

**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: 18
Reporting Period: December 21, 2002 – March 21, 2003

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:

- Printing and distribution of the 6th edition of the Civic Education Today Newsletter to all stakeholders involved in the Civic Education program;
- In-class observations of civic education lessons in lower and upper elementary classes;
- Parental networks activities;
- Project Citizen Regional Competitions planning;
- Production of video presentation for the civic education program;
- Sustainability planning meeting and project extension proposal development;
- Pilot development process of civic education standards.

1. CATHOLIC RELIEF SERVICES

1.1 Staffing and Infrastructure Changes

During the reporting period December 2002 - March 2003 there were no staffing or infrastructure changes in the Civic Education team.

1.2 CRS' Education Department Strategy

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

The Partnership, Building Capacity and Linkages (PBCL) project and the Civic Education project teams worked together in planning and implementation of capacity building activities for parental networks. The joint effort of supporting of the parental networks has resulted with increased awareness and level of activities implemented by the parental network members on local level.

During the reporting period the School Connectivity project finished the set up of computer centers in all 9 Macedonian secondary connectivity schools through the process of distribution and installation of computer equipment, desks and chairs. The curricula for the School Connectivity project was developed by an external consultant and was given for review to two

internal consultants from the Bureau for Educational Development. Consultants from BED provided a very positive feedback. The curricula was translated in Macedonian and Albanian language.

At the beginning of February four trainers were hired to conduct Information Communication Technology (ICT) trainings. Prior the implementation of the trainings, the selected trainers participated in a Training of Trainers (TOT) in Belgrade. At the TOT a training plan and agenda was developed for implementation on a regional level, which provided opportunity for an integrated approach during the implementation of the local trainings. During the second half of February the ICT trainers delivered ICT trainings for teachers throughout Macedonia. Trainings were conducted in all 9 schools, with participation from teachers, directors, school support staff and local community members. From February 24th students started to work on the project activities that were implemented in accordance with the curricula. The teachers and students appeared to be very pleased and enthusiastic about the School Connectivity project.

2. TECHNICAL ASSISTANCE

2.1 International Technical Assistance

2.1.1 World Learning

During the reporting period USAID, CRS and World Learning began a dialogue on project proposal for study visit in Czech Republic. The study visit proposal has been submitted to USAID. The proposal concept focus on learning through practical examples by site visits and theories from series of presentations and meetings with Czech Republic Ministry of Education, Pedagogical Faculties and local organizations.

2.2 Local Technical Assistance

2.2.1 BED/MOE/Civic Education Working Group

The BED Civic Education Working Group continues to be active in the planning and implementation of project activities. Specific areas of activities that the Working Group has been involved in during this reporting period include:

- Implementation of the fourth cycle regional teacher trainings on Foundations of Democracy and Project Citizen project;
- Printing and distribution of the sixth edition of Civic Education Today Newsletter;
- Planning sessions for preparation of Regional Showcase Competitions for year 2002/2003;
- Planning and coordination of activities for development of pilot civic education standards and evaluation tools;
- Capacity building activities for parental networks;
- Implementation of in-class observations throughout Macedonia;
- Civic Education sustainability planning meeting.

During the next reporting period the BED Civic Education Working Group will be working on completion of the fourth teacher training cycle; in-class observations implementation; regional student showcase competitions organization and realization; pilot testing of students on civic education; support the development of Civic Education project proposal extension; gathering and selecting materials for printing the seventh edition of *Civic Education Today* Newsletter and parental networks activities implementation.

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

In order to ensure and maintain effective educational reform, the Ministry of Education (MOE) and Science announced a development of a strategy to reduce the political positions and influence within the schools, particularly to resolve issues related to the selection of the schools' directors i.e. nominating of the directors should be based on their experience and professional background, not political affinity. The MOE, supported by the BED has started the process for developing the concept for publishing and printing of textbooks and a bylaw to regulate this issue.

Mr. Kostantin Petkovski the Deputy Director of the BED, in his interview for daily newsletter "Utrinski Vesnik" presented the comparative analysis for the religious classes implemented that indicated that they have been attended by almost all students practicing Muslim and Catholic religion and 20 % of students practicing Orthodox religion. The religious classes have been introduced without any previous assessment and survey to get input and opinion from the students and parents. The purpose of these classes was to introduce deferent religions and their practice in Macedonia, not only promoting one religion, and at the same time provide affirmation the ethical principles.

4. PROJECT RELATED ACTIVITIES

4.1. Regional - Grades 1 through 4 Teacher Trainings

The fourth cycle of the regional *Foundations of Democracy* teacher trainings started in January 2003. During this reporting period 28 trainings were conducted with a high level of attendance and participation. Overall 637 teachers were trained for the *Foundations of Democracy* program of study. Teachers participating in training sessions completed evaluation forms to provide feedback for the Civic Education project training and curricula program.

The compiled results indicated the following:

- The atmosphere and the methodological approaches, the working conditions and materials used at the Foundations of Democracy training seminars were rated as excellent by most of participants;
- Most of the participants strongly agreed 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;
- The majority of the teachers strongly agreed that they became acquainted with the necessary knowledge for implementing the civic education concepts as a cross-curricula subject;
- Most of the respondents agreed that they had used the training opportunity to share experiences and ideas with other teachers at the seminar;
- Majority of the teachers gave feedback that they are ready 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.

Please refer to the **Annex 1** for compiled results from the *Foundations of Democracy* program training seminars during this reporting period.

4.2. Regional - Grades 5 and 6 Teacher Trainings

The implementation of the fourth cycle of the regional *Project Citizen* teacher trainings started January 8th, 2003. By the end of this reporting period, 36 regional *Project Citizen* teacher trainings were completed and 810 teachers participated in the trainings all through Macedonia. During this reporting period a high level of attendance and participation of teachers was recorded.

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

- The majority of the teachers evaluated the methodological approaches, working conditions and working 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;
- The working atmosphere was rated as excellent by almost all of the participants;
- Almost all teachers agreed that through the training the goals and objectives of the Project Citizen program were met, they enriched their knowledge for teaching methodologies and gained information for practical implementation of the program, and that trainings were an opportunity share experiences and ideas with other teachers;
- The majority of teachers completely agreed that after training they felt prepared to implement Project Citizen program;
- The majority of teachers expressed that they understand and feel capable to implement all six steps of the program;
- The majority of the teachers expressed their attitude that the seminar helped them to enrich their knowledge and understanding for the definition of Public Policy and Ideal Citizen;
- The majority of the teachers expressed that their expectations from the seminar are completely fulfilled.

Please refer to the **Annex 2** for compiled results from the *Project Citizen* program training seminars during this reporting period.

4.3 TraiNet Database

USAID's TraiNet database is updated with all information related to the each of the Civic Education project teacher training seminars conducted during the reporting period (participants, trainers, evaluation and training costs). Please refer to **Annex 3** for summary reports from the TraiNet database.

4.4 In-class Observations

In-class observations for *Foundations of Democracy* program of study for school year 2002/2003 continued according to the planned schedules received from the BED advisors. During the reporting period, CRS staff accompanied BED advisors in 11 in-class observations in the preschool and kindergarten groups.

Results of the in-class observations implemented, the main lesson activities, debrief and general lesson evaluation indicate the following:

- Considering the main lesson activities, the most often used methodologies are: group work, work with materials, conversation, dramatization, brainstorming and interview. In all cases, teachers' instructions were clear and understandable. In almost all cases, teachers worked with a large number of students during the lesson and created pleasant and cheerful atmosphere;
- All teachers planned and implemented debrief of the lesson. All teachers assessed students' knowledge by leading discussion and asking questions. In some cases, specially prepared tools for assessment were used. Majority of the teachers implemented activities related to the practical application of the lesson content in the real life situations;
- 73% of the Foundation of Democracy lessons were evaluated as very good by the advisors.

Please refer to **Annex 4** for *Foundation of Democracy* in-class observations summary report.

In addition 6 in-class observations for *We the people... Project Citizen* program were completed in grades 5 and 6 for the regions of Skopje, Tetovo and Kumanovo. BED Advisors and CRS Civic Education staff participated in the homeroom classes and directly were introduced with the implementation of Civic Education in *Project Citizen* classes. Aside from these observations, BED advisors participated in additional in-class observations during which they advised and directed teachers to implement the program even more successfully by using the new methodologies and approaches that the program offers.

The compiled results from the implemented in-class observations and filled in-class observation tools for implementation of *We the people... Project Citizen* program indicate the following:

- During the implementation of lesson activities the techniques used by the teachers were interactive and they used conversations, sources of information, real life situations, work with materials and group work to achieve the lesson goal and lead the students to preparing a portfolio;
- In all in-class observations the given instructions and questions asked by the teacher were clear and understandable;
- Almost all teachers guided the students where and how to use the lesson content in the real life situations.

Please refer to **Annex 5** for *We the people... Project Citizen* in-class observations summary report.

4.5 Civic Education Newsletter Production

The sixth edition of the *Civic Education Today* 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 6 for the four different language Civic Education Number 6 newsletters.

4.6 Project Citizen Regional Competitions

BED advisors for the Project Citizen program of study and CRS / Civic Education team continued with the planning of the Project Citizen Regional Competitions for the 2002/2003 school year. On 14th February, a meeting was held in Bitola with the Leader of the Civic Education Working Group with the aim of reviewing instruments for implementation of Project Citizen Competitions.

On 18th March, a meeting was held in BED Office in Skopje with the BED advisors responsible for *Project Citizen* program. During the meeting advisors reviewed the activities and timeline for implementation of Project Citizen Regional Competitions. Dates of the training for competitions judging panels have been confirmed for 21-23 April. All pre-planning activities for this training were completed including a design of training for the judging panels and handouts.

4.7 Video Presentation of Civic Education

Activities related to the Civic Education project video production continued with recording of additional filming in schools. Consultant continued with activities considering development and design of video splinters, titling and animations. The final narrative and transcript were completed and synopsis was submitted to the consultant to incorporate in the video.

4.9 Civic Education Standards

The BED working group for standards finalized process for developing tests items, instruments for test revision and process for comparing test for *Foundations of Democracy and Project Citizen* programs. The questionnaires for directors, teachers grade 1-4, teachers grade 5-6, parents and students were developed with the aim of getting input and opinions from all Civic Education project participants.

Information for a testing sample was collected by BED staff responsible for this activity including information for selected schools and number of students that will participate in final testing during the month of May. The regional testing coordinators provided list with names of the students by each school selected to participate in the pilot testing.

During the meeting held on 18th March in BED office in Skopje, BED advisors responsible for *Foundations of Democracy and Project Citizen* Programs discussed about their responsibilities, activities and timeline planed for implementation of testing for civic education standards.

A workshop for defining tests difficulty for Civic Education program was held on March 21st, 2003. The facilitators of the workshop were BED advisors from the BED Assessment Unit. During the workshop, the participants answered the selected test items and gave suggestions for further improvement based on their experience. The estimated standard levels were jointly discussed, especially those where different opinions occurred. At the end of the workshop participants defined an average standard level for each test item that will be used for test books design, as well as in the next phases of the standards development process.

Standards Working Group reviewed the input provided by the participants that provided them with additional information for the process for developing and defining test books content.

4.11 Civic Education Parental Component

Parental networks for the Ohrid, Bitola and Strumica region were established during this reporting period. The members of the networks are Parent Councils selected according to the following criteria: previous involvement in CRS Parent School Partnership program; level of Parent Council capacity; previous experience in networking and partnership activities; geographical location and number of Parent Councils per network.

Civic Education BED working group and CRS staff have developed assessment questionnaires and based on the received feedback, recommendations were given and list of activities was developed related to parental involvement in civic education.

Introduction meetings were held in Strumica and Ohrid with two parental networks. The purpose of these meetings was to introduce Parent Councils with planned activities and expected outcomes. Through presentations participants were introduced to the partnership and networking concepts. Information shared will further support communication and administration of parental networks on regional level. During the meeting participants worked in groups divided by school and each group developed an action plan. As an outcome one action plan was developed, considering input from all working groups, presenting responsibilities, timeline and expected outcomes for networks. After the introductory activities, the networks organized self-initiated meetings where they discussed and agreed upon their future activities. They also completed their activity plans and internally formalized their structures, organization and work manuals.

From 21st – 23rd March, a seminar was held in Ohrid for parental network from Strumica region. The purpose of this seminar was to introduce parental network representatives with advocacy and lobbying topics. Suad Missini, Director of the Civil Society Resource Center facilitated the seminar through presentations and interactive workshops. Advocacy and lobbying topics were presented including the definition about advocacy; key words related to advocacy; definition about lobbying; levels of participation in the publicity and steps for advocacy as a planning process with the two segments for data collecting and monitoring/evaluation. The topics were evaluated by participants as important for their future activities for resolving educational issues on local level. During the seminar participants worked in groups in order to: review the steps of the advocacy process; practice the citizenship initiatives; practice the advocating process as a parental network; working on the specific parental network issues and practice lobbying based on specific statements. Presentations were followed by high level of interest by all participants and group work was evaluated as effective and productive.

4.12 Civic Education Project Extension

The Sustainability Planning Session on Civic Education in Macedonia was held in Skopje in Hotel Panorama, on the 10th February 2003. Participants, advisors from Bureau for Educational Development and CRS/Macedonia Civic Education project staff were brought together to consider the opportunities and challenges of Civic Education in the future. Slobodanka Ristevska, the Leader of the Civic Education Working Group facilitated the process using effective techniques, which allowed the participants to consider each other's perspectives. Participants worked in mixed groups during the meeting and defined a number of key activities to ensure sustainability of the project. Objectives of the meeting included the following: Define activities for Civic Education project cost extension for one-year period; Assess the impact and sustainability of Civic Education program results; Review the implementation and impact of the

Civic Education past activities; Provide recommendations on components to improve the implementation of the project and to ensure program sustainability. The outcomes from the planning meeting will be used while developing proposal for Civic Education project extension.

Please refer to Annex 7 for Civic Education Sustainability Planning Meeting Report.

5. FUTURE ACTIVITIES

5.1 Regional Teacher Trainings

CRS Civic Education staff will continue providing support for the fourth cycle of teacher trainings of the *Foundations of Democracy* and the *Project Citizen* curricula expected to be completed by the end of May 2003.

5.2 Project Citizen Regional Competitions

During the next reporting period, CRS Civic Education Project staff will provide logistical support for 3-day training for student competitions judging panels. The implementation of the preliminary selection and final selection on regional level will be implemented on Macedonian, Albanian and Turkish language. BED Advisors and CRS Civic Education team will make all necessary arrangements for the successful implementation of both preliminary and final competition selections. For this purpose the Leader of the BED Civic Education Working Group and CRS Civic Education staff will develop a list of activities and responsibilities for implementation of competitions, so that each participant in this process will be familiar with the delegated responsibility and the steps that will lead to successful implementation.

5.3 Civic Education Newsletter

Preparations for production of the seventh edition of the *Civic Education Today* newsletter will start during the next reporting period. CRS Civic Education staff and the Leader of the Civic Education Working Group from the BED will be involved in the initial selection of materials for submission to the editing committee. This includes the selection of materials by the editing committee, and preparation of the graphical design and the layout of the newsletter.

5.4 Civic Education Parental Component

Parental networks activities will continue with trainings on “Advocacy and Lobbying” and “How Can Parents Support their Children in Learning Civic Education.”.. CRS will also provide consultancy assistance for self-initiated parental networks activities including regional networks promotion and other scheduled joint activities incorporated in networks’ action plans for the upcoming period.

5.5 Video Presentation of Civic Education

Final review of the video materials is planned prior to submission for final approval by USAID and CRS in accordance with the procedures relating to media c presentations. Activities that will follow will include planned presentation of the video and arrangement for broadcasting on TV stations throughout Macedonia.

5.6 Civic Education Standards

The BED working group for standards development will organize trainings for testing coordinators and for testators on regional level. Civic Education tests will be printed and distributed throughout Macedonia on May 12th, and testing will be organized on May 13th and 14th in randomly selected schools. After the tests are collected, previously trained committee members will be reviewing tests using previously developed manual for test review.

5.7 In-class Observations

Next reporting period will include implementation of the remaining *Foundations of Democracy* and *We the people... Project Citizen* program in-class observations according to the planed schedule. In-class observations are planned to continue in accordance with the schedule developed by BED advisors. Summary report of compiled evaluation tools for all in-class observations implemented during this school year will be submitted.

5.8 Civic Education Project Extension

The Civic Education proposal for project extension will be submitted to USAID by April 15th.

5.9 Study visit in Czech Republic

The Civic Education Training Intervention Concept for study visit in Czech Republic will be submitted to World Learning after receiving USAID approval. Study visit will be organized for project implementing partners including MOE, BED staff, university professors and CRS staff. All partners already have developed skills, and with this visit they will apply knowledge for concepts that could be effectively used in their working environment.

6. Financial Activity

Please refer to Annex 8 for the Budget Comparison Report covering the period December 21, 2002 – March 21, 2003.

ANNEXES

- Annex 1** Evaluation of Fourth Cycle *Foundations of Democracy* for Lower Elementary Teacher Training Seminars
- Annex 2** Evaluation of Fourth Cycle *Project Citizen* for Upper Elementary Teacher Training Seminars
- Annex 3** Summary reports from the TraiNet database for trainings implemented during the reporting period
- Annex 4** *Foundations of Democracy* In-class evaluation summary report
- Annex 5** *We the People... Project Citizen* In-class evaluation summary report
- Annex 6** Sixth edition of *Civic Education Today* newsletter in English, Macedonian, Albanian and Turkish language
- Annex 7** CRS and BED Sustainability Planning Meeting Report
- Annex 8** Financial report December 21, 2002 – March 21, 2003

Annex 1

Evaluation of Fourth Cycle Foundations of Democracy for Lower Elementary Teacher Training Seminars

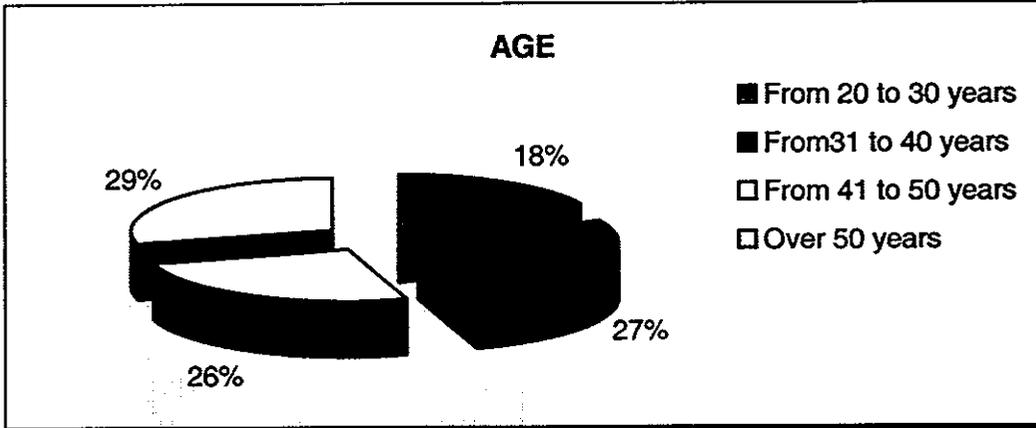
EVALUATIONS

FOUNDATIONS OF DEMOCRACY- LOWER ELEMENTARY TEACHER TRAINING GRADES 1-4

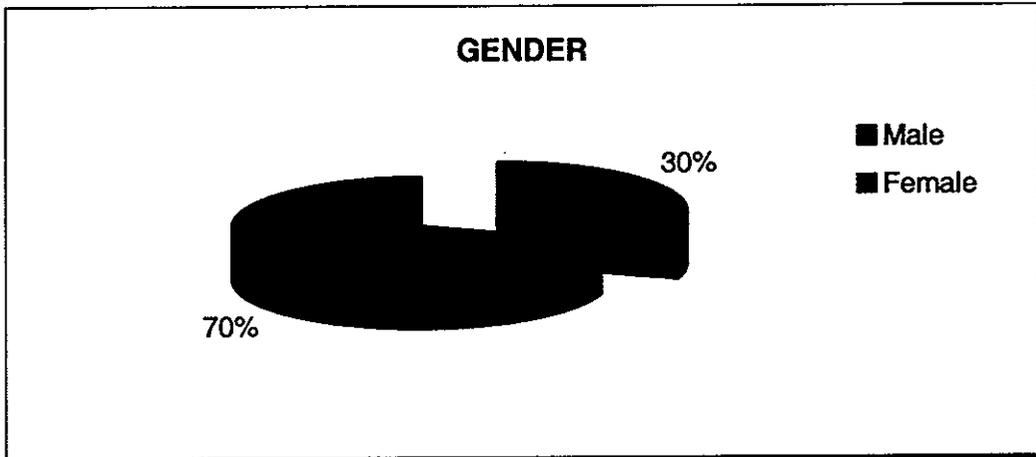
1. Personal and Professional data

Total No. of participants	637
Total No. of answered questionnaires	601

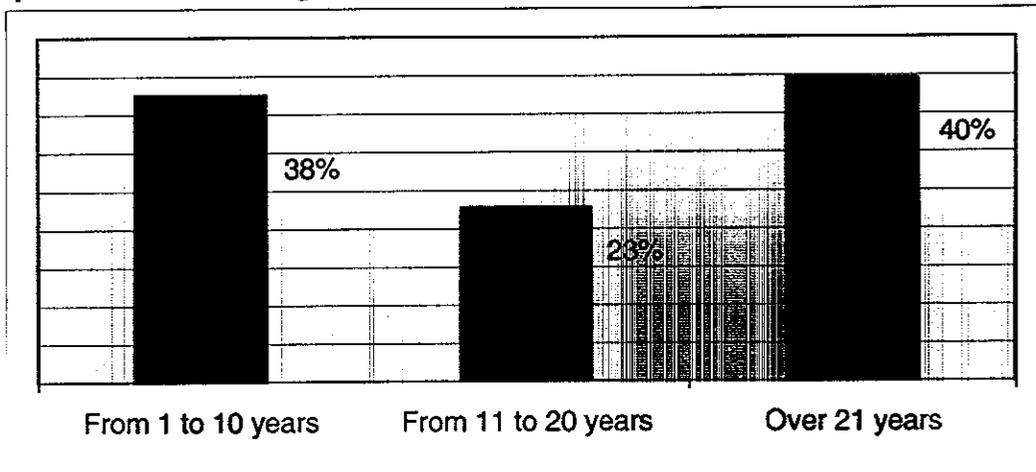
A. Age

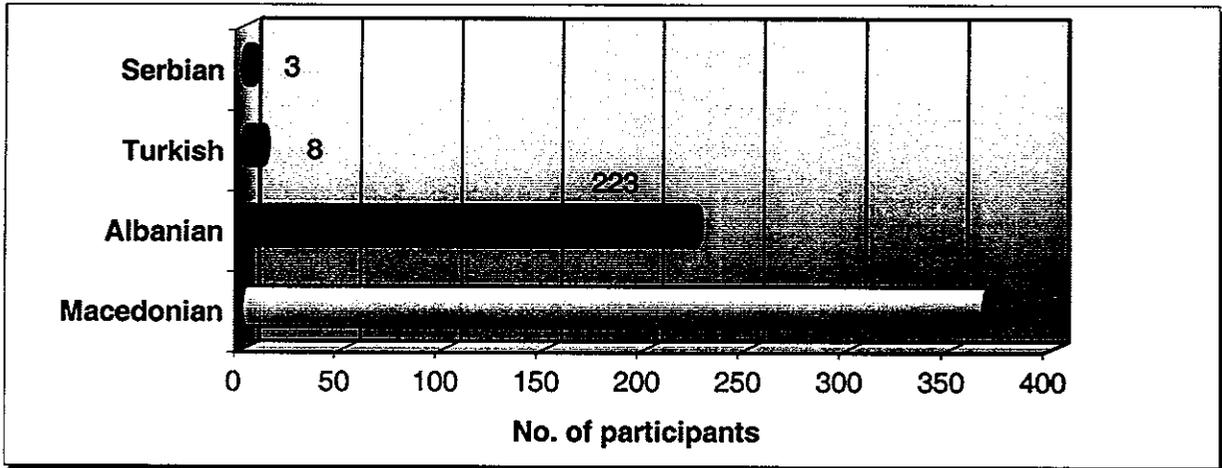
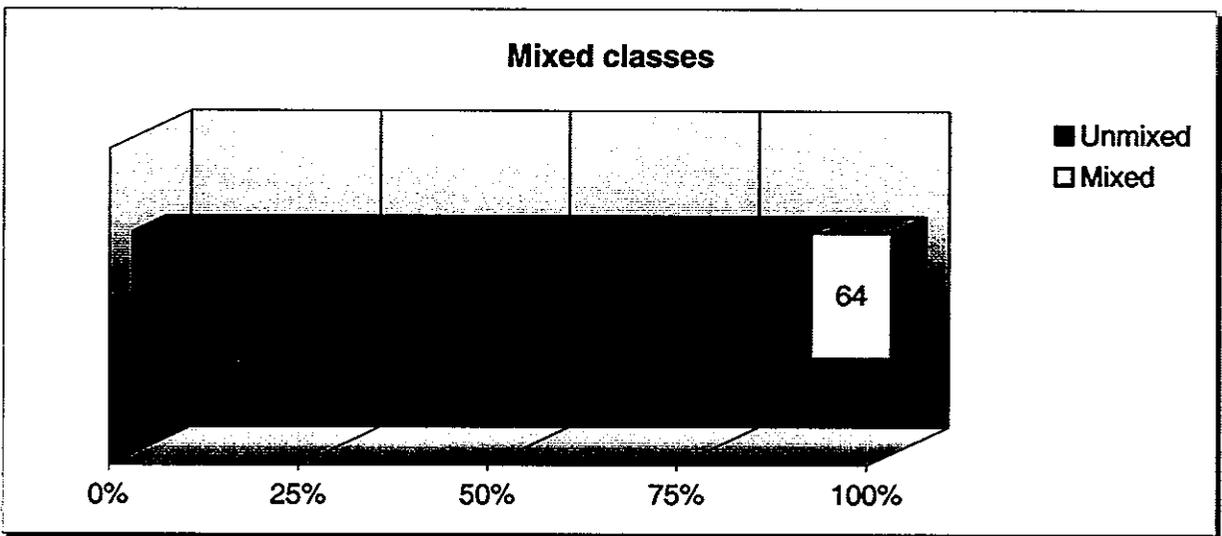
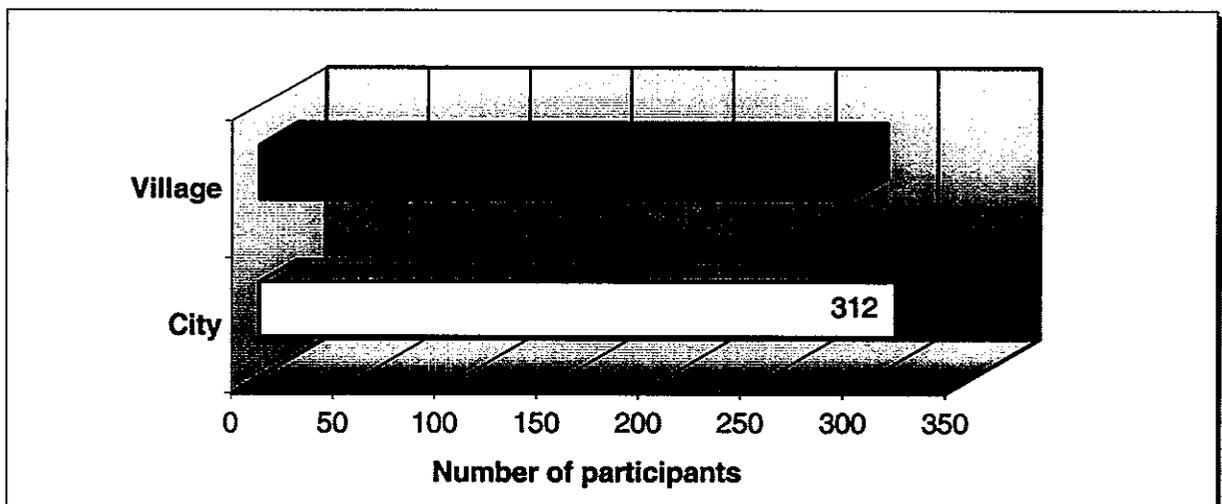


B. Gender



C. Working experience in teaching

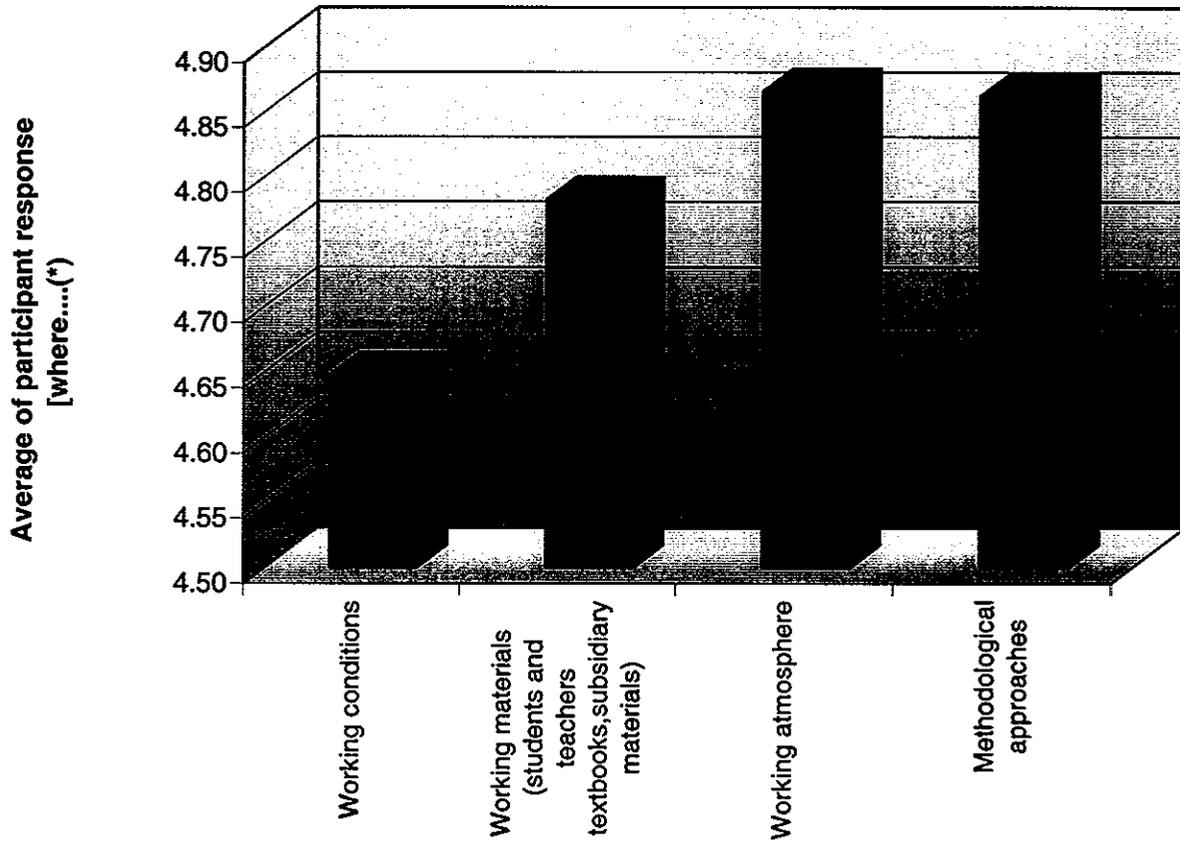


D. Teaching language**E. Mixed classes****F. Location of the participant's working place**

2. Organization of the seminar

Participants response to seminar organization

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

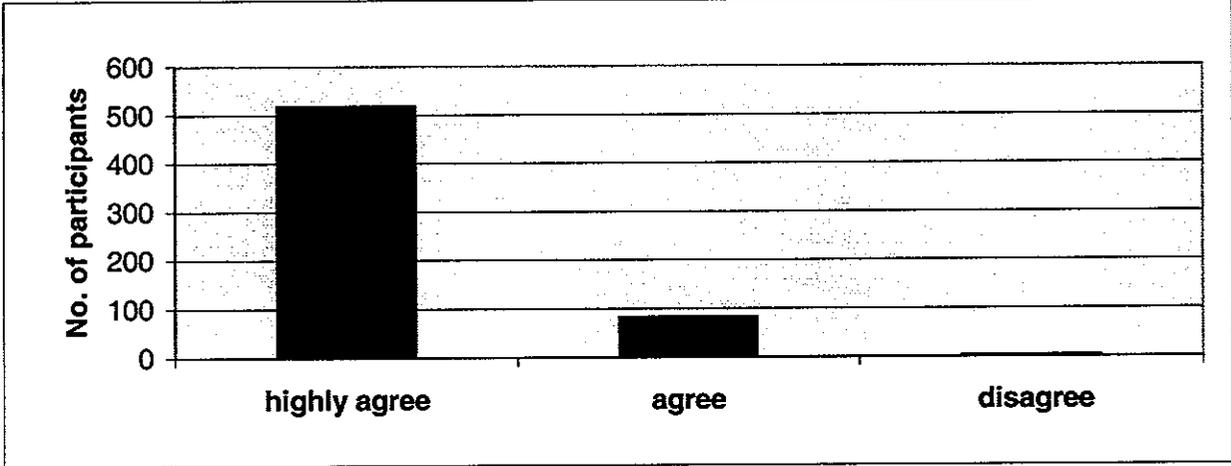


3. Content and methodology of the training seminar

Summary tables indicating participants agreement of the learning opportunity of the seminar

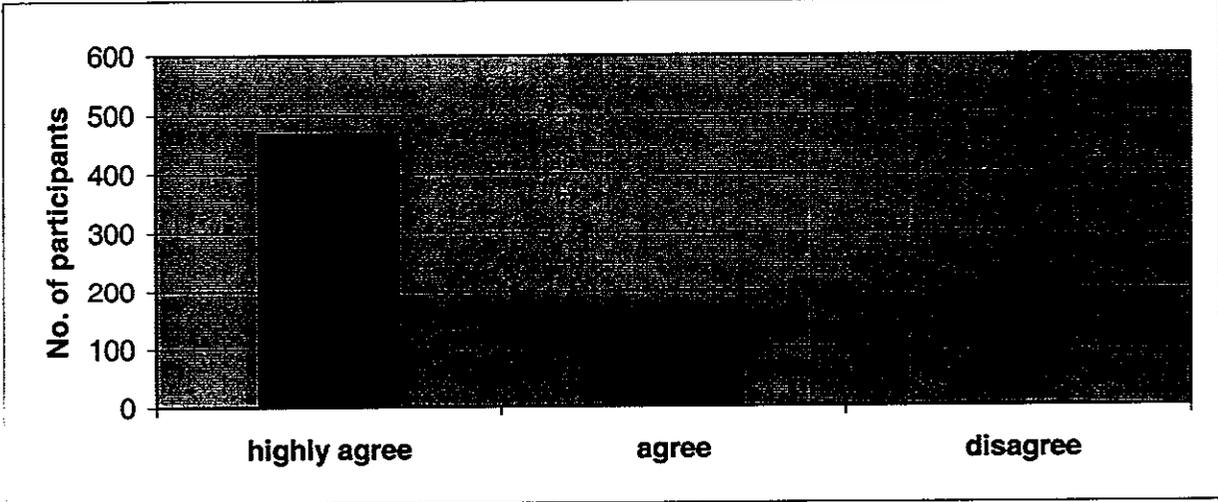
Statement: I was introduced to the contents and the requirements of the program "Foundations of Democracy".

highly agree	agree	disagree
517	82	2



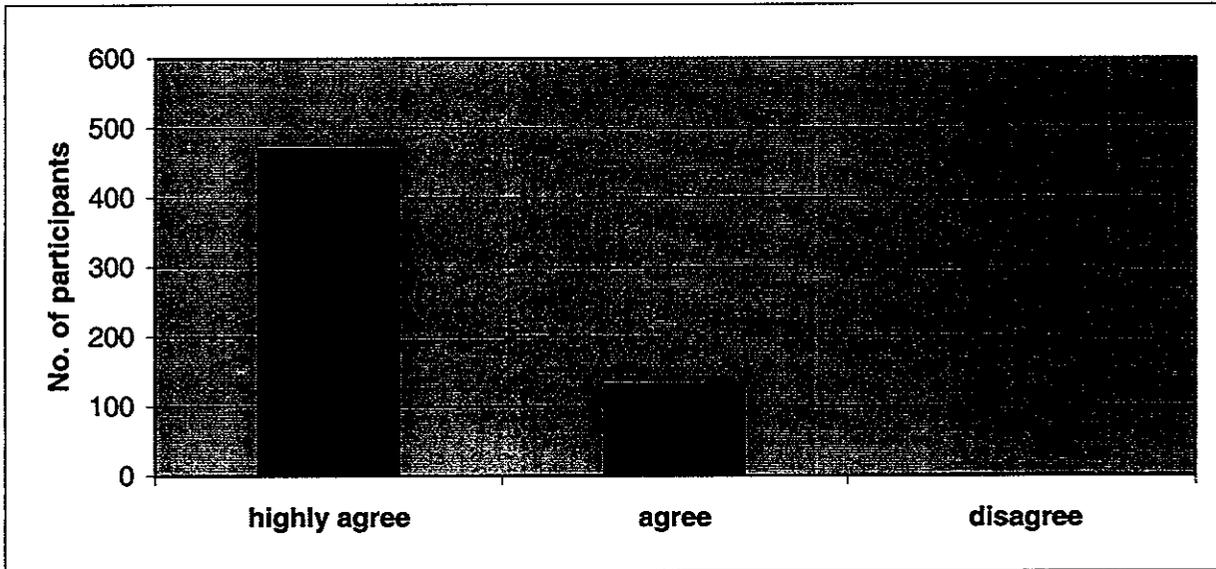
Statement: I expanded my knowledge of the methodical approaches in teaching the concepts of the program "Foundations of Democracy".

