѓу себе да комуницираат, разговараат, разменуваат идеи, користат извори за собирање на информации, средуваат документација и изработуваат портфолио;

- заедничка работа на повеќе наставници и ученици што придонесе и за заедничка одговорност на сите субјекти вклучени во реализацијата на Проектот;

- успешно усно излагање и бранење на своите мислења - ставови.

Многу важно за сите нас е и тоа што бевме позитивно поттикнути во реализирањето на Проектот, а ваквата организираност отвори можности за понатамошно успешно продолжување на Проектот и во учебната 2001/2002 година.

Директор:  
**Зоранчо Горгиев**  
ОУ „Тодор Арсов“ – Зрновци

Педагог:  
**Снежана Мановска**

## И родителите сакаат да учат

По одржаната работна средба со претседателите и замениците на советите на родителите во Кочани на 22.10.2001 година, интересите од средбата беа пренесени во ОУ „Гоце Делчев“ с. Горни Подлог и ОУ „Мирче Ацев“ с. Кучичино.

По одлука на советите на родителите во двете училишта, организиравме работна средба во наши услови. Ние тоа го направивме со голем интерес и задоволство.

Во оваа наша работилница активно работеа членовите-претставници на советите на родителите на ниво на паралелки (I-IV одделение).

Задоволството беше големо и со право може да се

каже дека родителите се популација што може и сака да учи и да биде добар партнер во работата на училиштето.

На крајот од обуката родителите ги дадра следните искази:

- *Јас како родител ќе му помагам на моето дете за успешна реализација на содржините од прирачникот за граѓанско образование - Основи на демократијата.*

- *Јас би учествувал во разновидни активности - децата сакаат и уживаат да учат со нас.*

- *Граѓанското образование ќе го подготви ученикот-граѓанин за живот во демократско општество.*

- *Ние родителите мораме да знаеме за новите работи во образованието, затоа сакаме и ние да учиме.*

Татјана Лазарова –педагог  
ОУ „Гоце Делчев“ – с. Горни Подлог

РЕКОА ЗА ПРИРАЧНИКОТ

# Граѓанско образование

Со излегувањето од печат на прирачникот **Граѓанско образование**, за петто и шесто одделение, проектот **Граѓанско образование - пат кон граѓанско општество**, се заокружува како целина. Прирачникот отвори нови перспективи за функционирање на програмата **Ние народот ... Проект граѓанин**. Тој, од една страна, значително ја олеснува работата на одделенските раководители, а, од друга страна, на учениците им стана непресушен извор на поими за појави од граѓанско-демократските текови во нашата држава.

Прирачникот не може да се гледа од една перспектива, тој е широк и не ги ограничува тие што го користат. При објаснувањето на содржините, тој навлегува во нивната суштина. Како историчар, особено ми се допадна историската ретроспектива на образованието, некогаш и сега, прикажано преку текстовите во прирачникот во кој се прикажани искуствата на некои наши истакнати културно - просветни дејци. Тој може да се користи и надвор од програмата при запознавањето на учениците со структурата на образованието и организирањето на слободните ученички активности, како и при објаснувањето на некои прашања од секојдневниот живот, како на пр.: „Што е лична карта и како се добива личната карта?“.

На крајот од овој текст, сакам да напоменам дека користењето на прирачникот **Граѓанско образование** е забавно и интересно и за учениците и за наставниците.

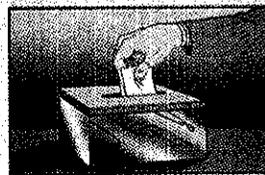
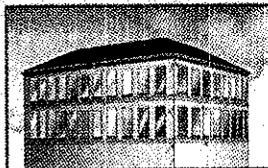
**Роберто Трајковски** – наставник  
ОУ „Даме Груев“ – Битола

Слободанка Ристевска

Д-р Марија Ташева

## ГРАЃАНСКО ОБРАЗОВАНИЕ

ЗА ПЕТТО И ШЕСТО ОДДЕЛЕНИЕ



Преку прирачникот „Граѓанско образование“, учениците имаат можност да го запознаат своето училиште, својата општина и нивните функции и тоа преку содржини, активности и илустрирани информации, кои за нив се прифатливи, предизвикуваат интерес, а истовремено соодветствуваат на нивната возраст.

Прирачникот помага учениците да учат да размислуваат критички и за одредени појави и прашања да градат и заземаат лични ставови. За истакнување е дека овој прирачник не дава само знаења, туку и можности тие знаења да ги применат во животот и подготвени да се вклучат во граѓанското општество.

Со сето она што се планира и реализира може да се констатира дека граѓанското образование треба да се изучува како редовен наставен предмет, со определен фонд на часови. Ова го поткрепуваме и со изјавите на наставниците реализатори на Проектот и учениците.

**Пандора Спасова** – педагог  
ОУ „Свети Кирил и Методиј“ – Кочани

**Маја Петрова** VI<sup>4</sup> одделение  
Кочани

Морам да нагласам дека Прирачникот е богат со сеопфатни текстови, илустрирани информации и слики. Во него се поместени соодветно димензионираните содржини од сите области на непосредното живеење.

Овој прирачник ќе помогне во создавањето активен, слободен, информиран и одговорен граѓанин.

Ги уверувам авторите дека нивниот прирачник ќе биде и наш, на родителите кои знаат или, пак, сакаат да знаат што се тоа: етика, норми на колективно живеење во рамките на своето семејство или во рамките на своето пошироко опкружување.

Со почит,  
**Мирјана Крстевска** - родител  
Битола

## КОНЦЕПТ - ОДГОВОРНОСТ

# ПОСЕТА НА ГРАДСКАТА МЛЕКАРНИЦА

На 29. 10. 2001, понеделник, со учениците од II – 1 одделение ја посетивме млекарницата „КИБ ТЕТОВО“.

Најнапред побаравме од директорот на училиштето да ја договори посетата на млекарницата.

Го замоливме г-дин Алирама, родител на ученичката Ремзије, со автобус да нè однесе до Тетово, до млекарницата.

Влеговме во канцеларијата на директорот кој срдечно нè пречека. Ученичката Резарта Елези му се обрати и го запозна кои сме и што сакаме да научиме од посетата во млекарницата. Таа рече: „Нè интересира кои се одговорностите на работниците околу преработката на млекото?“

Директорот нè запозна со работникот што го вареше млекото, а тој опширно ни го објасни процесот на работата и одговорноста при варењето на млекото.

„Неговата одговорност навистина е многу голема, бидејќи млекото е течност која се расипува многу брзо...“



Од одделот за подготвување на млекото за варење, поминавме во одделот за подготвување на сирење, кашкавал и јогурт.

Таму разговаравме со одговорниот кој ни кажа повеќе за неговите одговорности при правењето на

сирењето и јогуртот. Работата што ја вршат овие луѓе е многу одговорна, бидејќи сите млечни производи се многу чувствителни, лесно расипливи, а многу важни за здравјето на луѓето, а особено за децата.

Тројца ученици со голема внимателност и одговорност му помагаа на работникот при रहेњето на кашкавалот.

Следниот ден на часот по запознавање на природата разговаравме за одговорноста на вработените од млекарницата.

Одговорноста на работниците од млекарницата ја поврзавме со одговорноста што ја имаме ние учениците, наставниците и директорот на училиштето.

*Џезми Рустеми* - наставник  
II<sup>1</sup> одделение  
ОУ „Сабедин Бајрами“  
с. Каменеане –Тетово

## ГО ИЗРАБОТИВМЕ И ПРЕЗЕНТИРАВМЕ НАШЕТО ПОРТФОЛИО

Се викам Нита и учествувам во проектот „Ние народот ... Проект граѓанин“ што се реализира во моето училиште.

На почетокот ни изгледаше дека Проектот нема смисла, но подоцна се уверивме во спротивното.

Знаеме дека во мојот град има многу проблеми, но не знаеме како да постапиме за да ги решиме.

Имавме големи тешкотии при одбирањето на проблемот, а посебно при начинот на неговото решавање. Но, по долга дискусија успеавме да се договориме и да го одбереме најалармантниот и најактуелниот.

Стегнавме доволно знаења за да ги реализираме чекорите од овој проект. Добро се организиравме да собереме информации од различни извори. Некаде бевме задоволни, некаде не, но бевме упорни да ја постигнеме целта.

Со големо задоволство го изработувавме портфолиото водејќи сметка да се стави најдоброто, најсоодветното. Наставничката дозволуваше слободно да ги искажеме и спротивставиме нашите мислења со цел да дојдеме до

најдоброто решение. Денот кога требаше да го презентираме нашето портфолио во Основното училиште „Лирија“ во Тетово, никогаш нема да го заборавам. Сите бевме среќни и возбудени. Многу мисли се вртеа во нашите глави. Се чувствувавме многу среќни дека имаме можност пред толку луѓе да ја покажеме нашата работа.

Аплаудирањето на публиката нè направи да се чувствуваме горди, сигурни и корисни. Корисни дека и ние можеме да придонесуваме за развојот на демократијата во нашето општество во кое ќе се слуша и почитува гласот на децата–учениците.

Проектот навистина ми се допадна, верувам дека им се допадна и на моите другари и другарки. Мислам дека можам да почнам со неговата примена затоа што имам знаења и знам како да постапам за решавање или олеснување на проблемите во непосредната заедница.

*Нита Капроли* VII<sup>3</sup> одделение  
ОУ „Гоце Делчев“ – Гостивар



**ГОРДАНА ТАСЕВСКА**  
одд. наставник II-в  
ОУ „Даме Груев“  
Битола

## Писмена подготовка за реализиран наставен час во второ одделение

**Наставен предмет:** Македонски јазик – основи на демократијата  
**Наставна единица:** Активности со ликовите од текстот „Чуварот на зоолошката градина учи за одговорност“ 2 дел  
**Тип на часот:** Утврдување  
**Цел:** Знаења и способности  
 Во текст и симуирани ситуации, учениците:  
 – ги **идентификуваат** поимите **одговорност, придобивка, цена;**  
 – ги употребуваат споменатите поими на соодветното место;  
 – учат да се изразат, да ги претстават на различни начини (вербално, ликовно, играње на улога, говор на телото).  
**Социолошки форми на работа:** работа во групи  
**Техники на учење:** драматизација и работа според стратегиите од проектот  
**Со читање и пишување до критичко мислење** – „Венов дијаграм“, „Призма“, „Грозд“



**Материјали за работа:** изработени маски од картон за ликовите од текстот, хартија во боја, фломастери

**Работни задачи за групите:**

- 1 група:** Идентификува одговорност, придобивка и цена од симулативни ситуации (реченици по сопствен избор)
- 2 група:** Примена на стратегијата „Грозд“ за поимот зоолошка градина
- 3 и 5 група:** Драматизација на текст
- 4 група:** Примена на стратегијата „Венов дијаграм“ за поимите чуварот на зоолошката градина – Мартин и директорката на зоолошката градина
- 6 група:** Примена на стратегијата „Призма“, за поимот одговорност

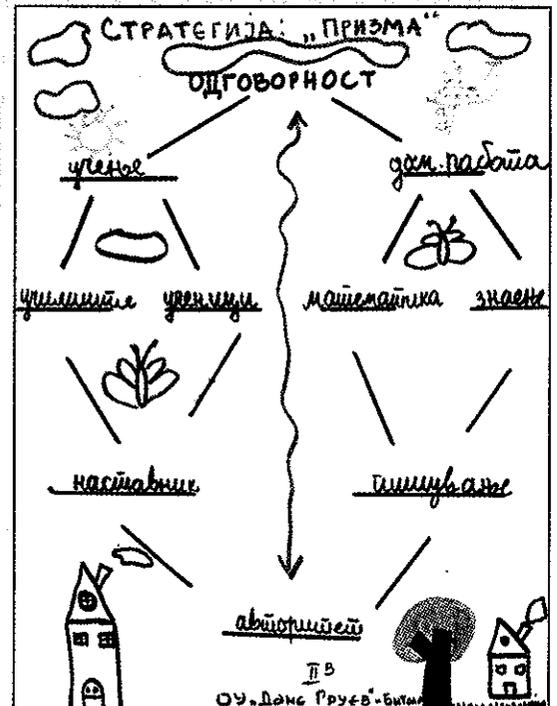
### ЗАЕДНИЧКИ АКТИВНОСТИ

Повторување преку насочен разговор на поимите: одговорност, придобивка и цена.  
 Поделба на задачите (активностите) на групи по случаен избор.  
 Куси упатства за работа.

### АКТИВНОСТИ НА УЧЕНИЦИТЕ

Самостојна работа на групите.  
 Презентација на изработените активности на групите и проценка на сопствената работа.

**РЕЗИМЕ** (средување) на впечатоците од работата на групите се прави преку проценка на придобивките од работата на часот.



**ВО ПРИЛОГ:** Изработените плакати од работните групи.

Гордана Тасевска – одд. наставник II-в  
 ОУ „Даме Груев“ – Битола

# РОДИТЕЛИТЕ ПРИСУСТВУВААТ НА ЧАС ЗА ОБРАБОТКА НА КОНЦЕПТОТ „АВТОРИТЕТ“

Ви се јавувам од ОУ „Вук Караџиќ“ – Куманово. Учителка сум на II<sup>3</sup> одделение кое веќе втора година ја реализира програмата *Основи на демократијата*. Задоволна сум од резултатите што ги постигнуваат моите ученици иако во почетокот се сомневав и не верував дека „главчето“ на првачето ќе може да ги сфати поимите: одговорност, правда, авторитет, приватност. Меѓутоа, на мое големо изненадување и задоволство, учениците, благодарение на методските пристапи предвидени за обработка на концептите, многу лесно ги усвоија содржините.

Мојата констатација целосно ја прифатија и родителите по нивното присуство на обработката на концептот *Авторитет* пред првото тромесечје од оваа учебна година. Тие, исто така, беа задоволни што програмата е лесно прифатлива и што помага во оспособувањето за живот во едно демократско општество во кое детето ќе може само да се снајде и да биде почитувано како личност. Ова може да се види од изјавите што ги дадоа родителите:



Драматизација од концептот „Авторитет“

– Многу се израдував кога моето дете од името на целото одделение и од името на наставничката ме покани да присуствувам на час по граѓанско образование. Уште повеќе ме воодушеви содржината и начинот како се работеше на часот. Децата глумеа, драматизираа, учеа за правилата во училишницата - однесување, хигиена, дисциплина. Имав можност да видам и да чујам на колку близок, едноставен и практичен начин децата започнуваат со изучување на основите на демократијата.

родител на ученик од II<sup>3</sup> одд.

- Бев воодушевена од часот на којшто се реализираше концептот „Авторитет“. Најмногу ми се допадна активноста кога децата сами донесуваа правила за однесување во училиштето и истите ги почитуваа.

Татјана Каранфиловска

– Мислам дека на овој начин децата стекнуваат големо знаење и искуство како да ги почитуваат правилата, но и како да донесуваат правила што другите ќе ги почитуваат.

Марика Костовска

– Сфатив дека децата со голема љубов и интерес ги следат содржините на граѓанското образование - „Основи на демократијата“. Особено ми остави впечаток кога тие се ставаат во улога на личности кои треба да се почитуваат, но и ние треба како родители тоа да го правиме - да ги почитуваме.

