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

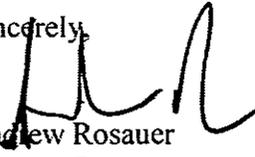
Dear Sir / Madam,

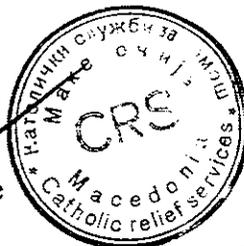
Attached for your review, please find the third Annual Progress Report for the CRS/Macedonia Civic Education Project, covering the period September 21, 2001 – September 21, 2002.

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: 24th December 2002

Sincerely,


Andrew Rosauer
Country Representative



Сс. Mr. Dick Goldman, Mission Director USAID Skopje, Macedonia
Сс. Mr. Orion Yeandel, RCO Budapest, Hungary
Mr. Istvan Forian, RCO Budapest, Hungary

LG/LG

CATHOLIC RELIEF SERVICES / MACEDONIA
“CIVIC EDUCATION: PATH TO A CIVIL SOCIETY” PROJECT
YEAR IV ANNUAL REPORT
September 21, 2001 – September 21, 2002

Award No. 165-0016-G-SS-8102-00
Progress Report No. Year IV Annual Report
Reporting Period September 21, 2001 – September 21, 2002

I. BACKGROUND

During the reporting period September 2001 to September 2002 the general security situation in Macedonia improved. The government of Macedonia signed the Ohrid peace agreement with all key political parties in August 2001. This agreement defined changes to the existing constitutional rights of groups within Macedonia, and in support of this, also outlined priorities for the process of decentralization of central government. The Law for Local Self-Government Number 5/29, passed in January 2002, legislates the decentralization of national government control increasing the level of control by local government bodies of management and finance, and “legislating citizen involvement in reviewing issues, taking positions and preparing proposals for issues of direct importance for the life and work of the inhabitants¹”.

The effects from the past years of transition and conflicts first in Kosovo and then in Macedonia continue to contribute to extreme economic difficulties, with low levels of labor market demand and high unemployment levels. There were widespread strikes including a general strike by the employees from the public sector that included many teachers and school administration staff. The Union Association called a strike due to the continued low level of salaries in the public sector, and a large number of cases of back payments from December 2001 onwards. During this period the teachers and the school administration staff were at their working places but no classes were held with the students. The Union managed to exert pressure on the Ministry of Education (MOE) and government of Macedonia to raise salaries of public sector employees.

The educational system in Macedonia presently remains highly centralized: the MOE depends entirely on the national government for its budget, and in turn, local schools receive their operating budgets from the Ministry. This dependency upon the central government extends beyond financing, to organizational, and operating structures that tend to inhibit local involvement or initiatives at the school level. In general, established forums for citizen participation, whose ultimate goals are to make government answerable to its citizens, are lacking in Macedonia

The national parliamentary elections in Macedonia took place on 15 September 2002 monitored by 900 election observers. While the pre-election phase was overshadowed by violent incidents and threats, the elections took place without incident and the State Election Commission praised the elections as being fair and democratic.

¹ Law for Local Self-Government Number 5/29, January 2002, Article 83

II. Summary of Year IV Implementation

This annual report covers the period September 21, 2001 to September 21, 2002, which has involved the on-going progress, and development of Civic Education Project activities. As a project holder, CRS has succeeded in putting in place mechanisms for national implementation of Civic Education activities. This was achieved through the positive working relationships and experience during the implementation of Year IV project activities.

Activities have been realized through coordinating and expanding local expertise to facilitate successful teacher training seminars, and textbook development and production. During this annual reporting period activities successfully implemented included a regional Civic Education teacher training seminars for Kindergarten and grade 1–6 teachers throughout Macedonia, awareness raising seminars for Parent Council representatives, distribution of textbooks, newsletters, brochures on Civic Education, in-class observations of Civic Education lessons in kindergarten, lower and upper elementary classes, a training seminar on evaluation for Macedonian educators, mid-term evaluation of the Civic Education project, Regional Project Citizen competitions, filming of Civic Education activities, events, and interviews with stakeholders in preparation for production of the Civic Education video. As an important event to support Civic Education standards development and implementation, a Study Visit to Scotland was facilitated for a group of Bureau for Educational Development advisors, MOE representatives, teachers and CRS Education Department staff to gain awareness and exposure to methodologies of quality management and evaluation for citizenship programs.

