



MCEC ANNUAL REPORT 2015



**MACEDONIAN
CIVIC
EDUCATION
CENTER**



MCEC Annual Report 2015

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INTRODUCTION

Carrying out the mission for continuous development of the civic society, the activities of the Macedonian Civic Education Center (MCEC) during 2015 were aimed towards supporting the inclusion and equal conditions for students in primary and secondary schools in Macedonia. In order to ensure sustainability of the changes resulting from the implementation of the program activities, MCEC continues its cooperation with the Ministry of Education and Science (MoES), Bureau for Development of Education (BDE), the State Education Inspectorate (SEI), National Examinations Centre (NEC), the Vocational Education and Training Centre (VET Centre), primary and secondary schools, teacher training faculties, municipalities, donors, civil society organizations in Macedonia, as well as organizations from the region and beyond.

During 2015, the activities of MCEC covered all primary and secondary schools as well as all municipalities in the country. The activities were focused on: acquiring new knowledge and support of the learned knowledge and skills (training, mentoring visits, meetings at schools, regional learning teams); various practical activities (creative workshops, visits to partner schools, forum theater, debate clubs); as well as collecting and sharing knowledge (success stories, descriptions and videos of good practice, action research, collections of papers). During the year 13 schools were selected and renovated on the basis of open call on which they send their applications.

For all project activities, data was collected for the baseline, progress and effects of the implementation used to measure the impact and lessons learned.

As part of the activities that provide support to the change, impact, sustainability and promotion of the project activities in 2015, MCEC supported the preparation of publications and guidelines for inter-ethnic education, inclusive education, action research in educational practice, including as well the professional and career development.

As part of the activities in 2015, MCEC supported BDE, VET Centre and NEC in the process of developing competencies for teachers, school support staff and directors in schools. This will contribute towards establishing a system for professional and career development that will affect the quality of instruction in primary and secondary schools, including the social and educational inclusion. At the same time, we worked to increase the understanding among the general public of the benefits arising out of the activities within the projects for improving the education system.

In 2015, MCEC responded with humanitarian assistance for children migrants / refugees transiting through Macedonia.

During November 2015, MCEC was working on its strategic plan for the period until 2020, which emphasized teamwork and commitment to assist in providing better education and society.

MCEC team expresses its gratitude to all donors, institutions, organizations and associates who have supported our ideas and gave great contribution in achieving our mission to promote education and develop the civil society.





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About MCEC

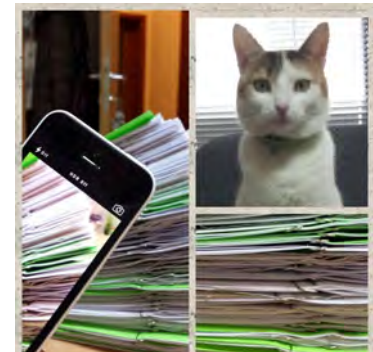
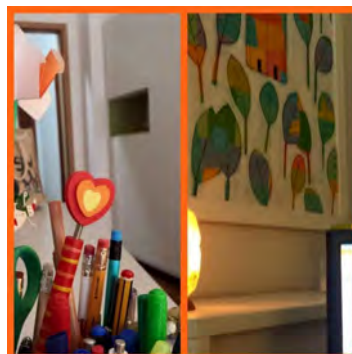
MCEC is a leading non-governmental organization, which develops educational programs and provides services to educational and other public institutions, local communities, non-governmental sector, business sector and citizens, in order to contribute towards continuous development of the civil society.

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 the formal education modernization;
- Development of partnerships with the business sector, to initiate corporate social responsibility;
- Development and implementation of civic education programs;
- Awareness raising and implementation of life-long learning programs.

VALUES AND PRINCIPLES promoted in MCEC work:

- **Professional and responsible role** in the non-governmental sector;
- **Professionalism** and expertise in line with the clients' requests;
- **Innovative solutions and methodologies** in all programs;
- Commitment to **equal treatment** of stakeholders;
- **Creativity** applied to new approaches;
- Ensuring **sustainability** in carrying out all of the 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 civic values.





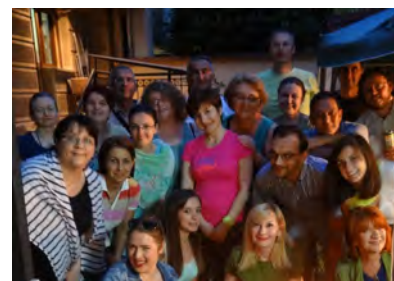
MCEC Organizational Structure in 2015

MCEC Executive Board members:

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

During 2015 the MCEC had 27 employees:

- Loreta Georgieva, Executive Director (lgeorgieva@mcgo.org.mk)
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- Elvira Hasan, Office Cleaning and Support





PROJECTS IN 2015

Project: UNICEF Program for **Strengthening Numeracy, Literacy and Inclusive education in the lower grades**

Period: March 2010 - December 2017

Description: This project is jointly implemented by UNICEF, BDE and MCEC. The aim of the project is to improve elementary school teachers understanding of high quality teaching of mathematics and language in the early grades. Furthermore, it will increase teachers' skills for using innovative teaching approaches, which will provide higher student achievements, with special focus on students from the vulnerable groups. With the support of UNICEF and foreign consultants, teachers and advisors that passed the certification process, were trained to become national trainers and mentors, responsible for dissemination of trainings and providing support to teachers in schools. In 2015, MCEC organized activities for mathematics (phase 1 to phase 5), language (phase 1 to phase 5) for all schools in the country, as well as activities for socially disadvantaged children, Roma students and students with disabilities in 20 primary schools.