Горан Трајковски

Поздрав од учениците, родителите и наставничката на II<sup>3</sup> одд. од ОУ „Вук Караџиќ“ – Куманово

Деса Јаневска – наставник

Од реализацијата на проектот *Граѓанско образование*, програмата *Основи на демократија*

## Децата кои ја реализираат програмата „Основи на демократијата“ се чекор понапред

Преку реализацијата на концептите одговорност, правда, авторитет и приватност од програмата *Основи на демократијата* кај учениците доаѓаат до израз потенцијалните способности. За време на часовите кога се обработуваат концептите преку интересни случки и приказни тие слободно разговараат, ги изнесуваат своите ставови, писмено и ликовно се изразуваат. Позитивно е тоа што уште од рана возраст децата се запознаваат со основите на демократијата, со поимите кои секојдневно се употребуваат. Според мене, децата кои ја реализираат оваа програма се чекор понапред. Тие учат да бидат одговорни, да ги почитуваат авторитетите, да ја почитуваат својата и туѓата приватност, да ги исполнуваат одговорностите, да ги почитуваат правилата, како и на праведен начин да ги решаваат проблемите.

Марионка Костова  
ОУ „Тодор Јанев“ – Чашка, П.У. с. Мелница

### Училишни правила

Ние сме деца и секакви нешта посакуваме. Но, не оди тоа така мора некои правила да почитуваме.

Учителката додека нова лекција раскажува, глетката низ прозорецот не треба да нè залажува.

На одморот ќе ѝ се воодушевуваме на зимава, а сега на табла се гледа и внимава.

Учениците од II<sup>2</sup> одд.  
ОУ „Лирија“ – Тетово





## Правила

# Не прави се посилен од другите за време на одморите

Правилата стари, знајни  
откриваат многу тајни.  
Во училиштето правило стои,  
сидот со боичка да не се бои.

Дома правила  
други има,  
секој од нас ги учи,  
за свои ги прима.

Во играта  
правило се гради,  
негувај го цветот  
што другарството го сади.

**Александар Дембовски** II<sup>1</sup> одд.  
ОУ „Лирија“ – Тетово

## Авторитет

# Не ги шувај то името по сеговите

Ако немате авторитет  
не користете моќ,  
ако му викате без потреба на другар,  
верувајте ми,  
не ќе можете да спие  
ни ден, ни ноќ.



За да направиш комодитет,  
те молам, те молам,  
не злоупотребувај авторитет.

**Ирина Јолевска** III–б одд.  
ОУ „Григор Прличев“ – Скопје

## Соња крена рачиња

Соња крена рачиња  
мамо дај колачиња!  
И мама ѝ даде  
колаче да јаде.  
Маче мина крај неа  
маче ѝ се насмеа:  
„Ќе јаде колачиња,  
а не изми рачиња“.

**Марија Тофиловска**  
ОУ „Лирија“ – Тетово



# Секогаш помагај му на другарчето во незгода

## Правило

Има едно правило лесно  
заби да миеме често.

Правилото кажува вака:  
Секоја вечер со четка в рака,

Малку паста и вода  
и така, без мака,

Здрави ќе имаме заби  
и кога ќе бидеме баби.

**Моника М.** II<sup>1</sup> одд.  
ОУ „Лирија“ – Тетово

## Правда

Секому да му дадеме тоа што му следи  
и никогаш од никого сосила да не земаме,  
зашто тоа не ни вреди.

Нема правда со лага, љубомора, злоба и сила,  
правда има со почит, искреност и верба мила.

**Атилан Абдиу**  
Основно училиште „Лирија“ – Тетово



## Во автобус

Во автобус  
јас си седев,  
и бабичка  
влезе една.  
„Повелете“,  
тогаш станав,  
ме погали  
и си седна.

**Михаил Ц.** II<sup>1</sup> одд.  
ОУ „Лирија“ – Тетово



# Да ти чуваме и редовно да ти враќаме книтите од училишната библиотека

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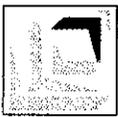
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# EDUKIMI QË



Byroja për zhvillimin e arsimit  
Mqedoni



**Të nderuar lexues!**

Në vijim është viti i katërt i realizimit të projektit "Arsimimi qytetar - rrugë drejt shoqërisë qytetare". Agjencioni amerikan për zhvillim ndërkombëtar (USAID) dhe Shërbimet katolike për ndihmë (CRS/Maqedoni) e financojnë dhe e përmbajnë implementimin e arsimit qytetar në të gjitha shkollat fillore të Republikës së Maqedonisë nga ana e Ministrisë së Arsimit dhe Shkencës dhe Byrosë për zhvillimin e arsimit.

Planprogrami mësimor i edukimit qytetar për zhvillimin e arsimit në nivel shtetëror tani më po realizohet në arsimin parashkollor dhe në klasën e parë, të dytë, të pestë dhe të gjashtë të shkollës fillore.

Deri më tash në këtë projekt janë inkuadruar 165 204 subjekte, dhe atë: 157 756 nxënës, 6 442 arsimtarë, 806 drejtorë, pedagogë, psikologë, si dhe 200 prindër. Në dy vitet e ardhshme programi do të realizohet në nivel shtetëror edhe në klasën e tretë dhe të katërt.

Për mua kënaqësi të veçantë paraqiste bashkëpunimi me edukatorët maqedonas derisa hartoheshin përmbajtjet e edukimit qytetar, derisa përgatiteshin doracakët dhe realizimi i stërvitjeve, andaj jam shumë e kënaqur që ky bashkëpunim vazhdon.

Në këtë moment aktivitetet e Projektit janë të kahëzuara drejt realizimit të stërvitjeve për prindër në të cilat ata njihen me programet e edukimit qytetar, me qasjet metodike, si dhe me pjesëmarrjen e tyre aktive në sjelljen e vendimeve në shkollë dhe në bashkësinë lokale. Në të ardhmen me mbështetje të partnerit tonë, Byrosë për zhvillimin e arsimit të Maqedonisë, shpresojmë se do të kemi edhe aktivitete tjera të reja interesante në këshillët e prindërve. Gjithashtu aktivitetet me rëndësi në projektin tonë, po ashtu të mbështetur prej anës sonë, është edhe botimi i një doracaku të ri për edukimin qytetar i cili do t'u dedikohet nxënësve të klasëve V dhe VI, e i cili do të jetë i përgatitur prej njerëzve profesionistë të Byrosë për zhvillimin e arsimit dhe të Ministrisë së arsimit dhe shkencës. Doracaku gjithashtu është edhe nxitës për prindërit dhe arsimtarët që t'u ndihmojnë të rinjve në Maqedoni gjatë kuptimit dhe pjesëmarrjes në institucionet qytetare në vend.

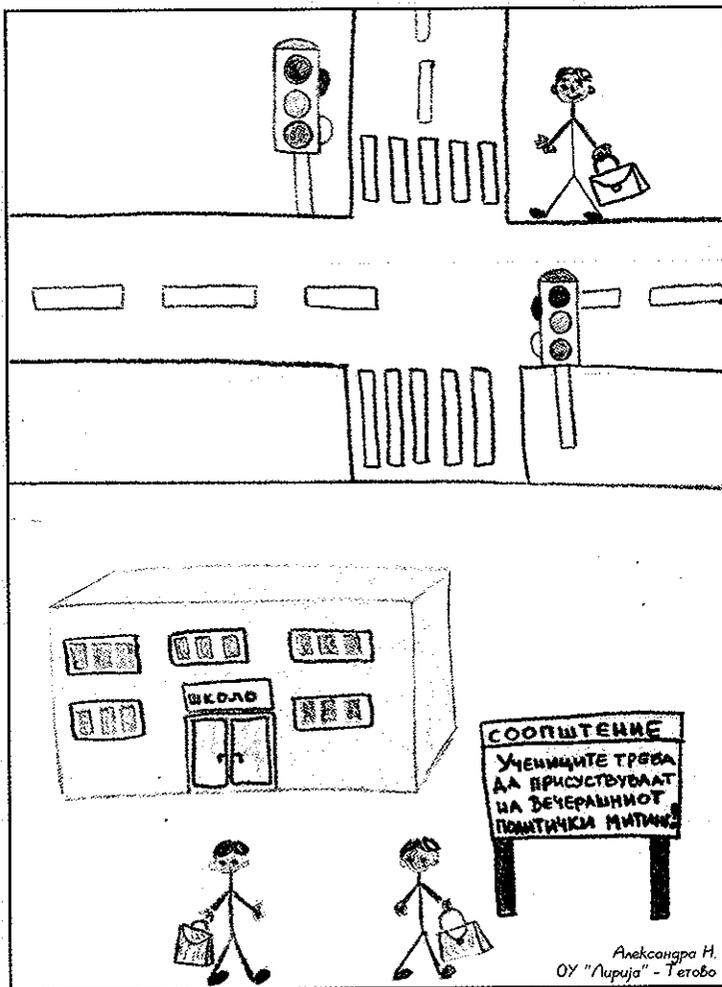
Unë si udhëheqëse e Departamentit të arsimit qytetar në CRS/Maqedoni jam krenare që jam pjesë e këtij programi të rëndësishëm dhe interesant i cili e përkrahë strategjinë dhe reformat e zhvillimit të arsimit në Maqedoni.

Mbetem me shpresë se ky program do të vazhdojë të realizohet me sukses, ndërsa mundësitë e reja nga sfera e edukimit qytetar do të na motivojnë që të synojmë kah sfidat e reja.

**Anat Prag,**

Udhëheqëse e Departamentit të arsimit qytetar në CRS/Maqedoni

Rruga kalohet kur të ndezet drita e gjelbërt në semafor. Kjo rregull është e mirë, për shkak se ndihmon që të ketë më tepër siguri për këmbësorët në komunikacion.



Nxënësit sot në mbrëmje duhet të marrin pjesë në mitingun politik! Kjo rregull nuk është e mirë sepse i fut nxënësit në politikë për çka ata nuk janë të gatshëm, sepse janë ende të vegjël.

**Drejtësi dhe autoritet**

Unë jam një fëmijë i vogël, mësoj me lodhje e mundim, për fuqinë e autoritetin dhe për të drejtin gjykim.



Se çka është drejtësia unë tash e di, andaj për mundin e dhënë nuk pendothem, sepse tash di të zbatoj fuqi dhe autoritet dhe kurrë të mos gabohem.

Me drejtësi do të ndaj lapsa, për gabimin e bërë do të jap llogari, por për këtë autoritet do të kem dhe komplimente sa një nahi.



**Natasha Atanasoska II-b**  
SHF "Dobre Jovanoski" - Prilep

# Projekti "Edukimi qytetar - rrugë drejt shoqërisë qytetare" në shkollën tonë

**R**ealizimi i projektit "Edukimi qytetar - rrugë drejt shoqërisë qytetare", gjegjësisht realizimi i programeve **Bazat e demokracisë dhe Ne populli...** Projekt qytetari zhvillohej sipas stërvitjeve dhe kahjeve të dhëna të seminareve bazike.

Që të arrijmë shkallshmëri dhe kontinuitet të plotë, në shkollë u formua një ekip për realizimin e Projektit.

Ekipi punën e tij e filloi qysh në vitin shkollor 2000/2001. Në mbledhjet e para u përpunua plan akcionar për realizimin e Projektit, me të cilin u saktësua konceptimi i realizimit të të dyja programeve. Plani akcionar përmbante:

❖ punë instruktivo-konsultative me arsimtarët - realizatorë të këtij projekti (mbledhje të informatave për qëndrimet dhe mendimet e arsimtarëve, nxënësve dhe prindërve të inkuadruar në këtë projekt);

❖ përcjellje e atypëratyshme e aktiviteteve të orës së kujdestarisë;

❖ mbajtje të orëve stimulative dhe demonstrative dhe përpunim të konspekteve metodike të aktiviteteve të realizuara të programit **Bazat e demokracisë**.

❖ përpunim të një panoje që do të ekspozohet për:

a) strukturën, qëllimin, qasjet e realizimit të Projektit (të ekspozuara në hapësirën e pedagogut të shkollës);

b) mësuesit-realizatorë përgjegjës të programit **Bazat e demokracisë** (të ekspozuar në korridorin e shkollës);

c) mësuesit-realizatorë përgjegjës të programit **Ne Populli ... Projekt qytetari** (të ekspozuar në korridorin e shkollës);

d) nxënësit të cilët janë të inkuadruar në realizimin e Projektit (vjersha, teskte prozaike e kështu me radhë - të ekspozuara në mësonjtore);

❖ informim të prindërve dhe të opinionit për efektet e arritura nga realizimi i Projektit;

❖ popullarizim të efekteve të arritura nga puna në nivel

të shkollës, për shkak të motivacionit të mëtijmë për punë.

Nga puna e koncipuar kështu duhet të jemi më se të kënaqur, ngase rezultatet/efektet që i arritëm na dhanë guxim për implementimin e mëtijmë të Projektit edhe në vitin shkollor 2001/2002.

Me realizimin e tij, u mundësua:

■ që programi **Bazat e demokracisë** të realizohet nëpër të gjitha rajonet edukativo-arsimore, me aplikim të metodave dhe formave interaktive të punës dhe me punë ekipore;

■ përdorim të lojrave, diskutimeve në grupe, ushtrime për lujatje të roleve, rrëfim të përrallave, vizatim dhe shkruarje;

■ nxitje pozitive e nxënësve që të marrin pjesë në zgjidhjen e problemeve të cilat vetë ata i kanë identifikuar dhe ndërmjet veti të komunikojnë, bisedojnë, këmbëjnë ide, të shfrytëzojnë mbledhje të informatave, të bëjnë rregullim të dokumentacionit dhe të hartojnë portofolë;

■ punë e përbashkët e më shumë arsimtarëve dhe nxënësve që do të kontribuojë edhe në rritjen e përgjegjësisë së përbashkët të të gjitha subjekteve të inkuadruara në realizimin e Projektit;

■ mbrojtje dhe prezantim i suksesshëm gojor i qëndrimeve/mendimeve të veta.

Për të gjithë ne është shumë me rëndësi ajo që ne ishim pozitivisht të nxitur në realizimin e Projektit, gjë që hapi mundësi të reja për vazhdim të mëtijmë të suksesshëm të Projektit edhe në vitin shkollor 2001/2002.

Drejtor:  
**Zoranço Gorgiev**  
SHF "Todor Arsov" - Zërmovci

Pedagog:  
**Snezhana Manovska**

## Edhe prindërit duan të mësojnë

Pas mbajtjes së takimit të punës me kryetarët dhe zëvendësit e tyre në këshillët e prindërve në Koçanë më 22.10.2001, interesimet nga takimi u përcollën në SHF "Goce Dellçev" të f.Gorni Podlog dhe në SHF "Mirçe Acev" të f. Kuçiqino.

Pas vendimit të këshillëve të prindërve në të dyja shkollat me mundësitë tonë modeste organizuam takim pune. Ne këtë e bëmë me interes dhe kënaqësi të madhe.

Në puntorinë tonë aktivisht punonin anëtarët/përfaqësuesit e këshillëve të prindërve në nivel të paraleleve (klasët I-IV).

Kënaqësia ishte e madhe dhe me të drejtë mund të thuhet se prindërit janë një popullatë e cila do të mësojë

dhe të jetë partner i mirë në punën e shkollës.