highly agree	agree	disagree
467	133	1



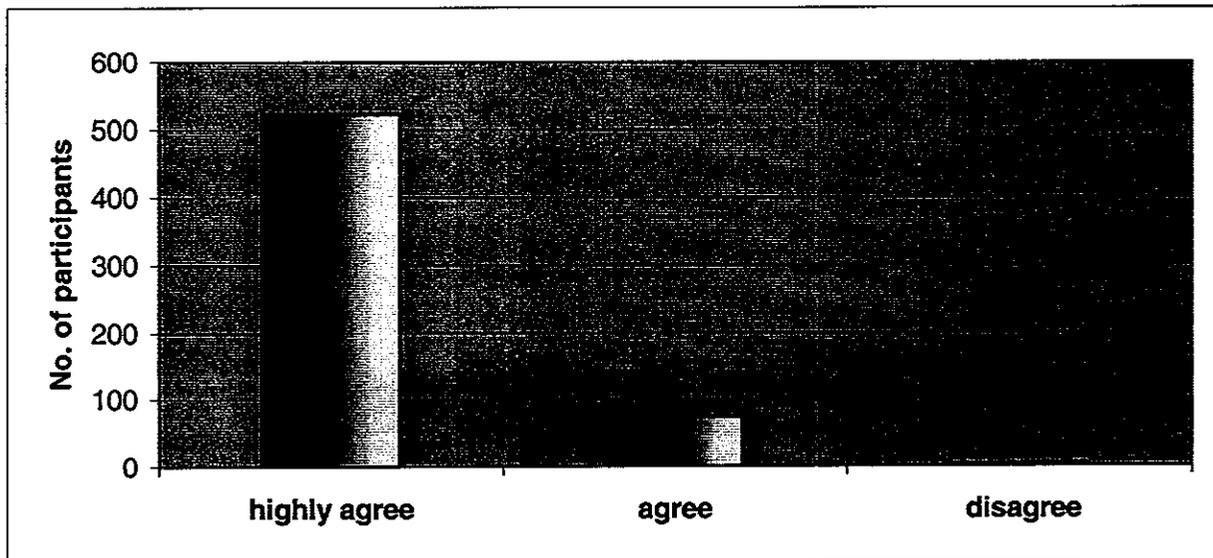
Statement: I became acquainted with the possibilities of incorporating the concepts in specific curriculum subjects.

highly agree	agree	disagree
470	130	1



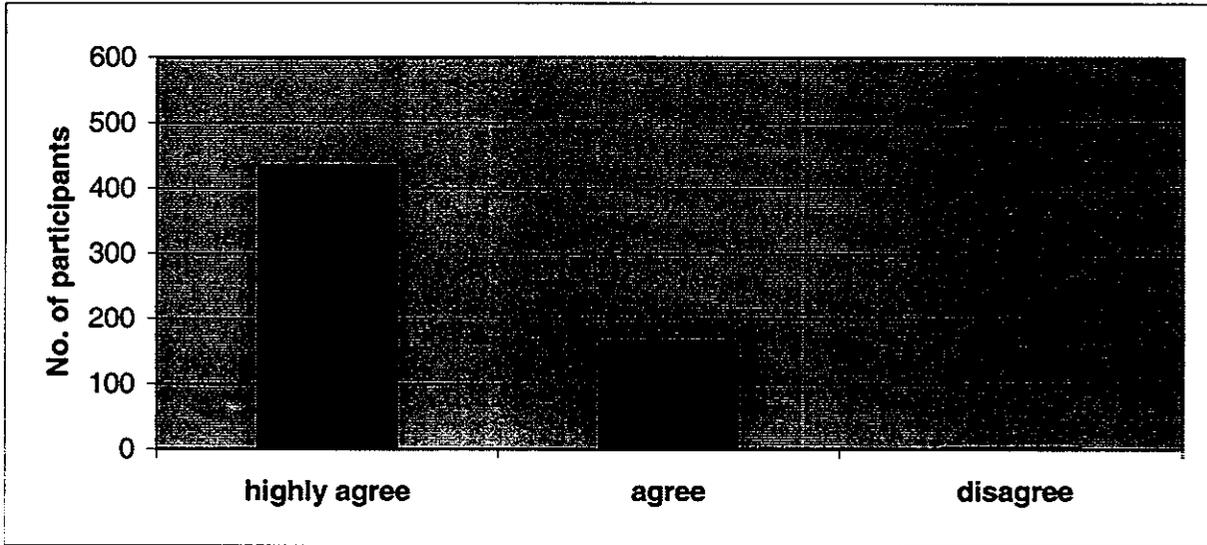
Statement: I have shared experiences and ideas with other teachers.

highly agree	agree	disagree
523	74	4



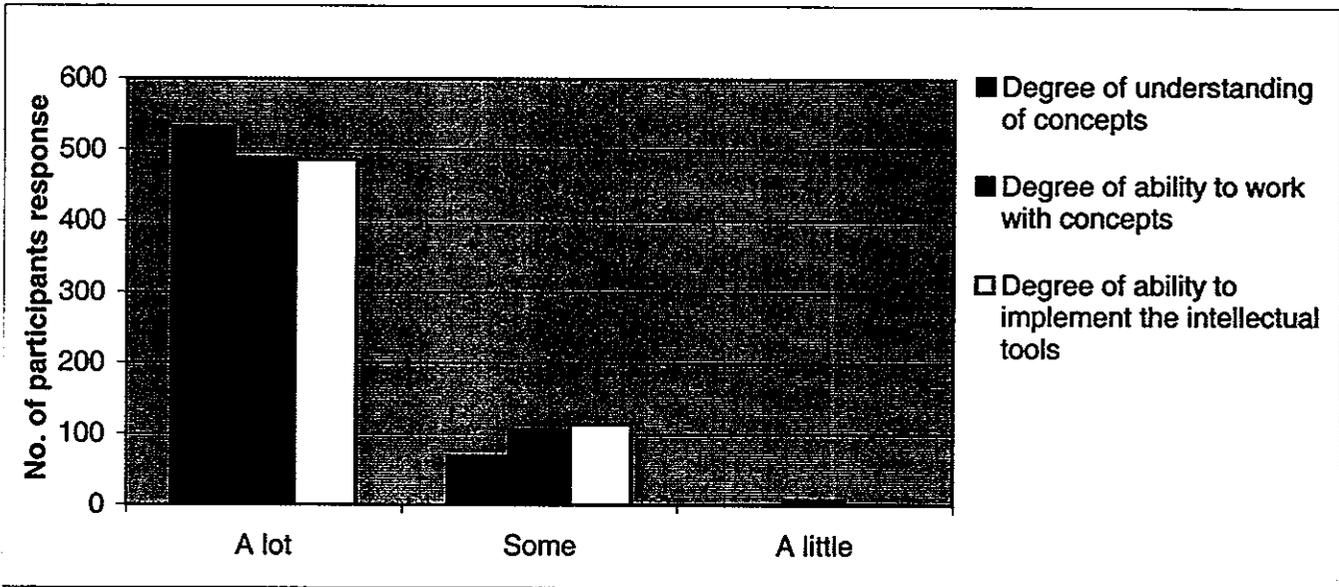
Statement: " I feel ready to realize the Program "Foundations of Democracy" with my students"

434	165	2
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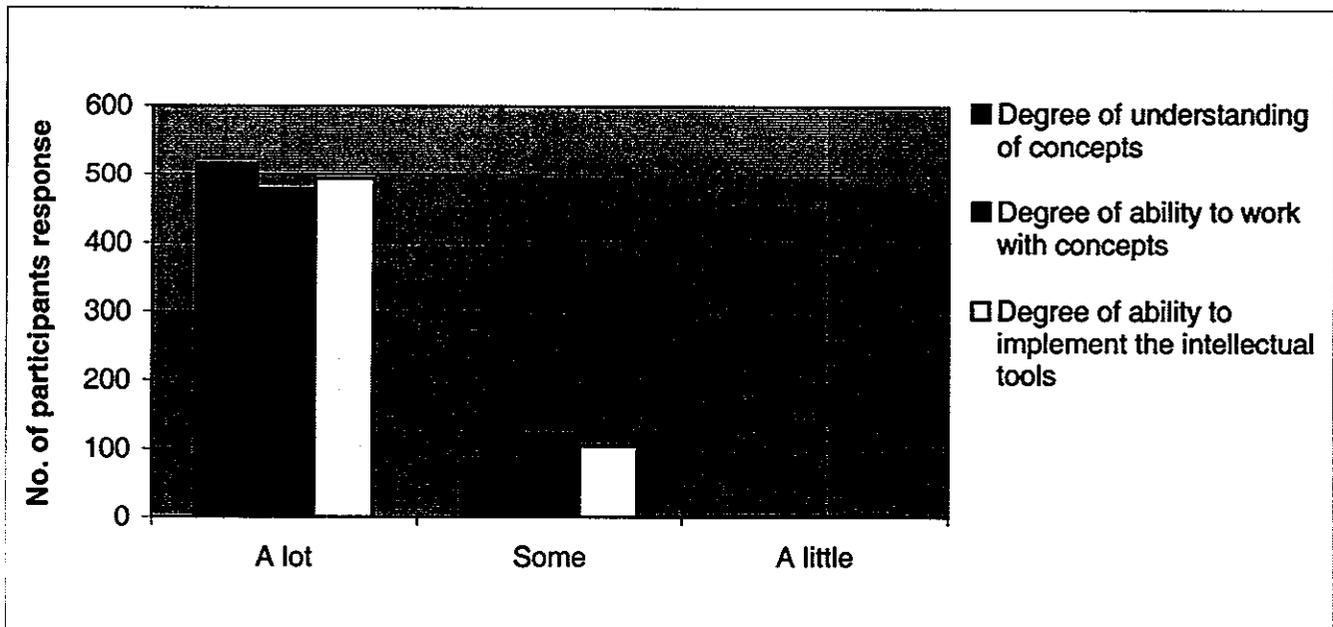
Concept **AUTHORITY**

<u>Degree of understanding of concepts</u>	531	69	1
<u>Degree of ability to work with concepts</u>	488	106	7
<u>Degree of ability to implement the intellectual tools</u>	486	114	1



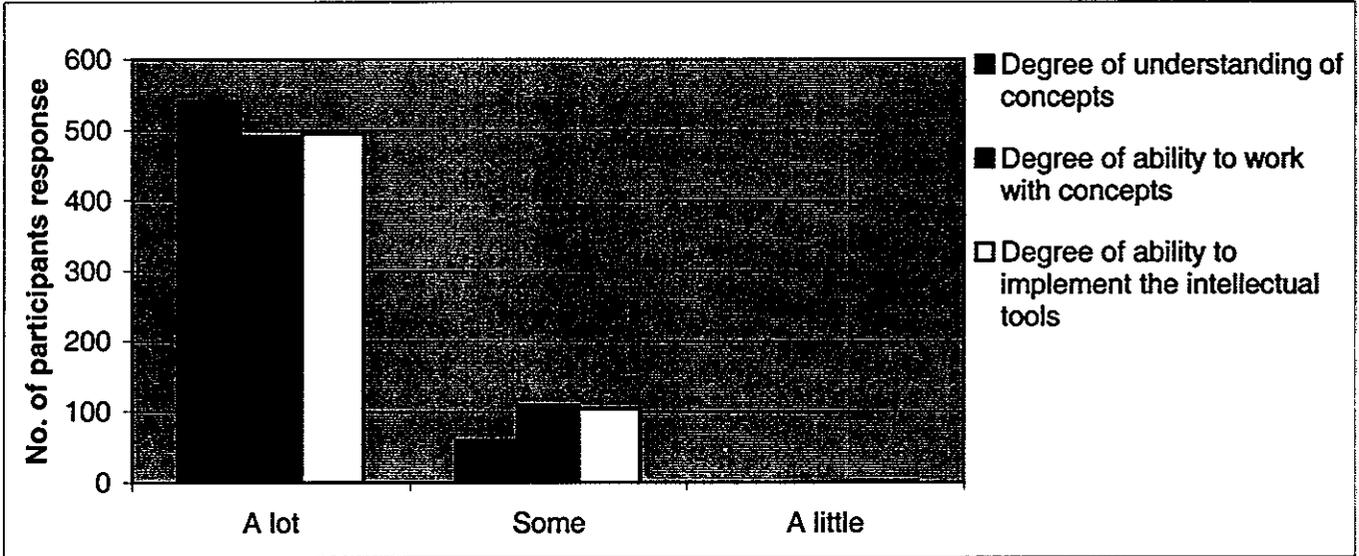
Concept **JUSTICE**

<u>Degree of understanding of concepts</u>	516	84	1
<u>Degree of ability to work with concepts</u>	477	122	2
<u>Degree of ability to implement the intellectual tools</u>	493	105	3



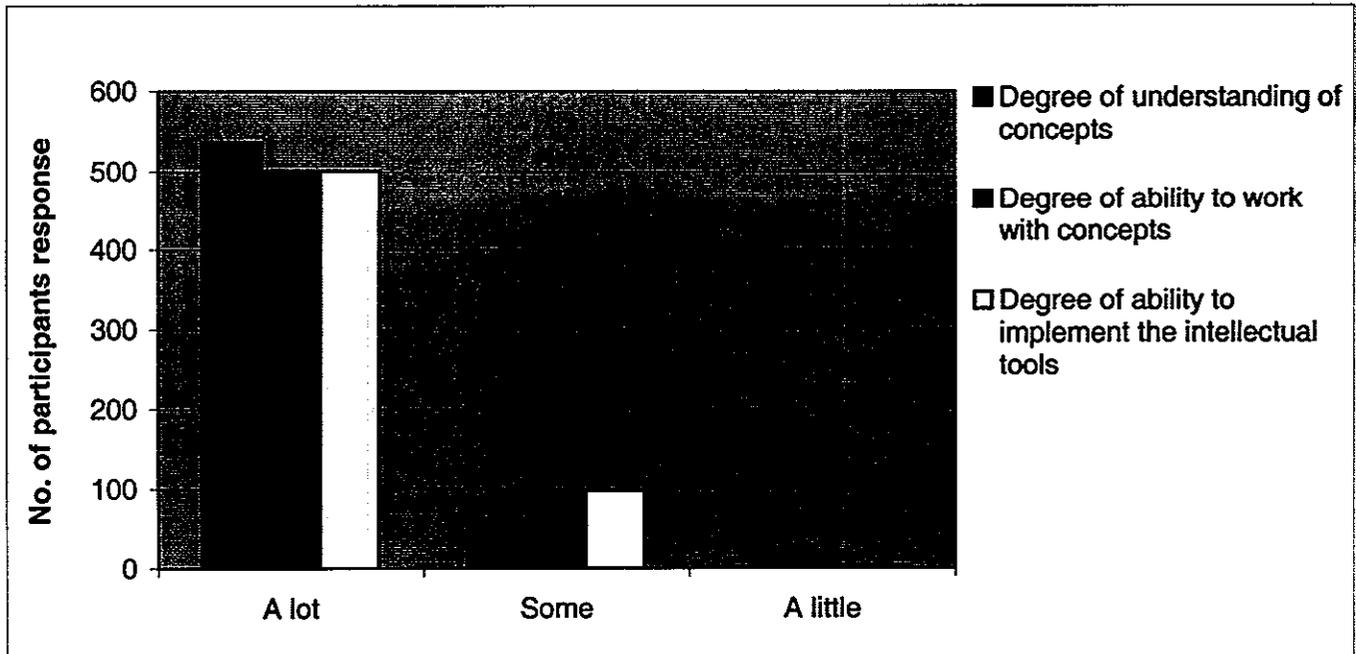
Concept RESPONSIBILITY

<u>Degree of understanding of concepts</u>	541	60	0
<u>Degree of ability to work with concepts</u>	491	109	1
<u>Degree of ability to implement the intellectual tools</u>	495	104	2



Concept PRIVACY

<u>Degree of understanding of concepts</u>	536	63	2
<u>Degree of ability to work with concepts</u>	501	98	2
<u>Degree of ability to implement the intellectual tools</u>	501	98	2



Annex 2

Evaluation of Fourth Cycle Project Citizen for Upper Elementary Teacher Training Seminars

EVALUATIONS

WE THE PEOPLE...PROJECT CITIZEN HIGHER ELEMENTARY TEACHER TRAINING GRADE 5 December 21-March 21, 2003

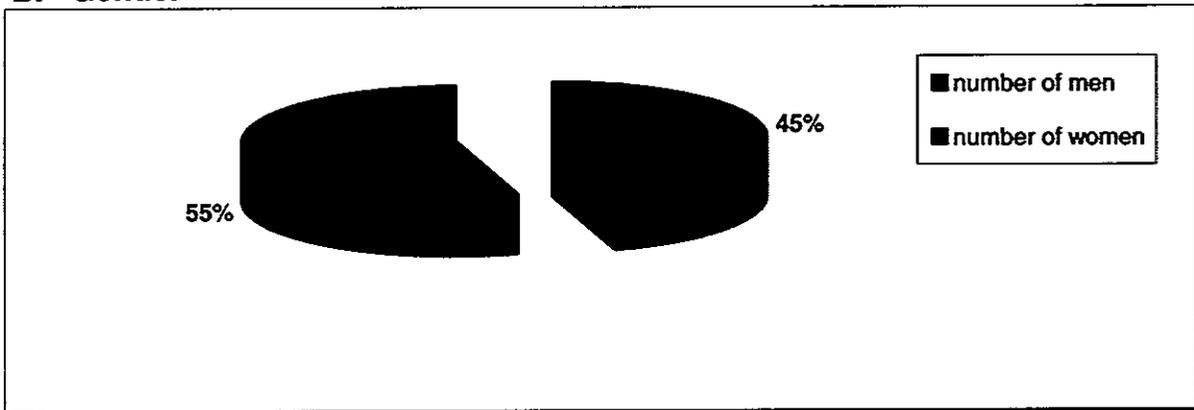
1. GENERAL DATA

No. of questionnaires	810
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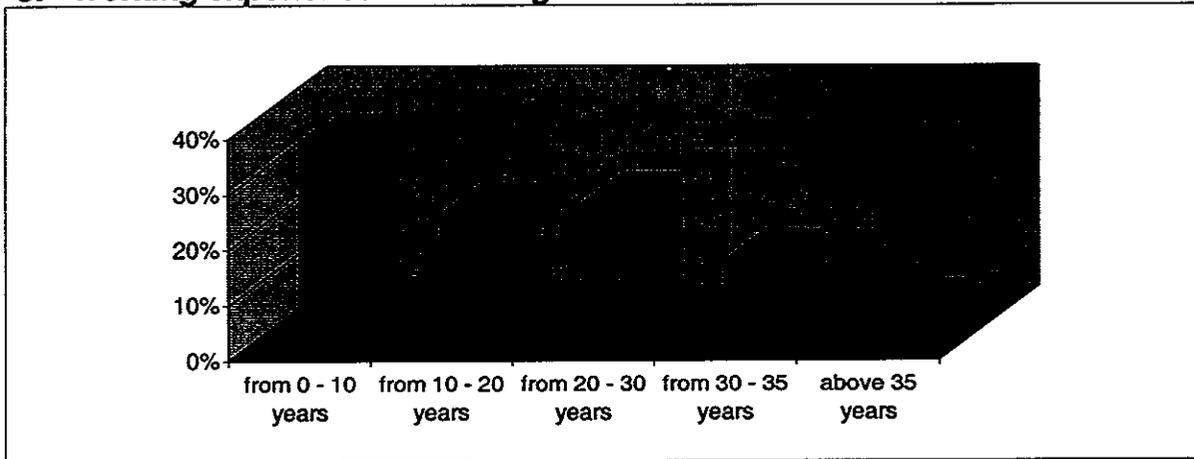
A. Age

average	42.7
min	21
max	63

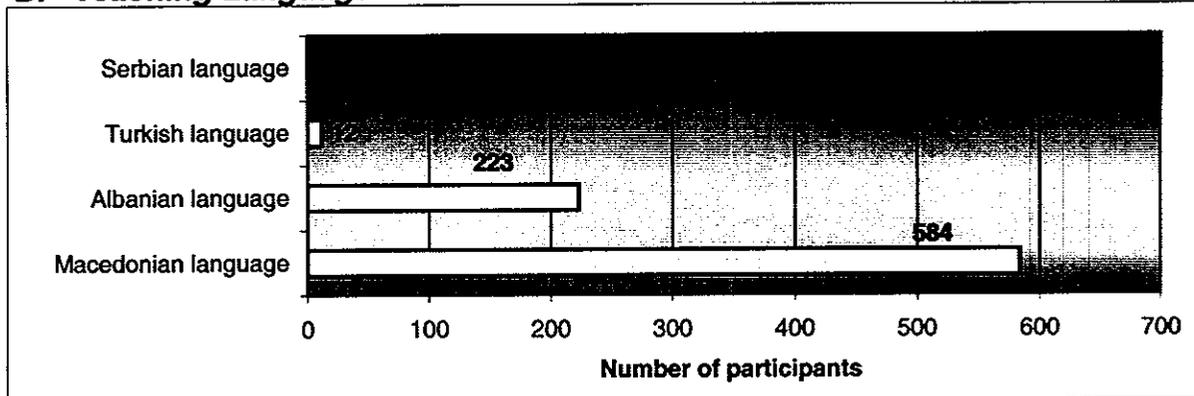
B. Gender



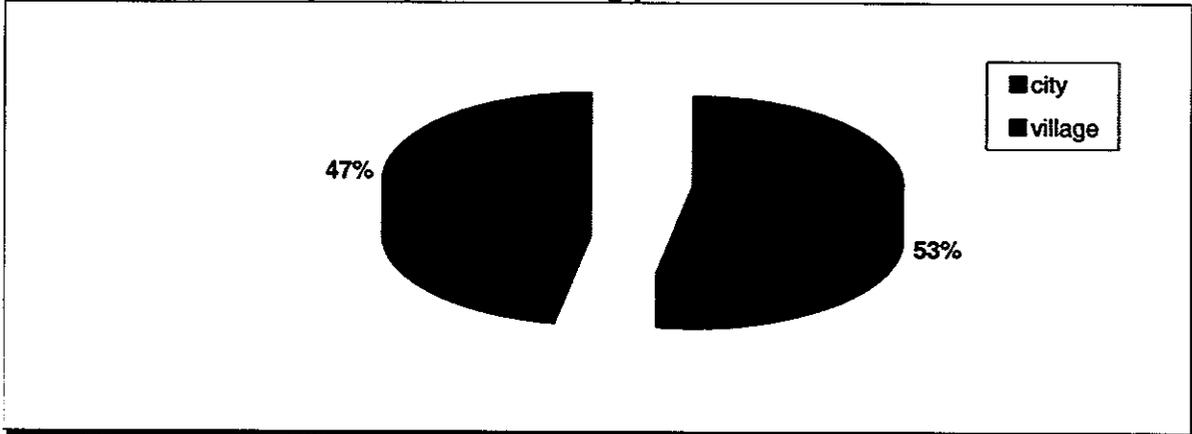
C. Working experience in teaching



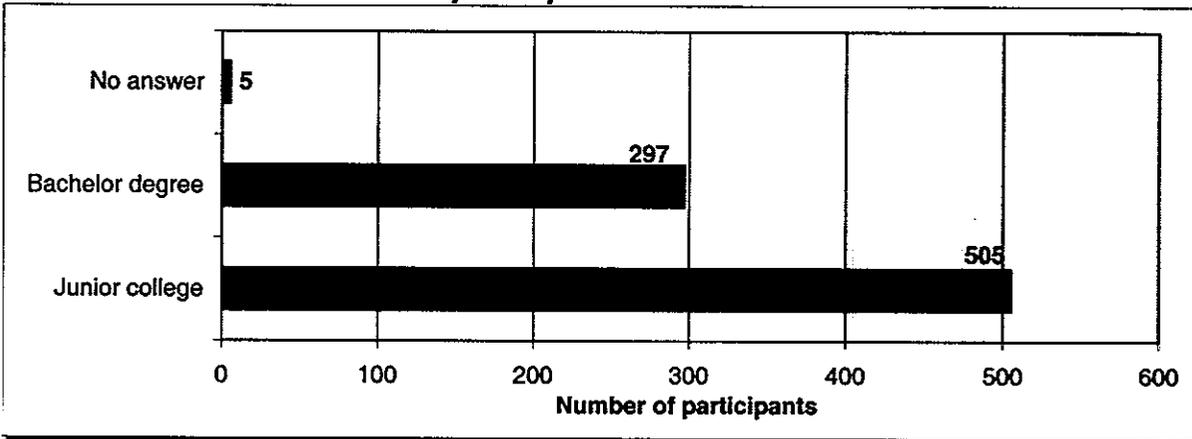
D. Teaching Language



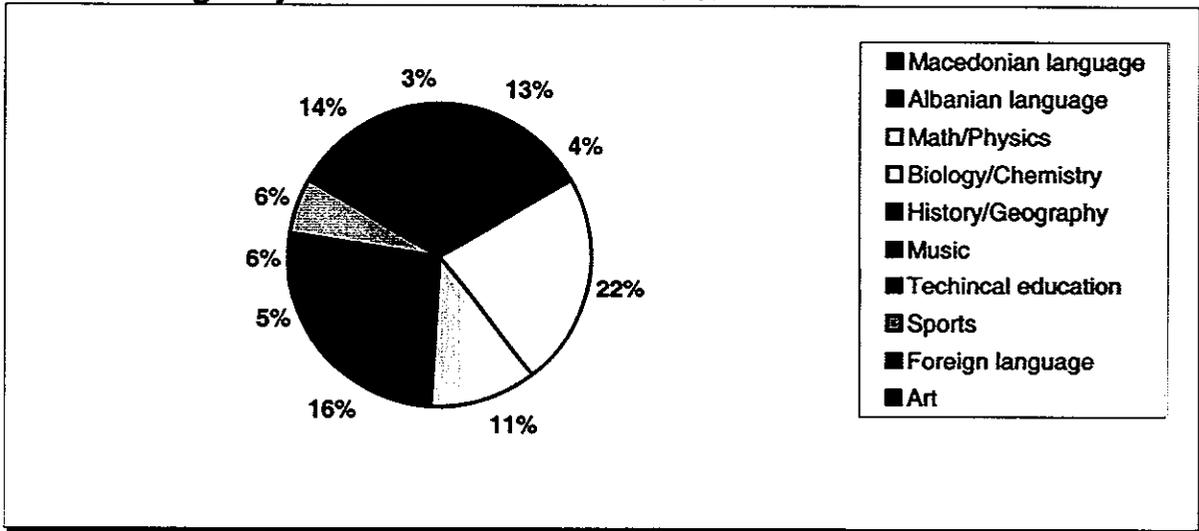
E. Location of the participant's working place



F. Level of education of the participants

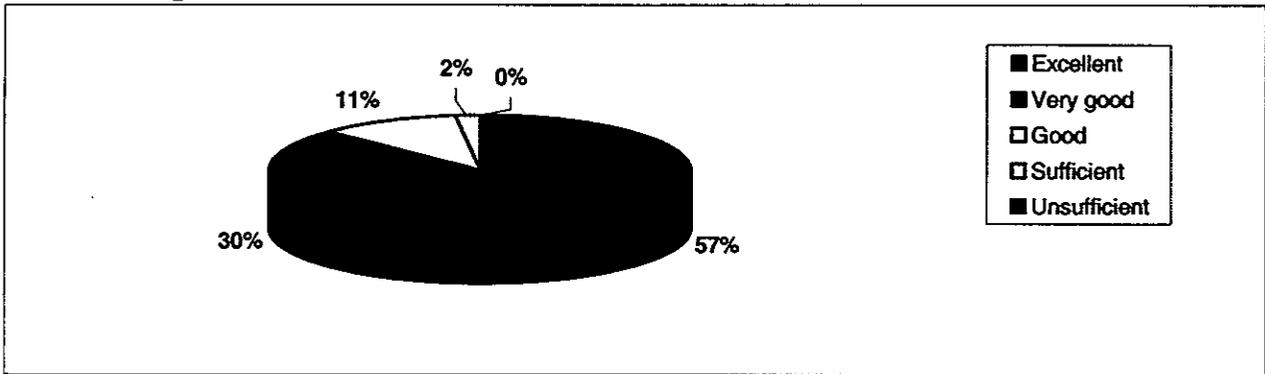


G. Teaching subject of the homeroom teacher

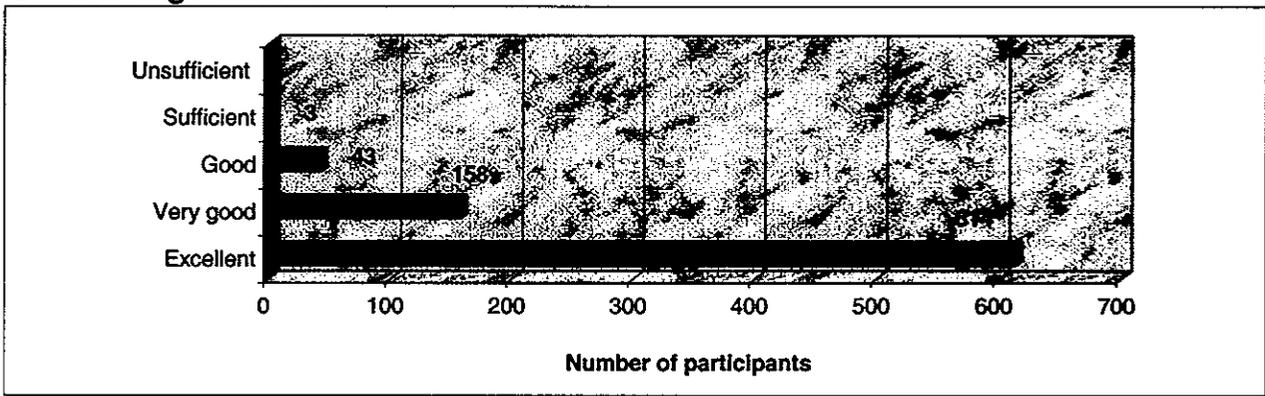


2. ORGANIZATION OF THE SEMINAR

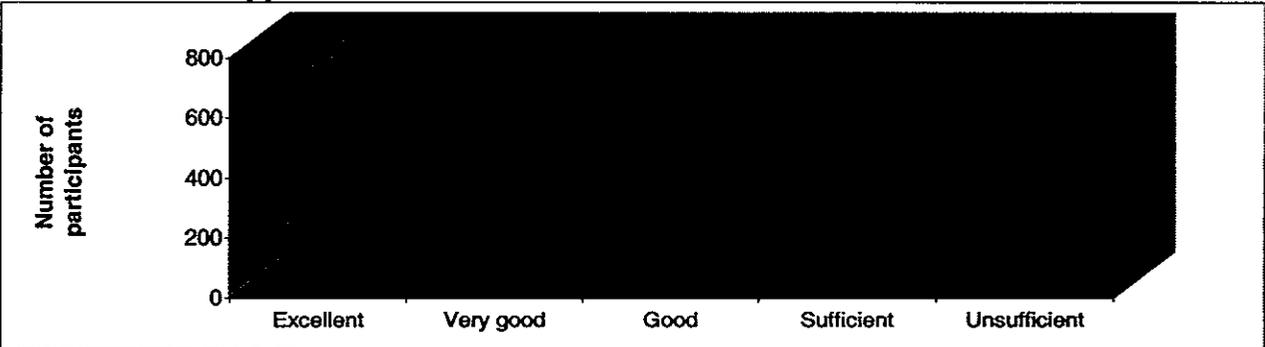
A. Working conditions



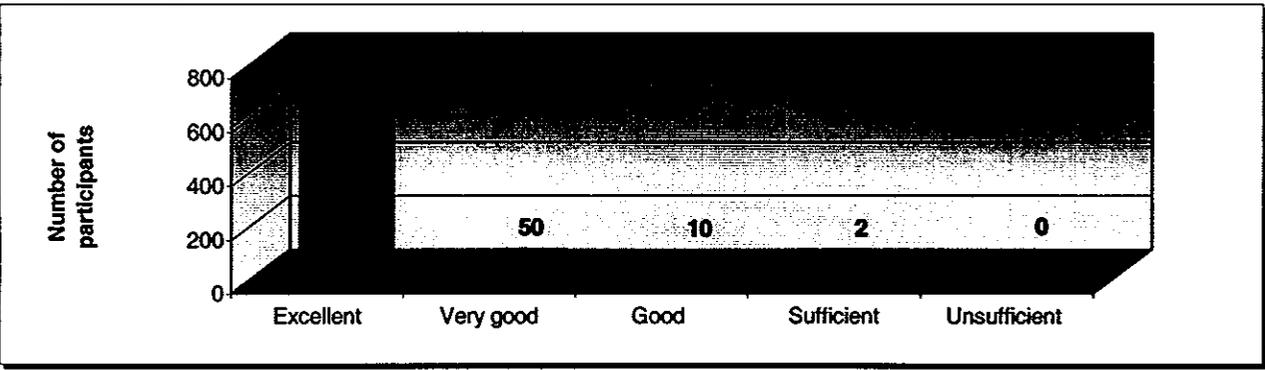
B. Working materials



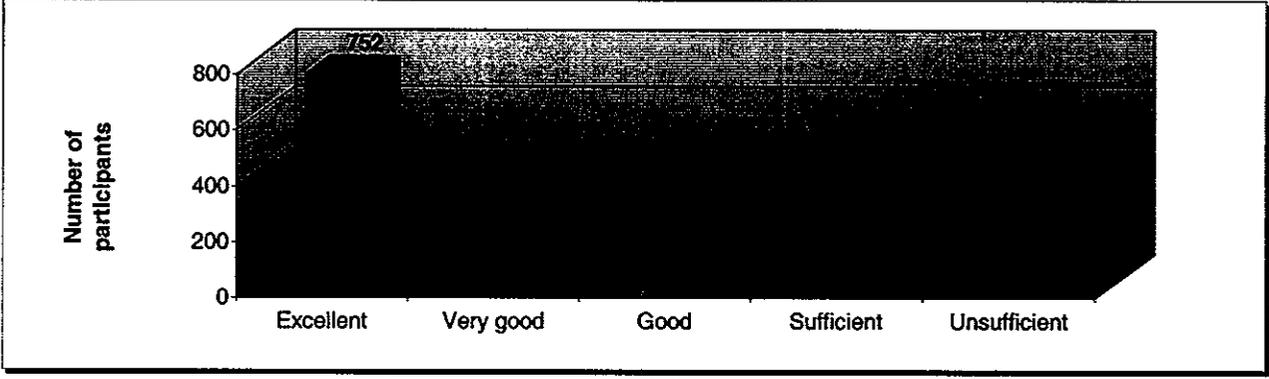
C. Methodical approaches



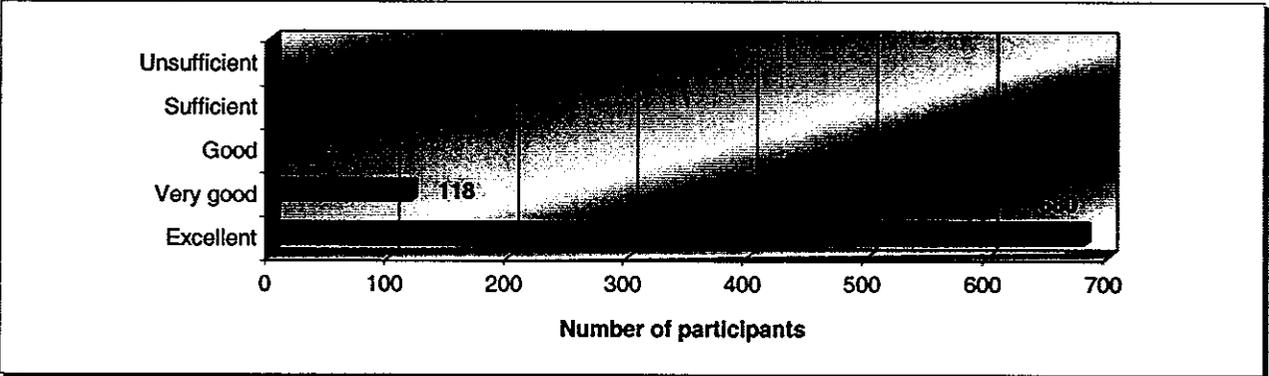
D. Trainers



E. Mentors

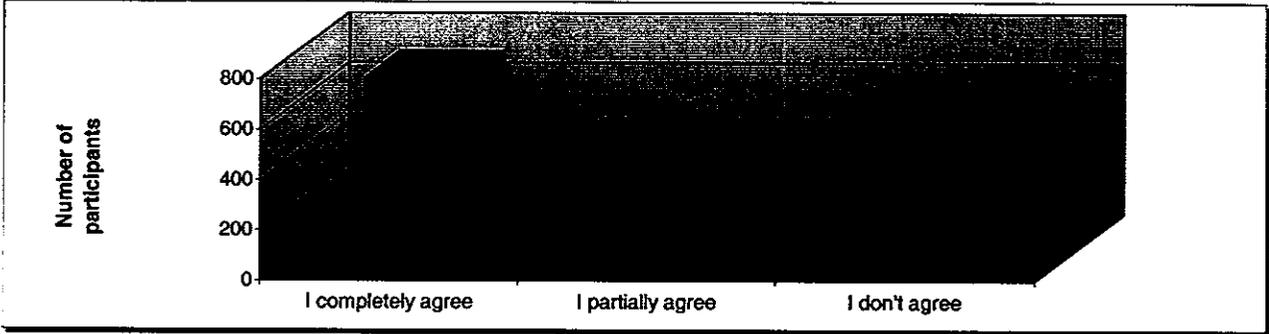


F. Working atmosphere

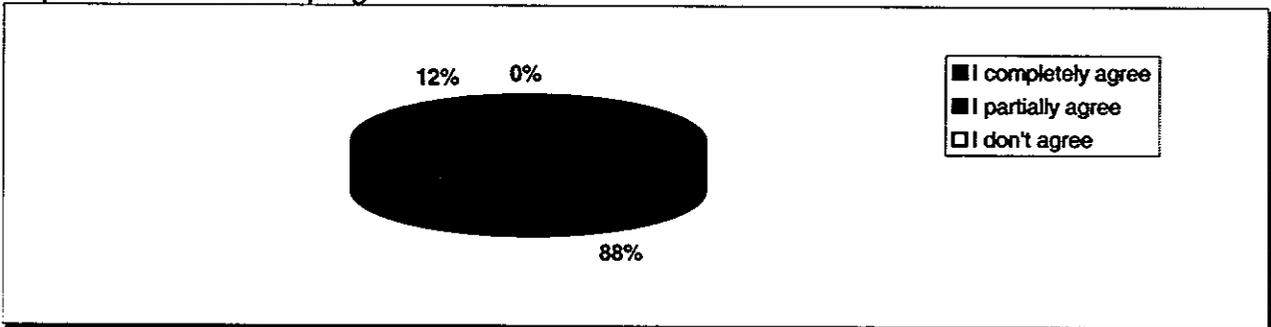


3. CONTENT AND METHODOLOGICAL APPROACH TO THE IMPLEMENTATION OF THE ACTIVITIES

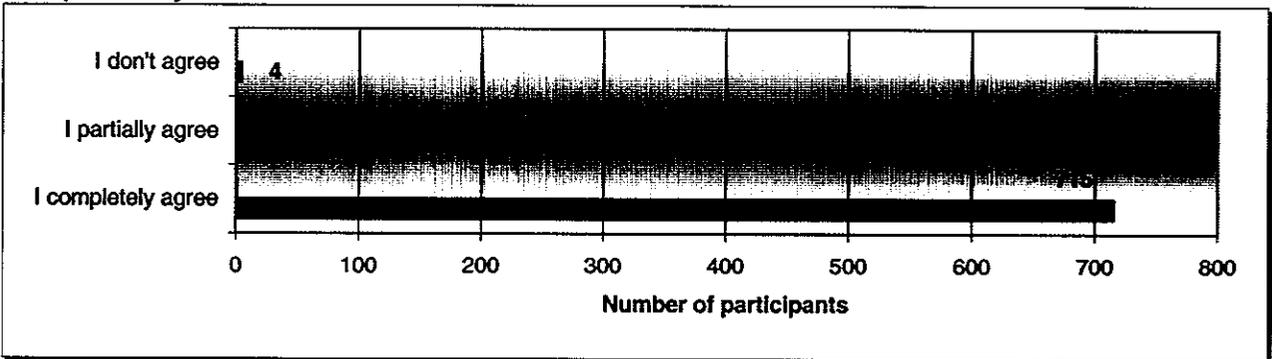
Statement: *I met the objectives and the tasks of the Program "We the People... Project Citizen"*