Results in 2015:

Program-based trainings:

- Within the program "Language Literacy in Lower Grades", 116 training groups were organized. 200 school trainers were prepared and they delivered training to 2186 teachers from phase 5 in 96 schools;
- The program "Inclusive Education" provided assistance in the organization and implementation of four trainings for 515 participants in 13 project schools;
- The Formative assessment for students with learning difficulties was delivered to 45 school trainers and dissemination was organized for 589 lower primary teachers in 20 Inclusive education project schools;
- 20 school pedagogues and psychologist were trained to serve as national trainers, and regional training for 327 teachers support staff members.
- Training manuals for the program "Language Literacy in Lower Grades" were distributed in 106 primary schools and for the Inclusive Education program in 20 schools ;
- 224 school visits were organized and assistance was provided to 2602 teachers.



Activities for provision of sustainability:

- The most active learning teams have received support to conduct 52 meetings were a total of 768 national trainers, school trainers and representatives of school professional support staff attended;
- 4262 certificates for national trainers, school trainers, teachers-mentors and teachers that attended the school trainings for "Language Literacy in Lower Grades", "Thinking Mathematics in Lower Grades" and "Inclusive Education" were delivered; and 1012 teachers' were certified for application of the acquired knowledge;
- Two networking meetings for Inclusive education were organized for more than 100 participants from educational institutions;



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- In total 103 good practice examples on Numeracy and Literacy from 54 teachers were collected and delivered to BDE for publishing;
- 17 high quality action researches were conducted and action research and study case reports were prepared by trained schools pedagogues and psychologists.



Preparation of technical and professional materials:

- Guidelines, plans and models were prepared for reporting on the implementation and support of regional trainings, as well as for delivery and support of training dissemination for "Language Literacy in Lower Grades", "Thinking Mathematics in Lower Grades" and "Inclusive Education" programs;
- A baseline survey report of the Inclusive education program was prepared, and published on Macedonian and English language;
- A Macedonian model of the Inclusive education teachers training and Baseline findings were presented at UNICEF conference on Inclusive Education in Zurich;
- The Formative assessment manual for lower primary teachers, Formative assessment on students with learning difficulties, Action research into education practice manual and Manual for Inclusive education were prepared and published.



Research and evaluation:

- The reports from the regional trainings and disseminations for "Thinking Mathematics in Lower Grades" , "Language Literacy in Early Grades" and "Inclusive Education" Programs were analyzed, furthermore, the findings for the "Inclusive Education" Program were presented to UNICEF, BDE, SEI and to schools;
- Secondary analysis of the research results from the baseline study for each of the 7 inclusive schools was conducted and reports were presented to the schools;
- The school inclusiveness self-evaluation research after one year of the Inclusive education program implementation in 7 Roma attended schools was conducted and report was prepared;
- Baseline research for 13 schools with students with disabilities included in regular classrooms was conducted, report was prepared and delivered to UNICEF;
- Secondary analysis of the collected baseline data for 13 schools with students with disabilities was conducted and a separate report for each schools was prepared – the findings were presented to schools.



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Project: USAID Teacher Professional and Career Development Project

Timeframe: December 2012 – June 2016

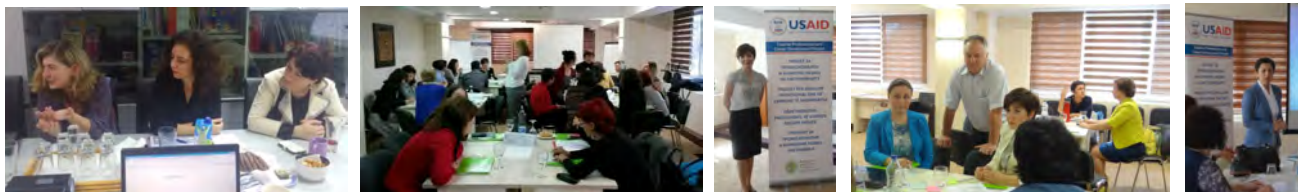
Description: The project aims to upgrade and improve the system for professional and career development of teachers, contributing in turn to higher quality instruction and higher student achievement in the Republic of Macedonia. The following key education institutions are involved in implementation of project activities: the Ministry of Education and Science (MoES), Bureau for Development of Education (BDE), Vocational Education and Training Center (VET Centre), State Examinations Center (SEC), State Education Inspectorate (SEI), municipalities, universities and the Union for Education, Science and Culture of the Republic of Macedonia.

