

PAST PERFORMANCE INFORMATION

<p>1. Award Number: AID-165-A-12-00002, Subcontractor IIEP-01/12</p>
<p>2. Contractor/Recipient Name and Address: United States Agency for International Development (USAID) Prime implementer: Macedonian Center for Civic Education, MCEC Address: Kozle 1-b, 1000 Skopje, Republic of Macedonia</p>
<p>3. Type of Award (e.g., grant, contract, etc.):</p>
<p>4. Name of Project: Interethnic Integration in Education Project (IIEP)</p>
<p>5. Description, location, and relevancy of work, including information on any problems encountered and the applicant’s corrective actions:</p> <p>From the beginning of 2012 (until the end of 2016) CHRCCR serves as a partner organization to the Macedonian Center for Civic Education in the implementation of the USAID Project on Interethnic Integration in Education. It provides expertise for building capacities of the key educational institutions to introduce interethnic integration at school level (all primary and secondary schools) by training master trainers and mentors and developing modules and manuals for training of trainers and implementing activities. Within this project, CHRCCR is in charge of establishing model schools for interethnic integration and developing manuals in support of the implementation of interethnic integration. It is also responsible for monitoring and evaluation of the overall project activities.</p> <p>Interethnic Integration in Education Project (IIEP) is comprised of four mutually-supporting and inter-related components:</p> <ul style="list-style-type: none"> •Community Outreach – Raise awareness of the importance of inter-ethnic integration and why it is vital for the future stability of Macedonia and its accession in to the European Union. Build public understanding for interethnic integration in education and its ultimate goal of ensuring all Macedonian children receive a high-quality education. •Capacity Building of school management and teachers – Provide teachers, school managers and school boards with the skills they need to work in a multi-ethnic environment, to help prevent divisions along ethnic lines in their schools and communities, and to create conditions that promote ethnic integration. •Demonstration Schools – Provide more holistic and intensive interventions in a few selected schools. These model schools will provide examples of best practices and lessons learned and will contribute to a deeper understanding on various approaches to ethnic integration. •Provision of Incentives to Schools and Communities – Provide school refurbishments as an incentive for schools to participate in ethnic integration activities. Assist these communities with the improvement of the infrastructure and learning environments of their schools, including ensuring that these schools are accessible to the disabled. <p>CHRCCR is primarily responsible for carrying out the activities under Component 3, monitoring and evaluation of the implementation of the overall IIEP, and providing support for Component 2 activities related mainly to designing and delivering trainings. CHRCCR is also in charge of monitoring and evaluation of the overall project activities:</p> <ul style="list-style-type: none"> • Developing the concept for interethnic integration through education • Preparing manuals for implementing the concept of interethnic integration in education • Designing training modus, training trainers, teachers, and key educational officials • Establishing and supporting Model schools

<ul style="list-style-type: none"> • Supporting joint students' activities with ethnically mixed groups of students/teachers • Supporting joint student bodies and democratic participation of students • Designing and implementing baseline study • Designing and implementing monitoring and evaluation activities (developing M&E indicators and instruments for performing M&E, and performing M&E activities)
<p>6. Dollar Value of Award: Approx. Value of Services (in Current US\$): 850.000 usd for the period April 2012 – December 2016</p>
<p>7. Date of Award: April 2012 – December 2016 Award Completion Date (including extensions):</p>
<p>8. Type and Extent of Subawards (if any): IIEP-01/12; Annex no. 1/13, Annex no. 2/14, Annex no. 3/15 and Annex no. 4/16</p>
<p>9. Name, Telephone Number, and E-mail Address of a Reference(s) from the Awarding Entity: Nebojsa MOJSOSKI, IIEP Chief of Party, nmojsoski@mcgo.org.mk MCEC Address: Kozle 1-b, 1000 Skopje, Republic of Macedonia</p>

<p>1. Award Number: 7177168</p>
<p>2. Contractor/Recipient Name and Address: World Bank, World Bank 1818 H Street, N.W, Washington DC 20433</p>
<p>3. Type of Award (e.g., grant, contract, etc.):</p>
<p>4. Name of Project: Socio-emotional skills development with students in FYR Macedonia</p>
<p>5. Description, location, and relevancy of work, including information on any problems encountered and the applicant's corrective actions:</p> <p>The aim of the project was to support the adaptation and implementation of two grit interventions: student intervention and teacher-level intervention. Both interventions intend to improve the middle school students' academic performance, schooling decisions, and attitudes toward effort and persistence inside and outside of school. The intervention seeks to answer whether and how differences in grit affect educational outcomes in the given country context, whether and how grit can be changed through a targeted intervention, and what the consequences of such an intervention are on a broad set of educational outcomes and attitudes toward effort and persistence. Critically, the proposed work will look at whether the initial distribution of grit and the impacts of the intervention vary by gender and ethnicity. Target group were teachers and students in 6th and 7th grade in public schools in the country. CHRCR as a local team of experts was in charge of:</p> <ol style="list-style-type: none"> 1. Adaptation and translation of the student intervention 2. Adaptation and translation of the teacher-level intervention 3. Adaptation of psychological scales and metrics to be used during the intervention.