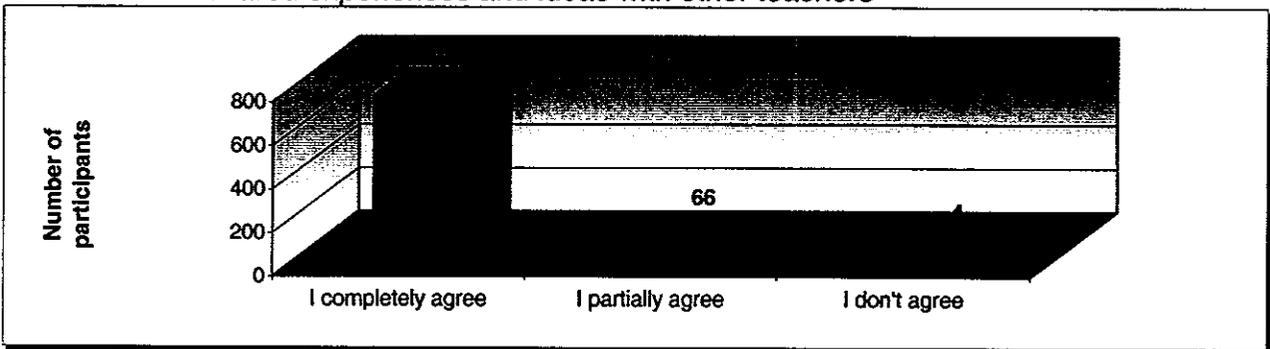
Statement: *I enriched my knowledge with teaching methods that will contribute to improved implementation of the program*



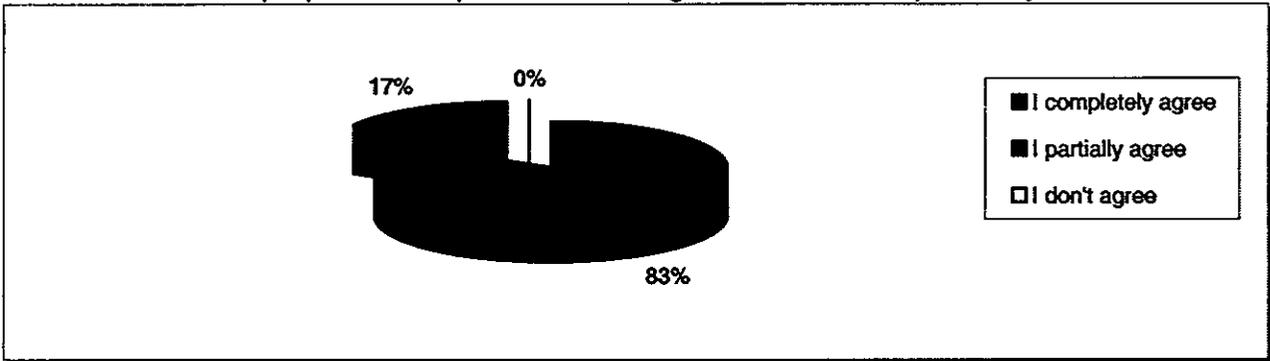
Statement: *I gained useful information for practical implementation of the Program "We the People.. Project Citizen"*



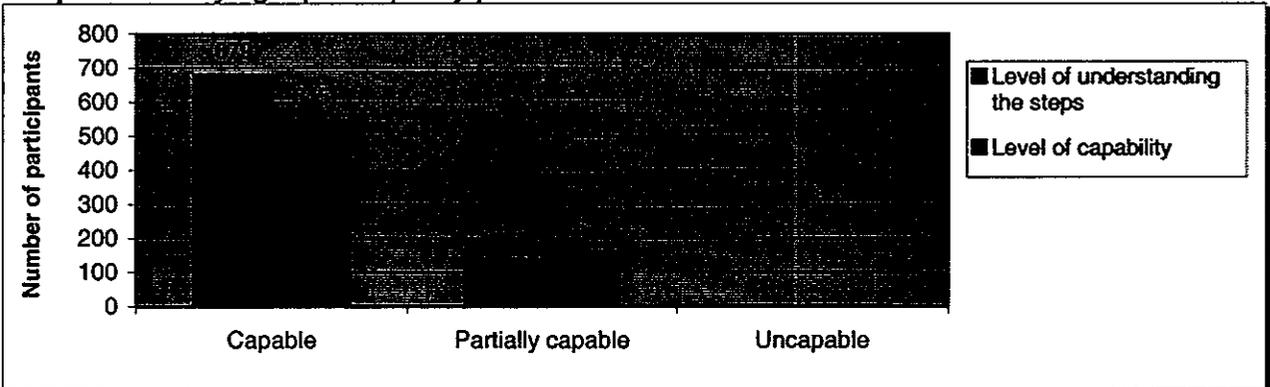
Statement: *I shared experiences and ideas with other teachers*



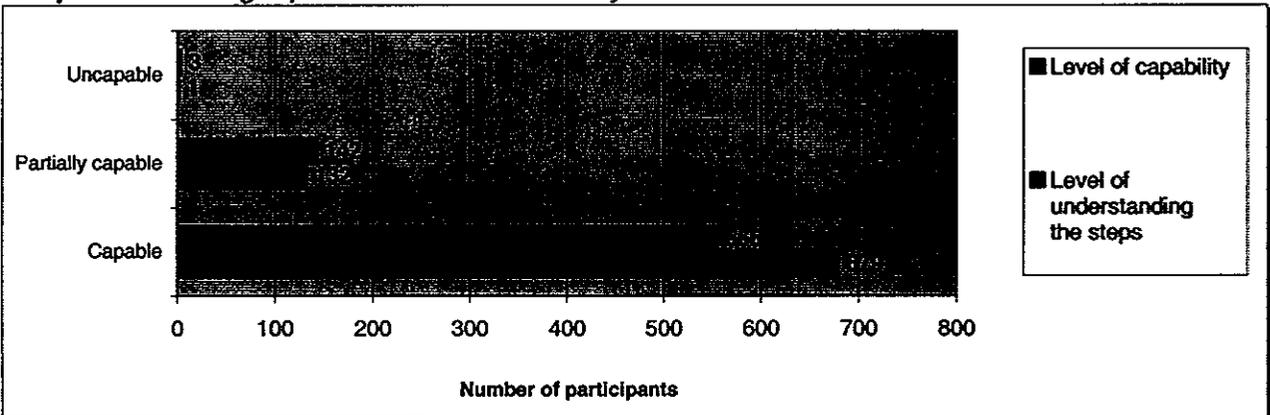
Statement: *I feel prepared to implement the Program "We the People.. Project Citizen"*



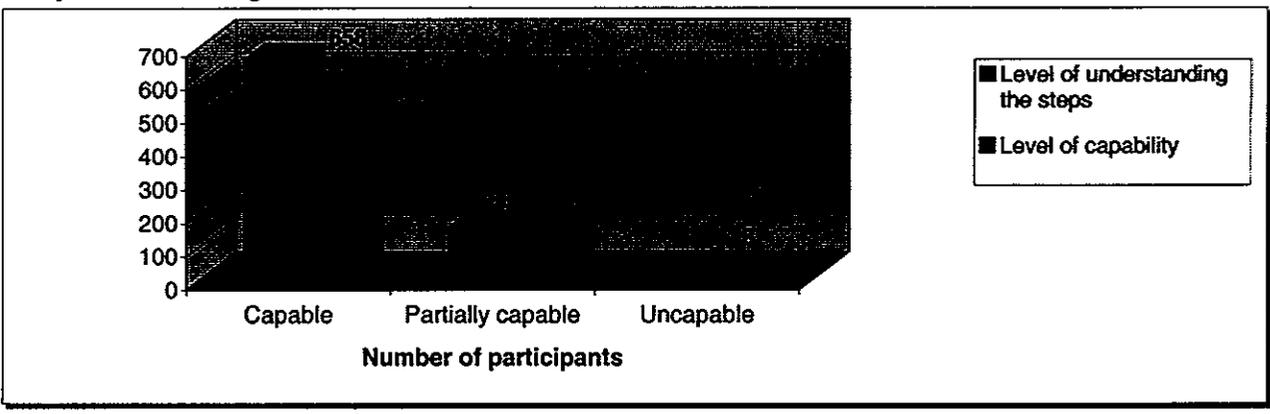
Step 1: *Identifying a public policy problem*



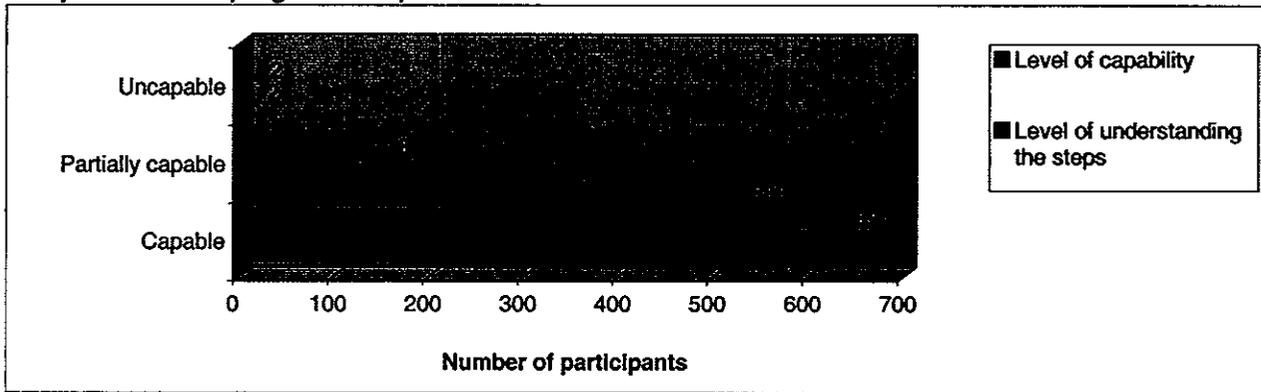
Step 2: *Selecting a problem for a class study*



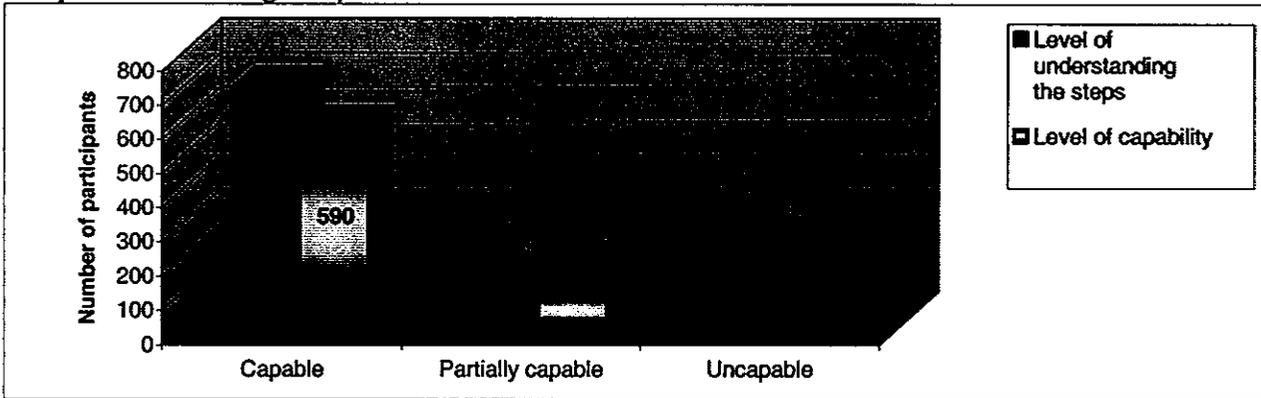
Step 3: *Gathering information*



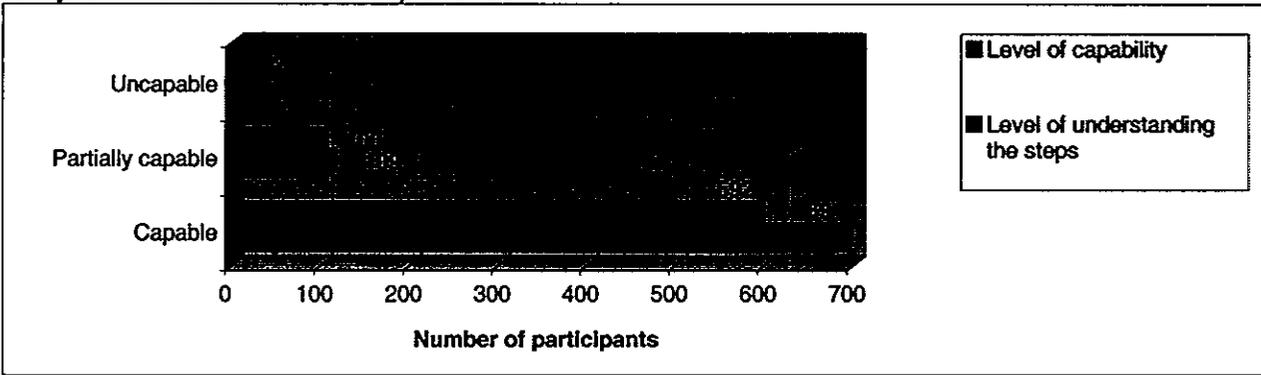
Step 4: Developing a class portfolio



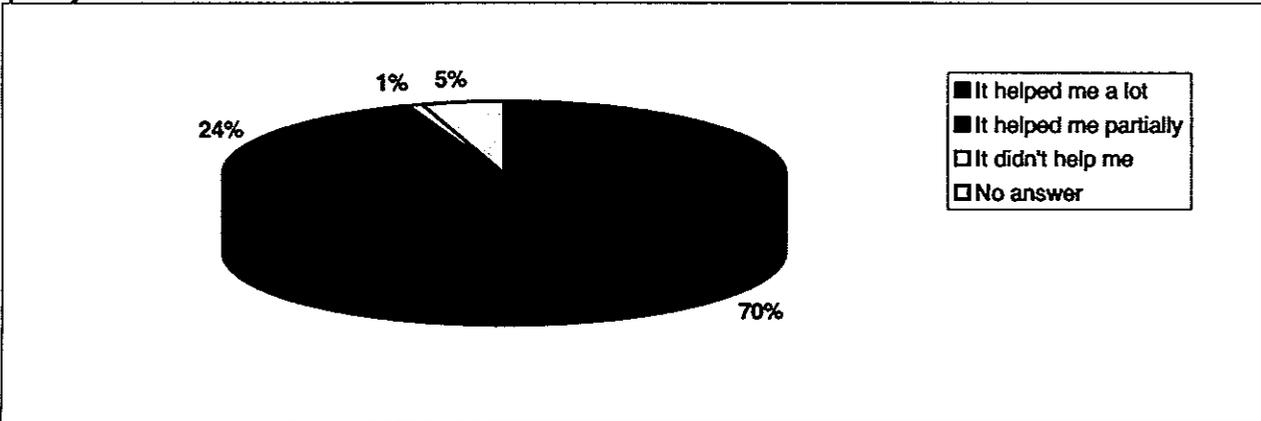
Step 5: Presenting the portfolio



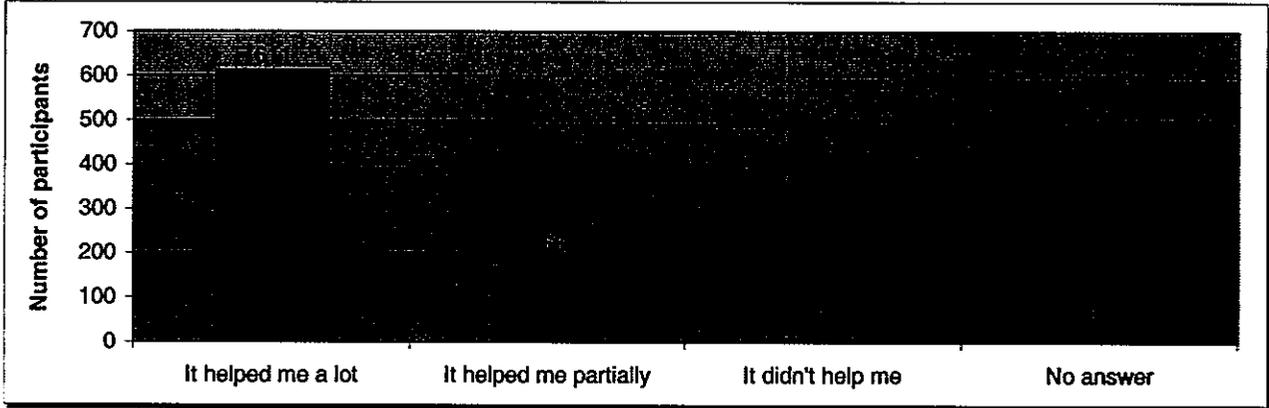
Step 6: Reflection on the experience



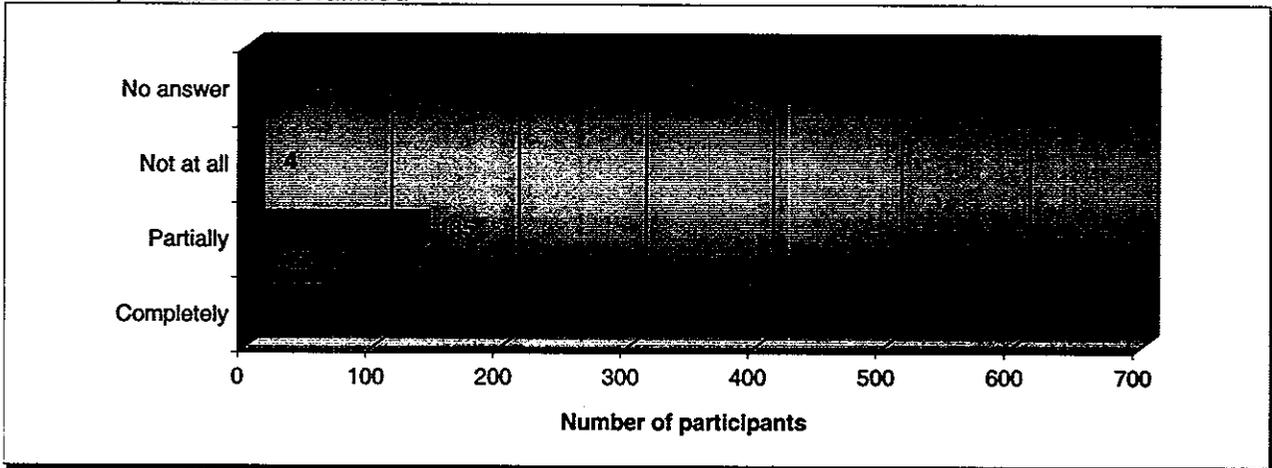
This seminar has helped me to enrich my knowledge and my understanding of the public policy



This seminar has helped me to enrich my knowledge and my understanding of the ideal citizen



Your expectations are fulfilled



Annex 3

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

Funding Pipeline Report by Activity

Activity

Funding Block: *New Activity Funding*

Start Date:

End Date:

<i>Funding Source Name</i>	<i>Funding Source</i>	<i>Line Items - Budget</i>	<i>Line Items - Actual</i>
<i>Berovo Grade 1, February 16, 2003</i>	<i>US \$:</i>	<i>468</i>	<i>468</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Delcevo Grade 1, January 17, 2003</i>	<i>US \$:</i>	<i>492</i>	<i>492</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Gostivar Grade 1, March 15, 2003</i>	<i>US \$:</i>	<i>664</i>	<i>594</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Gostivar Grade 1, January 11, 2003</i>	<i>US \$:</i>	<i>566</i>	<i>566</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Gostivar Grade 1, March 1, 2003</i>	<i>US \$:</i>	<i>884</i>	<i>789</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Kavadarci Grade 1, March 22, 2003</i>	<i>US \$:</i>	<i>1,031</i>	<i>719</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Kicevo Grade 1, January 22, 2003</i>	<i>US \$:</i>	<i>762</i>	<i>792</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Kocani Grade 1, February 2, 2003</i>	<i>US \$:</i>	<i>737</i>	<i>652</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Kocani Grade 1, February 16, 2003</i>	<i>US \$:</i>	<i>541</i>	<i>488</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Kumanovo Grade 1, February 8, 2003</i>	<i>US \$:</i>	<i>590</i>	<i>502</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Kumanovo Grade 1, February 16, 2003</i>	<i>US \$:</i>	<i>492</i>	<i>448</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Ohrid Grade 1, March 16, 2003</i>	<i>US \$:</i>	<i>615</i>	<i>713</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Probistip Grade 1, March 16, 2003</i>	<i>US \$:</i>	<i>762</i>	<i>616</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Rankovce Grade 1, January 10, 2003</i>	<i>US \$:</i>	<i>566</i>	<i>629</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Skopje Grade 1, January 11, 2003</i>	<i>US \$:</i>	<i>566</i>	<i>492</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Skopje Grade 1, January 15, 2003</i>	<i>US \$:</i>	<i>590</i>	<i>493</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Skopje Grade 1, January 18, 2003</i>	<i>US \$:</i>	<i>541</i>	<i>450</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>
<i>Skopje Grade 1, January 22, 2003</i>	<i>US \$:</i>	<i>884</i>	<i>673</i>
<i>Foundations of Democracy Grade 1</i>	<i>\$:</i>	<i>0</i>	<i>0</i>

Funding Pipeline Report by Activity

Activity					
Skopje Grade 1, January 15, 2003	US \$:	664	664	606	
Foundations of Democracy Grade	\$:	0	0	0	
Skopje Grade 1, January 18, 2003	US \$:	860	860	830	
Foundations of Democracy Grade	\$:	0	0	0	
Skopje Grade 1, January 16, 2003	US \$:	566	566	536	
Foundations of Democracy Grade	\$:	0	0	0	
Skopje Grade 1, January 22, 2003	US \$:	884	884	790	
Foundations of Democracy Grade	\$:	0	0	0	
Tetovo Grade 1, February 9, 2003	US \$:	737	737	619	
Foundations of Democracy Grade	\$:	0	0	0	
Tetovo Grade 1, November 16, 2003	US \$:	884	884	819	
Foundations of Democracy Grade	\$:	0	0	0	
Tetovo Grade 1, February 23, 2003	US \$:	1,178	1,178	997	
Foundations of Democracy Grade	\$:	0	0	0	
Tetovo Grade 1, January 17, 2003	US \$:	566	566	485	
Foundations of Democracy Grade	\$:	0	0	0	
Veles Grade 1, January 22, 2003	US \$:	541	541	576	
Foundations of Democracy Grade	\$:	0	0	0	
Veles grade 1, January 17, 2003	US \$:	541	541	530	
Foundations of Democracy Grade	\$:	0	0	0	

Funding Block Totals for New Activity Funding

	Balance	Funding Block	Funding Source	Line Items - Budget	Line Items - Actual
US \$:	-19,166.00	0.00	19,166.00	19,166.00	17,381.78
\$:	0.00	0.00	0.00	0.00	0.00

Activity Totals

US \$:	-19,166.00	0.00	19,166.00	19,166.00	17,381.78
\$:	0.00	0.00	0.00	0.00	0.00

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	3/13/2003	3/15/2003
<i>Components</i> Gostivar	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 03/13/2003	<i>Ends</i> 03/15/2003
<i>Funding</i> Gostivar Grade 1, March 15, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 663.50	<i>Local (\$)</i>
<i>Trainees</i> Gostivar Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000288	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 8 Females: 15</i>	
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	1/15/2003	1/17/2003
<i>Components</i> Veles	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/15/2003	<i>Ends</i> 01/17/2003
<i>Funding</i> Veles grade 1, January 17, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 541.00	<i>Local (\$)</i>
<i>Trainees</i> Veles Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000289	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 5 Females: 13</i>	
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	1/20/2003	1/22/2003
<i>Components</i> Veles	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/20/2003	<i>Ends</i> 01/22/2003
<i>Funding</i> Veles Grade 1, January 22, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 541.00	<i>Local (\$)</i>
<i>Trainees</i> Veles Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000290	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 6 Females: 12</i>	
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	2/7/2003	2/9/2003
<i>Components</i> Tetovo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/07/2003	<i>Ends</i> 02/09/2003
<i>Funding</i> Tetovo Grade 1, February 9, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 737.00	<i>Local (\$)</i>
<i>Trainees</i> Tetovo Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000291	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 16 Females: 10</i>	

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
Foundations of Democracy Grades 1 to 4	Teaching Methodology	Completed	2/14/2003	2/16/2003
<i>Components</i> Tetovo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/14/2003	<i>Ends</i> 02/16/2003
<i>Funding</i> Tetovo Grade 1, November 16, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 884.00	<i>Local (\$)</i>
<i>Trainees</i> Tetovo Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000292	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 19 Females: 13</i>	
Foundations of Democracy Grades 1 to 4	Teaching Methodology	Completed	2/21/2003	2/23/2003
<i>Components</i> Tetovo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/21/2003	<i>Ends</i> 02/23/2003
<i>Funding</i> Tetovo Grade 1, February 23, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 1,178.00	<i>Local (\$)</i>
<i>Trainees</i> Tetovo Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000293	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 21 Females: 23</i>	
Foundations of Democracy Grades 1 to 4	Teaching Methodology	Completed	3/20/2003	3/22/2003
<i>Components</i> Kavadarci	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 03/20/2003	<i>Ends</i> 03/22/2003
<i>Funding</i> Kavadarci Grade 1, March 22, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 1,031.00	<i>Local (\$)</i>
<i>Trainees</i> Kavadarci Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000294	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 8 Females: 30</i>	
Foundations of Democracy Grades 1 to 4	Teaching Methodology	Completed	1/31/2003	2/2/2003
<i>Components</i> Kocani	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/31/2003	<i>Ends</i> 02/02/2003
<i>Funding</i> Kocani Grade 1, February 2, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 737.00	<i>Local (\$)</i>
<i>Trainees</i> Kocani Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000295	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 5 Females: 21</i>	

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	2/14/2003	2/16/2003
<i>Components</i> Kocani	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/14/2003	<i>Ends</i> 02/16/2003
<i>Funding</i> Kocani Grade 1, February 16, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 541.00	<i>Local (\$)</i>
<i>Trainees</i> Kocani Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000296	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 5 Females: 13</i>	
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	1/15/2003	1/17/2003
<i>Components</i> Delcevo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/15/2003	<i>Ends</i> 01/17/2003
<i>Funding</i> Delcevo Grade 1, January 17, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 492.00	<i>Local (\$)</i>
<i>Trainees</i> Delcevo Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000297	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 6 Females: 10</i>	
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	2/14/2003	2/16/2003
<i>Components</i> Berovo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/14/2003	<i>Ends</i> 02/16/2003
<i>Funding</i> Berovo Grade 1, February 16, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 467.50	<i>Local (\$)</i>
<i>Trainees</i> Berovo Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000298	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 2 Females: 13</i>	
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	1/9/2003	1/11/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/09/2003	<i>Ends</i> 01/11/2003
<i>Funding</i> Skopje Grade 1, January 11, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 565.50	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000299	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 0 Females: 19</i>	

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
Foundations of Democracy Grades 1 to 3	Teaching Methodology	Completed	1/13/2003	1/15/2003
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Skopje</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>01/13/2003</i>	<i>01/15/2003</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Skopje Grade 1, January 15, 2003</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>590.00</i>	
<i>Trainees</i>		<i>TrainNet ID</i>	<i>Gender</i>	<i>Birth Date</i>
<i>Skopje Grade 1 Teachers</i>		<i>MKXCRS000300</i>	<i>Males: 0 Females: 20</i>	
<i>Trainee Status: Achieved</i>	<i>In-Country</i>			
Foundations of Democracy Grades 1 to 3	Teaching Methodology	Completed	1/16/2003	1/18/2003
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Skopje</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>01/16/2003</i>	<i>01/18/2003</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Skopje Grade 1, January 18, 2003</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>541.00</i>	
<i>Trainees</i>		<i>TrainNet ID</i>	<i>Gender</i>	<i>Birth Date</i>
<i>Skopje Grade 1 Teachers</i>		<i>MKXCRS000301</i>	<i>Males: 1 Females: 17</i>	
<i>Trainee Status: Achieved</i>	<i>In-Country</i>			
Foundations of Democracy Grades 1 to 3	Teaching Methodology	Completed	1/20/2003	1/22/2003
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Skopje</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>01/20/2003</i>	<i>01/22/2003</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Skopje Grade 1, January 22, 2003</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>884.00</i>	
<i>Trainees</i>		<i>TrainNet ID</i>	<i>Gender</i>	<i>Birth Date</i>
<i>Skopje Grade 1 Teachers</i>		<i>MKXCRS000302</i>	<i>Males: 0 Females: 32</i>	
<i>Trainee Status: Achieved</i>	<i>In-Country</i>			
Foundations of Democracy Grades 1 to 3	Teaching Methodology	Completed	1/15/2003	1/17/2003
<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>01/15/2003</i>	<i>01/17/2003</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Tetovo Grade 1, January 17, 2003</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>565.50</i>	
<i>Trainees</i>		<i>TrainNet ID</i>	<i>Gender</i>	<i>Birth Date</i>
<i>Tetovo Grade 1 Teachers</i>		<i>MKXCRS000303</i>	<i>Males: 1 Females: 18</i>	
<i>Trainee Status: Achieved</i>	<i>In-Country</i>			

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
Foundations of Democracy Grades 1 to 4	Teaching Methodology	Completed	1/9/2003	1/11/2003
<i>Components</i> Gostivar	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/09/2003	<i>Ends</i> 01/11/2003
<i>Funding</i> Gostivar Grade 1, January 11, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 565.50	<i>Local (\$)</i>
<i>Trainees</i> Gostivar Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000304	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 1 Females: 18</i>	
Foundations of Democracy Grades 1 to 4	Teaching Methodology	Completed	1/13/2003	1/15/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/13/2003	<i>Ends</i> 01/15/2003
<i>Funding</i> Skopje Grade 1, January 15, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 663.50	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000305	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 9 Females: 14</i>	
Foundations of Democracy Grades 1 to 4	Teaching Methodology	Completed	1/16/2003	1/18/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/16/2003	<i>Ends</i> 01/18/2003
<i>Funding</i> Skopje Grade 1, January 18, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 859.50	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000306	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 23 Females: 8</i>	
Foundations of Democracy Grades 1 to 4	Teaching Methodology	Completed	1/20/2003	1/22/2003
<i>Components</i> Kicevo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/20/2003	<i>Ends</i> 01/22/2003
<i>Funding</i> Kicevo Grade 1, January 22, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 761.50	<i>Local (\$)</i>
<i>Trainees</i> Kicevo Grade 1 Teachers		<i>TrainNet ID</i> MKXCRS000307	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 18 Females: 9</i>	

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	2/27/2003	3/1/2003
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Gostivar</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>02/27/2003</i>	<i>03/01/2003</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Gostivar Grade 1, March 1, 2003</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>884.00</i>	
<i>Trainees</i>		<i>TraiNet ID</i>	<i>Gender</i>	<i>Birth Date</i>
<i>Gostivar Grade 1 Teachers</i>		<i>MKXCRS000308</i>	<i>Males: 15 Females: 17</i>	
<i>Trainee Status:</i>	<i>Achieved</i>	<i>In-Country</i>		
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	1/14/2003	1/16/2003
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Skopje</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>01/14/2003</i>	<i>01/16/2003</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Skopje Grade 1, January 16, 2003</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>565.50</i>	
<i>Trainees</i>		<i>TraiNet ID</i>	<i>Gender</i>	<i>Birth Date</i>
<i>Skopje Grade 1 Teachers</i>		<i>MKXCRS000309</i>	<i>Males: 1 Females: 18</i>	
<i>Trainee Status:</i>	<i>Achieved</i>	<i>In-Country</i>		
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	1/20/2003	1/22/2003
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Skopje</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>01/20/2003</i>	<i>01/22/2003</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Skopje Grade 1, January 22, 2003</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>884.00</i>	
<i>Trainees</i>		<i>TraiNet ID</i>	<i>Gender</i>	<i>Birth Date</i>
<i>Skopje Grade 1 Teachers</i>		<i>MKXCRS000310</i>	<i>Males: 1 Females: 31</i>	
<i>Trainee Status:</i>	<i>Achieved</i>	<i>In-Country</i>		
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	3/14/2003	3/16/2003
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
<i>Ohrid</i>	<i>Seminar</i>	<i>Bureau of Educational Development</i>	<i>03/14/2003</i>	<i>03/16/2003</i>
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
<i>Ohrid Grade 1, March 16, 2003</i>	<i>New Activity Funding</i>	<i>Training</i>	<i>614.50</i>	
<i>Trainees</i>		<i>TraiNet ID</i>	<i>Gender</i>	<i>Birth Date</i>
<i>Ohrid Grade 1 Teachers</i>		<i>MKXCRS000311</i>	<i>Males: 3 Females: 18</i>	
<i>Trainee Status:</i>	<i>Achieved</i>	<i>In-Country</i>		

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	3/14/2003	3/16/2003
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
Probistip	Seminar	Bureau of Educational Development	03/14/2003	03/16/2003
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
Probistip Grade 1, March 16, 2003	New Activity Funding	Training	761.50	
<i>Trainees</i>		<i>TrainNet ID</i>	<i>Gender</i>	<i>Birth Date</i>
Probistip Grade 1 Teachers		MKXCRS000312	Males: 4 Females: 23	
<i>Trainee Status:</i>	<i>Achieved</i>	<i>In-Country</i>		
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	1/8/2003	1/10/2003
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
Rankovce	Seminar	Bureau of Educational Development	01/08/2003	01/10/2003
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
Rankovce Grade 1, January 10, 2003	New Activity Funding	Training	565.50	
<i>Trainees</i>		<i>TrainNet ID</i>	<i>Gender</i>	<i>Birth Date</i>
Rankovce Grade 1 Teachers		MKXCRS000313	Males: 6 Females: 13	
<i>Trainee Status:</i>	<i>Achieved</i>	<i>In-Country</i>		
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	2/6/2003	2/8/2003
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
Kumanovo	Seminar	Bureau of Educational Development	02/06/2003	02/08/2003
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
Kumanovo Grade 1, February 8, 2003	New Activity Funding	Training	590.00	
<i>Trainees</i>		<i>TrainNet ID</i>	<i>Gender</i>	<i>Birth Date</i>
Kumanovo Grade 1 Teachers		MKXCRS000314	Males: 1 Females: 19	
<i>Trainee Status:</i>	<i>Achieved</i>	<i>In-Country</i>		
Foundations of Democracy Grades 1 to 5	Teaching Methodology	Completed	2/14/2003	2/16/2003
<i>Components</i>	<i>Type</i>	<i>Training Provider</i>	<i>Starts</i>	<i>Ends</i>
Kumanovo	Seminar	Bureau of Educational Development	02/14/2003	02/16/2003
<i>Funding</i>	<i>Block</i>	<i>Description</i>	<i>US\$</i>	<i>Local (\$)</i>
Kumanovo Grade 1, February 16, 2003	New Activity Funding	Training	492.00	
<i>Trainees</i>		<i>TrainNet ID</i>	<i>Gender</i>	<i>Birth Date</i>
Kumanovo Grade 1 Teachers		MKXCRS000315	Males: 0 Females: 16	
<i>Trainee Status:</i>	<i>Achieved</i>	<i>In-Country</i>		

