

OPERATION IDENTIFICATION SHEET

Achieving Quality Education through Providing Intercultural Learning Environment for All Ethnic Communities

1. Operating Structure

Operating Structure for Human Resources Development Component of IPA (OS), as per Article 16 of the Governmental Decree on DIS, shall comprise of Central Financing and Contracting Department (CFCD) - Ministry of Finance and the respective structures for IPA implementation established within the Ministry of Education and Science (MES) and the Ministry of Labour and Social Policy (MLSP). The Operating Structure shall be responsible for managing and implementing the Operational Programme Human Resources Development (OPHRD) 2007-2013 in accordance with the principle of sound financial management, as per Article 9 of the Governmental Decree on DIS, point 6 of Annex A of the Framework Agreement and Article 28 of IPA IR.

Ms. Radica Koceva

Head of Operating Structure
CFCD-Central Financing and Contracting Department
Ministry of Finance
Mito Hadzivasilev-Jasmin 50, 1000 Skopje
Republic of Macedonia
E-mail: radica.koceva@finance.gov.mk
Tel: +389 2 3106 455

Ms. Nadica Kostoska

IPA Coordinator
Ministry of Education and Science
Mito Hadzivasilev-Jasmin 50, 1000 Skopje
Republic of Macedonia
E-mail: nadica.kostoska@mon.gov.mk
Tel: +389 2 3121 110

Ms. Vesna Petkovic

IPA Coordinator
Ministry of Labor and Social Policy
Dame Gruev 14, 1000 Skopje
Republic of Macedonia
E-mail: VPetkovic@mtsp.gov.mk
Phone: + 389 2 3106 291

2. Title of the Operation

Achieving Quality Education through Providing Intercultural Learning Environment for All Ethnic Communities

3. Measure

Measure 2.2: Enabling Access to Quality Education for Ethnic Communities

4. Description of the Operation

4.1 Synthetic description

This operation is foreseen as continuation of the activities implemented under the Measure 2.2 of the OPHRD 2007-2013 and more precisely activities foreseen under the Twinning project focused on supporting integration of ethnic communities in the educational system. Two components are ongoing under this Twinning project, component for including intercultural aspects in the educational system, and component for strengthening capacities to support integration of ethnic communities. Both operations should ensure complemented activities and consistence in their realisation.

Furthermore, the activities under this operation are taking into consideration the objectives under the Country Programme Action Plan 2010-2015 and the Steps towards Integrated Education Strategy, 2010. The *Country Programme Action Plan 2010-2015* is based on thorough assessment of barriers that prevent integration and inclusion of all ethnic communities, aiming to achieve higher educational results and promotion of multi-ethnic and multicultural society. The plan foresees interventions that address identified barriers at all levels: policy, curricula, working materials, capacity of teachers and school management.

The Government, based on the prior project experiences, through the Ministry of Education and Science (MES) and the Secretariat for Implementation of Ohrid Framework Agreement, on 07 October 2010 adopted the Steps towards Integrated Education Strategy:

http://mon.gov.mk/images/stories/dokumenti/integrirano_obrazovanie/policy_paper_adopted_mk.pdf

In this document it is clearly indicated: “Despite the significant development of the education system in the previous decade, in terms of native language education, the events flew in direction that is to be considered and corrected in order to avoid higher level of ethnic separation, provoked by insufficient knowledge about each other, decreased interaction, and as a result of serious un-acquaintance of the language”. This Strategy is focused on the 5 thematic areas: promotion of integration through shared activities; integration through language learning; curricula, teaching

programmes and textbooks; teachers' qualifications; and management of schools in the context of decentralization.

This operation will lead to achieving a systematic and structurally coherent approach to the issue of joint multi-ethnic curricular and extra-curricular activities in primary education. Primary schools are an excellent terrain to initiate the integration process, which needs to be intensified further in secondary schools. Inclusion in the classroom and school environment is a solid base for better mutual understanding among the students and their future integration.

Mainstreaming inter-cultural education in the primary schools in ethnically mixed communities is one of the best known practices for achieving higher level of integration. The activities will mainly target the school managerial structures, school support staff, teachers, pupils, parents and local governance administration.

The introduction of conflict prevention and conflict resolution mechanisms in the educational institutions is a vital step for ensuring a safe environment and stimulating healthy schooling environment for all. The mechanisms need to be tailor-made considering the ethno-cultural complexity of the country as a basis for creative expression and interactive educational opportunity that will encourage all relevant stakeholders to actively participate in the educational process.

Finally, the use of health and physical education is well recognized instrument for stimulating and supporting social and educational inclusion in different cultural and political contexts. Physical Education and Sports will help young people to learn to live together with respect to rules, honesty, and tolerance for cultures, differences and beliefs, to be active and responsible members of society, and prevent all kinds of social exclusion. The aim of the special component is to reinforce the humanistic dimensions of physical education and the sports by fostering cooperation and intercultural dialogue, as well as promoting health, well-being and equal opportunities.

