



MCEC ANNUAL REPORT 2013



**MACEDONIAN
CIVIC
EDUCATION
CENTER**



MCEC Annual Report 2013

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The annual report for the work of MCEC, as well as more information about the current activities can be downloaded from: www.mcgo.org.mk



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INTRODUCTION

In 2013, Macedonian Civic Education Center (MCEC), throughout the implementation of different projects put an emphasis on strengthening partnerships with policy makers in the country responsible for primary, secondary and higher education in the Republic of Macedonia. In this regard, MCEC cooperated with Ministry of Education and Science (MoES), Bureau for Development of Education (BDE), State Education Inspectorate (SEI), National Examination Center (NEC), Vocational Education and Training Center (VET Center), primary and secondary schools, teacher training faculties, municipalities, donors, non-governmental sector, as well as with international institutions in the region.

As in previous years, in 2013 MCEC team dedicated great attention to increasing its knowledge and understanding about the current situation and innovations in education, as well as increasing the knowledge and skills of young people necessary for 21 century. In addition, MCEC worked on assessing the current challenges and future development needs in the field of education and civil society in the Republic of Macedonia. For this purpose, a range of researches and measurements were conducted, and data on different educational topics were collected and analyzed. The Policy and Practice Analysis of the Teacher Professional and Career Development in the Republic of Macedonia is one of the products which includes findings and recommendations based on which the current system for professional development and teacher career advancement will be improved and upgraded.

Having in mind the importance of continues professional development of teachers, MCEC prepared and implemented teacher trainings aiming to increase the quality of teaching numeracy and language literacy in schools. In addition, we conducted trainings and activities for improving the interethnic integration in education by implementation of curricula and extracurricular activities with students from diverse ethnic background, as well as for creating more pleasant teaching and learning environment and better accessibility of individuals with disabilities through renovation of schools.

At the same time, MCEC is focused on implementation of actions which ensure impact and sustainability of results of all project activities. For this purpose, MCEC continuously works on identifying best practices in order to contribute to deeper understanding of different approaches necessary for improving the teaching and learning in schools. Furthermore, MCEC is working on increasing the understanding of wider community about the benefits that emerge from the project activities aiming at further developing of the education system in the Republic of Macedonia.

The MCEC team would like to express its gratitude to all donors, institution, organizations and collaborators who supported our ideas and contributed towards achieving our mission to promote education and support the development of civil society.





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About MCEC

MCEC is a leading non-governmental organization which develops educational programs and provides services to educational and other public institutions, local communities, non-governmental sector, business sector and citizens in order to contribute to the continuous development of the civil society.

STRATEGIC GOALS:

- Encouraging citizen participation in the democratic processes of the society;
- Meeting the needs of the community;
- Promotion of the cooperation and coordination between various social structures;
- Cooperation and establishment of networks of cooperation with organizations in the country and abroad;
- Support of the modernization of formal education;
- Development of partnerships with the business sector to initiate corporate social responsibility;
- Development and implementation of civic education programs;
- Awareness raising and realization of life-long learning programs.

VALUES AND PRINCIPLES of the work of MCEC:

- **Professional and responsible role** in the non-governmental sector;
- Providing **professionalism** and expertise in line with the clients' requests;
- Seeking **innovative solutions and methodologies** in all programs;
- Commitment to **equal treatment** of stakeholders;
- **Creativity** applied to new approaches;
- Ensuring **sustainability** in carrying out of all activities;
- **Active involvement** of the beneficiaries in the development of programs;
- **Transparency and accountability** in cooperation with the donors and the stakeholders;
- **Promotion** of the democratic citizenship values.





MCEC Organizational Structure in 2013

MCEC Executive Board members:

- Nina Babushkovska, President of the Executive Board;
- Prof. Marija Tasheva, PhD, Member;
- Milica Petrushevska, Member.