Program Trainee Status

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

<i>Program Status</i>	<i>USAID Funding</i>		<i>Trainee Status</i>	<i>Return Status</i>		<i>Termination Reasons</i>	
<i>Potential:</i> 0	<i>US (\$):</i>	19,166.00	<i>Candidate:</i> 0	<i>Unknown:</i>	0	<i>Academic:</i>	0
<i>Planned:</i> 0	<i>Local (\$):</i>	0.00	<i>Not Selected:</i> 0	<i>Returned:</i>	0	<i>Financial:</i>	0
<i>Cancelled:</i> 0			<i>Alternate:</i> 0	<i>Non-Returnee:</i>	0	<i>Employment:</i>	0
<i>Active:</i> 0			<i>Planned:</i> 0	<i>In-Country:</i>	668	<i>Health:</i>	0
<i>Terminated:</i> 0			<i>Cancelled:</i> 0	<i>Deceased:</i>	0	<i>Personal:</i>	0
<i>Completed:</i> 668	<i>Gender</i>		<i>In Training:</i> 0	<i>Not Yet Entered:</i>	0	<i>Not Yet Entered:</i>	0
<i>Final:</i> 0	<i>Males:</i>	185	<i>Terminated:</i> 0	<hr/>		<hr/>	
<i>Not Yet Entered:</i> 0	<i>Females:</i>	483	<i>Achieved:</i> 668	<i>Total</i>	668	<i>Total</i>	0
			<i>Not Achieved:</i> 0				
	<i>Total</i>	668	<i>Pending:</i> 0				
			<i>Not Yet Entered:</i> 0				
			<hr/>				
			<i>Total</i>				
			668				

Funding Pipeline Report

by Activity

Activity

Funding Block: *New Activity Funding*

Start Date:

End Date:

<i>Funding Source Name</i>	<i>Funding Source</i>	<i>Line Items - Budget</i>	<i>Line Items - Actual</i>
<i>Bitola Grade 5, January 26, 2003</i>	<i>US \$:</i>	762	622
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Bitola Grade 5, February 2, 2003</i>	<i>US \$:</i>	1,007	753
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Bitola Grade 5, January 26, 2003</i>	<i>US \$:</i>	664	591
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Delcevo Grade 5, February 16, 2003</i>	<i>US \$:</i>	688	797
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Delcevo Grade 5, February 23, 2003</i>	<i>US \$:</i>	958	942
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Gostivar Grade 5, January 17, 2003</i>	<i>US \$:</i>	443	662
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Kicevo Grade 5, March 1, 2003</i>	<i>US \$:</i>	835	1,748
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Kicevo Grade 5, January 18, 2003</i>	<i>US \$:</i>	615	1,728
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Kocani Grade 5, January 26, 2003</i>	<i>US \$:</i>	664	617
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Kocani Grade 5, February 9, 2003</i>	<i>US \$:</i>	786	657
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Kriva Palanka Grade 5, February 9, 2003</i>	<i>US \$:</i>	541	591
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Kumanovo Grade 5, January 8, 2003</i>	<i>US \$:</i>	639	593
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Kumanovo Grade 5, January 14, 2003</i>	<i>US \$:</i>	688	657
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Kumanovo Grade 5, February 23, 2003</i>	<i>US \$:</i>	737	761
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Kumanovo Grade 5, January 11, 2003</i>	<i>US \$:</i>	475	500
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Ohrid Grade 5, January 10, 2003</i>	<i>US \$:</i>	639	674
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Prilep Grade 5, January 10, 2003</i>	<i>US \$:</i>	884	660
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0
<i>Prilep Grade 5, January 17, 2003</i>	<i>US \$:</i>	909	758
<i>We The People...Project Citizen</i>	<i>\$:</i>	0	0

Funding Pipeline Report by Activity

Activity					
Prilep Grade 5, January 22, 2003	US \$:	909	909	715	
We The People...Project Citizen	\$:	0	0	0	
Prilep Grade 5, February 16, 2003	US \$:	958	958	1,078	
We The People...Project Citizen	\$:	0	0	0	
Skopje Grade 5, January 11, 2003	US \$:	541	541	464	
We The People...Project Citizen	\$:	0	0	0	
Skopje Grade 5, March 15, 2003	US \$:	688	688	686	
We The People...Project Citizen	\$:	0	0	0	
Skopje Grade 5, January 18, 2003	US \$:	737	737	651	
We The People...Project Citizen	\$:	0	0	0	
Skopje Grade 5, January 11, 2003	US \$:	517	517	486	
We The People...Project Citizen	\$:	0	0	0	
Skopje Grade 5, February 22, 2003	US \$:	590	590	526	
We The People...Project Citizen	\$:	0	0	0	
Skopje Grade 5, February 15, 2003	US \$:	1,031	1,031	887	
We The People...Project Citizen	\$:	0	0	0	
Skopje Grade 5, February 2, 2003	US \$:	639	639	545	
We The People...Project Citizen	\$:	0	0	0	
Skopje Grade 5, January 11, 2003	US \$:	688	688	596	
We The People...Project Citizen	\$:	0	0	0	
Skopje Grade 5, January 15, 2003	US \$:	590	590	541	
We The People...Project Citizen	\$:	0	0	0	
Skopje Grade 5, January 18, 2003	US \$:	569	569	474	
We The People...Project Citizen	\$:	0	0	0	
Skopje Grade 5, January 22, 2003	US \$:	539	539	519	
We The People...Project Citizen	\$:	0	0	0	
Stip Grade 5, March 16, 2003	US \$:	762	762	811	
We The People...Project Citizen	\$:	0	0	0	
Struga Grade 5, January 10, 2003	US \$:	639	639	589	
We The People...Project Citizen	\$:	0	0	0	
Tetovo Grade 5, February 23, 2003	US \$:	762	762	658	
We The People...Project Citizen	\$:	0	0	0	
Tetovo Grade 5, February 16, 2003	US \$:	1,031	1,031	849	
We The People...Project Citizen	\$:	0	0	0	
Tetovo Grade 5, February 9, 2003	US \$:	639	639	624	
We The People...Project Citizen	\$:	0	0	0	

Funding Block Totals for New Activity Funding

	Balance	Funding Block	Funding Source	Line Items - Budget	Line Items - Actual
US \$:	-25,756.50	0.00	25,756.50	25,756.50	26,011.28
\$:	0.00	0.00	0.00	0.00	0.00

Funding Pipeline Report by Activity

Activity					
Activity Totals					
<i>US \$:</i>	-25,756.50	0.00	25,756.50	25,756.50	26,011.28
<i>S:</i>	0.00	0.00	0.00	0.00	0.00

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
We The People...Project Citizen	Teaching Methodology	Completed	1/9/2003	1/11/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/09/2003	<i>Ends</i> 01/11/2003
<i>Funding</i> Skopje Grade 5, January 11, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 541.00	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 5 Teachers Trainee Status: <i>Achieved</i>	<i>In-Country</i>	<i>TrainNet ID</i> MKXCRS000316	<i>Gender</i> Males: 6 Females: 12	<i>Birth Date</i>
We The People...Project Citizen	Teaching Methodology	Completed	1/6/2003	1/8/2003
<i>Components</i> Kumanovo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/06/2003	<i>Ends</i> 01/08/2003
<i>Funding</i> Kumanovo Grade 5, January 8, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 639.00	<i>Local (\$)</i>
<i>Trainees</i> Kumanovo Grade 5 Teachers Trainee Status: <i>Achieved</i>	<i>In-Country</i>	<i>TrainNet ID</i> MKXCRS000317	<i>Gender</i> Males: 14 Females: 8	<i>Birth Date</i>
We The People...Project Citizen	Teaching Methodology	Completed	1/12/2003	1/14/2003
<i>Components</i> Kumanovo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/12/2003	<i>Ends</i> 01/14/2003
<i>Funding</i> Kumanovo Grade 5, January 14, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 688.00	<i>Local (\$)</i>
<i>Trainees</i> Kumanovo Grade 5 Teachers Trainee Status: <i>Achieved</i>	<i>In-Country</i>	<i>TrainNet ID</i> MKXCRS000318	<i>Gender</i> Males: 19 Females: 5	<i>Birth Date</i>
We The People...Project Citizen	Teaching Methodology	Completed	2/21/2003	2/23/2003
<i>Components</i> Tetovo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/21/2003	<i>Ends</i> 02/23/2003
<i>Funding</i> Tetovo Grade 5, February 23, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 761.50	<i>Local (\$)</i>
<i>Trainees</i> Tetovo Grade 5 Teachers Trainee Status: <i>Achieved</i>	<i>In-Country</i>	<i>TrainNet ID</i> MKXCRS000319	<i>Gender</i> Males: 22 Females: 5	<i>Birth Date</i>

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
We The People...Project Citizen	Teaching Methodology	Completed	2/14/2003	2/16/2003
<i>Components</i> Tetovo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/14/2003	<i>Ends</i> 02/16/2003
<i>Funding</i> Tetovo Grade 5, February 16, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 1,031.00	<i>Local (\$)</i>
<i>Trainees</i> Tetovo Grade 5 Teachers Trainee Status: <i>Achieved</i>	<i>In-Country</i>	<i>TraiNet ID</i> MKXCRS000320	<i>Gender</i> Males: 29 Females: 9	<i>Birth Date</i>
We The People...Project Citizen	Teaching Methodology	Completed	2/7/2003	2/9/2003
<i>Components</i> Tetovo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/07/2003	<i>Ends</i> 02/09/2003
<i>Funding</i> Tetovo Grade 5, February 9, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 639.00	<i>Local (\$)</i>
<i>Trainees</i> Tetovo Grade 5 Teachers Trainee Status: <i>Achieved</i>	<i>In-Country</i>	<i>TraiNet ID</i> MKXCRS000321	<i>Gender</i> Males: 18 Females: 4	<i>Birth Date</i>
We The People...Project Citizen	Teaching Methodology	Completed	3/13/2003	3/15/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 03/13/2003	<i>Ends</i> 03/15/2003
<i>Funding</i> Skopje Grade 5, March 15, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 688.00	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 5 Teachers Trainee Status: <i>Achieved</i>	<i>In-Country</i>	<i>TraiNet ID</i> MKXCRS000322	<i>Gender</i> Males: 14 Females: 10	<i>Birth Date</i>
We The People...Project Citizen	Teaching Methodology	Completed	2/27/2003	3/1/2003
<i>Components</i> Kicevo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/27/2003	<i>Ends</i> 03/01/2003
<i>Funding</i> Kicevo Grade 5, March 1, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 835.00	<i>Local (\$)</i>
<i>Trainees</i> Kicevo Grade 5 Teachers Trainee Status: <i>Achieved</i>	<i>In-Country</i>	<i>TraiNet ID</i> MKXCRS000323	<i>Gender</i> Males: 19 Females: 11	<i>Birth Date</i>

44

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
We The People...Project Citizen	Teaching Methodology	Completed	1/16/2003	1/18/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/16/2003	<i>Ends</i> 01/18/2003
<i>Funding</i> Skopje Grade 5, January 18, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 737.00	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 5 Teachers		<i>TraiNet ID</i> MKXCRS000324	<i>Gender</i> Males: 20 Females: 6	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>			
We The People...Project Citizen	Teaching Methodology	Completed	1/9/2003	1/11/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/09/2003	<i>Ends</i> 01/11/2003
<i>Funding</i> Skopje Grade 5, January 11, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 516.50	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 5 Teachers		<i>TraiNet ID</i> MKXCRS000325	<i>Gender</i> Males: 13 Females: 4	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>			
We The People...Project Citizen	Teaching Methodology	Completed	1/24/2003	1/26/2003
<i>Components</i> Kocani	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/24/2003	<i>Ends</i> 01/26/2003
<i>Funding</i> Kocani Grade 5, January 26, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 663.50	<i>Local (\$)</i>
<i>Trainees</i> Kocani Grade 5 Teachers		<i>TraiNet ID</i> MKXCRS000326	<i>Gender</i> Males: 10 Females: 13	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>			
We The People...Project Citizen	Teaching Methodology	Completed	2/7/2003	2/9/2003
<i>Components</i> Kocani	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/07/2003	<i>Ends</i> 02/09/2003
<i>Funding</i> Kocani Grade 5, February 9, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 786.00	<i>Local (\$)</i>
<i>Trainees</i> Kocani Grade 5		<i>TraiNet ID</i> MKXCRS000327	<i>Gender</i> Males: 13 Females: 15	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>			

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
We The People...Project Citizen	Teaching Methodology	Completed	2/20/2003	2/22/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/20/2003	<i>Ends</i> 02/22/2003
<i>Funding</i> Skopje Grade 5, February 22, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 590.00	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 5 Teachers		<i>TraiNet ID</i> MKXCRS000328	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 3 Females: 17</i>	
We The People...Project Citizen	Teaching Methodology	Completed	2/13/2003	2/15/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/13/2003	<i>Ends</i> 02/15/2003
<i>Funding</i> Skopje Grade 5, February 15, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 1,031.00	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 5 Teachers		<i>TraiNet ID</i> MKXCRS000329	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 7 Females: 31</i>	
We The People...Project Citizen	Teaching Methodology	Completed	1/31/2003	2/2/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/31/2003	<i>Ends</i> 02/02/2003
<i>Funding</i> Skopje Grade 5, February 2, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 639.00	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 5 Teachers		<i>TraiNet ID</i> MKXCRS000330	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 6 Females: 16</i>	
We The People...Project Citizen	Teaching Methodology	Completed	3/14/2003	3/16/2003
<i>Components</i> Stip	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 03/14/2003	<i>Ends</i> 03/16/2003
<i>Funding</i> Stip Grade 5, March 16, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 761.50	<i>Local (\$)</i>
<i>Trainees</i> Stip Grade 5 Teachers		<i>TraiNet ID</i> MKXCRS000331	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 7 Females: 20</i>	

4/6

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
We The People...Project Citizen	Teaching Methodology	Completed	2/21/2003	2/23/2003
<i>Components</i> Kumanovo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/21/2003	<i>Ends</i> 02/23/2003
<i>Funding</i> Kumanovo Grade 5, February 23, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 737.00	<i>Local (\$)</i>
<i>Trainees</i> Kumanovo Grade 5 Teachers		<i>TrainNet ID</i> MKXCRS000332	<i>Gender</i> Males: 9 Females: 17	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>			
We The People...Project Citizen	Teaching Methodology	Completed	2/7/2003	2/9/2003
<i>Components</i> Kriva Palanka	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/07/2003	<i>Ends</i> 02/09/2003
<i>Funding</i> Kriva Palanka Grade 5, February 9, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 541.00	<i>Local (\$)</i>
<i>Trainees</i> Kriva Palanka Grade 5 Teachers		<i>TrainNet ID</i> MKXCRS000333	<i>Gender</i> Males: 9 Females: 9	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>			
We The People...Project Citizen	Teaching Methodology	Completed	1/9/2003	1/11/2003
<i>Components</i> Kumanovo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/09/2003	<i>Ends</i> 01/11/2003
<i>Funding</i> Kumanovo Grade 5, January 11, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 474.50	<i>Local (\$)</i>
<i>Trainees</i> Kumanovo		<i>TrainNet ID</i> MKXCRS000334	<i>Gender</i> Males: 2 Females: 15	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>			
We The People...Project Citizen	Teaching Methodology	Completed	2/14/2003	2/16/2003
<i>Components</i> Delcevo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/14/2003	<i>Ends</i> 02/16/2003
<i>Funding</i> Delcevo Grade 5, February 16, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 688.00	<i>Local (\$)</i>
<i>Trainees</i> Delcevo Grade 5 Teachers		<i>TrainNet ID</i> MKXCRS000335	<i>Gender</i> Males: 10 Females: 14	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>			

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
We The People...Project Citizen	Teaching Methodology	Completed	2/21/2003	2/23/2003
<i>Components</i> Delcevo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/21/2003	<i>Ends</i> 02/23/2003
<i>Funding</i> Delcevo Grade 5, February 23, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 957.50	<i>Local (\$)</i>
<i>Trainees</i> Delcevo Grade 5 Teachers		<i>TrainNet ID</i> MKXCRS000336	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 13 Females: 22</i>	
We The People...Project Citizen	Teaching Methodology	Completed	1/9/2003	1/11/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/09/2003	<i>Ends</i> 01/11/2003
<i>Funding</i> Skopje Grade 5, January 11, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 688.00	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 5 Teachers		<i>TrainNet ID</i> MKXCRS000337	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 3 Females: 21</i>	
We The People...Project Citizen	Teaching Methodology	Completed	1/13/2003	1/15/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/13/2003	<i>Ends</i> 01/15/2003
<i>Funding</i> Skopje Grade 5, January 15, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 590.00	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 5 Teachers		<i>TrainNet ID</i> MKXCRS000338	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 4 Females: 16</i>	
We The People...Project Citizen	Teaching Methodology	Completed	1/16/2003	1/18/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/16/2003	<i>Ends</i> 01/18/2003
<i>Funding</i> Skopje Grade 5, January 18, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 569.00	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 5 Teachers		<i>TrainNet ID</i> MKXCRS000339	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 1 Females: 18</i>	

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
We The People...Project Citizen	Teaching Methodology	Completed	1/20/2003	1/22/2003
<i>Components</i> Skopje	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/20/2003	<i>Ends</i> 01/22/2003
<i>Funding</i> Skopje Grade 5, January 22, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 539.00	<i>Local (\$)</i>
<i>Trainees</i> Skopje Grade 5 Teachers		<i>Trainet ID</i> MKXCRS000340	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 6 Females: 16</i>	
We The People...Project Citizen	Teaching Methodology	Completed	1/8/2003	1/10/2003
<i>Components</i> Prilep	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/08/2003	<i>Ends</i> 01/10/2003
<i>Funding</i> Prilep Grade 5, January 10, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 884.00	<i>Local (\$)</i>
<i>Trainees</i> Prilep Grade 5 Teachers		<i>Trainet ID</i> MKXCRS000341	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 6 Females: 26</i>	
We The People...Project Citizen	Teaching Methodology	Completed	1/15/2003	1/17/2003
<i>Components</i> Prilep	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/15/2003	<i>Ends</i> 01/17/2003
<i>Funding</i> Prilep Grade 5, January 17, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 908.50	<i>Local (\$)</i>
<i>Trainees</i> Prilep Grade 5 Teachers		<i>Trainet ID</i> MKXCRS000342	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 17 Females: 16</i>	
We The People...Project Citizen	Teaching Methodology	Completed	1/20/2003	1/22/2003
<i>Components</i> Prilep	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/20/2003	<i>Ends</i> 01/22/2003
<i>Funding</i> Prilep Grade 5, January 22, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 908.50	<i>Local (\$)</i>
<i>Trainees</i> Prilep Grade 5 Teachers		<i>Trainet ID</i> MKXCRS000343	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 14 Females: 19</i>	

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
We The People...Project Citizen	Teaching Methodology	Completed	2/14/2003	2/16/2003
<i>Components</i> Prilep	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 02/14/2003	<i>Ends</i> 02/16/2003
<i>Funding</i> Prilep Grade 5, February 16, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 957.50	<i>Local (\$)</i>
<i>Trainees</i> Prilep		<i>TrainNet ID</i> MKXCRS000344	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 24 Females: 11</i>	
We The People...Project Citizen	Teaching Methodology	Completed	1/8/2003	1/10/2003
<i>Components</i> Ohrid	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/08/2003	<i>Ends</i> 01/10/2003
<i>Funding</i> Ohrid Grade 5, January 10, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 639.00	<i>Local (\$)</i>
<i>Trainees</i> Ohrid Grade 5 Teachers		<i>TrainNet ID</i> MKXCRS000345	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 7 Females: 15</i>	
We The People...Project Citizen	Teaching Methodology	Completed	1/15/2003	1/17/2003
<i>Components</i> Gostivar	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/15/2003	<i>Ends</i> 01/17/2003
<i>Funding</i> Gostivar Grade 5, January 17, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 443.00	<i>Local (\$)</i>
<i>Trainees</i> Gostivar Grade 5 Teachers		<i>TrainNet ID</i> MKXCRS000346	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 5 Females: 9</i>	
We The People...Project Citizen	Teaching Methodology	Completed	1/24/2003	1/26/2003
<i>Components</i> Bitola	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/24/2003	<i>Ends</i> 01/26/2003
<i>Funding</i> Bitola Grade 5, January 26, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 761.50	<i>Local (\$)</i>
<i>Trainees</i> Bitola Grade 5 Teachers		<i>TrainNet ID</i> MKXCRS000347	<i>Gender</i>	<i>Birth Date</i>
<i>Trainee Status:</i> Achieved	<i>In-Country</i>		<i>Males: 10 Females: 17</i>	

Program Trainee Status

Program	Field of Study	Status	Starts	Ends
We The People...Project Citizen	Teaching Methodology	Completed	1/31/2003	2/2/2003
<i>Components</i> Bitola	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/31/2003	<i>Ends</i> 02/02/2003
<i>Funding</i> Bitola Grade 5, February 2, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 1,006.50	<i>Local (\$)</i>
<i>Trainees</i> Bitola Grade 5 Teachers Trainee Status: Achieved	<i>In-Country</i>	<i>TraiNet ID</i> MKXCRS000348	<i>Gender</i> Males: 18 Females: 19	<i>Birth Date</i>
We The People...Project Citizen	Teaching Methodology	Completed	1/8/2003	1/10/2003
<i>Components</i> Struga	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/08/2003	<i>Ends</i> 01/10/2003
<i>Funding</i> Struga Grade 5, January 10, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 639.00	<i>Local (\$)</i>
<i>Trainees</i> Struga Grade 5 Teachers Trainee Status: Achieved	<i>In-Country</i>	<i>TraiNet ID</i> MKXCRS000349	<i>Gender</i> Males: 13 Females: 9	<i>Birth Date</i>
We The People...Project Citizen	Teaching Methodology	Completed	1/16/2003	1/18/2003
<i>Components</i> Kicevo	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/16/2003	<i>Ends</i> 01/18/2003
<i>Funding</i> Kicevo Grade 5, January 18, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 614.50	<i>Local (\$)</i>
<i>Trainees</i> Kicevo Grade 5 Teachers Trainee Status: Achieved	<i>In-Country</i>	<i>TraiNet ID</i> MKXCRS000350	<i>Gender</i> Males: 16 Females: 5	<i>Birth Date</i>
We The People...Project Citizen	Teaching Methodology	Completed	1/24/2003	1/26/2003
<i>Components</i> Bitola	<i>Type</i> Seminar	<i>Training Provider</i> Bureau of Educational Development	<i>Starts</i> 01/24/2003	<i>Ends</i> 01/26/2003
<i>Funding</i> Bitola Grade 5, January 26, 2003	<i>Block</i> New Activity Funding	<i>Description</i> Training	<i>US\$</i> 663.50	<i>Local (\$)</i>
<i>Trainees</i> Bitola Grade 5 Teachers Trainee Status: Achieved	<i>In-Country</i>	<i>TraiNet ID</i> MKXCRS000351	<i>Gender</i> Males: 6 Females: 17	<i>Birth Date</i>

Program Trainee Status

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

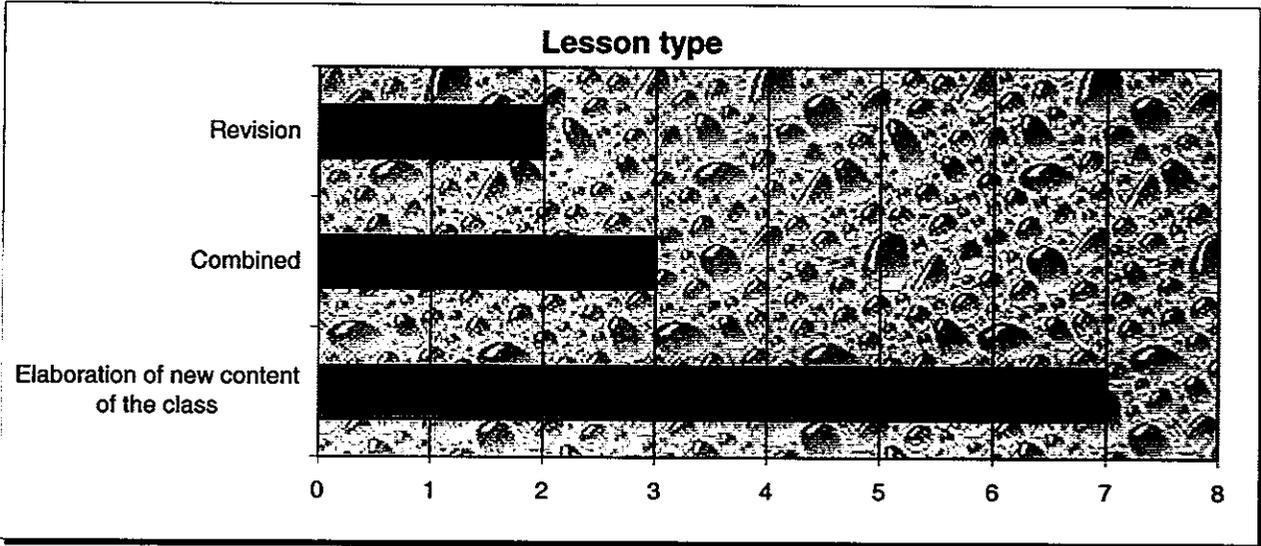
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<i>Planned:</i> 0	<i>Local (\$):</i> 0.00	<i>Not Selected:</i> 0	<i>Returned:</i> 0	<i>Financial:</i> 0
<i>Cancelled:</i> 0		<i>Alternate:</i> 0	<i>Non-Returnee:</i> 0	<i>Employment:</i> 0
<i>Active:</i> 0		<i>Planned:</i> 0	<i>In-Country:</i> 910	<i>Health:</i> 0
<i>Terminated:</i> 0		<i>Cancelled:</i> 0	<i>Deceased:</i> 0	<i>Personal:</i> 0
<i>Completed:</i> 910	<i>Gender</i>	<i>In Training:</i> 0	<i>Not Yet Entered:</i> 0	<i>Not Yet Entered:</i> 0
<i>Final:</i> 0	<i>Males:</i> 413	<i>Terminated:</i> 0		
<i>Not Yet Entered:</i> 0	<i>Females:</i> 497	<i>Achieved:</i> 910	<i>Total</i> 910	<i>Total</i> 0
<i>Total</i> 910	<i>Total</i> 910	<i>Not Achieved:</i> 0		
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		<i>Not Yet Entered:</i> 0		
		<i>Total</i> 910		

52

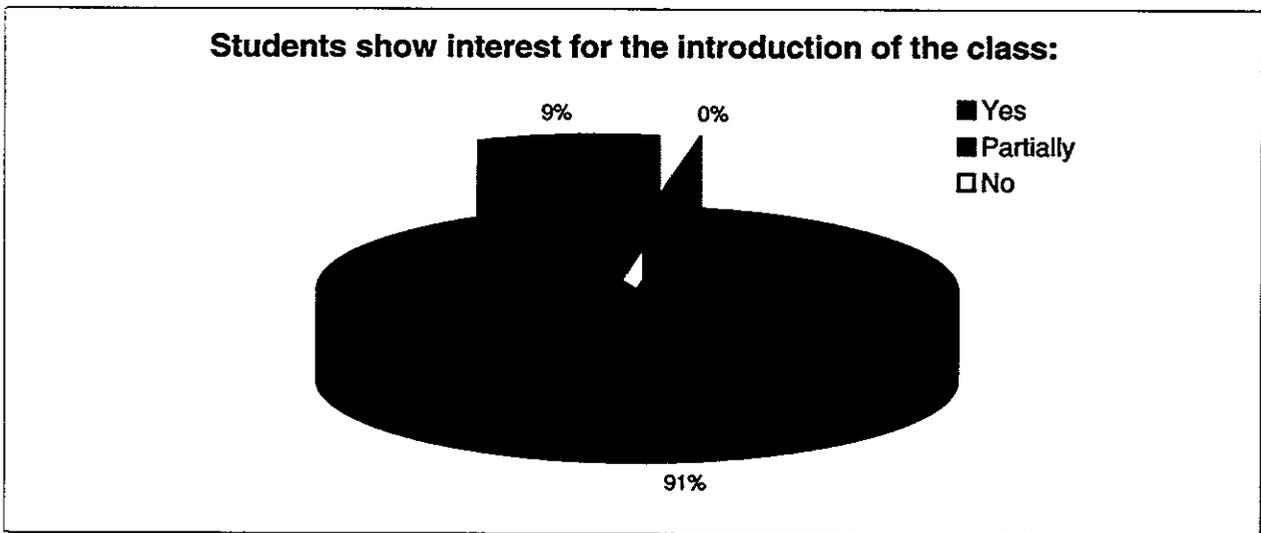
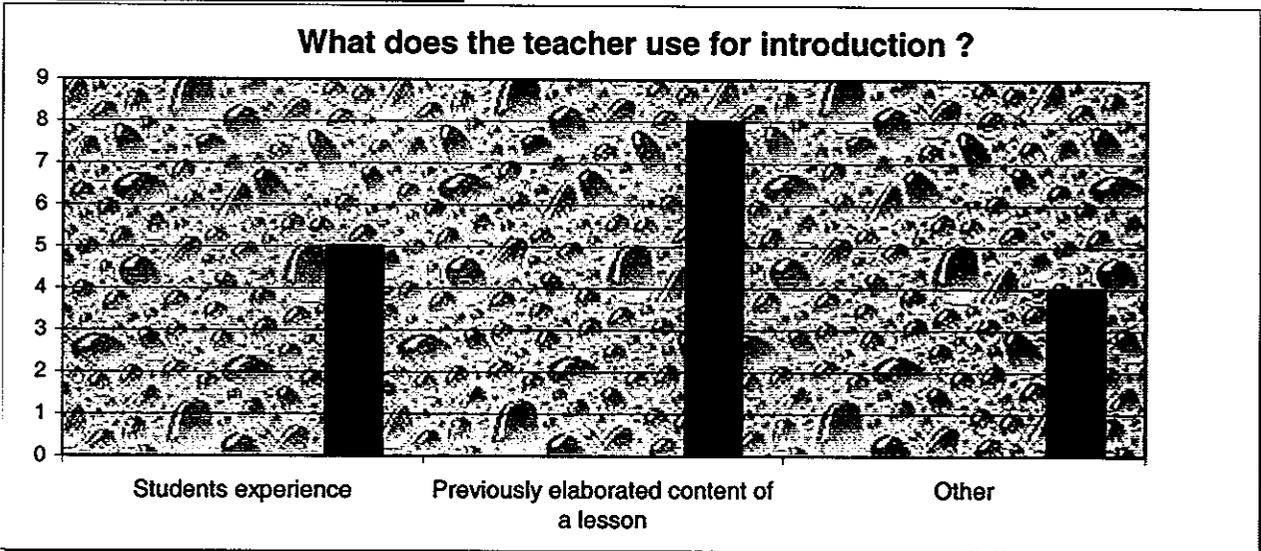
Annex 4

Foundations of Democracy In-class evaluation summary report

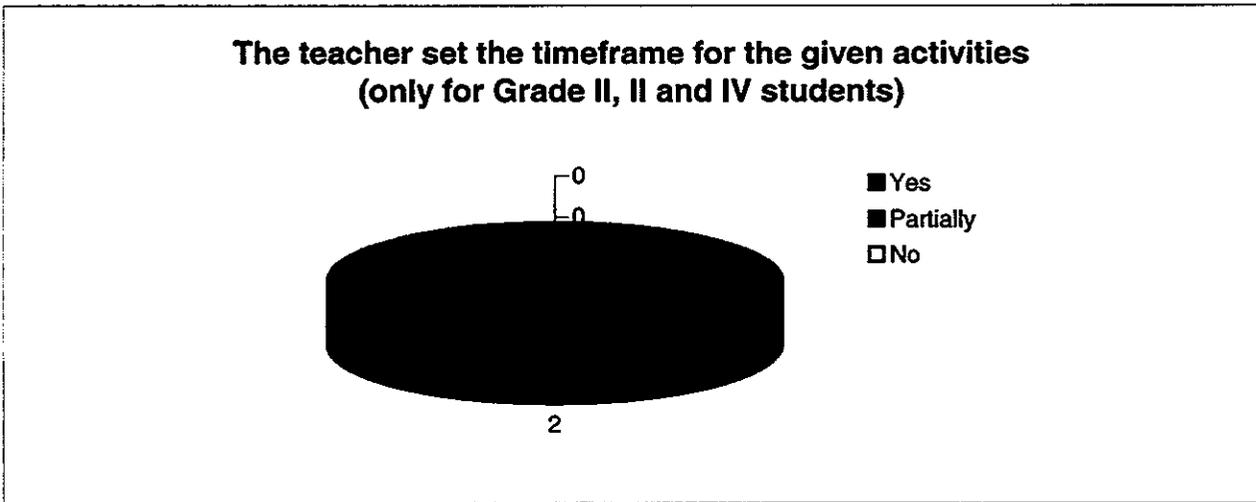
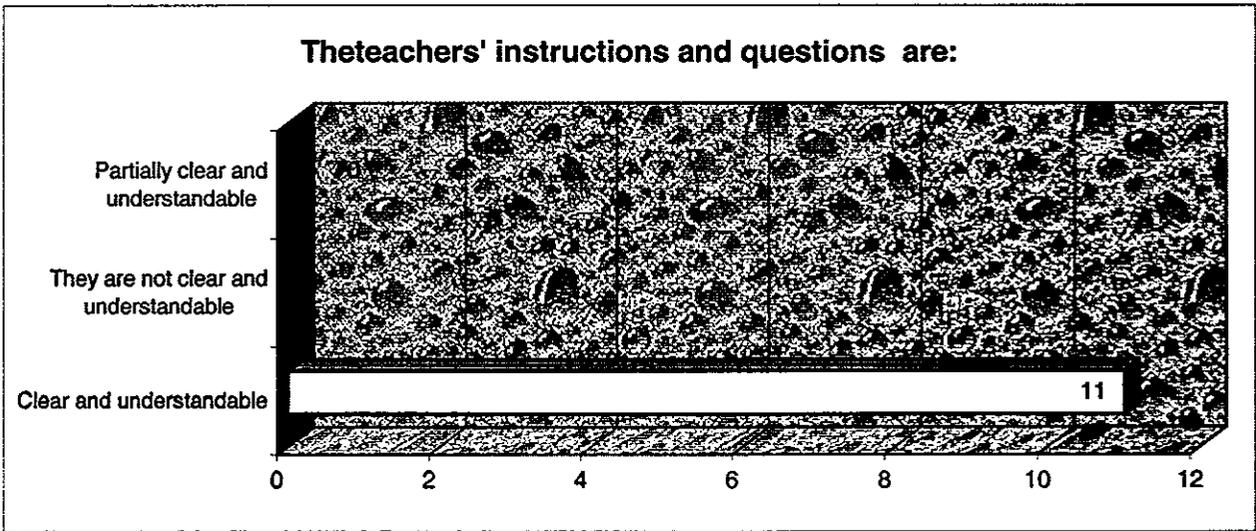
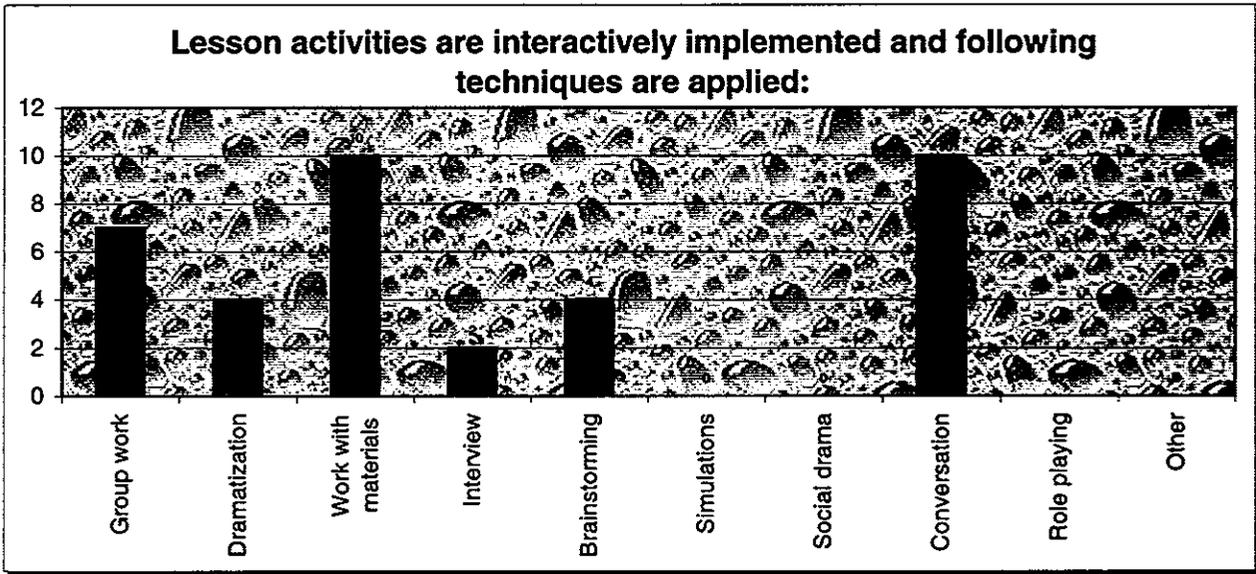
**FOUNDATIONS OF DEMOCRACY PROGRAM
COMPILED IN-CLASS OBSERVATIONS REPORT**