III. EVALUATION OF YEAR IV ACTIVITIES

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

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

- Objective (1): Students acquire the skills to participate in civil society through the introduction of Civic Education into primary schools at the 4th, 7th and 8th grade levels.
- Objective (2): The National Parents Association and the local Parent Councils develop and 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

As recorded in previous quarterly and annual project reports, the implementation schedule of the project was approximately 12 months behind schedule. This was due to extenuating circumstances: the implications on the project start up during the Kosovo crisis in 1999 slowed down implementation as key partners were otherwise engaged. Soon after the activities started in 1998 parliamentary elections were held and brought about a change in government. After 1998 the newly formed MoE did not accept the existing agreements on program implementation and it was necessary to renegotiate; this took several months. The extended period of uncertainty on the position of the civil servant retirement law, and its implications on teachers has contributed to caution and therefore slower rate of national implementation. The most recent crisis has significantly slowed down implementation of project activities. These key areas have not changed the nature of project activities, but have impeded the expected progress of activities. In consideration of the listed circumstances during this reporting period, the no-cost extension for a fifth year of project implementation was submitted and approved by USAID.

Please refer to **Annex 1** for No-Cost Extension documents including year four and year five Annual Work Plans and Implementation Time Tables of the Civic Education project.

1. ESTABLISHING AND MAINTAINING WORKING RELATIONSHIPS WITH IMPLEMENTING PARTNERS

1.1 International Implementing Partners

1.1.1 Center for Civic education (CCE)

The working relationships between CCE and CRS have continued during the period of Year IV implementation through on-going communication. Both organizations planed international technical support in the form of consultancy to the Civic Education program during the year. A planning session involving CRS, CCE and BED was planned for March 2002. Due to the instability in the country and the associated safety concerns, CRS and CCE were unable to implement planning activities in Macedonia for the future program development originally proposed.

Specific discussion points during the Strategy Planning follow up included 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. As a result of the meeting CRS and BED continued drafting a plan of activities for the development of Civic Education evaluation tools and standards, planned for implementation during the period September 2002 – September 2003. During the period of the mid-term evaluation CCE participated in a conference call with the evaluators.

1.1.2 Scottish Qualifications Authority (SQA)

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.

During the selection process for a consultancy organization communication was established with the UK based consultancy organizations, International Management Association (IMA) and International NGO Training and Research Center (INTRAC). Communication was postponed due to the instability in Macedonia and ongoing concerns of the security status in Macedonia.

During the reporting period Mr. Stuart Alison from SQA was selected for implementation of the *training seminar for developing evaluation tools* for a core group of Civic Education stakeholders in Macedonia. The goal of the training seminar was 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. The training seminar was implemented March 5-8, 2002 and evaluation of the results of the training indicate that training materials for their work in school were very useful; 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 including the desire for more trainings on evaluation, self-evaluation and external evaluation. In order to define and prioritize the next steps in developing Civic Education evaluation tools for students, a follow up meeting on evaluation training was held on April 18, 2002 in Skopje. Two working groups were established and action plans for the activities related to the development and piloting of evaluation tools for students was developed.

Two consultants from SQA were selected for implementation of the *Civic Education Mid-Term Evaluation*. Mr. Stuart Allison and Dr. Robert Young, consultants from the SQA implemented the evaluation. The mid-term evaluation was conducted from May 20 – May 25, 2002. During this period there was a general strike by the teachers and the public administration. However, the schools expressed the desire to go ahead with the program as previously arranged.

The aims of the evaluation were to review the implementation and impact of the Civic Education activities, assess the extent to which the Civic Education project is achieving its objectives, assess the impact and sustainability of Civic Education program results; and provide recommendations on components to improve the implementation of the project. The evaluation was implemented throughout Macedonia through questionnaires, structured interviews, classroom observations and audits in evaluating the program with all participants involved in the program; schools staff, students, parents; program implementers; the Bureau of Educational Development, the Ministry of Education, Catholic Relief Services / Macedonia and the program donor, the United States Agency for International Development.

