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Sida Review

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Learning Study on the Achievements and Experiences of Projects on Inter-Ethnic Education and Youth Work in Macedonia

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The views and interpretations expressed in this report are the authors' and do not necessarily reflect those of the Swedish International Development Cooperation Agency, Sida.

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Executive Summary

In November, 2009, InDevelop-IPM was assigned by Sida in Stockholm and the Swedish Embassy in the Republic of Macedonia to plan and facilitate a learning process of the achievements and experiences of projects on inter-ethnic education and youth work in Macedonia. The overall purpose of carrying out this learning process is two-fold. Firstly, in the process of phasing out the Swedish support to Macedonia, Sida would like to have a better understanding of the achievements and lessons learned of the supported interventions within the area of human rights and social cohesion. Secondly, and more importantly, the purpose has also been to enhance the capacity and support networking for the future among key stakeholders within the specific area of inter-ethnic education and youth work in Macedonia.

The organisations being a part of the learning process have been: Search for Common Ground (*with the project Mozaik-bilingual kindergartens*), Macedonian Centre for Human Rights and Conflict Resolution/ the Macedonian Helsinki Committee for Human Rights (*with The School of Tolerance project*), The Centre for Non-formal Education, Triagolnik (Triangle) with various initiatives and Cultures Project Association, CCPA (with the project *Open Fun Football Schools*, OFFS). The process has been facilitated by Mr. Joakim Anger (team leader), Dr. Rogier A. van 't Rood (education specialist) and Mrs. Zhaklina Gestakovska (local consultant – training and HR specialist).

This assignment has been performed in close collaboration with the selected organisations and was *carried out in three phases*. During the inception the team had thorough discussions with the organisation and Sida on the objectives and methodology of the assignment. The second phase included field visits to Macedonia to Skopje, Gostivar, Tetovo, Kumanovo, Tearce, Brvenica and facilitated meetings with beneficiaries and stakeholders involved in the four different projects. During the third phase the team *implemented a workshop including* key stakeholders on interethnic relations in Macedonia. The main findings and conclusions of the learning process have been summarized by the consultants in this report.

In total, for the last 5 to 8 years Sida has disbursed about Euro 4.5 million on the four organisations involved in this learning process. When this financial support soon comes to a halt, a central question from both a Swedish and Macedonian perspective is, was it worth it? In general, the activities carried out by the NGOs appear to have had an effect (outcome) on the direct stakeholders (children/learners, teachers, parents). For example, it has been observed that these stakeholders significantly developed or changed their attitude positively with regards to child upbringing, communication skills and conflict resolution. However, on societal level it is more difficult to say anything certain about the changes and in what respect the activities carried out by the organisations have made a difference (brought about change). The overall trends towards a greater segregated society are nothing that could be stopped by the initiatives and activities carried out by the organisations. Only if these initiatives should have been implemented throughout the country and be shown as best practices to all relevant actors in the Macedonian society (governments at all levels, the entire education sector) *a real difference on an overall level would have been achievable. Hence, there is an apparent need to further institutionalise and mainstream the activities currently carried out by the NGOs.*

On an overall level, there is an urgent need to strengthen the inter-ethnic relations and social cohesion in Macedonia. The non-cooperative behaviour on the individual, organisational level and ethnical group level is a clear sign/indicator of this problem. Also, there is an urgent need to cultivate a civic overall identity for people living in Macedonia. *From this perspective and given the ongoing segregation in Macedonia, all initiatives identified by the NGOs evaluated are highly relevant.*

Also, the organisations are complementing each other rather well, and if these organisations somehow could work more closely together the relevance and the potential benefits could be even higher. It is also clear that there exists mutual interests and interdependence between the Government and NGOs.

On the one hand, the Government needs to learn more from, and include the lessons learnt and competences, that the NGOs have with regard to methodologies used within this field, e.g. communication skills, conflict resolution skills and the enhancement of a child/learner centred positive affirmation. On the other hand, the NGOs need the central or local governments “blessing “ in order to give legitimacy to the activities and making the activities self-sustainable.

In the long run (if and when the government with full force start to promoting integration) NGOs could with their expertise be contracted by the central government (or more natural, local governments) to carry out such tasks. Yet, in the mid-term perspective (the next five years at least) it is not likely that the Government (with its own domestic resources) will be able to finance activities which support inter-ethnic relations. Since bilateral donors, in general, are pulling out of Macedonia, the main source, for this type of activities will most likely be the EU through its IPA funding mechanism.

The organisations involved in the process urgently need to understand that further cooperation, in fact, increases their chances to continuing with their activities. In consultation with the four organisations, the consultant team has identified the following needs among the organisations that have been involved in the learning study, i.e. to:

- Further explore their respective comparative advantages and what added value could be identified if they would cooperate in a larger extent,
- Better understand how (in practice) a proposal to the EU (IPA) requires e.g. what competence are needed to write such proposal,
- Better understand how they communicate with key stakeholders and “market” their activities and projects.
- Thoroughly understand the related aspects on the Youth Chain in order to make the implementation of the youth related activities more efficient
- Develop awareness among all stakeholders on the main causes of ethnic stress. Based on this analysis sound strategies should be developed.
- Disseminate awareness about the crucial importance of child/learner-centred approaches and positive affirmation on youth development for empowerment and peace.

1. Introduction

In November 2009, InDevelop-IPM was assigned by Sida in Stockholm and the Swedish Embassy in the Republic of Macedonia to plan and facilitate a learning process of the achievements and experiences of projects on inter-ethnic education and youth work in Macedonia.

The overall purpose of carrying out this learning process is two-fold. Firstly, in the process of phasing out the Swedish support to Macedonia, Sida would like to have a better understanding of the achievements and lessons learned of the supported interventions within the area of human rights and social cohesion. Secondly, and more importantly, the purpose has also been to enhance the capacity and support networking for the future among key stakeholders within the specific area of inter-ethnic education and youth work in Macedonia.

The organisations being a part of the process have been:

- Search for Common Ground (*with the project Mozaik-bilingual kindergartens*)
- Macedonian Centre for Human Rights and Conflict Resolution/ the Macedonian Helsinki Committee for Human Rights (*with The School of Tolerance project*),
- The centre for non-formal education Triagolnik (Triangle) with various initiatives and
- Cultures Project Association, CCPA (with the project *Open Fun Football Schools*, OFFS).

The process has been facilitated by Mr. Joakim Anger (team leader), Dr. Rogier A. van't Rood (education specialist) and Mrs. Zhaklina Gestakovska (local consultant – training and HR specialist). For further information on the consultancy team, see annex 1.

1.1 The Assignment

As stated in the Terms of References (ToR), the intended outcome of the consultancy assignment is “*to design, plan and implement a participatory assessment, learning and documentation process*” of the four Sida financed projects in the field of human rights and social cohesion, specifically working with alternative approaches to interethnic youth work in Macedonia.

According to ToR, the Learning Study should provide an assessment and a deeper and structured understanding of:

- the difficulties and the processes involved in project planning and implementation;
- the process of learning and evolvement of approaches and methods in the four projects,
- major results achieved and the potentials for replicability and sustainability
- the way forward for the promotion, institutionalisation and replication of methods and approaches developed.
- the lessons learned.

More specific *the review would therefore*

- Identify key achievements, approaches, weaknesses and strengths as well as other factors contributing to the success or failures which could be used for a wider application and learning in Macedonia and internationally (especially neighbouring countries with similar challenges).

- Follow up of the progress of the institutionalisation of the approaches of the four organisations separately and make recommendations to the organisations for their future work.
- Assess to what extent the project activities and results can be seen as contributing to the country EU approximation processes and how close are they with the EU legislation.

For further information on the assignment see ToR in annex 1.

1.2 Approach and Methodology

This assignment has been carried out in close collaboration with the selected organisations. The time frame has not allowed for a detailed study of all four organisations. Consequently, the focus in this study has been on making an overall assessment of the projects and the organisations, as well as identifying common dominators.¹

The consultants have had a continuous and ongoing dialogue with Sida and the Swedish Embassy in Macedonia regarding the progress of the assignment. The Swedish Embassy has also been active in identifying key stakeholders for interviews and for the concluding workshop. *The assignment was carried out in three phases*

Phase 1: Start up meeting (inception phase)

The first visit was carried out by part of the team² on 7-10 December 2009. The first activity was a preparatory planning meeting with the four organisations and a thorough discussion on the objectives of the assignment. In order to better understand the context in which the four organisations are operating, the team also carried out interviews with a few selected external stakeholders of the projects involved.

The team also had a preliminary briefing at Sida in Skopje to present a revised approach and work plan and to discuss outstanding issues. Based on the information on initial visits, the team elaborated an updated work plan in which the team, for example, included an additional visit by the educational consultant, not previously envisaged and planned for.

Also, a questionnaire was sent out to the organisations where they, in detail, described and explained their approach and methodologies. The results of the questionnaire are presented in annex 7 (in a separate document)

Phase 2: field visits to Macedonia and preparation for the workshop

During the second visit to Macedonia (January 25–29, 2010) by part of the team³ complementary interviews with strategically selected key players were carried out.

The consultancy team also carried out field visits to Skopje, Gostivar, Tetovo, Kumanovo, Tearce, Brvenica and facilitated meetings with beneficiaries and stakeholders involved in the four different projects. See annex 2 on organisations /people met during the field visits.

During the second phase, the team started making the initial preparations for the workshop together with the four organisations. The four organisations took a leading role in the preparation of the work

¹ In general evaluations/reviews include two purposes or aspects. One aspect is often accountability (has the organisation done what it supposed to according to contract and project document). The other aspect is the about learning and on the basis of this elaborate new and better ideas. This review includes foremostly the latter aspect and is very much geared towards learning and lessons learned which could provide both Sida and the involved organisations with ideas and instruments for the future.

² Mr. Anger and Mrs. Gestakovska.

³ Mr. Van 't Rood and Mrs. Gestakovska

shop and had two other meetings together with the local consultant. In this process, all organisations made suggestions on who should be invited for the workshop.

Phase 3 Preparation and implementation of the workshop

In the third mission, the consultancy team once again met with key stakeholders, notably with the Ministry of Education and Ministry of Labour and Social affairs.

Facilitated by the full team, a stakeholder workshop was carried out for two full days (Wednesday and Thursday 24-25 February, 2010). The workshop was essentially divided into two parts. During the first day, the workshop focused on achievements, methodological approaches and lessons learned by the organisations. The second day of the workshop was more future-oriented, identifying key challenges, and what the different stakeholders actually can do in order to improve the situation in the country. The workshop was concluded by statements and some concrete ideas on how the organisations and other stakeholders could work together.

For further information on details of the workshop and on participants see annex 3. Minutes from the workshop is included as annex 4

The main findings and conclusions of the learning process have been summarised by the consultants in this report. Although this has been a consultative process, this report reflects the views of the consultancy team and thus is not necessarily the view(s) of other stakeholders involved in the process.

1.2.1 Structure of the report

This report consists of four parts; first there will be a short discussion of the conceptual framework on the issues at stake as well as some key factors affecting the inter-ethnic relations in Macedonia of today. Thereafter, we will more specifically describe and analyse key achievements, methodological approaches as well as system for learning for the four organisations included in the process. We will then pinpoint the overall conclusions and lessons learned including results from the process as such. The report will be finalised by a number of tentative ideas on how to continue the learning process within this field. Furthermore, we have chosen to include various appendices which give a more thorough understanding of how the organisations themselves perceive their work, see for example appendix 6 and 7 in a separate documents (Power Point presentations of the organisations at the workshop as well as the answers on the questionnaire).

2. The Context

2.1 Conceptual Points of Departure

2.1.1 Trust, social capital and cohesion

In order for a modern democracy to function properly there needs to be at least some degree of social cohesion and trust among its citizens. Research has shown that societies with strong social cohesion and social capital are more developed from an economic perspective, have lower levels of corruption, a more efficient public administration and thus an enhanced legitimacy for both public politics as well as for politicians.⁴

A society with a low level of social capital/trust and suspicion often leads to non-cooperative behaviour among both individuals and organisations, which in turn often leads to sub-optimal decision making

⁴ See for example, Bo Rothstein, Social traps and the problems of trust, 2003.

processes and solutions. In fact, a certain degree of trust in society (between citizens and citizen's trust in politics and institutions) is essential for a robust democratic system.

In all societies, the government supported education system plays a crucial role in shaping and reinforcing this social cohesion. The state (governmental level) has, through its education system (and curriculum), essentially two methods for this a) promote common *social values and norms and history* and b) ensure all citizens have a sufficient understanding of a *common language* in order to communicate with each other.⁵

Sometimes, such as in many countries in the Balkans, social cohesion is partly based on historical events and ethnicity dividing different groups rather than pulling them together. In other parts of Europe modern (and well-functioning) welfare state and civic citizenship and virtues has taken over the function of ethnical belonging. One important advantage with such a cohesion system is that it is "neutral" and, therefore, more unifying for the entire population in the country.

In all countries there are both *driving* and *restraining* forces affecting the social cohesion in society; however what is important is that driving forces are stronger than the restraining forces. For several countries in the Western Balkans, the European integration process is, on the one hand the single most important driving force towards unity. On the other hand, particularly in ethnically mixed countries there are also strong restraining forces, e.g. a tendency for local politicians (often with a base in one ethnical group) to push for particular solutions (and exceptions) for their own ethnical groups.

As many analysts point out, a continuous progress towards extended European integration is, in fact, essential for the social cohesion and to hold countries, such as Macedonia, together in the long term perspective.

2.1.2 Youth Chain and Empowerment

An overall comprehensive view on youth development initiatives is important because it helps to require insight and understanding in the many connected aspects that are related to youth development, starting with the pregnancy of the mother, via early childhood care, primary education and secondary education, towards the world of work. For an efficient implementation of all youth related activities it is important to have a thorough understanding of all connected aspects. Therefore, a so called "*Youth Chain*" is presented below⁶, covering aspects from pregnancy and early childhood onwards. Although youth is generally defined as being between the ages of twelve and twentyfive years old, it covers all ages between birth and twentyfive or even thirty years old, because many older youths also experience parental issues themselves and/or their behaviour is influenced by experiences at an earlier age. This Youth Chain model could be adapted to local/regional circumstances and conditions in Macedonia. It offers a framework for analysing the initiatives in place, including their cooperation, and for identifying grey spots.

In an ideal context all professional organisations for youth development/youth care work together efficiently: they link their activities, learn from each other, exchange information and methods, organise trainings for professionals in youth development (pre- and in-service), advocate, etc., both preventive and curative, using a "*stepped care*" approach⁷. NGO's, schools (primary, secondary and vocational) and welfare organisations, and the private sector are included. The main goal is the enhancement of a healthy youth development (mental and physical, social, cultural and economical) and as one of the results an improved inter-ethnic understanding and communication. Methods range from providing information, through psycho-social care, health care, family planning, awareness raising for behavioural change, and job training (apprenticeships), to the strengthening of positive and shared social and cul-

⁵ See for example Ernest Gellner, *nations and Nationalism*, 1983 and Öyvind Österrud *What is nationalism?* 1997

⁶ Rood, Rogier van 't: *Evaluation of the EC-funded SNAYDP project on the Netherlands Antilles*: EPRD, October 2009 (also: Tabeisa evaluation report for the ECD in South Africa, same author: November 2009)

⁷ Stepped care: intervene at the most desired level; sometimes providing information is suitable enough, in other cases therapy or a more robust and/or multi-disciplinary intervention could be necessary.

tural values. The respective governmental domains support these activities by objectively providing the necessary financial means and infrastructural support.

Example of a Youth Chain

Age group	Pregnancy and 0–1 year old	2–6 year old	7–14 year old	15–18 year old	19–24 year old
Identified needs	• pregnancy support – maternity care • parental support • multi problem family support – mental care • crèche – day care	• parental support • multi problem family support – mental care • day care – preschool education (kindergarten)	• parental support • multi problem family support – mental care • primary education • in school counselling • after school activities for school boys and girls	• parental support • multi problem family support – mental care • family planning –health issues (incl. HIV/AIDS) • secondary education • in school counselling – drop out prevention • business support, attitudes and skills • after school activities for boys and girls	• multi problem family support – mental care • family planning –health issues (incl. HIV/AIDS) • higher education • in school counselling and drop out prevention • behavioral and vocational skills for drop outs • apprentice ship programmes • business support, attitudes and skills • inmate rehabilitation

A cross-cutting issue is the *strategic approach* towards youth, on all aspects of the Youth Chain: generally, and understandably, most focus is placed on youth problems (curative approach), which is like swimming against the tide, because then the origins of these problems are not getting the necessary attention. This strategy will not achieve results at a satisfactory scale, if the identified problems are not put in a wider context, also recognising mental and cultural obstacles. The most deprived youth in many cases suffer from low self-esteem and a low level of self-confidence, hindering their development: if you cannot believe in yourself you cannot become a successful member of your society. A complementary preventive approach is highly necessary. In the longer run, it could create a safer social and cultural environment, which will have significant positive effects on peoples' self esteem and self-confidence, necessary aspects for achieving *empowerment* or *agency* (see box below), and thus for being able to exercise their citizenship successfully.

Empowerment

Achieving beneficiaries' empowerment is the main goal of all organisations evaluated, since empowerment includes non-violent behaviour and a capacity for self-reflection and accountability among the beneficiaries. The concept of empowerment therefore also coincides with today's modern approaches towards child upbringing: promoting a child or learner centred approach within the context of positive affirmation, thus also creating a positive self-image and self-confidence.

A generally accepted definition of empowerment is the following: Empowerment is the capacity of people to direct and control their own lives and resources: the ability to take their lives into their own hands. Within this context the use of the concept of 'transformation' is crucial: empowerment entails more than just adequate adjustment. It entails the transformation of those involved and their society. This is, with regards to young people, sometimes also called "agency": the ability of young people to define their goals and act on them.⁸

Logically, a general indicator for empowerment or agency is the competence of effective self organisation for solving problems/facing challenges (these are issues causing stress). Empowerment or agency implies, next to necessary knowledge and skills, a well developed self-confidence, self-esteem and a capacity for self reflection and accountability. Then people are able to organise themselves for becoming an esteemed member of their society/being able to exercise their citizenship successfully.⁹ Today, it can be concluded that the most effective way of achieving agency or empowerment is by using participatory/learner centred approaches, which enhance a culture of positive affirmation. For further information on empowerment: see appendix 3

2.2 The Situation in Macedonia

With regards to human rights and social cohesion, and the fulfilment of the Copenhagen criteria, Macedonia faces a number of critical challenges. Apart from severe poverty reflecting a stagnant economy, high unemployment and unequal opportunities with severe ethnic imbalances, the central issues in Macedonia include overcoming the ethnic tensions. International engagement has, since the 2001 conflict with an ethnic Albanian insurgency, brought progress in integrating Albanians into political life. This has been underpinned by the promise of European Union (EU) and NATO integration, goals that unite all ethnic groups in the country.

The "name dispute" between Macedonia and Greece has for long time been overshadowing all other political matters, leaving less room work with other pressing social issues (e.g. quality health care and education). For natural reasons it is primarily the ethnical Macedonians facing this issue, since it is principally "their" history and identity that are at stake. This is, in fact, a rather important indicator of the low level of cohesion between ethnical Macedonians and the other ethnical groups¹⁰.

Furthermore, the transition towards a modern market economy has created huge social differences among different social groups with a large pool of unemployed people (34,9% in 2007) especially among young people with an increasing share of long-term unemployment.¹¹ The informal economy represents, in some estimates¹² around 40% of the GDP.

2.3 Inter-Ethnic Relations Macedonia

The Republic of Macedonia (pop. 2,045,177) consist of about 64% Macedonians, 25 % of Albanians and 4% of ethnical Turks. The remaining population are either, Roma, Serbs, Vlachs or Bosnians.¹³

⁸ World Development Report 2007

⁹ Rood, Rogier van 't (1997: 55-56)

¹⁰ Other ethnic groups often claim that because of the unsolved name issue, everyone in the country is suffering (making the integration into NATO and the EU more difficult) which in turn leads to further hostilities between the groups

¹¹ United Nations Joint Programme "Enhancing Inter-Ethnic Community Dialogue and Collaboration" 2010

¹² People Centered Analysis (PCA), UNDP, 2008

¹³ According to the 2002 Census where the citizens themselves declare their belonging to an ethnical group. The exact numbers according to the census were the following: Macedonians 64,18%, Albanians 25,17%, Turks 3,85%, Roma 2,66%, Serbs 1,7%, Vlachs 0,48% and others 1,88%.

After the ethnical tension/conflict in 2001, the *Ohrid Framework Agreement* (OFA) was signed by the government of the Republic of Macedonia and ethnic Albanian representatives.¹⁴ According to the agreement, every group that has more than 20% of the population in either the communities or/and nationally, has the right to have his/her education in his/her mother tongue. The agreement has in some regards given the large Albanian minority the language recognition and status that it did not have before. In many respects this was an important and a necessary step in order to cool down the hot political situation in the beginning of the last decade.

However, according to some of our interlocutors, there is increased risk that the Ohrid agreement further “locks” the country into inter-ethnic division and segregation. Recent surveys carried out by UNICEF and OSCE show, for example, that an increasing number of schools in the country are divided along ethnic or linguistic lines. The model of pararellism and separation over integration with regards to sharing physical space and engaging in and other institutions seem to become more common. Interestingly, it seems that in communities; where there is a small Albanian population the Macedonian students have more frequent contact compared with communities where the population is more equally mixed (e.g. Gostivar Tetovo, Kicevo). In those communities there is, in fact, the possibility to live parallel lives and thus not meet and have contact with the “other(s)”.

In the study carried out by OSCE, it was, for example, shown that awareness of other ethnic groups sets in at the age of six, while positive or negative feelings begin to develop at the age of ten. 40 percent of the students said they were influenced by their teachers’ opinions, and almost half indicated that their teachers had made ethnic comments. One-third believed that their school did not do enough to create positive inter-ethnic relations.

On the positive side, more than 80 per cent of students expressed an interest in participating in extra-curricular activities with students from other ethnic groups. Despite reports of high ethnic tensions, the majority of respondents thought that multi-ethnic schools can contribute to improved inter-ethnic relations and most of them (70%) are motivated to participate in activities with students of other ethnicities. It is also notable that more Albanians and Turks than Macedonians believed that multi-ethnic schools promote positive inter-ethnic cooperation. The report is concluded by stating that “although prejudices are high, students are aware that they exists and are able to precisely identify factors which cause them to increase”¹⁵

The increased segregation has, at the same time, lead to tension between the groups decreasing. The current trend in the society is that the ethnical groups are living side by side but not disturbing each other. Sometimes the lack of open conflict between teachers and or between students from different ethnical groups even is (wrongly) considered as a sufficient indicator “good” inter-ethnic relations in the schools¹⁶. However, this “peaceful co-existence” is according to some analyst rather fragile and dependant very much on outside factors such as general economic development, the EU integration process, the NATO membership the Kosovo status and what will happen with the name dispute. Since contacts between communities are a critical aspect of development for positive feelings and respect for other communities, this is of course a discouraging trend.

Within the country there is a tendency that the younger generation (who have no memories or experiences from the school system of Yugoslavia) have and will have increased difficulties to communicate. In some parts of the country, the younger Albanians do not sometimes learn sufficient Macedonian and Macedonian children do almost never learn Albanian. If this trend continues, there is an increased risk

¹⁴ The agreement which ended the armed conflict between the National Liberation Army and the Macedonian security forces and set the groundwork for improving the rights of ethnic Albanians.

¹⁵ OSCE – Age, Contact, Perceptions: How schools shape relations between ethnicities, 2010

¹⁶ See for Multiculturalism and interethnic relations in Education where a number of interesting observations is done on this theme, UNICEF, 2009

that the language of communication in the future will be English (as it already is in Kosovo between ethnical Serbs and Albanians).

Also, the current decentralisation process will most likely have severe repercussions on inter-ethnic relations. The fiscal allocation mechanisms, for example, will most likely affect the ethnic group differently (depending on the majority in the particular community) with regards on quality of social services (e.g. health care, education and infrastructure). This could, of course, lead to further separation between the groups. Also, the weak financial management systems on the local level could amplify the opportunities for corruption (e.g. recruitments along ethnical lines and the unfair/rigged procurements etc) which could further breed tension between the groups.

2.3.1 Inter-ethnic stress (an individual perspective)

Inter-ethnic stress has, according to researchers within this field, deeply rooted causes, both of an *economical* and a *behavioural* nature.¹⁷

- It is economical because poverty causes a strong competition among deprived groups and thus (ethnic) stress.
- Behavioural because of the authoritarian *negative reinforcement*¹⁸(*instead of positive affirmation*)¹⁹ in child upbringing and teaching could also cause ethnic stress in the Macedonian society.

This research shows that an attitude of negative reinforcement ultimately boils down to the development of low self-esteem and a low level of self-confidence, causing deviant negative behaviour like being withdrawn, or very defensive and sometimes extravagant (“macho”) behaviour, unfortunately also shown by some of the community leaders, for instance politicians: negative emotionality and internalising and externalising behaviour of a child is mediated by an authoritative parenting style. Given this objective correlation, it is very likely that this behaviour also negatively affects inter-ethnic understanding and communication, thus contributing to ethnic stress in society. According to this perspective, there is a need to further support initiatives that foster the positive affirmation approach in all segments of children upbringing. That said, it should be underlined that there of course are numbers of teachers and parents who practice a child/learner centred positive *affirmation*.

2.4 The Government's Policies and Standpoint on Crucial Issues

2.4.1 Recent initiatives by Government and donors

In order to coordinate and monitor the activities within the area of inter-ethnic relations, a Committee of Ministers (headed by the vice-president of the Government in charge of implementation of OFA) was established in 2006. In 2007, the Strategy for equitable representation of the members of the non-majority communities was adopted and the sector for implementation of OFA with Government decision was transferred into a Secretariat. There is a common understanding that the capacity on a national level to facilitate dialogue and communication and managing inter-ethnic disputes still needs to be further improved in order to achieve self-enforcement and sustainability.

At the local level, the process of decentralisation was the main instrument that created opportunity and a solid basis for enhanced inter-community cooperation and dialogue. The Law on Local Self-Government, the Law on Territorial Organization and a number of sector laws of local self-government have

¹⁷ See eg. M.C. Paulussen-Hoogbeem, G.J.M. Stams, J.M.A. Hermanns, T.T.D. Peetsma, and G.L.H. Wittenboer, *Parenting style as a mediator between children's negative emotionality and problematic behaviour in early childhood*, in: The Journal of Genetic Psychology, University of Amsterdam: 2008.

¹⁸ Negative reinforcement: authoritarian top-down commanding, rote learning, giving orders, offensive behavior.

¹⁹ Positive affirmation: child/learner centered and participatory, challenging, guiding and counseling.

provided a legal basis for introducing new institutions and mechanisms that will address the needs of ethnic communities, especially those that are non-majority communities.²⁰

There has been a significant effort on capacity building and skills development of recent members of CICR (especially by OSCE), however the process needs support in becoming more institutionalised and self-sustainable, as functionality and sustainability vary from municipality to municipality.²¹ One of the most important challenges lying ahead is to build the CICRs into sustainable bodies integrated into the municipal structures, enable them to create the inter-links between the municipal leadership and structures and the communities and the civic sector.

The UN Joint Programme on Enhancing Inter-Ethnic Community Dialogue and Collaboration, 2010 where UNDP, UNICEF and UNESCO are sponsoring different parts (governance, education and culture). The pilot is being carried out in three ethnically mixed communities: Kumanovo, Struga and Kichevo that will serve as basis for development of the practise and models. The expected outcomes are:

- (1) National Systems and capacities for inter-ethnic cohesion enhanced,
- (2) Capacity of the national education system to promote and enhance ethnic and cultural diversity strengthened, and
- (3) Inter-cultural sensitivity and civic awareness promoted.

The Joint Programme document stresses that the need for enhancing inter-ethnic community dialogue and collaboration received significant attention after it became apparent that inadequate ethnic dialogue was eroding democratic transformation and stability in the country, as shown in UNDP's successive Early Warning and People Centered Analyses Reports.

3. The Swedish Supported Projects in Brief

Within the development cooperation programme Sida and the Swedish embassy, during the last decade, supported several projects in the field of human rights and social cohesion in Macedonia. Four of them are dealing (or have dealt) with alternative approaches to inter-ethnic youth work and education of different age groups.

In accordance with ToR, this section focuses on the approach and methods applied by the organisations, the results and key achievements and their system of learning (monitoring and evaluation methods).²²

3.1 Centre for Human Rights and Conflict Resolution (School of Tolerance – Gostivar)

The mission of the Centre for Human Rights and Conflict Resolution is to promote the basic human rights and freedom as well as to develop and improve the ways of interpersonal and intercultural

²⁰ According to the Law on Local Self Government, currently 21 out of 84 municipalities are obliged to establish Committees on inter-community relations (CICR), although 12 more have expressed interest in this mechanism, though they are not obliged. The details of the set-up and the operations of the CICRs are left up to the individual municipal Statutes.

²¹ E.g. different type of composition, levels of budget and political support, lack of awareness, leadership of its members, etc.)

²² The information in this section is based on interviews with project managers and personnel at the organisations, field visits and interviews with beneficiaries as well as other external evaluation and self assessments (eg. the questionnaire in annex 7, separate report).

(between the communities) communication. The Centre was established in 2002 when Centre for Human Rights merged with the Ethnic Conflict Resolution Project.

The main objective of the School of Tolerance project was to contribute to improvements of inter-ethnic relations by developing a high school model that can provide strategy and mechanisms to educate Macedonia's future citizens. The School of Tolerance project activities ended in spring 2008, but were extended until January 2009 for the promotion of the concept and model of school of tolerance in other municipalities. Primary target group(s) for the intervention has/have been High-school students and teachers. Each year (5 in total) approximately 200 students and 20 teachers have participated in the activities. The cooperation with Sida lasted for 5 years 2003–2008 with a total budget of € 300.000. During the field visit in Gostivar the consultancy team had meetings with the principal, with teachers (Macedonian, Albanian, Turkish), and student and project staff.

3.1.1 Approach and methodologies

The main approach and method of the centre is based on experiential learning (role playing, small group assignments and discussions, group discussions/reflections about the role playing activities) and process-oriented activities. The approach/methodologies were developed by CHRCR team through implementation of various educational programs over the years.

The effects from implementing activities with certain number of students (target group) are supposed to be transferred towards all other students (their peers). The change in attitudes and behaviour of the students is supposed to affect all their peers that have not been directly involved in the project activities.

This School of Tolerance in Gostivar has 3140 learners (gender equality), in three different areas and in separate classes (per ethnicity: mother tongues as language of instruction):

- In four years a total of 24–32 classes of Albanians learners – 7 classes of Macedonian learners (incl. Roma) – 5 classes of Turkish learners
- Albanian and Turkish learners also learn Macedonian, English and German, as foreign languages. Macedonian learners learn English and German as foreign languages - the communication language in school is Macedonian
- Teachers come from all ethnic backgrounds
- Meetings for parents are organised separately (by ethnicity)
- The school does not organise mixed events, except for activities related to sports.

It was reported that there was a growing isolation among students, especially between Macedonians and Albanians, but no serious tensions were reported. When difficulties arose it appears to be difficult to calm down. Also, parents and teachers were affected by ethnicity related difficulties.

The Gostivar School of Tolerance intervention in this highly complex and sensitive situation was implemented as a pilot project between 2003 and 2008. At the moment, there are no follow up activities. Its activities were focussed towards teachers and students (direct beneficiaries). The project had basically two objectives, to;

- bring learners of the various ethnicities together, despite the separate classes
- bring democracy in the school (including the learners). Vehicle for obtaining these objectives are extracurricular activities, implemented by teachers: photography, arts, drama, media, flower art, history, computer science (webpage), heritage, sports, marketing, and trainings with students implemented by the CHRCR team on the issues of human rights, appreciating differences (multiculturalism), conflict resolution, communication skills, participation in the everyday school life etc.