During 2013 the MCEC had 23 employees:

- ◆ Loreta Georgieva, Executive Director (lgeorgieva@mcgo.org.mk)
- ◆ Vladimir Petreski, Office and Finance Manager (vpetreski@mcgo.org.mk)
- ◆ Nebojsa Mojsoski, Project Manager (nmojsoski@mcgo.org.mk)
- ◆ Vera Kondik Mitkovska, Project Manager (vkondik@mcgo.org.mk)
- ◆ Anica Aleksova, Project Manager (aleksova@mcgo.org.mk)
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- ◆ Elvira Hasan, Office Assistant (ehasan@mcgo.org.org)





Projects in 2013

Project: UNICEF - Thinking Mathematics and Language Literacy in the early grades

Period: March 2010 - January 2015

Description:

The UNICEF project is implemented in partnership between BDE, UNICEF and MCEC and aims to improve teachers' understanding for quality teaching mathematics and languages in the early grades. Teachers trained by foreign consultants with the support of UNICEF, passed the certification process and in the role of national trainers were responsible to disseminate training in their respective schools, and also to the teachers from other schools in Macedonia, as well to provide mentoring support to the trained teachers along with the BDE advisors. In 2013, MCEC organized activities in the numeracy schools from Phase 1 till Phase 4, and in the literacy schools from Phase 1 to Phase 3. MCEC also conducted a number of activities for upgrading, improvement, sustainability and promotion of the activities of both programs.

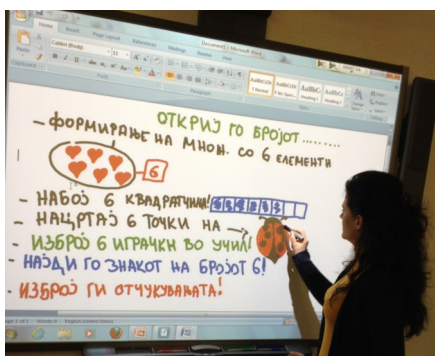
Results:

Training for the programs:

- Under the "Thinking mathematics in the early grades" program in Phase 4, dissemination in 55 schools was organized, and additional 14 groups with 1300 trained teachers.
- In the "Language literacy in the early grades" program, dissemination was organized in 54 Phase 3 schools, with 820 trained teachers.
- In order to deliver the trainings, close cooperation was maintained with 236 national and school trainers and with 23 MCEC coordinators - BDE advisors.

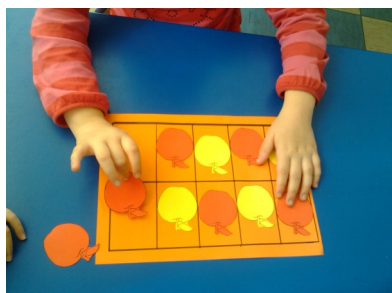
Support to the trained teachers:

- Guidelines, plans and models for organization and conducting in-school support visits were prepared. Visits were realized in 50 schools, 870 teachers received support, and 20 teachers were monitored and supported during their classes.
- Visits were organized to each project school that participated in both surveys for numeracy in order to present the overall results of the survey conducted in December 2012 as well as the results of the respective school.
- Visits were organized to each project school that participated in the literacy baseline survey in order to present the goals of the survey at the end of first cycle that was later conducted in December 2013.
- Focus groups were organized, as well as an additional visit to each project school that participated in the literacy baseline survey, in order to obtain additional and more in-depth information needed for describing the results of the repeated survey.





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Activities to ensure sustainability:

- Detailed operational guidelines were prepared for learning teams, with description of LT purpose, composition and manner of operating. Also, plans for implementation of meetings and the schools' involvement were prepared, as well as models for reporting from the meetings.
- The establishment and functioning of 8 learning teams was supported, involving 134 representatives from 78 project schools that are involved in the numeracy and literacy programs.
- Supplementary guidance was drafted for the work of six model learning teams (MLT), a plan for the activities for four of their meetings and a detailed description of the activities between each two meetings. The MLT involved representatives from 45 primary schools.
- For the needs of the BDE, a training was realized for 55 advisers, for recording and evaluation of the good practices based on defined criteria and indicators for each criterion. Materials, presentations, math and language games and video materials for five groups of subjects were prepared for the training. Materials were prepared and were placed on the project website (<http://umd.gov.mk>) for sharing information about the activities and achievements of the project with the educational institutions and the wider public.
- The project prepared and submitted certificates for school trainers for the math program for Phase 4 and for the language program for Phase 3, for mentor teachers for math program and mentor teachers for the language program, as well as attendance certificates to teachers that confirm the presence to dissemination trainings on math and language.
- Appropriate training manuals were delivered to the project schools in both programs in 2013. Training manuals were also delivered to the organizational units of the BDE, for the schools that will be included in 2014.
- At the end of 2013, preparatory activities were undertaken for the new program "Inclusive education for vulnerable groups", which will start in 2014 and will be implemented in seven municipalities in seven primary schools.