Në fund të stërvitjes prindërit i dhanë këto deklaratat:

- Unë si prind do t'i ndihmoj fëmijës sim për realizimin e suksesshëm të përmbajtjeve të doracakut për Edukim qytetar - **Bazat e demokracisë**;
- Unë do të merrja pjesë në aktivitete të ndryshme - fëmijët dëshirojnë që të kënaqen dhe të mësojnë së bashku me ne;
- Edukimi qytetar e përgatitë nxënësin/qytetarin për jetë në shoqërinë demokratike qytetare;
- Edhe ne prindërit e kemi pajtjetër të dimë për punët e reja në arsim, ngase edhe ne duam të mësojmë.

Tatjana Lllazarova, pedagoge  
SHF "Goce Dellçev" - f. Gorni Podlog

**M**e daljen nga shtypi të doracakut "Edukimi qytetar" për klasën e pestë, projekti "Edukimi qytetar - Rrugë drejt shoqërisë qytetare" veç më plotësohet si një tërësi. Doracaku hapi perspektiva të reja për funksionimin e programit "Ne populli ... Projekt qytetari". Ai nga njëra anë dukshëm e ka lehtësuar punën e kujdestarëve të klasave, ndërsa nga ana tjetër nxënësve u bëhet një burim i pashtershëm i koncepteve dhe dukurive të rrjedhave arsimore-demokratike në vendin tonë.

Doracaku nuk mund të shihet vetëm nga një perspektivë. Ai është më i gjerë, andaj nuk i kufizon ata që e përdorin. Gjatë shpjegimit të përmbajtjeve, ai hy në esencën e tyre. Si historian, veçanërisht më pëlqen retrospektiva historike e arsimit, si ajo e tanishmja ashtu edhe ajo më e hershme, e cila është paraqitur përmes teksteve të doracakut në të cilin janë shfaqur përvojat e disa veprimtarëve tanë të njohur kulturoro-arsimorë. Ai mund të përdoret edhe jashtë Programit gjatë njofimit të nxënësve me strukturën e arsimit dhe me organizimin e aktiviteteve të lira të nxënësve, si dhe gjatë shpjegimit të disa çështjeve të jetës së përditshme, si për shembull: "Çka është letërnjoftimi dhe si merret ai?".

Në fund të këtij teksti dua të theksoj se përdorimi i doracakut "Edukimi qytetar" është edhe argëtim dhe interesant si për nxënësit ashtu edhe për arsimtarët.

**Roberto Trajkovski**, arsimtar  
SHF "Dame Gruev"-Manastir

THANË PËR DORACAKUN

# Edukimi qytetar

Libri "Edukimi qytetar" është i mrekullueshëm. Unë mendoj se do të na duhet në jetën e mëtejme. Ai është shumë përshkrues dhe shërben për të na i mësuar të drejtat qytetare ashtu që të jemi qytetarë më të suksesshëm.

**Maja Petrova** Kl. VI4  
Koçanë

Slobodanka Ristevska D-r. Marija Tasheva

## EDUKIM QYTETAR

PËR KLASËN E PESTË DHE TË GJASHTË

E kam patjetër të them se doracaku është mjaft i pasur me tekste gjithpërfshirëse të iltuara me informata dhe fotografi. Në të janë vendosur përmbajtje të përshtatshme të dimensionuara prej të gjitha sferave të jetesës.

Ky doracak do të ndihmojë në krijimin e një qytetari aktiv, të lirë, të informuar dhe të përgjegjshëm.

I bind të gjithë autorët se doracaku i tyre do të jetë edhe i yni, i prindërve të cilët dinë, ose duan të dinë se çka është etika, norma e sjelljes së jetës kolektive në kuadër të familjes së tyre ose në kuadër të rrethinës më të gjerë.

Me respekt!  
**Mirjana Kërstevska**, prind  
Manastir

Përmes doracakut "Edukimi qytetar", në veçanti përmes përmbajtjeve, aktiviteteve dhe informatave të ilustruara, të cilat janë të kapshme për nxënësit, që zgjojnë interes dhe që njëkohësisht përkojnë edhe me moshën e tyre, nxënësit kanë mundësi të njihen me shkollën dhe komunën e tyre, si dhe me funksionet e tyre.

Doracaku ndihmon që nxënësit të mësojnë të mendojnë në mënyrë kritike dhe për dukuri dhe çështje të caktuara të ndërtojnë dhe të shprehin qëndrime të tyre. Duhet të theksohet edhe ajo se ky doracak nuk jep vetëm njohuri, por edhe mundësi që të njëtat t'i zbatojnë në jetë dhe ashtu të përgatitur të inkuadrohen në shoqërinë qytetare.

Me gjithë atë që është planifikuar dhe që realizohet, mund të konstatohet se edukimi qytetar duhet të mësohet si lëndë e rregullt mësimore me një numër të caktuar të orëve. Këtë e mbështesim edhe me deklaratat e arsimtarëve, realizatorë të këtij projekti, si dhe me ato të nxënësve.

**Pandora Simoska**, pedagoge  
SHF "Shën Kirili e Metodi"- Koçanë

# KONCEPTI - PËRGJEGJËSI

## VIZITË E QUMËSHTORES SË QYTETIT

Të hënën, më 29.10.2001, me nxënësit e klasës II-1 e vizituam qumështoren "KIB TETOVO".

Në fillim kërkuam prej drejtorit të shkollës që ta rregullojë vizitën tonë në qumështore.

Pastaj e lutëm z. Aliramiun, prindin e nxënësës sonë Remzijas, që me autobus të na shpiejë deri në Tetovë, në qumështore.

Hymë në zyrën e drejtorit i cili na priti me përzemërsi. Nxënësja jonë, Rezarta Elezi, iu drejtua drejtorit dhe e njoftoi se kush jemi dhe çka ne duam të mësojmë nga vizita në qumështore. Ajo tha: "Na intereson se cilat janë përgjegjësitë e punëtorëve në përpunimin e qumështit".

Drejtori na njoftoi me punëtorin i cili e ziente qumështin, i cili pastaj na e shpjegoi gjërë e gjatë procesin e punës dhe përgjegjësinë gjatë zierjes së qumështit.

Përgjegjësia e tij me të vërtet ishte e madhe, ngase qumështi është një lëng i cili shumë shpejt prishet...".

Prej repartit të përgatitjes së



qumështit për zierje kaluam në repartin e përgatitjes së djathit, kaçkavallit dhe jogurtit.

Aty biseduam me përgjegjës in e këtij reparti i cili na foli pak më tepër për përgjegjësitë e tij gjatë bërjes së djathit dhe të jogurtit. Punën të cilën

e kryejnë këta njerëz është me shumë përgjegjësi, ngase të gjitha prodhimet qumështore janë shumë të ndijëshme, lehtë prishen, por janë shumë me rëndësi për shëndetin e njerëzve, e veçanërisht të fëmijëve.

Tre nxënës me shumë kujdes dhe përgjegjësi ndihmonin një punëtorë gjatë renditjes së kaçkavallit.

Ditën e ardhshme gjatë orës së lëndës diti natyre dhe shoqërie folëm për përgjegjësitë e të punësuarve në qumështore.

Përgjegjësinë e punëtorëve të qumështores e lidhëm me përgjegjësinë që e kemi ne nxënësit, arsimtarët dhe drejtori i shkollës.

**Xhezmi Rustemi** - arsimtar  
Klasa II-1  
SHF "Sabedin Bajrami"  
f. Kamjan - Tetovë

## E HARTUAM DHE E PËRPUNUAM PORTOFOLIN TONË

Quhem Nita dhe marr pjesë në projektin "Ne populli... Projekt qytetari" i cili realizohet në shkollën time.

Në fillim na dukej se projekti nuk ka kuptim, por më vonë u bindëm në të kundërtën.

Ne e dimë se në qytetin tim ka një mori problemesh, por nuk e dimë se si duhet vepruar për t'i zgjidhur ato.

Patëm vështirësi të mëdha gjatë prioretizimit të problemit, veçanërisht gjatë zgjidhjes së tij. Por, pas një diskutimi të gjatë, arritëm të merremi vesh dhe ta zgjedhim problemin më aktual dhe më alarmant.

Arritëm njohuri të mjaftueshme që t'i realizojmë hapat e këtij projekti. U organizuam mirë që të mbledhim informata prej burimeve të ndryshme. Diku ishim të kënaqur e diku jo, por ne mbetëm të vendosur në arritjen e qëllimit.

Me kënaqësi të veçantë e hartuam portofolin duke mbajtur llogari vazhdimisht në më të mirën, më të përshtatshmen. Arsimtarja lejonte që ne lirisht t'i shprehim dhe t'i ballafaqojmë mendimet tona me qëllim

që të arrihet të zgjidhja më e mirë. Ditën kur ne duhej ta prezentonim portofolin tonë në SHF "Liria" të Tetovës nuk do ta harroj ansjeherë. Të gjithë ishim të gëzuar dhe të shqetësuar. Në kokë na silleshin shumë mendime. Ndjehehim shumë të gëzuar se tani kemi mundësi që para aq njerëzve do ta shfaqim punën tonë.

Duartrokitja e publikut na bëri të ndjehemi krenarë, të sigurt dhe të nevojshëm. Të nevojshëm nga shkakut se edhe ne mund të kontribuojmë në zhvillimin e demokracisë në shoqërinë tonë, në të cilën do të dëgjohej edhe zëri i fëmijëve - nxënësve.

Projekti me të vërtet më pëlqeu, madje besoj se u ka pëlqyer edhe shokëve dhe shoqeve të mija. Mendoj se mund të filloj me aplikimin e tij, ngase kam dituri dhe diçka se si të veproj për zgjidhjen ose lehtësimin e problemeve të komunitetit tonë.

**Nita Kaprolli** - klasa VII-3  
SHF "Goce Dellçev" - Gostivar



# PRINDËRIT PREZENTOJNË NË ORËN E PËRPUNIMIT TË KONCEPTIT "AUTORITET"

Ju paraqitem nga SHF "Vuk Karaxhiq" Kumanovë. Jam mësuese e klasës II-3, e cila veç më dy vjet po e realizon programin Bazat e demokracisë. Jam e kënaqur nga rezultatet që i kanë arritur nxënësit edhe pse në fillim kisha dyshim dhe nuk besoja se "koka" e fëmijës së klasës së parë mund t'i kuptojë konceptet: përgjegjësi, drejtësi, autoritet dhe privatësi. Megjithatë, për habitinë dhe kënaqësinë time, nxënësit, duke iu falënderuar qasjeve metodike të parapara për përpunimin e koncepteve, shumë lehtë i përvetësuan përmbajtjet e tilla.

Konstatimin tim plotësisht e pranuan edhe prindërit pas marrjes pjesë në orë mësimore, gjatë përpunimit të konceptit *Autoritet* para tremujorit të parë të këtij viti shkollor. Ata, gjithashtu ishin të kënaqur që programi është lehtë i kuptueshëm dhe që ndihmon në aftësimin e fëmijëve për jetë në një shoqëri demokratike në të cilën fëmija do të mund të gjindet dhe të jetë i nderuar si personalitet. Kjo mund të shihet edhe nga deklaratat që dhanë prindërit:

*- U gëzova shumë kur fëmija im në emër të tërë klasës dhe në emër të mësueses më ftoi të marr pjesë në orën e edukimit qytetar. Aq më tepër më la përshtypje përmbajtja dhe mënyra e punës në orë. Fëmijët aktronin, dramatizonin, mësonin për rregullat e mësonjtores - sjellje, higjienë, disiplinë. Pata mundësi të shoh dhe të dëgjoj se në çfarë mënyre të afërt, të thjeshtë dhe praktike fëmijët fillojnë t'i mësojnë bazat e demokracisë.*

prind i një nxënësi të kl. II-3

*- Isha e fascinuar nga ora në të cilën realizohej koncepti *Autoritet*. Më së shumti më pëlqeu aktiviteti kur fëmijët vetë sillnin rregulla për sjelljen në shkollë dhe të njëjtit edhe i respektonin.*

Tatjana Karanfilovska



Dramatizim nga koncepti i "Autoritetit"

*- Mendoj se në këtë mënyrë fëmijët përvetësojnë dituri dhe përvojë të madhe se si t'i respektojnë rregullat, por edhe si të sjellin rregulla të cilat të tjerët do t'i respektojnë.*

Marika Kostovska

*- Kuptova se fëmijët me dashuri dhe interesim të madh i ndjekin përmbajtjet e edukimit qytetar - Bazat e demokracisë. Veçanërisht përshtypje më la kur ata viheshin në rolin e personave të cilët duhet respektuar, por edhe ne si prindër duhet ta bëjmë atë - t'i respektojmë.*

Goran Trajkovski

*- Përsëritet nga nxënësit, prindërit dhe nga mësuesja e klasës II-3 të SHF "Vuk Karaxhiq" - Kumanovë.*

Desa Janevska - arsimtare

Prej realizimit të projektit Edukimi qytetar, programi **Bazat e demokracisë**

## Fëmijët që e realizuan programin "Bazat e demokracisë" janë një hap përpara

Përmes realizimit të koncepteve përgjegjësi, drejtësi, autoritet dhe privatësi të programit **Bazat e demokracisë** të nxënësit vijnë në shprehje aftësitë potenciale të tyre. Gjatë kohës së orëve në të cilat përpunohen konceptet nëpërmjet ngjarjeve dhe përrallave interesante, ata lirisht bisedojnë, i shfaqin qëndrimet e tyre dhe shprehen qoftë me shkrim apo me gojë. Pozitive është ajo që qysh prej moshës më të hershme fëmijët njihen me bazat e demokracisë, me konceptet të cilët përdoren çdo ditë. Sipas meje, fëmijët të cilët e realizojnë këtë program janë një hap para. Ata mësojnë të jenë të përgjegjshëm, t'i respektojnë autoritetet, ta respektojnë privatësinë e vet dhe të huajën, t'i përmbushin përgjegjësitë, t'i respektojnë rregullat, si dhe në mënyrë të rregullt t'i zgjidhin problemet.

Marionka Kostova

SHF "Todor Janev" - Çashka, Sh. P. f. Melnici

### Rregullat e shkollës

Ne jemi fëmijë dhe gjëra të ndryshme dëshirojmë. Por, nuk bëhet ashtu, patjetër disa rregulla t'i respektojmë.

Derisa mësuesja mësimin e ri e shpjegon, pamja kah dritarja nuk duhet të na mashtrohet.

Gjatë pushimit do të kënaqemi me dimrin, por tash të shikojmë në tabelë dhe ta mësojmë librin.

Nxënës të kl. II-2

SHF "Liria" - Tetovë





## Mos qaj për notë, por mëso që ta përmirësosh

### Rregullat

Rregullat e vjetra t'i respektojmë,  
se shumë sekrete na i zbulojnë.  
Në shkollë një rregull vlen,  
që muret të mos përyhen.

Shtëpia ka  
rregulla tjera,  
çdokush prej nesh le t'i mësojë,  
dhe si të vetat t'i pranojë.

Edhe në lojë  
le të ndërtohet rregull.  
Kultivoje lulen  
të cilën shokët e kanë mbjellë.

**Aleksandar Dembovski** kl. II-1  
SHF "Liria" - Tetovë



### Ndihmoji shokut në fatkeqësi

#### Autoriteti

Nëse nuk keni autoritet,  
mos përdorni fuqi,  
nëse i bërtisni shoku tuaj pa nevojë  
më besoni,  
se nuk mund të vini gjumë në sy.