The extracurricular activities implemented are highly appreciated by the stakeholders involved (e.g. teachers and students). It appears however, that neither the school management (recently changed) nor other teachers have developed a true sense of involvement. As a result the project did not create the support necessary, and the stakeholders (involved teachers and students) were not able to develop lasting ownership. It also appears that an active parent-teacher council is lacking. Such a council was introduced in the first year but due to a lack of interest it was abandoned. Such a council could play a leading role in supporting inter-ethnic activities. Joint and regular ethnically mixed extracurricular activities were based on experiential learning (students coming to the conclusions by themselves through discussions) and enforced participation of the students in the everyday school life (not offered through the regular classes). But despite this approach which has its positive merits, a well-developed pedagogical methodology carrying all activities and enhancing stakeholders' empowerment and ownership could not be identified. Finally, students express a need for trainings on entrepreneurial skills.

3.1.2 Results and key achievements

- Student awareness about “the other” changed positively (objective 1), and they were able to convince the school management to extend their pauses for allowing them enough time for lunch (objective 2).
- Both teachers and students reported more inter-ethnic communication at the time of the project, within the activities organised. But this effect is fading away because of a lack of follow up initiatives.
- Teachers were trained for the extracurricular activities (skills development), but not on securing materials.

For follow up extracurricular activities teachers need more incentives: ongoing school management support, rooms, a budget for activities and materials, and extra hours – or fewer classes. They would like to organise exposure visits to other places (schools) in Macedonia or even abroad, with the aim to create a better understanding of the “others”. Due to a lack of necessary support and incentives the project is not continued so far. Projects like these should become part of annual planning in the school and the activities need to be streamlined.

3.1.3 Results based Management and system for learning

Although the organisation states that the activities that have been proved as being successful have been reinforced and modified in order to better address certain issues, the M&E system seem to be rather ad hoc and not given adequate information on how to improve the approaches and methods. A more systematic M&E system would most likely have revealed weaknesses in the set up and methodology and called for a change.

3.2 Open Fun Football Schools (OFFS)

CCPA-Open Fun Football Schools is a branch office of a Danish NGO: Cross Cultures Project Association (also called CCPA or Cross Cultures). CCPA is a politically independent, non-profit, humanitarian organisation. The association exists for the purpose of developing and implementing projects cutting across cultural lines, having, as their main objective, the promotion of reconciliation and integration among people through dialogue and cooperation. The OFFS approach is implemented as well in other countries (Balkan, Caucasus, Middle East). During the field visits the consultants carried out meetings the consultancy team had meetings in Tetovo with volunteers (parents and teachers), primary school children, and project staff.

Sida has supported the Open Fun Football School Program in Macedonia since 2003. From 2003 - 2007 the Open Fun Football school program was considered a regional intervention, and the Sida

grants was considered part of a Nordic donor platform that also included donations from Denmark, Norway, Finland and UEFA. From 2003 – 2007 Sida supported the Open Fun Football Schools in all the Balkan countries with a total of € 1,881,244. The total (regional) budget during this period amounted to € 7,692,720²³. From 2008 – 2010 (the present contract) the Sida grants have been given on a national budget and amounts to 1,860,000 SEK (620,000 SEK per year in three years). The total budget 2008-2010 exclusive so-called in-kinds amounts to 9,519,324 SEK (about € 950 000). The project continues until 2010.

3.2.1 Approach and Methodologies

The goal of the project is to bring together children and trainers in post-conflict areas. The basic idea of Open Fun Football Schools is to invite people to cross ethnic, social and geographic borders. The philosophy is: sports for all and to have fun, regardless of talent, gender, ethnicity and social background. The objective is to motivate friendship and tolerance. Football federations, ministries and agencies for youth and sports are engaged.

The Open Fun Football Schools are used to rally children and adults of different social and ethnic groups around an activity of common interest. In this way ball playing becomes a tool amongst others for stimulating peaceful co-existence, tolerance, gender equality and inter-ethnic community building. The approach actively involves parents, municipalities, primary school teachers, local sponsors, national and regional football associations, the local and national media, ministries of youth and sports and many others. The child and the child perspective are always at the centre.

The main vehicle for obtaining the activities are: five days summer holiday football camps (mixed boys/girls, mixed ethnicities), preceded by trainings in after school hours throughout the year (each week trainings and twice a month mixed football games and other games), by volunteers (parents, teachers). Other issues are also raised, for instance on environmental awareness and parental support. Transfer of skills towards volunteers and then to the children is about non-competitive leadership. As a general rule, OFFS enters local partnership agreements with relevant institutions at the local level, such as municipalities, primary schools and football clubs. These local stakeholders become responsible to appoint representatives from the local government. Also parents are encouraged to take an active role in the activities, by organising parents' workshops and by involving some of them in the process either as volunteers or as local donors and sponsors. The method for training volunteers/leaders is empathically child centred (enhancing positive affirmation), with participatory dialogue workshops: awareness rising through a questioning approach (thus not a top down approach of imposing values). OFFS also provides for sports and games equipment (balls, for instance).

3.2.2 Results and key achievements

Since 2000 a total number of 178 primary schools have been involved in OFFS-activities (summer camps) throughout Macedonia, covering approximately 38 000 children and 2 700 leaders/volunteers. In 2009 22 schools were involved.

Some of the effects that have been identified are

- Bringing stakeholders together: schools, municipalities, parents, sports clubs – enhancing their mutual cooperation and social responsibility
- Development of a culture of volunteerism among parents and teachers – enhancing social responsibility of the civil society
- Development of awareness on the benefits of positive affirmation – enhancing child centred pedagogical approaches in upbringing children (parents, teachers)

²³ Apparently there are no clear data on how much from this budget came from Sida.

Children report that they fully enjoy all activities and the volunteers (with different ethnical backgrounds) easily cooperate with each other. Moreover, the largest impact is the attitude change of teachers and parents from negative reinforcement towards positive affirmation. As a result they report a far more relaxed interaction with their children and family, and in school. The OFFS approach obviously enhances a culture of (enthusiastic) volunteerism.

3.2.3 Results Based Management and system for learning

The approach is continuously developing contacts with other regional activities. Also, the head office in Copenhagen provides training in different aspects such as M&E and RBM as well as management issues and on environment. The volunteer leaders who organise the local Open Fun Football Schools are the most important feedback channel. Each of the leaders fills out an evaluation form after the activity. Also, it is the task of the instructor to monitor the implementation of the Open Fun Football Schools and to give feedback. In general, OFFS appears to have a rather sophisticated approach on learning and are actively using the information derived from their M&E system.

3.3 Mozaik/Search for Common Ground

It is overall goal of Search for Common Ground – Mozaik to support different ethnic communities to collaborate and communicate with each other through the socialisation of children at the very earliest stage, through bi-lingual child centred kindergartens. The Swedish support to Mozaik has come to an end (period between 2004-2008: € 312.852). Mozaik is currently receiving support from the Swiss Agency for Development and Cooperation in Macedonia. During the field visits the consultants had meetings in Kumanovo with kindergarten teachers and parents (Albanian, Serbian and Macedonian), with the director, and with Mozaik staff; kindergarten classroom observations.

3.3.1 Approach and Methodologies

Mozaik kindergarten are implemented in various places throughout Macedonia: in Skopje, Kumanovo, Gostivar, Struga, Tetovo and Debar (13 in total). Mozaik-children are in mixed groups of 3–5 years old²⁴. This also includes the special class for six years old children preparing them for primary education.

The overall objectives of the project are to:

- Developing inter-ethnic understanding among young children and their parents
- Improving teaching methods (according to a child-centred model)

The main vehicle is the Mozaik bilingual technique in bi-lingual classes. This approach works through paraphrasing, not translation. Teachers speak only in their mother-tongue (Macedonian and Albanian, but also Serbian or Turkish) so that the children have the most solid model for forming their own languages. They also have the well thought model for introduction to the other language. The children are allowed to express themselves as they want. When giving instructions or telling stories, the teachers speak in tandem, always paraphrasing in some way what the other said before continuing. This way they do not lose time in translation. At an individual level the teachers often engage children who speak the other language. At the beginning of the year the teachers often have to ask for the help of their colleagues who speak the language of the child in such situations. After a few months, however, the language difference ceases to be an issue between the teachers and the children. They are always 50/50 Macedonian and Albanian (and Turkish or Serbian) teachers in each group or class, with proportional numbers of children of each language group at stake. It is not the purpose that children really learn the

²⁴ Conventional kindergartens include nurseries and care for children from 6 months to 6 years old, all of them in more or less separate age groups. When they are 7, each child starts compulsory primary education. Children between 6 – 7 years old can pass a voluntary test (on speaking skills, motorial development, etc.) in order to assess whether they are ready already for primary education. These tests are provided by the primary schools and developed by the Pedagogical Institute of the University.

other language, but that they get exposed to the other language and pick up words and phrases. Mozaik also organises child upbringing workshops for parents.²⁵

The pedagogical and didactical approach is emphatically child-centred (positive affirmation), enforcing children's self-esteem, self-confidence and the development of a positive and realistic self-concept (self-image). Furthermore, this approach creates an environment which allows respect for characteristics and sometimes differing cultural features. Parents with different ethnical backgrounds feel at ease with each other and show reciprocal respectful behaviour. Moreover, they fully adapt the approach of positive affirmation to their home situation (previously: negative reinforcement), reporting a far more relaxed interaction with their family and children. The methodological difference between Mozaik kindergarten and primary schools could have some negative effects on Mozaik children when they reach the primary school age. For some of the children the "normal" school is perceived as rather harsh and insensitive. Because of this and many other reasons it is crucial that the Mozaik child centred approach of positive affirmation will be mainstreamed in primary schools as well.

3.3.2 Results and key achievements

Thirteen kindergartens have been implemented in Macedonia. As an outcome of the activities, however, there is now a localised NGO, which is supported by many of the municipalities who pay salaries for the teachers and the central authorities who, for the time being, are declaratively very much in favour of the concept of bilingual kindergartens and the local communities and the municipalities who are generally accepting it. Mozaik teachers have an affirmative approach towards the children, looking at the children when they talk to them, they are patient and respectful. As a result, the children feel very much at ease, comfortable and safe.

One of the more obvious effects of the model is that parents report that they have changed their upbringing approach significantly: from negative reinforcement towards positive affirmation, because of Mozaik workshops for parents.

3.3.3 Results Based Management and system for learning

SFCG organises learning meetings with Mozaik teachers three to four times per school year where the Mozaik team discusses about the annual Plan and Program, determine the activities with parents, New Year and Final performances and other issues and problems related to the work with children and the responsibilities towards the kindergarten. Also at least once per year additional trainings for Mozaik teachers on different themes like conflict transformation, gender-balanced activities, etc, to refresh their knowledge but in the same time the build the teams especially when new teachers join.

On monitoring the following activities are carried out:

- Regular visits to the Mozaik groups by the Mozaik staff and their field reports;
- Monitor of the pedagogical approach, using standardised forms and records, kept in Mozaik's files as they contain confidential personal information. Particular emphasis on: behavioural changes among children, social interactions, conflict reduction, gender-balance and children's development in general. Monitor and evidence of the change in the child development noted in the Child Dossier for each child separately
- 2 Counselors from the Bureau for Development of Education (three times/year) and their quarterly/annual reports

²⁵ Conventional kindergartens include nurseries and care for children from 6 months to 6 years old, all of them in more or less separate age groups. When they are 7, each child starts compulsory primary education. Children between 6 – 7 years old can pass a voluntary test (on speaking skills, motorial development, etc.) in order to assess whether they are ready already for primary education. These tests are provided by the primary schools and developed by the Pedagogical Institute of the University.

- Developmental psychologist from the Faculty of Philosophy (three times/year)
- Regular meetings with all stakeholders, including Mozaik teachers and parents; kindergarten directors, Professional Advisory Board members, central government representatives, local authorities and other partners in the project.

Information received on the monitoring is exchanged among the beneficiaries and changes for development and improvement of the Mozaik approach is implemented. The Mozaik model is not rigid but has been developed over the course of the years in order to become institutionally and financially appropriate for its integration in the system and at the same time retains the qualities of the model itself. Also, a number of external evaluations have been carried out²⁶ In general, it appears that the Mozaik approach meets its objectives and its organisation (including M&E) is well elaborated.

3.4 Triagolnik Youth Clubs

The centre for non-formal education Triagolnik is an independent, non-governmental, non-political and non-religious Association of Citizens. It was officially founded as an NGO in January 2007, being the successor of the Forum Syd Balkan Programme Macedonia Project (2004–2007) and the PRONI Institute for Social Education (2002 – 2004), keeping the same staff, premises and target groups. The purpose of Triagolnik's work is to provide quality non-formal education for the development of generic skills among young people, to empower them and to create conditions for their participation in decision-making processes in society. Triagolnik lobbies for the mainstreaming of youth work and non-formal education within the formal education system, aiming to decrease ethnic division and unemployment and support youth participation. Meetings in Tiercë with primary school teachers, Triagolnik staff and the staff of a local NGO implementing the Triagolnik approach.

The primary target group are young people mainly aged between 12 and 25, reaching out to over 15 000 young people since 2002. The second primary target group are teachers, professors, pedagogues and psychologists working in primary and secondary schools, relevant municipal staff as well as NGO activists involved in organisations who work with or for youth. Approximately 250 individuals from this target group have directly participated in these activities. Sida has supported the organisation from June 2002 and will continue in 2010. During the last 8 years Triagolnik (and its predecessors) has received financial support from Sida: a total amount of € 1.594.274.

3.4.1 Approach and methodologies

Triagolnik implements its approach throughout Macedonia in Tetovo, Skopje, and also by using local NGO's for implementation, in, Kumanovo, Kavadarci and Tearcë. The latter as part of their expansion strategy for disseminating their youth work model. Triagolnik acts as a resource centre and capacity building centre for these local NGO's. The participatory pedagogical approach ("social-education based youth work") is based on Northern Irish experiences with conflict resolution, and on human rights, and is empathically child/learner centred, thus enhancing positive affirmation. Target groups are young people of all ethnicities, from 12 years old onwards (highest classes in primary education), with a special focus on the marginalised. Triagolnik provides for non-formal (extracurricular) education aiming at empowerment²⁷, creating conditions for participation of youth in decision making processes in society and providing work related apprenticeships, for a better access to the world of work. It cooperates with local stakeholders: municipalities, NGO's, teachers, etc.

²⁶ External evaluation was done by Rogier van 't Rood, Netherlands (May 2000), Internal evaluation, PhD Tatjana Takashmanova-Sokolovska, Institute of Pedagogy, Faculty of Philosophy at University of St. Cyril and Methodius (December 2004), External evaluation, SDC Educational Fabienne Lagier (September 2005), Thematic evaluation, Euro Balkan, Macedonia (May 2006), External evaluation, SDC Educational Fabienne Lagier (June 2006), External evaluation, SDC Educational Fabienne Lagier (May 2007), External evaluation, SDC Educational Fabienne Lagier (April 2008)

²⁷ Empowerment: people obtain the capacity to take control over their own lives and resources

Objectives:

- Capacity building at local levels
- Development of decision making power among young people (empowerment), for positive change in society
- Development of a culture of volunteerism.

The programmes Triagolnik implements are carried out in collaboration with local and/or national stakeholders (e.g. schools, local municipalities, ministries and state agencies relevant to specific issues). This makes it easier to lobby for mainstreaming.

3.4.2 Results and achievements

- So far, approximately 15 000 individuals have participated in the activities
- Local NGO developed the capacity to carry out its non formal education activities effectively
- Teachers became aware of the negative effects of negative reinforcement and changed their teaching attitude towards a child centred approach, enhancing positive affirmation (also at home)
- Development of a culture of volunteerism among youth (higher education students) and teachers.

In general, it appears that Triagolnik meets its objectives, teachers report that they understand the importance of non-verbal communication and active listening, and the importance of good communication, as such, for understanding problems. They experience better communications in their school at all levels (and at home), also in classes: there is more trust and respect, people approach each other more easily, and conflicts are resolved more easily. They report that these effects are the result of the shift from an authoritarian approach towards a child/learner centred approach, enhancing positive affirmation.

Through the local NGO students dedicate a considerable amount of their time and energy in voluntary work, in a professional manner. Parents are not directly involved: it is assumed that the effects trickle down to them, but it could be considered to approach them more directly as well, for instance through parent-teacher committees.

3.4.3 Results Based management and system for learning

The capacity building of the staff and volunteers consists of continual assessment and self-assessment as well a process of goal-setting for individual's professional and career development. The capacity building is performed through training, but also job enrichment supported with on-the-job training and mentoring. The support and motivation for the staff (and volunteers) is provided through regular support & supervision meetings, but as well as by building a climate of trust and support for initiative and change from each level. Group support and supervision sessions are also available to our volunteers.

Each staff member writes monthly progress reports. Support and supervision meeting is held with individual staff members every three months. Weekly meetings serve the purpose of on-going evaluation and day-today managerial decisions. Monthly meetings are held in each sector to track how operational plans progress. Every three months an evaluation meeting is held to look at results and initiate alterations in programmes and activities (quality, approach and dynamics of interventions) in order to reach targeted results. Annual result evaluation and annual planning are held each year to modify strategic and operational plans. Indicators are checked through monthly reports and quarterly reports in each sector as well an annual progress report.

In general, Triagolnik has elaborated a well-functioning M &E framework which is used to further develop the activities carried out.

4. Conclusions and Lessons Learnt

This section summarises the lessons learnt and conclusions of the four organisations supported by Sida and include a brief discussion and reflection on key issues such as; relevance in relation to the needs in country, on the pedagogical approaches, on impact and outcome, on effectiveness Results based Management and efficiency, on trust and cooperation, on inter-ethnic stress as well as sustainability, ownership and the prospects replicate the approaches and methodologies used by the organisations. Section 4.1 also includes some tentative results from the learning study process as such which was initiated by Sida in December 2009.

On relevance

On an overall level there is an urgent need to strengthen the inter-ethnic relations and social cohesion in Macedonia. The non-cooperative behaviour on the individual, organisational level and ethnical group level is a clear sign/indicator of this problem. Also, there is an urgent need to cultivate a civic overall identity for all people living in Macedonia, regardless of ethnical identity. From this perspective and given the ongoing segregation in Macedonia, all initiatives identified by the NGOs evaluated are highly relevant.

It is also clear that there exist mutual interests and interdependence between the Government and NGOs. On the one hand, the Government needs to learn more from and include the lessons learnt and competences that the NGOs have with regard to methodologies used within this field. On the other hand, the NGOs need the central or local governments “blessing “ in order to give legitimacy to the activities and making the activities self-sustainable in the long run.

Currently, there are no overall comprehensive view on youth development (youth care) initiatives in Macedonia. Such a view is important because it helps to require insight and understanding in the many connected aspects that are related inter-ethnic communication youth development, starting at early childhood care, (pre) primary education, secondary and higher education, towards the world of work.

The four NGO’s evaluated directly cover a number of elements of the Youth Chain (see section 2.1.2 for further information):

1. School of Tolerance; 15–18 years old: extracurricular after school activities
2. Open Fun Football Schools; 7–14 years old: extracurricular after school activities
3. Mozaik – Search for Common Ground; 2–6 year old: day care – preschool education (kindergarten), parental support
4. Triagolnik; 7–14 and 15–24 year old: primary and secondary education, extracurricular after school activities, apprenticeships, business support, skills, behaviour and attitudes.

They also influence other elements, on which they would like to improve their impact:

1. School of Tolerance; 15–18 years old: secondary education (contents of academic subjects such as history)
2. Open Fun Football Schools; 7–14 years old: primary education (teaching methodology)
3. Mozaik – Search for Common Ground; 0–1 years old: parental support/7–14 years old: primary education (teaching methodology)

4. qTriagolnik; 7–14 and 15–18 years old: primary and secondary education (teaching methodology)/ 25–30 years old: apprenticeships, business support, skills and attitudes.

For an efficient implementation of all youth related activities, it is important to have a thorough understanding of all related aspects. Hence, as mentioned previously, activities carried out by the organisations individually appear to be highly relevant. However, the youth chain shows that the activities of the organisations are complementing each other rather well, and if these organisations somehow could work more closely together the relevance and the potential benefits could be even higher.

On the Pedagogical/didactical approaches

In general, the ways and methods used by the organisations involved in this process are highly relevant and rather sophisticated. This is fore mostly the case in those situations where the NGO's have developed a mature and comprehensive participatory methodology/approach underneath, with a strong focus on communication skills, conflict resolution skills and the enhancement of a child/learner centred positive affirmation. It is also very relevant that they target their activities towards children and youth, involving teachers and parents and/or other stakeholders.

The approaches are generally emphatically child-centred (positive affirmation), enforcing children's self-esteem, self-confidence and the development of a positive and realistic self-concept (self-image). Furthermore, these approaches create an environment which allows respect for characteristic and sometimes differing cultural features. The pedagogical approach employed some of the organisations is clearly based on internationally recognised research²⁸. For example, teaching and learning is carried out throughout games, discovering, working in small groups and a very individualised manner in teaching the children.

Another important aspect of for example of innovative approaches is conflict resolution methodologies used by, for example, Mozaik²⁹. Teachers were trained to apply this model in resolving conflicts among adults. The teachers tend to act as mediators/facilitators in resolving conflicts among kids, thus empowering kids to come to a joint solution by themselves. Teachers are trained to use collaborative negotiation when in conflict with a child and to use group problem solving strategies (based on brainstorming and consensus building) whenever needed for coming to a group solution.

On impact (and outcome)

In general, the activities carried out by the NGOs appear to have had an effect (outcome) on the direct stakeholders (children/learners, teachers, parents). For example, it has been observed that these stakeholders significantly developed or changed their attitude positively with regards to child upbringing, communication skills and conflict resolution. It is really striking how parents and teachers became fully aware of the importance of positive affirmation, and how they internalised the concept, thus changing their previous authoritarian approach of negative reinforcement.

However, on a societal level it is more difficult to say anything certain about the changes and in what respect the activities carried out by the organisations have made a difference (brought about change). The overall trends towards a greater segregated society are nothing that could be stopped by the initia

²⁸ For example on theories of Piaget and Vigotsky

²⁹ The approach on Mozaik-conflict resolution games is based on the collaborative negotiation and mediation model developed by Raider and Coleman from the International Centre for Cooperation and Conflict Resolution, Columbia University, New York

tives and activities carried out by the organisations.³⁰ However, on the margin the situation could, of course, have been even worse if the organisations had not implemented their activities.³¹

If these initiatives had been implemented throughout the country and be shown as best practices to all relevant actors in the Macedonian society (governments at all levels, the entire education sector) a true (and measurable) difference on an overall level would most likely have been achieved.

On effectiveness

Like many NGOs operating in developing countries, the reviewed organisations have lived on their own “islands” with little knowledge and understanding of other actors within the same field. The four organisations involved in the learning process are all important players within the field of inter-ethnic communication and tolerance. To date, the organisation has, to a very to a large degree, worked in isolation when it comes to institutionalisation of their activities. Hence, each of the organisations has been focused on the stakeholders of the target groups they have been working with and not on the entire “youth chain”. In their process of maturation as organisations they are each at different stages and it is expected that they have a various degrees of interaction and cooperation with other stakeholders. It should, however, be noted that one organisation (SFCG) that deals with pre-school age has as their main state partner the Ministry of Labor and Social Policy, Triagolnik and School of tolerance are more linked with the Ministry of Education and OFFS is most closely linked with Agency for Youth and Sports.

Also, the effectiveness of the organisations has been further hampered by the constant changes in the government and the centralised decision making processes of the government (where all decisions come down to the highest positions at the Ministries).

The pedagogical approaches/methodologies developed and implemented by Search For Common Ground/Mozaik, Open Fun Football Schools and Triagolnik, are well elaborated and of a very good quality. They stimulate and enhance a culture of positive affirmation, mutual trust and empowerment. Hence, the most effective initiatives can be found among those NGO’s who have developed and implemented a strong constructivist methodology underneath (learner centred, participatory, enhancing positive affirmation), which empowers the stakeholders/learners and thus creating stakeholder ownership (also see Relevance, above):

On Results Based Management and efficiency

The great majority of the organisations studied have developed efficient systems of evaluation and monitoring. In most cases of the reviewed organisations these systems seem to enhance a continuous reflective process (learning from previous mistakes and successes). The organisations seem, in general, well aware about the key concepts of Results Based Management and have a focus to manage the activities in order to reach to sustainable effects. Also, the organisations have in general been rather conscious about the “value for money” of the activities and continuously improving the efficiency of the activities carried out.

However, although the organisations have a focus on outcomes (rather than output) they share a common frustration that they have difficulties to assess (measure) effects brought about by their activities. As mentioned above, one reason for this is that there are inherent difficulties to measure these type of social changes and attribute them to the specific interventions (especially when overall trends in the society is reversed to the results that one likes to achieve).

³⁰ In this sense, the efforts by the organisations could be visualised as a swimmer that are swimming against the tide/current. If the tide/current (trend) is strong enough it will not matter how good the swimmer is, and the results appear to be weaker than they would have under different circumstances.

³¹ Impact/outcome assessments of social changes are extremely difficult of basically three reasons. 1) Beside that it is difficult / impossible to what would have happened if not the activities were not carried out(the contra factual reality) it is 2) also difficult/impossible to be certain about the causality, i.e. if the changes observed are an effect of the intervention or have other causes. 3) The third problem is that it is often (as in this case) is lack of baseline data (reference situation) to start with.

Still, some of the organisations involved in this learning process, need to be more creative, using different types of indicators to detect results (on an outcome level). In this endeavor it will be important for the organisations to identify a sound (i.e. “good enough”) level of ambition of methodology when collecting data.³²

In summary, the organisations have high ambitions to manage for results and the overall assessment is that the organisations have implemented the reviewed projects in a rather efficient manner. However, there is also a need to further elaborate cost effective systems of follow up and evaluate results (on an outcome level). Ideally, the organisations should try to aggregate their results (effects) making their case stronger in relation to other stakeholders, e.g. financiers.

On trust and cooperation

Like many NGOs operating in developing countries, the reviewed organisations have lived on their own “islands” working in isolation having little knowledge and understanding of other actors within the same field. The four organisations involved in the learning process are all important players within the field of inter-ethnic communication and tolerance. Despite the fact that the organisations involved in this process had a common donor (Sida) for 5-10 years, when the learning process started the four organisations, had little or no knowledge about each other’s work. The plain knowledge of what others are actually doing and how they are doing it is naturally a first step towards a greater trust and possibilities to cooperation.

As pointed out in section 2, the lack of trust society (between individuals/organisations and the state and between individuals/organisations) is one of the key challenges in Macedonia, as in many countries in Western Balkans. As in every sector in society, a long term cooperation and collaboration is very much based on a mutual trust between the organisations. If there is lack of trust, organisations tend to work more in isolation and as a result don’t achieve the optimal effects of their work.

For the four organisations involved in this study, the level of trust is partly affected by the degree of development of each of the organisations and partly the constant shrinking of resources and closing down of bilateral assistance. The four organisations are at various degrees of development and have a lot to offer to each other and complement each other’s resources and experiences. This could ideally be a driving force towards a greater trust and cooperation between the organisations, however some of the more advanced organisations may feel that there is little “in it for them” refraining them to deepened the cooperation further.

The very fact that the organisations are competing for the same amount of funds available could, on the one hand, be seen as a restraining force towards cooperation and further trust. On the other hand, it could also be seen as strong driving force to unite their organisations on a platform and apply for funding together. The process of trust building has been started with the learning study and with some assistance it can be supported and result in defining the areas of cooperation and action planning the future steps in joint applying for funding or joint approach to the state for institutionalisation of their initiatives (see also section 5).

On gender equality

To promote a multi-ethnic society as well as a gender-equal society, there are several similar challenges and cross-cutting issues that need to be taken into account such as; a) dealing with the stereotypes about ethnicities and stereotypes about gender roles, b) democratic approach and valuing equality (imperative

³² The most important aspect of a good indicator is that *it should be simple to measure and to understand*. Questions to be asked when identifying/deciding on indicators include; a) It is clear what the indicator actually measures/assesses?; b) It is relevant both in relation to the actual changes it is indicating as? c) Accessible/available at a reasonable cost; and) reliable over time, i.e. it measures the same phenomenon over a period of some years.

for both aspects), c) building self-esteem with children and youth d) interaction as the main way of overcoming stereotypes about “the other” (may be an ethnicity or a traditional gender role) and d) teaching tolerance and respect for diversity.

The organisations involved in this study have done general gender equality analysis and the gender dimension is integrated in the project documents including (output level) indicators on the ratio how many men/boys and women/girls have been involved in, and reached, by the activities carried out by the organisations, e.g. kindergarten children, their parents and the teachers; primary school children their parents and teachers; youth; volunteers and members of NGOs.³³

In general, the activities carried out by the four organisations more or less reflect the stereotypical gender division in regards to the social function and the affinities towards sports and other social activities which are seen as predominantly male or female. The organisations are facing different challenges, for example Triagolnik has had a larger response from girls in both the activities and volunteers. In order to have a more balanced ratio, in the past couple of years they have increased events on sports themes which attract more male participants and try to reach them and involve them in other initiatives. The challenge of Mozaik has been to involve more male teachers, whereas the gender ratio with regards to the children has been equal.

The four organisations have all considered the gender dimension; however they are currently in different stages of understanding and incorporating gender equality in designing and realizing their projects. There is, for example, still a need for a more thorough analysis which effects and benefits (on an outcome level) the activities have on boys and girls. There is also a need to more thoroughly understand the potential effects of a further segregation/integration in society, among boys and girls respectively. This would give valuable input on how to design and re-design activities and thus make them more effective and efficient.

On ethnic stress

The organisations involved in this study do, in one way or another, deal with the causes and symptoms of ethnic stress. Yet, there is a need, among the organisations, to further understand and explore root causes of inter-ethnic stress. As described elsewhere in this report (section 2.3.1 and annex 4 on minutes of the workshop), such a practice of negative reinforcement most likely contributes to conflict and violence in the society.

If the organisation could develop a common strategy for strengthening a culture of positive affirmation (enhancing beneficiaries’ empowerment) in parenting, education, sports, etc, and making other people aware of its benefits, the impact of their activities could most likely be increased since it would further contribute to trust building on the basis of self confidence and a positive self image. For this purpose, it is of crucial importance that the activities and methodologies of SFCG/Mozaik, OFFS and Triagolnik are mainstreamed with the strong and explicit support of governmental institutions at all levels.

On replicability

The main challenge with regards to replicating already implemented initiatives is to develop something that is simple enough and contains key elements that should be compulsory, but still provides for the flexibility that always will be needed in order to use lessons learnt. Generally, the organisations have an ambition that their methodology may be replicated on a large scale in other parts of Macedonia. Essentially, the organisations have been set up in two types of model affecting the possibilities and challenges of replication.

³³ OFFS elaborated the following data for 2009: children included in the activities: 62% boys and 37% girls; leaders 86% men and 14% women; trainers 69% men and 31% women and assistants 61% men and 39% women. Triagolnik data: 40% male and 60% female participating youth at youth clubs in Skopje, Tetovo and Kavadarci in 2008 and 2009. SFCG has had a balance in regards with participating girls and boys in their kindergarten groups from the start of the programme. They have continued in this direction and have followed the demand from the parents in enrolling their children in their groups.

Two of the organisations have used a “franchising” model where the methodological development have been largely centralised from the head offices of Search for Common Ground in Washington (Mozaik) and Cross Cultures Project Association, CCPA in Copenhagen (OFFS). These concepts and ideas are theoretically well grounded and have been tested in many different post conflict situations. The overall advantage of this approach is that it provides the organisations with clear guidance and manuals on how to go about. Also, the personnel of the organisations are provided with some methodological support and capacity building from their respective head offices. Although, there is flexibility allowing the organizations to adjust their programmes to the local context, there is a risk that “one size fits all” sometimes prevails over letting root causes in the specific country context be the “guiding star” when designing projects and programmes. The approaches and methodologies of the other organisations have been more home grown and have consequently greater possibilities to be more innovative creating new and more tailor-made solutions for each and every intervention. The main challenge using this approach is that it requires a high level of understanding of the overall approach that is used by the organisations (the theoretical foundation) as well as innovative staff which are able to continuously adjust the methods and approaches to the changing context.