I Opening

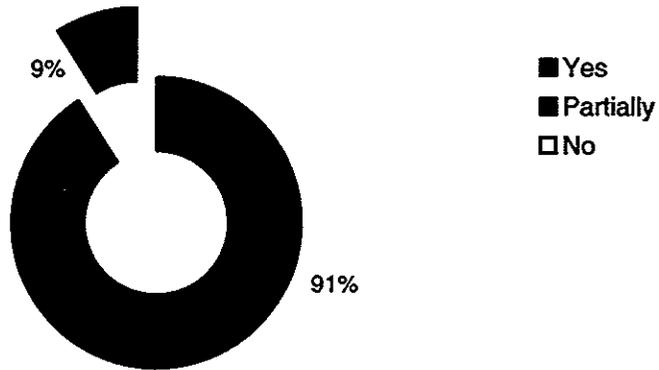


II Main activities

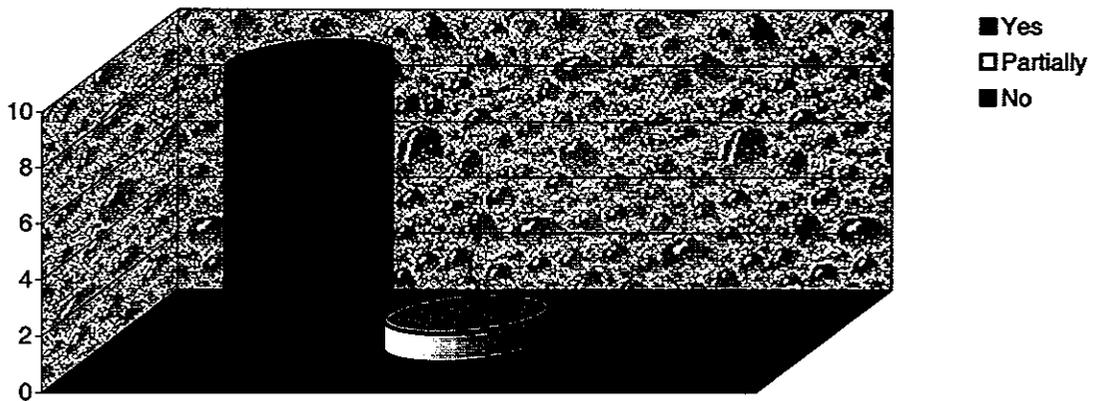


55

The teacher works with a great number of students:

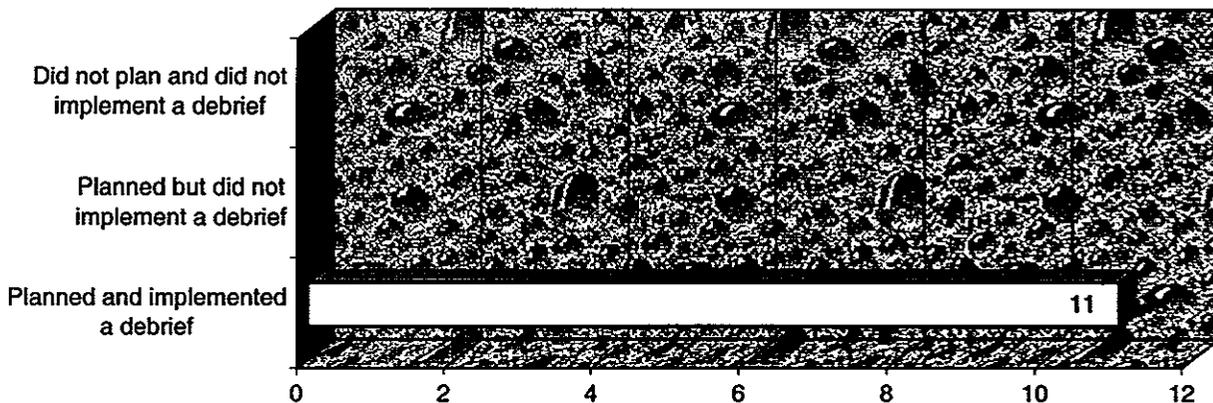


The teacher creates pleasant and cheerful atmosphere:

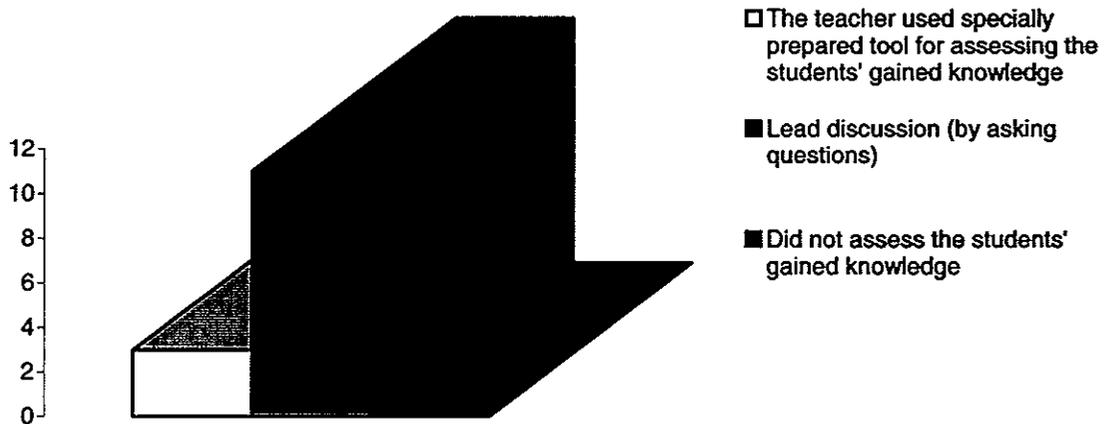


III **Debrief**

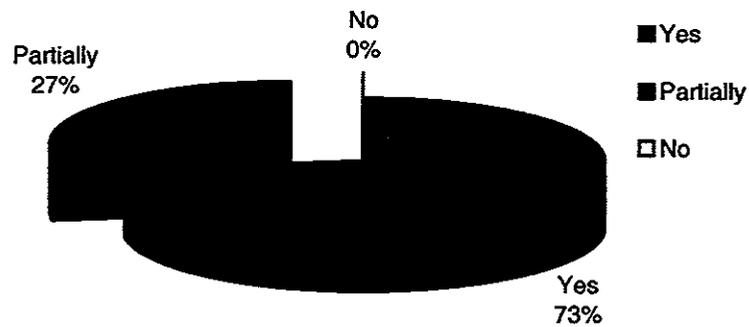
The teacher:



The teacher assessed the students' gained knowledge.

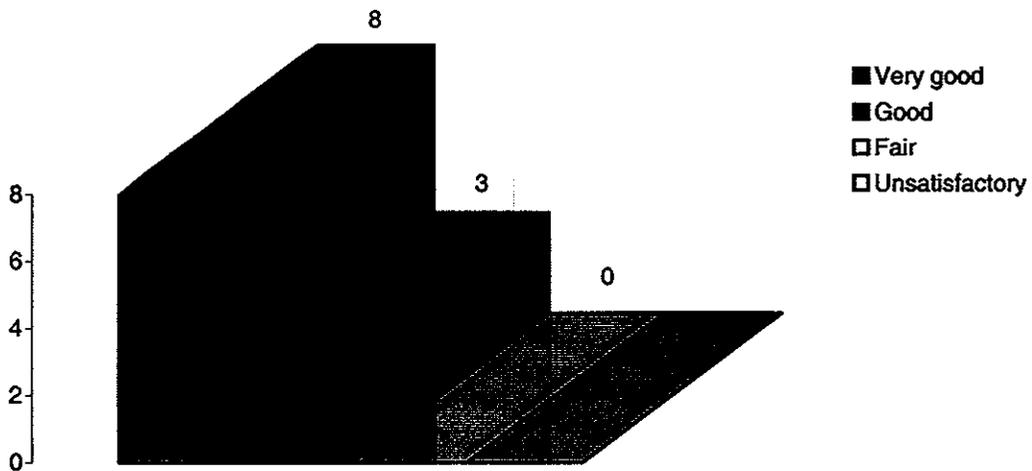


The teacher implemented activities on how the lesson content could be applied in the real life situation



IV General evaluation of the lesson

Advisor evaluated the lesson as:

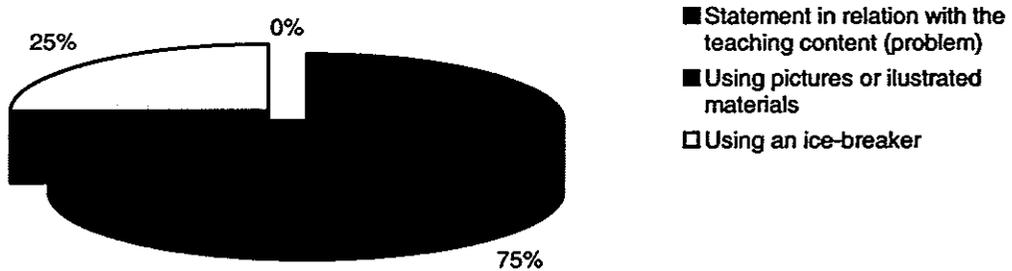


Annex 5

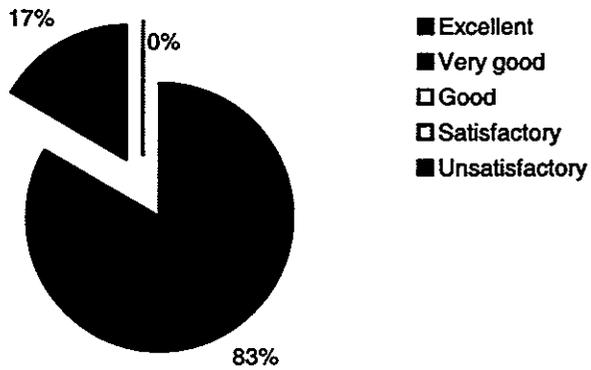
We the People... Project Citizen In-class evaluation summary report

**WE THE PEOPLE ... PROJECT CITIZEN PROGRAM
COMPILED IN-CLASS OBSERVATIONS REPORT**

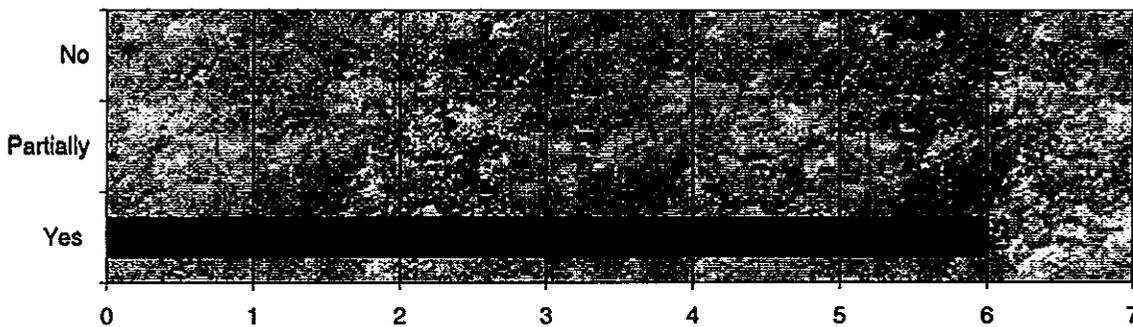
1. What did the teacher use for the introduction part of the lesson:

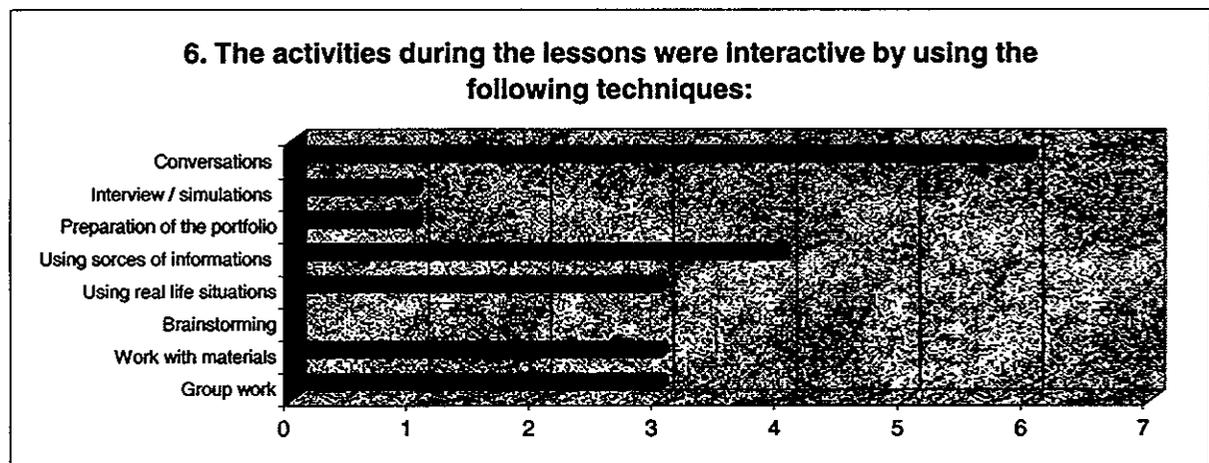
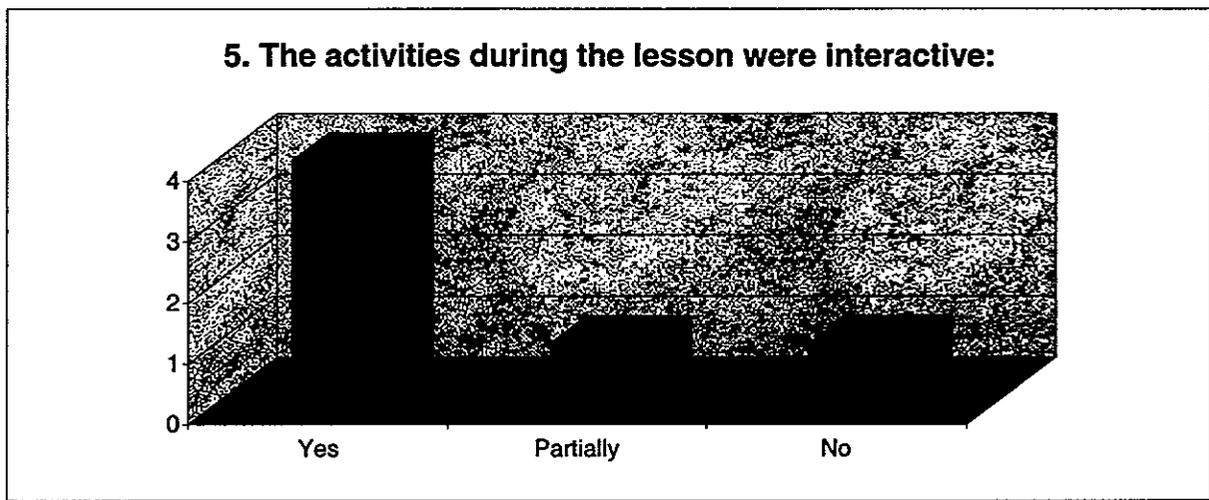
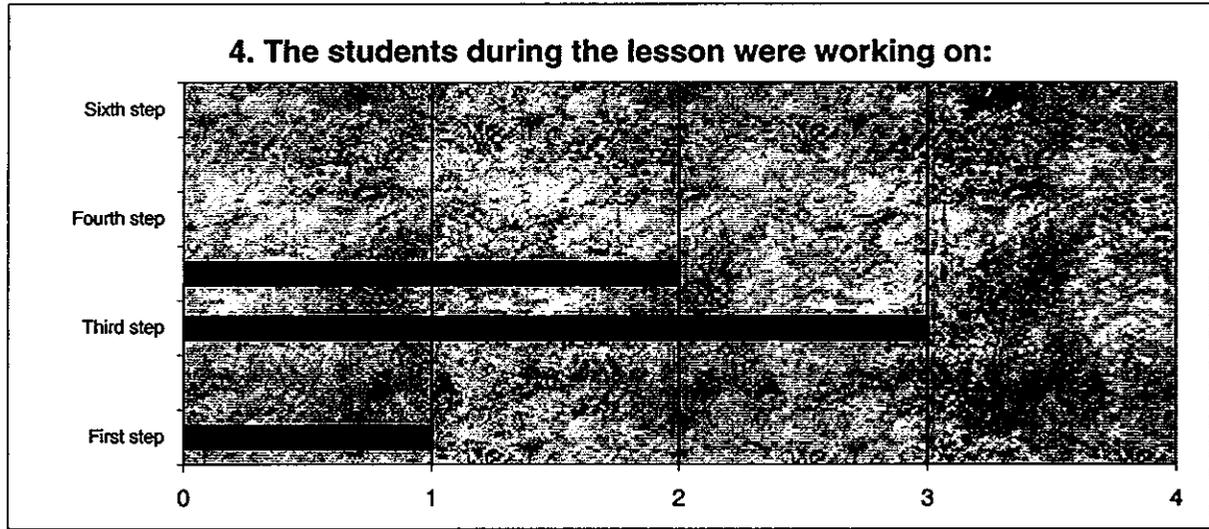


2. The effect form the introduction part of the lesson was:

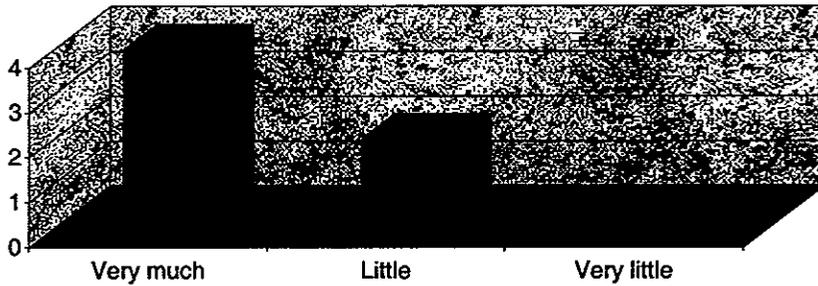


3. The teacher stated the goal of the lesson:

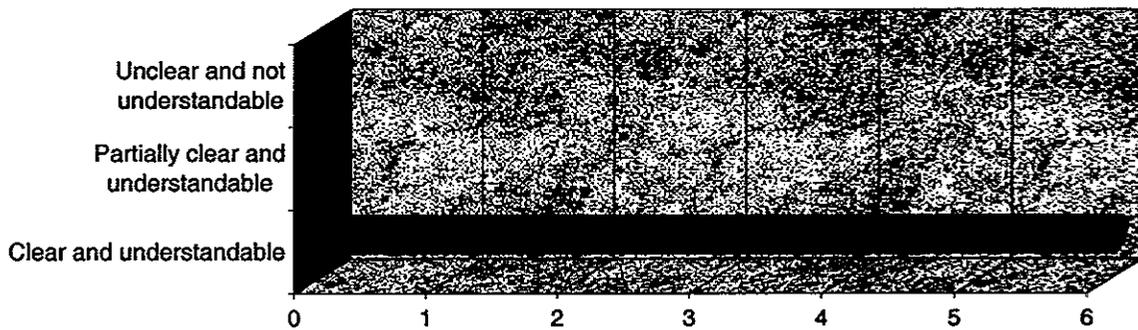




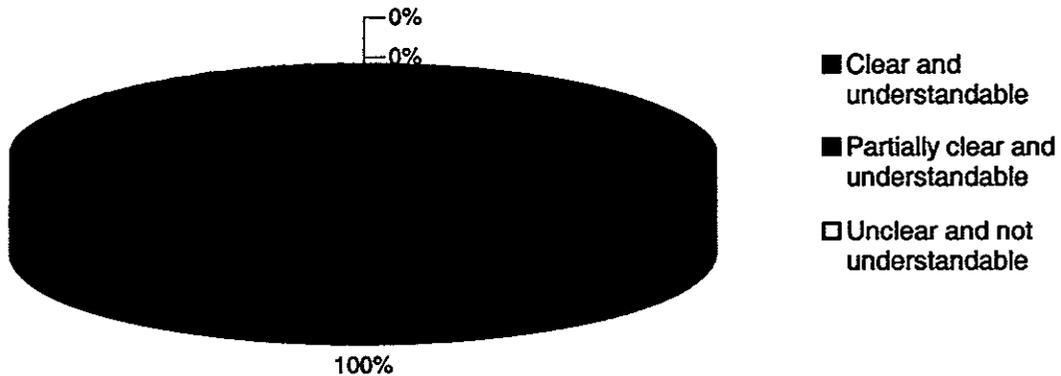
7. The activities used to reach the goal of the lesson are appropriate:

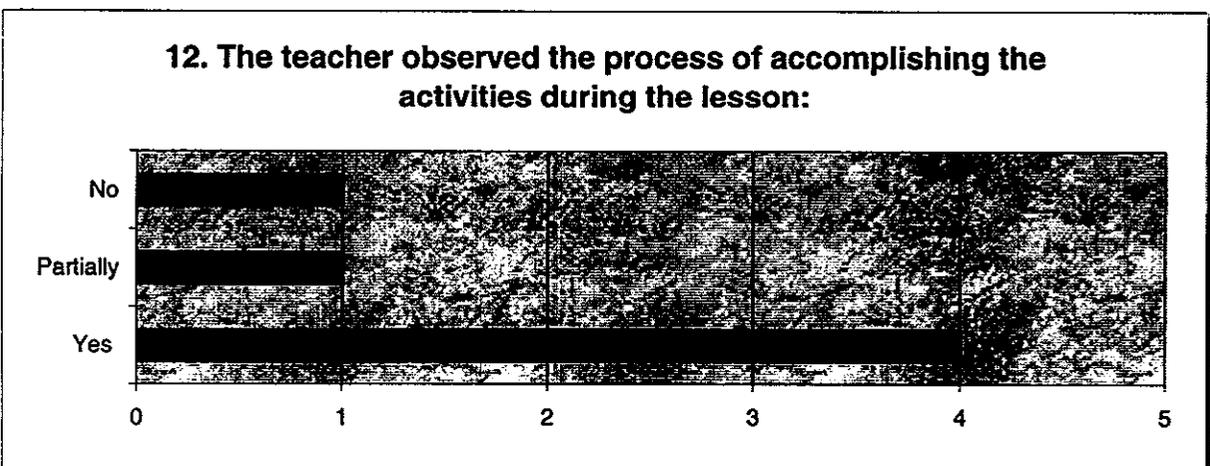
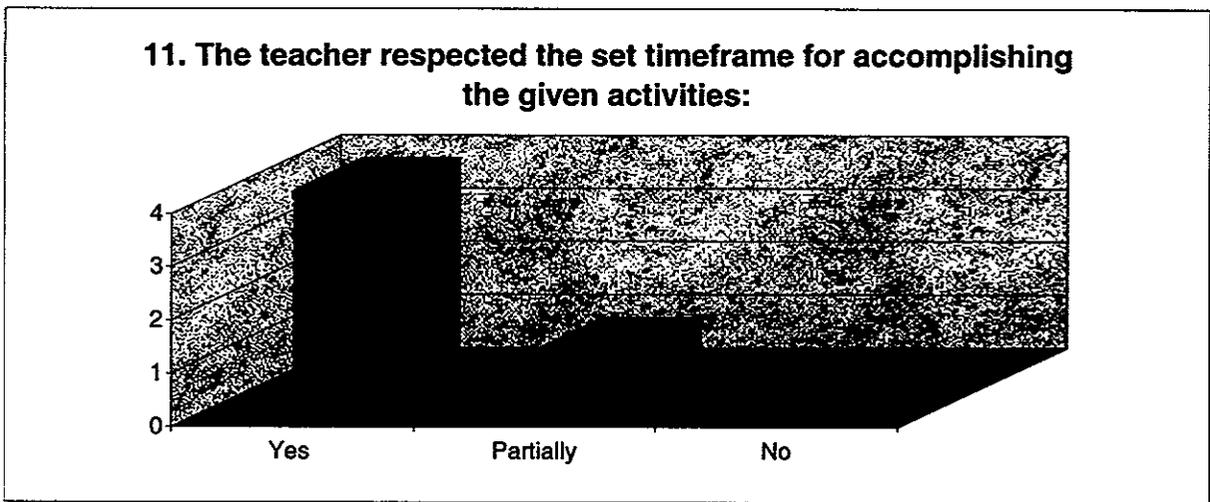
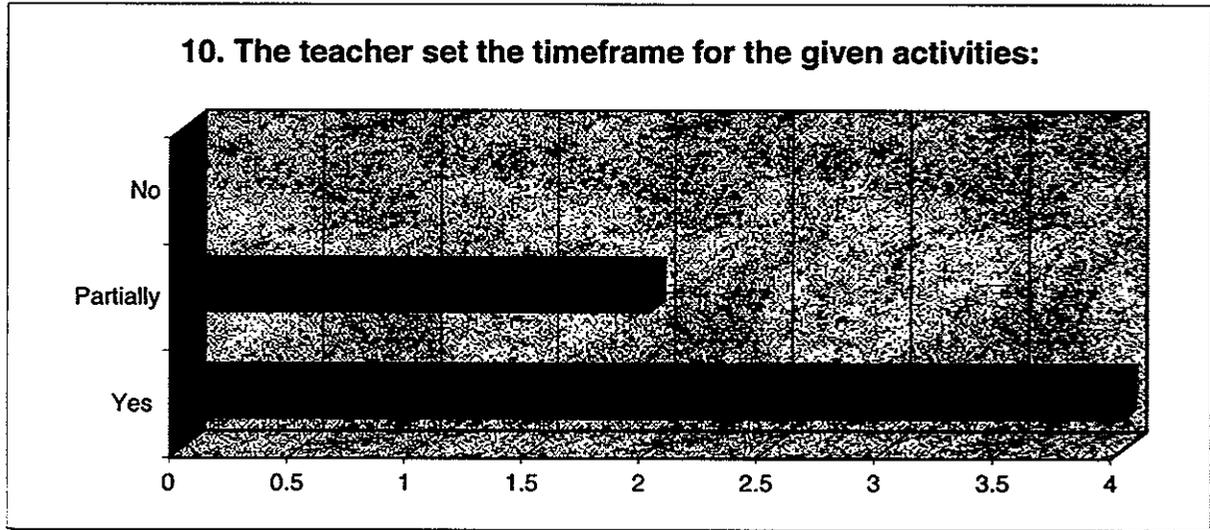


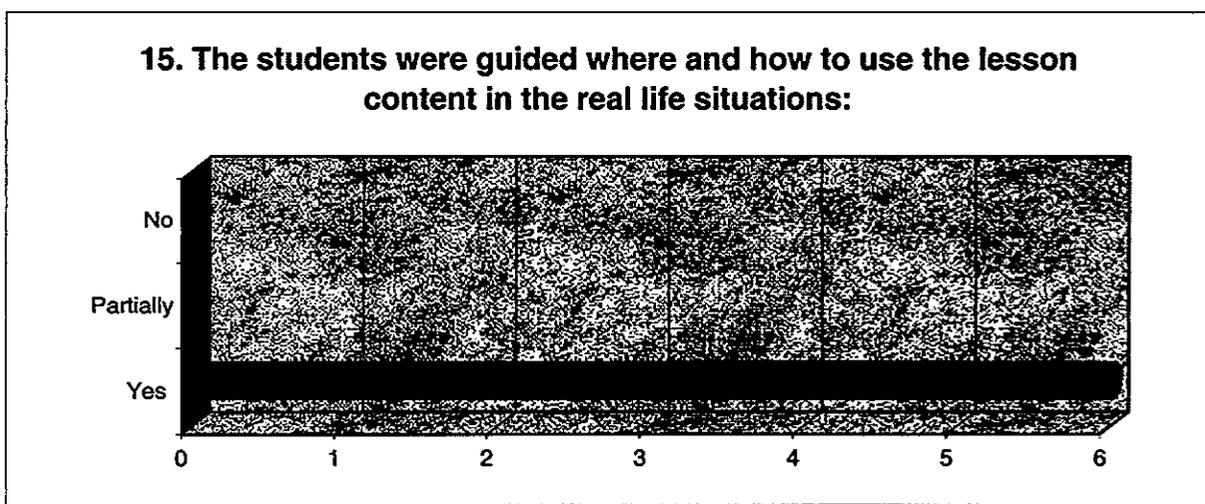
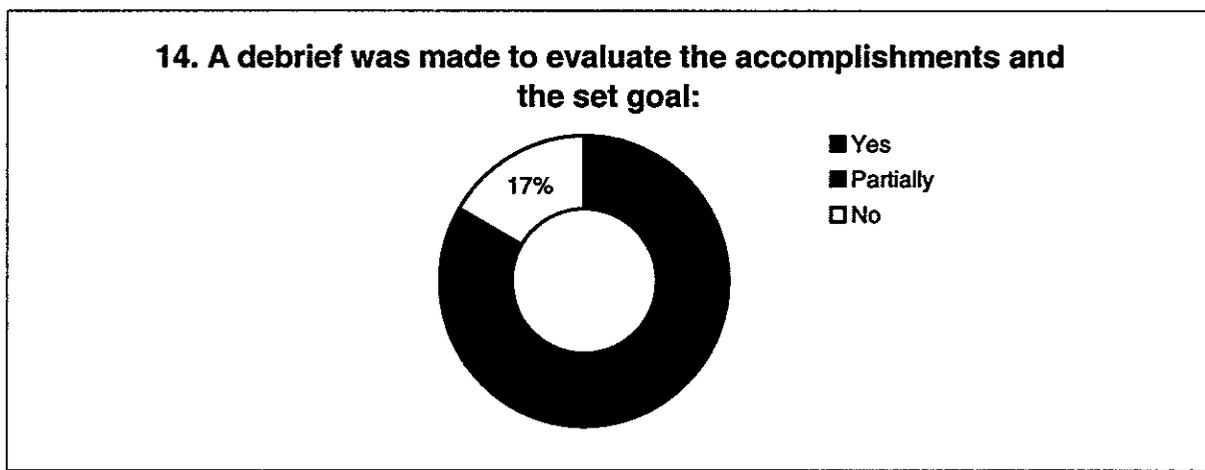
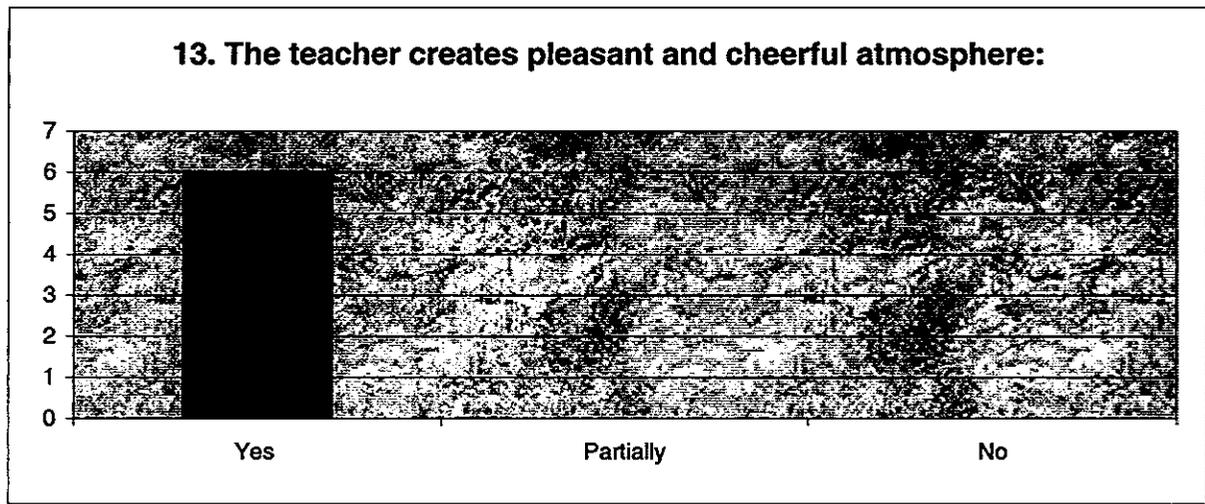
8. The instructions given by the teacher were:



9. The questions asked by the teacher to the students were:

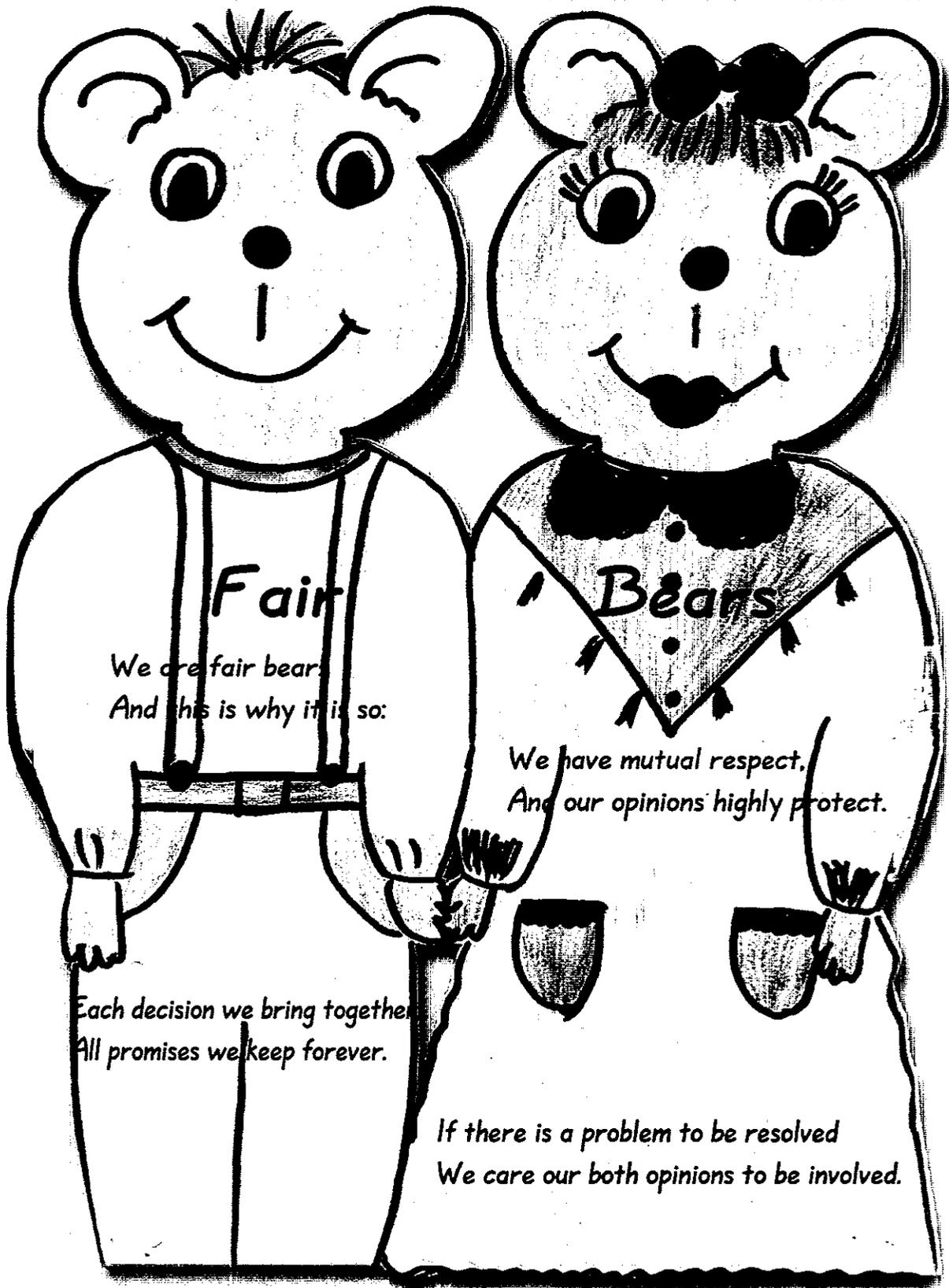






Annex 6

Sixth edition of Civic Education Today newsletter in English, Macedonian, Albanian and Turkish language



Fair

*We are fair bears
And this is why it is so:*

*Each decision we bring together
All promises we keep forever.*

Bears

*We have mutual respect,
And our opinions highly protect.*

*If there is a problem to be resolved
We care our both opinions to be involved.*



Bureau for Educational Development
of Republic Of Macedonia



CATHOLIC RELIEF SERVICES



Study Tour in Scotland

Within the frames of the Civic Education Project a study tour in Scotland, Great Britain, was organized in September 2002. The goal of the study tour was participants to be introduced with the methodologies of successful management when implementing civic education. During the study visit the participants had chance to learn more about the evaluation of the systems in a classroom, in a school and on a national level, self evaluation and external evaluation; standards development and their implementation; roles and responsibilities of the partners in the educational process – directors, teachers, advisors and parents.

The study tour group was consisted of 13 people, representatives from the Ministry of Education and Science, Bureau of Educational Development, elementary school teachers, kindergarten teachers and representatives from Catholic Relief Services. The group had chance to meet with representatives from Scottish Qualification Authority, educational institutions, schools' managements, teachers and students.

The aim of the discussions was the curriculum, evaluation and assessment. The group had opportunity to be on in-class observation and to see how the project work is connected with the national priority Civic Education and Values. The visits of the local educational institutions provide group to gain knowledge about support in provision of qualitative education, as well as support of the partnership with parents.

The experiences gained during the study visit, and the literature, which was unselfishly given to the participants of the group by the hosts, were good foundation for development of standards for Civic Education in Macedonia. The study tour, in general, was very successful, which can be seen in the Civic Poem written by kindergarten teacher Mira Georgievska from the Kindergarten "8 Mart" – Skopje, and which parts are presented in this edition of the Newsletter.

Natasa Gruevska
Education Programs Manager



Civic Poem

Last year on 14th September
Early in the dawn,
A group of educators
Started their journey
When still everybody yawn.

They all sat in First class,
Ate the breakfast beautifully prepared,
Some of them slept, some of them
Participated in the comments shared.