Të bësh komoditet,  
të lutem shumë:  
mos e keqpërdor konceptin autoritet.

**Irina Jolevska** III-b  
SHF "Grigor Përliçev" - Shkup



#### Sonja me duar të papastërta

Sonja i skuqj faqet  
nënë i dua kollaçet!  
E nëna i dha  
kollaçe të ha.  
Pranë saj kaloi një mace  
dhe u buzëqesh:  
"Do të hajë kollaçe  
e papastër si marroqe".

**Marija Tofilovska**  
SHF "Liria" - Tetovë

### Mos e shkruaj emrin nëpër mure

#### Rregulla

Është një rregull mbani vesh,  
që dhëmbët t'i lajmë shpesh.

Rregulla neve na mëson:  
Që çdokush dhëmbët t'i pastron.

Më pak pastë dhe ujë pak  
dhëmbët i bëni për merak.

Kështu do të kemi dhëmbë të mirë  
edhe kur do të jemi në moshë të shtyrë.

**Monika M.** II-1  
SHF "Liria" - Tetovë

#### Drejtësia

Drejtësi është  
secilit t'i japim atë që e meriton  
dhe kurrë të mos marrim  
diçka që s'na takon.

Drejtësi nuk është rrena,  
dhuna, smira, dhe zilia,  
Drejtësi është  
vetëm zemërbardhësia.

**Atilan Abdiu**  
SHF. "Lirija" Tetovë



#### Në autobus

Në autobus  
unë u ula.  
Por hypi  
një gjyshe.  
"Urdhëroni",  
u ngrita unë  
e ajo u ul  
e më përkëdheli.

**Mihail C.** Kl.II  
SHF "Liria" - Tetovë



### T'i ruajmë dhe rregullisht t'i kthejmë librat në bibliotekën e shkollës.

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Svetlana Gashoska, administratore e programit "Bazat e demokracisë" dhe  
Stela Pijanmanova, administratore e programit "Ne populli... Projekti qytetarë", CRS / Maqedoni;  
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## SİVİL EĞİTİM

YILLIK Numara 4  
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Makedonya Eğitim  
Gelişme Bürosu



## Sevgili okuyucular,

Dört yıl süre içerisinde, "Sivil Eğitim - Sivil Toplum Yoluna Doğru" projesi Uluslararası Gelişme Amerika Ajansı (USAID) ve Katolik Yardım Memurluğu (CRS) yardımıyla gerçekleşmekteydi.

Eğitim plan ve programlarında yer almasına destek veren ve finansını Eğitim ve Bilim Bakanlığı ile Eğitim Gelişme Bürosu tarafından yapılmaktaydı. "Sivil Eğitim" eğitim plan ve programını milli duyarlılığı açısından okul öncesi ve ilkokul I. II. V. ve VI. Sınıflarında gerçekleşmekteydi.

Şimdiye dek projeye 165.204 subje katılmıştı. Bunlardan: 157.756 öğrenci, 6442 öğretmen, 806 müdür, pedagoğ ve psikolog ve 200 ebeveyn. Gelecek iki yıl içerisinde proje programı gerçekleşmesine ilkokulun III. ve IV. Sınıf öğrencileri de katılacak.

Benim için önemli bir şey varsa o da Makedonya'da eğitimciler arasında eğitim üzerinde işbirliğinin yapılması, el kitapların eğitimciler tarafından hazırlanması beni mutlu ediyor.

Şu anda sevindirecek bir olay varsa sivil eğitim gerçekleşmesi için öğrencileri, ebeveynleri plan ve programın içeriliğiyle tanıtmak, okul ile yöresel birliğinde kararların alınmasında etkinlik durumunda olmamıza görev bize düşüyor. İleride bir partner olarak Makedonya Eğitim ve Gelişme Bürosu de, ebeveyn heyetinin üyeleri çalışmaların ilgi gösterici eklerine inanıyoruz. Aynı zaman V. ve VI. Sınıf öğrencilerine sivil eğitimi üzere Makedonya Eğitim ve Bilim ve Eğitim Gelişme Bürosu'nun uzmansal kişileri tarafından bilgi vermek, kitabın içeriliğini kendi yazılarıyla zenginleştirmek, zamanında basımdan çıkmasında payı geçmiş olduklarını vurgulamayı uygun buluyoruz.. Makedonya'da yaşayan genç nesile bu el kitabı sivil eğitimi hakkında bilgi edinmelerine öğretmen ve ebeveynlere yardımcı olacak.

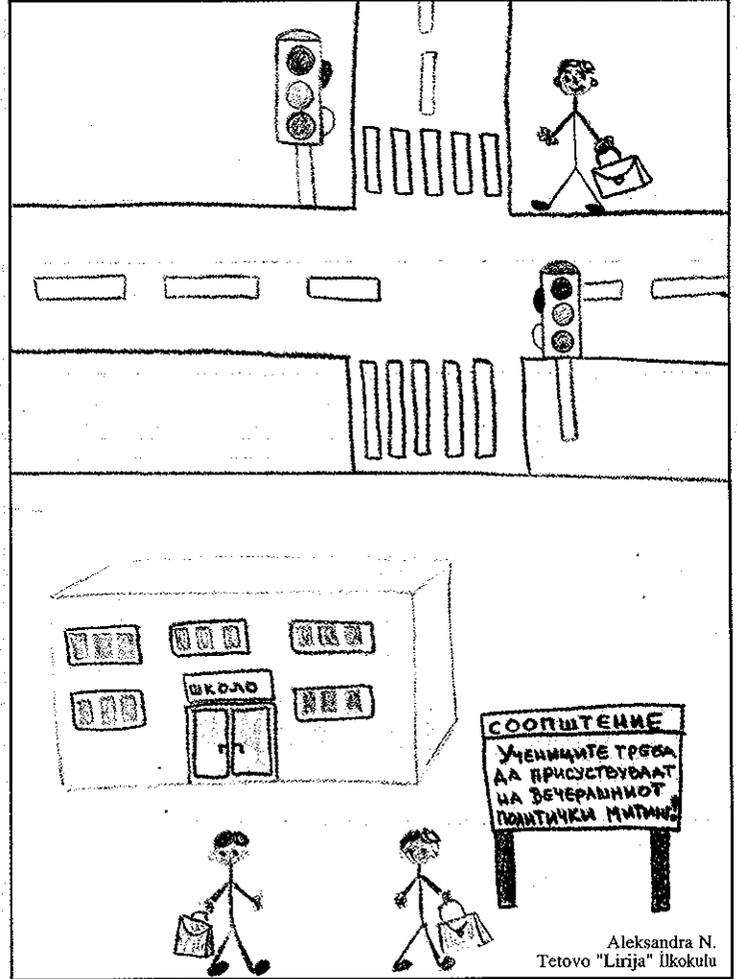
Ben Makedonya'da CRS'in Eğitim Bölüm Başkanı olarak verdiğim ilginçli ve önemli programından onur duymaktayım. Bu program Makedonya'da eğitimin strateji ve reformlarını kapsamaktadır.

Programımızın ileride de başarılı olarak gerçekleşmesine inanıyorum ve sivil eğitimi de başarılı olacağına umut ediyorum.

Anat Prag,

Makedonya'da CRS Eğitim Bölüm Yöneticisi

Yeşil ışıklar yandığı zaman caddeyi geçebiliriz. Bu kural doğru ve trafik canavarı yayan yürüyenleri yakalayamaz.



Aleksandra N. Tetovo "Lirija" İlkokulu

Siyaset meydanlarına öğrencilerin katılması doğrudur. Bu kural yanlış, öğrencileri siyasete doğru teşvik ediyor, fakat onların yaşı buna müsaid değil.

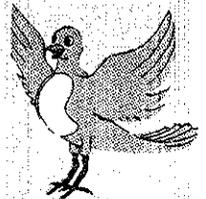
## Adalet ve Yetki

Ben küçük çocuk  
Yetkinin gücünü ve adaleti  
Öğrenmek için  
Kendi emeğimle çalışıyorum.

Şimdi adalet ne olduğunu biliyorum,  
Emek verdiğime pişman olmuyorum,  
Yetki ve gücün kullanmasını şimdi biliyorum  
Yanlış yapmadan.

Kalemleri doğru olarak dağıtıyorum,  
Yaptığım yanlışlığa sorumluyum,  
Ama, onun için yetki benim  
Diğerlerinden övgüler alıyorum.

Nataşa Atanasoska IIb  
Pirlepe "Dobre Yovanoski" İlkokulu



# Bizim Okulda "Sivil Eğitim - Sivil Toplumun Yolu" Projesi

**S**ivil Eğitim - Sivil Toplumun Yolu" daha doğrusu *Demokrasi Esasları ve Biz Halk... Vatandaş Projesi* programı seminerlerde verilen yönergeler üzere gerçekleştirilmektedir.

Sürekli bir bütünlüğün sağlanmasına projenin gerçekleştirilmesi için okullarda takım kurulmuştur.

Böyle takımlar daha 2000/2001 yılında çalışmalarını başlatmıştı. İlk toplantılar projenin gerçekleştirilme etkin planları çizilmiş. Bu planlar üzere her iki programın gerçekleştirilme taslağı da tespit edilmiş. Etkin planı şunları kapsamaktadır:

❖ Projenin gerçekleştirilmesi için öğretmenlerle konstruktif danışma yapmak (gereken tutumlar, düşünceler öğretmenler, öğrenciler ve ebeveynlerden toplamak ve onların projeye katılmalarına davet etmek);

❖ Sınıf öğretmenin yaptığı dersi doğru doğrudan izlemek;

❖ Teşvik edici ve demonstratif derslerin hazırlanışı ve yapılışı, *Demokrasi Esasları* program taslağının gerçekleştirilmesi için metod birlikleri üzerinde hazırlamalar yapmak;

❖ Tüm hazırlıklar pano üzerinde olmalıdır:

a) Projenin gerçekleştirilme strüktürü ve amacı (okul pedagoğu odasında asılı);

b) *Demokrasi Esasları* programının sorumlu öğretmen - gerçekleştirilenlerin adları (okul holünde asılı olmalı);

c) *Biz Halk... Vatandaş Projesi* program sorumluları öğretmen - gerçekleştirilenlerin adları (okul holünde asılı olmalı);

d) Projenin gerçekleştirilmesinde katılan öğrenciler (şirler, düz yazıları, fıkralar vb.), (okulun sınıfında asılı olmalı);

❖ Projenin gerçekleştirilmesinde elde edilen neticeleri

kamuoyuna ve ebeveynlere bildirmek;

❖ İlerideki çalışmalar üzere ilham yapılması için okul-la ilgili elde edilen başarıların tanıtımını yapmak.

Yapılan çalışma taslağından memnun olmalıyız. Çünkü elde ettiğimiz olumlu başarılar bu projeye 2001/2002 yılında da katılmamızı teşvik eder.

Projenin gerçekleştirilmesi şu imkanları sağlamaktadır:

■ *Demokrasi Esasları* programı her çeşit eğitim - öğretim kurumların gerçekleştirilmesidir. Böyle gerçekleştirilme-lerde takım çalışmalar eğitim formları ve eğitim yöntemlerinden yararlanacak;

■ Oyun, gruplarda tartışmak yapmak, rol almak için alıştırma yapmak, masal anlatmak, resim çizmek ve yazı yazmak formlardan yararlanmak;

■ Öğrenciler çalışmalara teşvik etmek: öğrenciler karşılaştığı sorunlar çözümünü kendileri yapmak, aralarında konuşma yürütmek, düşünce değiştirmek, enformasyon kaynaklarından yararlanmak, evraklar toplamak ve portfolyoları yapmak;

■ Kişisel düşünce - tutumlarını kamuya bildirmek ve bunları savunmak.

■ Başarılı sözlü açıklamaları ve kendi tutumlarını savunmak.

Bizim için çok önemli bir şey varsa, projenin gerçekleştirilmesi için gerçekten pozitif çaba gösterdik ve 2001/2002 okuma yılında projenin programı üzerinde üstün başarılar elde edilmesini dileriz.

Müdür  
**Zoranco Gorgiev**  
Zrnovçi "Todor Arsov" İ.O.

Pedagog:  
**Snezana Manovska**

## Veliler de Öğrenmek İstiyorlar

22.10.2001 yılında Koçana'da veliler heyetinin başkan ve başkan yardımcılılarıyla karşılaşma düzenlendi. Bu karşılaşmadaki ilgiler Gorni Polog "Goçe Delçev" ve Kuçiçino "Mirçe Açev" ilkokullarında da görüşülmüştür.

Her iki okulda veliler heyetin aldığı kararı, bizim koşullar üzere bir karşılaşma okulumuzda düzenledik. Bunu memnuniyetle yaptık.

Çalışmaya (I. - IV. Sınıf) velileri heyeti üyeleri de katıldı.

Memnuniyetlik yüksek seviyede oldu. Okul çalışması hakkında bilgi vermek istediğimizi velilere söyledik.

Veliler bilgi edindikten sonra şu beyanatı verdiler:

- Ben bir ebeveyn olarak *Demokrasi Esasları* sivil eğitim el kitabının içeriğinin gerçekleştirilmesi için yardımcı olacağım.
- Her türlü etkinliğe katılmağa hazırım - çünkü çocuklar bizimle birlikte okumayı daha fazla severler.
- Sivil eğitimi, öğrencileri - vatandaşlar demokrasi toplumun hayatına hazırlar.
- Biz ebeveyn olarak eğitimde olagelen olayları yakından izlemek için kendimizin de bu alanda bilgimiz olmasına ihtiyacımız var.

**Tatyana Lazarova**  
"Goçe Delçev" İ.O. pedagoğu  
Gorni Podlog köyü

**B**eşinci ve altıncı sınıflar için *Sivil Eğitim* el kitabı basımdan çıktıktan sonra, *Sivil Eğitim - Sivil Toplum Yoluna Doğru...* proje olarak tamamlandı. El kitabı, *Biz Halk... Vatandaş Projesi* programının faaliyetleri perspektiflerimizi açtı. Bir taraftan ilk öğretim öğretmenlerinin oldukça çalışmalarına kolaylık sağladı, diğer yandan da öğrencilere devletimizde sivil - demokrasi belirmelerinin (olaylarından) bilim kaynağı oldu.

El kitabına sadece bir perspektif yönüyle bakılmamalıdır, kitaba geniş açıdan bakmak gerekir, yani kullanılanların sayısı artmaktadır. İçeriklikler üzere açıklamalar yapmakla onların esaslığı da ele alınır. Bir tarihçi olarak eğitimin tarihin geçmişi tamamiyle öğrendim ve beğendim. Bizim kültür - eğitim aydınlarımızın önceleri ve şimdiki bilim adamların eğitim hakkında verdikleri bilgi beni hoşlandırır. Bu el kitabı öğrencilerin eğitimin struktürünü tanımaları ve serbest öğrenci etkinliklerin örgütlenmeleri aynı öyle "Kimlik kartı nedir ve nasıl elde edilir?" gibi günlük hayatta karşılaşılan sorunlar açıklamaktadır.

Bu metnin sonunda *Sivil Eğitim* el kitabının kullanılması hem öğrencilere hem de öğretmenlere ilginçli olduğunu belirtmek isterim.