The wider professional community was involved through participating in public debates on the proposed solutions for professional and career development of teachers. This approach promotes transparency and acceptance of developed documents by all stakeholders. The Teacher Professional and Career Development Project activities revolve around three mutually dependent and inter-related components. The 2015 project achievements, within these components are given below.

Results in 2015:

Cross-cutting activities

- A public debate on the professional competencies for school directors was organized in the period between May and June. In addition, a round table discussion was organized, to review and incorporate proposals into the final document.
- Roundtable discussions were organized to collect relevant stakeholders opinion on:
 - ◊ Professional competencies and standards for primary and secondary school librarians;
 - ◊ Professional competencies for student support services staff involved in implementing practical lessons in VET Schools;
 - ◊ Teacher workload and the regulation related to teacher working hours;
 - ◊ Guideline and instruments for individual assessment of education staff during Integral Evaluation in the schools;
 - ◊ Setting up a system for collecting students, parents and schools opinion during the process of career advancement of education staff in schools.
- Two editions of the project Newsletter were developed and published on the USAID, MoES, BDE and MCEC websites and electronically distributed to all primary and secondary schools in the country and to all interested parties;
- The project team participated in different events related to professional and career development of teachers organized by different organizations, donors and other projects.



Component 1: Improving the legislative framework

- Proposals related to professional and career development system, such as professional competences for teachers, obligatory hours for professional development and preparing an personal professional development plan, were incorporated in the Law for teachers.
- Following bylaws were developed with the support of the project and were adopted by the Ministry of education and science:
 - ◊ Rulebook for Teacher Core Professional Competencies;
 - ◊ Rulebook for Attaining Professional Standards for Teacher-Mentor or Teacher - Advisor and
 - ◊ Rulebook for the form and content of the individual/personal development plan;



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- The Rulebook for the form and content of the teacher professional portfolio was harmonized with the proposals for career development system;
- The bylaw for Accreditation of training programs and providers was improved and adopted by the BDE;
- Indicators for school Integral Evaluation were harmonized with the improved system for professional and career development.

Component 2: Enhance Financial Schemes

- Financial schemes for teacher professional development were prepared, taking into account the new regulation for teacher professional development in the Law for teachers.
- Different scenarios for determining the number of teachers that will progress in the career in each municipality were developed in order to propose the best cost – benefit system.

Component 3: Standards for Teacher Competencies

- The following documents for professional development were prepared:
 - ◇ Professional competencies for primary and secondary school directors;
 - ◇ Professional competences and standards for school librarians;
 - ◇ Professional competencies for student support staff responsible for practical lessons in VET schools.
- All these documents were developed by expert groups comprised of representatives from all relevant state institutions, universities, practitioners and project team members. Public debates were organized in order to secure high quality documents and acceptance of the developed documents by the professional communities.
- The process for professional development was piloted by 178 teachers in 14 schools. Piloting of the Guideline for Professional Development of Education Staff was conducted in order to secure that the proposed solutions for monitoring the teachers' work and planning the professional development are manageable and viable in practice. The teachers and student support services from the pilot phase shared their experience and opinions with the expert group via the e-questionnaires and focus group discussions. Based on the received feedback, the Guideline was finalized.
- Based on the recent changes in the law regulation, procedures, tools and instruments for career advancement were developed and piloted in 12 primary and 11 secondary schools. 173 teachers voluntarily participated in piloting process. The participants prepared portfolios containing evidence of their professional practice in order to prove the attainment of standards for teacher – mentor. All received portfolios were assessed by the pilot committee and feedback was provided. Teachers shared their experience from piloting the career advancement during the focus group discussions and by filling an e-questionnaire.
- In accordance with the already established practice, procedures, tools and instruments for student support staff were developed and piloted. 22 student support staff members voluntarily piloted the instruments and procedures in the period October to December 2015. They also completed an e-questionnaire and participated in focus group discussion.
- In cooperation with SEI, the Guideline for individual assessment of education staff as part of the school integral evaluation was improved. The document was piloted in several schools and discussed at a round table, prior to finalization and adoption as a tool to be used during integral evaluation.
- A small scale survey of teachers' workload was conducted as a preparation for developing the Rulebook for regulating the teachers working hours. 30 teachers from 3 schools in the period of two weeks kept records of the time spend in different activities related to teaching and other duties. The data was summarized and analysed. Furthermore, three focus group discussions with teachers, school principals and representatives from Teacher Union were organized and issues related to teachers workload and its regulation were discussed.