Key conclusions from the evaluation include that:

1. Initial training by the Center for Civic Education and the subsequent training by the BED advisers were rated very highly by the teachers who had been trained;
2. The project was having a very positive impact on the learning experience of students from kindergarten through to grade 6. The students were active in their learning and were “learning by doing”. Teachers had detected an improvement in student attitudes to class work and to the school as a result of the project;

3. Teachers had changed their teaching methods as a result of the project and this was permeating through to their “own” subjects”;
4. Parents were becoming more involved in the life and work of the school through the project. They were learning from their children about civic education and how to raise issues of importance to them;
5. Classroom observation and visits to showcases were seen to be, in all cases, very good. The co-operation of the schools with respect to interview schedules at all times was most appreciated;
6. As the full evaluation report indicates, “if one word has to be used to sum up this project then it would be the word “ENTHUSIASM”. There was considerable enthusiasm shown by the project staff as a team, BED and all stakeholders at school level and enthusiasm for the project by all stakeholders”.

The Scottish Qualifications Authority (SQA) and CRS facilitated a *Study Tour in Scotland* entitled “Citizenship Education in Scotland.” There were 13 participants (5 Bureau of Educational Development advisors, 1 Ministry of Education representative, 3 teachers and 4 CRS Education Department staff members). The visit took place from September 14 through 21, 2002. The goal of the study visit was to gain awareness and exposure to methodologies of quality management in citizenship education practice in Scotland, including:

- Evaluation, Self Evaluation and External Evaluation,
- Standards development and implementation,
- Roles and responsibilities of stakeholders,
- Curricula and teaching tools.

The group had an opportunity to meet representatives from SQA, Learning & Teaching Scotland, Local Education Authorities and Scottish school administrators, parents and students. SQA has also provided number of valuable materials that will be used as good resources by the group. The experience and the tools gained will contribute in the process of developing and piloting of Macedonian Civic Education standards and evaluation tools.

1.1.3 Office for the High Commission for Human Rights (OHCHR)

In September 2000 the Government of Macedonia signed a bi-lateral 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 have met 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.

1.2 Local Implementing Partners

1.2.1 Ministry of Education and the Bureau of Educational Development

During the period September 21, 2001 – September 21, 2002, the activities with the MOE / BED have progressed from national support of implementation of Civic Education

curricula, to coordination of regional teacher training seminars, and development of student evaluation mechanisms to review Civic Education awareness and understanding.

During this period of project implementation student displacement was the key issue affecting the MOE. The general security situation in the country improved, and displaced students returned to their communities and schools in the majority of conflict-affected regions. The Ministry also faced challenges in accommodating regular students in a number of student dormitories, which had been housed by a large number of internally displaced people who had not returned to their homes due to the perceived security risks.

In February 2002 there 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 2002 the MoE and BED presented to the public the revised structure and function of the BED. The event was well attended by stakeholders and the media and Civic Education project was mentioned. The key issue that affected the MOE during this reporting period was the general strike of 80.000 employees from the public sector, including teachers and school administration staff. The outcomes of the national parliamentary elections indicate possible changes in key positions at the Ministries level, including the MOE.

During the Year IV of project implementation the Law for Local Self Government was passed. The Minister of Education expressed commitment to a gradual progression towards decentralization in education. The emphasis was given that local government should be involved in the maintenance of the school buildings, but that a number of crucial education issues such as the curricula should still remain with national decision-making in the MOE.

1.2.2. Local Technical Assistance – BED / Civic Education Working Group

The BED Civic Education Working Group continues to be active in the planning and implementation of project activities. Specific Working Group activities during this reporting Year IV period include planning and organizing seminars for Parent Council representatives, implementation of in-class observations, and preparation for the Civic Education newsletter.

The leader of the Civic Education Working Group, Mrs. Slobodanka Ristevska, participated actively in the implementation of the mid-term evaluation; coordinating questionnaire sample selection, distribution and collection, and classroom observation throughout Macedonia. The workgroup expanded its membership through increased involvement of BED staff and teachers from a variety of geographical regions in Macedonia. Specific Working Group activities during the Year IV period included revisions and printing of Civic Education textbooks; planning, coordination and implementation of regional teacher trainings, in-class observation and Regional Student Showcases Competitions; development of the Civic Education newsletter and the parent brochure on Civic Education; the training and follow up on evaluation; planning and implementation of the study visit in Scotland; planning and coordinating regional Civic

Education awareness raising seminars for parent councils representatives; planning and coordination of follow up activities for development of pilot and national student Civic Education testing mechanisms to assess student attainment and skills development.