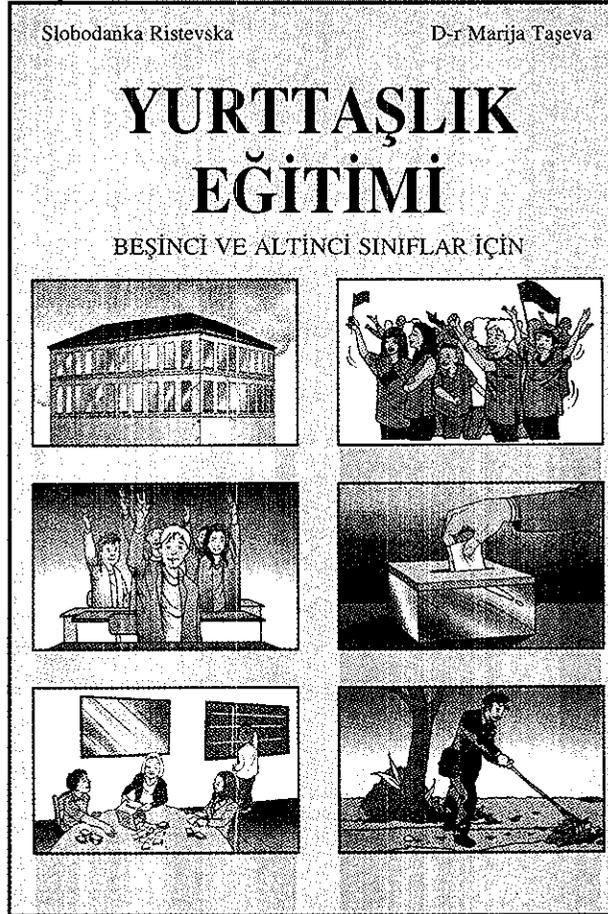
**Roberto Traykovski** - öğretmen  
Manastır "Dame Gruev" İ.O.

**EL KİTABI İÇİN DEDİLER**

# Sivil Eğitim

"Sivil Eğitim" kitabı faydalı bir kitaptır. İleride de bizlere hizmet edeceğine inanıyorum. Bu kitap tasvirlerden bizlere sivil haklarını ve başarılı vatandaş olma yolunu öğretecek.

**Maja Petrova** sınıf VI<sup>4</sup>  
Koçana



El kitabı her şeyi ihtiva eden metinlerle, ilüstrasyonlu bilgilerle (enformasyonlarla) ve resimlerle zengin olduğunu vurgulamam gerekir. İçerilğinde günlük hayat seviyesinden uygun metinler yerleştirilmiştir.

Bu el kitabı sorumlu, aktif, hür ve serbest vatandaşın yaratılmasına yardım edecektir.

Etik, aile içerisinde, ya da daha geniş çevrede kolektif yaşayış tarzlarını bilen ya da öğrenmek isteyen ebeveynleri ve el kitabının yazarlarını inandırıyorum ki bu el kitabı aynı zamanda bizim de olacaktır.

Saygılarımla,  
**Mirjana Krstevska** - veli,  
Manastır

"Sivil Eğitim" el kitabıyla öğrenciler anlayışlı, ilgi çekici ve aynı zamanda onların yaşlarına uygun olan içeriklikler, etkinlikler ve ilüstrasyonlu bilgilerle (enformasyonlarla) doludu, kendi okulların, belediyelerin ve onların görevlerini en iyi bu el kitabından fırsatını bulurlar.

Bu el kitabı, öğrencilerin okumasına, düşünmesine ve belirli olaylar üzere şahsi görüşlerin yaratılmasına ve tutum almalarına yardımcı oluyor. El kitabı sadece bilgi vermez aynı zaman elde edilen bilgileri hayatta kullanma olanağını da sağlar. Böylelikle öğrencileri sivil toplumuna katılmalarına hazırlamış olur. Planlaştırdığı ve gerçekleştirdiğiyle sivil eğitim, belirli ders sayısı ile öğretim dersi olarak okunması gerekli olduğunu belirtmek lazım. Bunu, projeyi gerçekleştiren öğretmenler ve öğrencilerin beyanatıyla tespit etmek doğru olur.

**Pandora Spasova** - pedagog  
"Aziz Kiril ve Metodiy" İ.O.  
Koçana

# Sorumluluk -Taslağı

## SÜT FABRİKASININ ZİYARETİ

Pazartesi, 29.10.2001 yılında II - 1 sınıfının öğrencileriyle "KİB TETO-VO" süt fabrikasını ziyaret ettik.

Önce okul müdüründen ziyaret için randevu istedik.

Otobüs bizleri Kalkandelen'deki süt fabrikasına götürmesi Remziye'nin ebeveyni Alirami Bey'e yalvardık.

Müdürün çalışma odasına girdik. O, bizleri çok sıcak karşıladı. Öğrencilerden biri Rezarta Elezi söz alarak kim olduğumuzu söyledi ve ziyaretin sebebini müdüre açıkladı. "Sütün işletilmesinde işçilerin sorumluluğu bizi ilgilendiriyor", diye dedi.

Müdür, sütü kaynatıran bir işçiyle bizi tanıştırdı. O, daha ayrıntılı bir şekilde bize çalışma sürecini açıkladı ve sütün kaynatılmasındaki sorumluluğu da bize anlattı.

"Sıvı (madde) olduğu için, süt çok

çabuk bozulabilir bundan dolayı bizim sorumluluğumuz hakikaten büyüktür..."



Sütün kaynanma bölümünden yoğurt, kaşar ve peynirin hazırlandığı bölüme geçtik.

Oradaki, bölümün sorumlusuyla görüştük. Bizlere peynir ve yoğurtun yapılmasını açıkladı ve çalışan işçi-

lerin ne kadar sorumlulu olduklarını da öğrendik. Çünkü işlenen maddeler çok hassastır, kolay bozulabilirler. Bildiğimiz gibi süt ve ürünleri insan bilhassa çocuk sağlığı için önemlidir.

Kaşarların sıralanışlarına dikkatle baktık, aramızdan üç öğrenci sorumluluğa üstlenerek sorumlu olan işçiye yardım etmeye başladı.

Ertesi gün, doğayı tanıyalım dersinde süt fabrikasındaki işçilerin sorumlulukları üzere konuştuk.

Süt fabrikasındaki işçilerin sorumluluklarını okuldaki öğrencilerin, öğretmenlerin ve okul müdürünün (yönetmenin) sorumluluklarıyla karşılaştırma yaptık.

*Cezmi Rustemi - Öğretmen*  
Sınıf II - 1

Kalkandelen, Kamenyane köyü  
"Sabedin Bayramı" İlk Okulu

## PORTFOLYOMUZU İŞLEYEREK VE SERGİLEMESİNİ YAPTIK

Adım Nita, okulunda gerçekleşen "Biz Halk...Vatandaş Projesi"ne ben de katıldım.

Başlangıçta proje ilgisiz olduğunu zannettim. Fakat daha sonraları düşüncem yanlış olduğu farkına vardım.

Yaşadığım kenttin, çok sayıda sorunlar olduğunu biliyoruz. Fakat problemlerin çözülmesi için biz davranmayı bilmiyoruz.

Sorunu çözümleme yolunda güçlük çektik. Fakat uzun bir tartışmadan sonra aramızda bir anlaşmaya vardık. Önce aktüel ve endişe verici problemi seçtik.

Bu projenin bölümlerini gerçekleştirmek için yeteri kadar bilgi edinmeğe çalıştık. Farklı kaynaklardan bilgi edinmemiz için aramızda iyi örgüt yapmaya uygun bulduk. Bazı kaynaklardan topladığımız bilgilerden memnun, bazılarından ise memnun değildik. Fakat hedefimizi gerçekleştirmek için dirençliydik.

Portfolyomuzu büyük memnuniyetle işledik. En iyisini, en uygununu eklenmeye dikkat ettik. Daha iyi bir sonuca varabilmemiz için öğretmen, aramızda düşüncelerimizi serbest

olmasını söyledi ve tartışma yapmaya izin verdi. Kalkandelen'de "Liriya" İlk Okulda portfolyomuzun gösterisi gününü hiçbir zaman unutmayacağım. Hepimiz heyecanlı ve mutluyduk. Zihnimizde birçok fikirler dönüyordu. O kadar çok seyirci karşısında yaptığımız işin gösterilme imkânın sağlanmak bizi neşe ediyordu.

Seyircilerin alkışlarından bizi mağrur, inançlı ve yararlı olduğumuzu hissettik. Bizde de öğrenci olarak sesimizi duyurmaktan gururluyuz. Demokrasi toplumun gelişmesine katkı sunmaktan kıvanç duyuyoruz.

Projeyi hakikaten beğendim, inanırım ki benim arkadaşlarım da beğendiler. Toplumumuzdaki sorunların çözümlenmesi ya da hafiflenmesi için davranacağımı ve projeden kazandığım bilgilerden nasıl yararlanacağımı şimdi daha iyi biliyorum.

*Nita Kaprolı VII<sup>3</sup> sınıfı*  
Gostivar "Goçe Delçev" İlk Okulu



# "YETKİ" TASLAĞI AÇIKLAMA DERSİNE EBEVEYİNLERİN KATILMALARI

Kumanova "Vuk Karacik" İlk Okul'undan sizlere sesleniyorum. II3 sınıfın öğretmeni olarak iki yıl Demokrasi Esasları programının gerçekleşmesi üzere çalışıyorum. Şimdiye kadar sınıfta elde edilen neticelerden memnunuz. Oysa başlangıçta birinci sınıf öğrencileri sorumluluk, adalet, yetki ve mahremiyet terimlerini anlayamayacağını düşünüyordum. Halbuki taslakların açıklaması için yararlandığımız metod içerikliklerin kolay anlaşılabilmesini sağladı.

Bu okuma yılının ilk üç ayda işlenen Yetki taslağıyla ilgili ziyaretlerde bulunanlar benim düşüncelerime hemfikir oldular. Demokratik toplum hayatına daha kolay uymak ve programın öğrenciler tarafından daha anlayışlı olmasına ve benimsenmesine için veliler de memnun oldular. Böylelikle o toplumumuzda, çocuk kendisi becerikliğini ve kişiliğini sağlayacak durumda bulunur. Bunları ebeveynlerin verdiği beyanatlardan öğrenebiliriz:

- *Bütün sınıf öğrencileri ve sınıf öğretmeni adından sivil eğitim dersini ziyaret etmek için çocuğum davet edildiğime çok sevindim. Derste çalışma tarzları beni içten heyecanlandırdı. Çocuklar aktörlük, dramatizasyon yapar, sınıf kuralları üzere bilgi edinir: davranış, temizlik, disiplin vb. Demokrasi esasları programını öğrenmek için öğrenciler yakından ilgi gösterdiklerini de öğrendim.*

II3 sınıf öğrencisinin ebeveyni

- *Yetki konseptin gerçekleşme dersine hayran kaldım. Öğrencilerin okulda davranış kuralları ve onlar tarafından saygı gösterme etkinliğini de çok beğendim.*

Tatyana Karanfilovska



Yetki konseptin dramatizasyonu

- *Düşünüyorum ki bu şekilde öğrenciler kurallara saygı göstermekle hem tecrübe hem de bilgi elde ediyorlar, aynı zamanda diğerler tarafından getirilen kurallara da saygı göstermelerini de öğreniyorlar.*

Marika Kostovska

- *Demokrasi Esasları - sivil eğitim program içerikliklerini öğrenciler büyük ilgi ve sevinçle izledikleri kanısına vardım. Öğrenciler saygılı olan kişilerin yerini aldıkları gözüme battı, bunu biz de bir ebeveyn olarak yapmamız, yani -onlara saygı göstermemiz gerekir.*

Goran Traykovski

Kumanova "Vuk Karacik" ilk okulun II3 sınıfının öğrencileri, velileri ve öğretmenlerinden selamlar.

Desa Yanevska - öğretmen

Sivil Eğitimi, Demokrasi Esasları programının gerçekleşmesi

## "Demokrasi Esasları" Programı Gerçekleştiren Çocuklar Bir Adım Daha İleri

Sorumluluk, adalet, yetki ve mahremiyet Demokrasi Esasları program taslağın gerçekleşmesiyle uğraşan öğrencilerin becerikliğin yükselmesine ve çalışmalarına yardımcı olur. Ders esnasında kimi program taslakları üzerine konuşmalar yürütülür. Kişisel düşünce ve tutumlar yazılı olarak ya da resim çizmekle bildirilir. Önemli bir şey varsa da çocuklar daha küçük yaşta demokrasi esaslarını, kurallarını öğrenmek. Bana göre bu programı gerçekleştiren çocuklar bir adım daha ileri gitmiş olurlar. Onların sorumlu olması, yaratıcılara saygı göstermesi, kişiler ve değerlerinin özelleştirilme oluşunu saygılamak, sorumluluğu üzerine alma alışkanlığı yaratmak, kurallara saygı göstermek ve adalet kuralları üzere sorunları çözmeye alıştırmak önemli görevlerimizden biri olarak sayılır.

Marionka Kostova

Melniçi köyü "Todor Yanev" İ.O. - Çaçka

### Okul Kuralları

Biz sevimli çocuklarız,  
Her şeye el uzatıyoruz.  
Fakat, öyle olmuyor,  
Kurallara saygı göstermeliyiz.

Öğretmen yeni ders  
Üzere açıklama yapıcaya,  
Pencereden görünen  
Manzara çekemez dikkatimizi.

Teneffüs esnasında  
Hayran kalacağız kış manzarasına,  
Şimdi yazı tahtası karşımızda  
Dikkat etmeliyiz yazılara.

II2 sınıf öğrencileri

Kalkandelen "Liriya" İlkokulu





Not için gözyaşı akıtma değil, notunu çalışmakla düzeltmeye çalış

## Kurallar

Kurallar her yerde geçerli  
Bize her şeyi öğretir.  
Okulumuzda bir kural var,  
Duvarları boyalamamak.

Evde de başka  
Kurallar var,  
Onları hepimiz  
Öğreniyoruz, onlara  
Saygı gösteriyoruz.

Her oyunun da  
Kuralları var,  
Dünyada bunlar üzere  
Dostluk kurulumuz

*Aleksandar Dembovski* II<sup>1</sup> sınıf  
Kalkandelen "Liriya" İlkokulu



## Yetki

Yetkiniz yok ise  
Gücünüzden yararlanamazsınız,  
Arkadaşınızasebepsiz bağırırsanız,  
İnanın bana  
Gündüz - gece  
Uyuyamayacaksınız siz.



Kendin rahat olmak için  
Rica ederim, rica ederim  
Yetkiyi kötüye kullanma.

*İrina Yolevska* IIIb sınıf  
Üsküp "Grigor Prliçev" İlkokulu

*Çıkılmaz durumda bulunan arkadaşına daima yardım et*

## Sonya'nın Elcikleri Yukarı

Sonya'nın elcikleri yukarıda  
"Anne çörek ver bana"  
Ona anne çörek verdi.  
Çöreği Sonya aldı.  
Sonya'ya kedi gülümsedi:  
"Sonja çöreği aldı  
Ama ellerini yıkamadı".