Project: USAID Interethnic Integration in Education Project

Timeframe: December 2011 – December 2016

Опис: The activities of the five-year USAID Interethnic Integration in Education Project are focused on the students, the parents, the teachers, the administration and the members of the school boards in all primary and secondary schools in Macedonia. The implementation of the project is supported by the cooperation with the Ministry of Education and Science (MoES), the Bureau for the Development of Education (BDE), the advisers from the Vocational and Educational Training Centre (VETC), the State Education Inspectorate (SEI), the National Examinations Centre (NEC) and all municipalities. IIEP is being implemented in partnership with 6 NGOs which, with their experience and professionalism, work on specific areas in the implementation of the project. The Interethnic Integration in Education Project is comprised of four complementary components, whose achievements have been listed below.

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” and Youth Education Forum (YEF), who, with their experience and expertise, work on specific areas of the Project implementation.

Results in 2015:

Component 1: Community Outreach

- Workshops within the creative corners in the schools were organized, aimed at developing the skills of the students for using creativity as a tool to promote and improve interethnic integration.
- A training for the representatives of the six demonstration schools was organized for using social media and web-pages for sharing the positive examples and good practices of their schools with local and national media.
- Open days of the demonstration schools were organized, where students and teachers presented their activities.
- Fair of demonstration schools gathered more than 600 guests and it was aimed at presenting the good practices and positive examples that happened in six demonstration schools.
- A training for the forum theatre methodology was organized and implemented, aimed at enabling the teachers who led the creative workshops to be enriched with additional tools for solving various issues in the school environment.
- A festival of performing arts and good practices “Be Creative – Be Interactive – Be Interethnic” was organized, presenting examples and best practices of informal education, practical workshops and direct work with young people, as a result of the creative workshops. Over 600 students, teachers and parents attended the festival.
- A public promotional event of the video story “Creative Communities” was held, in order to illustrate the engagement of the schools in the creative workshops and to further promote interethnic integration in education.
- A promotional event of the Manual for the interethnic integration certification procedure was organized, aimed to inform the relevant stakeholders, schools and educational institutions about the procedure.
- A solemn event for awarding the first IIE certificates was held which was attended by teachers, representatives of educational institutions, mentors and donors.
- A competition for multi-media products “Multi-via-media: How do we coexist in schools” was organized and an award ceremony was held afterwards, to reward the schools that participated and had best products that promote interethnic coexistence.





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- The regional public debates enabled young debaters and teachers to share experiences and to debate about the importance of the interethnic integration of the youth. These debates were attended by over 200 students, as well as by a large number of teachers, parents and representatives of the municipalities.
- Official ribbon cutting events were organized, marking the completion of the renovation of 15 schools that made progress in advancing the interethnic integration in education. They gathered senior representatives of EUCOM, USAID, the Ministry of Education and Science, the local communities, teachers and many students.
- Regular informal meetings were held with the chief editors of different media aimed at sharing experiences related to the implementation of activities within the schools. Furthermore, these meetings were aimed at exploring all possibilities for a more active media involvement in reporting on the positive examples arising from the activities related to interethnic integration in education.
- More than 250 articles and stories were published on the project webpage, demonstrating best practices from the implementation of the IIEP activities in the schools. These best practices were presented in two newsletters that were shared with all of the project stakeholders.



Component 2: Capacity Building of School Management, Teachers and Municipalities

- Meetings with the master trainers were organized to build their mentoring capacities through practicing techniques and strategies for providing feedback on joint student activities.
- Mentoring meetings with representatives from the SITs from the phase 3 schools were conducted at a regional level. Advanced trainings with the SITs from 34 schools (phase 3) with two/three languages of instruction were also organized, aiming at developing the 127 teachers' competencies for implementation of advanced methodologies and approaches for IIE activities in the schools.
- Eight regional fundraising forums were implemented in order to stimulate further cooperation among schools, municipalities and business sector to jointly provide resources and financial support for sustaining the implementation of the IIE activities in the schools.
- Joint sports activities were implemented with students from multilingual primary schools.
- 101 schools have been financially supported in the form of a small grant for implementation of joint school activities and support visits were paid at which joint school activities were observed.
- Meetings with school integration teams from several primary and secondary schools were held to provide adequate support and to encourage their further work in the implementation of interethnic integration-related activities in the schools.





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- Mentoring meetings for the certification procedure with SITs from all of the schools were held.
- A student camp was organized with students and teachers from multilingual schools.
- More than 3000 certificates were issued to all the members of the SITs who have participated in basic trainings for the implementation of IIE activities.
- Ten municipalities were selected for in-depth cooperation to foster the IIE implementation in the schools and enable the municipality officials to improve the cooperation with SITs.
- An instrument for school self-evaluation was developed in order to improve the implementation of the IIE activities.
- A practicum for integration of IIE in the regular curriculum in primary and secondary education was developed.
- Four educational animated videos for implementation of IIE activities were created, serving as a tool and instructional material for implementation of IIE activities in the schools. All videos are produced in Macedonian, Albanian, Turkish, Serbian and English.