Overall Objective

The operation is programmed to contribute to achieving quality education through providing intercultural learning environment for all ethnic communities.

Specific Objective

The specific objective of the operation is to ensure equal access to quality education for persons of all ethnic communities in order to promote their better inclusion into the educational system and, consequently, to achieve higher educational results, higher educational level and professional qualification.

This operation will be implemented through:

- 1 Service contract (fee-based);
- 1 Supply contract for books and teaching materials;
- 1 Supply contract for sports equipment.

Following activities are planned to be implemented:

Component 1: Mainstreaming inter-cultural education

- Up-dating/Developing curricula with focus on mainstreaming the inter-cultural education;
- Developing manuals for mainstreaming inter-cultural education;
- Trainings for inter-cultural education including trainings for applying the developed curricula and manuals;
- Supply of books necessary for inter-cultural education;
- Raising public awareness.

Component 2: Introduction of conflict prevention and conflict resolution in the educational institutions

- Developing operational mechanisms for addressing school and developmental crisis situations in educational institutions in preventive and supportive way by using the participative approaches;
- Developing manuals for mainstreaming the conflict prevention and conflict resolution in the educational institutions;
- Trainings on conflict prevention and conflict resolution, prevention of violence and affirmative behaviour;
- Raising public awareness.

Component 3: Inclusion of Roma children and children of other ethnic communities in the educational system

- Development and implementation of programmes for inclusion of Roma children and children of other ethnic communities in the educational system;
- Trainings of teachers, school directors and other relevant educational stakeholders;
- Trainings of parents of Roma children and children of other ethnic communities;
- Supply of teaching materials for schools in ethnically mixed communities;
- Raising public awareness.

Component 4: Health and Sports as a tool to promote inclusive education

- Updating the curricula for physical and health education with elements for inter-cultural education;
- Developing manuals for mainstreaming inter-cultural education concerning physical and health education with elements for inter-cultural education;
- Introduction of innovative programmes for education and training concerning physical and health education with elements for inter-cultural education;
- Trainings for inter-cultural education concerning physical and health education with elements for inter-cultural education;
- Supply of teaching materials and sports equipment for schools in ethnically

- mixed communities;
- Raising public awareness.

The fourth component of this operation will complement with the activities undertaken within the ongoing project “145 Sports Facilities”. This project envisages construction and equipping of 145 school gyms of which 30 in secondary schools and 115 in primary schools. Construction of sports facilities in secondary schools is financed by a loan from the Development Bank of the Council of Europe, while the construction of sports halls in primary schools is funded exclusively by the national budget. This component will provide 16 out of 145 sports facilities in ethnically mixed communities in 15 different municipalities with: innovative programmes for education and training concerning physical and health education with elements for inter-cultural education, trainings on inter-cultural education and supply of teaching materials and sports equipment.

Where applicable, the accurate needs analysis should be done prior to the implementation of the various components.

4.2 End recipient(s)

The end recipients of this operation are:

- Directorate for Development and Promotion of the Education on the Languages of the Ethnic Communities of MES – in charge of full application and fulfilment of the communities’ rights of all levels of the educational system and development and improvement of the education in the languages of ethnic communities and promoting principle of multi-ethnicity;
- Department of Primary and Secondary Education of MES;
- Bureau for Development of Education - in charge of development and adoption of curriculum and standards and also for the professional development of teachers;
- Schools in ethnically mixed communities.

4.3 Duration

The planned duration of the contracts within this operation is following:

- 1 Service contract (fee-based) with duration of 24 months;
- 1 Supply contract of books and teaching materials in duration of 6 months plus 12 months of warranty period. The service contract will provide technical support for the tendering documentation;
- 1 Supply contract of the sports equipment with duration of 6 months plus 12 months of warranty period.

4.4 Target groups

Target groups of this operation are:

- Ministry of Education and Science;
- Department for Development and Promotion of the Education on the Languages of the Ethnic Communities;
- Bureau for Development of Education;
- Educational and training institutions (primary schools in ethnically mixed communities/school managerial staff, school support staff, school teachers);
- Local self-government units (Municipal education units, commissions for Inter-communal relations, councils for prevention);
- Faculties for Physical Education and VET gym schools;
- Parents and students in ethnically mixed communities;
- Civil society organisations.