*Mariya Teofilovska*

Kalkandelen "Liriya" İlkokulu

## Duvarlarda adını yazma

### Kural

Bir kural var ki  
Dişlerimizi sıralı temizlemek.

Kural şöyle diyor:  
Elinizde her akşam,

Sulu fırça üzerine pasta  
Dişlerinizi tutun temiz, böylelikle,

Yaşlı döneminizde de  
Dişleriniz sağlam olur.

*Monika M.* II<sup>1</sup> sınıf  
Kalkandelen "Liriya" İlkokulu

### Adalet

Herkese hak ettiğini verelim  
Kimseden hiçbir zaman  
zorla almayalım,  
Çünkü öyle yapmamalıyız.

Yalanla hakikat olmaz,  
kıskançlık, garaz ve güç,  
Hakikat saygı ile olur,  
samimiyetlik, inanç ve sevgi

*Atilan Abdiu*  
Kalkandelen - "Liriya" İlkokulu

### Otobüste

Otobüse girdim  
Ve oturdum,  
Bir nine de  
Otobüse girdi.  
Yerimden kalktı,  
"Buyurun" dedim.  
Gülümseyerek baktı bana  
Ve oturdu.

*Mihail Ç.*  
Kalkandelen "Liriya"  
İlkokulu

## Teneffüs esnasında kendini diğerlerinden daha güçlü yapma

Sorumlu yazar: Slobodanka Ristevska, MEGB Sivil Eğitim iş grubun yöneticisi

Redaksiyon kurulu: D-r Zekir Kadriu, MEGB Yönetim Yardımcısı Liljana Gorgioska, MEGB Bağımsız Pedagoji Danışmanı

Svetlana Gaşoska, "Demokrasi Esasları" programın administratörü, ve

Stela Pijanmanova, "Biz halk... Vatandaş projesi" programın administratörü-Katolik Yardım Memurluğu (CRS)

Yayınca: Makedonya Eğitim Gelişme Bürosu (MEGB) ve Katolik Yardım Memurluğu (CRS) Makedonya

İlustrasyon: Milan Petkovski - Katolik Yardım Memurluğu (CRS) Makedonya

Bilgisayar uygulaması: Simon Simonovski - Katolik Yardım Memurluğu (CRS) Makedonya

Baskı: "EVROPA 92" Koçana

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Center For Civic Education  
5146 Douglas Fir Road  
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Tel 818-591-9321  
Faâ 818-591-0527  
Ü eb site: [iiiciviced.org](http://iiiciviced.org)  
e-mail: [international@civiced.org](mailto:international@civiced.org)

**Annex 5**

***Brochure for Parents***

PROJECT

# CIVIC EDUCATION - PATH TO A CIVIL SOCIETY

Are you interested in knowing:

...the goals of this project?

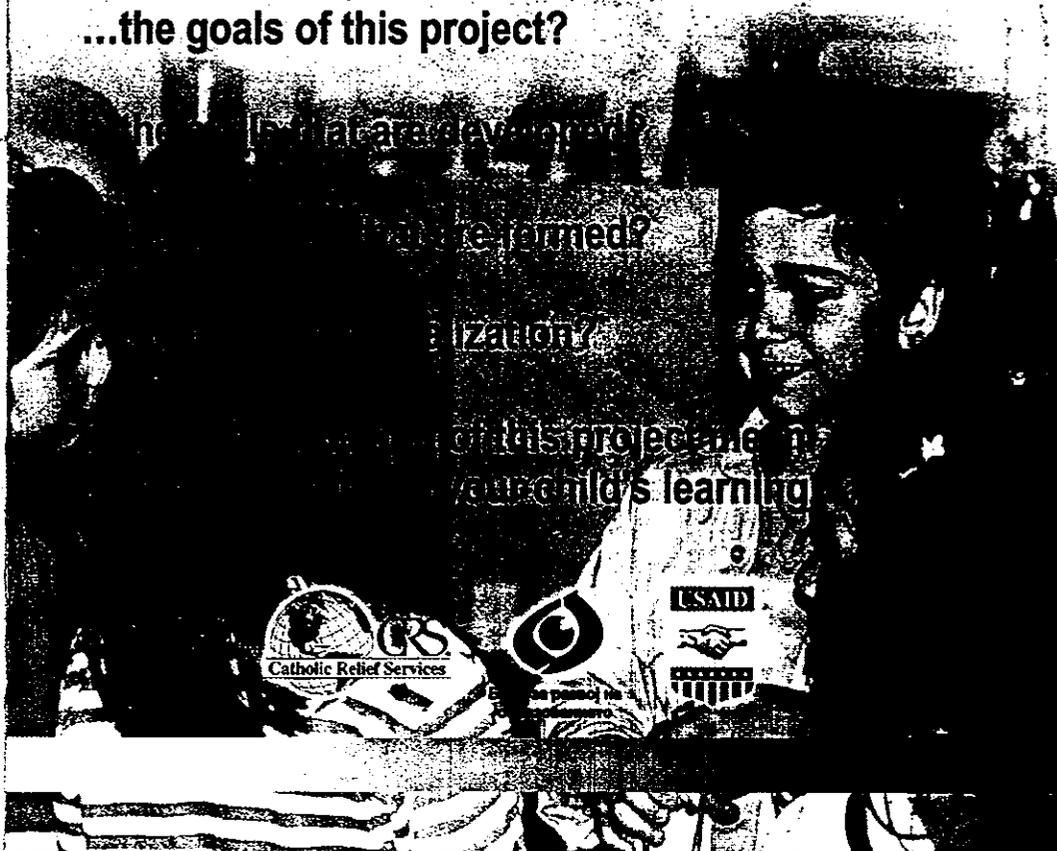
the results that are developed?

how are formed?

organization?

of this project in

your child's learning



## The goal of this project is for students:

To acquire knowledge of:

- the four founding concepts of democracy
- citizens' rights
- government and the citizen's participation in it

To develop the intellectual ability to:

- identify
- describe
- explain
- form, embrace and defend one's opinions

To develop the ability to work together:

- small group work
- attentive listening
- gathering information investigatively
- discussing problems of a public nature
- participating in groups or associations in order to trigger new ideas

To develop the individual skills of: speaking, writing, drawing, supporting and opposing views

To build social skills and personal views and opinions:

- self-discipline
- compassion for others
- participation in public affairs
- bringing about decisions affecting the school and wider community
- resolving conflicts in public affairs and private life

*These goals should assist in the formation and development of a responsible and competent citizen who will actively participate in public affairs.*

The "Civic Education - Path to a Civil Society" project is realized through the following programs:

## Foundations of Democracy and We the People... Project Citizen

The "Foundations of Democracy" program will assist students:

- to identify, describe, explain and apply the concepts of responsibility, justice, authority and privacy
- to develop positive characteristics of a citizen in a democratic society (responsible, competent, active, tolerant)
- to apply democratic measures to both decision making and the resolving of conflicts.

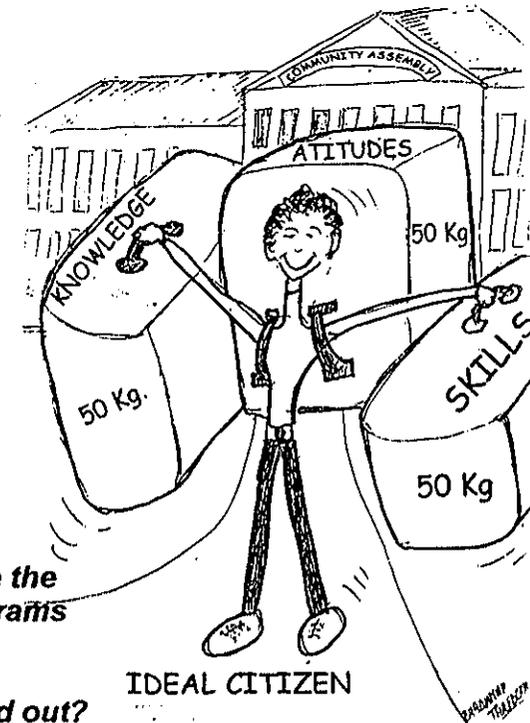
The "We the People...Project Citizen" program will assist students:

- to become acquainted with the levels and governmental departments through the investigation of a problem in the immediate community, which the students themselves have chosen
- to develop and improve working relationships, endurance, efficiency and responsibility through active participation in public affairs.

**What activities do these programs involve?**

**How old and what grades are the students in when these programs are carried out?**

**How are the programs carried out?**



The "Foundations of Democracy" program covers four concepts:

# Responsibility

# Justice

# Authority

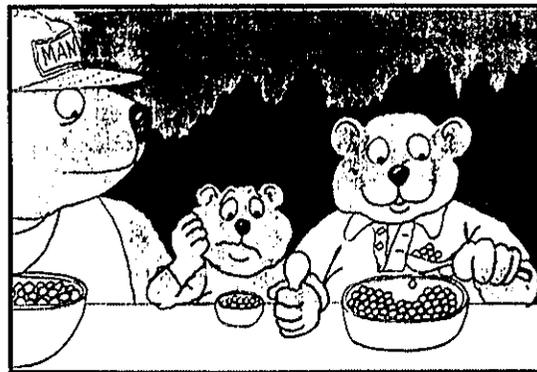
# Privacy

These concepts are covered through appropriate stories adapted to the age of the children. These include groups of preschool children and lower elementary students in Grades 1-4 (age group 5-10-year-olds).



The concept of responsibility is taught through the story of "The Zoo Keeper". Students learn what responsibility stems from, the efforts needed to be made and what are the costs or benefits by choosing to accept it or not.

The concept of different forms of justice, which include sharing things fairly, taking responsibility for caused injury and fairness in the making of decisions, is learned through the story of "The Fair Bears".



Through the story of "Bubble Land", students learn about the concept of authority, namely the right to govern and the power of authority, as well as power without authority. They also learn about leadership roles and rules.



The concept of privacy and what it entails is learned through the story of "Karolina the Goldfish".

The "Foundations of Democracy" program is not carried out as a subject on its own, but rather has been integrated into those existing subjects that lend themselves to its topics and themes. The depth and breadth of the materials covered in the program are expanded with each subsequent grade level.

**The "We the People...Project Citizen" program is carried out in six steps.**

The program is carried out during homeroom class with homeroom teachers in both the fifth and sixth grade levels (12 and 13-year-old students) during the second academic semester.

During the first academic semester, students in these grade levels learn about their school in relationship to its community, its organizational makeup and how it functions.

**Step One:** Students identify a problem in their immediate community.

**Step Two:** Explanations and supporting facts of various problems are presented, which is followed by a democratic vote as to which problem will be chosen to be solved.

**Step Three:** Information and data are gathered from a variety of sources.

**Step Four:** A portfolio of the problem researched is compiled.



Documentation section



Students of Dimitar-Berovski Primary School in Skopje researched the problem that concerned the question of safety involving a particular school crossing in the immediate vicinity of their school. Information and data regarding this problem was obtained by interviewing and speaking to:

- The mayor of the Municipality of Gorche Petrov
- The Deputy Public Defender
- The investigative judge
- The consultant for technical systems for the Ministry of Urban Affairs
- The senior inspector on prevention for GUVR
- The director of Mirche Acev Primary School
- The president of the Municipality of Gorche Petrov
- The president of the Citizens' Association of Gorche Petrov

**Step Five:** The completed portfolio, adhering to given guidelines, is presented to parents and residents of the immediate community, teachers and other students. The presentation includes what students have learned about the problem and the measures that were taken to resolve it.

**Step Six:** A reflection on the learning experience, including an analysis of the work performed and learning gained from the activities carried out within the "We the People...Project Citizen" program, is done with the purpose of addressing the shortcomings of certain activities, so that they may be overcome in future endeavors.

*Dear Parents,*  
It is most important that children who participate in this program acquaint themselves with governmental institutions, the necessary steps to be taken to solve problems and that they improve their decision-making skills, whereby thoughtful decisions will be made and that they successfully present their work to teachers, students, the school director and other guests.



The completed portfolio addressing a given problem of students in class V-a is a positive example of how the initiatives of these students were successfully carried out and solved.

The "Foundations of Democracy" and "We the People... Project Citizen" programs as part of the "Civic Education Path to a Civil Society" project have been taken from the Center for Civic Education in Calabasas, California USA. The program materials have been translated into Macedonian, Albanian and Turkish and have been adapted to the Macedonian social and cultural milieu.

*The Project is carried out by:*



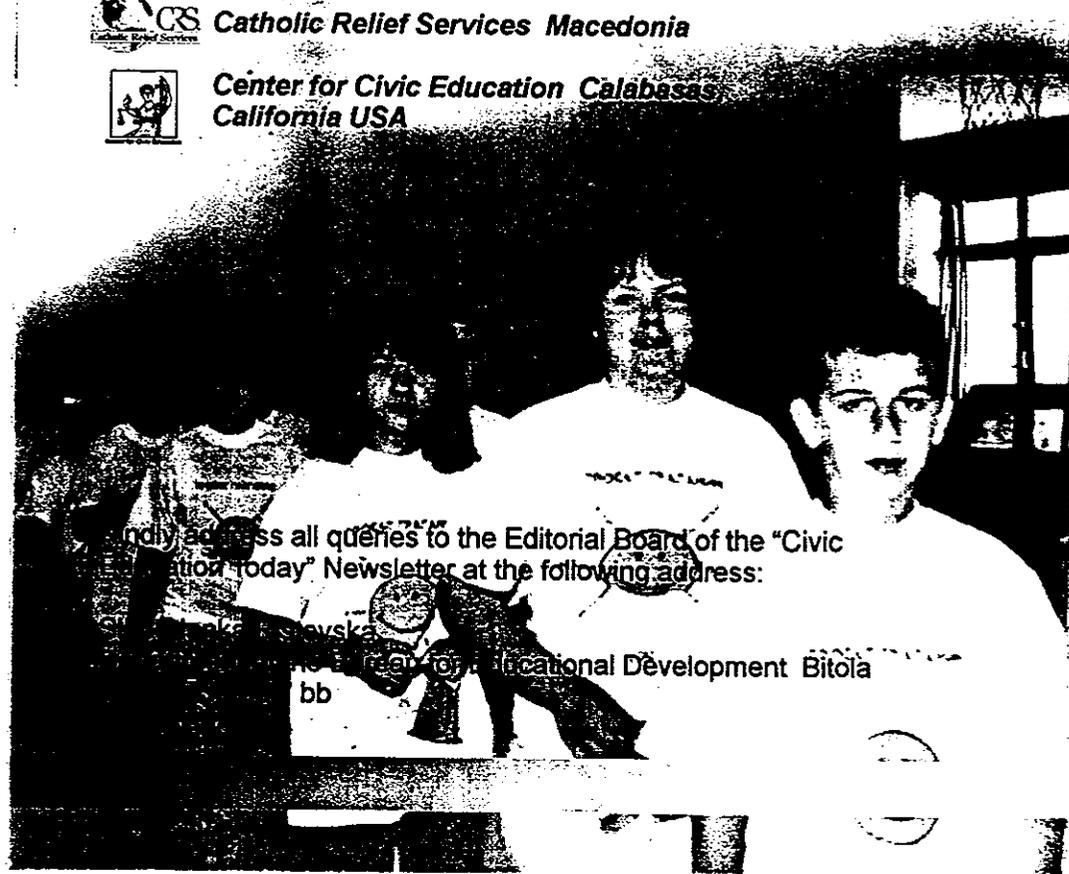
**Bureau for Educational Development  
for the Republic of Macedonia**