Component 3: Demonstration schools (in cooperation with the CHRCR)

- Two training seminars for the representatives of the SITs from all demonstration schools were organized, in order to assess the previous and to plan the future IIE activities.
- Two training seminars with 41 participants, representatives of the school boards, school managements, parents' councils and municipality officials were held to improve the functioning of the school boards.
- Forty joint student activities related to sport and sport activities were implemented.
- Sixteen groups for implementing multicultural workshops were formed, comprised of students from different languages of instruction.
- 24 school events, excursions and activities initiated by parents were organized, including teachers and students.



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Component 4: Providing Incentives to Schools and Communities

- Thirteen schools were selected for renovation activities in 2015.
- Memoranda of Understanding were signed with the directors of 13 schools and mayors of municipalities.
- School renovation teams in all 13 schools were established.
- The joint Environmental Mitigation and Monitoring Plan (EMMP) was implemented, to confirm that each school renovation project is in compliance with it.
- 13 schools were renovated – 11 primary and 2 secondary schools.
- Sets of tools and equipment for school maintenance were procured and delivered to all 13 renovated schools.
- Accessible entrances were constructed for persons with disabilities in all 13 renovated schools.
- 96 school renovation teams' representatives from 13 renovated schools in 2015 attended a one-day training on preparation of school renovation application and preparation of maintenance plans and budgets.
- 40 SRTs representatives from 13 schools were included in the joint one-day training for strengthening of the capacities for school maintenance of the technical staff and the school secretaries.
- Mentoring sessions were organized in 13 renovated schools.
- Monthly in-school meetings in the renovated schools for observing the work of the schools related to school maintenance were organized.
- A round table was organized with consultants and supervisors on the topic “Renovation, supervision and maintenance of the school buildings – achievements and challenges”.
- The “Guidelines Manual for maintenance of school buildings” was created in cooperation with MoES/ DCI. It was signed by the Minister of Education and Science and entered into force the following day as of the day of its adoption. An animated video for presentation of the contents of the “Guidelines Manual for Maintenance of School Buildings” was prepared.



Monitoring and Evaluation:

- A Report from the monitoring of the schools from the pilot phase and phase 2 of Component 2 and the demonstration schools from Component 3 was prepared;
- Evaluation was made of the effects of the multicultural workshops. The data obtained for 2013/2014 were added to the data for the school year 2012/2013;
- Evaluation was made of the effects of the IIEP activities in the schools included in component 2 and component 3 and reports were prepared from the obtained results;
- The electronic survey was repeated in the schools from the pilot phase and phase 2 included in component 2 and in the demonstration schools. A report was prepared from the obtained results from the electronic survey;
- The reports from the evaluation, the electronic survey and the monitoring were summarized and a summary report was prepared for the monitoring and the evaluation for the demonstration schools;
- Inclusion in the process of establishing, planning and organization of the monitoring and evaluation implemented by the MoES;
- On a public event, the results achieved by 2014 were sublimated and presented, compared to the results from the baseline study about the monitoring and the evaluation of the included schools by 2014.



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

Timeframe: јуни June 2011 - December 2016

Description: The project is implemented in 18 ethnically mixed schools and 9 municipalities (Bitola, Butel, Strumica, Tetovo, Kumanovo, Radovis, Struga, Gostivar and Dolneni). The aim of the project is to improve interethnic integration in education through implementation of curricular and extracurricular activities with students from different ethnic background, and thus, contribute to strengthening multi-ethnic cooperation and tolerance in the municipalities. BDE and the municipalities are key partners in the implementation of all project activities.

Results in 2015:

- Four regional trainings for all 18 schools and 9 municipalities on new requirements for School Performance Quality Indicators (SPQI) related to interethnic activities were conducted.
- More than 90% of the school staff participated in in-school disseminations on new SPQI requirements.
- The school self-evaluation forms related to IIE were reviewed by SEI inspectors and feedback was given to schools.
- The monitoring instruments for in-class observation developed under the project in cooperation with BDE are used by all BDE advisors on national level.
- Continuous monitoring visits to Society and Civic Education teachers from BDE advisors were conducted in order to support them to apply teaching methodology and approaches for interethnic education as part of regular classes in line with curricula content and SPQI requirements.
- More than 500 students and 50 teachers from different language of instructions actively participated in regular school extra-curricular activities (sections).
- Mixed classes with students learning in different language of instruction were conducted. During these classes students while working together, get to know each other, become friends in and out of school, learn about the culture of others, learn some basic words in other languages etc. More than 600 students and 60 teachers were part of mixed classes.
- Two focus groups with students of each partner school were conducted aiming to get their opinion on regular classes in Society and Civic Education subject and experience from participation in section activities. The feedback from the focus groups was shared with the teachers and school management.
- Students' presentations were organized in 18 schools from 9 municipalities where the students presented the results from implementing interethnic activities on a school level. During these events parents, teachers, municipality officials, state education bodies and other stakeholders participated.
- Around 86 students and 13 teachers participated in intercultural exchange program in Trogen, Switzerland in which they had the opportunity to live together with students from different countries, share experiences and gain new skills for intercultural communication and child rights.
- An e-bulletin with successful IIE practices of students and teachers was developed and shared with more than 70 schools from 9 municipalities.