We went from plane to plane
As some of the ladies were still yawning
When we arrived in London we've noticed
The citizenship is present as 'good morning'.

Authorities and rules everywhere,
For example: "Here you have to stand,
And you lady, please, come here,
Stand by this band."

The airport staff didn't have a choice,
So they usually told us:
"Hush, hush, quiet,
We are afraid of noise!"

And at the Edinburgh airport,
We arrived very fast,
And there was Stuart waiting,
The only man among us!

He has organized every detail,
We really have no comment,
The coordination and planning
Went smoothly every moment.

He has chosen the best hotels,
Satisfied and pleased was every one of us,
And each morning he would come
With a famous 16 passengers mini bus.

He presented Scotland in the best light,
Highly professional and more than kind,
Punctual and trustworthy,
With very, very clever mind!

Stuart showed us various things
And places a lot,
The wonderful castle for queens
And king, the lovely spot.

We saw the National Hero of Scotland
His name was William Wallace,
He fought for the freedom of Scots,
And he didn't live in palace.

We saw the National Hero of Scotland,
Similar to our Krale Marko,
But the Scottish one doesn't have
A horse with name Sharko.

We saw rivers, valleys, bridges and
Buildings in different styles,
Like the difference between
Two famous Scottish ales.

But I would like to say
That in Scotland from work
You can't get away!!!

Primary and secondary schools
We went in each,
With Stuart we were welcomed
With a pleasant speech.

The citizenship in Scotland
Doesn't have specific name,
But the as citizens the Scots
Could enter in the House of Fame.

Democracy is
An old word here,
And it is known
Since ages severe...

To CRS we would like to show
Our greatest gratitude,
That gave us the opportunity
To evaluate the students' attitude.

No more time for shopping
When we go back,
We have to work hard
In the same working track!

Written in Macedonian by **Mira Georgievska**,
Kindergarten teacher/Macedonia
Translated in English and adapted by Stela
Pijanmanova

DEVELOPING STANDARDS - A NEW PHASE IN THE CIVIC EDUCATION PROJECT DEVELOPMENT

The "Foundations of Democracy" and "We the People... Project Citizen" projects are reaching their final phase of the introduction in the primary schools in Macedonia. The external evaluation which was conducted by experts from Scotland in the first half of 2002 confirmed that in many schools throughout Macedonia the projects were accomplished very successfully, and with high quality.

The question is: What now? How to keep what has been achieved and how to make it an integral part of the everyday practice in the primary schools?

Within the framework of the evaluation seminars and the workshops held by Mr. Stuart Allison for advisors and mentors that work on the project, it was particularly emphasized that the civic principles are best learnt by practicing civic life. This means that the democratic civic principles should

become part of the school climate and ethos and the students should accept them not as separate principles, but as part of the life. How this works in practice we could see during our visit to the schools in Scotland where study of democracy



is carried out primarily by involving the students in the school life, their consultation on important issues that should be solved or should happen in the school. The specific problems from the civic life are solved by project activities of one or more schools. The cooperation and exchanging of ideas is also supported.

On the other hand, to avoid an euphoric result of someone's enthusiasm or goodwill, this should be made an integral part of the educational system. With this purpose, educational standards are being developed and these will help compare the practice and the attainments of the students. In this way it will be known whether, on a national level, the measures taken produce the expected results. On the path to a high-quality civic education it is easier to have indicators that show how close or far we are from the goal. This was understood by the countries

with highly developed educational systems and one of them is Scotland. The standards in Scotland for students under 12 years of age are presented like goals and aims that the student should attain. For the majority of the subjects the standards have been developed since 1985 and taking into account that for high-quality standards a 10-year period is needed for testing and improvements, we can safely say that they have been established. However, with establishing standards for attainments in the civic education they are at the very beginning.

Taking all this into consideration, we were thinking in direction of how to further evaluate that the establishing of the standards for civic education on a national level will help to maintain, follow and raise the quality of the work in the civic education. Fortunately, two years ago, a system for national

assessment of the attainments of the students in Grades 1-4 by using attainment standards was implemented, so a certain experience in developing standards already exists. This experience was used during the training of a group of 30 advisors and teachers-mentors

which was held in the second half of December 2002. This working group in the following 9 months will work on developing standards and testing their reliability in practice.

During the workshops the participants were seriously discussing and exchanging experiences about what the students can and what they cannot do in the process of learning in the field of democracy. Some very creative ideas about how this could be followed were presented.

Hence the initiative come up for incorporating goals and contents from the area of civic education into the revision of the curriculum for elementary education.

Gorica Mickovska,
BED-Macedonia Advisor,
Evaluation Department

JUSTICE

People, and children, should always be just and sincere in every situation. When we want to find something out we should ask a lot of questions so that we can gather information and at the same time to be careful not to intrude someone's privacy. In order to be just, we should always tell the truth because truth and justice sooner or later come out even if somebody tries to hide them.

When we want to decide what to play, we should decide in a democratic way. We should never use force to intrude someone's privacy. It is just when we allow the children to say their opinions and ideas freely. As an example for this, I'll tell you how my family decided where to go on a holiday. My mother and I wanted to go to Struga on the lake while my father and my sister wanted to go in the mountains to visit our grandparents. I gave the proposal to go one week to Struga and one week in the mountains. We voted. Everyone agreed. Then my mother and my father smiled and accepted my just proposal. It was the most righteous proposal and the right of free thought was justly recognized.

Eran Zulfikari,
4th 2-grade student,
"Petar Zdravkovski - Penko"
Primary School, Skopje



RESPONSIBILITY AS IMPETUS IN THE BUILDING OF DEMOCRATIC SOCIETY

One of the main conditions for building democratic society is responsibility.

This was confirmed during the implementation of the concept responsibility with the 3rd grade students from the "Stiv Naumov" Primary School in Bitola.

The introductory activity was carried out with looking at pictures, guided conversation and games through which responsibility was defined. In the operative part the following techniques were used: work in pairs, groups, dramatizations and illustrations with messages about the concept of responsibility. All these techniques caused great delight with the students and the parents.

The question: "Should Martin take the new job?" was answered by the students: "Martin should take the new job because he will be more responsible, spiritually richer, more resourceful and will look only ahead."

In the final part of the class, presentation of the work of the groups and their evaluation of the situations from everyday life was made.

From the activities and the answers of the students we understood that they are happy to learn about democracy.

3rd grade Homeroom Teacher,
"Stiv Naumov" Primary School, Bitola

REPORT On the Gathering of Information About the Harmful Influence of the Mass Media on Young People

On 28 March 2002, we the students from 5th 5- grade in "Ljuben Lape" Primary School from Skopje, began our work on the problem with the topic "The Influence of the Mass Media on Young People." The television programs are full with films filled with violence that have harmful impact on the psychological development of the young. With the aim to gather information about this problem, we conducted interviews with:

- the Chief Editor of the School Program (Macedonian National Television);
- the President of the Court of Honor of the journalist association;

- the experts in the Broadcasting Council; We also carried out a survey for 200 students from "Ljuben Lape" Primary School. Then we made a portfolio which was also a petition and a codex and these were presented to the mass media. Also, the petition was ceremoniously presented to the President of the Broadcasting Council. We firmly stand for our demand to abolish: the commercials for alcohol and cigarettes, the so-called "0500" hot-lines, the films with violence and pornography, the films with low aesthetic values, the so-called soap operas. We also participated in the Channel 5 show "Triling" presented by the journalist Aneta Kociski.

The Students from 5th 5-grade, "Ljuben Lape"
Primary School, Skopje

ORIENTATION TOWARDS NEW EDUCATIONAL ACTIONS

In Belgrade from 25-27 November 2002, organized by CRS Serbia, the annual meeting on the topic "Care and Development of Children in the Early Development of the Regional Network for Central and East Europe" was held.

Roger Prodt, Ph.D. from Berlin spoke about the nine principles of successful cooperation among parents, teachers and educators.

He emphasized partnership, which needs time, equality and trust as a developed form of cooperation. He emphasized the nine main principles of partnership between parents and teachers:

1. Common interest of the parents and the teachers;
2. Identification of the priorities of the common interests between the partners;
3. Verification of the goal of the organization and the implementation of the cooperation;
4. The need of the parents for institutions and vice versa.
5. Support, attention and respect by the school support staff for the culture the parents have;
6. The teachers should possess knowledge and experience for work with parents;
7. The daily centers should explain their work and

give consultations for supervision of the children when at home;

8. Every parent can teach any other parent and this is the principle of competence;

9. To make the cooperation work, both sides should have equal rights.

In the final part of the meeting it was concluded that the transformation of education in the early childhood development continues and the topic for the next meeting shall be: "Evaluation - Basis for Sustainability of Child Care." Romania applied to be the host of this meeting.

Representatives from all the countries-participants expressed their satisfaction from the work and the benefit from the exchange of experiences.

The success of the meeting was our privilege, but also an obligation to implement certain parts and to help the vision of the further development and transformation of the educational system, through sustainability of the civic education in the Republic of Macedonia to become true.

Golubina Gorgievska,
BED Advisor, PE Kocani

THE "FOUNDATIONS OF DEMOCRACY" PROJECT IN THE "VIDOE PODGOREC" PRIMARY SCHOOL IN STRUMICA

In the second semester of the 1999/2000 academic year, in the "Vidoe Podgorec" Primary School the "Foundations of Democracy" Project started its implementation.

Our school had the privilege to be involved among the first ones in the country. In the last three years fifteen more teachers trained at seminars were involved in the project and they were taught how to use the classrooms as laboratories for discovering relations, actions and skills of the students, thus forming future citizens in a democratic society. The implementation of this project was a great challenge for us teachers because we are trying to directly influence the building of inner activities, positive relations with others but also with ourselves. At the same time, we ask the students to describe, explain, take or defend a stance.

I have to emphasize that this project develops the logic and creativity of the students, the safety and freedom of expression of their own opinions. They quickly got accustomed to team work, taking active part, emphasizing the invaluable experience gained through personal affirmation, but also with

respect to the personalities of their friends from the team.

The students obtained control and self-control when expressing feelings and stances but what is very important is that they developed critical thinking which is one of the main objectives of the project. It is also worth mentioning the surprise of the parents when they saw the reactions of their children who asked for respect of their privacy, authority, and explanation of non-acceptance (not just by plain "No"). The parents were surprised by the independence of their children when doing homework and by the enthusiasm during classes where the concepts were implemented and they stated this during the parents' meetings and in the poll that was carried out for that purpose.

Taking the challenge of implementation of this project, I think that our school chose the right way to contribute for the creation of responsible and competent citizens which will take active part in the public life.

Mimoza Serafimova, Mentor,
"Vidoe Podgorec" Primary School

THESE NAUGHTY CHILDREN HAVEN'T LEARNED ABOUT FOUNDATION OF DEMOCRACY



BENEFITS FROM THE TECHNIQUE OF ROLE-PLAY

The "Foundations of Democracy" program in the grades 1-4 is implemented with the use of different teaching methods, through which the students are actively involved in the teaching process, motivating their critical reasoning in given situations. One of these methods is the role-play method which means an interaction of at least two partners who communicate to each other.

In the teaching practice two types of role-play can be used:

- a) taking the parts from a text and their presentation as given - a type of dramatization that is frequently used, and
- b) playing roles from real life or given situation with a text of their own, behaving and imitating, which is different from the first type because it demands greater creativity and is less used.

In order to have success in and reach the goals of the role-play, it is necessary to know and use the three phases:

1. Motivation
2. Action - role-play
3. Analysis, thinking over and coming to conclusion.

In the first phase, the teacher usually selects a situation and explains it to the students. In the short description the teacher defines the roles and introduces them to the students. It is very important for the teacher to state the problem in a way that will emotionally motivate the student to take part in its solution.

In the action phase, i.e. the role-play, the teacher divides the parts but at the same time respecting the initiative from the students. What is very important in the role-play is that the students learn "to be in someone else's shoes," to respect the opinion and the feeling of the other from an aspect of the role he or she is playing. That's why this technique is extremely important for the development of empathy, which is connected with the understanding of the others person for successful communication.

In the third phase the roles are discussed. Every student who had one role, tries in his or her own words to express the experience, especially how he or she felt in that part, which difficulties were encountered, how they were solved and what would he or she change in the next role-play. The students who did not take part in the role-play and were the audience instead, express their comments and views. All students can be asked question like:

- How do you evaluate the experience gained with these games of role-play?
- How will this influence your further decisions in similar situations?

Playing different parts, the child impersonates and imitates the characters he or she is playing and by doing this the child learns.

Children do this the best with the persons they love the most, to whom they are emotionally attached and these are their parents, teachers, friends and relatives.

The children imitate how they walk, talk, act, how they behave with each others etc. Most often the roles played are from the relations among themselves, relations between children and parents, children and teachers, the behavior during children's plays, celebrations and festivities.

Danica Talimdzioska,
BED Advisor, Pripel

METHODIC DISPLAY OF THE IMPLEMENTATION OF AN ACTIVITY FROM THE "FOUNDATIONS OF DEMOCRACY" PROGRAM

Grade: 1-b

Concept: Privacy

Curricula: Dramatization of invented texts from everyday life of the students.

Type of lesson: Recapitulation of the knowledge and link with what was learnt from the invented situations.

Type of activity: Dramatization of six different texts (sixth activity).

Goals: With the implementation of this curricula the students should be able to:

- notice the privacy of observation, information and behavior;
- describe how they behave when they want to keep their privacy;
- link the knowledge with the invented situations;
- fill-in tables with various demands;
- dramatically express themselves with speech, mimics and gestures;
- see the acquisitions and values of privacy;
- use new words related to the concept of privacy.

Technique of study: Conversation in class, dramatization, role-play, listening, filling-in tables.

Sociological forms of work: Group, frontal-common and individual.

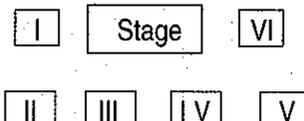
Materials: Equipment needed for the dramatizations: pencil, rubber, sketching pad, ball, chairs, desk and a telephone.

Preparations: The concept of privacy was developed in 5 activities:

- 3 activities in the Macedonian Language class (developing the story "Karolina Learns About Privacy" by using intellectual tools from the textbook)
- 2 activities in the Art class and Nature and Science class (making models from the story characters)

Corelation with other subjects: Macedonian Language, Art, Nature and Science, Music.

Classroom appearance: The desks are divided in 6 groups (every group has a different dramatization); The stage is set and marked:



Timing:

- Introduction: setting the goal - 5 minutes
- Dramatization: 6 groups x 5 minutes = 30 minutes
- Final part (recollection of the impressions) - 5 minutes-
- Total: 40 minutes

Introduction to the activity: Guided conversation: when we keep a secret we have privacy; who can have privacy; how to keep the privacy.

Emphasis on the goal: We come to the goal verbally and then the prepared poster is set in front of the stage: "Privacy in Our Life." We set a table on the blackboard which will be filled after every dramatization.

Main activities (operational part): The previous day the students received written dramatic texts which they were supposed to learn for their parts so that they could act.

Group 1: The student Matej has a new pencil and he's hiding it. His friends want to know why he's hiding it, but he's not telling them - he has his privacy. Elena accuses him that he stole her rubber and that he was hiding it. Matej is defending himself, but everybody is blaming him. Suddenly he sees the rubber and gives it to Elena, but he is not sharing his privacy. At the end he decides to share it with only one friend.

Group 2: Filip nad Andrej are playing in the yard with a ball. Olga and Anja come and want to join in, but they are refused because it's a game for two.

but they say that if he changes his mind he could share a secret with them.

Group 4: Marija is drawing something on her own. Her friends come and she hides the drawings. They want to see. One of them forcefully tries to take them, but she won't show them until she's finished.

Group 5: Iskra wants to keep her phone number secret. She gives it only to one trusty friend. But this friend gives the number to a boy who calls Iskra. Iskra is surprised, angry and disappointed. But, she explains to her friends how to keep the telephone number secret.

Group 6: Kids are playing in the yard. Suddenly, Jasmina starts to move peculiarly. Everybody is laughing and asking her why she is walking like that. Jasmina answers that she is imagining that she is a queen. Everybody laughs even more. Jasmina is angry and leaves. One friend follows her and explains that she can live her ideas at home, alone in her privacy and not when a lot of people are present. Jasmina calls Elena and together they go home to their empire. After every dramatization the students receive questions and the answers are written in the table on the blackboard (the questions are written in the table)

- appraisal for the successful dramatizations;
 - big applause for every group.
- At the end of the class every student received feedback questionnaire which he or she should think about and answer:
- Do I need to keep my privacy?
 - What do you want to keep secret?



- From who do you want to keep it secret?
- What do you do to keep your privacy?
- How can a secret be kept?

Natasa Pejovska,
Homeroom Teacher, "Vlado Tasevski"
Primary School, Skopje

"FOUNDATIONS OF DEMOCRACY" WORKSHOP

In the "Vlado Tasevski" Primary School, Skopje, the group of homeroom teachers organized a workshop for the "Foundations of Democracy" program with the purpose that the already trained teachers recollect one more time their experiences and the ones who haven't been trained yet to grasp certain introductory ideas.

Two teachers presented the four concepts of the "Foundations of Democracy" program which are being taught in the grades 1-4. The concepts were presented by everyday situations from school life. In the presence of the school management team, the workshop looked like an internal seminar.

Aleksandra Stoilkovska,
Director of "Vlado Tasevski"
Primary School, Skopje

Who wants privacy?	What does he/she want to keep secret?	From whom they want to keep the privacy?	What do they do to keep their privacy?
Matej	The pencil	His friends	Hides the pencil
Filip and Andrej	The game	Olga and Anja	Refuse them
Filip Panov	sorrow	His friends	Doesn't go out
Marija	The drawings	His friends	Hides them
Iskra	Phone number	His friends	Tells it just to one friend
Jasmina	The game	His friends	Tells it just to one friend

Then Olga and Anja leave saying that they also have their privacy.

Group 3: Filip is sad and is sitting alone in the classroom. His friends come and ask him to come out in the yard, but he refuses. He wants to keep his sorrow secret. The friends are leaving him alone,

Verification (recollection of the impressions):

- stating the goal again;
- identification of the notions of secrecy and privacy;
- evaluation of the behavior of the characters



SCHOOL RULE

Our school dear and kind,
Has always been our second home
We are children,
And we wish for everything
But we must school rules
To keep.
Our school we should
keep, build and
heed.

**Students from 3th b-grade,
"Nikola Karev" Primary School,
Probistip**

INJUSTICE

Yesterday he kicked me,
Three times
And I wanted,
To get even at once
... but is that JUSTICE?

He wears
Cool and new "Puma" sneaker
And I wanted
To wear some that cost the double
... but is that JUSTICE?

He has
All A's,
Because his rich aunt
Pays,
...but is that JUSTICE?

He is fine,
Mom's little boy,
Nice and with a style
But that is all fake,
Until he has it on a plate.

**Ivana Crnec, 5th grade,
"Goce Delcev" Primary School,
Bitola**

PRIVACY AND JUSTICE

Privacy is special
Privacy is dear
It can bring
Happiness and grief.

Justice is a science
Leading to success
With justice in your work
The aim is got.

If you are just
If you are right
You will never
Have any fright.

**Ljubisa Spasevski 3rd 3-grade
"Bratstvo-Edinstvo" Primary School
Gostivar**

SECRET

The deep secret
Of my soul,
I
To the old Pear-tree.

I sat beneath
The old Pear,
And I quietly asked
If it would hear me.
Its branch waved
Its leaves rustled,
When it heard
My words.

Although I was alone,
I had a fright,
The moment I spoke,
The secret was gone.

**Angela Bogeska, 3rd a-grade,
"Koco Racin" Primary School,
Prilep**

RESPONSIBILITY

Duties, duties, a lot,
Who is to fulfill them all?
Keep your baby brother,
Not to fall off the rudder!
Walk the dog Brom,
Feed the cat Tom!
Keep your promise,
Don't take
What is not yours!
Do I have to finish all,
I feel dizzy,
But maybe,
A buck will lift me!
Responsibility is,
A big duty,
But also reward and a price,
It has mighty.

**Aleksandar Branov, 4th grade,
"P.Z.Penko" Primary School Skopje**

TO LEARN

If we are witnesses of the world we learn in,
To teach tomorrow, our responsibility shall be.
To learn and to elevate!
To illuminate our future every day,
our task shall be!
To learn
From the adults to take examples,
to give them to the younger.
The learning enlightens, elevates -
it is your love and responsibility!

**Idzljaj Kerim
5th b-grade student
"Petar Zdravkovski-Penko" Primary School
Skopje**

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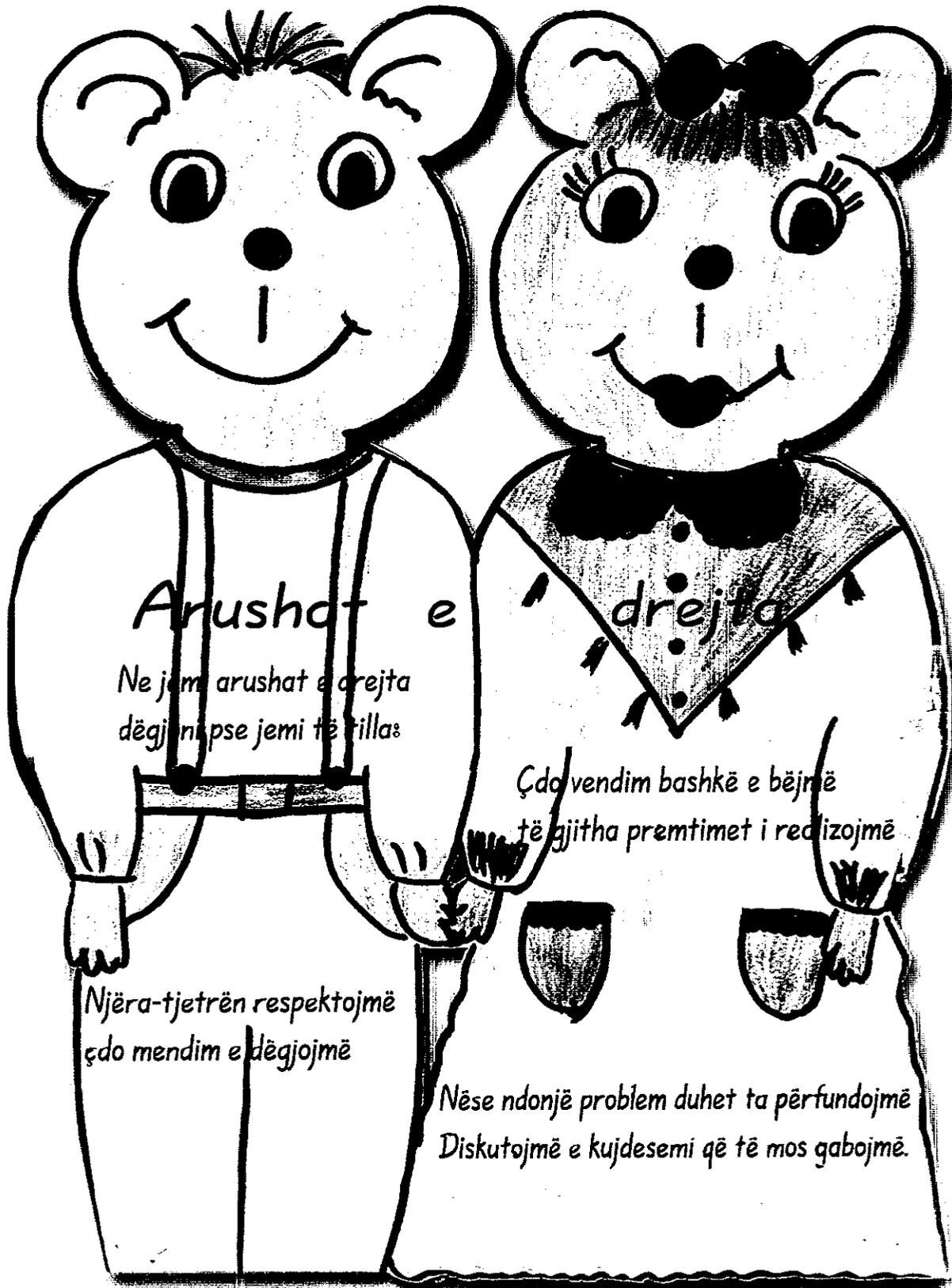
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Arushat e drejta

Ne jemi arushat e drejta
dëgjoni pse jemi të tilla:

Njëra-tjetrën respektojmë
çdo mendim e dëgjojmë

drejta

Çdo vendim bashkë e bëjmë
të gjitha premtimet i realizojmë

Nëse ndonjë problem duhet ta përfundojmë
Diskutojmë e kujdesemi që të mos gabojmë.



Byroja për
Zhvillimin e Arsimit



CATHOLIC RELIEF SERVICES



UDHËTIM STUDIOZ NË SKOCI

Në kuadër të projektit Arsimimi qytetar, në muajin shtator të vitit 2002 u realizua një qëndrim studioz në Skoci, Britani të Madhe. Qëllimi i këtij qëndrimi ishte që pjesëmarrësit të fitojnë njohuri të reja për metodologjitë për udhëheqje cilësore gjatë zbatimit të arsimimit qytetar. Në këtë qëndrim u përfshinë më shumë sfera me interes të pjesëmarrësve duke përfshirë evaluimin e sistemeve në klasa, në shkollë dhe në nivel nacional, vetënotimin dhe notimin ekstern, (të jashtëm) përgatitjen e standardeve dhe implementimin e tyre, si dhe detyra e përgjegjësi të partnerëve në procesin arsimor – drejtorëve, arsimtarëve, këshilltarëve dhe prindërve.

Grupi trembëdhjetanëtarësh i Maqedonisë, i përbërë nga përfaqësuesit e Ministrisë së Arsimit dhe Shkencës, Byrosë për Zhvillimin e Arsimit, arsimtarëve, edukatorëve dhe përfaqësuesve të Shërbimeve Katolike për Ndhimë, kishte takime me përfaqësues të Institutit për Analizë Cilësore në Skoci, me përfaqësues të institucioneve arsimore, me drejtoritë e shkollave, me arsimtarë dhe me nxënës.

Bisedat u fokusuan në planprogramin arsimor dhe në notimin e evaluimit. Grupi pati mundësi të marrë pjesë në orë mësimi dhe ta shohë një punë projektuese lidhur me prioritetin nacional *Arsimim dhe vlera qytetare*. Vizitat e institucioneve lokale arsimore mundësuan që grupi të pasurohet me informata për përkrahje në sigurimin e arsimimit cilësor, si dhe për përkrahjen e partneritetit me prindërit.

Përvojat të cilat u përfituan gjatë kohës së vizitës, si dhe literatura të cilën nikoqirët e ndanë me grupin në mënyrë jovetjake, krijuan bazë të mirë për përgatitjen e standardeve për arsimim qytetar në Maqedoni. Tërë vizitën me karakter studioz dhe kënaqësinë e tërë grupit, me poemën e saj e përshkroi edukatorja Mira Gjorgjievska nga çerdhja e fëmijëve "8 Marsi" nga Shkupi, ndërsa një pjesë të *Poemës qytetare* të saj po e publikojmë në këtë informator.

Natasha Grujevska,
udhëheqëse në programin për arsim
CRS/Maqedoni



Poema qytetare

Vitin e kaluar
në muajin shtator
një ekip studimi, e në të
të gjithë të gatshëm për studim,
morën rrugë për Skoci
të gatshëm për mësim
besoni të mësojnë,
e jo të bredh pa qëllim.
Kur arritëm në Londër
qytetërim sa të duash,
autoritet dhe rregulla,
për shembull: ndal ti i pari, e ti i treti
dhe të gjithë me "Please" i përbahen një rendi.

Këshilltarë e arsimtarë
arritën në Edinburg,
e atje na pritë Stjuarti ynë,
në grupin e rëndësishëm
mashkulli i vetëm.

S'ka fjalë, çdo nder
njeri me vetëdije më të lartë!
Mendon për gjithçka dhe planifikon,
të gjithëve na koordion.
Ka zgjedhur hotele të shkëlqyeshme,
E për neve ka tubuar
këshilltarë, drejtorë e profesorë.

Udhëtimi ynë
ishte në dy tërësi,
që vizita në Skoci
të jetë një kënaqësi.

Pjesa më e vogël është shëtitje,
shiko, dëgjo, kënaq;
secili prej nesh ka pasur përshtypje.

Stjuarti na tregoi
lumenj, ndërtesa, ura,
stili është i mrekullueshëm,
të gjitha të bukura!

Çka dua me këtë
t'u tregoj tani:
nga vendi i punës
askush nuk ik në Skoci.
Ndërtesat 100-vjeçare
me shumë mund e pare,
i ruajnë, i restaurojnë
dhe kur t'i shohësh
si të paprekura me dorë
"të bukura janë të bukura"
të gjithë thamë si në kor.

E tani pjesa kryesore:

me rëndësi është se në shkolla
të mesme dhe fillore,
në ente dhe komuna
me ndihmën e Stjuartit,
nëpër dyer hynim prore!

Qytetërimi këtu
nuk ka ndonjë emër
por gjithkund e has
si dimrit dhe verës.

Kolegë, këtu keni vendin
që demokraci dëshmon
secili nga çdonjëri
dëgjueshmëri qytetare kërkon.
Secili mundet
fëmijën ta mësojë,
që në shoqëri ta inkuadrojë.

Në të gjitha vizitat
për evaluim e notim,
për këshilla dhe vëzhgim,
kritikë të vogël, thamë
do të mësojmë në Skoci
dhe me përvojë tonë
do të inkuadrohemi në shoqëri.

Me të vërtetë,
sistemi arsimor në Skoci
hapëron me shpejtësi,
por mirë është që të gjithë e panë,
se në këtë fushë
nuk qëndrojmë mënjane.

E falënderojmë CRS-in
që na e dha këtë mundësi,
ndërsa prej tyre presim pikë
për këtë risi.

Krejt këtë në Shkup
do ta përkujtojmë,
dhe kolegëve tanë do t'u tregojmë.
Do të kujtohem,
vazhdimisht do ta eidentojmë
dhe, besoj, se tërë këtë
do ta eksploatojmë.

Mira Gjorgjievska
"8 Marsi" Shkup

PËRGATITJA E STANDARDEVE - FAZA E RE NË ZHVILLIMIN E PROJEKTEVE PËR ARSIMIM QYTETAR

Projektet Bazat e demokracisë dhe Ne dhe populli... Projekt qytetari janë para fundit të futjes së tyre në shkollat fillore të Maqedonisë.

Evaluimi i jashtëm, që e bënë ekspertët e Skocisë në gjysmën e parë të vitit 2002, dëshmoi se në shumë shkolla aktivitetet e projektuara në Maqedoni realizohen me cilësi të lartë.

Parashtrohet pyetja: Çka më tej? Si të sigurohet e arritura në fazën projektuese dhe si të bëhet kjo pjesë e praktikës së përditshme në shkollat fillore?

Në kuadër të seminareve dhe punëtorive për evaluim, të cilat z. Stjuart Alison i mbante për një pjesë të këshilltarëve dhe mentorëve të cilët punojnë në Projekt, veçanërisht u theksua se qytetërimi mësohet përmes jetës qytetare. Kjo do të thotë se principet demokratike qytetare duhet të jenë pjesë e klimës dhe etosit shkollor dhe nxënësit të mos i

përvetësojnë si principe të izoluar, por si pjesë e jetës së tyre. Se sa mirë funksionon kjo mund të shihej gjatë vizitës së shkollave në Skoci ku mësimi për qytetërimin demokratik, parimisht realizohet përmes kyçjes së

nxënësve në jetën e tërësishme të shkollës dhe përmes konsultimit të tyre për gjëra të rëndësishme të cilat në shkollë duhet të vendosen ose të ndodhin. Problemet specifike nga jeta qytetare zgjidhen përmes aktiviteteve projektuese të një ose më tepër shkollave. Aty përkrahet bashkëpunimi dhe këmbimi i ideve.

Nga ana tjetër, që të mos ndodhë që ndonjë rezultat të jetë stihik për entuziazmin ose vullnetin e mirë të ndokujt, ai duhet të jetë pjesë e sistemit arsimor. Për këtë qëllim përgatiten standarde arsimore të cilat shërbejnë që përmes tyre të realizohet praktika dhe arritjet e nxënësve. Në këtë mënyrë do të bëhet e ditur se si dhe në ç'masë është arritur ajo që është paraparë në nivel shtetëror. Në rrugën drejt arritjes së arsimimit qytetar cilësor, shumë më lehtë është të kemi kufij që na japin shenjë se sa jemi afër apo larg nga

synimi. Këtë e kanë shqyrtuar vendet e zhvilluara me sisteme cilësore arsimore. Në mesin e tyre është edhe Skocia. Atje standardet për nxënësit e moshës 12 vjeçare janë të paraqitura si synime të nxënësve të cilat ata duhet t'i arrijnë. Për shumicën e lëndëve mësimore standardet kanë filluar të vendosen që nga viti 1985, ndërsa duke pasur parasysh se për standarde cilësore ka nevojë rreth 10 vite për kontroll dhe përkryerje, ato janë ngritur me siguri të plotë. Megjithatë në vendosjen e standardeve për arritjet në arsimimin qytetar, ata janë ende në fillim.

Duke i pasur parasysh të gjitha këto të dhëna, te ne mendohej se si më tej të vlerësohet se vendosja e standardeve për arsimim qytetar në nivel shtetëror do të mundësojë mirëmbajtje, përcjellje dhe ngritje të cilësisë së punës së arsimimit qytetar. Fatmirësisht para dy viteve ka

filluar të inkuadrohet edhe sistemi për matje nacionale të të arriturave të nxënësve të mësimit klasorë me shfrytëzimin e standardeve të të arriturave, ashtu që tanimë ekziston përvojë e dukshme në punën e përgatitjeve të standardeve. Kjo përvojë është

përdorur në trajnimim e një grupi me 30 këshilltarë dhe arsimtarë-mentorë që u mbajt në gjysmën e dytë të dhjetorit. Ky grup punues në nëntë muajt vijues do të punojë në ngritjen e standardeve dhe kontrollit të realitetit të tyre, përmes matjes së asaj që nxënësit e kanë arritur.

Gjatë kohës së punëtorive, pjesëmarrësit diskutonin seriozisht dhe këmbenin përvoja për atë se çka mund dhe çka nuk mund të arrijnë nxënësit në përvetësimin e diturive dhe shkathtësive nga sfera e qytetërimin demokratik. Aty vërtet kishte ide kreative për mënyrën se si ajo mund të kontrollohet.

Prej kësaj del edhe nisma për përfshirjen e synimeve dhe përmbajtjeve nga sfera e arsimimit qytetar gjatë rishqyrtimit të programeve arsimore për arsimin fillor.

Gorica Mickovska,
këshilltare në BZHA, Klasa për vlerësim



DREJTËSIA

Njerëzit, gjegjësisht fëmijët, çdoherë duhet të jenë të drejtë dhe të sinqertë në çdo situatë. Kur duhet të njoftohemi për diçka, çdoherë duhet të përdorim mënyra të drejta dhe të sjellim vendim përkatës. Që të jemi të drejtë, ne çdoherë duhet ta themi të vërtetën, për shkak se e vërteta dhe drejtësia, herët a vonë, çdoherë del në pah, madje edhe atëherë kur ndokush orvatet t'i fshehë ato.

Para së gjithash, për të sjellë ndonjë vendim të drejtë duhet t'i marrim parasysh të gjitha faktet dhe argumentet që na nevojiten për atë vendim, e gjatë kësaj të mos i cënojmë ndjenjat dhe të drejtat e tjetërkujt, ngase njerëzit kanë të drejtë për privatësi. E drejtë do të ishte kur do t'u lejonim fëmijëve që lirshëm t'i shprehin qëndrimet dhe mendimet e veta. Si shembull për këtë është pushimi veror, ku para se të nisemi babai na pyeti ku duam ta kalojmë pushimin. Unë dhe nëna ime donim të shkojmë në Strugë në liqen, ndërsa babai dhe motra ime donin të shkojmë në mal të gjyshja dhe gjyshi. Votua në mënyrë të barabartë dhe për këtë shkak unë dhashë propozimin që një javë të shkojmë në Strugë, ndërsa një javë në fshat të gjyshi dhe gjyshja. Atëherë nëna dhe babai im buzëqeshën dhe e pranuan propozimin tim, i cili në atë rast ishte i drejtë. Ai propozim ishte më i drejti, andaj me të drejtë edhe u respektua e drejta e të menduarit të lirë.

Erhan Zulfqari, nxënës në klasën IV2
SHF "Petar Zdarvkovski Penko",
Shkup



PËRGJEGJËSIA SI SHTYTËSE NË NDËRTIMIN E SHOQËRISË DEMOKRATIKE

Njëri nga parakushtet e rëndësishme në ndërtimin e shoqërisë demokratike është përgjegjësia.

Kjo u vërtetua gjatë realizimit të konceptit *Përgjegjësi* nga nxënësit e klasës së 3-të të SHF "Stiv Naumov" në Manastir.

Në aktivitetin hyrës përmes fotografive, bisedës së kahëzuar dhe lojërave, *Përgjegjësia* është definuar shkëlqyeshëm.

Në pjesën operative janë përdorur teknikat vijuese të të mësuarit: puna në çifte, në grupe, me dramatizime dhe ilustrime dhe me porosi lidhur me konceptin *Përgjegjësi*. Të gjitha këto teknika shkaktuan entuziazëm të madh si te nxënësit, ashtu edhe te prindërit.

Në pyetjen: "A duhet Ermali ta pranojë punën e re?", nxënësit sollën përfundim të përbashkët: "Ermali duhet ta pranojë punën e re, për shkak se ai do të jetë më i përgjegjshëm, shpirtërisht më i pasur, do të mund më lehtë të gjendet në jetë dhe do të shikojë vetëm përpara.