**Catholic Relief Services Macedonia**



**Center for Civic Education Calabasas  
California USA**



Kindly address all queries to the Editorial Board of the "Civic Education Today" Newsletter at the following address:

Dr. Nikola Stojanov  
Bureau for Educational Development Bitola  
bb

**Annex 6**

***Mid-Term Evaluation Consultant CV's***

**Annex 6 Mid-Term Evaluation Consultant CV's**

Proposed position in the project: **External Evaluator  
Civic Education Project - Macedonia**

- 1 Family name: **YOUNG**
- 2 First names: **ROBERT WILLIAM JAMESON**
- 3 Date and Place of birth: **FALKIRK, STIRLINGSHIRE 14/03/1936**
- 4 Nationality: **BRITISH**
- 5 Civil status and number of dependants: **MARRIED.**
- 6: Education:

Institution	University of Edinburgh
Date: from (month / year) to to (month / year)	October 1955 to July 1958
Degree(s) or Diploma(s) obtained:	BSc (2 <sup>nd</sup> Class Honours)

Institution	University of Edinburgh
Date: from (month / year) to to (month / year)	October 1962 to July 1967 Part-time student
Degree(s) or Diploma(s) obtained:	PhD

7 Language skills (mark 1 to 5 for competence)

Language	Reading	Speaking	Writing
French	2	2	2
German	1	1	1
Arabic		1	

- 8 a) Computer skills **Working knowledge of Word; Excel; Power Point etc.**
- b) Other skills: **Experience in inspection and evaluation;  
quality assurance;  
external evaluation;  
report writing;  
curriculum development;  
resource management; and  
staff development.**

- 9 Present position: **Educational Consultant with JYC Ltd**
- 10 Years of professional experience: (relevant to the programme) **40 years**
- 11 Years within the firm: **6 years**
- 12 Key qualifications (relevant to the programme)  
**In addition to educational and vocational qualifications I have had 26 years experience as a Staff Inspector and 6 years as a consultant advising on the topics mentioned in 8(b) above.**
- 13 Experience with projects financed by international organisations: (country, project, years)
- |                   |                   |                             |
|-------------------|-------------------|-----------------------------|
| <b>Latvia</b>     | <b>World Bank</b> | <b>1.5 years (on-going)</b> |
| <b>Uzbekistan</b> | <b>Tacis</b>      | <b>2 years</b>              |
| <b>Russia</b>     | <b>Tacis</b>      | <b>2 weeks</b>              |
- 14 Specific Developing Countries experience:

Country	Organisation	Date: from / to	Position	Job Description
Latvia	World Bank	Sept 2001 To date	Consultant	Developing school evaluation handbook for self-evaluation and external evaluation; training of the School Quality Improvement Team, State Inspectorate, school board specialists and directors and deputed of 30 pilot schools; undertaking Development (Improvement) Planning; producing Standards and Quality Reports
Russia	Tacis	Sept 2000	Consultant	Organising and running workshops on quality; self-evaluation; external evaluation; performance indicators; value for money.
Uzbekistan	Tacis	March 1998 Dec. 1999	Consultant	Leader of Quality component – schools and higher education; up-grading of teachers.
Sudan	University of Khartoum	June 1967 Oct 1968	Lecturer	Lecturing; consultancy; undertaking research; establishing specialised laboratories

15 Membership of professional bodies: Engineering Council – Chartered Engineer  
Member of Institution of Civil Engineers

16 Other relevant professional experience:

Country	Organisation	Date: from / to	Position	Job Description
United Kingdom	British Rail	Aug 1958 Aug 1961	Engineer	Design, fabrication and erection of railway bridges
United Kingdom	University of Edinburgh	Sept 1961 Sept 1970	Lecturer	Lecturing; consultancy; research; and establishing specialised laboratories. (Seconded to Khartoum)
United Kingdom	Her Majesty's Inspector of Schools	Oct 1970 March 1996	HM Staff Inspector	Organising and undertaking external evaluation in schools and post-school establishments; curriculum development; training of inspectors; preparing policy papers on topics such as value for money, funding models; student support; capital funding; advising Education Department on problem areas.
United Kingdom	JYC Ltd	April 1996 To date	Consultant	Team member evaluating for Ofsted the effectiveness of training (8000) independent inspectors; organising and lecturing to study groups on Scottish Education; advising on a PFI proposal; rapporteur for 2 Chartered Teacher status meetings

17     References

Please name three referees (with complete addresses) who are in a position to provide information on your professional achievements.

Please ensure the following statement is included in the resume and that it is signed and dated.

Prof. Walter T Beveridge

Mr Iain Smith

Mrs Maida Grant

**Proposed position in the project:**

External Evaluator  
Civic Education Project - Macedonia

- 1 Family name: ALLISON
- 2 First names: STUART BEATTIE
- 3 Date and Place of birth: 27 June 1951, Glasgow
- 4 Nationality: British
- 5 Civil status and number of dependants: Married, two children
- 6 Education:

Institution	University of Paisley
Date: from (month / year) to to (month / year)	September 1969 – June 1974
Degree(s) or Diploma(s) obtained:	B.Sc. (Hons) Chemistry

Institution	University of Strathclyde
Date: from (month / year) to to (month / year)	September 1974 - 75
Degree(s) or Diploma(s) obtained:	Post Graduate Certificate of Education [with distinction – Science (Physics, Chemistry) & Mathematics]

Institution	Royal Society of Chemistry
Date: from (month / year) to to (month / year)	1978
Degree(s) or Diploma(s) obtained:	MRSC C.Chem.

7 Language skills (mark 1 to 5 for competence)

Language	Reading	Speaking	Writing
English	5	5	5
French	4	3	3

8 IT software packages (Microsoft Word, Excel, Powerpoint, Access, Project and UNIX)

- 9 Present position: International Project Manager,  
Scottish Qualifications Authority
- 10 Years of professional experience:  
(relevant to the programme) 26
- 11 Years within the firm: 1.75 full time 21 part time
- 12 Key qualifications:

*Experience in General Education*

Senior Consultant – School Evaluation and school improvement  
Republic of Latvia (October 2000 to date)

This entails 3 months working in Latvia each academic session.

Project Manager for the School Evaluation and National Assessment Project in the Republic of Latvia (October 2000 to date).

Experienced in management of international education projects, including:

- preparation of project proposals in response to terms of reference,
- identifying, briefing and managing consultants including quality assurance of reports,
- ensuring quality of project outputs
- monitoring progress against project objectives
- liaising with project partners, clients and funding agencies
- planning and running study visits to support in-country project work.

Member of the Scottish Vocational Education Council SCOTVEC (predecessor body of SQA) national panel for Science and Mathematics (1990 - 96) for approval of course descriptors and qualifications at all levels up to Higher National Diploma Level.

External Verifier for Applied Science, Generic Science and Chemistry for over eight years. including experience in the validation of Higher National Diploma (HND) Chemistry courses In Scottish colleges of Further Education (1986 – 1994) for SCOTVEC.

External Verifier for General Scottish Vocational Qualification (GSVQ) in Science. (SCOTVEC) (1991 – 1994)

National Examiner, setter and marker over six years for Standard Grade Science. (1987 – 1993) for the Scottish Examination Board (SEB) predecessor body of the Scottish Qualifications Authority

National Co-ordinator of the Generic Science unit descriptor writing team (SCOTVEC) (1991 – 1993). Writer of Chemistry unit descriptors (SCOTVEC)

Consultant to the National Short Life Working Group for the revision of Standard Grade Science to extend to Credit Level. Involved in national syllabus construction. (1986 – 1988) Visiting contributor to Post Graduate student teacher training in Chemistry and Science (1986 –1988)

Over 25 years' experience as a Principal Teacher, Depute Head Teacher and Educational Development Officer, with particular expertise in the following:

- Detailed knowledge of Post 16 education reforms e.g. "Higher Still" and the introduction of a national qualifications framework at regional with Local authorities
- Detailed knowledge of 5 - 14 Science within Environmental Studies including assessment of investigations etc.
- Quality Assurance (Moderation / Verification)
- School Management including the management of change, quality assurance monitoring, management information systems and time tabling
- Application of Performance Indicators e.g. "How good is our school ?"
- Raising Achievement / Results Analysis - value added and grade point averages
- Production of teaching and assessment materials (particularly related to Science and Chemistry) incorporating critical thinking skills, use of Performance Criteria, Grade Related Criteria etc.
- Design of competence based units including project and core skills assessment
- Curriculum Planning
- School Development Planning
- Teaching & Learning - new approaches
- Production of curricular materials for national dissemination
- Recording / Reporting related to progress/"next steps" and attainment
- Guidance including mentoring, tracking and monitoring
- Production of Standards & Quality Reports
- Professional Development and Career Review systems
- Personal and Social Education

Education Development Officer (East Dunbartonshire) (1998 – 2000)  
 Member of East Dunbartonshire School Improvement Strategy Group.  
 Provider of in-service training to East Dunbartonshire education directorate,  
 Education Management Information Systems (EMIS) manager, and  
 member of the Educational Development Team on SQA results analysis, benchmarking and  
 Grade Point Averages. (1998 – 2000)

As a member of the local authority extended School Improvement Team, analysed and  
 provided reports for secondary schools on their development plan and procedures. (1998 –  
 2000)

Provided support for schools relating to the production of an annual Standards and Quality  
 report. (1998 – 2000)

**Republic of Latvia**

*Education Improvement Project (2000 – 2003) – World Bank*

*Design and Implementation of a National Assessment System*

*Project Manager*

Principles of Assessment

Sampling models

Pilot testing

Examination Design

Operational issues

**Republic of Latvia**

*Education Improvement Project (2000 – 2003) – World Bank*

*Project Manager and Senior Consultant*

School Evaluation

Self Evaluation

External Monitoring

Development of Performance Indicators

Modern approaches to Teaching and Learning

Management, Leadership and Quality Assurance

Training for the State Inspectorate

Development Planning

Analysis of School attainment related to school effectiveness

**14 Professional experience record:**

**Employment Record :**

**June 2000 to date    Scottish Qualifications Authority    International Project Manager**

- (1) Design and Implementation of a national assessment system for the Republic of Latvia (World Bank funded)
- (2) School Evaluation - Senior Consultant to the Ministry of Education and Science on School Improvement and Development Planning (World Bank funded)
- (3) Course organiser and presenter for 15 days training to the State Inspectorate of Latvia
- (4) Training provider : Management, Leadership and Quality Assurance – Northern Greece  
Course participants : School Directors and Directors of Education
- (5) Training provider : Evaluation of Civic Education – Macedonia  
Course participants : Bureau of Educational Development staff, Pedagogical Institute Advisers, Catholic Relief Services Staff, Teachers and parent representatives.

**March 2000  
- June 2000**

**East Dunbartonshire Council**

**Depute Head Teacher  
Thomas Muir High School**

<b>August 1998 - March 2000</b>	<b>East Dunbartonshire Council</b>	<b>Bishopbriggs  Local Authority Higher Still Development Officer</b>
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All aspects of implementation – Subject, Guidance and Management. Excellence Fund bids and local authority management of bids.  
In-Service programmes – organisation and delivery where appropriate.  
Team member of Local Authority Quality Assurance group to monitor School Development Planning. Provided training to the directorate on attainment analysis and associated education management of information.

<b>August 1994 - June 1998</b>	<b>East Dunbartonshire Council</b>	<b>Depute Head Teacher Thomas Muir High School Bishopbriggs, Glasgow</b>
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Timetabler, Co-ordinator for all SQA data, Co-ordinator – Assessment ; Staff Development, Schools Industry Liaison, Appraisal trainer. Responsible for day to management including examination diets.  
Teaching : Science, Chemistry, Personal and Social Development – all stages.

<b>February 1988 - June 1994</b>	<b>Strathclyde Regional Council (Dunbarton Division)</b>	<b>Assistant Head Teacher Greenfaulds High School Cumbernauld</b>
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Co-ordinator for Assessment, Careers Education, Technical and Vocational Initiative, Joint Assessment Team for Youth Strategy. Head of year groups S3/S4 for 4 years. Head of year group S5/S6 for 2 years.  
Teaching : Chemistry and Science – SCE Standard Grades and SCOTVEC modules (S1 – S4)  
Personal and Social Development – all stages (S1 – S6)  
Writer of Middle Management Module – Communication certificated by University of Strathclyde

<b>August 1986 - February 1988</b>	<b>Strathclyde Regional Council (Glasgow Division)</b>	<b>Staff Tutor in Science</b>
--	--	-------------------------------

Responsibility for all aspects of implementation for Standard Grade Science and the discrete sciences in the authority. Management of the sciences curriculum and in-service training.  
Provider of in-service training within the authority and across Scotland through involvement with SCOTVEC.

<b>September 1981 – August 1986</b>	<b>Strathclyde Regional Council (Glasgow Division)</b>	<b>Principal Teacher of Chemistry Possilpark Secondary School, Glasgow</b>
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**Annex 7**

***Mid-Term Evaluation Design***



**For the attention of:**

**Anat Prag,  
Head of Education Department  
CRS/Macedonia  
Trenta Makedonska Udarna Brigada bb  
1000 Skopje,  
Macedonia**

**Proposal for the Evaluation of Civic Education Project, Macedonia  
Consultancy, May 2002**

**A proposal submitted by:**

**The Scottish Qualifications Authority  
International Unit  
Hanover House  
24 Douglas Street  
Glasgow  
G2 7NQ  
Scotland  
UNITED KINGDOM**

*April 2002*

**Tel: +44 141 242 2155  
Fax: +44 141 242 2424**

**Proposal for the Evaluation of Civic Education Project, Macedonia  
Consultancy, May 2002**

**Contents**

- A Experience and skills**
- B Proposed evaluation design**
- C Full costs in and out of country**

**Appendix 1 : CVs of the evaluation team**

**ABBREVIATIONS**

<b>BED</b>	<b>Bureau of Educational Development</b>
<b>CCE</b>	<b>Center for Civic Education, Calabasas,</b>
<b>CRS</b>	<b>Catholic Relief Services</b>
<b>MOE</b>	<b>Ministry of Education</b>
<b>SQA</b>	<b>Scottish Qualifications Authority</b>
<b>VET</b>	<b>Vocational Education and Training</b>

## **A Experience and Skills**

### **Introduction**

The Scottish Qualifications Authority (SQA) is pleased to submit this proposal for the evaluation of the Civic Education Project in Macedonia. The team proposed for this evaluation has considerable experience of major education reform programmes both in Scotland and on an international basis.

We are also sensitive to the obligation of the evaluators to produce for the US AID, an independent assessment of the programme's achievements against its stated objectives. This assessment will include practical recommendations as to how the work started in 1998 can be taken forward. The final report from the assignment will be produced in English.

### **The SQA evaluation team**

The Scottish Qualifications Authority is the national body in Scotland responsible for developing, awarding and accrediting vocational qualifications; providing national tests in primary and secondary schools; and conducting examinations and providing certification to all pupils in secondary schools. As the national body responsible for all qualifications except university degrees, SQA provides advice to government on all aspects of the education and training system.