Проект: Regional Support for Inclusive Education, NEPC, funded by EU and CoE

Period: February 2014 - November 2015

Description: The project is implemented in cooperation with the Network of Education Policy Centers (NEPC) and aims at improving social inclusion and cohesion in the region, by promoting inclusive education and trainings in line with EU and Council of Europe standards. To accomplish this goal, the project promotes the concept of inclusive education, as a reform that recognizes diversity among all participants in the educational system, with special emphasis on those who are at risk of marginalization and exclusion. The project includes the following seven schools in the Republic of Macedonia: Straso Pindzur Elementary School - Negotino, Joakim Krcovski Elementary School – Volkovo, Kosta Susinov Secondary Municipal School – Radovis, Taki Daskalo Secondary Municipal School – Bitola, Boro Petrusovski Secondary School - Skopje, Mosa Pijade Elementary School - Preljubiste and Vasil Glavinov Elementary School - Veles.

Results in 2015:

- Monitoring visits were held in each of the project schools with a purpose to evaluate all of the planned activities during their implementation;
- In the period from April 20 to 21, MCEC participated in a meeting with the partner organizations in order to discuss the development plans of the schools from all countries involved in the project;
- 21 focus groups in total were held in the project schools with teachers, students, parents and school management, in order to share opinions and recommendations for the final project evaluation. 128 representatives attended these focus groups
- The final workshop for the project was held from October 18 to 21 in Ohrid, it was attended by 110 teachers, principals, parents and students. During this event there was an exhibition where all schools have presented the products they have developed under the project; Students had the opportunity to participate in workshops where they socialized and created posters that were presented in front all of the participants. Principals, teachers and parents shared their experiences and problems they have faced, as well as ideas on how to organize activities for inclusive education in their schools;
- All of the project schools have developed plans for inclusion and sustainability of the activities at their school;
- MCEC and all of the project schools participated in the final conference of the project organized by the Council of Europe, which was held from 4 to 5 November in Sarajevo.





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Project: Emergency program / Humanitarian aid for the refugees transiting through the territory of Republic of Macedonia

Timeframe: October 2015 – March 2016

Description: The project was implemented with support from the Catholic Relief Services (CRS) and in cooperation with the Center for Crisis Management (CCM) and the Ministry of Labor and Social Policy (MLSP) in order to provide assistance to refugees and migrants transiting through Macedonia and traveling to the European Union. Macedonia is the main transit point for migrants / refugees ranging from Greece to Europe. MCEC worked on improvement of the infrastructure situation in the Transit Center Tabanovce and helped with the distribution of warm clothes and shoes for children and adults appropriate to their gender and age.

Results in 2015:

- In cooperation with CMC the sewage channel which was full with waste was opened, cleaned and renovated. Making the sewage system functional has completely improved the Camp hygiene.
- On CMC request regarding the safety, the 450 meter route which the migrants / refugees are using was renovated, thus enabling migrants / refugees to move easier and safer especially in rainy days. Fence with lighting columns along the railroad station Tabanovce was also installed.
- During the winter a portable container was set which served as a base for providing aid in a form of warm winter clothing (jackets and boots) to protect refugees from the cold, snow and rain.
- The team that worked at the Transit Center Tabanovce managed to serve 1,500 to 2,000 refugees per day, and the entire process was supported by a translator from Arabic.



Project: Entrepreneurship Project, Kulturkontakt Austria

Timeframe: November—December 2015

Description: The project was implemented in cooperation with the Vocational Education and Training Center (VET Center) and KulturKontakt Austria in order to develop the capacity of teachers from 32 high schools of economic and finance on the topic: Entrepreneurship.

Results in 2015:

- Three workshops were held with the representatives from 32 high schools of economic and finance. The workshops aimed to train the teachers how to develop and implement specific business idea.





Project: English Access Microscholarship Program

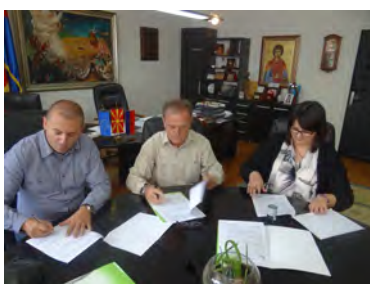
Timeframe: September 2015 – September 2017

Description: Access is a global scholarship program supported by the U.S. Department of State and the US Embassy in Skopje that provides a foundation of English language skills to talented 13 to 20 year olds through after-school classes and intensive sessions. The Program allows participants to gain the skills and knowledge of the English language that could lead to finding better jobs and educational opportunities. Since its inception in 2004, around 110,000 students in more than 95 countries have participated in the Access Program. The Program in Macedonia is in the pilot phase and it will last until September 2017, with the possibility to expand to other schools.