<p>4. Implementation of pre-test of student and teacher intervention materials</p> <p>5. Development of the teacher training module</p> <p>6. Organizing the teacher training</p> <p>7. Conducting the teacher training (25 groups, 678 teachers)</p> <p>8. Organizing a consultative meeting</p>
<p>6. Dollar Value of Award: Approx. Value of Services (in Current US\$): Total: 100.000 USD</p>
<p>7. Date of Award: November 2015 Award Completion Date: June 2016 (including extension)</p>
<p>8. Type and Extent of Subawards (if any): Extension Contract 7178157</p>
<p>9. Name, Telephone Number, and E-mail Address of a Reference(s) from the Awarding Entity: Ana María Muñoz Boudet, Senior Social Scientist, Poverty and Equity Global Practice 1-202-458-5306, 1-202-492-8275, amunozboudet@worldbank.org</p>

<p>1. Award Number: PCA/14-01</p>
<p>2. Contractor/Recipient Name and Address: UNICEF Office in Skopje, UNICEF Country Office, Orce Nikolov 74 PO BOX 491, 1000 Skopje, tel: ++389 32 31 150</p>
<p>3. Type of Award (e.g., grant, contract, etc.): Program Cooperation Agreement</p>
<p>4. Name of Project: Diversity in early child development</p>
<p>5. Description, location, and relevancy of work, including information on any problems encountered and the applicant's corrective actions:</p> <p>From March 2014, in cooperation with UNICEF and the British Embassy, CHRRCR implements the project on Diversity in Early Child Development. Within the project, CHRRCR has proposed improvements in the official Early Child Development curriculum and raised awareness in pre-school teachers from all public kindergartens through the country for respecting diversity and multiculturalism. CHRRCR produced a manual with workshops for pre-school kids that promote respect for diversity and multiculturalism and is in charge of supporting its implementation in ten pilot kindergartens from different municipalities.</p> <p>Centre for Human Rights and Conflict Resolution prepared a manual with series of activities organized around a diverse company of four children called MELA. It aims to promote respect for diversity and multiculturalism in kindergartens and centers for early childhood development in RM, as a support of the Program for Early Learning and Development. During the period from February to May 2015, most of these activities were piloted in ten kindergartens located in different municipalities.</p>

The main conclusion of the quantitative research is that the preschool teachers and parents are aware that the activities are beneficial for promoting respect for diversity and multi-culturalism. Therefore, during the assessment of their effects they attribute them great merits in terms of all assessed indicators. The main conclusion from the qualitative research is that the preschool teachers' and parents' perception about the effects of the activities on the children's knowledge and behavior does not match the current knowledge and attitudes of children who participated in most of the designed activities. However, through the stories about the MELA company children have acquired knowledge about the ethnic, linguistic and other differences, which during the four-month period of the implementation of the activities failed to generalize to the people and situations in everyday life.

Recommendations emphasize that the most important prerequisite for providing the desired effects of the activities is to allow for their long and continuous implementation. It is going to help the preschool teachers to internalize the knowledge, attitudes and values promoted by the activities and to link skillfully the activities from the manual with the situations from everyday life.

Main activities conducted by CHRCCR:

1. Policy change- revision of pre-school education curriculum and inspection framework, development of a teacher training module on respect for diversity and multiculturalism and training of teacher teams from all kindergartens;
2. Piloting of teacher training programme, developing a teacher manual and children's materials and supporting implementation in ten pilot kindergartens;
3. Promoting respect for diversity and multiculturalism through social media and materials.

A teacher training programme and materials, such as teacher manuals and picture books were developed by CHRCCR as a direct contribution to the implementation of the revised pre-school education curriculum, i.e. the National Programme for Early Learning and Development in ten pilot kindergartens. The activities were primarily intended for children from the oldest age group in kindergarten or 4-5 years of age and aimed at helping the pre-school institutions to create conditions that enable children: (1) to develop self-esteem and self-confidence, (2) to accept differences and similarities among children in any respect, (3) to recognize the actions that hurt others and understand the consequences of such actions, and (4) to learn how to react when exposed to stereotypes, prejudice and/or discrimination towards them or the others.

CHRCCR developed materials (manual for teachers with working materials for children or 19 picture books. These were piloted in ten kindergartens from different municipalities to ensure regional, ethnic and language representation. During the pilot phase 103 preschool teachers from ten kindergartens were trained. They implemented the programme in a total of 94 groups in ten pilot kindergartens and materials for 2600 children included in the activities were provided.

In order to create conditions that would enable the successful implementation of the intervention, the pilot kindergartens were supported on the job by the CHRCCR experts. The support also focused on adapting the kindergarten mission and vision, as well as the physical environment to promote respect for diversity in every respect.

6. Dollar Value of Award:

140.000 USD

7. Date of Award: 2 April 2014

Award Completion Date (including extensions): February 2016

8. Type and Extent of Subawards (if any):

Basic agreement PCA/14-01: April 2014 – 31 May 2015 90.000 USD

PCA/14-01/Amendment 1: May 2014 – February 2016 (adding Project Component II):

Project Component I : 90.000 USD

Project Component II: 16.000 USD

PCA/14-01/Amendment 2: April 2015 – 30 June 2015 (extending Project Component I):

Project Component I: 100.000 USD

Project Component II: 16.000 USD

PCA/14-01/Amendment 3: May 2015 – January 2016 (extending Project Component II):

Project Component I: 100.000 USD

Project Component II: 40.000 USD

9. Name, Telephone Number, and E-mail Address of a Reference(s) from the Awarding Entity:

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