We have direct experience of developing, administering, reviewing and reforming national assessment and VET systems. We have experience in developing national quality assurance systems and providing training for external evaluators. We also have long experience of working with the transition economies of Central and Eastern Europe, including South East Europe, so we understand the systems of these countries and the issues associated with educational reform. We will bring this experience to bear in the evaluation. Our organisation has over 600 full-time employees.

SQA has assembled an evaluation team of two consultants. They offer a balance of good experience of working in ascension countries to the European Union with fresh ideas from other reform programmes and direct knowledge of current European developments in education and training.

The full CVs of the evaluation team are provided in Appendix 1 of this proposal.

## **B Proposed Evaluation Design**

### **Introduction**

We see evaluation as a positive process of review which informs policy and planning for the future. It should afford the key stakeholders in Macedonia, US AID, and CRS an opportunity to reflect on the achievements of the Civic Education Programme and examine how it can be extended; identify any areas for improvement they might learn from, and highlight any further developments in the project design or implementation which might be addressed by future actions.

The evaluators will also concentrate on determining the *overall impact* that the Civic Education programme has had on the wider reform process in Macedonia.

We will approach the evaluation in a systematic way addressing each activity related to specific objectives and where it makes best use of time, we will allocate one consultant according to their experience. However, there are obvious linkages between all of the programme components, and for that reason the evaluators will conduct their own regular debriefing sessions following their activities and interviews, or attend meetings in pairs as appropriate, so that a holistic approach is ensured and an overall picture of the Civic Education programme and potential for future action can be addressed.

In addition, as a general principle, we will aim to do as much preparatory work as possible for the evaluation (for example the preparation of questionnaires) before arriving in Macedonia. This will allow us to maximise our productivity on the ground and ensure a higher quality of input from the consultants, which should result in a rigorous review of the whole Civic Education Programme. We feel confident that the administrative resources of CRS can be used to provide basic percentage (%) quantitative information relating to such matters as distribution of text-books, curricular materials, resources, teacher training, uptake of civic education programmes in schools etc. We are also confident that CRS administrative resources can be used for the quantitative analysis of questionnaires (raw numerical data by category) provided a refined evaluation instrument is made available by the consultants for use with participating and non-participating students at least ten days in advance of the in-country evaluation.

It is noted that the Civic Education project is implemented on a national level in all elementary schools throughout Macedonia. However there is one generation of students that have not yet participated in the project, this group are the last teaching group to be introduced to the program in academic year 2002 / 03 and a base-line survey with this group will be evaluated. This will allow comparison with students in other teaching groups that have participated in the program.

### **Timing of the evaluation**

Our intention is to work closely with CRS project staff to arrange a programme of visits for the evaluation. From our knowledge of CRS we are also very confident that CRS will be able to handle administration and provide interpretation for us on the ground. We will be based mainly in Skopje, focussing on strategic issues and visiting national-level stakeholders. We will then travel to the regions and focus more on schools visits and operational issues. We will be sensitive to the availability of key personnel at both stages and can vary the evaluation schedule to suit this. We are dependent on CRS arranging the agreed programme of meetings and visits etc.

We propose that the visits to Macedonia take place from 20 – 24<sup>th</sup> May 2002 with an oral debriefing session on the Friday 24<sup>th</sup> May 2002. Both consultants can guarantee availability for this week in May 2002.

### **Evaluation tools**

Our main evaluation tools will be structured interview, questionnaires and classroom observation. We believe that face-to-face contact is the best way of stimulating debate and engendering trust. For each component we will develop a brief questionnaire, or checklist containing open questions or issues for discussion to encourage maximum interaction between programme participants and the evaluators.

We recognise the importance of surveying a sample of schools. However, we suggest, that to make maximum use of time and leave us sufficient time to focus on strategic issues, a small number of schools participating in the civic education programme are selected through negotiation with CRS Project Staff. Questionnaire surveys would be administered in advance of the visit to these schools and also to a small sample of non-participating students. This sampling approach should be objective and manageable in terms of processing data from questionnaires to inform the start of the consultant evaluation process. There should also be comparative data from non participating students. Questionnaires for teachers, pupils and parents would all be administered. The questionnaires will be made available at least ten days before the arrival of the consultants in Macedonia to allow for translation, administration, collection and simple collation by CRS. The consultants will evaluate the numerical data from the questionnaires on their arrival in Macedonia.

Our intention is to make the evaluation as open and transparent as possible - prior knowledge of the issues for discussion aids this process and enhances the quality of discussion.

## Key Aims of the Evaluation

The key aims of the evaluation are to:

- Review the implementation and impact of the civic education programme activities
- Assess the extent to which the Civic Education project is promoting its goal and achieving its objectives.
- Assess the impact and sustainability of civic education programme results and
- Provide recommendations on components to improve the implementation of the planned multi-year project.

The evaluation will examine the objectives and the implementation of the activities that correspond to the objectives and assess progress.

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

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

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

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

We will review the overall management of the civic education programme. We will look at CRS and its partnership with the Bureau of Educational Development. In particular, working relationships of the two organisations to produce the best training opportunities and results for the project.

We will also seek evidence with regard to the sustainability of the results of the programme through examination of each objective and the extent to which it has been fulfilled. We will make comparisons, based on objective research, between students participating in the programme and students that have not directly participated in the programme.

Finally, on the basis of our findings and from our own experience of evaluation we will make recommendations for further development.

Deliverables will include :

1. To provide CRS / Macedonia with a mid-term evaluation of the Civic Education project, in compliance with USAID requirements. This will include, but will not be limited to;
  - Assess the program's general achievements over the period of September 1998 – May 2002
  - Provide evaluative measurements of CRS / Macedonia's progress in achieving project goals and objectives for USAID funded project "Civic Education; A Path to Civil Society".
  - Identify the process and outcome indicators of parental / community involvement in Civic Education at school, community and national level
2. To provide CRS / Macedonia with recommendations for improving implementation of the Civic Education project. This will include, but will not be limited to;
  - Activity design and implementation
  - Partner relationships
  - Capacity building
3. To provide CRS / Macedonia with recommendations for improving the monitoring and evaluation system for the remainder of the project in preparation for a summative evaluation at the project's end. This will include, but will not be limited to;
  - Assessing the use of donor / implementing partner evaluation tools and providing recommendations for further development.
  - Outlining process, outcome and impact indicators for summative evaluation
  - Developing instruments and protocol.

These deliverable will require use of both quantitative and qualitative research methods, and it is expected that that the evaluation will require a traditional approach. However, it is hoped that the evaluation can also make use of some of the modern approaches developed in the recent training sessions and make use of self-evaluation where this has been carried out rigorously.

We intend to examine the activities with regard to a number of issues. We have set out the activities in the table below showing the key issues we will examine at evaluation. The key issues for the evaluation will form the basis of our structured interviews with programme participants.

**The Evaluation of Civic Education Project, Macedonia  
Consultancy, May 2002**

Activity	Issues for the evaluation
Establishing and maintaining working relationships with implementing partners	<p>How were partners identified?            With what types of institutions have partnerships been established?            What have been the tangible results of the partnerships: Information/good practice/resources /staff development? Joint projects?            Are the partnerships sustainable, for example through joint projects, independent funding?</p>
Curricula and Textbook development The Learning Experience and Skills Development	<p>Why was the curricula selected?            How acceptable is the curricula to all partners?            Have the general/core skills been incorporated across the various curricula?            What is the mode of implementation and learning methodologies applied?            What is the current level of involvement of all partners in the curricula or textbook development?            How acceptable is the curricula to the students?            What are the teacher/pupil/parent views about the textbooks?</p>
Teacher Training The Teaching Process	<p>How effective has been teacher training?            Has the training delivered to teachers and coordinators supported them in the introduction and dissemination of the new curricula?            What training topics were covered?            Which types of training methodologies were applied?            What is the competency profile of teachers and coordinators now as compared with before they received training?            Has the training enhanced participants' career prospects in any way?            Have trainers been trained who can spread the know-how and materials developed to train participants in the project to a wider audience?            How has teacher training affected / changed the teaching process?            Are new teaching methods transferable to other areas of the curriculum ?</p>

Assessment	Is assessment carried out as an integral part of the teaching and learning process in civic education? Have assessments been designed that will efficiently and objectively measure students' performance on the basis of national standards?
Evaluation	Have any tools or techniques been developed to assess and monitor the quality of teachers delivering civic education programmes ?
Ensuring sustainability in Civic Education Programming  The impact of the civic education programme on the life and work of the school.	What are the views of CRS and partners with respect to (i) sustainability (ii) improvement (iii) further development? How has the civic education programme affected the day to day life and work of the school? (ethos – micro-climate, support for pupils, behaviour and attitudes of students etc)
Public awareness and parental involvement in educational reform  Parent and community attitudes towards Civic Education.	Have the parents/ public been made aware of the programme? How have the parents/public been made aware of the programme? To what extent have the parents/ public been made aware of the programme? What are the attitudes of the parents/public to the Civic Education programme? Are these attitudes consistent across all stages of the programme?
<b>Additional areas for evaluation</b>	
Dissemination	What strategy is in place to disseminate the project and its results throughout the education system?
Further developments	What priorities have been identified for further or new development? How will these consolidate the successful areas of the original programme? How does the follow-up address any areas for improvement?

## Evaluation Research Base

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

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

## Evaluation Scale

<b>Qualitative</b>	4. Very good	- Major strengths
	3. Good	- Strengths outweigh weaknesses
	2. Fair	- Some major weaknesses
	1. Unsatisfactory	- Major weaknesses
<b>Quantitative</b>	4. Almost all	90% +
	3. Most	75% +
	2. More than half	50% +
	1. Less than half	below 50%

The evaluation will apply quantitative and quality indicators, use a context of themes and gather evidence by looking for illustrations of good practice.

A list of those organisations and individuals we would seek to meet or interview as part of the evaluation is provided.

## Mid-Term Evaluation Expected Outcomes

Analysis of the process of project implementation and identification of;

- Mechanisms to ensure program sustainability at the school, regional and national level
- Levels of civic awareness and practices of teachers and students involved in program activities
- Improvements in CRS reporting data to project donor
- Levels of MOE/BED awareness of their vision, role and responsibilities specifically in the field of Civic Education
- Recommendations on interventions to strengthen the Parent Council's capacity in facilitating parental involvement in education, whilst analysing potential mechanisms to ensure sustainability of parental involvement in education

- Recommendations on improving project evaluation procedures and reporting data
- Recommendations on follow up activities to those related directly to project implementation to ensure effective and sustainable community-wide civic education and involvement
- Recommendations on the future program strategy and methodology to better reach project objectives and goal.

### **Proposed Timeline for the evaluation (subject to negotiation)**

#### **Prior to visit**

- |   |                     |
|---|---------------------|
| (i) New consultant becomes familiar and evaluates documentation | 1 day (April 2002)  |
| (ii) Consultants prepare evaluation tools and forward to CRS    | 3 days (April 2002) |

#### **Evaluation Tools**

#### **Structured Evaluative Questionnaires for Teachers, Students and Parents**

##### **(a) Teachers**

- confidence in delivering the civic education programme (covering staff development and resources)
- attitude to the civic education programme
- attitude to the life and work of the school
- the impact of the programme on their general approach to other areas of the curriculum
- the impact of the programme on the life and work of the school

The questionnaire for teachers in non-participating schools will have a common base of general questions. However, some highly specific questions will be omitted for this sample group.

##### **(b) Students**

- awareness and understanding of key concepts in civic education
- attitude to the civic education programme
- attitude to the life and work of the school
- attitude in home-life and the community

The questionnaire for student who have not participated in the programme will have a common base of general questions. However, some highly specific questions will be omitted for this sample group.

**(c) Parents**

- awareness and knowledge about civic education being taught in the school
- attitude to the civic education programme
- attitudes in general about educational involvement
- attitudes about involvement in the life and work of the school
- levels of (i) interest (ii) participation in the life and work of the school

**Evaluation Visit to Macedonia**

**(i) Day 1**

**Morning :** Briefing Session on External Evaluation  
Analysis and Evaluation of Questionnaires – Teachers, Students and Parents  
Evaluation of Curricular materials and textbooks  
Evaluation of assessment evidence from sample groups who have achieved success in the proposed national civic education standards  
Evaluation of quantitative statistics made available by CRS.

**Afternoon :** Policy Level Interview Programme  
- 2 consultants working as a pair

**(ii) Day 2**

**Morning :** Project Management and Implementation Team Interview Programme  
- 1 consultant

Support Institutions Interview Programme  
- 1 consultant

**Afternoon :**

Location 1	Showcase Presentation (or rehearsal)	1 consultant
Location 2	Showcase Presentation (or rehearsal)	1 consultant

**(iii) Day 3**

**Morning :**

School 1	Classroom Observation	1 consultant
School 2	Classroom Observation	1 consultant

**Afternoon :**

School 1	Interview Programme at Delivery Level	1 consultant
School 2	Interview Programme at Delivery Level	1 consultant

**(iv) Day 4**

**Morning :**

School 3	Classroom Observation	1 consultant
School 4	Classroom Observation	1 consultant

**Afternoon :**

School 3	Interview Programme at Delivery Level	1 consultant
School 4	Interview Programme at Delivery Level	1 consultant

**(v) Day 5**

**Morning :** Finalisation of oral evaluation report (2 consultants)

**Afternoon :** Oral de-briefing to appropriate CRS staff (2 consultants)  
Composition determined by Ms Anat Prag, Head of Education  
Department, CRS

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<b>LIST OF ORGANISATIONS AND PERSONS TO BE MET OR CONTACTED AND CONSULTANTS RESPONSIBLE</b>		
<b>I</b>	<b>Policy Level</b> - Ministry of Education - Senior Staff - Bureau of Educational Development - Senior Staff – Catholic Relief Services - USAID/World Learning representative - National Parents’ Association representative	Dr R Young Mr S. Allison
<b>II</b>	<b>Project management/implementation</b> - CRS Project Managers - BED Local Advisers - Project Administration Staff	Dr R Young Mr S Allison
<b>III</b>	<b>Support institutions</b> - Teacher In-Service Providers (CCE trainers and Macedonian Coordinators)	Dr R Young Mr S Allison
<b>IV</b>	<b>Delivery Level</b> - Schools - Schools: Director Teachers Parents/Students (local council representatives) Local community representatives	Dr R Young Mr S Allison

### **Finalisation of Written Report in Scotland**

Draft report writing	3 consultancy days	submitted by Monday 24 <sup>th</sup> June 2002
Final Report	1 consultancy day	submitted by 5 <sup>th</sup> July 2002

**C Full Costs in and out of country**

**Travel**

**Estimates :**

Travel in Scotland to airport and return to home by taxi :

2 consultants (£180.00 estimate) \$ 255.00

Flights

2 consultants (£2600 *maximum* estimate) \$3692.00

**Consultancy days**

Prior to visit 4 days @ \$500.00 per day \$2000.00  
(Evaluation of documentation / Preparation of evaluation tools)

Time in Macedonia 10 days @\$500.00 per day \$5000.00

Draft Report 3 days @\$500.00 per day \$1500.00

Final Report 1 day @\$500.00 per day \$ 500.00

**Per Diem** (2 consultants) 12 days @\$25.00 per day \$ 300.00

**TOTAL** \$13247.00

**NOTE :**

**(1) CRS would require to pay directly costs for hotel accommodation**

**2 consultants @ 6 nights = 12 nights accommodation**