On ownership and sustainability

All the reviewed projects depend on international donors. For some of them, Sida has been the single most important donor. All projects have cooperation and coordination with either the central and local government officials. It is important to underline that all the organisations have actively and consciously involved local governments, local NGOs, direct beneficiaries, parents, children/young people, etc. Also, all organisations are in dialogue with the responsible branches of the central Government e.g. the Ministry of Education, Bureau for Development of Education and Ministry for Labour and Social Policy.

Two of the reviewed interventions (Mozaik and School of Tolerance) have geared their activities directly towards curricular activities and have in that sense been rather integrated in the implementation of education at pre-school (kindergarten) and secondary levels. Nevertheless, their approach is not yet mainstreamed into the governmental structures and processes.

Consequently, there is an apparent need to further institutionalise the activities currently carried out by the NGOs. To enhance ownership by the governmental institutions it is also needed that extracurricular activities with mixed ethnic composition and led by teachers of represented ethnicities become part of the responsibility of the schools and are realised according to the yearly plan and programme.

4.1 Major Results from the Learning Process

The learning process as such (between Dec. 2009 and March 2010) has led to some tentative results, e.g.

- During the last couple of months the organisations have met regularly to share knowledge and experiences from their work and have now a far better awareness on what is going in the sector. The organisations have learnt more about each other’s organisations, how the activities are overlapping in, for example, different municipalities they have been working with at the same time. As a result of the interaction between the four organisations, it has become evident that the only way forward to reach lasting effects is that the “good forces” are cooperating (and not working in isolation). The challenge is now to continue and further strengthen this network among the NGOs as well as other stakeholders, including identifying mutual interests and divide responsibilities between the key actors.
- The presence of governmental officials at the workshop has most likely led to at least a slightly higher degree of understanding and knowledge (at least among the governmental officials present) of the approaches and methodologies used by the NGOs. The governmental officials also expressed their determination and will to further institutionalise the approach and methodologies carried out by the NGOs. Furthermore, the understanding of the mutual interest and dependence between, on

the one hand, the government (which can provide legitimacy to the activities) and, on the other, the NGOs (bringing the necessary competences on methodological approaches and techniques) have been clearly revealed during this learning process. That said, the actual will of the Government further include and mainstream the methods of organisations in the implementation of social services remains the key issue.

The learning process, and particular the workshop, has most likely contributed to a better understanding of the key problems with regard to “inter-ethnic stress” as well as their main causes and effects. However, this aspect is in need of further awareness raising. It is likely that a culture of negative reinforcement contributes to ethnic stress (mistrust, aggressive behaviour, etc.).

- The Swedish Embassy and the consultants sent the strong message that it is only through cooperation that the organisations could and will succeed in the long run. There is a need that the stakeholders understand that it is, both in their common as well as individual interests to cooperate more and deeper.
- In the workshop, stakeholders discussed concrete ideas on how to proceed with the cooperation. The next meeting will take place at the Swedish embassy in end of March with the objective to identify mutual interest as well as clear steps ahead.

5. Looking Ahead and Recommendations

In total, Sida has for the last 5 to 8 years disbursed about Euro 4.5 million on the four organisations involved in this learning process. When this financial support soon comes to a halt, a central question from both a Swedish and Macedonian perspective will be, was it worth it? As for many donor funded projects, there seem to be clear evidence that the projects make a difference (and have had good effects) for the people involved in the projects as well as for the end beneficiaries, however on a broader societal level the picture is bleaker.

The current trend in Macedonia today, appears to lead towards a further segregation rather than towards an increased integration (which is the overall goal of all of the involved organisations). Today, the focus is more on stopping discrimination and protecting the ethnic rights. The government policy to promote contact and collaboration between ethnic groups needs to be further developed and clarified. Also the governing/steering and administrative capabilities of both the central government and local governments need to be enhanced in order to make such policy and strategy implementable in practice.

In the long run (if and when the government with full force starts to promote integration) NGOs could with their expertise be contracted by the central government (or more natural, local governments) to carry out such tasks. Yet, in the mid-term perspective (the next five years at least) it is not likely that the Government (with own domestic resources) will be able to finance activities which support inter-ethnic relations.

The importance of enhancing a culture of positive affirmation in parenting, education, sports and all of the other Youth Chain activities (in leadership at all levels as well), cannot be underestimated. For promoting such a culture, and for mainstreaming related methodologies/good practices, it is recommended to establish and support a Youth Chain Advisory Network at a national level, in which the NGO's involved in this evaluation could play a leading role.

Since bilateral donors, in general, are pulling out of Macedonia, the main source, for these type of activities, will most likely be the EU through its IPA funding mechanism. The funding mechanism pro-

vided by EU is normally rather complicated and requires more human and financial resources than to apply for funding from for example Sida and other bilateral donors.

The organisations involved in the process urgently need to understand that further cooperation, in fact, increases their chances to continuing with their activities. Yet, as a general rule, a robust cooperation needs to be based on clear mutual trust and interest, e.g. external funding. Therefore, it is essential to explore in more detail how this funding mechanism works, what type of organisations are eligible for funding and within which thematic areas? If the four organisations taking part in the learning process (as well as other NGOs and relevant government entities) could agree, for example, to elaborate a proposal for funding, this would be a hands-on way to test if and how such cooperation could work. During this process, it is not unlikely that the organisations better understand that they have complementary competencies leading to a further deepened cooperation.

In consultation with the four organisations, the consultant team has identified the following needs among the organisations that have been involved in the learning study, i.e. to:

- Further explore their respective comparative advantages and what added value could be identified if they would cooperate in a larger extent,
- Better understand how (in practice) a proposal to the EU (IPA) requires e.g. what competence are needed to write such proposal,
- Better understand how they communicate with key stakeholders and “market” their activities and projects.
- Thoroughly understand the related aspects on the Youth Chain in order to make the implementation of the youth related activities more efficient
- Develop awareness among all stakeholders on the main causes of ethnic stress. Based on this analysis sound strategies should be developed.
- Disseminate awareness about the crucial importance of child/learner centred approaches and positive affirmation on youth development for empowerment and peace.

Furthermore, from the learning process the participants themselves had the following suggestions;

- As an immediate finding of the workshop, the participating NGOs concluded that in order to communicate with the government’s decision makers, brief focused (to the point) meetings will be important
- The four NGOs could benefit from upgrading their skills in lobbying and representation at a higher government level, as well as appointing a person responsible in fund raising.
- The NGOs have identified the local self government (municipalities) as a key players in transferring ownership to the local level and, in several cases, very successfully so. They could benefit from support in multiplying this cooperation in other communities as well. Here, the joint approach will maximise resources and the four NGOs could complement each other
- To form a board of representatives of each of the 4 organisations; others might be invited to join. Trainings for lobby and successful presentation should be provided to the board members and other members of the organisations such as fundraising;
- All 4 organisations to have a link on their web page for the rest of three “sister” organisations
- Building network with all relevant stakeholders (civil society organisations, economic stakeholders and public authorities)

- Identifying competent and reliable persons in government institutions for cooperation and putting that cooperation on higher level
- Promoting common beneficiaries, organizing and/or delivering joint trainings (each of the organisation provide training from their own field of work)
- Finding new way of communication for better understanding of our organisations and our goals among media and public;
- Providing trainings for government institutions (e.g. kindergarten management, local government representatives) on topic relevant with child-centered pedagogy, and interethnic issues to empower to continue with the offered educational approach with the same quality and success.

To further stimulate that the investments made by Sida will be sustained (and not to lose momentum in the current process), it is suggested that the four organisations and other stakeholders, within the next couple of months, organise a follow up seminar where strategies and measures are further discussed and practical problems are solved. Such a seminar could, for example, include elaboration on;

- A common mission on what the organisations could and want to achieve together and identifying the comparative advantages of each organisation as well identifying the added value of collaborating.
- A national Youth Chain Advisory Network (“YouCAN”) of Youth Chain organisations, for mutual learning, exchange, trust building and mainstreaming and institutionalising of good practices.
- A more systematic RBM approach where it will be possible to assess the effects (on an outcome level) of the common efforts of the organisations as well as other stakeholders involved in this field.
- Strategies and work-plans on how the organisations together could (and should) communicate/lobby in order to attract attention and further support. An expert on strategic communication could be invited to facilitate such process.
- Concrete ideas and training in skills on applying for EU funds and how to manage such projects. This could for example be done by inviting organisations that have been successful in this endeavour.

Annex 1 Terms of Reference

Planning and implementation of a learning process on the achievements and experiences of projects on interethnic education and youth work in Macedonia with special attention to institutionalisation and replication.

1. Background

Swedish Strategies

The overall goal of the Swedish development cooperation with Macedonia is to reduce poverty by means of social change, based on European integration as an engine of development. The annual budget is around 7,0 million Euro and the cooperation is based on three areas of intervention:

- sustainable economic growth based on agricultural development and adaptation to European standards, policies and programmes – the dominant area of cooperation
- Human rights and social cohesion
- Environmentally sustainable development.

Reform cooperation with Macedonia will be phased out during the period 2010–2012. During this period emphasis will be given to promote consolidation and sustainability of results and to learn from past and ongoing cooperation.

No major changes of overall objectives and working methods are expected in this phase out period despite the fact that governance and human rights were expected to be given higher and more long-term attention.

The situation in Macedonia

With regard to *human rights and social cohesion*, and the fulfilment of the Copenhagen criteria, Macedonia faces a number of critical challenges. Apart from severe poverty reflecting a stagnant economy, high unemployment and unequal opportunities with severe ethnic imbalances, the central issues in Macedonia include overcoming the ethnic tensions and the legacy of conflict through the implementation of the Ohrid framework agreement as a peaceful solution to the conflict. Obstacles include will, ability and opportunity to claim basic human rights and improved functioning of the state and its institutions to live up to such expectations and commitments.

Projects on interethnic cooperation

Within the development cooperation programme, Sweden is supporting several projects in the field of human rights and social cohesion. Four of them are dealing (or have dealt) with alternative approaches to interethnic youth work and education of different age groups in Macedonia:

- *The School of Tolerance project* implemented by the Macedonian Centre for Human Rights and Conflict Resolution/ the Macedonian Helsinki Committee for Human Rights since 2003. The main objective of the project was to contribute to improvements of inter-ethnic relations by developing a high school model that can provide strategy and mechanisms to educate Macedonia's future citizens. The School of Tolerance project activities ended in spring 2008, but were extended until January 2009 for the promotion of the concept and model of school of tolerance in other municipalities.
- *Search for Common Ground* (Mozaik-bilingual kindergartens 2004–2008) with an overall goal to support different ethnic communities to collaborate and communicate with each other through the socialization of children at very earliest stage, through bi-lingual child centered kindergartens.

The Swedish support to the Mozaik project has come to an end (the organisation is getting support from the Swiss now). As an outcome of the activities, however, there is now a localised NGO, which is supported by many of the municipalities who pay salaries for the teachers and the central authorities who for the time being are declaratively very much in favour of the concept of bilingual kindergartens and the local communities and the municipalities who are gladly accepting it.

- Proni-Forum Syd and now a localised NGO *Triangle* (2002–2010). Their aim is to empower young people's capacities through non-formal education, promoting volunteerism, youth work and active participation. Triangle works actively in the area of non-formal education with local universities as well as youth leader training and youth work in cooperation with selected municipalities. They are also very active and have made progress in acquiring recognition of their work and the role and status of non-formal education from the relevant ministries and they are making progress to achieve their goal. The project continues until 2010.
- *Open Fun Football Schools* (regional), implemented by CCPA. The purpose of the project is to bring together children and trainers in post-conflict areas. The whole idea of Open Fun Football Schools is to make people taking the step over borders that they would not otherwise cross, ethnic, social and geographic borders. The philosophy is sports for all, to include all and to have fun, regardless of talent, ethnicity and social background. The objective is to motivate friendship and tolerance. Football federations and ministries and agencies for Youth and sports are engaged. The project continues until 2010.

All four projects have involved a high degree of learning by doing in the process of supporting different ethnic communities to communicate and collaborate with each other, in building confidence and trust in their every day relationship as a key element for building a peaceful and democratic future of Macedonia. Also the decentralization process is of importance to the future of the projects.

2. Purpose and Scope of the Assignment

Given the critical challenges and the sensitive issues that the four organizations and projects have been working in, as well as the innovative approaches pursued, Sida and its partners have concluded that it would be useful to carry out a structured, joint and participatory review of the four projects. This is regarded to be of particular importance within the current perspective of a phasing out Swedish development cooperation with Macedonia over the next three years.

The *overall assignment* is thus to design, plan and implement a participatory assessment, learning and documentation process. The focus shall be results achieved as well as on the experiences made in the four projects. The assignment shall be carried out in close collaboration with the organizations and their beneficiaries.

The *main purposes* of the Learning Study would be to provide an assessment and a deeper and structured understanding of

- the difficulties and the processes involved in project planning and implementation;
- the process of learning and evolvement of approaches and methods in the four projects,
- major results achieved and the potentials for replicability and sustainability
- the way forward for the promotion, institutionalization and replication of methods and approaches developed.
- the lessons learned.

More specifically, the review would therefore

- Identify key achievements, approaches, weaknesses and strengths as well as other factors contributing to the success or failures which could be used for a wider application and learning in Macedonia and Internationally (especially neighbouring countries with similar challenges).
- Follow up of the progress of the institutionalization of the approaches of the four organizations separately and make recommendations to the organizations for their future work.
- Assess to what extent the project activities and results can be seen as contributing to the country EU approximation processes and how close are they with the EU legislation.

3. Specific Tasks

The assignment should be carried out in close cooperation with the four organisations concerned. Therefore Sida foresees a process where the successful tenderer further develops and fine-tunes the proposed approach and plan for the implementation of the assignment in close collaboration with the four concerned projects.

The process shall include the organization, preparation and facilitation of meetings/work-shops/seminars with all key actors and at various levels as considered needed for the proposed assessment and learning process.

The assignment shall result in a report presenting the assessment and the conclusions from the workshop(s)/field visits in a form of a report for national and international use. The report should not exceed 25 pages and be in English.

Key issues to be elucidated in the study and the learning process include:

- History, outline, project design of the four projects
- Major results and achievements-both local and central level
- Overall effectiveness and cost-efficiency in project design and implementation
- The effectiveness of the approach and methods to tackle interethnic exclusion, discrimination and segregation taking also into account dimensions of poverty and gender equality
- Effectiveness and success in developing and promoting approaches to tackle interethnic segregation among youth that are sustainable and replicable, and the degree of acceptance and adoption of the approaches by concerned communities and central and local institutions.
- Approaches and methods used for piloting, method development;
- Approaches and techniques used or developed to reach and work with the immediate target-group (children, students, youth), the intermediaries (staff, teachers, local representatives);
- The quality of installed monitoring and evaluations systems and its use for continuous results-based management and learning by the concerned projects
- Aspects related to ownership and participation by target.-group, partners and key govt. and non-government institutions;
- Identification of the next steps necessary to ensure sustainability of those models and concepts in pre-school, secondary and university education.
- Experiences of special relevance and use for future policy, method development and programmes for enhancement of inclusive education, youth work and social development.

4. Time frame, Resources and Logistics

The assignment should take place as soon as possible and be finalized at the latest by the end of the first quarter 2010.

The assignment is expected to be undertaken by a team consisting of qualified international and national expertise, supported by sub-contracted logistical support for inputs into the fieldwork and the planning and implementation of meeting/workshop(s).

5. Key Documents and Contacts

- Strategy for Development Cooperation with Macedonia 2006–2010.
- Project documents and reports from the four reports

The documents will be provided to the winning tenderer.

6. Qualifications for the Assignment

- Experience of education (formal/non-formal) and youth work in relation to inter-ethnic relations, conflict resolution and reconciliation in post-conflict countries.
- Qualified experience of institutional development, planning, implementation, monitoring, results-based management and evaluation related to societal change
- Qualified knowledge and experiences of participatory approaches to evaluation and learning processes.
- Qualified knowledge, experience and capacity with regard to interethnic relations, segregation and integration in Macedonia.
- Experience of the processes of decentralisation, preferably of the new countries members of the EU
- Good knowledge of Swedish international development cooperation, relevant policies and methods
- Theoretical knowledge and practical experience in the field of education and youth work within the context of international development cooperation is a strong merit.
- Previous field experiences from Macedonia and the programmes and organisations in question are considerable merits.

7. Tender

The tender shall contain proposed approach to the assignment, suggested method, time schedule, budget, and CV's of proposed consultant(s). The tender shall be submitted to Sida no later than November 6, at 12.00. The tender shall be sent to Daniel.asplund@ Sida.se.

Annex 2 Persons Met

First Mission

Learning Study on Interethnic education and youth work in Macedonia, Schedule of interviews

Monday (7 December 2009)

- 9:00–10:30 Triagolnik – *Isidora Sidorovska*
- 11:00–12:30 Open Fun Football Schools – *Aleksandra Nikolovska, Geno Aleksandrovski*
- 14:00–15:30 School of Tolerance, Gostivar – *Mirjana Najchevska, Safet Balazhi and Luan Imeri* at Center for Human Rights and Conflict resolution, Skopje

Tuesday (8 December 2009)

- 9:30–10:30 Swedish embassy, *Mentor Kadriu* and *Peter Troste*
- 11:00 SwissEmbassy, *Ibrahim Mehmeti* and *Katarina Koložova*
- Lunch *Eben Friedman*, Roma Education Fund

Wednesday (9 December 2009)

- 9:00–10:30 *Laro Gonzales*, UNDP
- 11:00–12:30 Mozaik, Search for Common Ground – *Vilma Venkovska Milchev, Natasha Risteska*

Second Mission

Learning Study on Interethnic education and youth work in Macedonia Second mission Schedule of interviews for Rogier van't Rood

Monday (25 January 2010)

- 14:20 Arrival at Skopje airport
- 15:30–17:00 Meeting with *Jovan Despotovski*, Advisor at the *Secretariat for European Affairs*

Tuesday (26 January 2010)

- 8:00–10:00 Travel to Gostivar
- 10:00–12:00 *School of Tolerance, Gostivar* – (Safet Balazhi) meeting with teachers, students and the principal of the school
- 12:00–12:30 Travel to the Brvenica, near Tetovo
- 13:00–15:00 *Open Fun Football Schools* – Brvenica, meeting with volunteers, leaders and children that have been part of OFFS activities
- 15:00–17:00 Travel back to Skopje

Wednesday (27 January 2010)

- 9:00–10:00 Travel to Kumanovo
- 10:00–12:00 *Mozaik*, Search for Common Ground – visit of the kindergarten in Kumanovo

12:00–13:00	Travel to the the office of Triagolnik in Tearce
13:30–15:00	<i>Traigolnik</i> youth club in Tearce, meeting with club members and leaders
15:00–16:00	Travel back to Skopje

Thursday (28 January 2010)

9:00–10:00	Meeting at Sida
10:00–11:00	Meeting with <i>Nora Shabani</i> at <i>UNICEF</i> (not confirmed)
12:00–14:00	Workshop with all four projects at CDS and Sida representatives, <i>Mentor Kadriu</i> , <i>Peter Troste</i> and <i>Jana Lozanovska</i>

Friday (29 January 2010)

9:00–11:00	Meeting with <i>Ticiana Garcia – Tapia</i> , <i>Johan Schustereder</i> and <i>Katarina Zhivkovik</i> , Education development Officer, OSCE
11:30–13:30	Meeting with <i>Zoja Naskova</i> <i>UNICEF</i> and <i>Xhevahire Pruthi</i> at <i>UNDP</i>
14:00	Departure to the airport
15:20	Departure from Skopje airport

Third Mission

Learning Study on Interethnic education and youth work in Macedonia

Monday (22 February 2010)

9:00–10:00	<i>Mr. Esad Deari</i> , Ministry of labor and social policy, sector for child protection
11:00–12:30	Secretary of State at the Ministry of labor and social policy
12:00	<i>Mentor Kadriu</i> and <i>Peter Troste</i> , Sida
13:00–14:00	<i>Ms. Dushica Perishich</i> , Executive director, Association of units of local self Government
14:00	<i>Aleksandra Nikolovska</i> , Open Fun Football Schools –discussing the activity

Tuesday (23 February 2010)

9:00–10:30	<i>Mr. Agim Fazliu</i> , State advisor for education policies, Ministry of Education and <i>Hikmete Selmani</i> from the cabinet of the deputy Minister for Education
13:00	<i>Keith Prenton</i> , Chief of Mission and <i>Tess Cannon</i> , Primary education project USA
14:00	Visiting the workshop site and preparing for the workshop
14:00–17:00	Meeting with all four NGOs at CDS to prepare for the workshop presentations

Wednesday (24 February 2010)

9:00–17:00	Workshop
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Thursday (25 February 2010)

9:00–17:00	Workshop
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Friday (26 February 2010)

9:00	Debrief with <i>Mentor Kadriu</i> and <i>Peter Troste</i> , Sida
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10:00 Preparations for report writing at CDS

14:00 Departure for the airport

Persons met during Field visits

Meeting 27.01.2010, Triagolnik, Tearce

Name and surname	Organization	Position	City/Place
Enver Ramadani	CED	professor	Tearce
Slobodanka Milevska	CED	professor	Glogji
Osman Qamili	CED	professor	Tearce
Lejla Useini	CED	professor	Tearce
Shpend Shaqiri	CED	professor	Nerasht
Isidora Sidovska	Triagolnik		
Valon Sadiki	Triagolnik	coordinator for youth work	Tetovo
Lazar Gjorgjevski	CED	member	Tearce
Astrit Rexhepi	CED	anetar	Tearce
Liridon Asani	CED	anetar	Tearce
Bashkim Idrizi	CED	pijar	Tearce
Metin Muaremi	CED	president	Tearce
Loran Saliu	CED	asst. coordinator	Tearce
Xhemal Qamili	CED	local coordinator	Tearce
17 children were observed as part of their youth club activities			

List of contacts, meeting 26.01.2010, Open Fun Football Schools, Brvenica

Meeting with the teachers that went through the training

Meeting with the NGO members

Name and surname	Organization	Position	City/Place
Nasuf Ljatufi	/	trainer	Brvenica
Suzana Sinadinoska		trainer	s.Rapate - Tetovo
Mile Radulovik		trainer	Brvenica
Olgica Ginoska		mother	Brvenica
Viktorija Ginoska		child	Brvenica
Natasha Jankuloska		mother	Brvenica
Viktorija Jankuloska		student	Brvenica
Ardijan Latifi		child	Chelopek - Brvenica
Behair Nuredini		child	Chelopek - Brvenica
Aleksandra Nikolovska	OFFS	admin.assistant	Skopje
Ceno Aleksandrovski	OFFS	coordinator for MK	Skopje
Stojan Todorovski		leader	Brvenica
Dzelal Ahmedi	Municipality	representative	Brvenica

List of contacts, meeting 26.01.2010 at high school Gostivar

Name and surname	Organization	Position	City/Place
Safet Ballazhi	CHRCR	senior assistant	Skopje
Arben Ademi	SH.M.K Gostivar	director	Gostivar
Ulpiana Selimi	SH.M.K Gostivar	lawyer	Gostivar
Zenki Luan	SH.M.K Gostivar	professor	Gostivar
Marija Spasovska	SOU "Gostivar"	student	Gostivar
Dimche Mickoski	SOU "Gostivar"	student	Gostivar
Faik Alili	SOU "Gostivar"	professor	Gostivar
Mensur Matjan	SOU "Gostivar"	professor	Gostivar
Biljana Shterjovska	SOU "Gostivar"	professor	Gostivar
Svetlana Jovanovska	SOU "Gostivar"	professor	Gostivar
Snezhana Kitanovska	SOU "Gostivar"	professor	Gostivar

List of contacts, meeting 27.01.2010, Mozaik, Kumanovo

Name and surname	Organization	Position	City/Place
Natasha Risteska	SFCG-Mozaik	Project assistant	Skopje
Dzevaire Sinani	Mozaik	teacher	Kumanovo
Emilija Girovska	Mozaik	teacher	Kumanovo
Jadranka Simonovik	Mozaik	teacher	Kumanovo
Tatjana Stojanovska	Mozaik	teacher /parent	Kumanovo
Lidija Janevska	kindergarten A.SH	teacher	Kumanovo
Sedat Zulfeari		parent	Kumanovo
Maja Veljkovic		parent	Kumanovo
Teachers of the Albanian-Macedonian group			
Teachers of the Serbian-Macedonian group			
Head teacher			
Parents			

Annex 3 Programme

Workshop on Inter-ethnic relations in education and youth work,

Skopje 24–25 February, 2010

Venue: Premises of the British Council

Day	Activities
Wednesday	
9.00–9.15	Opening statement by the Swedish Embassy
9.15–9.30	Presentation of the program and objectives of the workshop
9.30–10.15	Presentation of the Youth Chain and conceptual framework
10.15–12.30	Presentation from the organisations:
12.30–13.30	School of tolerance – Gostivar
13.30–15.00	Mozaik
15.00–15.15	Triagolnik
15.15–17.00	Open Fun Football Schools
	Lunch
	Continuation of the presentations,
	Coffee break
	Government policies of interethnic relations. What are the policies, what are the priorities, needs and options within the area of the Inter ethnic communication
	Comments from invited organisations and donors (UNICEF, OSCE, UNDP, EC) Concluding the first day
Thursday	
9.00–9.30	Sum up and conclusion in if the first day, facilitated by and Dr. Rogier van 't Rood
9.30–11.30	Formulating problems and identifying needs and solutions, Group work
11.30–12.30	Presentation of the key problems and main conclusions facilitated by
12.30–14.00	Lunch
14.00–15.00	Panel discussion on what needs to be done on an overall level,
15.00–15.15	Coffee break
15.15–16.30	Identifying next steps for the stakeholders
16.30–16.45	Concluding remarks by the Swedish embassy

Participant of Inter-Ethnic Education and Youth Work Workshop 24 and 25 February 2010, at the British Council, Skopje

	Name	Organisation	E-mail	Attended 24 th	Attended 25 th
1	Lindita Qazimi	Deputy Minister, Ministry of Education	lindita.qazimi@mon.gov.mk	no	no
2	Jovan Despotovski	Secreteriat for European Integration	jovan.despotovski@sep.gov.mk	no	no
3	Esat Deari	Secretary of state at the Ministry of Labor and Social Policy		yes	yes
4	Kjani Aliu	Ministry of labor and social policy	kani@mtsp.gov.mk	yes	yes
5	Nada Stojmenova	Ministry of education	nada.sojmenova@mon.gov.mk	yes	yes
6	Ljupcho Spasovski	Ministry of education	nada.sojmenova@mon.gov.mk	no	no
7	Dushica Perishik	ZELS	contact@zels.org.mk	no	no

	Name	Organisation	E-mail	Attended 24 th	Attended 25 th
8	Mitko Cheshlarov	Bureau for development of education	macnet@mt.net.mk	no	no
9	Dragan Gjurchovski	Agency for Youth and Sports	gordana@dams.gov.mk	no	no
10	Ema Stefanovska	Agency for Youth and Sports	stefanovskaema@yahoo.com	yes	no
11	Stefche Jakimovski	Mayor of Municipality of Karpos	obrazovanie1@karpos.gov.mk	no	no
12	Daniela Takashmanova	Municipality of Karposh	danitak4friends@hotmail.com	yes	yes
13	Darko Stojkoski	parent	da.sto@t-home.mk	yes	yes
14	Bujar Saiti	University professor, volunteer (OFFS)	bujarsaiti@yahoo.com	yes	yes
15	Nora Shabani	UNICEF	nsabani@unicef.org	no	no
16	Andrijana Micevska	UNICEF	amicevska@unicef.org	yes	no
17	Xherahire Pruthi Zajazi	UNDP	xhevahire.pruthi@undp.org	no	yes
18	Zojka Naskova	UNESCO	z.naskova@unesco.org	no	yes
19	Ticiana Garcia-Tapia	OSCE	Ticiana.Garcia-Tapia@osce.org	no	yes
20	Johann Schustereder	OSCE	Johann.Schustereder@osce.org	no	no
21	Katarina Zhivkovik	OSCE	katarina.zivkovic@osce.org	yes	no
22	Irena Ivanova	EC	irena.ivanova@ec.europa.eu	no	no
23	Veton Zekoli	Nansen Dialogue Center	ndcscopje@ndc.net.mk, office@ndc.net.mk	no	no
24	Sharon Kellman Yett	USAID	skellmanyett@usaid.gov	no	no
25	Tess Mclean Cannon	USAID Primary Education Project	tessmcleancannon@gmail.com	yes	yes
26	Alexander Woods	USAID	awoods@usaid.gov	no	yes
27	Ibrahim Mehmeti	Embassy of Switzerland	ibrahim.mehmeti@sdn.net	no	no
28	Kristina Kolozova	Embassy of Switzerland		no	no
29	Natasha Risteska	SFCG	natasha@sfcg.org.mk	yes	yes
30	Vilma Milchev	SFCG	vilma@sfcg.org.mk	yes	yes
31	Isidora Sidorovska	Triagolnik	isidora.sidorovska@triagolnik.org.mk	yes	yes
32	Elena Džartovska	Triagolnik	elena.džartovska@triagolnik.org.mk	yes	yes
33	Aleksandra Nikolovska	OFFS	offmacedonia@on.net.mk	yes	yes
34	Ceno Aleksandrovski	OFFS	skopje@ccpa.dk	yes	yes
35	Safet Ballazhi	CHRCR	saf@chrcr.org.mk	yes	yes
36	Pavlina Zefic	Helsinki Committee	pale@mhc.org.mk	yes	yes
37	Toshe Stefkovski	Helsinki Committee	kicmaa@hotmail.com	yes	yes
38	Mentor Kadriu	Embassy of Sweden	mentor.kadriu@foreign.ministry.se	yes	yes
39	Peter Troste	Embassy of Sweden	peter.troste@foreign.ministry.se	no	yes

	Name	Organisation	E-mail	Attended 24 th	Attended 25 th
40	Jana Lozanovska	Embassy of Sweeden	jana.lozanovska@foreign.ministry.se	yes	yes
41	Britta Olofsson	Sida Albania	Britta.Olofsson@ Sida.se	no	no
42	Rezarta Katuci	Sida Albania	Rezarta.Katuci@ Sida.se	no	no
43	Anders Ohrstrom	Sida Kosovo	Anders.Ohrstrom@ Sida.se- Kosovo	no	no
44	Mats Sundgren	Sida Kosovo	mats.sundgren@ Sida.se	no	no
45	Albert Hani	NGO recommended by Sida	ah@tcmc.org.mk	yes	yes
46	Silke Mayer Witt	Forum ZFD	maier-witt@forumzfd.de	yes	yes
47	Joakim Anger			yes	yes
48	Rogier van't Rood			yes	yes
49	Zaklina Gestakovska			yes	yes
			total	26	28

Annex 4 Workshop Minutes

The workshop started with an *opening statement* from Sida, Ms. Jana Lozanovska and presentation of the program and the objectives of the workshop by Mr. Joakim Anger.

It was continued with a presentation of the *youth chain* by Dr. Rogier van't Rood. An overall comprehensive view on youth development (youth care) initiatives in Macedonia could not be identified. Such a view is important because it helps to require insight and understanding in the many connected aspects that are related to youth development and inter-ethnic communication, starting with the pregnancy of the mother, via early childhood care, (pre) primary education, secondary and higher education, towards the world of work. For an efficient implementation of all youth related activities it is important to have a thorough understanding of all related aspects.

The four NGO's evaluated directly cover a number of elements of the Youth Chain (see par. 2.1.2):

6. School of Tolerance; 15–18 years old: extracurricular after school activities
7. Open Fun Football Schools; 7–14 years old: extracurricular after school activities
8. Mozaïk – Search for Common Ground; 2–6 year old: day care – preschool education (kindergarten), parental support
9. Triagolnik; 7–14 and 15–24 year old: primary and secondary education, extracurricular after school activities, apprenticeships, business support, skills, behaviour and attitudes.