Në pjesën përmbyllëse të orës bëhej prezentimi i punës së grupeve dhe vlerësimi i situatave në jetën e përditshme.

Realizimi i përmbajtjeve është evidentuar në ditarët e klasave.

Nga aktivitetet dhe përgjigjet e nxënësve kuptuam se ata me kënaqësi mësojnë për demokracinë.

Nga kujdestarët e klasave të 3-ta të SHF "Stiv Naumov" - Manastir

RAPORT nga grumbullimi i informatave për ndikimin e dëmshëm të medimeve ndaj neve të rinjve

Më 28 mars të vitit 2002 nxënësit e klasës VI-5 të SHF "Luben Llape" - Shkup, filluan të punojnë në projektin me temë "Ndikimi i dëmshëm i medimeve ndaj të rinjve". Për këtë qëllim nxënësit i vizituan dhe bënë disa intervista të rëndësishme me:

- Kryeredaktorin përgjegjës të programit shkollor të RTVM-së;
- Kryetarin e Gjykatës të Nderit të Shoqatës së Gazetarëve;
- Përgjegjësit të Këshillit për radiodifuzion.

Gjithashtu ata u shërbyen edhe me anketa me të cilat u anketuan 200 nxënës të SHF "Luben Llape". Ata e përpunuan një portofol, peticion dhe një kodeks të cilat ua dorëzuan medimeve. Peticionet solemnisht iu dorëzua kryetarit të Këshillit për radiodifuzion. Ata ishin këmbëngulës në flakjen e reklameve për alkohol dhe cigare, pastaj të përmbajtjeve të a.q. "0500", të filmave me dhunë dhe përmbajtje pronografike, si dhe të filmave me vlera të ulta estetike, gjegjësisht të a.q. "seri sapunësh".

Nxënësit morën pjesë edhe në emisionin "Triling" në televizionin Kanal 5 ku biseduan me gazetaren Aneta Koçishki.

Nxënësit e klasës VI-5 të SHF "Luben Llape" - Shkup

ORIENTIMI KAH AKSIONET E REJA ARSIMORE

Në organizim të CRS-it të Serbisë në periudhën prej 25 deri më 27 nëntor të vitit 2002, në Beograd u mbajt mbledhje vjetore në temën "Kujdesi dhe zhvillimi i fëmijëve në zhvillimin e hershëm të rrejtës rajonal për Evropën Qendrore dhe Lindore".

Roxher Proti, doktor i shkencave nga Berlina, foli për nëntë principet e bashkëpunimit të suksesshëm ndërmjet prindërve, edukatorëve dhe arsimtarëve.

Ai e theksoi partneritetin si formë të zhvilluar të bashkëpunimit për të cilën nevojitet kohë, barazi dhe besim. Ai i vuri në pah nëntë principet themelore të partneritetit ndërmjet prindërve dhe arsimtarëve:

1. Interesi i përbashkët i prindërve dhe arsimtarëve.

2. Të identifikohen dhe të renditen përparësitë për interesat e përbashkëta ndërmjet këtyre partnerëve.

3. Duhet të vërtetohet qëllimi i organizimit dhe realizimit të bashkëpunimit.

4. Prindërit kanë nevojë për institucionet, ndërsa institucionet kanë nevojë për individët. Për këtë shkak duhet të ketë kornizë ku ata do të takohen.

5. Prindërve në institucione nga ana e personave kompetentë duhet t'u jepet përkrahje, kujdes dhe respekt ndaj kulturës të cilën e kanë.

6. Arsimtarëve gjithashtu u nevojitet dituri dhe përvojë për

të bashkëpunuar me prindërit.

7. Qendrat ditore duhet ta spjegojnë punën e tyre dhe të japin shërbime konsultative për ruajtjen e fëmijëve në shtëpi.

8. Secili prind mund ta mësojë prindin tjetër - ky është principi i kompetencës.

9. Për ta realizuar bashkëpunimin, të dy palëve duhet t'u jepen të drejta të barabarta.

Në pjesën përmblylëse të mbledhjes të pranishmit erdhën në përfundim se transformimi i arsimimit në zhvillimin e hershëm të fëmijës vazhdon, ndërsa tema në mbledhjen e ardhshme vjetore do të jetë "Evaluimi - bazë për mirëmbajtje të përkujdesjes ndaj fëmijës". Për nikoqir të mbledhjes së ardhshme u paraqit Rumania.

Përfaqësuesit e të gjitha vendeve pjesëmarrëse shprehën kënaqësi të madhe nga puna dhe përfitimet përmes këmbimit të përvojave.

Suksesi i mbledhjes për ne ishte privilegj, por edhe detyrë që t'i realizojmë disa pjesë, gjegjësisht të ndihmojmë në vizionin për zhvillim të ardhshëm dhe transformimin e sistemit arsimor përmes mirëmbajtjes së Arsimimit Qytetar në Republikën e Maqedonisë.

Gollubina Georgievska,
këshilltare në BZHANJR Koçanë

PROJEKTI "BAZAT E DEMOKRACISË" NË SHKOLLËN "VIDOE PODGOREC" - STRUMICË

Nga gjysmëvjetori i dytë i vitit shkollor 1999/2000 në SHF "Vidoe Podgorc" filloi të realizohet projekti Bazat e demokracisë.

Shkolla jonë kishte privilegj që ndër të parat të jetë e përfshirë në këtë projekt. Në tre vitet e kaluara në projekt u përfshinë edhe pesëmbëdhjetë arsimtarë për realizim të tij, të cilët ishin stërvitur përmes seminareve në të cilat u edukuan që t'i përdorin klasat si laboratorë për zbulimin e marrëdhënieve, veprimeve dhe aftësive të nxënësve duke formuar qytetarë të ardhshëm të shoqërisë demokratike. Realizimi i këtij projekti paraqet sfidë të madhe për ne arsimtarët për shkak se aty mundohemi që drejtëpërsëdrejti të ndikojmë në ndërtimin e vlerave të brendshme, marrëdhënieve pozitive të të tjerët, por edhe në vetvete. Gjatë kësaj nga nxënësit kërkojmë që ta përshkruajnë, spjegojnë dhe ta marrin ose mbrojnë ndonjë qëndrim.

E kam patjetër ta them se ky projekt te nxënësit e zhvillon logjikën dhe kreativitetin, si dhe sigurinë dhe lirinë e shprehjes së mendimit personal. Ata shpejt iu përshtatën punës në grupe, duke marrë rol aktiv, si dhe duke theksuar përvojën e çmuar përmes afirmimit personal, por

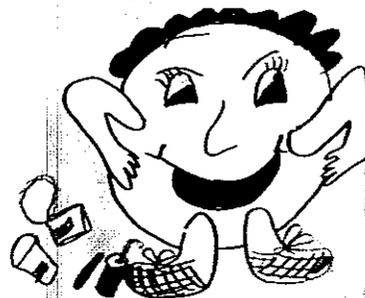
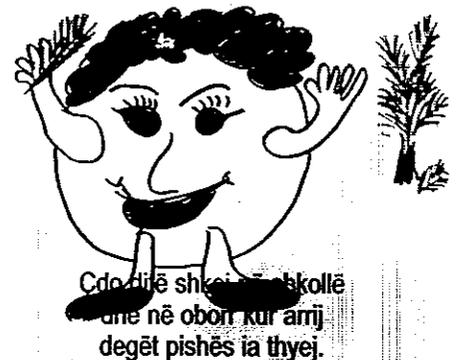
edhe respektit të personalitetit të shokëve të grupit.

Nxënësit gjatë shprehjes së ndjenjave dhe qëndrimeve fituan kontroll dhe vetëkontroll, por edhe atë që është shumë me rëndësi: zhvilluan mendim kritik, që është njëri nga qëllimet kryesore të këtij projekti. Me rëndësi është të theksohet edhe befasia e prindërve nga reagimi i fëmijëve të tyre të cilët kërkojnë të respektohet privatësia e tyre, autoriteti i tyre, si dhe t'u shpjegohet mospranimi i veprimit me "JO" si përgjigje pa shpjegim. Prindërit u befaskan nga pavarësia në kryerjen e detyrave të shtëpisë dhe entuziazmit në orët në të cilat realizohen përmbajtje të ndërlidhura me konceptet ose vetë konceptet, gjë që e shprehën në mbledhjet prindërore, si dhe në anketimin që u realizua për këtë qëllim.

Mendoj se duke e pranuar sfidën e realizimit të këtij projekti, shkolla jonë e zgjodhi mënyrën e vërtetë të kontribojë në krijimin e qytetarëve kompetentë dhe të përgjegjshëm të cilët aktivisht do të marrin pjesë në jetën publike.

Mimoza Serafimova, mentore
SHF "Vidoe Podgorc",
Strumicë

Këta fëmijë të prapë nuk i kanë mësuar "BAZAT E DEMOKRACISË"



TEKNIKA E LUAJTJES SË ROLEVE NË PRAKTIKËN MËSIMORE

Programi "Bazat e demokracisë" prej klasës së parë deri në të katërtën realizohet me anë të zbatimit të metodave të shumëllojshme, përmes të cilave mundësohet kyçja aktive e nxënësve në procesin arsimor, duke i nxitur ata që në mënyrë kritike të mëndojnë për probleme dhe situata të caktuara. Njëra nga ato metoda është edhe luajtja e roleve, e cila në realitet, është interaksion në të cilin së paku dy partnerë komunikojnë së bashku.

Në praktikën arsimore mund të zbatohen dy lloje të luajtjes së roleve:

a) Marrja e roleve nga teksti dhe prezentimi i tyre siç janë dhënë aty

b) dramatizim i cili praktikohet shumë shpesh: Luajtja e roleve nga jeta reale ose situata e dhënë nga teksti personal, sjellja ose imitimi që në krahasim me të parën kërkon kreativitet më të madh dhe zbatohet më rrallë.

Që të ketë sukses dhe të realizohen qëllimet, gjatë luajtjes së roleve në praktikën arsimore është e nevojshme të dallohen dhe zbatohen tri faza:

1. Motivacioni;
2. Aksioni – luajtja e rolit;
3. Analiza, të menduarit dhe sjellja e vendimeve.

Në fazën e parë të motivacionit arsimtari më së shpeshti e zgjedh një situatë të cilën ua shpjegon nxënësve. Në përshkrimin e shkurtër të situatës, arsimtari i ndan rolet, me të cilat i njofton anëtarët e grupit. Rëndësi të posaçme ka ajo që arsimtari vetë ta paraqesë problemin, gjegjësisht situatën, në atë mënyrë që do ta nxisë nxënësin që emocionalisht të shfaqë interes për atë problem.

Në fazën e aksionit, gjegjësisht luajtjes së rolit, arsimtari i ndan rolet me çka duhet ta respektojë edhe iniciativën e nxënësve. Ajo që është më rëndësi të posaçme për luajtjen e roleve të personave tjerë është se nxënësi mëson dhe stërvitet ta vë veten "në lëkurën e tjetrit", si dhe t'i vlerësojë mendimet dhe ndjenjat e të tjerëve nga aspekti i rolit të cilin e luan. Pikërisht për këtë kjo teknikë është e rëndësishme për zhvillimin e aftësisë për empati që është e ndërlidhur me të kuptuarit e personit tjetër në raportet e ndërsjellta, si dhe për komunikim të sukseshëm.

Në fazën e tretë diskutohet për rolet e luajtura në situatën e dhënë. Secili nxënës i cili e luan ndonjë rol të caktuar mundohet që me fjalët e veta ta shpjegojë përjetimin e tij, veçanërisht se si është ndjerë në atë rol, me cilat pengesa është ballafaquar, si i ka zgjidhur ato dhe çka do të ndryshonte në luajtjen e ardhshme të atij roli. Nxënësit, të cilët nuk morën pjesë në luajtjen e roleve, por që ishin vëzhgues – publik, shtrojnë vërejtje, mendime kundërthënëse dhe qëndrime të tyre. Për të gjithë nxënësit mund të parashtrihen pyetje, si për shembull:

- Si i vlerësoni përvojat të cilat i fituat në këto lojëra të roleve?
- Si do të ndikojë ajo në sjelljen tuaj të mëtuftjeshme në situatat e tilla të ngjashme?

Duke i luajtur rolet e caktuara, fëmija i përkrah, i imiton të njëjtat, mëson dhe i studion ato.

Fëmijët më së miri i imitojnë personat të cilët i duan më së shumti dhe me të cilët janë të lidhur emocionalisht, siç janë prindërit, arsimtarët, shokët dhe fafesi. Fëmijët i përkrahin ata në të folur, në sjellje, në të ecur, në sjelljen ndaj personave tjerë etj. Më së shpeshti role luhen për marrëdhëniet ndërmjet fëmijëve dhe prindërve, fëmijëve dhe arsimtarëve, për sjelljet gjatë lojërave fëmijërore, nëpër manifestime dhe solemnitete etj.

Danica Talimxhioska,
këshilltare në BZHA, NJR Prilep

PARAQITJE METODIKE PËR REALIZIMIN E NJË AKTIVITETI TË PROGRAMIT BAZAT E DEMOKRACISË

Klasa: I b

Koncepti: Privatësi

Permbajtja mësimore: Dramatizimi i teksteve me domethënie nga situata të përjetuara të jetës së nxënësve.

Tipi i orës: Vërtetimi i diturive të fituara-ndërlidhja e të mësuarës me situata të përjetuara nga jeta e nxënësve.

Lloji i aktivitetit: Dramatizimi i gjashtë teksteve të ndryshme (aktiviteti i gjashtë).

Qëllimet: Me realizimin e kësaj përmbajtje mësimore nxënësit do të mund:

- ta vërejnë privatësinë e vëzhgimit, të informatave dhe sjelljes;
- të përshkruajnë se si sillen nxënësit të cilët dëshirojnë ta ruajnë privatësinë;
- ta ndërlidhin të mësuarën me situata të përjetuara;
- të aftësohen të plotësojnë tabela me kërkësa të caktuara;
- të aftësohen për shprehje dramatike – me gojë, me mimikë dhe me gjeste sipas tekstit të dhënë;
- t'i vlerësojnë përfitimet dhe çmimet e privatësisë;
- të shfrytëzojnë fjalë të reja lidhur me konceptin privatësi.

Teknika e të mësuarit: Bisedë me paralelen, dramatizim-luajtje të roleve, dëgjim dhe plotësim të tabelave.

Format sociologjike të punës: Grupore, frontale – së bashku dhe individuale.

Materialet: Sendet e nevojshme për dramatizimet: laps, gomë, bllok, top, karrigë, bankë dhe telefon.

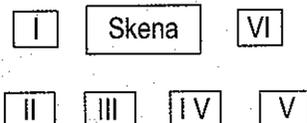
Përgatitjet paraprake: Koncepti privatësi më parë është punuar me 5 aktivitete, edhe atë:

- tri aktivitete në orën e gjuhës maqedonase (përpunim-përmbajtësor i tregimit "Karolina mëson për privatësinë" dhe përpunim nga aspekti i konceptit - përmes shfrytëzimit të mjeteve intelektuale nga doracaku);
- dy aktivitete në kulturë figurative dhe dituri natyre e shoqërie (përpunim i maketëve nga personazhët e përrallave)

Korelacion me lëndët mësimore: Gjuhë maqedonase, kulturë figurative, dituri natyre e shoqërie si dhe kulturë muzikore.

Pamje e klasës: Bankat janë të renditura në 6 grupe (secili grup ka dramatizim të ndryshëm);

Skena është e përgatitur dhe e shënuar.



Rrjedha e aktivitetit:

- pjesa hyrëse: theksimi i qëllimit – 5 minuta;

- dramatizimi, 6 grupe x 5 minuta – në përgjithësi 30 minuta;

- pjesa përfundimtare (renditja dhe vërtetimi i përshtypjeve) – 5 minuta;

- në përgjithësi: 40 minuta

Inkuadrimi në aktivitet: Bëhet me bisedë të kahëzuar.

Kur ne e ruajmë ndonjë sekret ose kur kemi privatësi; kush mund të ketë privatësi; si ta ruajmë privatësinë.

Theksimi i qëllimit: Arrijmë deri te theksimi i qëllimit – gojarisht, e pastaj afishja e përgatitur vihet para skenës: Privatësia në jetën tonë. E vëmë një tabelë në dërrasë të zezë, të cilën e plotësojmë pas çdo dramatizimi.

Aktivitetet kryesore (pjesa operuese): Diten e kaluar nxënësit kanë marrë tekste të shkruara dramatike (prej të cilave duhej t'i mësojnë rolet e tyre, që pastaj të mund t'i dramatizojnë tekstet.

Grupi i parë: Nxënësi Mustafë e ka një laps të ri dhe e fsheh. Të gjithë shokët duan ta dinë se çka fsheh, por ai nuk tregon – ka privatësi të veten. Leonora e akuzon se asaj ia ka vjedhur gomën dhe e fsheh atë. Mustafa mbrohet, por të gjithë e fajësojnë atë. Pas një çasti e tregon gomën e Leonorës dhe ia jep asaj, por assesi nuk e tregon sekretin e tij. Në fund ai vendosë t'ia tregojë vetëm shokut të tij.

Grupi i dytë: Fuadi dhe Fisniku luajnë në oborrin shkollor. Ndërkohë vjen Arlinda dhe Kaltrina dhe dëshirojnë t'u bashkangjiten në lojë, por ata nuk i pranojnë dhe u thonë se loja është vetëm për ata dy. Atëherë Arlinda dhe Kaltrina shkojnë duke thënë se edhe ato kanë

mendje privatësinë e tij mund ta ndajë me ta.

Grupi i katërt: Ermira vetëm vizaton diçka. Kur vijnë shokët, ajo i fsheh vizatimet. Të gjithë dëshirojnë t'i shohin, madje një nxënës me forcë ia grabit, por ajo nuk dëshiron t'ua tregojë përderisa nuk i mbaron.

Grupi i pestë: Shkëndija ka dashur ta ruajë numrin e telefonit të saj në privatësi. Ia ka treguar vetëm një shoqeje të ngushtë, por shoqja e saj ia ka treguar numrin një shoku tjetër i cili i është paraqitur Shkëndijës. Ajo është e befapsuar, e hidhëruar dhe e dëshpruar. Megjithatë u ka treguar shokëve të saj se si ruhet numri në privatësi.

Grupi i gjashtë: Në fushë të sportit luajnë disa fëmijë. Papritmas Emira fillon të lëvizë çuditshëm. Të gjithë fëmijët qeshen dhe e pyesin se pse ecë ashtu në mënyrë qesharake. Emira spjeron se e paramendon veten si mbretëreshë. Fëmijët edhe më tej qeshen me të. Emira hidhërohet dhe shkon. Pas saj vrapon një fëmijë dhe i thotë se imagjinatat e saj mund t'i realizojë në shtëpi vetëm me privatësinë e saj, e jo në shoqëri me shumë fëmijë. Emira e fton Leonorën dhe së bashku shkojnë në mbretërinë e saj.

Pas secilit dramatizim nxënësve u parashtrohen pyetje, ndërsa përgjigjet shkruhen në tabelën e vendosur në dërrasën e zezë. (Pyetjet janë të shkruara në tabelë)

sukseshme

- Duartrokitje e madhe për të gjitha grupet.

Në fund të orës, secili nxënës në fletë mësimore i parashtrohet një pyetje për të cilën duhet të mendojë dhe të përgjigjet:

- A kam nevojë ta ruajë privatësinë time?



- Çka dëshiron të ruash në privatësi?
- Prej cilit dëshiron ta ruash privatësinë tënde?

- Çka bën që ta ruash privatësinë tënde?

- Si mund të ruhet një sekret?

Natasha Pejovska,
profesoreshë e mësimit klasor,
SHF "Vllado Tasevski", Shkup

Punëtorja "Bazat e demokracisë"

Në shkollën fillore "Vllado Tasevski" në Shkup, aktivi i mësimit klasor, e realizoi një punëtori për programin Bazat e demokracisë me qëllim që arsimtarët të cilët tanimë ishin të trajnuar edhe njëherë së bashku t'i konsolidojnë njohuritë e tyre, ndërsa ata të cilët sapa do të trajnohen të arrijnë njohuri të duhura.

Dy arsimtarë ua prezentuan të pranishmëve katër konceptet e programit Bazat e demokracisë të cilat mësohen prej klasës së parë deri në klasën e katërt. Konceptet u prezentuan përmes situatave të cilat janë përditshmëri e shkollës. Në prani të ekipit udhëheqës të shkollës, punëtorja i ngjante një seminari intern.

Aleksandra Stoilkovska,
drejtoreshë e SHF "Vllado Tasevski",
Shkup

Kush dëshiron privatësi	Çka dëshiron personi të ruajë në privatësi?	Nga kush dëshiron ta ruajë privatësinë?	Çka bën ai person për ta ruajtur privatësinë?
Mustafa	lapsin	nga shokët	e fsheh lapsin
Fuadi dhe Fisniku	lojën	nga Arlinda dhe Kaltrina	nuk i pranojnë në lojë
Fuad Demaj	brengën	nga shokët	nuk del në oborrin e shkollës
Ermira	vizatimet	nga shokët	i fsheh
Shkëndija	numrin e telefonit	nga shokët	ia tregon numrin vetëm një shoqeje
Emira	lojën	nga shokët	ia tregon vetëm një shoqeje

privatësi të tyre.

Grupi i tretë: Fuadi është i dëshpëruar dhe ulet vetëm në klasë. Vijnë shokët e tij dhe e lusin të dalë bashkë me ta në oborrin e shkollës, por ai nuk do. Dëshiron që brengën e tij ta ruajë në privatësi. Shokët e lënë vetëm. Shkojnë duke i thënë se nëse ndërro

Pjesa e verifikimit: (rregullimi dhe vërtetimi i përshtypjeve)

- Përsëritja e qëllimit.

- Identifikimi i koncepteve sekret dhe privatësi.

- Vlerësimi i veprimeve të personazheve.

- Lëvdata për dramatizimet e



RREGULLA E SHKOLLËS

Shkollë e nderuar luleverë,
ti je shtëpia ynë e dytë çdoherë.
Ne kemi fëmijë,
dhe gjithçka dëshirojmë,
por rregullat shkollore
patjetër i respektojmë.
Shkollën tonë
ta ruajmë, ta ndërtojmë
dhe ta rregullojmë.

Nxënësit e klasës III b

SHF "Nikolla Karev"

Probishtip

PADREJTËSIA

Ai më shqelmoi
tri herë pa ndërprerë
e unë desha
t'ia kthejë menjëherë
... por a është ajo DREJTËSI?

Ai ka patika të mira
dhe të reja "Puma"
e unë desha
të kem me çmim sa dy shuma
... por a është ajo DREJTËSI?

Ai numëron
vetëm pesa
për shkak se atë ia mundësonë
hallat e veta
... por a është ajo DREJTËSI?

Ai është i mirë
Bir i babit ëmbëlsirë
Ai ka stil dhe është gjentil
Këta nuk janë mahi sa për të thënë
Përderisa për të tjetër kush lufton.

Ivana Crnec, kl. V
SHF "Gocë Dellçev" - Manastir

PRIVATËSIA DHE DREJTËSIA

Privatësia është veçantësi
privatësia është dashuri
ajo mund të shkaktojë
gëzim dhe hidhëti

Drejtësia është shkencë
që ka suksesin shpie
me drejtësi në punë
fryti do të vije

Të jesh i drejtë
të jesh singertë
këshillu asnjëherë
nuk do të kesh brengë

Lubisha Spasevski, kl. III 3,
SHF "Bratstvo Edinstvo" - Gostivar

PËRGJEGJËSIA

Detyra, detyra sa një fushë.
po kush t'i plotësojë, kush?
Ruaje vëllain më të vogël
të mos rrezohet si një gogëll!

Shërite laron çdo ditë,
jepi ushqim! Marko daci!
Plotësojë premtimin tënd,
dhe mos e merr
atë që nuk të takon!

A patjetër duhet të punët t'i kryej vetë,
më nënlohet koka,
por ndoshta dora ime
ndonjë para e pret!
Përgjegjësia është
e madhe detyrë,
ka përfitim
por edhe çmim jo "të lirë"

Aleksandar Branov, kl. IV
SHF "Petar Zdravkovski-Penko"

PËRGJEGJËSIA

Nëna më premtoi
të ma bëj një anellë,
nëse i la këmbët
dhe i fërkoj veshët.

Ndërsa babai si dhuratë
një barb do të ma japë
nëse para se të fli
qumësht të nxehtë pi.

Gjyshja më të gatuj
kifë të mira,
nëse vëllain e ruaj,
e nuk bëj prapësira.

Gjyshi do të më lexojë përralla
nëse pite ha
dhe do të më çojë në kinema
nëse këpucët në këmbë i mbaj.

Angela Bogeska - kl. 3 a
SHF "Koço Racin" - Prilep

TË MËSOJMË

Nëse sot jemi dëshmitarë të jetës në të cilën
mësojmë
përgjegjësia, atëherë do të jetë që të tjerët meser t'i
edukojmë.

Çdoherë të mësojmë
gadhë në një fashionimë
të jetës dhe tonës.

Të mësojmë!

Nga të mriturit shembull të marrim,
e të njëjve shembull t'u japim.
Mësimi rëndëson, mësimi na çiltëron
Ai është përgjegjësia dhe dashuria jonë!

Ilhan Kerim, kl. IV b,
SHF "Petar Zdravkovski-Penko" - Shkup

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Tulaha Tahir, assistenti e programit "Bazat e demokracisë" dhe

Vladimir Petreski, administrator e programit "Bazat e demokracisë", Shërbimet katolike për ndihmë - CRS / Maqedoni;

Botues: Byroja për zhvillimin e arsimit (BZHA) - Maqedoni dhe Shërbimet katolike për ndihmë - CRS / Maqedoni;

Përkthyes: Zeqirija Ibrahim

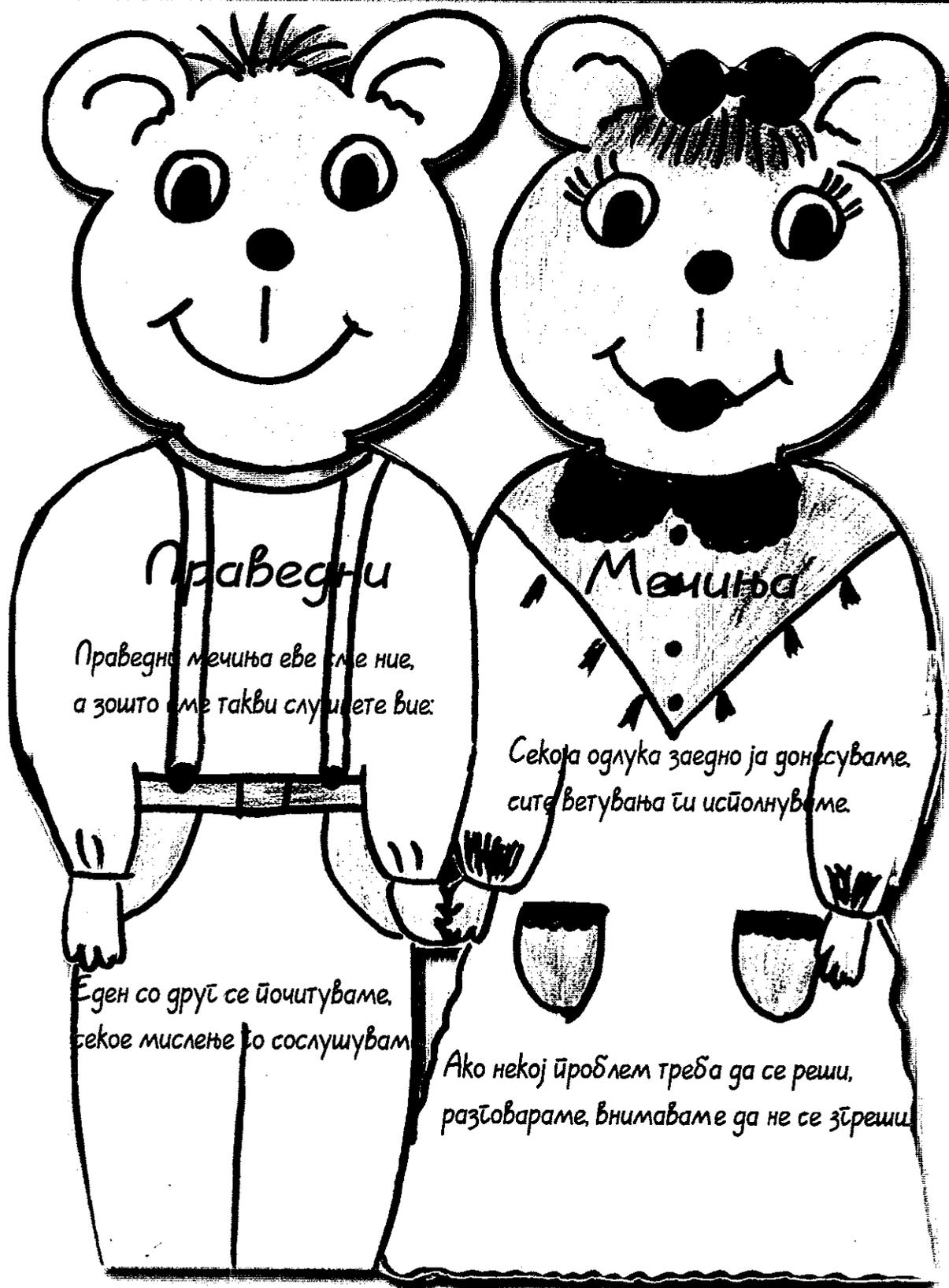
Përgatitja kompjuteriko grafike: Simon Simonovski

Shtyp: "Vinsent Grafika" - Skopje

Ministria për arsim dhe shkencë
Byroja për zhvillimin e arsimit
e Republikës së Maqedonisë
rr. Rugjer Boshkoviq pn 1000 Shkup
Tel.: ++389 02 361 166
Faks: ++389 02 361 057
E-mail: pimak@mt.net.mk

Shërbimet katolike për ndihmë
rr. Partizanska 50
Maqedonase pn 1000 Shkup
Tel.: ++389 02 220 772
Faks: ++ 02 229 794
Web faqja: www.catholicrelief.org.mk
E-mail: crsmac@catholicrelief.org.mk

Center For Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467
Tel 818-591-9321
Fax 818-591-0527
Web site: www.civiced.org
e-mail: international@civiced.org



Праведни

Праведно мечиња еве сме ние,
а зошто сме такви слушете вие:

Еден со друг се почитуваме,
секог мислење го сослушувам

Мечиња

Секоја одлука заедно ја донесуваме,
сите ветувања ги исполнуваме.

Ако некој проблем треба да се реши,
разговараме, внимаваме да не се зреша.



Биро за развој
на образованието



CATHOLIC RELIEF SERVICES



Студиско патување во Шкотска

Во рамките на проектот Граѓанско образование, во месец септември 2002 година, се реализираше студиски престој во Шкотска, Велика Британија. Целта на студискиот престој беше учесниците да се стекнат со нови сознанија за методологиите за квалитетно раководење при спроведувањето на граѓанското образование. Со престојот беа опфатени повеќе области на интерес на учесниците вклучувајќи евалуација на системите во училищата, во училиштето и на национално ниво, самооценување и екстерно оценување; изготвување на стандарди и нивна имплементација; задачи и одговорности на партнерите во образовниот процес – директори, наставници, советници и родители.

Тринаесетчлената група од Македонија, составена од претставници од Министерството за образование и наука, Бирото за развој на образованието, наставници, воспитувачи и претставници од Католички служби за помош, имаше средби со претставници од Институтот за квалитативна анализа во Шкотска, претставници од образовни институции, со училишни раководства, со наставници и ученици.

Разговорите се фокусираа на наставниот план и програмата, на оценувањето и евалуацијата. Групата имаше можност да присуствува на час и да види проектна работа поврзана со националниот приоритет Граѓанско образование и вредности. Посетите на локалните образовни институции овозможуваа групата да се здобие со информации за поддршката во обезбедувањето на квалитетно образование, како и за поддршката на партнерството со родителите.

Искусствата кои се добија во текот на посетата, како и литературата која домаќините несебично ја споделија со групата создадоа добра основа за изготвување на стандарди за граѓанското образование во Македонија. Целата студиска посета многу успешно, и на задоволство на целата група, ја долови со своето перо воспитувачката Мира Ѓорѓиевска од детската градинка „8 Март“ во Скопје, а дел од нејзината Граѓанска поема ја објавуваме во овој информатор.

Наташа Грујеvsка, раководител на програмите за образование, ЦРС/Македонија



Граѓанска поема

Минатата година,
во месец септември
научен тим, а во него
сите за учење спремни,
на пат за Шкотска
се спреми и ита
верувајте да учи, а
не бесцелно да скита.
Во Лондон кога стасавме
Граѓанско колку сакаш,
авторитет и правила,
на пример: стој прв, а ти трет
и сите "Please" во еден ред.

Советници и наставници
во Единбург стасаа,
а таму нè пречека
Стјуарт наш,
во групата важна
единствен маж.
Нема што, секоја чест
човек со највисока свест!
На сè мисли, планира,
сите не координира.
Хотели одлични одбрал,
професори, директори, советници
поради нас собрал.

Патувањето наше
имаше два дела,
за посетата на Шкотска
да биде цела.
Помалиот дел е туристичка шема,
гледај, слушај, уживај;
впечатоти секој од нас зема.

Стјуарт ни покажа
реки, мостови, згради,
стилот е страшен,
како стари млади!

Што сакам со ова
да ви кажам сега:
во Шкотска од работа
никој не бега.
Зградите 100 години стари
со многу труд и пари
ги чуваат, реставрираат
и кога ќе ги видиш
како со рака непипнати
„убави се убави“
рековме сите петпати.

А сега, поголемиот дел:

Важно е што во училишта
основни и средни,
во заводи, општини,
со помош на Стјуарт, влегувавме
сè на врати предни!

Граѓанското овде
нема стриктно име,
но сегде го има
и лете и зиме.

Овде ви е, колеги,
демократија стара,
секој од секого
граѓанска послушност бара.
Секој може детето
да го научи,
како во општеството треба
да се вклучи.

Во сите посети
за евалуација, оценување,
набљудување, советување и
мало критикување, си рековме
во Шкотска ќе учиме
и со свои искуства
лесно ќе се вклучиме.

Навистина,
наставниот систем во Шкотска
чекори, со чекори брзи,
но, добро е, воочивме сите,
и ние во подрачје ова
не сме мрзи.

Благодарност до ЦРС
што ни даде ваква можност,
а од нив очекуваме поени
за ваквата сложеност.

Сè во Скопје
ќе евоцираме,
наши колеги ќе иницираме!
Ќе се сеќаваме,
постојано евидентираме и,
верувам, сето ова ќе го
експлоатираме.

Мира Ѓорѓиевска
Детска градина „8 Март“, Скопје

ИЗГОТВУВАЊЕ СТАНДАРДИ - НОВА ФАЗА ВО РАЗВОЈОТ НА ПРОЕКТИТЕ ЗА ГРАЃАНСКО ОБРАЗОВАНИЕ

Проектите Основи на демократијата и Ние народот... Проект граѓанин се при крајот на нивното проектно воведување во основните училишта во Македонија. Надворешната евалуација што ја направија експерти од Шкотска во првата половина од 2002 година, потврди дека во многу училишта во Македонија проектните активности се изведуваат со висок квалитет.

Се поставува прашањето: Што понатаму? Како да се обезбеди постигнатото во проектната фаза и како истото да стане дел од секојдневната практика во основните училишта?

Во рамките на семинарите и работилниците за евалуација што г-дин Стјуарт Алисон ги водеше за дел од советниците и менторите што работат на Проектот, особено беше потенцирано дека граѓанството се учи преку граѓанско живеење. Тоа значи дека демократските граѓански принципи треба да бидат дел од училишната клима и етос и учениците да ги усвојуваат не како изолирани принципи, туку како дел од живеењето. Како тоа функционира добро – можеше да се види при посета на училиштата во Шкотска каде што учењето на демократското граѓанство се одвива првенствено низ вклучувањето на учениците во севкупниот живот на училиштето, нивното консултирање за битни работи што во училиштето треба да се решат или да се случат. Специфичните проблеми од граѓанското живеење се решаваат преку проектни активности на едно или повеќе училишта. Се поддржува соработката и размената на идеи.

Од друга страна, за нешто да не биде стихийен резултат на нечиј ентузијазам или добра волја, тоа треба да биде дел од системот на образование. Со таа цел се изготвуваат образовни стандарди кои служат за со нив да се споредува практиката и постигањата на учениците. Така ќе се знае дали и во која мерка на државно ниво се постигнува она што е зацртано. На патот кон постигнување на квалитетно граѓанско образование, многу е полесно да имаме мегници што ќе служат како показатели колку сме близу или далеку од целта. Тоа го согледале развиените земји со квалитетни

образовни системи. Меѓу нив е и Шкотска. Кај нив стандардите за учениците на возраст до 12 години се искажани како цели што ученикот треба да ги постигне. За повеќето наставни предмети, стандардите почнале да ги воспоставуваат од 1985 година и, имајќи предвид дека за квалитетни стандарди е потребно околу 10 години проверка и усовршување, тие веќе се со сигурност поставени. Меѓутоа, во воспоставувањето стандарди за постигања за граѓанското образование, тие се на самиот почеток.

Имајќи ги предвид сите овие сознанија, кај нас се размислуваше како понатаму да се оцени дека воспоставување на стандарди за граѓанско образование на ниво на држава ќе овозможи одржување, следење и подигнување на квалитетот на работата во граѓанското образование. За среќа, пред две години почна да се воспоставува систем на национални мерења на постигањата на учениците во одделенската настава со користење на стандарди на постигања, така што веќе постои извесно искуство во работата на изготвување стандарди. Тоа искуство се искористи во обуката на група од 30-тина советници и наставници-ментори што се одржа во втората половина на декември. Оваа работна група во



наредните девет месеци ќе работи на воспоставување на стандардите и проверка на нивната реалност преку мерење на тоа што учениците го постигнале.