Researches and evaluations:

- The findings and recommendations in the reports from in-school support visits of both programs were analyzed, and summary findings were prepared, with recommendations that were shared with the BDE advisors responsible for the programs.
- The reports on the dissemination of both programs were analyzed and summary reports, which were shared with the BDE advisors responsible for the programs, were prepared.
- On the basis of the data collected from the research at the end of the first cycle of math program, an analysis was conducted and cross-connection of the results on several levels was created: project schools vs. control schools, schools with Macedonian language of instruction vs. schools with Albanian language of instructions, results in 2009 vs. results in 2012, and a *Report on the research at end of the first cycle of the Thinking Mathematics program* was prepared. The results showed that the program has effects on students' and teachers' achievements. (Compared to 2009 in the project schools: student's achievements in the 2012 are higher by 22 percent points, the teachers' achievement on mathematical knowledge tests are increased by 15 percent points and the achievement on pedagogical knowledge tests are increased by 7 percent points).
- Research was prepared and conducted at the end of the first cycle of realization of the Language literacy program in the early grades (re-measuring after 3 years from the implementation in Phase 1 schools, - the first measuring was in 2010). By using variety of instruments, data was gathered from random sampled students and teachers from 16 project schools and from 14 control schools, as well the school management representatives of the project schools.



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Project: Strengthening Multi-Ethnic Cooperation In Municipalities, Pestalozzi Children Foundation

Duration: July 2012 – December 2014

Description: In 2013, 14 ethnically mixed schools were introduced to the project, two from each of the following municipalities: Bitola, Butel (Skopje), Strumica, Tetovo, Kumanovo, Radovish and Struga. In total 18 primary ethnically mixed schools in 9 municipalities are part of this project. The goal of the project is to improve the interethnic integration in education through practicing curricular and extracurricular activities with students from different ethnic background and therefore contributing to strengthening multiethnic cooperation and tolerance in municipalities in Macedonia. BDE and municipalities are key partners in realization of all project activities.

Results:

- Meetings were held with school administration team and with municipality representatives, where they got informed about the project goals and planned project activities.
- Three day training of School Integration Team (SIT) was organized for the six new schools and municipality representatives. On this training the participants had an opportunity to plan together activities for interethnic integration, strengthening their intercultural competencies and informing them about the possibilities for professional development.
- A training was organized for teachers who teach Know Your Community in 3rd grade and Civic Education in 8th grade. The teachers were trained how to include multicultural elements in teaching activities, and how to plan extracurricular activities.
- A capacity building training was organized for school management and professional service staff for supporting teachers in organizing interethnic activities included in the teaching activities, extracurricular activities, and getting the parents included in the implementation of interethnic activities.
- A school board and municipal advisors training for awareness raising about interethnic integration in education and developing intercultural competencies was organized.
- 40 children and 7 mentor teachers from primary schools (Kiril i Metodij and Bratstvo Migjeni) from the municipality of Tetovo, with the support of the municipality and Children's Foundation Pestalozzi, attended a two week exchange workshop in Trogen, Switzerland. The students that attended this workshop had the opportunity to enrich their knowledge and to gain new skills for intercultural communication with students from Switzerland.
- All 14 schools developed action plans for joint student activities which they presented to the local community. Teaching materials for implementing activities for strengthening the interethnic integration were donated to the schools.
- Instruments were developed for supporting and monitoring the activities as well as for visiting Know Your Community and Civic Education classes.
- Partner agreement was signed with 3 NGO's and 4 local consultants for support of the schools in the implementation of student joint activities, encouraging the cooperation between the municipalities and the schools and also support of the BDE advisors.
- BDE advisors continuously delivered mentor meetings in the schools for supporting the teachers in the implementing process of the action plans, as well as visiting classes to help teachers implement their new gained knowledge.
- A workshop was organized for the School Integration Team from the 8 pilot schools and the representatives from the 4 municipalities. On this workshop the participants got the opportunity to plan together activities for interethnic integration, to strengthen their intercultural competencies and to get informed about the possibilities for professional development.