2. CURRICULA AND TEXTBOOK DEVELOPMENT

2.1. Textbook development

During this reporting period CRS and BED staff were actively involved in preparation for printing the grade three and four “Foundations of Democracy” textbooks. 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. The textbooks were printed in full color as recommended in the mid-term evaluation report.

To supplement the program “We the People . . . Project Citizen” a additional textbook “Civic Education” was printed for grade 5 students in Macedonian, Albanian and Turkish language. This textbook introduces the structure of Macedonian educational and local government systems through interactive learning and student research from a curricula developed by the BED. In the next reporting period the textbook will be produced for the grade 6 students entering the program during the fifth year of implementation.

| Teaching Group | Quantity | | |
|----------------|------------|----------|---------------|
| | Macedonian | Albanian | Turkish |
| grade Three | 22,000 | 10,000 | 900 |
| grade Four | 3,100 | 800 | 200 |
| grade Five | 22,639 | 9,357 | 638 |
| Total: | | | 69,634 |

2.2. In-class Observations

In-class observation schedules were developed in coordination with the BED advisors. Sample schools were selected according to proportional representation of: ethnicity in Macedonia, rural/urban location and representation of schools across the twelve educational regions in Macedonia. Implementation of the Foundations of Democracy program was observed in Kindergarten and grades 1 – 4 and implementation of the “We the People... Project Citizen” program in grade 5 and 6. 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. The results from the observations show that lesson activities are increasingly interactive, implemented in a pleasant atmosphere and students are motivated to work on both programs areas.

3. TEACHER TRAININGS

During the reporting period regional teacher trainings continued, with on-going coordination with the BED ensuring successful implementation of all training activities throughout the country. All planned training seminars for this period were successfully implemented; training seminars in Debar, Tetovo and Gostivar regions that had been

previously postponed for security reasons were also conducted under improved conditions.

3.1. Regional Teacher Training for grades One through Four Teachers

3.1.1. Second Cycle of Regional FOD Teacher Training

Between September and December 2001, the second cycle of regional grade 1 through 4 Foundations of Democracy trainings were finalized, with a further 282 grade 1 through 4 teachers trained in the curricula program.

3.1.2. Third Cycle of Regional FOD Teacher Training

The third cycle of the regional Foundations of Democracy teacher trainings started in June 2002. By September 21, 2002, CRS and BED ensured successful implementation of 36 training seminars throughout Macedonia, through which 907 teachers were trained. This training cycle, of teachers preparing to work with grade 1 students will be completed prior to the beginning of second semester of the school year 2002/2003 and will include the remaining grade 1 teachers.

3.1.3. Input Evaluation

Teachers participating in training sessions have completed evaluation forms as a feedback for Civic Education training and curricula program. The evaluation questionnaires were analyzed. The following are some highlights:

- The atmosphere and the methodological approaches, the working conditions and materials used at the Foundations of Democracy training seminars were rated as excellent by almost all participants;
- Most of the participants felt strongly that through introduction of content and the requirements of the Foundation of Democracy program, they enriched their skills and awareness for interactive and participatory teaching and learning methodologies;
- Teachers gave feedback that they are prepared to implement the program with their students;
- The level of understanding of the four *Foundation of Democracy* concepts, ability to work with these concepts and to implement the intellectual tools was highly rated by most of the teachers.

3.2. Regional Teacher Training for grades 5 and 6 Teachers

Regional Project Citizen teacher trainings were implemented during the period October 2001 – February 2002, during which period the remaining 8 teacher trainings from the second cycle were completed and 205 teachers trained. The third cycle of teacher trainings were completed during the period of August – October 2002. By the end of this reporting period, 43 trainings were held with high level of attendance and participation, where 1072 teachers were trained in Project Citizen program of study in Macedonian and Albanian language.