They also influence other elements, on which they would like to improve their impact:

5. School of Tolerance; 15–18 years old: secondary education (contents of academic subjects like history)
6. Open Fun Football Schools; 7–14 years old: primary education (teaching methodology)
7. Mozaïk – Search for Common Ground; 0–1 years old: parental support/7–14 years old: primary education (teaching methodology)
8. Triagolnik; 7–14 and 15–18 years old: primary and secondary education (teaching methodology)/25–30 years old: apprenticeships, business support, skills and attitudes.

The largest part of the first day was spent on *presentations* of the 4 organisations followed by Q&A sessions. The presentations focused on:

- Pedagogical approaches/method implemented for achieving the results
- What do they need for mainstreaming their approach? Also, how are they able to mainstream/ deal with gender issues in their work?
- Results Based management issues, i.e. the issue of monitoring: how do they monitor their activities, and how do they assess results? This implies a coherent set of objectives and indicators, on input, process, output and outcome. Here they distinguished between outputs that deal with the numbers of beneficiaries (also gender balance, age groups, backgrounds, but also materials developed, advocacy & linkages, etc.), and the more important outcomes, i.e. the immediate effects of the intervention.

The presentations raised some very interesting *questions* relating to the challenges faced, if the methodologies changed in the course of the project activities, how to overcome mainstreaming challenges etc. Some of the comments related to: the cooperation with the parents, motivation of the teachers (paid/

unpaid), and the initiatives to cooperate with the municipalities and the ministries, the support from other donors.

“The idea was to create a model and to raise awareness to the government that this kind of activities is needed, we had some promotion in the end of the project but unfortunately the people that were invited didn’t come to this. Its good examples but does not come to the right ears, the ideal state is to have a decision. We want to see this as an opportunity and not as a danger. The ideal state is to make this as obligatory in all ethnic mixed school. The opportunities that will lead to mutual respect”

Thereafter, there was a fruitful discussion about the leadership of the projects, the ownership by the school directors as fundamental for this kind of projects. It was stated that usually directors of schools are asking for computer and other things and not for this kind of projects, but that is also changing as the directors see the long term benefits of the projects.

The second part of the first day was continued by a short presentation on empowerment by Rogier van’t Rood and how it relates to the process the organisations have started as well as for the organisations themselves.

The presentations are included as annex 6 (in a separate document)

The session on the *government policies* at the end of the first day was transformed in a mainstreaming discussion with all the participants of the workshop. When planning the schedule, there was announced presence of a representative of the Sector for European Affairs who was expected to start the session with a short address on government policies on inter-ethnic relations, priorities and needs. However, the representative of SEA was unable to attend and the discussion of all participants followed the last presentation.

Second day

The second day was devoted to *formulating problems, identifying needs and solutions*. After a short sum up of the first day, there was a need for introductions of the participants because some agencies and organisations had different people participating during the two days. This was viewed as an opportunity to have more people from the organisations become aware of the activities and successes in the four projects, but at the same time it reflected one of the main obstacles in mainstreaming the successful initiatives, which is a constant change of personnel. In the discussion, OSCE stated that they have almost the same programme but the parents are more involved.

The USAID representative presented their previous projects and the initiatives for the future period.

The most interesting and involved discussion was during the small group work in identifying underlying reasons for inter-ethnic stress. The participants were invited to answer the following question: “*What is the cause of ethnic stress in Macedonia?*” The idea behind this question, as it was explained by one of the consultants, is that you cannot organise yourself effectively for solving the problem (find an effective strategy or remedy) if you do not fully understand its cause(s). In a participatory process the participants came up with the following aspects:

- Abuse and violence
- Segregation (also in education)
- Politicisation of education
- Passive behaviour of citizens
- Poor competencies at all levels (lack of accountability)

- Poor communication skills at all levels.

In a participatory process the participants came up with the following causes of the problem:

- High level of politicisation of inter-ethnic relations
- Abuse and violence
- Segregation (also in education)
- Politicisation of education
- Passive behaviour of citizens
- Poor competencies at all levels (lack of accountability)
- Poor communication skills at all levels.

One of the participants raised the comment that these causes are in fact symptoms of a deeper rooted problem underneath. And, if policies and interventions are based on fighting these symptoms (a mere curative approach) it will never come to sustainable peace in the Macedonian society. It could be necessary therefore, to dig deeper and to reflect on the question what could possibly be the cause of these widely spread problems, in order to identify a sustainable preventive strategy or remedy.

It was discussed that deeply rooted causes could be both of an economical and a behavioural nature.

- It is economical because poverty causes a strong competition among deprived groups and thus (ethnic) stress.
- Behavioural because of the authoritarian *negative reinforcement*³⁴ (instead of *positive affirmation*³⁵) in child upbringing and teaching could also cause ethnic stress in the Macedonian society.

It was stated that scientific evidence³⁶ shows that an attitude of negative reinforcement ultimately boils down to the development of a low self esteem and a low level of self confidence, causing deviant negative behaviour like either withdrawn, or very defensive and sometimes extravagant (“macho”) behaviour, unfortunately also shown by some of the community leaders, like for instance politicians: negative emotionality and internalising and externalising behaviour of a child is mediated by an authoritative parenting style.³⁷ Given this objective correlation it is very likely that this behaviour also negatively affects inter-ethnic understanding and communication, thus contributing to ethnic stress.

It was underlined that, there of course are numbers of teachers and parents who practice a child/ learner centred positive affirmation, but there is a need for support in order to foster the positive affirmation approach in all segments of children upbringing.³⁸

³⁴ The most important aspect of a good indicator is that it should be simple to measure and to understand. Questions to be asked when identifying/deciding on indicators include; a) It is clear what the indicator actually measures/assesses?; b) It is relevant both in relation to the actual changes it is indicating as? c) Accessible/available at a reasonable cost; and) reliable over time, i.e. it measures the same phenomenon over a period of some years

³⁵ Negative reinforcement: authoritarian top-down commanding, rote learning, giving orders, offensive behaviour.

³⁶ Positive affirmation: child/learner centred and participatory, challenging, guiding and counselling.

³⁷ M.C. Paulussen-Hoogeboom, G.J.M. Stams, J.M.A. Hermanns, T.T.D. Peetsma, and G.L.H. Wittenboer, Parenting style as a mediator between children’s negative emotionality and problematic behaviour in early childhood, in: The Journal of Genetic Psychology, University of Amsterdam: 2008.

³⁸ See the Child Behaviour Checklist (CBCL) by Aschenbach (1992).

Further, it was discussed that it is possible that the (what it seems) widely-spread practice of negative reinforcement contributes to negative relations between individuals from different groups.

The participants concluded that there should be put more efforts on preventive strategies:

- Organising inter-ethnic meetings (sports, culture, in school, etc.), for becoming acquainted with each other
- Improvement of the overall educational methodology: strong focus on child centred approaches enhancing positive affirmation
- Improvement of educational contents: curriculum and textbooks (not the least on history)
- Strengthening of parental support, enhancing positive affirmation
- Reconciliation efforts at all levels of the society.

This was followed by a discussion that in Macedonia, like in many other countries, the focus is put on the problems actually caused by young people (which is like swimming against the tide and fighting symptoms).

In summary, it was concluded that there is a need for a more comprehensive approach in building a multi ethnic society and fully understanding the root causes for the multi ethnic challenges the country faces.

The workshop was concluded by a discussion and *ideas on all of the organisations working together.*

- The ideas presented by the participants were:
- The need of having a coordinated presentation for the government officials and other donors in order to spread the successful activities of the four organisations and create a platform for action;
- The need for working together in order to apply for IPA funds;
- The resources that each of the organizations have that could be used by the other organisations, such as contacts and good relations with some municipalities;
- A possibility of follow-up of the beneficiaries through the youth chain and see if there are lasting effects of the children that went through activities of one organisation and were subsequently part of the activities of another.

In the concluding remarks the Swedish Embassy underlined that Sweden will not give additional financial support to this sector, but are very willing share their networks of contacts in the country. It was also stressed that organisations only will achieve something together and it will be difficult for the organisations continue to continue on their own and that it is very important activities of the organisations to become institutionalised and continued.

Annex 5 Pedagogical Approaches (Empowerment)

a) definition and an indicator

Definition of empowerment:

Empowerment is the capacity of people to direct and control their own lives and resources: the ability to take their lives into their own hands.

Ann Hope and Sally Timmel (1984, rev.ed. 1995) developed a triangle for the identification of problems (its aspects are: basic needs, values and beliefs, community decisions). Their triangle can be used as a starting point for further developing the concept of empowerment. Within this context the use of the concept of ‘transformation’ is crucial. Empowerment entails more than just adequate adjustment. It entails the transformation of those involved and their society (also see appendix 3: the “Empowerment Triangle”).

Redistribution of power is central to this emancipation (see also Paulo Freire, from whom this concept of transformation has been taken: appendix 2). This redistribution must do justice to the opportunities and needs of all members of society, but must take place in such a way that it does not happen at the expense of others. Everyone’s freedom is limited the moment that freedom pushes someone else aside. Thus, freedom must be negotiable. This, however, requires that each partner in negotiations possesses the knowledge, skills and behaviour necessary to bring these negotiations to a satisfactory conclusion.

In order to transform their environment and to solve problems or face challenges, people need to organise themselves (alone and/or together with others). In this view self-organisation is an important indicator of empowerment: if and when people are capable of organising themselves in order to work towards self-identified goals and objectives, and when they are also capable of mobilising the necessary physical and/or human resources, they have started their own empowerment process.

This capacity includes necessary mental achievements, like self-respect, self-esteem, self-confidence and effective self-expression. In this view, fruitful self-organisation is to be implemented in the economic, the cultural, the political, the social and physical dimensions of life.

Indicator for empowerment

Self-organisation in a caring, a responsible and a safe way is an indicator for empowerment.

By self-organisation we mean the following:

1. Identification of a task (problem/challenge);
2. Assessment of goals/objectives;
3. Development of a strategy;
4. Mobilisation of resources (human, physical and financial);
5. Implementation of the strategy;
6. Reflection on results (monitoring and evaluation): be accountable, learn and make improvements.

Empowerment implies (among other issues) a capacity for self reflection and accountability. It is necessary therefore to support capacity building of stakeholders through the achievement of empowerment (and ownership). Today it does not need any further proof to conclude that the most effective way of achieving empowerment is by using participatory approaches (for the difference between interactive and participatory approaches, and the required facilitator capacities: see appendix 3).

This pedagogical approach is emphatically learner centred, aiming at enforcing learners' self-esteem, self-confidence, self-expression skills and the development of a positive and realistic self-concept (self-image), and thus aiming at enhancing (individual) empowerment and the capacity to organize one-self for future tasks. Furthermore this approach aims at creating an environment which allows respect for characteristic and sometimes differing cultural features. Facilitators try to accommodate and support every individual learner and its specific needs and possibilities. Most participatory methods are based on the ideas of Paulo Freire and have been developed further.

b) Ownership, Empowerment and Social Accountability

Given the legislation in place the Government should enable the citizens to build and strengthen their capacities (with the assistance of civil society organisations who work with the people on grass root levels) and provide them with all resources necessary (ownership!). The Government should also respond to legal demands and requests as these are advocated by civil society organisations, like for instance School Boards and other civic forums.

There is no ownership without empowerment. This implies that there can be ownership only, if people have achieved the life skills of care, responsibility and safety in a comprehensive manner: they understand what to do, the purpose of their task(s), and how to implement their activities. If one or more of these aspects are missing, people (and organisations!) did not achieve ownership over their tasks yet. As a result the outcomes or results of their activities will be disappointing, thus not effective.

For Social Accountability on its turn, it is of utmost importance that people achieve the skills and competences, but also the necessary resources, to execute their legal rights and responsibilities in an effective manner, enabling them to organise their own lives and resources, of course including education related affairs. In other words: there is no ownership without empowerment, and there is no effective social accountability without ownership.

Reference:

Rood, Rogier van 't, in: Strengthening of Service Delivery through enhanced Social Accountability and *School Governance* in Namibia – HTSPE/European Commission: London, 2008 (pp. 11-12).

c) Paulo Freire and Participatory Education

Paul Freire (Recife, Brazil: 1921 – São Paulo, Brazil: 1997) said it outspokenly: “(...) *education is cultural action for freedom and therefore an act of knowing and not of memorization. This act can never be accounted for in its complete totality by a mechanistic theory, for such a theory does not perceive education in general and adult literacy in particular as an act of knowing*”. This knowing, according to Freire, implies that every person has a need to transform of the environment. One's own environment, which may appear to be unchangeable and which can sometimes alienate one from one's deepest wishes and needs. Because, in this case, the environment is shaped from the top down, without appearing to allow one to have influence on it. Thus one can become a weak-willed instrument working for the benefit of the interests of others. Others, who do have some power or influence and can therefore influence their environment.

Those others can be parents, but also employers, civil servants, teachers, traditional leaders, etc. In any case, they are people who can influence others because of their position. An influence which sometimes runs contrary to the interests of those whom they are influencing. Those in high places, consider it in their interest to maintain the status quo. This can best be done by impressing upon the subordinates, the static situation is an unchangeable given. The thus created static view of the world hinders the promotion of one's own interests: after all, one's own environment is presented as an unchangeable factor. “Alienated man is a nostalgic man, never truly committed to his world. To *appear* to be rather than to be is one of his alienated wishes”. The alienated man seemingly adjusts, but is not truly an intrinsic part-

ner in his own environment and is therefore not in a position to change that environment, i.e. to transform. What is required is knowing, an insight into the causes of the status quo, linked with an insight into one's own wishes and needs. Knowing that the causes are cultural, because they are determined by people and that culture is therefore changeable. This insight can lead to the transformation of one's own environment, of the existing cultural context. Change for the benefit of one's own expression, for the benefit of liberation from subordination and the apparent adjustment connected to it. The knowing man has become aware of his influence and possibilities, and the need for transformation in order to create room for this.

Every form of education, be it informal learning through parents and traditional frameworks, or through the path of formal schooling, creates an image, an interpretation of man and his world. If the learning process goes well, considered from Freire's approach, this will lead to the awareness that "The process of men's orientation in the world involves not just the association of sense images as it does animals. It involves, above all, thought-language; that is, the possibility of the act of knowing through his praxis, by which man transforms reality".

In Freire's view, education is "cultural action for freedom". This places a heavy task upon the shoulders of those who are initially responsible for learning processes. Leaders, parents and teachers. A task which also requires insight into their own motivation, in addition to insight into how to present this type of education. This is quite demanding. The latter point, however, has received much attention from educationalists such as Freire. In any case, one cannot speak of good education in Freirian terms, if and when merely mechanical transfer of knowledge is taking place ("memorization", "a mechanistic theory", see above). Knowledge learned by heart is necessary, but should not be left at that.

Illiterates, often and increasingly live on the edge of their society, in a rapidly modernizing world. They must use all their strength and resourcefulness to survive in an environment upon which they do not seem to have any decision-making influence. A resourcefulness, which is admittedly sometimes astonishingly effective, but which usually leaves existing power relations essentially untouched, and is therefore, not more than an apparent adjustment. They lack the power, the insight and the knowledge (the tools and the skills to deal with this) to adequately anticipate the course of the rapidly changing world around them. Anticipation, resulting in bringing the process of transformation into motion, a shift in power and influence. There is often a lack of assertiveness, the ability to verbally defend and negotiate in favour of one's own interests. This requires that the words should connect with the perceptions of all those involved. As long as this is not achieved, they will continue to live on the 'periphery' of their society, a concept coined two decades ago and which is still useful as a general determinant of position.

In many Southern countries, but increasingly also in metropolitan areas of Northern industrialised countries, an ever increasing group of powerless and marginalized people is being formed. Often this group makes up the majority of the population. They have no access to a regular income, to medical care, to education, to reasonable living standards, or to a better future. Although, many of them, amazing though it may seem, succeed in maintaining minimum living conditions for themselves and their dependents, there is an additional ever increasing group for whom the only way out is to take a cynical view to survival: drugs, boredom, violence, crime and prostitution. Unacknowledged feelings of inferiority, bring them to translate their feelings of powerlessness and anger into forms of violence. This could colour the future of many more illiterate or barely educated people, as long as no sustainable measures are taken with and for them, offering a way out of this dead-end street. Following, Freire, here, illiterates are considered people who do not understand the power of the word. They often cannot read or write, but even if they could (to some extent), they would not be sufficiently capable of using that skill in a way that would be recognised by the centre. Thus, they would not have the positive self-image and self-confidence they need to organise themselves in order to improve their position. These qualities are essential for defending one's interests in front of a centre that does possess the power of the word and that can use it to secure its own interests. A centre which is regarded with a mixture of loath-

ing and admiration. Purpose should be the ability to truly choose, to actually live. To be able to meet the surrounding world with insight and self-confidence.

Reading is a tool with which you can learn from others, learn about developments in society. Writing is a tool with which you can react, to let others know that you exist with your own priorities and perspectives. Acquiring these tools, however, does not teach you how you can react adequately. Adequately, in terms of your own existence and assertiveness. In order to be able to anticipate adequately, it is necessary that you know and understand your own position and possibilities in relation to your environment. An environment has various layers: domestic and outside, with different levels and possibilities of influence. That is why other tools, besides reading and writing, are essential in order to escape from the marginal position of an illiterate. Tools that assist in building up self-confidence through insight into the power of the word and tools that contribute to building up a reasonable existence in an ever changing environment. Collectively, these tools provide one with the opportunity to acquire basic skills, in order to become a functional part of the surrounding world. Learning within basic education can be a dynamic process. A process which does not stand on its own, but rather, is part of the surrounding world and the dynamism that goes with it, from the word go. Basic education can provide the participant with the opportunity to acquire skills that will make him or her part of society, a participant who is capable of choosing and who can function in a dynamic environment.

Participatory education provides people with a tool box for constructing one's own personal education map: a box full of comprehensive tools necessary for acquiring new skills. Skills to develop strategies and power in order to escape from the periphery, providing people with the opportunity to acquire 'empowerment'. The tool box offers people the opportunity to liberate themselves from their often increasingly deteriorating living conditions and a prospect of acquiring the role of an active participant in his or her own economic, social, political and cultural environment, instead of a spectator.

Interactive or participatory

A participatory approach is emphatically learner centred. Each debate takes the various views of the learners as a starting point: their comprehensive knowledge, experiences, motivations, values and attitudes. If necessary the facilitator adds new knowledge step by step and challenges the audience to reconsider its views. Through this reflective process awareness is raised about the roles, rights and responsibilities of the learners: the start of a process of *empowerment*. In other words: not the knowledge to be achieved (= *interactive approach*) is the starting point for capacity building through empowerment, but the existing views among the learners (= *participatory approach*).

Facilitator qualities

In participatory programmes it is of crucial importance (and even salient) that all facilitators and staff have fully internalised the following qualities, for purposes of effectiveness and for being a role model.

The facilitator assumes an inquisitive position and he/she has a strong and well developed capacity for mature critical self-reflection. This makes it possible to stimulate the thinking of the learners themselves, without any interference from personal prejudices, irrational loyalties, traumas, hang ups, fears or irritations on the side of the facilitator. The facilitator facilitates self-reflection about the own positions, qualities, problems, needs, and opportunities by the learners. During this, the facilitator makes careful observations, whereby he or she tries to allow everyone to express him or herself individually. Moreover, it is important not to push too hard: the learners determine both the speed and the content of what they intend to tell/express.

Example; the pedagogical/didactical approach of Mozaik/Search for Common Ground is based on four sources.

First, and concerning the educational programme, Mozaik follows the official (regular) kindergarten programme of the Republic of Macedonia. The scope, however, is different: the Mozaik-programme emphasizes social-emotional goals in the process of socialisation of children.

Secondly, the modern and internationally highly appreciated theories of Piaget and Vigotsky play a central role in emphasizing these goals. The Piaget-concept about assimilation and cognitive conflict and the importance of social interaction, and the Vigotsky-concept about the zone of proximal development are crucial. These are the reasons of insisting on forming mix-aged groups, on teaching and learning throughout games, discovering, working in small groups and a very individualized manner in teaching the children. One could expect that the (behaviourist) Vigotsky-concept favours the younger children who learn from the older ones who are tutoring them. But research shows that the older children benefit even more. These older children greatly improve their meta-cognition skills through their tutoring activities, even stronger when they have been lagging behind previously.

A third important aspect of the Mozaik-approach is conflict resolution. The approach on Mozaik-conflict resolution games is based on the collaborative negotiation and mediation model developed by Raider and Coleman from the International Centre for Cooperation and Conflict Resolution, Columbia University, New York. Teachers were trained to apply this model in resolving conflicts among adults. The same model was adjusted by the Department of Psychology in Skopje to fit teachers' approach to resolving conflicts with/among kids, offering them an opportunity to acquire conflict resolution skills through experience: Mozaik-teachers tend to act as mediators/facilitators in resolving conflicts among kids, thus empowering kids to come to a joint solution by themselves. Teachers are trained to use collaborative negotiation when in conflict with a child and to use group problem solving strategies (based on brainstorming and consensus building) whenever needed for coming to a group solution.

The pedagogical and didactical approach is emphatically child-centred (positive affirmation), enforcing children's self-esteem, self-confidence and the development of a positive and realistic self-concept (self-image). Furthermore, this approach creates an environment which allows respect for characteristic and sometimes differing cultural features. Parents with different ethnical backgrounds feel at ease with each other and show respectful behaviour back and forth. Moreover, they fully adapt the approach of positive affirmation to their home situation (previously: negative reinforcement), reporting a far more relaxed interaction with their family and children. The methodological difference between Mozaik kindergarten and primary schools could have some negative effects on Mozaik children when they reach the primary school age. It is necessary therefore, that the Mozaik child centred approach of positive affirmation will be mainstreamed in primary schools as well.

Reference:

Rood, Rogier van 't (1997): Empowerment through Basic Education, a foundation for development; CESO-paperback 26, Nuffic, The Hague (English PhD edition, supported by the Netherlands Ministry of Foreign Affairs)

d) Exclusion and inclusion

In participatory educational programs it is of crucial importance (and even salient) that all facilitators, but also and not the least all of the core staff, have fully internalized the following qualities, for purposes of effectiveness and for being a role model. This is even more important in programs in which issues like gender and peace are fundamental:

The facilitator assumes an inquisitive position and he/she has a strong and well developed capacity for mature critical self-reflection. This makes it possible to stimulate the thinking of the students and other beneficiaries themselves, without any interference from personal prejudices, irrational loyalties, traumas, hang ups, fears or irritations on the side of the facilitator. The facilitator facilitates self-reflection about the own positions, qualities, problems, needs, and opportunities by the students and other beneficiaries. During this, the facilitator makes careful observations, whereby he or she tries to allow everyone to express him or herself individually. Moreover, it is important not to push too hard: the students or beneficiaries determine both the speed and the content of what they intend to tell/express. The facilitator should not be suggestive in any sense, because this would pre-empt the students or beneficiaries and take away their chance of putting forth a thought, expression or idea. The facilitators must take the answers and expressions given seriously at all times, even if they themselves do not agree. After all, they (the facilitators) are responsible for guiding a process of awareness, development and education. The

students or beneficiaries have their own truth and reality, a truth which is appreciated without prejudice and should be valued according to its own merits. Without this appreciation students/beneficiaries will fall silent. Thus, they must never experience rejection and must be shown trust and respect at all times.

The pedagogical approach is emphatically student-centred, aiming at enforcing beneficiaries' (students) self-esteem, self-confidence and the development of a positive and realistic self-concept (self-image), and thus aiming at enhancing individual empowerment and the capacity to organize one-self for future development. Furthermore this approach aims at creating an environment which allows respect for characteristic and sometimes differing cultural features. Facilitators try to accommodate and support every individual student/beneficiary and its specific needs and possibilities.

Seen from this angle facilitators must have freed themselves fully from any prejudice to gender-aspects and/or from any (irrational) loyalties related to clan, tribe, nationality, race or even religion. Prejudices and loyalties that could hinder the full understanding of gender equality and of peace and respect at all levels (thus not only at a local or regional level but also at a world-wide level). Prejudices and irrational loyalties enforce exclusion: meaning that the other human being who does not belong to the same sex, clan, tribe, race or religion could be treated with less respect. And thus women abuse is still close and disrespect, discrimination, hatred and even war are just around the corner. It is the great challenge of each and every facilitator to fight with zeal for a climate of inclusion: meaning that all human beings, irrespective their sex, race or ethnical background, should be treated with equal respect, not looking at the others *ascribed* (given) positions, but only by giving full value to his or hers individual and *achieved* qualities and competencies. Only then abuse, discrimination and worse can be avoided or eradicated. Only then processes of peace building, empowerment and development can be fully fostered and facilitated.

Reference:

Rood, Rogier A. van 't (2002 – 2010)



Cross Culture Project Association (CCPA)

CCPA is a humanitarian organization that uses football - Open Fun Football Schools - as a means for promotion of democracy in the countries of South - East Europe, that contributes to the stability and social cohesion.

Operational values

- Humanistic approach
 - Democratic organization
 - Health, social dimension and achievements
- CCPA - a good example for the "double character" of sport



➤ Communication and Cooperation

- ✓ The institutions in the system
- ✓ The participants in the project
- ✓ The beneficiaries

➤ The Principals:

- ✓ Transparency
- ✓ Openness
- ✓ FAIR PLAY
- ✓ Mutual support

Children's Grassroots Football Universe





"The double character" of sport

Education for sport - The sport is the goal!

Education through sport - The sport is used as means!

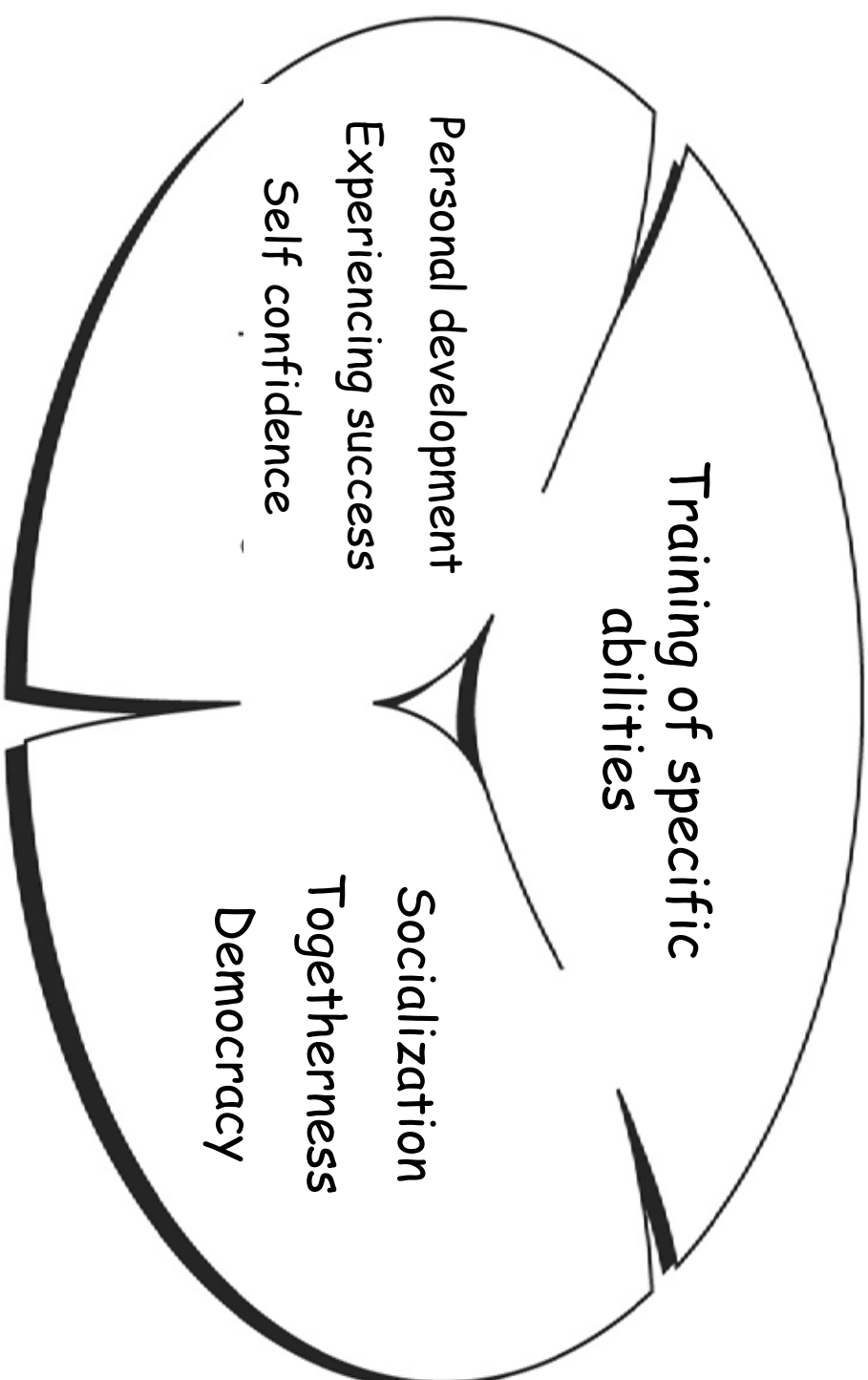


VOLUNTEERISM



OPEN - FUN - FOOTBALL - SCHOOLS

A → B





The personality of the Coach, Teacher, Professor

ANIMATOR
DEMONSTRATOR
INTEGRATOR
PEDAGOGUE



The summer Open Fun Football Schools are the basic activities that are held in August- during the summer break in a form of a five day socialization, through games and fun , organized on the local football stadiums





Target groups covered annually :

- 4500 - 5000 children at the age between 6 and 12
- Families of children participating
- 30 - 40 municipalities
- 30 - 50 football clubs/ clubs
- 70 - 90 primary schools
- 250 - 300 leaders and coaches





- *One day sport events* that are organized in the form of one day sport activities that are organized on football stadiums , sport areas within the primary schools, squares, sport halls, meadows or other type of ground- depending of the needs and the purpose of their organizing.





Target groups covered per event:

- 100 - 300 children at the age between 6 and 12
- Families of the children participating
- 10 - 20 leaders and coaches
- 1 - 2 municipalities
- 1 - 3 football schools/ clubs
- 1 - 6 primary schools





Football tournaments that are organized by the principals of the organization, which include sport for all, where foreground is sport spirit and socialization, not the results. These events are primarily designed for children from the clubs , they are organized on several goals on the football stadiums.





Target groups

- 100 - 150 children at the age between 8 and 14
- Families of the children
- 8 coaches
- 8 - 10 football schools/clubs
- 1 - 8 municipalities





- *Activities adjusted to the needs of specific partners and associates.* Since the target groups for the activities of the Open Fun Football Schools are of wide range, and the principals of the organization relating to promotion of positive values in the society like healthy living , democratic principals of living, promotion of ecology and preservation of the environment etc. often organizations , companies, domestic and foreign institutions recognize a partner for cooperation in Open Fun Football Schools for fulfilling their missions to achieve social responsibility.





Activities for education.

Each of these activities includes necessary number of people who are involved in the implementation.

Open Fun Football Schools organize compulsory education for the leaders and coaches, teachers from primary schools, representatives from municipalities and parents who have taken part in the projects and the activities.





The history of OFFS - Macedonia

In the period from 2000 to 2009 in Macedonia we organized 178 schools, and during these 10 seasons we were present in almost all municipalities in Macedonia. Over 38000 boys and girls from our country participating in the schools, lead by more than 2700 leaders and coaches - volunteers, educated on our regional seminars.

For sure that a strong local foundation and support is needed - from Municipalities, Clubs, Primary Schools, Football Associations, Ministries, Private companies and wider local community.



HOW DO WE MEASURE THE RESULTS?