4.5 Expected output, results and impact and indicators

Indicators	Target
Outputs	
Number of up-dated/developed curricula for mainstreaming inter-cultural education	min. 20
Number of adopted curricula for mainstreaming inter-cultural education	min. 20
Number of developed manuals for mainstreaming inter-cultural education	min. 13
Number of conducted trainings for school staff, teachers and other relevant educational institutions on inter-cultural education	min. 15
Number of conducted trainings for teachers on developing skills for implementing the up-dated and developed curricula and manuals	min. 15
Number of conducted trainings for local administration staff and relevant educational stakeholders on inter-cultural education	min. 10
Number of tender documentation for supply of books and teaching materials approved	1
Number of schools provided with books for inter-cultural education	min. 25-30 (to be based on previously executed needs analysis)
Number of developed operational mechanisms for addressing school and developmental crisis situations in educational institutions	min. 1
Number of developed manuals for mainstreaming the conflict prevention and conflict resolution in the educational institutions	min. 5

Number of trained teachers, school managerial staff, school support staff, local administration staff for conflict prevention and conflict resolution, prevention of violence and affirmative behavior	min. 50 (2 of each selected school)
Number of developed and implemented programmes for inclusion of Roma children and children from other ethnic communities in the educational system	min. 5
Number of trained teachers, school directors and other relevant educational stakeholders for inclusion of Roma children and children from other ethnic communities in the educational system	min. 50
Number of trained parents for inclusion of Roma children and children from other ethnic communities in the educational system	min. 50
Number of schools provided with teaching materials for schools in ethnically mixed communities	min. 25-30 (to be based on previously executed needs analysis)
Number of up-dated curricula for physical and health education with elements for inter-cultural education	min. 2
Number of developed manuals for mainstreaming inter-cultural education concerning physical and health education with elements for inter-cultural education	min. 2
Number of introduced innovative programmes for education and training concerning physical and health education with elements for inter-cultural education	min. 5
Number of trained representatives from municipal education units, school staff and teachers, educational institutions and other relevant stakeholders concerning physical and health education with elements for inter-cultural education	min. 50
Number of schools supplied with sports equipment in ethnically mixed communities	16 (to be based on previously executed needs analysis)
Number of conducted events for raising of public awareness	min. 6
Results	
Multi-ethnic schools introducing reformed curricula adaptable for multi-ethnic environment	70% (from the total number of schools included in the projects)
Multi-ethnic schools introducing mechanisms for addressing school and developmental crisis situations	70% (from the total number of schools included in the projects)
Percentage of children attending the next of school year from the included Roma families and other ethnic communities in the educational system	50%

4.6.a Links with other measures or IPA programmes (if any)

As part of the OPHRD 2007 – 2013 and Priority Axis 2, Measure 2.2 – Enabling access to quality education for ethnic communities:

- Title: EU Twinning Project "Supporting integration of different ethnic communities in the educational system", IPA Component IV
Duration: 2012 - 2013 (Budget 1,085.300.00€)
Description: Including intercultural aspects in the educational system; analysing and updating curricula with elements of intercultural education; introducing innovative programmes for education and training; training teachers and directors of schools on the updated curricula and innovative programmes; training parents of Roma pupils.

4.6.b Links with other donors programmes

Number of past and current projects supported by other donor assistance that are related to the integration of ethnic communities in the educational system:

- Title: "Enhancing inter-ethnic community dialogue and collaboration"
Project funded by the Joint UN Programme and support of the Spanish Government through the MDG Achievement Fund
Duration: 8. 2009 - 12. 2012 (Budget 4,000.000.00\$)
Description: Enhancing the capacity of central and local bodies to facilitate inclusive problem "solving processes and consensus" building around community priorities and strengthening the commitment to an inclusive civic national identity; and enhancing capacity of national educational system for promoting ethnic and cultural diversity.
- Title: "Interethnic Integration in Education"
Project funded by United States Agency for International Development (USAID)
Duration: 12. 2011 – 12. 2015 (Budget 5,200.000.00\$)
Description: Build awareness and provide diversity training, technical assistance, and incentives to school boards, principals, teachers, and administration officials in support of interethnic integration in education.
- Title: "Multi Ethnic Education Project MAK 11/"
Project funded by the Norwegian Royal Embassy
Duration: 2012 – 2013 (Budget 372,730.00€)
Description: Integration of students from ethnically pure and mixed areas; Strengthening the knowledge and skills of teachers in schools with different ethnic background; Strengthening the capacity of technical staff and other professionals in schools with different ethnic background; Active involvement of parents and the wider community in the integrated education; Promotion of integrated education and raising awareness.
- Title: Inclusiveness

Project funded by the United Nations Children's Fund (UNICEF)

Duration: 09.2009 – 12.2015

Description: The project aims to provide support to the Ministry of Education and Science in introducing changes at policy, legislative and community levels aimed at improving the inclusiveness of all children regardless of their abilities and background.