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Project: USAID Teacher Professional and Career Development Project

Timeframe: December 2012 – June 2015

Description: The project aims to upgrade and improve the Teacher Professional and Career Development (TPCD) system, contributing in turn to higher quality instruction and higher student achievement in the Republic of Macedonia. The following institutions are involved in project implementation: Ministry of Education and Science, Bureau for Development of Education, Vocational Education and Training Center, State Education Inspectorate, National Examination Center, municipalities, teacher training faculties, professional teacher associations and teachers' union. Furthermore, the project will involve the wider professional community in public debates on proposed decisions for teacher professional and career development.

Results:

- The Memorandum of Understanding with MoES and BDE was signed;
- Steering Committee was established and two meetings were held;
- Expert groups for legal aspects, financing of the education and teacher competencies were formed, with members of key educational institutions, teacher training faculties, school practitioners and experts in education;
- Key education institutions, USAID projects, World Bank, UNICEF, British Council and other relevant parties were informed about project goals and objectives;
- A workshop with representatives from all relevant education institutions and members of the experts groups was held, during which world trends on professional and career development of teachers and realignment of methodology for implementation of the Analyses were shared;
- The Policy and Practice Analyses of Teacher Professional and Career Development in the Republic of Macedonia was developed using the World Bank SABER – Teacher conceptual framework;
- Based on the Analyses, a sequence of documents were developed, as: 1) Review of the Regulation of the Education System in Republic of Macedonia; 2) Report on Focus Groups for Professional and Career Development of Teachers; 3) Report on the Interviews for the practice of teacher professional and career development at local government level; 4) Report on the survey on school opinions for in-service training and title promotion among teaching staff; 5) Teacher Professional and Career Development – International Comparison of six European countries.
- Working meeting was held with representatives from key education institutions on the state and local level for developing the Action Plan, based on the recommendations from the Policy and Practice Analyses of Teacher Professional and Career Development in the Republic of Macedonia;
- The Catalogue of Teacher Core Professional Competencies was developed and competencies for the School Support Staff are in the process of development. In addition, a round table discussion with representatives from the teacher training faculties, related to Catalogue of Teacher Core Professional Competencies, was organized.
- Glossary of concepts related to Teacher Professional and Career Development was prepared.





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Project: USAID Interethnic Integration in Education Project

Duration of Implementation: December 2011 – December 2015

Description: USAID's four-year, Interethnic Integration in Education Project (IIEP) works towards creating the necessary milieu for achieving sustainable interethnic integration in education. Students, parents, teachers, administrators and school board members in all primary and secondary schools in Republic of Macedonia are the main focus of the project activities. Additionally, we cooperate with the Ministry of Education and Science (MoES), Bureau for Development of Education (BDE), Vocational Education Training Center (VETC), State Education Inspectorate (SEI), National Examination Center (NEC) and the municipalities towards achieving this sustainable change.

IIEP is being implemented in partnership with non-governmental organizations: Center for Human Rights and Conflict Resolution (CHRCR), Macedonian Institute for Media (MIM), Center for Balkan Cooperation "Loja", the Association for Development of the Roma Community "Sumnal", Youth Education Forum (YEF) and My Career, who, with their experience and expertise, work on specific areas of the Project implementation.

IIEP is comprised of four components: Community Outreach, Capacity Building of School Management and Teachers, Demonstration Schools, Providing Incentives to Schools and Communities. 194 primary and secondary schools from 41 municipalities were included in 2013.