3.2.1. Input Evaluation

The completed evaluation forms on training and curricula indicated the following:

- The majority of the teachers who evaluated the methodological approaches, working conditions materials during the Project Citizen training seminars as excellent;

- The work of trainers and mentors during the seminars was rated as excellent by almost all participants;
- Most of the teachers strongly agreed that through training the goal and objectives of the Project Citizen program were met, that enriched their knowledge for teaching methodologies and gained information for practical implementation of the program;
- Almost all teachers completely agreed that trainings were an opportunity share experiences and ideas with other teachers;
- The majority of the teachers completely agreed that after training they feel prepared to implement Project Citizen program;
- The majority of the teachers expressed their attitude that the seminar helped them a lot to enrich their knowledge and understanding of the definition for Public Policy and Ideal Citizen.

3.3. TraiNet Database

The USAID TraiNet database system was introduced in November 2000. The system records training participants, training content, results and budget. It has been managed by CRS staff over the past two years and is now considered an effective tool for reviewing summary data on trainings. Budget review is extremely accurate through the TraiNet database recording training costs by date of implementation.

4. ENSURING SUSTAINABILITY IN CIVIC EDUCATION PROGRAMMING

4.1. Civic Education Standards Development

The development of effective Civic Education evaluation tools will provide review of the skills, attitudes and knowledge gained by students participating in the Civic Education program. It has been discussed with the BED that the outcomes of the training, mid-term evaluation and study visit will form the basis of a pilot to be introduced in a sample of schools involved in the program during next school year, and expectation that in future this pilot will form the basis for national evaluation of students in Civic Education.

4.2. Project Citizen Exchange Model

As a follow up to the study visit to Northern Ireland in June, 2001, and further improved knowledge on a variety of Civic Link programs implemented globally, a new initiative for enriching the Civic Education “We, the People, Project Citizen” curricula program is planned. The Macedonian model, the Civic Education Exchange Model will aim to establish strong linkages among schools with different ethnic background using computers, e-mail and the Internet. This program when developed will be implemented as a pilot program in two schools.

4.3. Study Visit in Netherlands

During the period from November 19 – 25, 2001 a delegation of 8 staff from different CRS offices in the Balkan and Caucasus region attended meetings held with the National Center for School Improvement (APS) and participated in the European Research Network About Parents in Education (ERNAPE) Conference. The goal of the conference was to strengthen mechanisms for collaboration between parents, schools and community as a key component of pupils’ development opportunities, the enhancement of pupils’ educational careers and the improvement of teachers’ performance. CRS Regional Educational Support Office in Skopje and the APS have designed a three-year program to

work together to support the CRS/Europe Education Network (EdNet) and CRS/Europe's local education partners by developing linkages within and with organizations in Eastern and Western Europe. The purpose of the meeting held in Utrecht in November 2001 was to learn more about APS and discuss expectations of the CRS - APS cooperation on linkages. All Macedonian participants returned to Macedonia enthusiastic and motivated to further enrich the quality of linkages in CRS Education programs there-by establishing strong national and international linkages.

4.4. Civic Education Introduction in Special Needs Schools and Institutions

During this reporting period a key focus as follow up to the Strategy Planning Session on Civic Education was preparing for involvement of special needs institutions into the Civic Education program. The Civic Education Working Group was actively involved in assessing the opportunity for introducing the curricula program in special needs schools. After period of research the BED and CRS decided to pilot Civic Education curricula in two pilot grade 3 classes from the Institute for children with hearing difficulties in Bitola. Professionals from the special needs institute in Bitola agreed that with minor adaptations the grade 1 Civic Education curricula would be most appropriate for pilot in grade 3 classes. CRS has provided supplies and textbooks for the students and the teachers, the BED provided support with curricula adaptations. Civic Education lessons were implemented in the two grade 3 pilot classes on a bi-weekly bases. Twenty-five students were involved in the program and the students appear to be enjoying and responding to the lessons on the concept of responsibility. Teachers used role-play, dramatization, group work, discussions, stories and creative arts to support the students in their learning.

5. PUBLIC AWARENESS AND PARENTAL INVOLVEMENT IN EDUCATIONAL REFORM

5.1 Media / Public Awareness Activities

During the reporting period a number of key activities helped to raise public awareness of Civic Education activities.

These include the on-going development, publication and distribution of a Civic Education newsletter "Civic Education Today." The Civic Education newsletter is published for distribution to all schools; Ministry of Education, and Bureau of Educational Development and CRS staff, teachers, directors, parents and students contribute to the newsletter, which records the development and highlights of Civic Education in Macedonia.