- Title: Children Friendly School (CFS)

Project funded by the United Nations Children's Fund (UNICEF)

Duration: 01.2006 - 12.2015

Description: The project provides a comprehensive approach to the reform of the educational sector by using the provisions of the Convention on the Rights of the Child as minimum standards for the delivery of quality education.

- Title: Life-Skills Based Education (LSBE)

Project funded by the United Nations Children's Fund (UNICEF)

Duration: 01.2007 - 12.2015

Description: The project was launched following the development of the national Children Friendly Schools standards and the new nine-year education curricula. It aims to support the process of acquiring skills on children's rights, multiculturalism, health education and environmental education.

- Title: Prevention of School Violence

Project funded by the United Nations Children's Fund (UNICEF)

Duration: 01.2009 - 12.2015

Description: The project aims to develop capacities required to address the phenomenon of violence in the schools at national and local level.

- Title: Campaign for Roma Education

Project funded by the Roma Education Fund (REF)

Duration: 07.2008 - 05.2010

Description: This project had multiple objectives. It aimed at ensuring the educational inclusion of Roma children aged 5/7 during the academic years 2008/2009 and 2009/2010 by supporting their acceptance and enrolment in schools. It also monitored the progress obtained in the enrolment of Roma pupils in order to identify the appropriate future activities to be undertaken. Finally, further activities were also implemented in the area of prevention of both discrimination and segregation.

- Title: Alliance for Inclusion of Roma in Education

Project funded by the Roma Education Fund (REF)

Duration: 09.2005 - 09.2009

Description: The project focused on the provision of scholarships and school-based mentoring support to Roma students of secondary and university education.

- Title: Inclusion of Roma children in pre-school institutions, their integration and socialisation

Project funded by the Roma Education Fund (REF)

Duration: 09.2008 - 07.2009

Description: The project aimed at promoting inclusiveness of the Roma community into the educational system by supporting the coordination with the Roma Education Centres, providing grants to support Roma participation to pre-schools education and by training teachers and social workers on how to strengthen the communications with the parents of Roma pupils.

5. Implementation arrangements, risks and assumptions

5.1 Institutional framework: operation coordination unit/steering committee/regional and/or provincial authorities/technical assistance team/other

The Central Financing and Contracting Department (CFCD) of the Ministry of Finance shall act as a Contracting Authority and shall be responsible for tendering, contracting, payments, accounting and financial reporting and shall have overall responsibility and supervision of contract's implementation.

The Head of CFCD has delegated to the IPA structure established in the Ministry of Education and Science the following tasks: programming, technical implementation and programme/project monitoring.

The Delegation of the European Union in Skopje executes ex-ante control since this operation is programmed and it will be implemented within the decentralised implementation system (DIS).

5.2 Procedures for the implementation of the operation

Project Title/Code	Contract Type	Publication of Contract Forecast	Deadline for Submitting Draft ToR/TS/ GfA to CFCD	Deadline for Completing TD/and Sub- mission to EUD	Deadline for Publication of PN	Short List Phase	Deadline for Tender/ Call for Proposals Launch	Deadline for Tenders/ Applications Sub- mission	Evaluation Date	Contract Approval Date	Deadline for Contract Signature	Date of Contract Start	Date of Contract End
Achieving Quality Education through Providing Inter-cultural Learning Environment for All Ethnic Communities	Service contract	01/2013	12/2012	01/2013	02/2013	03-04/2013	04/2013	06/2013	07-08/2013	09/2013	10/2013	10/2013	09/2015
Achieving Quality Education through Providing Inter-cultural Learning Environment for All Ethnic Communities	Supply contract 1 (books and teaching materials)	02/2014	01/2014	02/2014	04/2014	/	/	06/2014	09/2014	10/2014	11/2014	12/2014	05/2015 (+ 12 m. warranty period)
Achieving Quality Education through Providing Inter-cultural Learning Environment for All Ethnic Communities	Supply contract 2 (sports equipment)	02/2013	01/2013	02/2013	04/2013	/	/	06/2013	09/2013	10/2013	11/2013	12/2013	05/2014 (+ 12 m. warranty period)

5.3 Risks and assumptions (if any)

Risks:

- Insufficient involvement of the relevant stakeholders, especially local self government units in the project activities;
- Staff turnover in administration units and schools;
- Lack of participation and interest on the side of civil society organisations;
- Insufficient political commitment on the policy implementation;
- Lack of interest and motivation for participation of parents and school staff in the project activities;
- Potential delays in the tendering and contracting processes.

Assumptions:

- All relevant institutions provide adequate information on current developments regarding the activities programmed under the operation;
- Established good cooperation between the Operational Structure, civil society organizations and the target groups;
- All relevant stakeholders provide active support and commitment to the project activities;
- Development of useful outputs that could be used and adapted further-on by the beneficiaries for the sustainability of the actions;
- Effective co-ordination with other initiatives in the sector in place.