Results:

Component 1: Community Outreach

- A Project Digest was prepared, which distributes information on IIEP's activities to the public, institutions, partners, donors, international organizations and similar;
- At the beginning of each month, a monthly report was prepared, whose aim is to promptly inform educational institutions and all relevant stakeholders about the implemented and planned activities;
- Biannually, a Newsletter, whose contents encompass success stories from the schools, teachers' and students' experience, as well as other information about the project, is published;
- IIEP was covered by the national and local media with more than 400 news articles;
- The IIEP team has actively taken part in television and radio shows, it has organized interviews with public figures who shared their personal experiences and opinions, and shared positive messages regarding interethnic integration in education;
- A training, aimed at editors and journalists, was conducted, for facilitating trainings on producing multimedia content in schools from 8 regions;
- Trainings aimed at teachers for advancing their skills for facilitating creative workshops were conducted (16 teachers from 8 schools from the municipalities of Veles, Bitola, Tetovo, Shtip, Kumanovo, Kicevo, Gazi Baba and Karposh were trained);
- 96 creative workshops were implemented within the framework of the schools selected from 8 municipalities (approximately 200 students participated in these workshops);
- 8 Forum theater workshops were carried out, for students from all secondary schools in Shtip, Kumanovo, Veles, Kicevo, Bitola, Tetovo, Struga and Skopje regions;
- 9 trainings aimed at advancing the skills of teachers and students for producing multimedia contents were carried out (199 schools were involved, 796 teacher and student beneficiaries were trained during these trainings);
- 9 public presentations for promoting the final products, which resulted from completion of the creative workshops, were conducted;





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- 9 workshops for advancing the skills for effective interactive public presentations aimed at members of the School Integration Teams (SIT) were carried out. All primary and secondary schools from the Kumanovo, Shtip, Tetovo, Skopje, Veles, Kicevo, Struga, Strumica and Bitola regions were involved – 199 beneficiaries, members of SIT);
- 8 Debate clubs were formed in 8 new schools from 8 regions, while the project continuously worked with the youth from the 4 debate clubs in the pilot municipalities;
- The end of the renovation process of the schools from phase 1 and phase 2 was marked with 11 ribbon cutting ceremonies;
- 4 promotional presentations of case studies for career development in a multiethnic company, which were prepared by secondary schools from the pilot municipalities Bitola, Tetovo, Butel and Strumica, were carried out.

Component 2: Capacity Building of School Management and Teachers

- Working meetings were conducted for the inclusion of 194 primary and secondary schools in the activities for interethnic integration in education;
- A sequence of trainings were conducted, for the 44 selected master trainers (practitioners and advisors from BDE and VTEC) in order to introduce them to the concept of interethnic integration in education;
- 1403 members of the School Integration Teams from 248 schools were trained for the concept of IIE;
- A school support mechanism for implementing the activities for IIE with the students was established;
- Joint student activities were implemented in 19 schools from the pilot phase;
- Dissemination was carried out on a school level for most of the schools included in phase 2;
- An advanced training for IIE in 21 schools with several languages of instruction in the pilot phase was conducted;
- Mentoring sessions with 748 representatives of the schools included in the project were conducted;
- Training of trainers for the professional service staff, for the changes in IIE through the involvement of parents, was delivered.
- Trainings were delivered for professional service staff in the schools from phase 1 and 2;
- Trainings were delivered to the responsible education officials from phase 2;
- A training of trainers for the changes in IIE through the work of school boards was conducted;
- Trainings for school boards were delivered: in the pilot phase (75 participants from 49 schools) and for schools from phase 2 (110 schools);
- An annex to the existing Guidelines for School Boards was prepared (made available to all schools in an electronic form);
- An introductory workshop for the concept of IIE was carried out with 18 professors from 5 teacher training faculties);



- A workshop was delivered for teacher training faculties' professors on upgrading the curricula of different subjects, where the need for organizing a Forum with the teacher training faculties' deans and representatives from the MoES and other key educational institutions was also defined;
- Joint sport and recreational activities were carried out with 8 primary schools for 350 participants took part;
- Together with the representatives of SEI, the School Performance Quality Indicators were complemented with the topic on interethnic integration.