LOCAL VOLUNTEERS

MACEDONIA - OPEN FUN FOOTBALL SCHOOLS STATISTICS 2009

Name of Municipality/Towns involved	Name of Local clubs involved	Leaders / Trainers / Assistants / Others					TOTAL	Ethnic origin						TOTAL	Profession								TOTAL																																																																				
		M	F	M	F	M		F	M	F	Macedonian	Albanian	Roma		Armenian/Vlach	Turkish	Serbian	Others - please specify	proessor / teacher	trainer	state worker	unemployed		worker	private enterprise	student	management	player																																																															
1 HEALTHY CHILDREN - HEALTHY ENVIRONMENT	F.C. Vazirini, F.C. Kozuf	2	1	10	16	0	0	6	5	40	19	7	1	1	1	0	0	0	29	27	2	0	0	0	0	0	0	0	0	29																																																													
2 KRAUTOV/RANKOVE	F.C. Silvas	2	0	8	5	11	4	1	1	32	13	0	0	2	0	1	0	0	16	3	1	3	5	3	1	0	0	0	16																																																														
3 PRILEP	F.C. Sampon	2	0	10	2	8	4	1	0	27	15	0	0	0	0	0	0	0	15	9	0	1	0	3	0	1	1	0	15																																																														
4 KAVADARCI/NEBOTINO	F.C. Tikas	1	1	9	3	6	6	2	0	28	16	0	0	0	0	0	0	0	16	4	2	2	8	2	0	0	1	0	16																																																														
5 KICEVO	F.C. Napredok	1	1	9	3	11	1	1	0	27	11	4	0	0	0	0	0	0	15	10	0	1	0	0	0	2	1	1	15																																																														
6 KUMANOVO	F.C. Kumanovo Biserup, F.C. Vazirni, F.C. Kozuf, F.C. Juvani	2	0	8	4	14	0	1	0	29	9	3	1	1	0	1	0	0	15	3	1	1	2	5	2	1	0	0	15																																																														
7 BORGANCI	F.C. Vardarski	1	0	5	1	3	3	1	0	14	8	0	0	0	0	0	0	0	8	7	0	1	0	0	0	0	0	0	8																																																														
8 BREVENICA/TEBUNOVCE	F.C. Vardar - Brevenica, F.C. Juvani	2	0	10	2	6	6	2	0	28	10	6	0	0	0	0	0	0	16	5	2	2	2	1	0	2	0	2	16																																																														
9 DELCEVO/MAKEDONSKA KAMENICA	F.C. Sasa, F.C. Bregalnica	2	0	10	2	9	3	2	0	28	16	0	1	0	0	0	0	0	16	6	1	1	0	5	1	1	0	1	16																																																														
10 KOCANI	F.C. Kocani	2	0	8	4	0	12	1	0	27	15	0	0	0	0	0	0	0	15	14	0	1	0	0	0	0	0	0	15																																																														
11 SOPISTE	/	2	0	8	4	7	5	0	0	26	11	3	0	0	0	0	1	0	15	7	0	7	0	1	0	0	0	0	15																																																														
12 GJORGJE PETROV	F.C.Makedonija Gj.Petrov	1	1	8	4	5	8	1	0	28	14	1	0	0	0	0	0	0	15	9	0	1	0	0	1	4	0	0	15																																																														
13 BEVELIJA/VALANDOVO	F.C.Velardovo, F.C.Kozuf	2	0	8	4	4	8	2	0	28	14	0	0	0	1	1	0	0	16	7	1	2	0	1	1	3	1	0	16																																																														
14 PEHCEVO/BEROVO	F.C.Metex, F.C.Napredok	2	0	8	4	6	6	2	0	28	16	0	0	0	0	0	0	0	16	5	0	4	2	3	0	2	0	0	16																																																														
15 PROSISTIP/CEGINOVO-ORLESEVO	F.C. Mak Min, F.C.Rudar, F.C.Zetovo	2	0	9	3	9	3	2	0	28	16	0	0	0	0	0	0	0	16	4	0	2	0	3	0	5	2	0	16																																																														
16 KRALJA PALANKA / KISELA VODA	F.C. Druzevo, B.C.Angeli, F.C.Osozovo	2	0	10	4	8	6	0	0	30	12	1	0	0	0	1	0	0	14	7	1	2	0	4	0	0	0	0	14																																																														
17 VINICA/STIP	F.C.Filipiti, F.C.Bregalnica 2009	2	0	10	2	8	4	2	0	28	14	0	0	2	0	0	0	0	16	10	0	3	0	2	0	1	0	0	16																																																														
18 STRUMICA / NOVO SELO	F.C.Belasia	1	1	9	3	9	3	1	0	27	13	0	0	1	1	0	0	0	15	6	2	2	3	1	1	0	0	0	15																																																														
19 RADOVTS	F.C.Plackovica	2	0	8	4	8	4	1	0	27	12	0	1	0	2	0	0	0	15	8	0	1	0	0	0	4	0	2	15																																																														
20 GAZI BABI	F.C.Goce Delcev	1	1	11	1	8	4	1	1	28	13	1	0	0	1	1	0	0	16	7	0	4	0	5	0	0	0	0	16																																																														
21 SVETI NIKOLE	F.C.Ovez Pole	2	0	8	4	10	2	0	0	26	10	0	1	3	0	0	0	0	14	3	1	0	0	4	1	5	0	0	14																																																														
22 KAPOVTS	F.C.Alunina, F.C.Radostvici	1	1	3	9	5	5	0	1	25	13	1	0	0	0	1	0	0	15	12	0	3	0	0	0	0	0	0	15																																																														
23 MAKEDONSKI BROD	F.C.Proleter	2	0	12	2	6	6	1	0	29	8	6	0	0	1	0	0	0	15	0	0	1	1	5	6	0	0	2	15																																																														
24 REGIONAL OFFIS CAMP	F.C.Druzevo, F.C.Ovez Pole	2	0	6	6	6	6	2	0	28	7	7	0	0	0	0	0	0	14	11	2	1	0	0	0	0	0	0	14																																																														
TOTAL:	37	41	7	205	96	167	109	33	8	626	304	40	5	10	7	6	1	0	373	184	16	46	20	48	14	31	6	8	373																																																														
Σ		9111										146										681										519										603										395										90										10																			
		15021										10372										134										2461										188										163										037																													
		4933										429										123										536										129										379										831										161										234									

LOCAL CHILDREN

MACEDONIA - OPEN FUN FOOTBALL SCHOOLS STATISTICS 2009

OFFS No	Name of Municipality/Town involved	Name of Local clubs involved	GENDER			AGE GROUP			ETHNIC BACKGROUND							TOTAL	CLUB membership		TOTAL	SOCIAL DIMENSION						TOTAL		
			M	F	TOTAL	Under 10	10-12 age	TOTAL	Macedonian	Albanian	Roma	Armenian/Vlah	Turkish	Serbian	Bosniaks		Other s + please specify	Sport club members		Not sport club members	Social cases	Free Internal Displaced Family	From Returnee family	From refugee family	Children w special needs		Orphans	Others
1	DEBARCA / OHRID / STRUGA	Healthy Children - Healthy Environment	250	188	448	195	252	448	301	97	20	0	30	0	0	0	448	54	394	448	47	0	0	0	0	5	0	52
2	BRATKO/BAKOVCE	F.C. Slavia	120	83	203	114	121	235	228	0	4	0	0	0	0	3	235	62	173	235	36	0	0	0	0	2	0	38
3	PRILEP	F.C. Scorpion	98	94	192	68	124	192	198	12	18	24	12	6	0	2	192	81	111	192	13	1	0	0	0	20	0	34
4	KAVARDELE/NEGOTINO	F.C. Trava	142	50	192	112	80	192	178	0	4	0	0	30	0	0	192	115	76	192	5	0	0	0	0	1	0	6
5	KICEVO	F.C. Napredok	108	89	197	66	131	197	102	63	5	0	21	6	0	0	197	20	177	197	0	0	0	0	0	0	0	0
6	KUMANOVO	F.C. Kumanovo Europe, F.C. Vardar, F.C. Krystal, F.C. ... 1 club	144	48	192	76	116	192	90	61	17	2	0	32	0	0	192	44	148	192	37	1	0	1	0	3	4	46
7	BOBANCI		63	45	108	66	42	108	92	0	8	0	2	0	0	6	108	32	76	108	27	0	0	0	0	1	2	30
8	BRANICA/TERANOVCE		119	76	195	88	107	195	103	90	2	0	0	0	0	0	195	30	165	195	38	1	0	1	0	2	0	42
9	DELEVO/MAKEDONSKA KAMENICA	F.C. Sase, F.C. Bregalnica	120	80	200	72	128	200	189	0	7	0	0	0	4	0	200	39	161	200	52	0	0	0	0	2	1	55
10	KOCANE	F.C. Kicevo	110	82	192	118	74	192	158	3	12	9	5	5	0	0	192	60	132	192	22	0	0	0	0	2	0	24
11	SOPISTE	/	124	68	192	67	125	192	98	78	0	0	0	0	0	16	192	14	178	192	40	0	0	0	0	0	0	40
12	OSTOJE PETROV	F.C. Makedonija Gj. Petrov	116	73	199	72	127	199	145	28	9	0	1	11	5	0	199	20	179	199	16	0	0	0	0	4	0	20
13	GRANICATA/VALANDOVO	F.C. Vardar, F.C. Kicevo	114	77	211	77	134	211	179	0	7	3	17	4	0	1	211	45	166	211	15	0	0	0	0	0	0	15
14	PECEVO/NEBOVO	F.C. Mlad, F.C. Napredok	131	69	200	120	80	200	180	0	14	0	6	0	0	0	200	60	140	200	24	0	0	0	0	4	0	28
15	PROBISTIP/CESTOVNO-OLESEVO	F.C. Mla. Mlad, F.C. Bistrica, F.C. Zetovo	119	69	198	98	100	198	105	0	1	0	0	2	0	0	198	27	171	198	12	0	0	0	0	1	0	13
16	KEVA PALANKA / KISELA VOVA	F.C. Drenovo, B.C. Angel, F.C. Opatovo	114	82	196	118	78	196	184	5	3	0	2	0	2	0	196	33	163	196	20	0	0	0	0	0	0	20
17	VINICA/STIP	F.C. Trilist, F.C. Bregalnica 2009	118	64	192	86	106	192	168	0	8	8	4	4	0	0	192	30	162	192	4	0	0	0	0	8	0	12
18	STRUMICA / NOVO SIBO	F.C. Bistrica	144	96	240	93	187	280	260	0	20	0	0	0	0	0	280	86	194	280	37	0	0	0	0	6	15	58
19	BAKOVIS	F.C. Mladost	110	60	170	50	140	190	160	0	20	0	10	0	0	0	190	60	130	190	15	0	0	0	0	25	0	40
20	GAZI BABAI	F.C. Bistrica, Bistrica	146	94	240	121	79	202	183	30	24	0	8	0	0	5	202	58	142	200	30	0	0	0	0	26	0	76
21	KABROS	F.C. Alibon, F.C. Bistrica	104	85	190	127	63	190	176	10	4	0	0	0	0	0	190	7	183	190	12	0	0	0	0	0	0	12
22	SVETI NIKOLE	F.C. Opatovo	110	62	192	81	111	192	166	0	20	6	0	0	0	0	192	54	138	192	4	0	0	0	0	0	0	4
23	MAKEDONSKI BRDO		119	73	192	80	112	192	123	64	5	0	0	0	0	0	192	34	158	192	33	0	0	0	0	2	0	35
24	MAKEDONIA / ALBANIA	Regional OFFS Camp	98	62	160	47	73	120	50	60	10	0	0	0	0	0	160	25	95	160	18	0	0	0	0	8	0	26
	TOTAL	30	3071	1832	4903	2213	2890	4903	3776	601	242	52	118	70	11	33	4903	1091	3812	4903	577	3	0	2	0	122	22	726
	%		62.64	37.36		45.14%	54.86%		77.01%	12.25%	4.9158%	1.04%	2.407%	1.428%	0.224%	0.673%		22.25%	77.75%									

OFFS 2009

MACEDONIA OPEN FUN FOOTBALL SCHOOLS STATISTICS 2009

OFFS no.	Municipalities /Cities	Football clubs	Primary schools/ other institutions	Media coverage
1	3	2	5	3
2	2	1	2	1
3	1	2	2	4
4	1	1	7	4
5	1	1	5	3
6	2	4	11	4
7	1	1	2	2
8	2	2	3	2
9	2	2	2	1
10	1	1	2	3
11	1	0	2	5
12	1	1	8	5
13	2	2	6	4
14	2	2	7	5
15	2	3	6	5
16	2	2	7	8
17	2	2	5	9
18	2	1	4	5
19	1	1	4	3
20	1	1	12	6
21	1	1	2	2
22	1	2	4	6
23	1	1	2	3
24	7	2	8	3
In Numbers	No. MUNICIPALITIES: 42	No. FOOTBALL CLUBS: 38 of the above how many women football clubs: 2	No. SCHOOLS: 98 No. SPORTS ASSOCIATIONS: 1 No. OTHER INSTITUTIONS: 11 No. Non-govern. org: 7	No. OF NEWSPAPERS: 21 No. Radio: 21 No. Web services: 5 No. National TV: 24 No. LOCAL TV: 25



**WE WANT HAPPY CHILDREN WITH
POSITIVE INTERESTS AND GOOD
FRIENDS!**

Strengths •OFFS concept •Network •Large scale impact (number of children, range of social issues addressed) •Cascade educational model (Train the Trainer approach - ability to have greater impact) •Communications and cooperation across various stakeholder groups •Multi-ethnicity and cultural diversity across all levels of organisation •Maintaining relationships with key partners (municipality, football clubs, embassies, FFM, ministries, NGOs etc) •Female participation (coaches and participants) •Flexibility of model (ability to quickly implement projects, address variety of social issues etc)	Weaknesses •Lack of future funding •Lack of own infrastructure/assets •Lack of female leaders •Effort required by volunteers for reporting and follow-up •Limited number of children per school •Limited length of duration of the school (5 days)
Opportunities •Expand fundraising partnerships (private and public sector) •Generate income from commercial exploitation of brand •Education regarding how to gain EU funds •Tap into wider international volunteer networks (e.g. Peace Corps) for additional support •Improve feedback/follow-up mechanism (to improve future programs, identify additional opportunities, better articulate impact etc) •Make use of Beyond Sport relationship (experience and network) •Share best practice and expertise across regions •Use technology for promotion (to increase awareness, generate fundraising etc) •Capitalise on relationship with FFM •Increased transparency, flexibility and decentralised budgeting	Threats •Changing focus of interest of international donors •Reduction of motivation to participate due to potential inability to continue providing equipment to clubs, coaches etc •Economic and political instability in the region (affecting funding, relationships etc) •Attracting and retaining volunteers and keeping them motivated all year round •Maintaining political independence while retaining municipality funding and relationships •Loss of community support (lack of understanding, awareness, cultural barriers to participation etc)



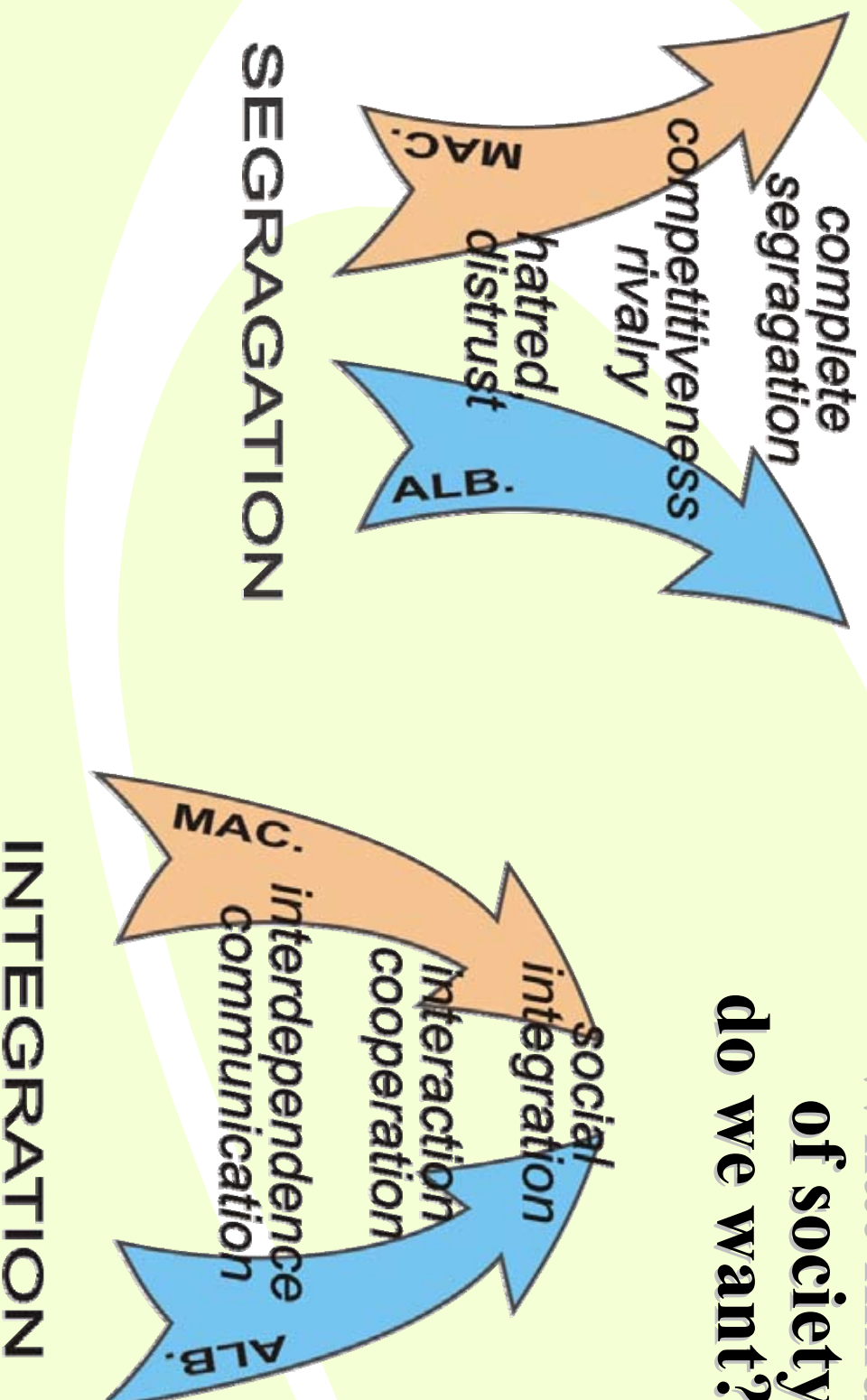
SCHOOL OF TOLERANCE

High school "Gostivar"

HEL SINKI
COMMITTEE FOR
HUMAN RIGHTS
OF REPUBLIC OF
MACEDONIA



**What kind
of society
do we want?**

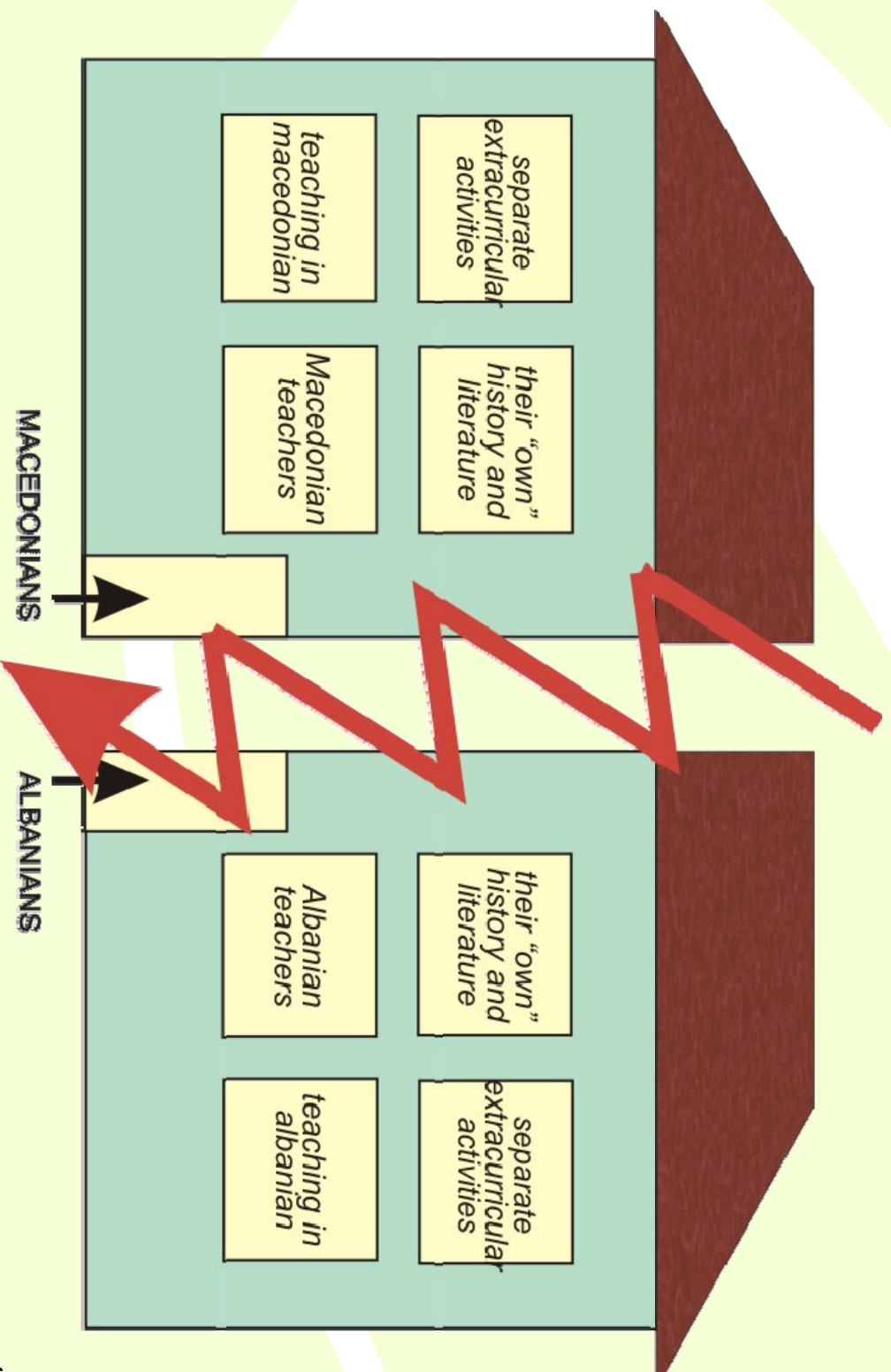


School – creator of society

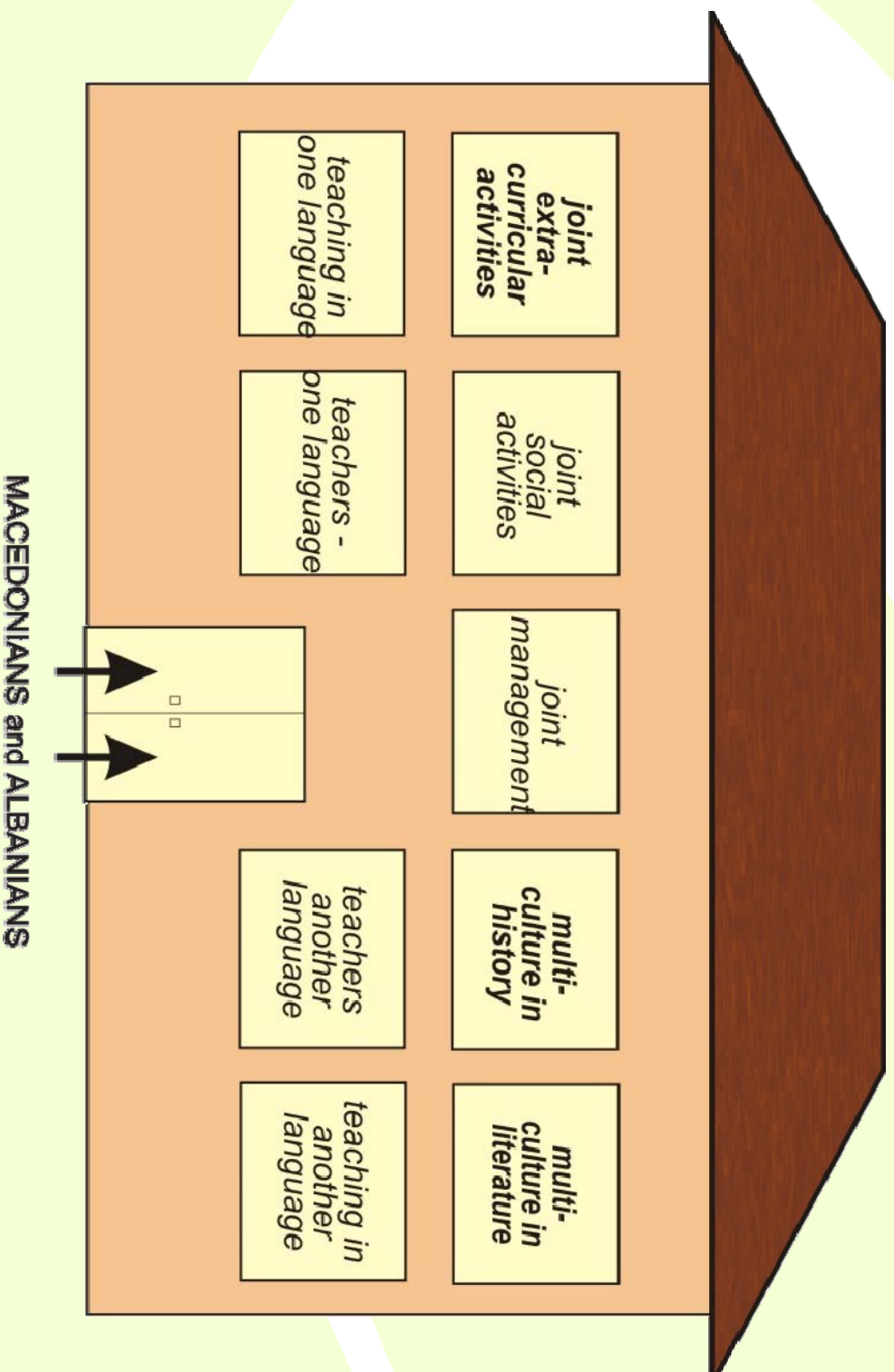


**tell me the school,
to tell you the citizens**

Ethnic „mixed“ schools in Macedonia



School of tolerance



Goals of School of tolerance

From education
which supports
ethnic parallelism
and segregation

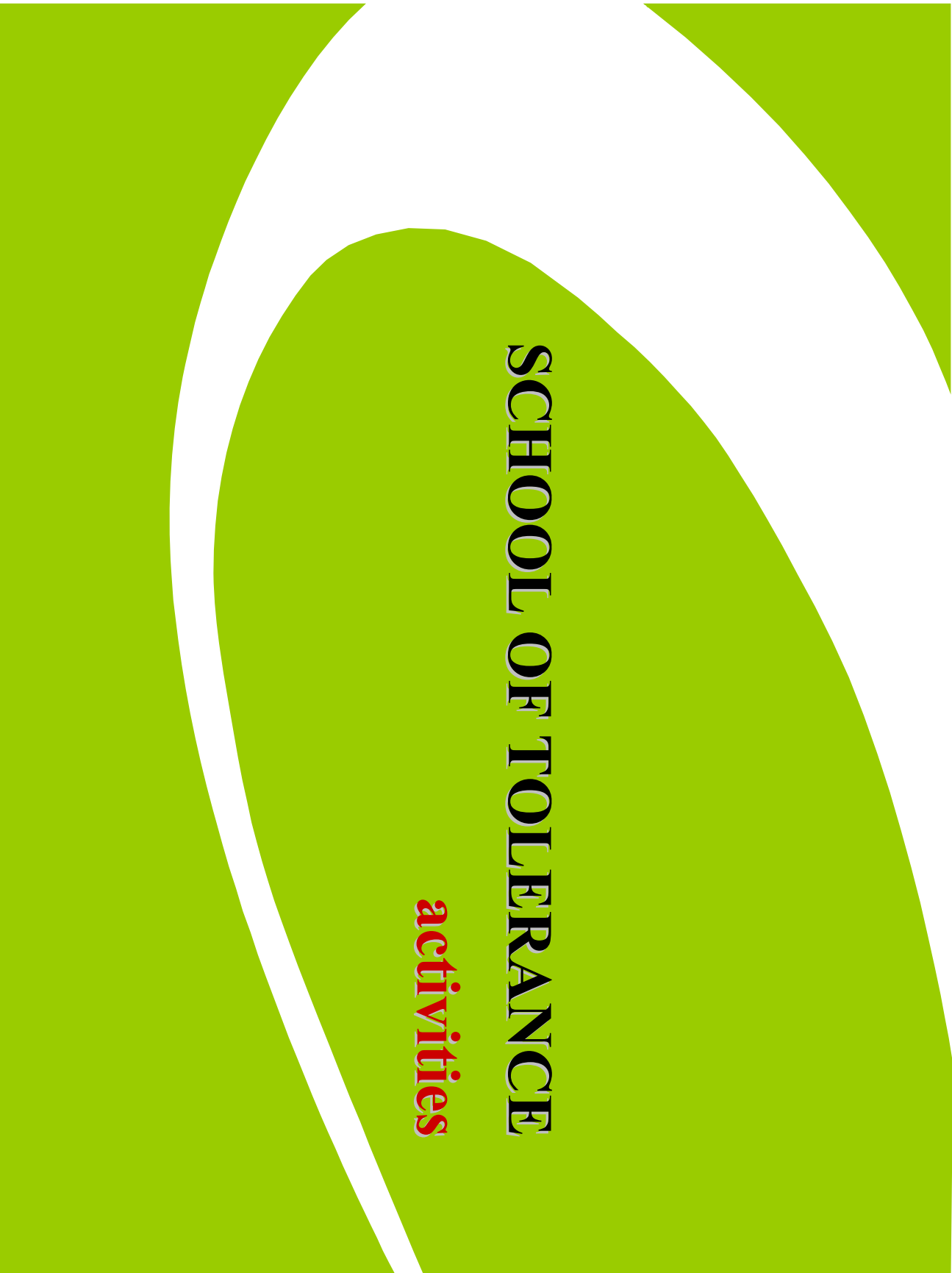


Towards
education
which nurtures
multiculturalism
and ethnic integration

From autocratic
atmosphere oriented
towards creating
obedient citizens

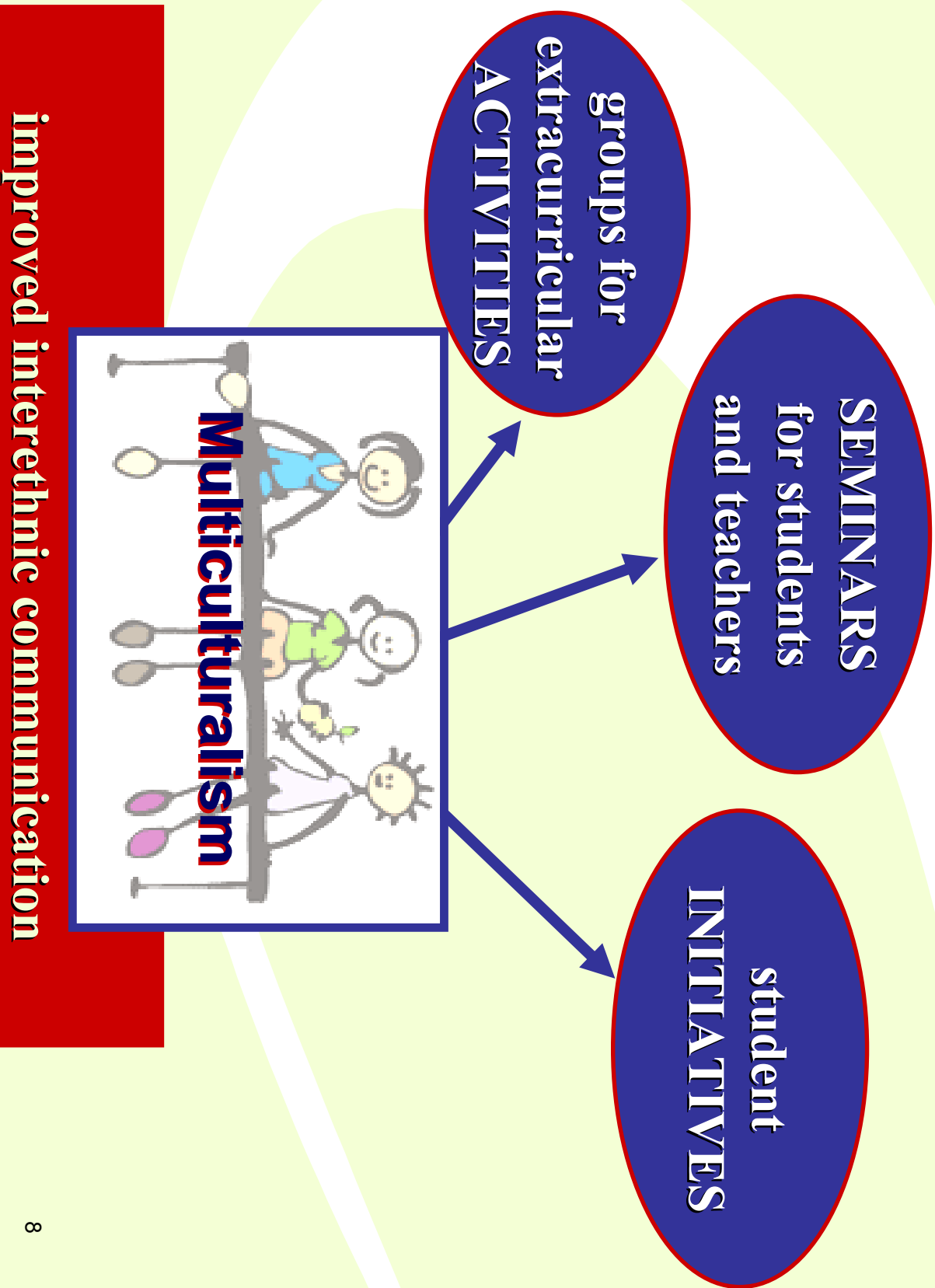


Towards
democratic
atmosphere which
supports active and
responsible citizens



SCHOOL OF TOLERANCE

activities



Extracurricular activities

How do we work?