During the second year of national implementation of the program "We the People... Project Citizen" CRS in coordination with the BED planned and organized 1 Project Citizen Regional Competitions for grade 5 and 6 students throughout Macedonia. All schools in Macedonia were invited to apply for the Project Citizen competitions with their top school portfolio. From the applications received through a selection process at the regional level the three top school portfolios were selected. During the period June 2 – June 11, 2002 in the twelve regions of Macedonia, 15 regional Project Citizen competitions were held. Results of the evaluation indicate that schools had selected a diverse spectra of topics for analysis through the project: Health and Hygiene, Environment, Children's Rights, Disabilities, Anti-social Behavior, were just a small number represented through the competitions. All schools participating had not only

researched the problems selected, but also had developed an action plan, often requiring revision of public policy to resolve the problems. CRS Civic Education staff ensured that all students that participated in the competitions were awarded with a certificate authorized by BED and CRS officials, and printed T-shirts. CRS also provided the winning class in each of the regions with teaching aids selected according to the student's priorities.

Planning and initial implementation of activities for the production of a short video presenting Civic Education curricula in Macedonia was realized during the reporting period. The video will be used by national and local television stations to promote development and excellence in Citizenship education in Macedonia, while being available as training and teaching resource for educators in Macedonia. University PhD professor Mr. Ferid Muhic has been involved in the process for external review to ensure that narrative content and language used is in accordance with film idea. The constructive feedback on some points of the content will be considered for the final version of the film transcript. The cooperation with university professor will continue during the final review of the film. Using the text and the original idea for video production, the working group planned and implemented filming on different locations throughout Macedonia. Editing activities will continue during the next annual implementation period 2002/2003 when the film will be completed.

5.2 Parental Involvement in Educational Reform

5.2.1 Regional Seminars for Parent Council Members

Civic Education Parent Councils seminars introducing parents to the Foundations of Democracy and the Project Citizen programs of study have continued in the Kocani, Shtip, Strumica, Ohrid, Struga and Skopje regions. During this reporting period, representatives from 114 Parent Councils attended Civic Education awareness seminars. These seminars provided the representatives of the Parent Councils with opportunity to gain experience in the Civic Education program, to learn more about the concepts and methodologies used, and gain knowledge and skills of citizen participation. Based on the feedback received from evaluation questionnaires, participants who attended the seminars were overwhelmingly pleased with the content; they actively participated in all aspects of the event. According to the BED Advisors a significant reason for some parents not attending the seminars is that the school directors were not informing the Parent Councils in a timely and effective manner. The Civic Education Working Group and CRS have 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.

6. FINANCIAL REPORT

Please see **Annex 2** for the Annual Budget Comparison Report covering the period September 21, 2001 – September 21, 2002.

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

September 21, 2001 - September 21, 2002

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Results Expected:

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

2. Technical Assistance

2.1 International Technical Assistance: CCE / European Citizenship groups

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

Results expected:

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

2.2 Local Technical Assistance – Local Program Development

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

Results expected:

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

3 Development and Formalization of mechanisms of Parental Participation.

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

Results Expected:

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

4. Teacher Training

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

Results Expected:

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

5. Development of Civic Education Curricula

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

Results Expected:

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

6. Evaluation Activities

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

Results Expected:

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

CIVIC EDUCATION – IMPLEMENTATION TIMETABLE

September 2002 – September 2003

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

15

CATHOLIC RELIEF SERVICES / MACEDONIA
“Civic Education: A Path to a Civil Society” Project
Annual Work Plan
September 21, 2002- September 21, 2003

Objectives of the USAID funded Civic Education project are:

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

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

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

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

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

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

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

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

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

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

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

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

Results Expected:

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

2. Technical Assistance

2.1 International Technical Assistance: CCE / European Citizenship groups

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

Results expected:

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

2.2 Local Technical Assistance – Local Program Development

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

Results expected:

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

3 Development and Formalization of mechanisms of Parental Participation.

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

Results Expected:

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

4. Teacher Training

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

Results Expected:

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

5. Development of Civic Education Curricula

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

Results Expected:

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

6. Evaluation Activities

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

Results Expected:

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