Component 3: Demonstration Schools (in cooperation with CHRRCR)

- Two additional partner schools which are part of the demonstration schools were selected (Braka Miladinovci and Bajram Shabani from Kumanovo);
- An introductory presentation of the project was conducted in the two newly added demonstration schools. Guidelines and criteria were given on how to select the members of the School Integration Team (SIT) which consists of 9-10 representatives of the school management and teachers from different languages of instruction;



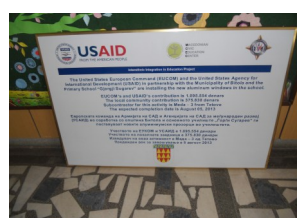
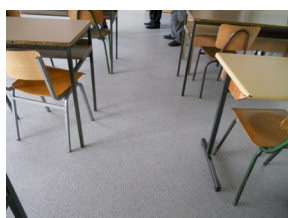
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- Trainings were carried out for SITs from these schools for their sensitization with interethnic integration in education, for conducting self-evaluation, as well as for setting a model for the coordination of the project activities in the school;
- A meeting was carried out with the representatives of the project's partner organizations (Loja and Sumnal), where the activities planned for 2013 as well as the role and the responsibilities of the partner organizations were defined;
- A total of 7110 students from the 6 schools were directly or indirectly involved in the activities of the component;
- A total of 558 teachers from the 6 schools were directly or indirectly involved in the activities of the component;
- More than 70 trainings for the demonstration schools were carried out;
- Joint student activities were carried out in all of the demonstration schools;
- Student bodies were formed in all of the demonstration schools;
- 7 advisors from BDE are engaged in mentoring the activities in the demonstration schools.
- The teacher manual – Joint activities for ethnically and language-wise mixed groups of students, which offers guidelines for implementing short-term and long-term joint activities in schools with one language of instruction and schools with several languages of instruction, was revised;

Component 4: Providing Incentives to Schools and Communities

(This component is financed by the United States European Command)

- A call for application for school renovation was announced, through which 150 schools were invited to apply in phase 2 – 98 primary schools and 52 secondary schools from 30 municipalities;
- Applications were received from 105 schools that are interested in joining IIEP;
- 10 schools from phase 2 have been selected for renovation;
- 1 school from the pilot phase has been accepted for renovation with the savings made from the first year;
- Renovation Teams (SRT) were formed in 11 schools;
- 110 representatives from 11 SRTs attended the training for Module 1 – Planning and maintaining the school facilities and preparing the budget for maintenance;
- 11 mentoring sessions were held, independently in each school;
- A training for Module 2 – Strengthening the capacities of the school technical staff for the maintenance of the school facilities was delivered, in which 46 representatives from 11 SRT – school technical staff and secretaries were present;
- 66 visits to 11 pilot schools have been conducted for monitoring of the maintenance (one visit in 6 months in each pilot schools);
- All 11 schools from phase 2 have been renovated;
- In phases 1 and 2, IIEP constructed 6 access ramps to the schools for persons with disabilities. 14 schools constructed ramps on their own as part of their participation, whereas in 2 schools there are no technical conditions for constructing a ramp;
- Toolbox for maintenance were delivered to all of the 22 renovated schools;
- 24,05% is the total documented participation (cost-share) of the municipalities and the schools for the renovation of the 11 pilot schools.