CONTACT HIPOTHESE:

the contact between individuals that belong to different ethnic (and gender) groups decreases the negative stereotypes and prejudices that the members of one have towards the other groups

- the groups are led by at least two teachers with different ethnic background and the groups are consisted of students from different ethnic background**

Extracurricular activities

INTERPERSONAL RELATIONS:

contacts in individual level, that are enough frequent, long and close to grow in mutual relations that have certain significance

- the groups work at least one semester
- they meet continuously (at least once per week)

Extracurricular activities

EQUAL STATUS:

- avoidance of situations in which members of one group might feel inferior towards the members of another group
- in each group there is almost equal number of students from different ethnicities and gender
- the teachers are trained to treat equally students from „the other“ group

Extracurricular activities

COOPERATION:

members from different groups have a joint goal the fulfillment of which depends on their mutual cooperation

- the activities are directed towards achievement of concrete goals (notable products), which accomplishment depends on all the participants
- they work in cooperative (not in competitive climate)

Results – outputs and outcomes

- performance Romeo and Juliette
- musical performance - Grease

- renovation of the toilettes
- beautifying the school space

- phraseologic dictionary (turkish-albanian-macedonian-english)
- booklet of poems written by the students

- glass showcase and paintings on the windows and the walls
- handcrafts

- monograph for the secondary education in Gostivar
- 34 – documentary about the high school and the city
- web site of the high school

- cultural characteristics of Bitola, Struga and Debar
- religious holidays in Gostivar

- advertisements

- VOX – magazine for high school students
- Funny World – humorous magazine
- Interesting mathematics - (collection of logical problems)

- walking tours
- football and basketball competitions
- ping-pong and chess tournaments

Difficulties and opportunities

- good relationships among the teachers within the school
- good relationships between the communities in the municipality
- lack of motivation if there is no financial support
- lack of consistency

TRIAGOLNIK Center for Non-Formal Education

History

- ▶ Started in 2002 as PRONI Institute for Social Education, Project Macedonia
- ▶ 2004-2007, part of the Forum Syd Balkans Programme
- ▶ Since 2007 operates as a national Association of Citizens, Centre for Non-formal Education TRIAGOLNIK

Mission

We in Triagolnik ...

We believe in the potential of every young person, in equity and respect for differences, in non-formal education as a strong tool for personal and professional development.

We are dedicated to create a society where non-formal education is easily accessed by every young person.

We believe that young people are capable to make their own decisions and contribute to the development of a multiethnic society.

We are dedicated to create an atmosphere of freedom of choice where young people have a decision-making power and create change.

We believe in the abilities of our volunteers, employees and partners to cope with the challenges that intercept them.

We are dedicated to support their joint action and the continuous development of their capacities.

TRIAGOLNIK

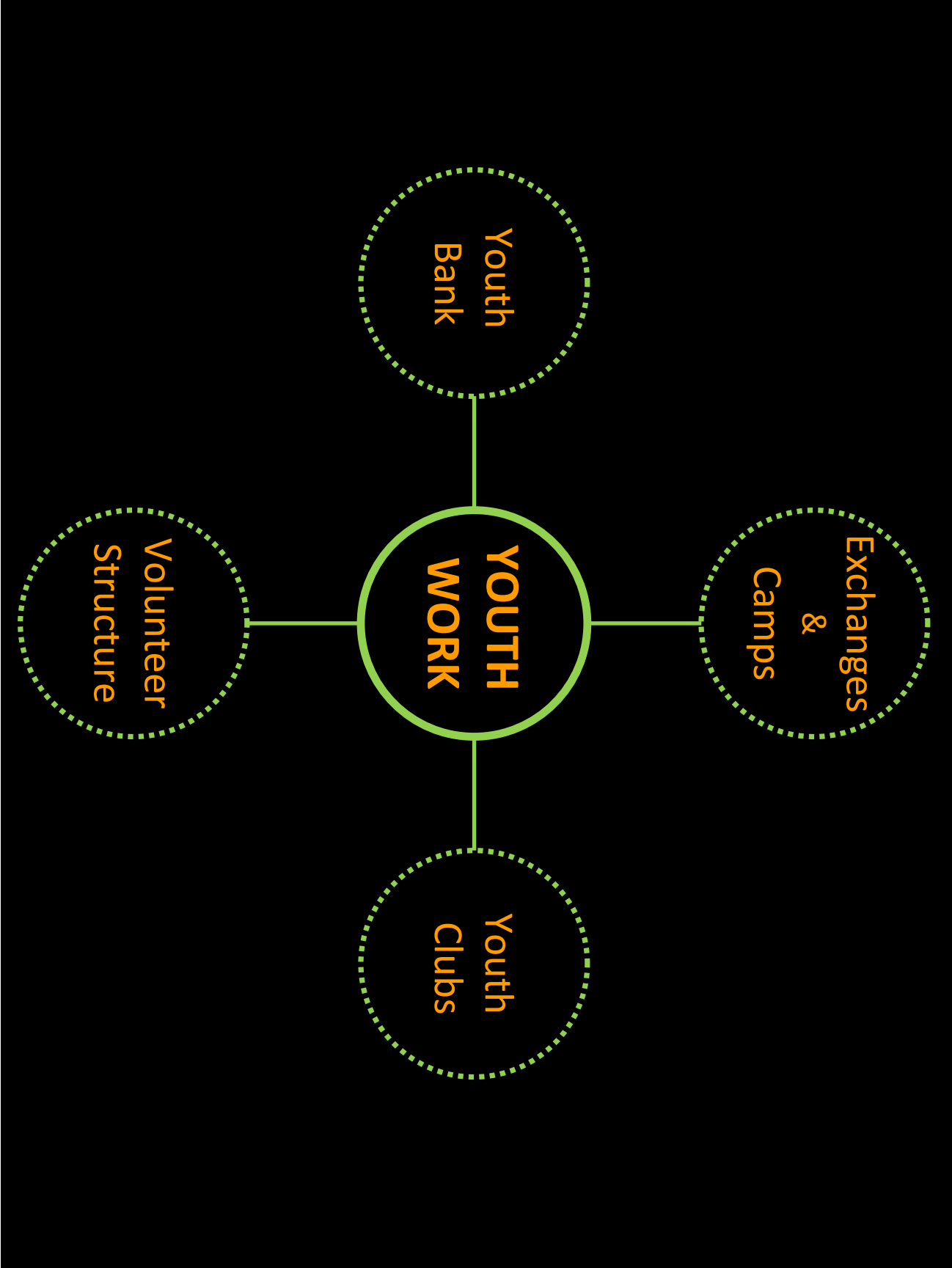
Recognize. Include. Inspire.

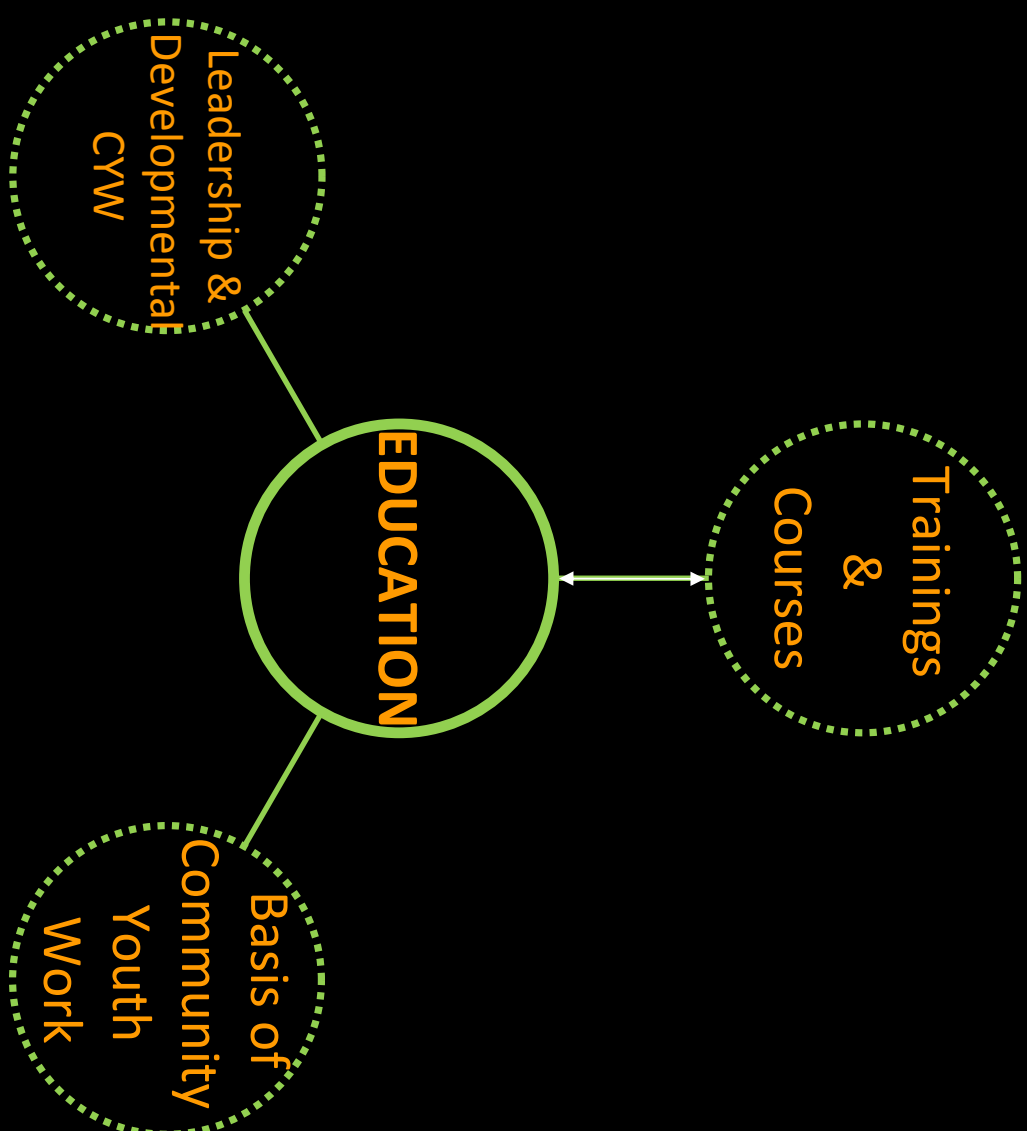
Core areas

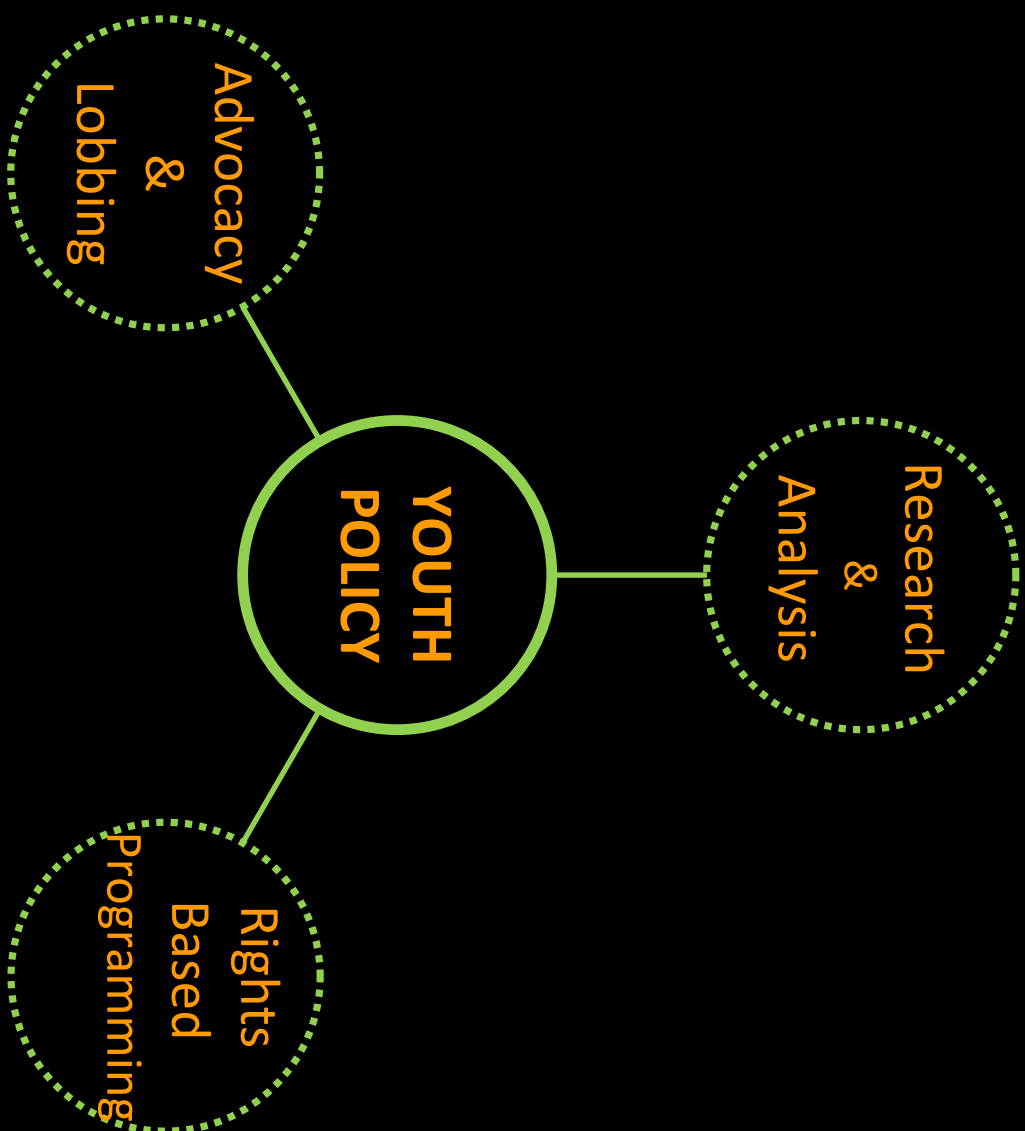
▲ YOUTH WORK

▲ NON-FORMAL EDUCATION

▲ YOUTH POLICY







7

135

200

300

15 000

7

Youth clubs

135

Educated teachers

200

Volunteers

300

Graduated students

15 000

Young people

Successful models

Bachelor in Leadership and Community Youth Work

(education of professional youth workers)

Steps to mainstream: Recognition of youth work as a profession

Basis of Community Youth work course

(education of current education professionals)

Steps to mainstream: Integration in teacher training and education

Youth Work through Youth Clubs

(generic skills – key competencies / inter-ethnic relations)

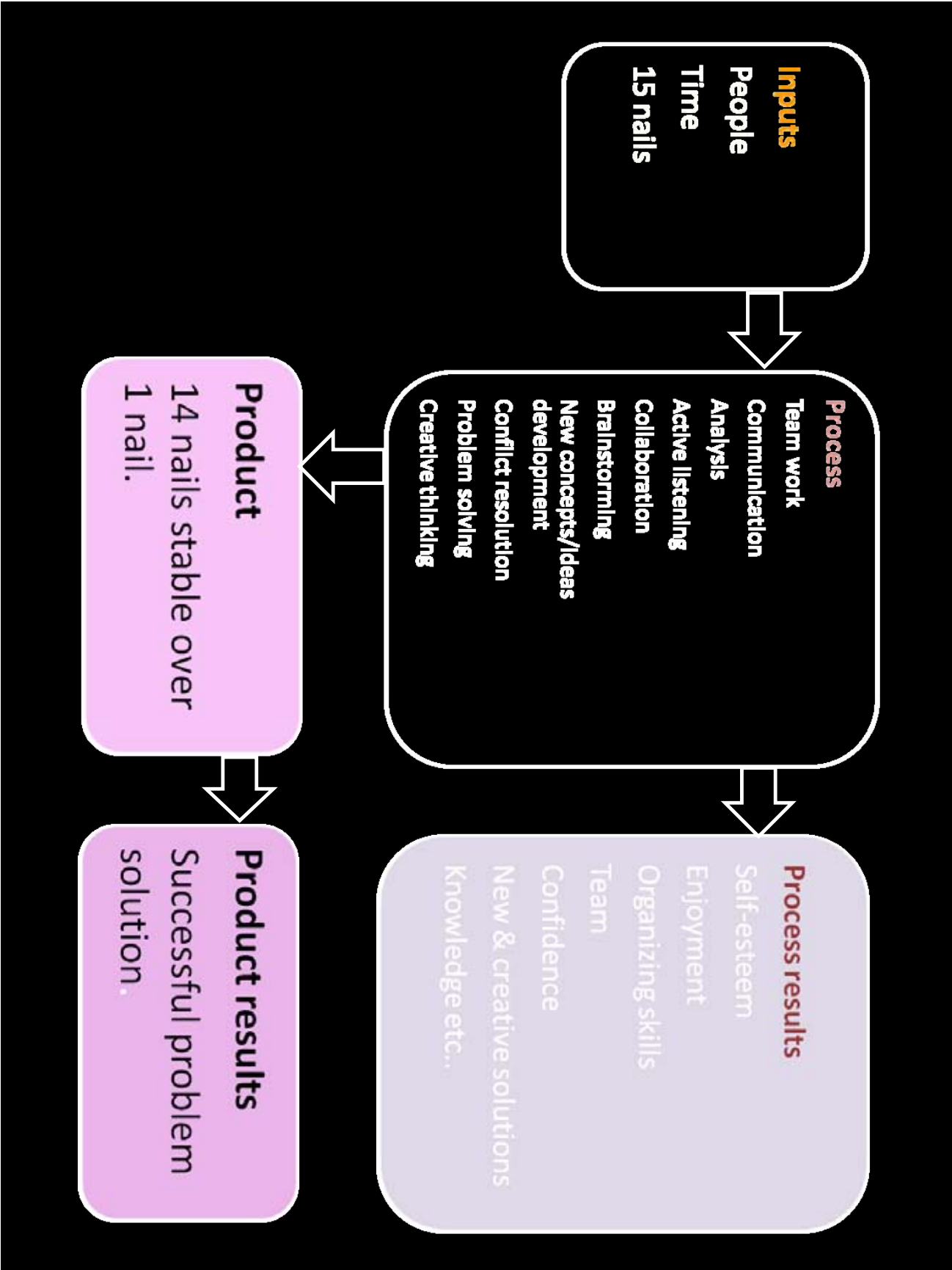
Steps to mainstream: Run by local Municipalities

Approaches

Interventions are planned in accordance to relevant national strategies and plans;

Projects/programmes are done in partnership with local and national institutions relevant to the issue;

With each programme we tend to empower and create local capacity not only in the current project implementer (whether it is Trigolnik or a partner NGO) but as well in the institutions that are in the position of duty bearers for the specific issue;



TRIA GOLNIK
Recognize. Include. Inspire.

Annex 7 Answers on questionnaire to the organisations

Name of the organisation:

Questionnaire for the Learning study on Interethnic education and youth work in Macedonia (TEMPLATE)

1. Briefly explain your mandate and mission statement and briefly describe the history of your organization?
2. What year did your organization start to cooperate with SIDA?
3. Total funds received from the SIDA?
4. Does your NGO have other donors or incomes? If yes, which?
5. Please state the main objective of your intervention?
6. Please, describe briefly your main approaches and methodologies?
7. Do you develop and improve your approaches/methodologies and materials yourself, or are you linked to other organization(s) from which you can learn? If so, which organization(s)?
8. Who is your primary target group(s) (the ones that are included in training or other activities)? How many persons have participated in the activities implemented by your organization?
9. Who are your beneficiaries (all the ones that somehow are benefiting from your activities)? How many beneficiaries have you reached so far? How many new beneficiaries per year have you reached (incl. their gender, ethnicity and ages)?
10. How do you approach potential beneficiaries?
11. How often do your beneficiaries come together and when? In what type of venue?
12. What are your working languages?
13. How do you recruit your staff / facilitators? How do you train, support and motivate them?
14. Does your organization have a constitution/charter (do's and do not's)? If yes: what are the main issues?
15. Do you organize exchange/learning meetings for your facilitators /implementers? How often?
16. Have you (or a donor) during the last 5 years commissioned an independent evaluator to assess your organization and the activities. If yes, please send it to us.
17. Have you done a self-assessment of the effects of your work? Please, briefly, describe the achievements/ effects over the years
18. Please describe your own monitoring and evaluation (M&E) systems and how you have learned and changed your approach/methods based on this information?
19. Please describe the main obstacles/challenges (external factors) that have affected the outcomes your interventions?

20. Please describe the most important organizational challenges (internal factors) that you have faced in implementing the projects?
21. Please describe how do you organize your institutional memory?
22. Please describe how your organization has worked (approach and method used) in order to secure sustainability of the project(s)
23. Please state the most important factors affecting sustainability in the long run (internal as well as external)?
24. Do you obtain linkages/ collaboration with other Macedonian organizations e.g. other NGO's and local /central governmental institution)? If yes, which ones?
25. Do you advocate your approach and achievements? If yes, towards whom?
26. Are you willing to share your approach and achievements with other Macedonian organizations? If yes, under which conditions?
27. And last but not least which suggestions do you have for the workshop that will take place in the end of February (goals, topics, expected results, suggestions of participants etc.) Also, please describe which role you could and want to play?

**Center For Human Rights And Conflict Resolution:
Questionnaire for the Learning study on Interethnic education and youth
work in Macedonia**

1. *Briefly explain your mandate and mission statement and briefly describe the history of your organization?*
The mission of the Center for human rights and conflict resolution is to promote the basic human rights and freedom as well as to develop and improve the ways of interpersonal and intercultural (between the communities) communication. The Center was established in 2002 when Center for Human Rights was merged with Ethnic Conflict Resolution Project as a result of fruitful cooperation beforehand and in order to better address the needs of growing joint activities.
2. *What year did your organization start to cooperate with SIDA?*
2003
3. *Total funds received from the SIDA?*
300.000 € (for 5 years)
4. *Does your NGO have other donors or incomes? If yes, which?*
UNICEF
5. *Please state the main objective of your intervention?*
Creating a model of a school of tolerance through improving the interethnic relations
6. *Please, describe briefly your main approaches and methodologies?*
The approach is consisted of running all the activities in ethnically and gender balanced groups of students. The methodology was based on experiential learning (role playing, small group assignments and discussions, group discussions/reflections about the role playing activities) and process oriented activities.

7. *Do you develop and improve your approaches/methodologies and materials yourself, or are you linked to other organization(s) from which you can learn? If so, which organization(s)?*
The approach/methodologies were developed by CHRCR team through implementation of various educational programs over the years.
8. *Who is your primary target group(s) (the ones that are included in training or other activities)? How many persons have participated in the activities implemented by your organization?*
High school students and teachers. Each year (5 in total) approximately 200 students and 20 teachers have participated in the activities.
9. *Who are your beneficiaries (all the ones that somehow are benefiting from your activities)? How many beneficiaries have you reached so far? How many new beneficiaries per year have you reached (incl. their gender, ethnicity and ages)?*
Albanian, Macedonian, Turkish and Romani students 14-18 years old from the high school "Gostivar", Gostivar.
10. *How do you approach potential beneficiaries?*
The effects from implementing activities with certain number of students (target group) are supposed to be transferred towards all other students (their peers). The change in the attitudes and behavior of the students is supposed to affect all their peers that have not been directly involved in the project activities.
11. *How often do your beneficiaries come together and when? In what type of venue?*
They are part of everyday school life.
12. *What are your working languages?*
Macedonian, Albanian, English
13. *How do you recruit your staff / facilitators? How do you train, support and motivate them?*
The staff is consisted of well trained individuals that have usually served as participants in the activities before implementing them by their own.
14. *Does your organization have a constitution / charter (do's and do not's)? If yes: what are the main issues?*
No
15. *Do you organize exchange / learning meetings for your facilitators / implementers? How often?*
Yes, occasionally.
16. *Have you (or a donor) during the last 5 years commissioned an independent evaluator to assess your organization and the activities. If yes, please send it to us.*
No
17. *Have you done a self-assessment of the effects of your work? Please, briefly, describe the achievements / effects over the years.*
No
18. *Please describe your own monitoring and evaluation (M&E) systems and how you have learned and changed your approach/methods based on this information?*
During the last 15 years all the activities that have proven as successful have been reinforced and other have been modified in order to better address certain issues.
19. *Please describe the main obstacles / challenges (external factors) that have affected the outcomes your interventions?*
The main obstacle has always been the daily politics.
20. *Please describe the most important organizational challenges (internal factors) that you have faced in implementing the projects?*

Lack of human resources, at times.

21. *Please describe how do you organize your institutional memory?*

???

22. *Please describe how your organization has worked (approach and method used) in order to secure sustainability of the project(s)*

The Center has tried to provide the teachers with necessary skills for making connections with the local business community.

23. *Please state the most important factors affecting sustainability in the long run (internal as well as external)?*

Willingness and determination for change.

24. *Do you obtain linkages/ collaboration with other Macedonian organizations e.g. other NGO's and local /central governmental institution)? If yes, which ones?*

Macedonian Center for International Cooperation; Bureau for development of education

25. *Do you advocate your approach and achievements? If yes, towards whom?*

Ministry of education, Bureau for development of education, Local government, NGO's

26. *Are you willing to share your approach and achievements with other Macedonian organizations? If yes, under which conditions?*

Yes

27. *And last but not least which suggestions do you have for the workshop that will take place in the end of February (goals, topics, expected results, suggestions of participants etc.) Also, please describe which role you could and want to play?*

Presentation of the project/activities.

Open Fun Football Schools, Macedonia

Questionnaire for the Learning study on Interethnic education and youth work in Macedonia

1. *Briefly explain your mandate and mission statement and briefly describe the history of your organisation?*

CCPA-Open Fun Football Schools is a branch office of the Danish NGO, Cross Cultures Project Association (also called CCPA or Cross Cultures).

Mission statement:

CCPA is a politically independent, non-profit, humanitarian organisation. The association exists for the purpose of developing, participating in as well as implementing projects cutting across cultural lines, and which have as their main objective the promotion of reconciliation and integration among people through dialogue and collaboration. The objectives of the organisation are primarily sought realized through projects rooted in interests commonly shared by the participants and cutting the lines of different cultures.(Statutes par.3)

The meaning of Open Fun Football Schools is to foster friendship and sports cooperation between people living in divided communities.

History of Cross Cultures

Cross Cultures was founded in 1999 to run the Open Fun Football School program in Bosnia Herzegovina as an unconventional peace-building intervention.

The Open Fun Football Schools program was considered so successful that we were asked from our bilateral donor organisations to expand the program to neighboring countries as part of the Stability Pact intervention supporting the development of civil society and cross boundary cooperation.

Today the Open Fun Football School program has developed into regional platforms in the Balkans, Trans-Caucasus, Moldova and the Middle East (see below).

The strength of Cross Cultures and our programs is found to be its abilities to generate relations between people and stakeholders. Alone in the Open Fun Football School 2009 Cross Cultures was communicating directly with more than 100,000 children, volunteers, parents, municipal authorities, national institutions and other stakeholders.

Today Cross Cultures are considered among the world leading organisations specialised in using children's grassroots football as a tool to stimulate peaceful co-existence, gender equality, tolerance and social cohesion between people living in divided communities. Amongst others Cross Cultures have received numerous of prestigious international and national prizes/awards for the Open Fun Football School program.

Balkan:

Bosnia Herzegovina (1998)

Macedonia (2000)

Serbia and Montenegro (2001)

Croatia (2003)

Kosovo (2006)

Trans Caucasus and Moldova:

Georgia (2003)

Armenia (2004)

Azerbaijan (2005)

Moldova (2006)

Middle East:

Lebanon (2005)

Iraq (2005)

Jordan (2005-2007)

Syria (2005-2007)

2. What year did your organization start to cooperate with SIDA?

Sidahas supported the Open Fun Football School Program in Macedonia since 2003.

3. *Total funds received from the SIDA?*

From 2003 - 2007 the Open Fun Football school program was considered a regional intervention, and the Sida grants was considered part of a Nordic donor platform that also included donations from Denmark, Norway, Finland and UEFA.

From 2003 – 2007 Sida has supported the Open Fun Football Schools in all the Balkan countries with a total of 1,881,244 €. The total budget during this period amounted to 7,692,720 €

Since the Open Fun Football school program and the grants were considered regional, the books of CCPA was also considered regional. Hence it would be extremely time consuming and difficult to make a precise split.

From 2008 – 2010 (the present contract) the Sida grants have been given on a national budget and amounts to 1,860,000 SEK (620,000 SEK per year in three years). The total budget 2008-2010 exclusive so-called in-kinds amounts to 9,519,324 SEK

4. *Does your NGO have other donors or incomes? If yes, which?*

The Open Fun Football School program is based on a multiple donor platform. The main donors are UEFA and the Nordic Governments (Denmark, Finland, Norway and Sweden).

Since 2000 we have requested the local organizers to fund provision of the children participating (1,250 meals, cold drinks and fruit), local transport and rent of stadium and facilities. (In-kind: estimated value 2-2,500m € per school).

Further since 2007 we have asked the municipalities and football clubs participating to fund the expenses of the coach education amounting to 1,500 € per football school.

5. *Please state the main objective of your intervention?*

The program has two dimensions:

a. The regional dimension: To foster peace and stability through Cross-Border collaboration by developing and implementing a regional approach for the staff, coach and leaders education

b. The national dimension: To foster friendship and sports co-operation for people living in divided communities by implementing the Open Fun Football School program accordingly with the basic principles:

- The football schools should promote grassroots football for all.
- The football schools should in particular promote female participation in football on all levels – players, coaches, leaders and officials
- The football schools should show social responsibility: to secure diversity with respect to, among others, ethnic, social, religious, political background and gender, the football schools must be organized in accordance with our “twin-city-approach”
- The football schools should be organized by voluntary coaches and leaders
- All coaches and leaders must as minimum have completed our grassroots education
- The football schools should be democratic and transparent in their local anchoring

6. Please, describe briefly your main approaches and methodologies?

The meaning: (What makes the product attractive?)