Results in 2015:

- After evaluation of several schools adequate to the selection criteria, the gymnasium "Koco Racin" in Veles was chosen for the pilot location and a memorandum of cooperation was signed with the selected school and the municipality of Veles.
- Two teachers were selected to carry out the classes and additional activities through open call and interview process;
- Through open call after submitting applications, 25 talented students were selected to be a part of the pilot Program;
- Within the school premises an adequate classroom space that meets the criteria alongside the necessary materials, books and equipment were provided;
- Visit to the movie theater Cineplex, where students watched the movie "Star Wars: The Awakening of Power" as part of the planned additional activities to enhance the knowledge and skills;
- It was established closed Facebook group for easier communication between teachers and students and the publication of information and ideas.

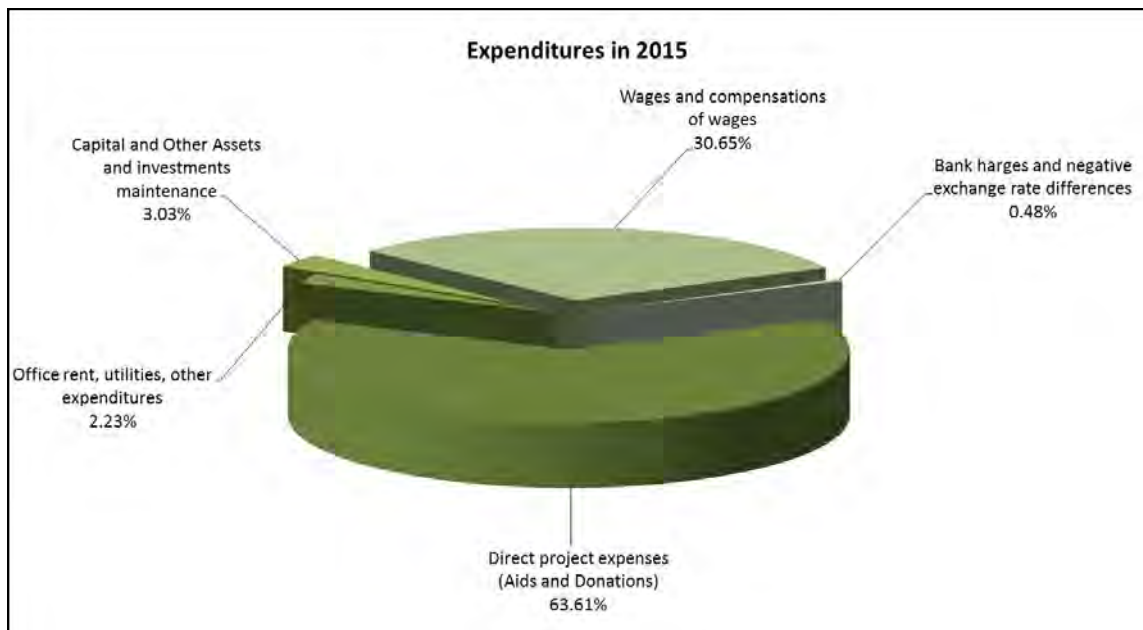
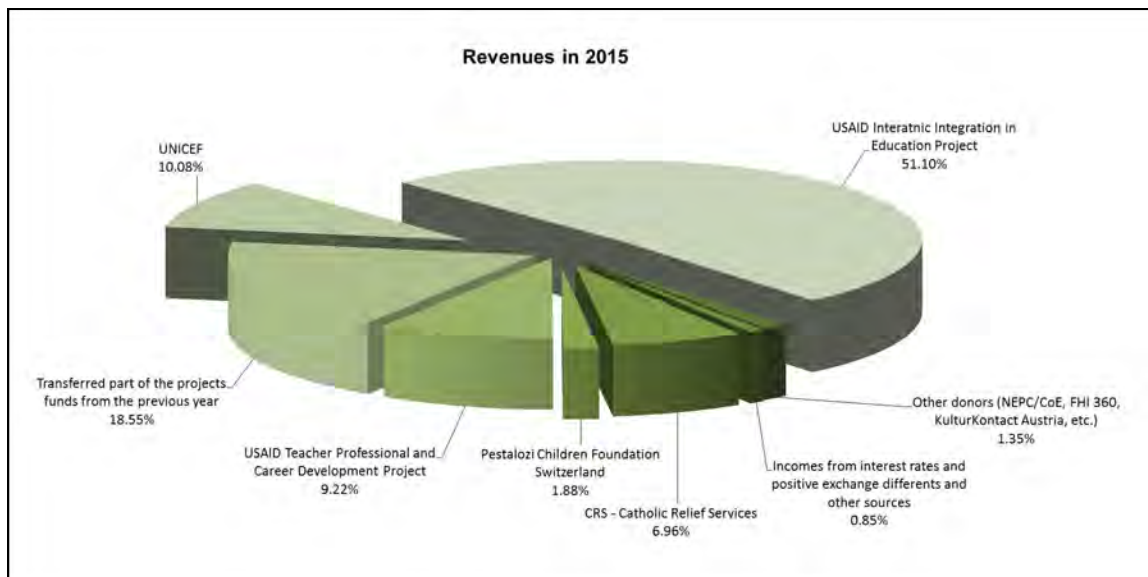




MCEC Annual Report 2015

Financial Report 2015

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.