Во текот на работилниците учесниците сериозно дискутираа и разменуваа искуства за тоа што учениците можат, а што не можат да постигнат во усвојувањето знаења и способности од областа на демократското граѓанство. Имаше навистина креативни идеи за начините како тоа може да се проверува.

Оттаму произлезе и иницијативата за вградување на цели и содржини од областа на граѓанското образование при ревидирање на наставните програми за основното образование.

Горица Мицковска, советник во БРО,
Одделение за оценување

ПРАВДА

Луѓето, односно децата секогаш треба да бидат праведни и искрени во секоја ситуација. Кога треба да донесеме нешто, секогаш треба да употребуваме праведни начини и да донесеме соодветна одлука. За да бидеме праведни ние секогаш треба да ја кажуваме вистината, затоа што вистината и правдата, порано или подоцна, секогаш излегуваат на виделина, дури и тогаш кога некој се труди да ги сокрие.

За да донесеме некоја праведна одлука, пред сè, треба да ги добијеме сите факти и аргументи што ни се потребни за таа одлука, а притоа да не ги повредиме чувствата или правата, бидејќи луѓето имаат право на приватност. Праведно би било кога би им дозволиле на децата слободно да си ги искажат своите ставови и мислења. Како пример за тоа е летниот одмор на кој пред да тргнеме татко ми нè праша каде сакаме да го поминеме. Јас и мајка ми сакавме да одиме во Струга на езеро, а татко ми и сестра ми сакаа на планина кај баба ми и дедо ми. Гласавме подеднакво и затоа јас дадов предлог една недела да одиме во Струга, а една недела на село кај баба ми и дедо ми. Тогаш татко ми и мајка ми се насмеаја и го прифатија мојот предлог кој беше праведен. Тој предлог беше најправедниот и беше праведно испочитувано правото на мислење.

Еран Зулфиќари,

Ученик во IV² одделение
ОУ „Петар Здравковски-Пенко“, Скопје



ОДГОВОРНОСТА КАКО ДВИГАТЕЛ ВО ГРАДЕЊЕТО НА ДЕМОКРАТСКО ОПШТЕСТВО

Еден од важните предуслови во градењето на демократско општество е одговорноста.

Тоа беше потврдено при реализирањето на концептот Одговорност од учениците од III одделение при ОУ „Стив Наумов“ во Битола.

Во воведната активност преку слики, насочен разговор и игри одлично е дефинирана одговорноста.

Во оперативниот дел се користени следните техники на учење: работа во парови, во групи, драматизирање и илустрации со поракки во врска со концептот Одговорност. Сите овие техники предизвикаа големо восхитување кај учениците и родителите.

На прашањето: Дали Мартин треба да ја прифати новата работа? – учениците донесоа заеднички заклучок: Мартин треба да ја прифати новата работа, затоа што тој ќе биде поодговорен, духовно побогат, во животот ќе може полесно да се снаоѓа и ќе гледа само напред.

Во завршниот дел од часот се вршеше презентација на работата на групите и проценување на ситуации од секојдневниот живот.

Реализацијата на содржините е евидентирана во одделенските дневници.

Од активностите и одговорите на учениците сфативме дека тие со радост учат за демократијата.

Од одделенските раководители на III одделение
при ОУ „Стив Наумов“ Битола

ИЗВЕШТАЈ од собирањето информации за штетното влијание на медиумите врз нас младите

На 28 март 2002 година учениците од VI-5 одделение од ОУ „Љубен Лапе“, Скопје започнаа да работат на проектот на тема „Штетното влијание на медиумите врз младите“. За таа цел учениците ги посетија и направија неколку поважни интервјуа со:

- главниот и одговорен уредник на Училишната програма на МРТВ;
- претседателот на Судот на честа на Здружението на новинарите;
- надлежните во Советот за радиодифузија.

Исто така се послужија со анкетите со кои беа анкетирани 200 ученици од ОУ „Љубен Лапе“. Тие изработија портфолио, петиција и кодекс кои беа предадени на медиумите. Петицијата беше свечено предадена на претседателот на Советот за радио-дифузија. Тие стоеја цврсто на барањата за укинување на: рекламите за алкохол и цигари, таканаречените „0500“ содржини, филмовите со насилство и порнографски содржини, филмовите со ниски естетски вредности, односно таканаречените „сапунски серии“.

Учениците земаа учество во емисијата „Трилинг“ на телевизијата Канал 5 при што разговараа со новинарката Анета Кочишки.

Од учениците од VI⁵ одделение
ОУ „Љубен Лапе“, Скопје

ОРИЕНТАЦИЈА КОН НОВИ ОБРАЗОВНИ АКЦИИ

Во организација на ЦРС Србија, во Белград, во периодот од 25 до 27 ноември 2002 година, се одржа годишен состанок на тема: Грижа и развој на децата во раниот развој на регионалната мрежа за Централна и Источна Европа.

Роџер Прот, доктор на науки од Берлин, зборуваше за деветте принципи на успешна соработка меѓу родителите, воспитувачите и наставниците.

Партнерството го истакна како развиена форма на соработка за што е потребно време, еднаквост и доверба. Тој истакна девет главни принципи на партнерство меѓу родителите и наставниците:

1. Заедничкиот интерес на родителите и наставниците.
2. Да се идентификуваат и направат приоритети на заедничките интереси помеѓу овие партнери.
3. Треба да се утврди целта на организацијата и реализацијата на соработката.
4. Родителите имаат потреба од институциите и тие од поединците. Затоа се потребни рамки каде тие ќе се состануваат.
5. На родителите во установата, од страна на професионални луѓе, треба да им се даде поддршка, внимание и почит кон културата што ја поседуваат.
6. На наставниците, исто така, им е потребно знаење и

искуство за работа со родители.

7. Дневните центри треба да ја објаснуваат својата работа и да даваат консултативни услуги за чување на децата дома.

8. Секој родител може да научи друг родител, а тоа е принципот на компетентност.

9. За да се оствари соработката, треба и на едната и на другата страна да ѝ се дадат еднакви права.

Во завршниот дел од состанокот се заклучи дека трансформацијата на образованието во раниот детски развој продолжува, а темата на наредниот годишен состанок ќе биде Евалуацијата – основа за одржливост на грижата за децата. За домаќин на наредниот состанок се пријави Романија.

Претставниците од сите земји учеснички изразија големо задоволство од работата и придобивките од размената на искуствата.

Успешноста на состанокот беше наша привилегија, но и обврска да реализираме делови, односно да помогнеме во визијата за идниот развој и трансформација на образовниот систем, преку одржливоста на граѓанското образование во Република Македонија.

Голубина Горѓиевска
советник во БРО ПЕ Кочани

ПРОЕКТОТ „ОСНОВИ НА ДЕМОКРАТИЈА“ ВО ОУ „ВИДЕО ПОДГОРЕЦ“ - СТРУМИЦА

Од второто полугодие на учебната 1999/2000 година во ОУ „Видео Подгорец“ почна да се реализира проектот Основи на демократијата.

Нашето училиште ја имаше привилегијата меѓу првите да биде вклучено во овој проект. Во минативе три години во Проектот се вклучија уште петнаесет наставници оспособени за реализација преку семинари на кои се едуцираа за да ги користат училниците како лаборатории за откривање на односите, постапките и способностите на учениците формирајќи идни граѓани на демократско општество. Реализацијата на овој проект претставува голем предизвик за нас наставниците затоа што се обидуваме директно да влијаеме во градењето внатрешни вредности, позитивни односи кај другите, но и кај самите себе. Притоа бараме учениците да опишат, да објаснат, да заземаат или да одбранат став.

Морам да истакнам дека овој проект ја развива логиката и креативноста на учениците, сигурноста и слободата на искажување на своето мислење. Тие брзо се прилагодија на работата во тимови, земајќи активна улога, истакнувајќи непроценливо искуство преку лична

афирмација, но и почит на личноста на другарчињата од тимот.

Учениците стекнаа контрола и самоконтрола при искажувањето чувства и ставови, но и она што е многу битно: развиваа критичко мислење, што е една од основните цели на овој проект. Значајно е да се напомене изненадувањето на родителите од реакцијата на своите деца кои бараат да се почитува нивната приватност, нивниот авторитет, да им се објасни неприфаќање на постапка со „НЕ“ како одговор без објаснување. Родителите беа изненадени од самостојноста во извршувањето на домашните задачи и воодушевеноста на часовите на кои се реализираат содржини поврзани со концептите или самите концепти, што го искажаа на родителските средби, како и анкетањето што беше реализирано со таа цел.

Мислам дека прифаќајќи го предизвикот на реализација на овој проект, нашето училиште го избра вистинскиот начин да придонесе во создавањето на одговорни и компетентни граѓани кои активно ќе учествуваат во јавниот живот.

Мимоза Серафимова, ментор
ОУ „Видео Подгорец“, Струмица

Овие Палавковци не учеле „ОСНОВИ НА ДЕМОКРАТИЈАТА“



Техниката играње улоги во наставната практика

Програмата „Основи на демократијата“ од прво до четврто одделение се реализира со примена на разновидни наставни методи, преку кои се овозможува активно вклучување на учениците во наставниот процес, поттикнувајќи ги критички да размислуваат за одредени проблеми и ситуации. Една од тие методи е и играњето улоги која, всушност, е интеракција во која најмалку двајца партнери меѓусебно комуницираат.

Во наставната практика може да се применуваат два вида на играње улоги:

а) Преземање на улоги од текст и нивно презентирање како што се дадени – драматизација која многу често се практикува;

б) Играње на улоги од реалниот живот или дадена ситуација со свој текст, однесување и имитирање, која за разлика од првата бара поголема креативност и поретко се применува.

За да има успех и остварување на целите при играњето на улоги во наставната практика потребно е да се разликуваат и применуваат трите фази:

1. Мотивација;
2. Акција – играње улоги;
3. Анализа, размислување и изведување на заклучоци.

Во првата фаза на мотивација наставникот најчесто одбира ситуација која им ја објаснува на учениците. Во краткиот опис на ситуацијата наставникот ги издвојува улогите со кои ги запознава членовите во групата. Посебно важно е наставникот да го прикаже проблемот, односно ситуацијата на таков начин со што емоционално ќе го поттикне ученикот да пројави интерес за тој проблем.

Во фазата на акција, односно играњето на улоги, наставникот ги дели улогите при што треба да ја респектира и иницијативата на учениците. Она што е посебно битно за играње на улогите од други личности е тоа што ученикот учи и вежба да се постави во „кожата на друг“, да ги оценува мислењето и чувствата на другите од аспект на улогата која ја игра. Токму затоа, оваа техника е посебно значајна за развојот на способноста за емпатија што е поврзана со разбирањето на другата личност во меѓусебните односи, како и за успешна комуникација.

Во третата фаза се дискутира за одиграните улоги во дадената ситуација. Секој ученик кој играл одредена улога се обидува со свои зборови да го искаже своето доживување, посебно како се чувствувал во таа улога, кои потешкотии ги имал, како ги решавал и што би променил во следното играње на таа улога. Учениците, пак, кои не учествуваат во играњето на улоги, а се набљудувачи – публика, изнесуваат забелешки, спротивставени мислења и ставови. За сите ученици можат да се поставуваат прашања, како на пример:

- Како ги оценувате искуствата кои ги стекнавте во овие игри на улоги?
- Како тоа ќе влијае во натамошното ваше однесување во такви и слични ситуации?

Играјќи одредени улоги, детето ги поддржува, ги имитира истите и преку тоа учи и се поучува.

Децата најдобро ги имитираат лицата кои најмногу ги сакаат, со кои емоционално се поврзани, а тоа се родителите, наставниците, другарчињата и роднините. Децата ги поддржуваат во: говорот, однесувањето, одењето, односот кон другите лица и друго. Најчесто се играат улоги од меѓусебните односи на децата и родителите, децата и наставниците, однесувањата за време на детските игри, прославите и свеченостите.

Даница Талимџиоска,
советник во БРО, ПЕ Прилеп

Методски приказ за реализација на една активност од програмата Основи на демократијата

Одделение: I б

Концепт: Приватност

Наставна содржина: Драматизација на смислени текстови од искуствени ситуации од животот на учениците.

Тип на часот: Утврдување на стекнатите знаења-поврзување на наученото со искуствени ситуации од животот на учениците.

Вид на активност: Драматизација на шест различни текстови (шеста активност).

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

– да ја забележат приватноста на набљудувањето, на информациите и на однесувањето;

– да опишат како се однесуваат учениците кога сакаат да ја задржат приватноста;

– да го поврзуваат наученото со искуствени ситуации;

– да се оспособат да пополнуваат табели со определени барања;

– да се оспособат за драмско изразување – говорно, со мимики и гестикулација по даден текст;

– да ги согледаат придобивките и цените од приватноста;

– да можат да користат нови зборови во врска со концептот приватност.

Техника на учење: Разговор во паралелката, драматизација-играње на улоги, слушање и исполнување на табели.

Социолошки форми на работа: Групна, фронтална – заедничка и индивидуална.

Материјали: Предмети потребни за драматизациите: молив, гума, блок, топка, столчиња, клупа и телефон.

Претходни подготовки: Концептот приватност претходно е разработен со 5 активности, и тоа:

– три активности на час по македонски јазик (содржинска разработка на „Каролина учи за приватноста“ и разработка од аспект на концептот – преку користење на интелектуални алатки од прирачникот);

– две активности по ликовно образование, и по природа и општество (изработка на макети од ликовите на приказната).

Корелација со наставните предмети: Македонски јазик, ликовно образование, природа и општество, музичко образование.

Изглед на училницата: Клучите се наредени во 6 групи (секоја група има различна драматизација);

Сцената е подготвена и обележана:

I сцена VI

II III IV V

Тек на активност:

- воведен дел: истакнување на целта – 5 минути;
- драматизација, 6 групи x 5 минути
- вкупно 30 минути;
- завршен дел (средување и утврдување на впечатоците) – 5 минути;
- вкупно: 40 минути

Воведување во активност: Се поведува насочен разговор: кога ние чуваме тајна и кога имаме приватност; кој може да има приватност; како да ја зачуваме приватноста.

Истакнување на целта: Доаѓаме до истакнувањето на целта – усно, а потоа изготвениот плакат се поставува пред сцената: Приватноста во нашиот живот.

Истакнуваме табела на табла, која ќе ја пополнуваме после секоја драматизација.

Главни активности (оперативен дел): Претходниот ден учениците добија напишани драмски текстови од кои требаше да ги научат своите улоги, за да можат да ги драматизираат текстовите.

Прва група: Ученикот Матеј има нов молив и го крие. Сите другари сакаат да знаат што крие, но тој не кажува – има своја приватност. Елена го обвинува дека ѝ ја украде гумата и ја крие. Матеј се брани, но сите го обвинуваат. Во еден момент ја здогледува гумата на Елена и ѝ ја дава, но никако не ја кажува својата приватност. На крајот тој е решен да ја каже само на својот другар.

Втора група: Филип и Андреј си играат во училишниот двор со топка. Доаѓаат Олга и Ања и сакаат да им се придружат во играта, но не ги примаат и

приватност. Другарите го оставаат сам. Си одат, но му велат дека ако се премисли може да ја подели својата тајна со нив.

Четврта група: Марија нешто сама црта. Доаѓаат другарите, а таа ги сокрива цртежите. Сите сакаат да ги видат, еден ученик со сила ѝ ги грабнува, но таа не сака да им ги покаже сè додека не ги доврши.

Петта група: Искра сакала да го зачува својот телефонски број во приватност. Го кажала само на една верна другарка. Но, таа другарка го кажала бројот на друг другар кој ѝ се јавил на Искра. Искра била изненадена, налутена и разочарана. Но, на своите другари им објаснила како телефонскиот број се чува во приватност.

Шеста група: На игралиште си играат деца. Одеднаш Јасмина почнува чудно да се движи. Сите деца се смеат и ја прашуваат зошто така смешно оди. Јасмина објаснува дека се замислува царица. Децата уште повеќе ѝ се смеат. Јасмина се лути и си оди. По неа дотрчува едно дете и ѝ објаснува дека своите замисли може да ги остварува дома сама во својата приватност, а не во друштво со многу деца. Јасмина ја повикува Елена и заедно си одат дома, во своето царство. После секоја драматизација учениците добиваат прашања, а одговорите се запишуваат во табелата на табла. (Прашањата се запишани на табелата.)

драматизации.

- Голем аплауз за сите групи.

На крајот од часот, секој ученик на наставно ливче добива прашања за кои треба да размисли и да одговори:

- Дали имам потреба да ја сочувам својата приватност?

- Што сакаш ти да задржиш во приватност?



- Од кого сакаш да ја сочуваш својата приватност?

- Што правиш за да ја сочуваш приватноста?

- Како би можело да се сочува една тајна?

Наташа Пејовска,
професор по одделенска настава,
ОУ „Владо Тасевски“, Скопје

Работилница Основи на демократијата

Во Основното училиште „Владо Тасевски“ во Скопје, Активот на одделенска настава, реализира работилница за програмата Основи на демократијата со цел наставниците кои веќе беа обучени уште еднаш заеднички да ги средат своите сознанија, а и оние кои допрва ќе бидат обучувани да стекнат извесни познавања.

Двајца наставници на присутните им ги претставија четирите концепти од програмата Основи на демократијата што се изучуваат од прво до четврто одделение. Концептите беа претставени преку ситуации кои се секојдневие во училиштето. Во присуство и на раководниот тим на училиштето, работилницата наликуваше на интересен семинар.

Александра Стоилковска, директор
ОУ „Владо Тасевски“, Скопје

Кој сака приватност	Што сака тоа лице да задржи во приватност	Од кого сака да ја зачува приватноста?	Што прави тоа лице за да ја зачува приватноста
Мате	моливот	од другарите	го крие моливот
Филип и Андреј	играта	од Олга и Ања	не ги примаат во игра
Филип Панов	тагата	од другарите	не излегува од училишен двор
Марија	цртежите	од другарите	ги крие
Искра	телефонскиот број	од другарите	го кажува бројот само на една другарка
Јасмина	играта	од другарите	ја кажува само на една другарка

им велат дека играта е само за двајца. Тогаш Ања и Олга си одат велејќи дека и тие си имаат своја приватност.

Трета група: Филип е натажен и седи сам во училиницата. Доаѓаат неговите другари и го молат да излезе со нив во училишниот двор, но тој не сака. Сака својата тага да ја зачува во

Верификативен дел: (Средување и утврдување на впечатоци)

- Повторување на целта.
- Идентификување на поимите тајна и приватност.
- Проценка на постапките на ликовите.
- Пофални зборови за успешните



УЧИЛИШНО ПРАВИЛО

Училиштето драго и мило,
отсекогаш втор дом ни било.

Ние сме деца,
и сешто посакуваме,
но мора училишните правила
да ги почитуваме.
Училиштето наше,
да го чуваме, градиме и
уредуваме.

Учениците од III б одделение
ОУ „Никола Карев“, Пробиштип

НЕПРАВДА

Тој ме клоцна
на три пати по еднаш,
а јас посакав
да му вратам веднаш
... но зар е тоа ПРАВДА?

Тој носи
убави и нови патики „Пума“,
а јас посакав
да носам некои од двојна сума
... но зар е тоа ПРАВДА?

Тој реди
само редици петки
бидејќи тоа можат
да му го овозможат
неговите тетки
... но зар е тоа ПРАВДА?

Тој е фин
татин син,
тој е мил и со стил
но сè се тоа празни фори
сè дури за него друг се бори.

Ивана Црнец, V одд.,
ОУ „Гоце Делчев“, Битола

ПРИВАТНОСТ И ПРАВДА

Приватноста е посебна
приватноста е драга
може да предизвика
и радост и тага.

Правдата е наука
кон успех што води
со праведност во работата
плод ќе се роди.

Да си праведен
да си прав, нема од никого
да имаш страв.

Љубиша Спасевски, III³ одд.,
ОУ „Братство единство“, Гостивар

ТАЈНА

Една тајна скриена
во мојата душа,
вчера ја раскажав
на старата друша.

Седнав под неа,
под старата круша,
твиво ја прашав
дали ме слуша.

Со гранче нишна
со гранче нишна
кога збор
ми слушна.

Иако бев сама,
сепак имав трема
штом збор и кажав
тајната ја снема.

Ангела Богеска, III а одд.,
ОУ „Кочо Рацин“, Прилеп

ОДГОВОРНОСТ

Обврски, обврски рој.
Кој да ги исполни, кој?
Чувај го помалиот брат
да не падне пак!

Прошетај го Шарко,
Нахрани го и мачорот Марко!
Исполни го ветувањето свое,
Немој да земаш
што не е твое!
Морам ли се да сработам,
ми се врти в глава,
но можеби ќе падне
некоја пара!
Одговорноста е
обврска голема,
има придобивка,
но и цена „солена“.

Александар Бранов, IV одд.,
ОУ „Петар Здравковски – Пенко“
Скопје

ДА УЧИМЕ

Ако сме денес сведоци на животот во кој учиме,
утре да подучуваме наша одговорност ќе е.

Да учиме и да се возвишуваме!

Иднината секој ден да си ја осветлуваме –
наша задача ќе е!

Да учиме!

Од возрастните примери да земаме,
а на помладите примери да им даваме.
Учењето просветлува, возвишува –
тоа твоя љубов и одговорност е!

Ишван Керим, VI б одделение,
ОУ „Петар Здравковски – Пенко“, Скопје

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Annex 7
CRS and BED Sustainability Planning Meeting Report

**Civic Education:
A Path To A Civil Society**

**Civic Education Sustainability
Planning Meeting Report**

**Catholic Relief Services, Macedonia
February 10, 2003, Skopje**

Contents	Page
Abbreviations	3
Acknowledgements	3
1. Introduction	3
Objectives of the meeting	3
Participants on the meeting team	3
Meeting agenda and design	4
Meeting duration	4
2. Summary of meeting results	4
Workshop 1	4
Workshop 2	7

Abbreviations

The following abbreviations are used in this report:

BED	-Bureau for Educational Development
CRS	-Catholic Relief Services
MOE	-Ministry of Education and Science
USAID	-United States Agency for International Development
FOD	-“Foundations of Democracy”
PC	-“We the People ... Project Citizen”
NGO	-Nongovernmental organization

Acknowledgements

Ms. Slobodanka Ristevska, the Leader of the BED Civic Education Working Group at the beginning of the meeting acknowledged the very high level of collaboration between BED and CRS during project implementation.

1. Introduction

The Sustainability Planning Session on Civic Education in Macedonia was held in Skopje in Hotel Panorama, on the 10th February 2003. Participants, advisors from Bureau for Educational Development and CRS/Macedonia Civic Education project staff were brought together to consider the opportunities and challenges of Civic Education in the future. Slobodanka Ristevska, the Leader of the Civic Education Working Group facilitated the process using effective techniques, which allowed the participants to consider each other's perspectives. Participants worked in mixed groups during the meeting and defined a number of key activities to ensure sustainability of the project.

Objectives of the meeting

1. Define activities for Civic Education project cost extension for one-year period;
2. Assess the impact and sustainability of Civic Education programme results;
3. Review the implementation and impact of the Civic Education past activities;
4. Provide recommendations on components to improve the implementation of the project and to ensure program sustainability.

Participants on the meeting

BED – BED Advisors

1. Slobodnaka Ristevska
2. Golubina Georgievska
3. Agim Rushiti
4. Dzemali Beluli
5. Gorgi Kosev
6. Liljana Gorgioska
7. Gorica Mickovska

CRS/Macedonia – CRS Civic Education Team:

1. Natasa Grujevska
2. Loreta Georgieva
3. Tulaha Tahir
4. Besa Gavazi
5. Svetlana Gashovska
6. Vladimir Petreski

Meeting agenda and design

The agenda developed by the Leader of the Civic Education Working Group and CRS ensured that the expected goals of the Sustainability Planning are addressed. Contribution to the event by CRS and BED, allowed for a high level of commitment by all participants on this meeting.

Two groups were formed and these groups reviewed the questions developed by CRS and BED, which ensured consideration of challenges and opportunities of Civic Education in Macedonia. The groups developed their responses to each of the questions and indicated either agreement or disagreement with other groups' responses that generated considerable discussion within each of the groups.

The both groups addressed the questions through: sharing the responses generated; discussing and developing a narrative response to questions; identifying activities and creating recommendations for these activities; and finally developing a list of recommendations. Each group then nominated a spokesperson to report to the whole group on the groups' conclusions and recommendations. After each group had presented there was an opportunity to pose questions to the group, which allowed for considerable dialogue between both groups.

The groups remained structured as before and worked through a process to review each other's conclusions and recommendations. The questions addressed and summary response by groups with recommendations by all participants can be found in *Summary of meeting results*. On completion of this activity each group worked together to produce specific recommendations for the priority issues that had become apparent through this process. Each other specific recommendations required consideration of: Activities; Responsibilities and Timeline.

Meeting duration

7 hours

2. Summary of meeting results

All objectives were completed effectively and in a very detailed manner. In review of the outcomes of the Sustainability Planning Session there are some valuable and well thought out recommendations. Summary of the agreed recommendations by the participants based upon the questions helped to focus upon the challenges, opportunities and activities.

Workshop 1

1. Which activities can be planned to ensure sustainability of the project "Civic Education: A Path to a Civil Society"?

During the past years of project implementation in-service teacher trainings were provided. In aim to ensure sustainability of past investments, each school needs to establish their school support team. These teams will have capacity and skills to promote a whole school approach and ensure good school ethos and quality of teaching civic education. Each school will be encouraged to raise awareness about schoolwork, increase school responsibilities and build capacities for self-initiative activities (projects, training). The process for developing Civic Education standards will provide systems for assessing schoolwork and tools for self-evaluation on school level. Introducing civic education into the educational system in Macedonia is very important as support to the educational reform. BED advisors experience and relationships with other local and international organizations clearly indicates that during the past years aside from CRS/Macedonia, other organizations were not involved in developing civic education programs for primary education. This includes development of standards important to evaluate the students' achievements and results. A number of non-governmental organizations implement projects related to the civil society, giving emphasis on current issues without addressing the key education

issues. BED experience shows that changes in citizens' attitudes occur only if the intellectual awareness for citizenship starts from early age.

The BED knowledge of and capacity to research NGO sector, including establishing contacts with other international or local organizations is limited, since they need constant guidance and support for developing this kind of relationships. This includes limited approach to funds as governmental institution, since most of the funds for educational reform are accessible through partnership with nongovernmental organizations.

In the future the relationship with an organization as CRS will be needed to continue development of Civic Education in Macedonia. Intensive collaboration between BED and CRS based on partnership was recognized as exceptional if compared to relationships with other organizations. According to last financial reports and available funds from MOE, BED got limited resources for civic education. The state budgets for ministries, including MOE were reduced and will be used for priorities that include salaries of the teachers and employees in MOE, BED and schools, maintenance of the school facilities, providing basic teaching materials and equipment, printing textbooks. However, MOE and BED do not diminishing the importance of the civic education and will provide further support for its implementation with all other resources they have available.

BED advisors also expressed their concerns for professional development of the teaching staff, as very important process for educational system development, but only limited funds are budgeted for this purpose. This will result with small number of teachers that will be provided with in-service training for particular subjects. The BED advisors informed that throughout the following years it would be very difficult to access funds for further reforms within the MOE.

The BED advisors concluded that CRS and BED together with USAID promoted and introduced the Civic Education in Macedonia, and they should consider providing support for establishing a Civic Education centre, that will successfully continue partnership with BED.

Expected Results:

Activity	Responsibility	Timeline
1. Review a model of the CCE - Calabasas, California, USA	BED, CRS	Sep '03 – Feb '04
2. Research the models / structures for establishing Centre for Civic Education in accordance with Macedonian law	BED, CRS	Sep '03 – Feb '04
3. Establish a centre in partnership with BED	BED, CRS	Sep '03 – Feb '04
4. Define CRS and BED support through the work of the centre	BED, CRS	Sep '03 – Feb '04

2. *What are the possibilities for BED to take over the number of responsibilities? List the activities and how they will be realized?*

The BED advisors considered that they could overtake the following responsibilities:

- Standards and development of program documents – professional and expertise part;
- Informing the directors and school support staff about the civic education activities;
- BED advisors will be available to deliver and support trainings;
- Support the establishment of a network of civic education model schools (these schools could be promoted as examples in their regions. Each school goal will be to increase the quality education and to present a model for good school ethos. These schools have to be a step forward compared to other schools and to be able to share and promote positive results);
- Development of tools for monitoring the civic education implementation in the school.

They believe that the existing BED capacity and limited human and financial resources are obstacles for taking over additional responsibilities, currently implemented and supported by CRS team.

94

Expected results:

Activity	Responsibility	Timeline
1. Integrate Civic Education program content with other subjects as part of national curricula through: - Standards development; - Teaching programs and extra curricula topics; - Self-evaluation tools and indicators for teachers; - Evaluation tools and indicators for the school.	<i>BED, MOE</i>	Sep '03 – Sep '04
2. Trained school support teams overtake the number of responsibilities at the school level	<i>BED, CRS</i>	Sep '03 – Sep '04
3. Promote civic education model schools through developing a network and system for exchange of experiences and information among the schools in Macedonia; as well as wider with the countries in the region and South-eastern Europe	<i>BED</i>	Sep '03 – Sep '04

3. How to institutionalise the Civic Education at university level?

Institutionalisation of Civic Education at university level has been considered as very important process to support pre-school service for teachers and other school support staff in aim to enable knowledge of future school staff on importance of teaching civic education in Macedonia. The activities were discussed and BED advisors were optimistic that results should be expected, since through their contacts with universities, professors expressed interest for Civic Education content.

Expected results:

Activity	Responsibility	Timeline
1. Meeting with the deans and vice deans from the four relevant faculties in Macedonia - Introduce content and methods of civic education. - Define a goal and plan the activities	BED, MOE, CRS, Universities deans and vice deans	Oct '03
2. Informative and planning meeting The following was proposed to be discussed on this meeting: - Introduction of the Civic Education programs (<i>Foundation of Democracy and We The People... Project Citizen</i>) - Introduction of the methods and techniques - Analysis of methods and techniques that could be implemented in the curricula of the faculties - As an outcome from meeting document will be developed to further support development of concept for civic education content at university level	Participants: 16 university professors (selected according to specific subjects at universities related to civic education), BED advisors and CRS representatives	Dec '03
3. University professors prepare their individual plans: - The plans should present each professor goal, activities, ideas, possibilities, contents for implementing civic education as part of their teaching programs	University Professors	Jan '04
4. Meeting to discuss individual plans and develop concept paper	University Professors; BED; CRS	Feb '04
5. Meeting with deans and vice deans - Analysis of the concept paper and planning of the future activities	BED, MOE, CRS, Universities deans and vice deans	Feb '04

4. How and who could implement in-school support for teachers on the methodical approach for Civic Education curricula?

The advisors have defined importance of the support structure within the school that will be responsible at the school level to ensure that school teams acquire the skills to support teachers, students and parents in civic education project implementation. This will include capacity building of school support teams in aim to promote a whole school approach and ensure quality of teaching civic education. The capacity building activities for the school support teams will create the foundation necessary to develop a sustainable mechanism within the school in aim to increase awareness and understanding of the terms and concepts related to citizenship, democratic processes and citizen participation. School support teams will be a resource within the school that will provide continuous internal professional support of the school teaching staff.

Expected results:

Activity	Responsibility	Timeline
1. Establishment of school support teams	School (pedagogue, psychologist, lower elementary and upper elementary teachers), BED advisors	Sep '03 – Oct '03
2. Training of Trainers* for the school support teams on the following topics: - <i>Foundations of Democracy</i> - <i>We The People... Project Citizen</i> - Interactive methods and techniques - Planning - Monitoring and evaluation - Parental Involvement on school level - Parental networks on regional and national level - Collaboration with parents and local community (Student Showcases)	BED, CRS	Sep '03 – Sep '04
3. School support teams organize trainings on school level	School Support teams through support by BED advisors	Sep '03 – Sep '04
4. Regional (additional) trainings for school support teams based on their needs	School support teams and regional BED advisors	Sep '03 – Sep '04

* Trainings are also planned for the kindergarten support teams

Workshop 2

Summary of the answers concluded by the participants based upon the questions for specific project activities helped as focus to ensure sustainability of existing civic education activities:

1. Civic education textbooks

The Civic Education materials originally developed by the Centre for Civic Education from Calabasas, USA were modified and adapted to respond to the local context by a group of local experts. The materials were then translated into Macedonian, Albanian and Turkish language. Also local educators developed a "Civic Education" textbook for grade 5 and 6 students. There is a need to further review existing textbooks and modify the material to the culture, traditions and environment in the Republic of Macedonia. As the Civic Education project will be integrated within the frame of the national curricula, in accordance to that, the process for printing of textbooks will become the Ministry of Education responsibility. The process for integration into national curricula, according to BED advisors will be completed by the end of year 2005. BED advisors already have worked on developing guidance materials for implementing the civic education concepts into the existing curricula of specific subjects.

and this should be further developed to support the process for curricula integration. Advisors proposed that a set of textbooks for teachers and students should be provided to the school libraries.

Summary of the recommendations were made by the participants based upon the questions with focus on challenges and future opportunities:

- There will be a need for a small quantity of additional textbooks as a replacement for the damaged ones (5% from the total number);
- CRS will submit to the BED the electronic versions of all existing textbooks for further printing by BED and MOE. It will be MOE responsibility as for the other subjects textbooks to open tender for development content and printing of textbooks;
- Developing guidance materials for implementing the Civic Education concepts into the existing curricula of specific subjects;
- Review the opportunities for development of brochures and story books (small with pictures and drawings) for the Civic Education concepts for different students level of knowledge and age levels;
- The revision of the national curricula and integration of Civic Education into it, will result changes in the textbooks;
- Case studies book to be compiled presenting BED advisors, teachers, school support teams, school management achievements, work and experience.

2. *In-class observations*

During the past years of project implementation the classroom observations were undertaken throughout Macedonia by BED staff and CRS staff. Useful evaluation tools for both programs have been developed and reviewed by the BED and CRS for use in this process. Summary of the recommendations were made by the participants with focus on challenges and future opportunities:

- In-class observation and evaluation, including monitoring of content and Civic Education project activities on school level;
- In-class observation should be implemented by the school pedagogues as part of their job description;
- The trainings for the school support teams will provide mechanism for monitoring and evaluation of the Civic Education an the school level;
- A tool for internal in-class observation needs to be prepared (for preschool and elementary education) as well as other forms for school observation.

3. *Newsletter "Civic Education – Today"*

Civic Education newsletter is published for distribution to all schools in the three languages. Teachers, directors and parents contribute to the newsletter, which records the development and highlights of Civic Education in Macedonia. It is printed in Macedonian, Albanian and Turkish and distributed to all teachers, students, and directors participating in the programme in their language of instruction. It is a valuable resource for students and teachers and is of interest to the parents. With the stretched resources in BED and schools it must be considered whether or not its production can be sustained in the future as BED responsibility.

Summary of the recommendations were made by the participants with focus on challenges and future opportunities:

- Number of copies and colours used to be reduced;
- Contact the publishers of the existing children magazines to consider the possibility for including the Civic Education page with stories, poems, and drawings from children on Civic Education;
- The existing Civic Education newsletter to include topics from the advisors; teachers; pedagogues; parents and printed for the teachers, including number of copies by each school for parental, student and school staff information;
- Review the opportunities for incorporating Civic Education topics and articles in other newsletters (local newspapers, professional publications, local school newsletters).

4. *Study visits and experience exchange for Civic Education*

Co-operation and exchange visits with a range of different organizations are supportive to the success of the project and were always described as very useful.

Summary of the recommendations were made by the participants with focus on challenges and future opportunities:

- Focus on Central and South-eastern Europe countries part of same transitional processes
- Get familiar with the structure and the model of regional centres for CE
- Study visits to countries in the region in aim to gain knowledge about the work of and networks between model schools for Civic Education;
- Visit to Netherlands in aim to compare the forms, ways and practical experiences for involving parents in Civic Education;
- Towards future development of the program to compare areas and goals of:
 - Centres for Civic Education;
 - Content for textbooks and phases for their development;
 - Student achievements and ways to measure them;
 - School achievement and results of their work on Civic Education.

5. *Parental involvement in Civic Education*

Summary of the recommendations were made by the participants with focus on future opportunities:

- Develop a module of training design for parents for their involvement in the school education process. This module to be part of the trainings for school support teams;
- Review the possibility for involving a representative from the parents in the school support team. Parents will be involved, still members of this team will be responsible as sustainable structure within the school to organize capacity building trainings for Parent Council representatives.
- Creation of regional and national networks

6. *Project Citizen Students Showcases Competitions*

Presentations increased students' level of motivation to celebrate achievement and raised awareness amongst students, parents and the media for the project. It is a very important event; still it will be difficult to sustain it in the future, since it needs constant external financial support.

Summary of the recommendations were made by the participants with focus on challenges and future opportunities:

- The BED shared their concern and an assumption is that in the future Project Citizen Students Showcases Competitions will be realized on a school level. School support should be responsible and actively involved for organization of the competitions
- Organization and providing funds for competitions on a regional level should be part of capacity building training for school support teams. The module created should include topics to build skills of school support teams to work in cooperation with other school on regional level and advocate in their local community and businesses to provide support in for competitions on a regional level.
- Regional competitions to be organized with support of the community council; education board; Agency for sports and youth; regional Bureaus for Educational Development and Ministries of Education as organizers and coordinators

7. *The Civic Education Standards*

- Standards will be developed until end of September 2004, and aside for measurement of student attainments they will support the process to integrate Civic Education curricula into Macedonia national curricula that is planned to be finished until end of year 2005.

Prepared by:

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