We use Open Fun Football Schools and other community-based children's sport initiatives to rally children and adults of different social and ethnic groups around an activity of common interest. In this way ball playing becomes one tool amongst others through which to stimulate the important process of peaceful co-existence, tolerance, gender equality and inter-ethnic community building and by that facilitate a normalisation of everyday life for the children and the local community at large.

The Solution: (What makes the product work?)

The solution of Open Fun Football Schools is the "Children's Grassroots Football Universe"

Cross Cultures advocates children's grassroots football as an all-inclusive activity open to everyone regardless of talent, gender, ethnic or social background, religious or political affiliations. To us, children's football does much more than building relations among children, coaches and sports clubs. Children's football constitutes an important platform in civil society, where people from different backgrounds can meet and bond while discussing: *children – welfare – future and the development of children's football.*

In our approach to children's football we actively involve parents, municipalities, primary school teachers, local sponsors, national and regional football associations, the local and national media, ministries of youth and sports and many others. While putting the child in the centre we wish to bring all stakeholders into play in a *Children's Grassroots*

Football Universe. Therefore, when we organise grassroots sport activities for children the stakeholders all have a place and uphold a function – like planets turning around the sun.

To read more about *Children's Grassroots Football Universe* see <http://old.ccpa.dk/cc> . On the figure it is possible to read further about the different stakeholders objectives and strategies by clicking on the footballs.



The product (What makes the product a reality?)

1. *Open Fun Football Schools for children 7–11 years old*

The grassroots football schools are community-based in nature. Each school last five days and comprises a minimum of 200 boys and girls from 7 to 11 years old, 15 coaches and 15 coach assistants and club officials – all volunteers.

2. *Regional meetings, regional seminars and regional workshops for volunteers and staff*

Our meetings, seminars and workshops in the Open Fun Football Schools program are regional by nature and the content of each seminar is defined by the regional platform. Therefore, when conducting a Cross Cultures meeting, seminar or workshop in the Trans Caucasus there must be participants from the entire Cross Cultures regional platform, which includes Moldova, Georgia, Armenia and Azerbaijan. All seminars and workshops in the Balkans are organised in accordance with the same principle.

3. *Equipment*

We enter local partnership agreements with local football clubs and municipalities on the organisation of local football schools and by this we commit to transfer the equipment used during a local fun football school to the participating football clubs upon the successful completion of the school. This constitutes an important incentive to the local sport clubs particularly as the delivery of sports equipment, combined with our grassroots coach education, enables the clubs to organise football for children on a day-to-day basis once the local fun football school is successfully completed.

The Technology (What makes the product possible?)

The seminar content

Since 1998 Cross Cultures has developed and implemented a comprehensive educational program – *among the most comprehensive educational grassroots football programs in Europe!*

We organise four types of seminars:

1. Cross Cultures/Open Fun Football Schools staff training
2. Open Fun Football Schools Volunteer training
3. Street Sport volunteer training
4. Cross Cultures external network activities

The common denominator of all seminars and workshops is the specific focus of attention: We put the children first. Secondly, it is our thesis that it is the environment that connects children with the game and the clubs. Thirdly, all seminars contain so-called dialogue workshops based on crosscutting bottom-up methodologies. In other words, it is not Cross Cultures that tells the participants what to do or how to do it, instead we facilitate various dialogues among the participants providing them a chance to discuss topics like: What is a good children's environment? What makes a good children's coach? What constitutes a good children football club? What is a responsive parent? Etc.

Open Fun Football Schools	
Meaning	To foster friendships and sport co-operation between children and adults living in divided communities
Solution	To facilitate a platform/structure where people of different background's can meet and bond while discussing children – future – welfare.
Product	"The Children's Grassroots Football Universe" • Open Fun Football Schools • Regional meetings/seminars/workshops • Equipment
Technology	• Fun Football Concept • Seminar content

7. *Do you develop and improve your approaches/methodologies and materials yourself, or are you linked to other organization(s) from which you can learn? If so, which organization(s)?*

Yes. The entire program has been developed by our regional platform, mainly by the organization of regional seminars. On our strategic seminars where all the instructors are present the Copenhagen office usually involves experts from different spheres (sport, management, environment) representatives from relevant academies and/or institutions (such as DGI, Curver Academy, Gerlev Sport Academy, etc.).

On the other hand, at the seminars organized for the trainers locally we make contacts with local organizations and institutions (such as the Football Federation of Macedonia, the Bureau for Development of the Education of Macedonia, OXO, etc.) and cooperate either on sport related issues – such as UEFA C license; on environmental issues – like the cooperation with OXO etc.

8. *Who is your primary target group(s) (the ones that are included in training or other activities)? How many persons have participated in the activities implemented by your organization?*

- Children at the age of 6 to 12
- Voluntary grassroots sport leaders and coaches

- Parents
- Local primary schools and community representatives

Since the program consists of two main components, education and activity, we may say that the primary target groups are the leaders and trainers – volunteers that go through the process of education on the principals of the organization, and later on work with the children during the main activities; and of course the children at the age of 6 to 12 that are taking part in the main activities.

Only in the activities implemented in Macedonia by the Open Fun Football School Project, from the start of the program in 2000 until the end of season 2009 there have been 177 Open Fun Football Schools organized; over 2700 leaders and trainers volunteers have took part in the educational process of the organization and after that in the main activities, and what is most important, over 38000 boys and girls at the age of 6 to 12 with different ethnic and social background have been part of the summer Open Fun Football School activities.

9. Who are your beneficiaries (all the ones that somehow are benefiting from your activities)? How many beneficiaries have you reached so far? How many new beneficiaries per year have you reached (incl. their gender, ethnicity and ages)?

There are various beneficiaries of the program.

1. The most important are the children participants and the trainers and leaders – volunteers.
2. As secondary beneficiaries we may mention the municipalities and local communities, the national football association, Agency of Sport and Youth and other relevant ministries as well as our core staff and instructors of the national OFFS programs.

The detailed statistics of the participants and beneficiaries mentioned above can be find in the excel appendix attached to the document.

10. How do you approach potential beneficiaries?

The approaches to different beneficiaries are different. First of all, we sign contracts of mutual intent with the institutions such as municipalities, primary schools and football clubs. Further on, they are responsible to appoint representative from the local government that will be responsible for the institutional matters linked to the implementation of the activities, and what is more important – appoint a leader – a person with high credibility and respect in the local community. The leaders then make a team of 12 trainers and all together participate at the educational seminars organized by our organization before the main activities. The professional background of the volunteers is quite different. We don't insist on recruitment of sport professionals and coaches. All the people that are respected by their local communities and that have proved that they want and know how to work with children are welcomed to join us as volunteers (the professional background of the volunteers that joined our program is listed in the Appendix). So far, one of the most common professions among our volunteers has been a teacher in a primary school.

The gathering of the 200 children per a summer school may vary from one place to another – depending on the population in the local community. What is common for all is that application cards are distributed to the parents, and by signing them the parents give their consent that their child may take part in such activity, and give a prove that they have been informed and invited to visit the activity.

The contract of mutual intent contains the criteria for organizing the school and the profile of the participants:

- minimum of 30 % of girl's participation

- minimum 4 of the coaches need to be women
- participants of different backgrounds
- volunteer coaches have to join an OFFS educational seminar
- Etc.

We encourage the parents to take an active role in the activities by organizing parents' workshops and by involving some of them in the process either as volunteers or as local donors and sponsors.

11. How often do your beneficiaries come together and when? In what type of venue?

In the summer season when we organize the main activities first we gather the teams of the volunteers and organize them in the process of education on our regional trainer seminars. This activity is organized in July and in 2009 we have organized 12 trainer seminars in the region of Balkans. The seminars are organized on the principals of three days education that takes place in a hotel – for the theoretical part and some of the workshops and on a nearby football pitch – for the practical part of the program.

The children activities, i.e. the summer schools are organized in August, and there, in five day duration, 200 children spend 5 – 6 hours playing games on the football pitch in the local community.

We also organize additional activities such as one day street events, partner activities with Novo Nordisk and partner activities with other organizations and / or institutions, where we use the network of volunteers that have been through our educational and volunteer system.

In the local communities the teams of the volunteers meet as often as once a week after the activities are over. They cooperate on the organization of different types of sport activities that occur as spin offs, such as friendly football matches and tournaments among the children that participated. This is especially the case when the twin city approach is used for the organization of the summer schools (two neighboring municipalities organize one summer school).

We as organization bring together all the volunteers at the end of the year, at our traditional New Years Cocktail – you can read more about the latest one organized at our web page: www.offmacedonia.com.mk

12. What are your working languages?

We work in Macedonian – in our local office in Skopje; in all the Balkan languages – in the regional part of the program and in English – for the communication with our head office in Copenhagen and our international donors.

13. How do you recruit your staff / facilitators? How do you train, support and motivate them?

Our office in Skopje is consisted of concretely defined administration, with three employees on the following positions: Country Coordinator, Project Assistant and Administrative Assistant. In order to train and motivate the staff, we organize leaders and organizational meetings on regional and local level, where the feedback from the staff is highly appreciated. Furthermore, in line with the education and motivation of the staff, everyone is encouraged to take part in different local and / or international seminars, workshops and other educational activities that may improve the knowledge and experience of the individual.

Throughout the years, our office has developed a motto – There is no problem that cannot be solved; only problems that haven't been transparently discussed may remain. We in our office do our best to maintain the transparency in our work.

14. Does your organization have a constitution / charter (do's and do not's)? If yes: what are the main issues?

Yes. The organization has a Statutes and Administrative Guidelines that are explaining the way of constitution of the organization and the manner of working. The Administrative Guidelines are regulating the day-to-day working policies and are subject to constant improvement.

The updated statutes – 2007 edition is attached as appendix to this document.

15. Do you organize exchange / learning meetings for your facilitators / implementers? How often?

There is a body of 15 instructors that is mainly constant over the years in each of the countries in the Balkans where the program is implemented. This body meets twice a year on regional / international bases to discuss the new season's development, to assess the previous season and to seek ways of the programs improvement. Furthermore the instructors are all divided in working groups, all dealing different issues and development components of the program.

The volunteers involved in the program have one seminar per season.

16. Have you (or a donor) during the last 5 years commissioned an independent evaluator to assess your organization and the activities. If yes, please send it to us.

An independent evaluation study was performed for the whole organization in 2004 (find the report on the following link: <http://ccpa.dk/data/files/evaluationsreviews/reportccpaevanov82004.pdf>).

Here are the contact details of the independent evaluator:

John Telford
Route au Haget,
32150 Barbotan-les-Thermes
Le Gers
France
+33 5 62 08 33 65
telford@wanadoo.fr

Sida commissioned a Financial and Management Audit of CCPA done by Ernst & Young (Magnus Röcklinger based in Stockholm). The report came at November 10, 2006 (find the report on the following link: <http://ccpa.dk/data/files/evaluationsreviews/draftreport8nov06internalaudit-ccpa.pdf>)

Evaluation by Street World Football in 2009: http://ccpa.dk/data/files/evaluationsreviews/090901-net-dev-membership-evaluation_ccpa_offs.pdf

17. Have you done a self-assessment of the effects of your work? Please, briefly, describe the achievements / effects over the years

We use the following means to make the self assessment of our work:

- Contract of Mutual Intent between our organization and the local municipalities where we operate
- Seminar attendance records and participant – based seminar evaluation
- OFFS statistical field data and attendance records
- Monitoring reports from our instructors
- Spin off reports
- Statistics and reports from Fun Football Festivals, street events and other additional activities

Our Open Fun Football Schools have been based on willingness and voluntarism on all implemented schools until now. Open Fun Football Schools is directed towards supporting the development of the civil society and the strength of the project is to be found in its ability to generate relations between people with different backgrounds and coming from otherwise antagonistic population groups in postconflict areas.

18: Please describe your own monitoring and evaluation (M&E) systems and how you have learned and changed your approach/methods based on this information?

The most important links in our network chains are the volunteer leaders that organize the local Open Fun Football Schools. Therefore we have decided to consult them and ask for their feedback in order to make sure that we stay on the right path in the fulfillment of our objectives. Each of the leaders fills out an evaluation form after the activity at the school finishes, where we can see the opinions on the achievements of the schools and of course the points for improvement.

The instructors on the other hand represent the expert panel of the organization in the line of education and practical implementation of the activities. Therefore it is their task to monitor the implementation of the Open Fun Football Schools and to give in their feedback on the meeting of the goals and tasks of the organization.

Finally, when a certain point of the development of the organization is reached and a re-assessment of the goals, visions and mission needs to be done we organize strategic seminars where all the staff and instructors gather and give their input on the possible directions of future development of the organization.

We also organize staff meetings and evaluations on regular bases that provide us with a full overview of the staff opinions in all the regions where we operate, thus giving us a possibility to improve by exchanging experiences and dealing with the common problems.

19: Please describe the main obstacles / challenges (external factors) that have affected the outcomes your interventions?

At the latest update of our SWAT analyses the following aspects were identified as external threats that might affect the outcome of our activities:

Threats

- Changing focus of interest of international donors resulting in reduced funding
- Reduction of motivation to participate due to potential inability to continue providing equipment to clubs, coaches etc
- Economic and political instability in the region (affecting funding, relationships etc)
- Attracting and retaining volunteers and keeping them motivated all year round
- Personal conflicts of interest compromising OFFS core values and network (individuals abusing their position)
- Maintaining political independence while retaining municipality funding and relationships
- Loss of community support (lack of understanding, awareness, cultural barriers to participation etc)

20: Please describe the most important organizational challenges (internal factors) that you have faced in implementing the projects?

Weaknesses

- Lack of future funding
- Lack of own infrastructure/assets
- Managerial skills of instructors (their ability to promote OFFS, raise funds etc)
- Inexperience of fundraising and commercial exploitation of brand
- Lack of clarity around what CCPA will deem to be acceptable income generation activities
- Lack of female leaders
- Effort required by volunteers for reporting and follow-up
- Limited number of children per school
- Level of communication between different OFFS offices in the region
- Limited length of duration of the school (5 days)

21. Please describe how do you organize your institutional memory?

So far we have developed a system of gaining knowledge and experience in the organization that has a pyramid layout. The coordinators of the countries meet on regular bases and discuss the past seasons and the plans for the upcoming. After this we organize staff meetings locally – in the country as well as regionally. The coordinators discuss the possible development and future strategies, the feedback information from the past season and the knowledge gained. According to the feedback from the staff and the working groups in the countries we decide what kind of development we would like reach and what is the direction that we would like to follow with the seminars and the implementation of the main activities.

When decided, experts in the specific field of development are invited at the instructor seminar, in order to pass the knowledge to them and to the staff. Further on, the “coach the coach” concept is applied to transmit the knowledge to the volunteer leaders and trainers at the regional seminars. The volunteers later on use that knowledge in the implementation of the main field activities with the children.

Of course, all the lessons learned and the knowledge gained on these regional education seminars and workshops is adopted to the specific circumstances and conditions of the country where it's implemented.

In the period 1998-2009, in the Balkan region, a total of 169 multi-ethnic seminars, courses and workshops involving 15 235 people, leaders, trainers and instructors was organized. If you would put together all the days spent at these seminars, then we can say that it is full time of 632 days.

22. Please describe how your organization has worked (approach and method used) in order to secure sustainability of the project(s)

Three strategic seminars dedicated to the sustainability of the organization have been organized so far – in 2002, 2005 and 2008. The main sustainability efforts on the level of the organization may be described with the following sustainability approach:

As a reconciliation project, the Open Fun Football Schools program is characterized by having a beginning and an end. International funding does not last forever. But to ensure sustainability is not merely a question of financial means i.e. reducing international contributions while at the same time increasing the local contributions and decreasing the involvement of Cross Cultures. Sustainability must be seen in

a more complex context. In our point of view it is not sufficient that the Open Fun Football Schools program becomes financial sustainable if the activities and structures left behind are only catering to the talented boys of wealthy parents sharing the same ethnic, political or social background. A discussion of sustainability must also take into consideration the meaning, ideals, values and mission on which the Open Fun Football Schools program builds.

In order to evaluate the success of the Open Fun Football Schools we are, therefore, using a Triple Balance approach. This means we monitor and evaluate our project in relation to three areas of concern, which are “Social responsibility”, “Civil society action” and “Organisational structure”. The triple balance approach reflects the fundamental functions of the Open Fun Football Schools by including what we label the blue, the red, and the green balance sheet.



The red balance sheet (the social responsibility) reflects our core values, which declare that the Open Fun Football Schools should be run so they are open for all regardless of talent, gender, social, political and religious background/differences and in a way that stimulates social responsibility in the local football clubs.

The green balance sheet (the civil society action) reflects our core values and mission stating that the activities of the football schools and the material assistance rendered to the clubs (sports equipment) serve to stimulate the development of an active and peaceful civil society, where the various stakeholders can freely engage in mutual interests, bond and interact.

The blue balance sheet (the organisational structure), finally, reflects our mission to ensure that the Open Fun Football Schools program becomes financially sustainable. The schools are run by a local democratic and transparent organisation. We succeed to root our ideas among local politicians and authorities in order for them to take ownership and responsibility for the continued activities of “Open Fun Football Schools” while in conformity with the meaning, values and ideas inherent to the schools. The education/competencies of our key personnel meet the requirements to take on successfully new demands and challenges.

Consequently, these three parameters must be given due consideration as early as possible in the development process. Also it is important to highlight the interrelatedness of the three dimensions i.e. we cannot organise multi-ethnic football schools (“the red balance”) in a new country without 1) establishing a local office (“the blue balance”) which can organise the daily activities of the project, and 2) provide training of voluntary leaders and coaches in our specific fun football concept (“the green balance”). Nevertheless, even though the sustainability dimensions are mutually interrelated, we also acknowledge that we have to tune-in our efforts in each individual partner country we operate in to accommodate local characteristics and circumstances.

In order to build sustainability into the program, the overall guiding principle for the involvement of stakeholders, partners and sponsors in the Open Fun Football Schools program is to get “as many parties as possible engaged and have them contribute as little as possible”. In other words our aim is to have all engaged parties to contribute just enough to fund the planned activities and, equally important, maintain their commitment to the program.

Finally, we had external consultants from Accenture to help us brush up our strategic development plan, help us with updating our SWAT analyzes and assist us in developing of our future strategy in line with the sustainability process that we are facing.

23. Please state the most important factors affecting sustainability in the long run (internal as well as external)?

- Identify and target potential private sector funding and donations (e.g. firms with regional Balkans operations, firms with similar social interests, firms with required resources e.g. sports equipment and kit manufacturers, transportation / food / beverage / hotel / conference providers)
- Identify and target potential public sector funding and donations (e.g. Ministries of education and sport, football federation, other related NGOs. Municipalities, EU funds, Foreign embassies, UEFA, FIFA)
- Identify commercial fundraising opportunities , and clarify with CCPA what is acceptable (e.g. corporate teambuilding events, selling merchandise, charging for events)
- Seek support and advice from CCPA (and other sources?) on how to apply for EU funds and best approach commercial exploitation
- Set up advisory board / fundraising committee made up of representatives of the “grassroots universe” stakeholders to promote and target fundraising opportunities

24. Do you obtain linkages/ collaboration with other Macedonian organizations e.g. other NGO's and local / central governmental institution)? If yes, which ones?

Once again we would like to mention the “grassroots universe” and the stakeholders that are gathered around the child in center. Here in the institutional bases we have stated our objective to act as an integrator of all the institutions and organizations that work with sport, children and welfare. So far we have outstanding cooperation with the municipalities, the primary schools, the football clubs, the Football Federation of Macedonia, the Agency of Sport and Youth of Macedonia, the Ministry of Labor and Social Affairs of Macedonia, Children's Home 11th of October, SOS Kinderdorf, as well as local NGOs such as Triagolnik, Umbrella, etc.

25. Do you advocate your approach and achievements? If yes, towards whom?

We as a branch office report to the head office in Copenhagen for all the activities that concern the main program activities. Further on, the head office reports to all the donors on the overall activities of the organization to the international donors.

DELOITTE performs the financial audit of the overall organizational work.

26. *Are you willing to share your approach and achievements with other Macedonian organizations? If yes, under which conditions?*

Yes, as we would like to develop ourselves into educators of other organizations that work toward the same or similar goals, using different approaches. As already mentioned, we see ourselves as integrators in the region of all the institutions and organizations that work with sports and / or children. We are ready to make a cooperation in a form of partnership with any of those organizations or institutions.

The condition for that would be to maintain the OFFS brand and to exclude any chance of misusing it.

27. *And last but not least which suggestions do you have for the workshop that will take place in the end of February (goals, topics, expected results, suggestions of participants etc.) Also, please describe which role you could and want to play?*

At the workshop we would like to present the Grassroots Children's Universe, as a stakeholder concept that we find to be of essential importance for our sustainability strategy. We would also like to implement a workshop called The Child in the Center, through the OFFS Parliament (working groups).

Name of the organisation: Centre for non-formal education Triagolnik
Questionnaire for the Learning study on Interethnic education and youth work in Macedonia

1. *Briefly explain your mandate and mission statement and briefly describe the history of your organization?*

Centre for non-formal education *Triagolnik* is an independent, non-governmental, non-political and non-religious Association of Citizens. It was officially founded in January 2007 by the local staff and associates of the Forum Syd Balkan Programme Macedonia Project, although its activities and model of work have been operating in Macedonia since 2002, firstly as PRONI institute of Social Education and later as Forum Syd Macedonia Project. Throughout these years *Triagolnik* has retained its focus on non-formal education and developmental work with young people.

Triagolnik's ultimate beneficiary and main target group are young people, especially ones belonging to marginalized groups, but in order to empower them and improve their position in society we also work with parents as well individuals, organizations and institutions working with and on behalf of young people.

Triagolnik Vision – 2012

We are leading Resource Center in Macedonia that recognizes the potentials and directly works on the capacity building of young people thus enabling their active involvement in life and work of the multi-ethnic society.

Through the methods of non-formal education we effectively complement the formal education in a creative and inspiring manner. We accomplish our aims through direct work with young people as well as with individuals and organizations that work with young people.

We have highly competent team prepared to respond to the needs of all our beneficiaries at any moment. Therefore, our team is motivated to continually accomplish new challenges in the area of their personal and professional development. The work of our team is based on trust, support and mutual cooperation. All of those, to whom the personal and professional development of the young people is the ultimate goal, ask for our assistance and consider a crucial social actor in the process.

We are sustainable organization which is on a certain path to become leader in the delivery of non-formal education on the whole territory of our country.

Triagolnik mission.

We in Triagolnik ...

We believe in the potential of every young person, in equity and respect for differences, in non-formal education as a strong tool for personal and professional development.

We are dedicated to create a society where non-formal education is easily accessed by every young person.

We believe that young people are capable to make their own decisions and contribute to the development of a multiethnic society.

We are dedicated to create an atmosphere of freedom of choice where young people have a decision-making power and create change.

We believe in the abilities of our volunteers, employees and partners to cope with the challenges that intercept them.

We are dedicated to support their joint action and the continuous development of their capacities.

Triagolnik Recognize. Include. Inspire**Triagolnik – brief history of organization**

The model of work that Triagolnik implements was started in Macedonia in June 2002 as PRONI Institute for Social Education with main focus was to address the consequences of the conflict in 2001, based on the Northern Ireland experiences. The PRONI programme used a regional approach, implementing the model in on six other locations in the region: Vojvodina, Montenegro, Croatia and three areas in Bosnia and Herzegovina, with a regional office in Belgrade.

In 2004, PRONI was taken over by Swedish umbrella organization Forum Syd, and the separate projects in each country were integrated in Forum Syd Balkan Programme. Starting from 2006, a localization process of the individual projects was started, ending in 2007 with six independent Associations of Citizens, one of which Centre for non-formal education Triagolnik.

From 2002 till 2007 the Swedish International Development Agency was the only financial partner that supported the full scope of activities that Triagolnik implemented. Starting from 2008 Triagolnik has managed to achieve a diversified donor base, although for us SIDA has kept its role as an important not only financial, but as well strategic partner.

Although throughout these 8 years, the model that was established by PRONI went through certain modifications, we are glad to state that the focus (young people, ethnic relations) and methodology (non-formal education) of Triagolnik have remained the same. Triagolnik has also managed to achieve sustainability of the core programmes implemented since 2002, and those are community based youth work, university level non-formal education, the youth participation programme and the youth policy programme.

Based on the positive results achieved in Skopje and Tetovo (where the work of Triagolnik was focused from 2002 till 2007) Triagolnik started activities to transfer the model of work and methodology to other locations in the country. This is done through capacity building of local NGOs (by building capacities for sustainable organizational development and capacities for implementation of community based youth work). We are currently working on three new locations (Kumanovo, Kavadarci and Tearce) with 3 partner organizations Majka, SPPMD and CED, and plan to start three new locations from 2011. As a resource organization, Triagolnik is also providing consultancy and capacity building services to local authorities, schools and social welfare institutions aiming to integrate non-formal edu-

cation in the country as complementary to the formal and as well increase the awareness of different institutions regarding different issues that young people in the country are faced with.

2. *What year did your organization start to cooperate with SIDA?*

June 2002 up to date.

3. *Total funds received from the SIDA?*

During the last 8 years Triagolnik has received financial support from SIDA in total amount of 1.594.274 € for implementation of planned activities.

4. *Does your NGO have other donors or incomes? If yes, which?*

From the beginning of 2008 Triagolnik start to implement new 3 years project called PROACTIVE! Youth development through the NFE funded by Pestalozzi Children foundation from Switzerland. Starting from 2009 Triagolnik start to implement 4 year project in the children's home 11 Oktomvri which is funded by Adoptions centrum from Sweden. From 2009 Triagolnik also has income in unrestricted funds from consultancy services to the local business sector and other local and international NGO's.

During the last 8 years Triagolnik was also supported for small grant project by OSCE, Agency of youth and sport etc. Also Triagolnik receives in-kind support from local Municipalities.

5. *Please state the main objective of your intervention?*

The purpose of Triagolnik's work is to provide quality non-formal education for development of generic skills in young people, to empower them and work to create conditions for their participation in decision-making processes in society. Triagolnik lobbies for introduction of youth work and non-formal education within the formal education system, aiming to decrease ethnic division and unemployment and support greater youth participation.

6. *Please, describe briefly your main approaches and methodologies?*

We plan our work based on the approach that affirms human rights. We believe in each individual's right to decide for their life and develop accordingly. Our main methodology of direct work with our target groups is the non-formal methodology. Our activities are based on the social education and interactive approach where all participants are treated equally and with respect on their personal development of one's potentials. We believe that by creating safe environment for experiential learning, each individual can find own way of learning and development of their skills. We promote proactive approach and self responsibility in exercising human rights.

7. *Do you develop and improve your approaches/methodologies and materials yourself, or are you linked to other organization(s) from which you can learn? If so, which organization(s)?*

We tend to continuously develop our methodologies in line with current trends in other EU countries, but at the same time we take into account the profile of our target groups. The development of the methodologies is based on desktop research, experience sharing and knowledge transfer on relevant seminars or exchanges and evaluations of the outputs and impacts of realized activities with target groups.

8. *Who is your primary target group(s) (the ones that are included in training or other activities)? How many persons have participated in the activities implemented by your organization?*

Our primary target group are young people aged 13 – 26 living in the communities where we deliver our activities (Tetovo, Skopje, Kumanovo, Kavadarci, Tearce). We tend to target both genders equally, and we recruit participants from all ethnicities equally including Macedonian, Albanian, Roma, Serbian or other. We also put focus on youth in rural areas, or other vulnerable groups of

youth like Roma and youth living in institution for children without parents. Approximately 15000 individuals have participated in our activities.

The second primary target group are teachers, professors, pedagogues and psychologists working in primary and secondary schools, relevant municipal staff as well as NGO activists involved in organizations who work with or for youth. Approximately 250 individuals from this target group have directly participated in our activities.

9. *Who are your beneficiaries (all the ones that somehow are benefiting from your activities)? How many beneficiaries have you reached so far? How many new beneficiaries per year have you reached (incl. their gender, ethnicity and ages)?*

Direct beneficiaries are:

- Young people at the age of 12-25 living in Skopje, Tetovo, Kumanovo and Kavadarci and their surroundings (youth work activities participants);
- Young people from other parts of R. Macedonia, living/staying in above named towns (youth work participants);
- Volunteers (in Youth Clubs, Youth Bank volunteers, practitioners in organization, on purpose required volunteers, e.g. for events)
- Teaching staff and employees in local or national institutions working directly with youth
- NGO representatives
- Parents

For example in 2008 were involved around 3000 beneficiaries through youth through youth work activities, summer camps, sport events, open events and educational activities.

Around 70% of participants are Macedonians, 28% Albanians, 2% other ethnicities, majority Roma.

60% of participants are female, 40% male

Out of 100 volunteers in 2008, around 55% are female, 35% male; around 60% Macedonian, 40% Albanian

In 2009 number of reached beneficiaries is increased, around are 3200 reached through direct work, 2300 through campaigns and exhibitions, which makes total of 5300 direct and indirect beneficiaries. Balance of ethnicities and gender remains the same- around 60%female, 40%male; Around 69% Macedonians, 29%Albanians, 2% Other (Roma, Turks).

There is constant growth in the number of beneficiaries per year because of the geographical expanding of our work as well increased number of implemented activities. Since 2002 there are reached more than 15 000 young people. Over the years balance between genders is 60%female -40%male%, around 68%Macedonians, 30% Albanians, and 1-2% other nationalities.

10. *How do you approach potential beneficiaries?*

- By established and maintained cooperation with national and local institutions under which jurisdiction are educational institutions with which we cooperate;
- Established communication system: practicing direct contact -informative presentations for young people, teachers and other involved in our activities in their surroundings (schools, working place, universities, etc.) and events/open activities or promotional events, campaigns (eg. simula-

tions of workshops or sport events where random people can join); media (TV, radio, newspaper articles for Triagolnik work); internet (web page, social groups, mailing lists, newsletters etc.)

11. How often do your beneficiaries come together and when? In what type of venue?

Beneficiaries meet in their communities (town, municipality) through designed programs implemented over the year, or on specially designed events for bringing together beneficiaries from different municipalities.

In their community:

- Through youth work activities young people from same municipality/town meet on a weekly basis for period of 2-4 months.
- Several times per year are organized open events and sport events in every municipality we work, where wider community can join.
- Once per year a community day is organized in each Municipality Triagolnik runs activities. These events are done in collaboration with local municipalities and this is where our participants present the work they have done throughout the year to their peers, parents and other community members.
- Joint workshop for parents and young people happen twice per year in Youth club.

Out of their community:

- Once per year are organized exchanges and summer camp to bring together beneficiaries from all places where we work;
- Joint modules for adults (teachers, NGO representatives) from 3 municipalities happen once per year.
- Once per year is organized Triagolnik day where invited and present representatives (young people, teachers, parents, NGO representatives, etc.) from all municipalities we work;

12. What are your working languages?

Working languages of Triagolnik are Macedonian, Albanian and English.

13. How do you recruit your staff / facilitators? How do you train, support and motivate them?

Triagolnik currently has 17 employees and a pool of over 50 trained volunteers. The recruitment and selection procedure of Triagolnik is public and transparent, and it consists of series of systematized steps that involve development of specific ToR's, selection criteria development, public calls, pre-selection process, candidate assessment (interview, test and practical assignment) and a three-month probation period. The selection panel consists of relevant staff and members of the governmental board, and feedback and assessment results are always available to all the candidates.

Still, as result of the specific methodology of work and approach that the organization practices, as well the high value of personal and professional principles as selection criteria, most of the staff of Triagolnik has been previously involved in the organization as students of the University course and as volunteers.