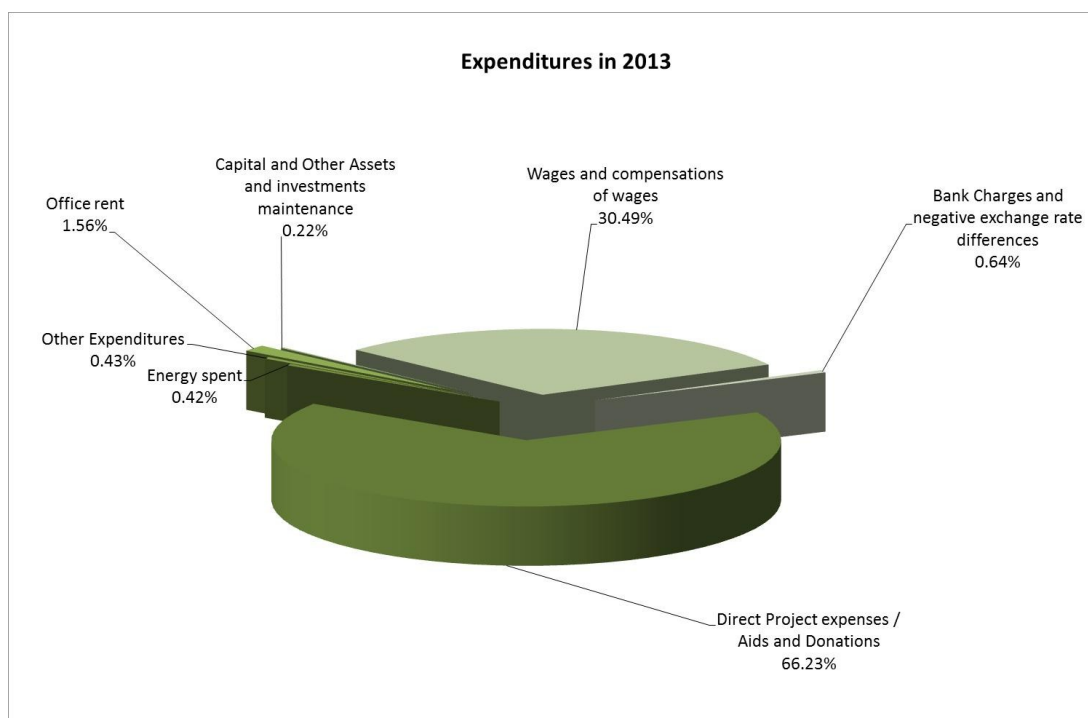
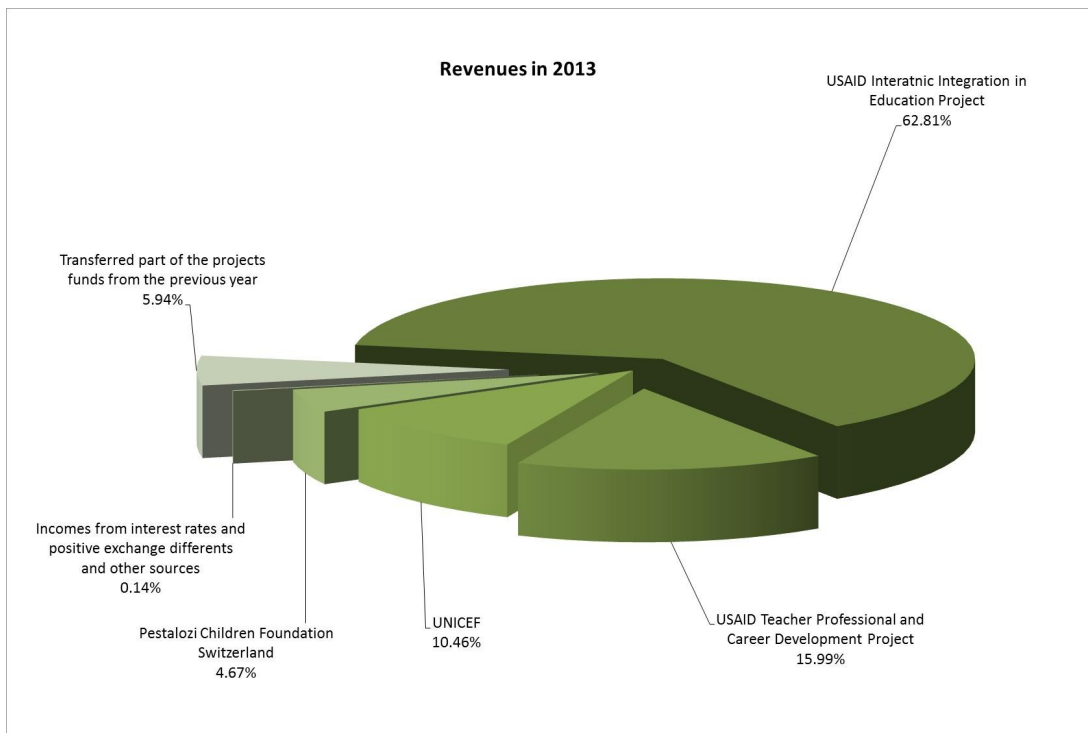




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Financial Report 2013

MCEC is registered in the Registry of Citizens associations and foundations in the Basic Court Skopje 1, under the registry number 1780, with a decision no. 97/04 from 07.06.2004. Unique identification number 5875471. Unique tax number 4030004512015. The financial operations in MCEC have been organized in a way compliant with the basic principles of financial operations: accountability, transparency, documentation. The accounting and bookkeeping is in accordance with the Law on Accounting for Non-profit Organizations. MCEC prepares monthly financial reports for its work, as well as an annual financial report. MCEC in accordance with the requirements of the different donors also prepares special financial reports based on the accounting documentation.