MCEC Annual Report 2015

| BALANCE SHEET | | |
|--|-----------------------|-----------------------|
| | Year | |
| Assets | 2014 | 2015 |
| A: Fixed assets (I+II+III) | 6,529,221.00 | 7,652,076.00 |
| I. Non-material assets | 0.00 | 0.00 |
| II. Material assets | 6,529,221.00 | 7,652,076.00 |
| 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) | 22,043,111.00 | 19,727,317.00 |
| I. Monetary assets | 16,493,683.00 | 15,903,189.00 |
| I a: Gyro account | 6,443,927.00 | 8,505,941.00 |
| I b: Treasury | 115,429.00 | 92,851.00 |
| I c: Foreign currency account | 9,934,327.00 | 7,304,397.00 |
| II. Buyers | - | - |
| III. Receivables for advance payments, deposits | 1,050,808.00 | 31,728.00 |
| IV. Short Term Financial Receivables | 1,229,503.00 | 388,469.00 |
| V. Receivables For Overpaid Taxes And Contributions | 3,266,027.00 | 3,394,892.00 |
| VI. Active time distinctions | 3,090.00 | 9,039.00 |
| VI a: Advance payment | 3,090.00 | 9,039.00 |
| VI b: Other time distinctions | - | 0.00 |
| C: Materials, spare part, small inventory, products and commodities | 36,383.00 | 13,701.00 |
| Total Assets (A+B+C): | 28,608,715.00 | 27,393,094.00 |
| Liabilities | | |
| A. Sources of assets | 6,529,221.00 | 7,652,076.00 |
| I Business fund | 6,529,221.00 | 7,652,076.00 |
| B. Short term liabilities and passive calculation accounts | 2,020,789.00 | 788,794.00 |
| I Vendors | 203,708.00 | 293,188.00 |
| II Liabilities for other taxes, contributions and other fees | 42,234.00 | 10,981.00 |
| III Short term liabilities | 1,229,503.00 | 388,469.00 |
| IV Other short term liabilities | 545,344.00 | 96,156.00 |
| C. Passive time distinctions | 19,984,366.00 | 18,877,885.00 |
| I Part of the surplus for transfer in the next year | 19,984,366.00 | 18,876,218.00 |
| II Other passive time distinctions | 0.00 | 1,667.00 |
| D. Not distributed part of the surplus | 74,339.00 | 74,339.00 |
| Total Liabilities (A+B+C+D): | 28,608,715.00 | 27,393,094.00 |
| REVENUES AND EXPENDITURES INCOME STATEMENT | | |
| | Year | |
| Revenues | 2014 | 2015 |
| Revenues from services | - | - |
| Positive exchange rate differences | 443,301.00 | 580,025.00 |
| Revenues from membership fees, gifts, donations and revenues from other sources | 103,426,036.00 | 86,817,298.00 |
| Revenues from rent and lease | - | - |
| Own revenues | - | - |
| Other revenues | 598,556.00 | 340,503.00 |
| Transferred part of the surplus revenues from the previous year | 12,414,612.00 | 19,984,366.00 |
| Total Revenues: | 116,882,505.00 | 107,722,192.00 |
| Expenditures | | |
| Material expenditures, rent and depreciation | 11,534,464.00 | 11,680,856.00 |
| Intellectual service, subscriptions, fees and other expenditures | 43,869,883.00 | 31,671,025.00 |
| Capital and other assets | 999,426.00 | 2,696,431.00 |
| Aids, donations and other subsidies | 14,047,099.00 | 15,568,004.00 |
| Wages and compensations of wages | 26,447,267.00 | 27,229,658.00 |
| Total Expenditures: | 96,898,139.00 | 88,845,974.00 |



IN 2016...

- Raising the capacities needed to face the ongoing changes in the field of civil society and ensure long-term sustainability;
- Conducting research in the field of education and continuous monitoring and evaluation of carried out activities;
- Strengthening / capacity building of municipal employees to promote cooperation between municipalities and schools;
- Enhancing the quality of education by improving the teaching of mathematics and language;
- Applying approaches for interethnic integration in education;
- Improvement of regulations for professional and career development of teachers according to experiences from other European countries;
- Fostering awareness of the need for inclusive education and involvement in activities that work on this subject;
- Provide training in the field of education according to the specific requirements of users.



MCEC Annual Report 2015