The large pool of long-term volunteers that the organization has, but as well the opportunity given to them to get involved not only in implementation of activities, but as well in the process of planning of interventions as well in the process of organizational planning, staff meetings and other organizational gatherings, allow us to build strong cadre for the organization that are already social-

ized in the organization and have the skills to get involved whenever additional members of the staff are needed. This practice not only decreases the staff induction process, but also allows us to gain highly motivated and loyal staff and to sustain a stable organizational culture due to the fact that the practices for quality of work as well organizational values and principles are widely spread among participants, students, volunteers and members.

The capacity building of the staff and volunteers consists of continuant assessment and self-assessment as well a process of goal-setting for individual's professional and career development. The capacity building is done through training, but as well job enrichment supported with on-the-job training and mentoring. The support and motivation for the staff (and volunteers) is provided through regular support & supervision meetings, but as well by building a climate of trust and support for initiative and change from each level. Group support and supervision sessions are also available to our volunteers.

Eventually we would claim that the way the organization functions, the level of professionalism but as well the principles of work, transparency, the relationship based approach and the high appreciation for each member of the organization (that derive from the principles of youth work and non-formal education) as well the results achieved and positive public image of Triagolnik are a very strong motivator that creates strong ownership among members, stimulates loyalty and pride in everyone that contributes to get the work done.

14. Does your organization have a constitution / charter (do's and do not's)? If yes: what are the main issues?

Do's and don'ts of the organization are mostly constituted in the organizational policy document, as well separate policies with regards to child protection, human rights, gender policy, anti-corruption policy, anti-discrimination policy etc.

15. Do you organize exchange / learning meetings for your facilitators / implementers? How often?

For employed staff there is developed system for ensuring quality in their work. It is implemented through:

- Introductory meetings for new staff and volunteers
- General staff meetings that happen on a monthly level between all staff and between staff from each sector in organization.
- Meetings for trainers of training programs implemented through Triagolnik- preparatory meeting, debriefing meeting after each module implemented, and final evaluation meetings between all involved in the process.
- Monthly group mentoring sessions for volunteers- facilitators in activities
- Preparatory and evaluation meetings with each volunteer that runs a workshop
- Individual support sessions with staff and volunteers 4 times per year
- Yearly exchanges between the governing boards with our partners from the Balkan countries in order to improve their personal capacities

16. Have you (or a donor) during the last 5 years commissioned an independent evaluator to assess your organization and the activities. If yes, please send it to us. KOSTA.

There have been two independent external evaluations of the work of Triagolnik, along with the six other organizations working in the Balkan region.

Both documents are enclosed as annex to the Questionnaire.

17. Have you done a self-assessment of the effects of your work? Please, briefly, describe the achievements / effects over the years

We feel that our biggest achievement is the sustainable organizational development throughout these years that allowed us sustainability of each and every programme, as well the high number of beneficiaries reached that have progressed between different programmes, and further on different roles in the organization and society.

- Since 2002, through the University Course of *Leadership and developmental community youthwork* that was implemented in partnership with University of Jonkoping, Sweden, we have educated over 300 youth workers and non-formal educators, that have throughout the years created for us a very strong pool of educated volunteers and trainers. Around 30% of all of our graduates use the course as an important element of their professional career, and around 10% are employed solely on basis of the skills gained from the course.
- In order to achieve sustainability and long-term quality in the education of youth workers and non-formal education practitioners, Triagolnik has worked to localize and up-grade the 2-year university level education of youth workers done through the *Leadership and developmental community youth work course*. For this purpose, we have established a partnership with a local University (South East European University) and as well managed to gain support from the CoE Tempus programme, so starting from academic year 2010/2011 a Bachelor Programme on youth work and non-formal education will be implemented at SEE University. Further on, together with the University we are currently working to create conditions for running a Master programme as well. In order to enable the implementation of the Bachelor programme at a local level, Triagolnik has also build local teaching capacity that will teach the programme. Number of young people that were targeted through the practical work of the students in the past years surpasses 2100.
- Based on the interest of young people for the youth work activities, as well its effects, we have created an adapted version of the University course intended for primary and secondary school teachers – *Basis of Community Youth work (BCYW)*. BCYW is a 6 module course, that includes over 100 hours of direct teaching and 100 hours of practice in a period of 6 months. Since 2008, over 135 primary and secondary school teachers have attended the course and have successively worked with over 900 young people in the form of workshops. Further on, around 10-15% of the teachers have continued to implement youth work on voluntary basis as extracurricular activity in the schools they work in. (we are currently in the process of evaluating the results of the course, should be completed by end of February 2010).
- The number of young people that Triagolnik has targeted in the past 8 years, through direct youth work and non-formal education currently surpasses 9000. Over 30% of the young people that were involved in one Triagolnik activity have shown interest and have engaged in additional activities and about the same number (30%) have been recruited to our activities from their peers that were already involved in our work. We consider that these results speak not only of the educational achievements, but that youth in general are interested in youth work and find it as a quality way to spend their leisure time.
- Since the work of Triagolnik highly relies on volunteerism and volunteers, in the past 8 years, over 200 people have been engaged in our work as volunteers and have received additional education in the areas of quality work with young people, basis of PCM, M&E etc., which has also resulted in the creation of new projects and NGOs, one of which (CED) is our current partner at the moment.
- The youth bank programme is another long-term programme of Triagolnik, where a board of young volunteers is specifically trained to independently implement a grant-giving cycle and allo-

cate funds for small scale community projects to their peers. The Youth Bank allocates funds to non-formal groups of young people, age 16 to 25, for realization of their ideas in the area of education, entertainment, science, art, community development etc. The effects of the youth bank are three leveled, first to the group that has decision-making power and selects and further on monitors and reports for the small-scale projects, the second level of the intervention are the non-formal groups of youth that receive the funds and independently implement projects for other young people, while the third level of impact are the beneficiaries of the small projects.

- So far, through the youth bank programme over 90 young people have been involved as grant-allocators, over 400 have been involved as implementers of the small projects, and over 2500 young people have been reached as beneficiaries of these small projects. A total of over 120 small projects have been implemented through the Youth bank.
- As result of the efforts in the area of recognition of youth work as a profession, and the advocacy process for quality standards in work with youth and non-formal education, Triagolnik initiated and was one of the founders of the National Association of Youth Workers (NAMR), an association that works to increase the quality of youth work and systemize the efforts of the different NGOs working in this area. NAMR has over 40 member organizations.
- We have managed to expand our model of work and core activities to 4 towns in Macedonia, and open youth clubs in 5 Municipalities. Each of the premises for the youth clubs are granted for free by local Municipalities. In order to achieve sustainability of the programmes in the towns, we are also engaged in capacity building of three local NGOs, that starting from 2010 will independently implement the activities, while Triagolnik continues to facilitate their organizational development and quality control of the implemented activities.
- We have established partnerships with 9 Municipalities in Macedonia, and we are currently engaged in the capacity building of one Municipality (Municipality of Kumanovo) and development of the Municipality's Education Strategy.
- Triagolnik currently provides consultancy services for the development of a similar model of work on Kosovo.

19. Please describe your own monitoring and evaluation (M&E) systems and how you have learned and changed your approach/methods based on this information?

Monitoring is done at two levels, activities and results. Activities are planned at annual level, and further on 3-month operational plans are developed. Weekly activity plan is developed by each staff member and monitored by the senior management team (SMT). Each staff member writes monthly progress reports. Observations and visits are practiced by senior management team. Support and supervision meeting is held with individual staff members every three months. Weekly SMT meeting serve the purpose of on-going evaluation and day-today managerial decisions. Monthly meetings are held in each sector to track how operational plans progress.

Every three months an evaluation meeting is held to look at results and initiate alterations in programmes and activities (quality, approach and dynamics of interventions) in order to reach targeted results. Annual result evaluation and annual planning are held each year to modify strategic and operational plans. Indicators are checked through monthly reports and quarterly reports in each sector as well as an annual progress report.

Based on the variety of monitoring and evaluation mechanisms, Triagolnik is an organization that seeks and practices continuous modification and adaptation of all of its programmes.

Some examples of the alterations of approach and initiation of new programmes based on internal evaluation are:

- Creation of Basis of community Youth work course for teachers. Evaluations showed that although the University course yield excellent results in sense of skills and knowledge of students, only 30% of the students actually used the skills of the course to practice non-formal education and youth work, while the rest used it as a tool for their personal and professional development. Since one of the objectives of the course was to produce skilled professionals that will work with young people, we initiated another course (Basis of community youthwork) for teachers since they are already in daily contact with young people and will be able to directly apply the skills gained thus increase the quality of work done with youth and make youth work easily accessible for all youth.
- Engagement of foreign tutors to implement the University course opened two issues, financial sustainability (since the costs for running the course were much higher), and language issue – only people skilled in English could attend the courses. Based on this, local pool of tutors is being developed since 2005, and we currently have local capacity to run the Bachelor programme. We also managed to develop strong base of teaching materials in Macedonian and Albanian language.
- Running the University course as an NGO did not provide long term sustainability (it could only run until we can provide funds for it), which is why partnership with a local University was established and the Course transferred to the University as a Certificate Course in the beginning, and a Bachelor programme from this year on.
- Issue of sustainability of the programmes run in other towns – costs, knowledge of local conditions, lack of local networks etc. (in the beginning Triagolnik started by opening local offices in the locations it wished to target), initiated the concept of working with local partners (NGOs) to expand our work geographically.
- Partnership with local and national stakeholders was a must, although other NGO's practiced more of a "watch dog" approach in identifying lacks of the system. Triagolnik's approach is based on partnership with relevant institutions and joint action in order to create a sustainable change that includes not only development of programmes and projects in line with national strategies and plans, but as well provision of capacity building services in order to strengthen individuals and institutions in the system.

19. Please describe the main obstacles/challenges (external factors) that have affected the outcomes your interventions?

First would be the bad public image of the NGOs in general (this image was shared among institutions as well the general public). The bad image was result of the fact that after the conflict in 2001 many NGOs were opened, most of which existed only on paper and pursuing funds while not providing real services to the local population. Triagolnik has worked really hard to gain legitimacy in front of the institutions and the general public and we are proud to say that today we enjoy the trust of young people and their parents, as well the institutions of the system with which we have established excellent collaboration.

The general situation of the country in the first 5-6 years of our work. Too many burning problems related to conflicts, poverty and other existential issues did not allow us to put the focus of the state and the public on the issues we worked on such as young people, participation, non-formal education, intercultural education etc..

Lack of understanding for non-formal education and youth work, for with most of the people in Macedonia have not even heard of. Whenever seeking for support from different stakeholders we

had to go through a long process of explanation what is it that we work on, how and why is it important, and the results that it yields. This is much easier in the past two years, when non-formal education became known in the country as result of Macedonia's European agenda and Macedonia's access to the Youth in Action programme and other EU educational programmes that involved many other organizations in facilitating similar opportunities for young people.

20. Please describe the most important organizational challenges (internal factors) that you have faced in implementing the projects?

Lack of local capacity to implement youth work and non-formal education when the organization was established. The development of local capacity to implement the specific methodology, although a very strong element of the organization at this point, has been a very challenging and time-consuming process. The situation of learning about something while at the same time implementing programmes and attending to quality could not have been done without external support.

Lack of educated human capacity in the country, and successively in the organization for implementation of developmental aid projects. It is a fact that although a large number of NGOs was opened and running in Macedonia in the past 10-15 years, there is lack of knowledge, based on lack of systematic education available for establishing and running successful development projects. This situation put Triagolnik in the position to create human resource able to develop and run sustainable projects that create sustainable results, rather than recruit ready cadre.

Being a branch of an international organization, regardless of the many benefits of this status, it also placed Triagolnik somewhere in-between – not really a local NGO pursuing local funds, nor an international organization. At some point this led to lack of partnerships with other NGOs due to lack of joint interests as results of the differences in the general functioning and situation of the organizations. Triagolnik is still very conscious of this issue and works very hard to establish and maintain partnerships with local NGOs.

21. Please describe how do you organize your institutional memory?

Monthly, thirdly and annual reports from individuals and sectors. Minutes from internal meetings of different sectors-teams (e.g. education, youth work, senior management) as well external meetings.

Up-date of vital documents, contracts, permissions, memo's of understanding minimum once per years.

Up-date of data base (including contacts, current positions etc...) of staff, students, volunteers and collaborators of the organization.

Personal files for each staff member including support & supervision and appraisal notes.

22. Please describe how your organization has worked (approach and method used) in order to secure sustainability of the project(s)

The sustainability strategies are different for different programmes/projects Triagolnik runs. However, main elements of our sustainability approach would be:

- *Interventions are planned in accordance to relevant national strategies and plans;*
Triagolnik works in Macedonia and the development interventions it plans should be in line with the development plans of the country. This not only provides with justification to seek support for our projects from the state but as well allows us to advocate for integration and institutionalization of our successful interventions thus providing them with sustainability from the state system itself.

- *Projects/programmes are done in partnership with local and national institutions relevant to the issue;*
All the programmes Triagolnik implements are done in collaboration with local and/or national stakeholders (e.g. schools, local municipalities, ministries and state agencies relevant to specific issues). Although the support from the institutions is rarely financial, we manage to secure in kind support in materials, premises, support in recruitment of beneficiaries and in implementation of some activities. This brings sustainability in the sense that once an institution is involved in the implementation of a certain programme is much easier to lobby the institution to create conditions to take over parts of the programme and integrate it in its own plan, which should be the ultimate aim of any intervention done by the non-governmental sector.
- *With each programme we tend to empower and create local capacity not only in the current project implementer (whether it is Triagolnik or a partner NGO) but as well in the institutions that are in the position of duty bearers for the specific issue;*
The empowerment and development of local capacities always decreases expenses but it also makes human resources needed for the project more available than by depending on someone else to run some activities, which is why Triagolnik does its geographical expansion in partnership with other local NGOs. Further on by building the capacities of people that are already part of the institutions of the system (e.g. training teachers and Municipality staff to do youth work through the BCYW course, we actually equip the Municipality with its own youth workers so at one point it could be able to run a youth club with no need for external support).
- *We tend to minimize expenses and diversify the financial support for each project/programme;*
By minimizing expenses, whether through rationalization of activities or by finding in-kind support or donations in materials and other needs to run a specific activity each project becomes more sustainable because it needs less and less funds to be run. This makes more possible for the project to be supported whether by local/national budget or even participation and private donations.

23. *Please state the most important factors affecting sustainability in the long run (internal as well as external)?*

Internal: Vision, passion and capacity among the people involved in the organization, compliance of activities, continuously upgrading and updating.

External: Cooperation with the relevant institutions, political and socio economic situation.

24. *Do you obtain linkages/ collaboration with other Macedonian organizations e.g. other NGO's and local /central governmental institution)? If yes, which ones?*

Working in partnership is one of the main characteristics of Triagolnik's approach. Our main strategic partners at national level are:

- Local Municipalities (Municipality of Karposh, Municipality of Chair, Municipality of Butel, City of Skopje, Municipality of Tetovo, Municipality of Terrace, Municipality of Jegunovce, Municipality of Kumanovo and Municipality of Kavadarci);
- Agency of youth and sport;
- Secretary for European Affairs;
- Ministry of Education and science;
- 11 oktombri – state orphanage;
- Local schools;
- Local NGOs (Majka, CED, SPPMD...)

25. *Do you advocate your approach and achievements? If yes, towards whom?*

Advocacy and promotion of the methodology as well achievements of our work are not only a sustainability strategy, but are as well a separate activity aiming to raise the awareness of institutions and individuals relevant to the young people. At the same time, by promoting the results of our model we do not only create conditions for parts of it to be integrated in the system, but as well provide other NGOs and international organizations with a functional approach and methodology.

Are main focus for promotion of results are relevant local and national stakeholders, other NGOs and international organizations, but also parents and teachers as individuals very relevant to the young people.

26. *Are you willing to share your approach and achievements with other Macedonian organizations? If yes, under which conditions?*

As previously mentioned Triagolnik has already started a transfer of some of its programmes and model of work to other local NGOs. In the process, there are three elements that we consider crucial.

- Step by step transfer of methodology, that involves an education and training component, later on supervised practice, and an exit mentoring and consultancy process in order to ensure the quality of the crucial elements of programmes/methodology.
- The second element is the organizational development (creation of structures, practices and policies) that can support not only the implementation of model in a quality manner but as well allow further sustainability and adaptation of the programmes to the work of the organization itself.
- Third element is a consultative process of adaptation and modification of the model. We believe that each organization, based on its own specifics as well the specifics of the environment it functions in, will need to make certain adjustments of any model, which is why we are interested to support that process in order to ensure that crucial elements of the model are kept while as well that the organization really adapts the programmes up to their highest benefits for the organization itself.

27. *And last but not least which suggestions do you have for the workshop that will take place in the end of February (goals, topics, expected results, suggestions of participants etc.) Also, please describe which role you could and want to play?*

We believe that if there is a broader group of participants (that would involve local and national stakeholders) it would be beneficial for our organizations to be able to present some of the models that have proved to be effective in reaching targeted results.

Further on the relevance of these models and results should be assessed with relevance to the development plans of the country in general as well specific areas (e.g. how are the results reached by some of our models/projects/programmes relevant to the targets and developmental objectives that Macedonia has set).

Eventually it would be useful to look at the relevant programmes and see whether and how those can be integrated in the existing systems at local and national level.

We would certainly benefit from a specific action plan, or future steps defined so that we can make sure that what is agreed on this meeting is further implemented in practice.

Name of the organisation: Search for Common Ground
Questionnaire for the Learning study on Interethnic education and youth work in Macedonia

1. Briefly explain your mandate and mission statement and briefly describe the history of your organization?

Vilma Venkovska Milcev, SFCG Country Director Macedonia & Kosovo

Search for Common Ground (SFCG) has been working for 27 years to transform the way the world deals with conflict - away from adversarial approaches and towards collaborative problem solving. Our goal is to transform the way communities and societies view and deal with their differences that, too often, lead to protracted and violent conflicts. Our vision is of a world in which individuals, communities, governments and societies respond to their differences in non-adversarial ways - where those differences stimulate social progress, rather than precipitate violence. We work with local partners to find culturally appropriate means to strengthen societies' capacity to deal with conflicts constructively: to understand the differences and act on the commonalities. Today SFCG is one of the leading peacebuilding and conflict transformation organization with over 400 staff and 21 field offices around the world.

In 1994, Search for Common Ground (SFCG) began to work in Macedonia to strengthen interethnic relations and help prevent violence. In 1999, our efforts were put to the test when war erupted in neighboring Kosovo. After the tensions subsided, SFCG continued working toward cooperative solutions, resolving conflicts, preventing violence and expanding activities to regional cooperation at different levels focusing the activities primarily in education, media arts and culture.

In the field of education our purpose is both to educate in constructive ways of dealing with conflict and to encourage cooperation and understanding among the different ethnic groups in Macedonia. SCGM initiated Mozaik in 1998 to support Macedonian educational institutions in bridging the gap caused by linguistic, cultural and ethnic segregation in schools and kindergartens. At the same time we attempt to build capacity within the educational system to sustain and spread conflict-resolution education.

Since 2005 SFCG has been engaged in neighbouring Kosovo with implementation of two programs in education and in media: in collaboration with Save the Children SFCG is implementing *MOZAIK – a model for community reconciliation through multicultural, bilingual pre-school education in Kosovo*. In 2007 SFCGM developed second program which supports the National Centre for State Court's (NCSC) project called Kosovo Justice Support Program by increasing public awareness of ongoing justice sector reforms in Kosovo aimed to increase the effective functioning of the Kosovo justice sector.

2. What year did your organization start to cooperate with SIDA?

In 2004 we received the first SIDA co-funding for the project Mozaik. The period of co-funding was 2004-2008.

3. Total funds received from the SIDA? EUR 312.852,36

4. Does your NGO have other donors or incomes? If yes, which?

Yes, and they are different for various projects: Swiss Agency for Development and Cooperation (SDC); USAID; European Commission.

5. Please state the main objective of your intervention?

Six general focus areas emerged as priorities on the global level:

- To develop our Partners in Humanity programme, whose aim is to foster greater understanding and cooperation across cultures, particularly in light of the current Islamic/Western divide
- To expand our engagement with groups such as the military and business sectors, because they are key stakeholders in most, if not all, conflict situations
- To expand our current programmes on a regional basis, since conflicts are not limited by national borders
- To further expand our media work and gain access to the American and European mainstream media
- To reach out to the general public to generate greater understanding and support for the conflict resolution field

6. *Please, describe briefly your main approaches and methodologies?*

The specificity of our intervention model can be summarized in the following way:

- Integration of several tools within comprehensive Programmes: combining media production with dialogue, outreach, training, theatre, capacity strengthening, and/or other tools;
- Action at different levels of society: intervening at the grassroots, civil society and political levels;
- Action with different actors within society: in particular, working with the general public; children & youth; women's groups; and with government officials;
- Deep grounding in the societies in which we work, both thanks to our long-term approach and to our talented and representative local teams;
- Ability to innovate and respond quickly to changes in context, based on our presence on the ground and our deep understanding of the societies in which we operate;
- Ability to work in a variety of types of partnerships: including strengthening others' work by using Common Ground approaches.

7. *Do you develop and improve your approaches/methodologies and materials yourself, or are you linked to other organization(s) from which you can learn? If so, which organization(s)?*

SFCG develops its own approaches based on the six core principles for conflict. However it can vary from country to country. Namely in Macedonia, SFCG developed the Mozaik approach together with the local team of experts for conflict resolution, and child development.

8. *Who is your primary target group(s) (the ones that are included in training or other activities)? How many persons have participated in the activities implemented by your organization?*

For Mozaik: The primary target group is children 3-6 years; secondary target group is Mozaik teachers, classical kindergarten teachers and directors, and parents.

In the Mozaik project have been participated so far more than 900 children, over 30 teachers past the trainings, over 500 Mozaik parents, around 400 non-Mozaik teachers including kindergarten directors and professional staff of the kindergartens. Also, relatives of the children and all stakeholders from all (9) municipalities where Mozaik groups are established were participating in our activities.

9. *Who are your beneficiaries (all the ones that somehow are benefiting from your activities)? How many beneficiaries have you reached so far? How many new beneficiaries per year have you reached (incl. their gender, ethnicity and ages)?*

Mozaik: Direct beneficiaries are preschool children 3-6 years, from different ethnic communities in

Macedonia. Indirect are: Mozaik and non-Mozaik teachers, kindergarten directors and other professional staff; parents; university students; local communities. Every year we have more than 80 new beneficiaries.

10. How do you approach potential beneficiaries?

Mozaik groups have been established for twelve years, and they are operating at the premises of the state kindergartens. When parents approach to register their children in the kindergarten they have choice if they want their child to be enrolled in the classical or in the Mozaik group.

Also information about the Mozaik approach is transmitted from parents to parents; positive experiences are shared between former beneficiaries and the potential ones. Some of Mozaik groups are making various public activities within the municipalities where the Mozaik groups are established to promote that particular Mozaik group. When the potential beneficiaries are interested, we explain our approach and principles. It is important to mention that the approach to different community is different. Namely, in some local communities Mozaik groups are very well accepted by the local population and there is strong demand from them-- almost everybody knows about the Mozaik group so extra activities are not needed. In others, SFCG organizes different activities like media, public events, etc to promote the unique approach.

11. How often do your beneficiaries come together and when? In what type of venue?

Mozaik beneficiaries get together on a regular basis as the nature of the project requires that. Children are everyday in the groups, Mozaik teachers with SFCG team meet regularly bi-monthly. Mozaik teachers also organize meetings with parents two times per school semester (4 times during the school year), regular meetings with kindergarten directors, and representatives from local and central government.

12. What are your working languages?

English, and for Mozaik -Macedonian, Albanian, Turkish and Serbian

13. How do you recruit your staff / facilitators? How do you train, support and motivate them?

Mozaik teachers have been selected by public announcements and interview. The selected teachers are provided with the full training on Mozaik approach and they also do the practical work attending in-service training visiting different Mozaik groups. Mozaik teacher's training doesn't end there on contrary it is supported and improved by the regular visits on a daily basis from the Mozaik team (at SFCG) when they are supported with various materials and advices for various issues as well as the Educational Counselors from the Bureau for Development of Education.

14. Does your organization have a constitution / charter (do's and do not's)? If yes: what are the main issues?

15. Do you organize exchange / learning meetings for your facilitators / implementers? How often?

SFCG does organize learning meetings with Mozaik teachers three-four times per school year on which Mozaik team discuss about the annual Plan and Program, determine the activities with parents, New Year and Final performances and other issues and problems related to the work with children and the responsibilities towards the kindergarten.

Also at least once per year additional trainings for Mozaik teachers on different themes like conflict transformation, gender balanced activities, etc, to refresh their knowledge but in the same time the build the teams especially when new teachers join.

16. Have you (or a donor) during the last 5 years commissioned an independent evaluator to assess your organization and the activities. If yes, please send it to us.

- External evaluation, Rogier Van't Rood, International Educational Service, Netherland (May 2000)
- Internal evaluation, PhD Tatjana Takashmanova-Sokolovska, Institute of Pedagogy, Faculty of Philosophy at University of St. Cyril and Methodius (December 2004)
- External evaluation, SDC Educational Fabienne Lagier (September 2005)
- Thematical evaluation, Euro Balkan, Macedonia (May 2006)
- External evaluation, SDC Educational Fabienne Lagier (June 2006)
- External evaluation, SDC Educational Fabienne Lagier (May 2007)
- External evaluation, SDC Educational Fabienne Lagier (April 2008)

17. Have you done a self-assessment of the effects of your work? Please, briefly, describe the achievements/ effects over the years

Yes, we have assess the effects of our work evaluating how effective, successful the implemented activities are. The indicator is the big number of enrolled children on the waiting lists.

18. Please describe your own monitoring and evaluation (M&E) systems and how you have learned and changed your approach/methods based on this information?

- Regular visits to the Mozaik groups by the Mozaik staff and their field reports;
- Monitor of the pedagogical approach, using standardized forms and records, kept in Mozaik's files as they contain confidential personal information. Particular emphasis on: behavioural changes among children, social interactions, conflict reduction, gender balance and children's development in general. Monitor and evidence of the change in the child development noted in the Child Dossier for each child separately
- 2 Counselors from the Bureau for Development of Education (three times/year) and their quarterly/annual reports
- Developmental psychologist from the Faculty of Philosophy (three times/year)
- Regular meetings with all stakeholders, including Mozaik teachers and parents; kindergarten directors, Professional Advisory Board members, central government representatives, local authorities and other partners in the project.

Information received on the monitoring is exchanged among the beneficiaries and changes for development and improvement of the Mozaik approach is implemented. The Mozaik model is not rigid but has been changes over the course of the years in order to become institutionally and financially appropriate for its integration in the system and in the same time to keep the qualities of the model itself.

19. Please describe the main obstacles/challenges (external factors) that have affected the outcomes your interventions?

- Frequent changes of the political situation in Macedonia and accordingly changes in the key persons responsible for Mozaik represent limiting factors for successful and timely institutionalization of Mozaik on the local level.
- Limited finance on both central and local level: Since public kindergartens fall under the municipal governance, as part of the decentralization processes, including the financial responsibility, some municipalities are in a poor financial situation, and unable to include Mozaik teacher's salaries in the local budgets.

- In some public kindergartens where Mozaik is present, there are non-Mozaik teachers working with a small number of children. They perceive Mozaik group –usually working with the full number of children–as a possible threat to their jobs. Therefore, non-Mozaik teachers and some kindergarten directors may contribute to decline of Mozaik children, by not promoting the project sufficiently, or misrepresenting the Mozaik methodology.

20. *Please describe the most important organizational challenges (internal factors) that you have faced in implementing the projects?*

- Replacement for the Mozaik teachers (especially when they are on maternity leave).
- Working hours for Mozaik teachers. It is desirable both teachers to be with the groups of children more hours during the day. However considering the working hours of the parents (which is very wide from 7-17h) Mozaik teacher in order to cover required working hours need to go in shifts which reflect on the implementation of the bilingual approach and proportionally usage of both languages and presence of both teachers. It is a great need of support staff from the kindergarten to cover the morning and afternoon hours when there are one or few children, while from 9-16h both teacher to be present.
- Building and/or strengthening of capacities in existing public institutions (to develop or educating students from the Pedagogical Faculties for future Mozaik teachers)

21. *Please describe how do you organize your institutional memory?*

SFGC has database- internal website dedicated to sharing our best practices and lessons learned; all project implemented in all field offices are recorded there. The department called International Learning is responsible for institutional back up of our basic principles and concepts of our work.

22. *Please describe how your organization has worked (approach and method used) in order to secure sustainability of the projec*

SFGC has focused its intervention through Mozaik in the following levels:

- Government of RM: Ministry of Labour and Social Policy; Ministry of Education and Science; Bureau for Development of Education; local government representatives: involvement in a policy dialogue to affect changes in the educational system; facilitating the dialog between the central and local government representatives, donor representatives and educational professionals regarding the incorporation of the Mozaik approach in the public kindergartens and preschool curriculum through organizing local municipal strategic meetings. Also lobbying for integration of the Mozaik approach in the National Program for preschool education.
- Mozaik and non-Mozaik teachers, kindergarten directors and other professional staff; university students; local government representatives; local communities (training of the kindergarten directors in Mozaik approach so that they acquire adequate knowledge for further continuation of Mozaik activities in qualitative way, continue with the training of the non-Mozaik teachers in Mozaik skills so they may serve as lobbyists for the change of policy in favour of Mozaik, introductory presentations about Mozaik approach in all new multiethnic municipalities and assess municipal demands for incorporating it in their preschool program, public promotion of Mozaik in local communities to gain wider community support, Training university students in Mozaik skills as potential future preschool teachers)
- Mozaik children, parents, extended families (engaging children in creating activities of their own and carrying important messages beyond kindergarten walls, thus influencing their parents and families; advocating for Mozaik through local parent's lobbying groups).

23. Please state the most important factors affecting sustainability in the long run (internal as well as external)?

Lack of financial support from the central government and lack of institutional training and educating future Mozaik teachers.

24. Do you obtain linkages/ collaboration with other Macedonian organizations e.g. other No's and local / central governmental institution)? If yes, which ones?

Yes, Ministry of Labor and social policy, Ministry of education, Bureau for development of education, Local municipalities, all public kindergartens, local NGO from the local municipalities

25. Do you advocate your approach and achievements? If yes, towards whom?

Yes, SFCG advocate the approach to all relevant institutions like Bureau for development of education, Ministry of Labor and Social policy, Ministry of education and directly to the other groups and teachers in the kindergartens.

26. Are you willing to share your approach and achievements with other Macedonian organizations? If yes, under which conditions?

Yes. SFCG has shared the experience and the Mozaik approach with the kindergartens and with institutions mentioned above in the communities where there were demands for such approach. The main concern is to maintain the quality of the Mozaik approach when the project is integrated within the system and SFCG is not responsible and supervising the Mozaik activities.

27. And last but not least which suggestions do you have for the workshop that will take place in the end of February (goals, topics, expected results, suggestions of participants etc.) Also, please describe which role you could and want to play?

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Learning study on the Achievements and Experiences of Projects on Inter-Ethnic Education and Youth work in Macedonia

This is a participatory study and learning process of the achievements and experiences of four projects on inter-ethnic education and youth work in Macedonia supported by Sweden during the last 5-8 years. In general, the projects appear to have had an effect on immediate stakeholders (learners/teachers/parents) including positively changed attitudes. At the societal and political levels, it is more difficult to identify changes and impact. The overall trends towards greater segregation continues. The needed institutionalization and replication of the approaches developed by the projects have yet to be achieved. A real interest and commitment by the Government in these CSO-based attempts remains a challenge, although some headway has been made by most of the projects at local (municipal) level. In addition much more cooperation and exchange between the CSO:s involved – based on comparative advantages and profiles – would also have enhanced impact and replication of the approaches developed – and thereby also the sustainability both of results and the organizations concerned. Thus, one important lesson learnt for the future is that strategies, approaches and modalities to involve both the Government both at central and local levels and for interaction with similar initiatives and civil society organizations would need considerable and consistent attention.

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