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BALANCE SHEET		Year	
		2012	2013
Assets			
A: Fixed assets (I+II+III)		7,771,447.00	6,818,583.00
I. Non-material assets		9,262.00	409.00
II. Material assets		7,762,185.00	6,818,174.00
III. Material and non-material investments in preparation		0.00	0.00
B: Monetary assets, short term receivables and active calculation accounts (I+II+III+IV+V+VI)		8,508,338.00	16,571,250.00
I. Monetary assets		4,094,074.00	4,824,608.00
I a: Gyro account		622,284.00	2,321,470.00
I b: Treasury		90,645.00	63,307.00
I c: Foreign currency account		3,381,145.00	2,439,831.00
II. Buyers		-	-
III. Receivables for advance payments, deposits		2,685.00	80,316.00
IV. Short Term Financial Receivables		1,444,325.00	836,343.00
V. Receivables For Overpaid Taxes And Contributions		2,686,825.00	2,589,542.00
VI. Active time distinctions		280,429.00	8,240,441.00
VI a: Advance payment		0.00	
VI b: Other time distinctions		280,429.00	8,240,441.00
C: Small Inventory		-	-
Total Assets (A+B+C):		16,279,785.00	23,426,216.00
Liabilities			
A. Sources of assets		7,771,447.00	6,818,583.00
I Business fund		7,771,447.00	6,818,583.00
B. Short term liabilities and passive calculation accounts		2,552,595.00	1,924,818.00
I Vendors		762,435.00	783,097.00
II Liabilities for other taxes, contributions and other fees		33,087.00	30,158.00
III Short term liabilities		1,444,325.00	836,343.00
IV Other short term liabilities		312,748.00	275,220.00
C. Passive time distinctions		5,881,404.00	14,608,476.00
I Part of the surplus for transfer in the next year		5,853,177.00	12,414,612.00
II Other passive time distinctions		28,227.00	2,193,864.00
D. Not distributed part of the surplus		74,339.00	74,339.00
Total Liabilities (A+B+C+D):		16,279,785.00	23,426,216.00
REVENUES AND EXPENDITURES INCOME STATEMENT			
		Year	
		2012	2013
Revenues			
Revenues from services		0	-
Positive exchange rate differences		76,454.00	100,716.00
Revenues from membership fees, gifts, donations and revenues from other sources		64,626,352.00	92,603,296.00
Revenues from rent and lease		-	-
Own revenues		-	-
Other revenues		3,855.00	32,930.00
Transferred part of the surplus revenues from the previous year		5,447,601.00	5,853,177.00
Total Revenues:		70,154,262.00	98,590,119.00
Expenditures			
Material expenditures, rent and depreciation		8,388,239.00	10,791,289.00
Intellectual service, subscriptions, fees and other expenditures		23,438,047.00	38,076,263.00
Capital and other assets		2,195,954.00	190,709.00
Aids, donations and other subsidies		11,625,731.00	10,842,060.00
Wages and compensations of wages		18,653,114.00	26,275,186.00
Total Expenditures:		64,301,085.00	86,175,507.00



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IN 2014...

- Strengthening the capacities of MCEC for tackling current problems in the domain of the civic sector;
- Strengthening of interethnic cooperation and trust in the community;
- Research in the area of education;
- Strengthening the capacities of the municipality employees for improving the collaboration of the municipalities with the schools;
- Encouraging and building of partnership between the central and the local governments;
- Raising the quality of education through advancement of the mathematics and language subjects, application of approaches for interethnic integration in education, and advancing the regulations for professional and career development of teachers;
- Strengthening the capacities of the local administration for working in the area of education;
- Providing training in the area of education, in accordance with the specific requests of the beneficiaries.

