ABOUT THE FOUNDATION “STEP BY STEP” – MACEDONIA

The Foundation for Educational and Cultural Initiatives “Step by Step” - Macedonia supports the development of an open society through activities in the field of education, art, culture, publishing, as well as human (children’s) rights and civil society. The Foundation guides, coordinates, participates in and directly implements activities which promote innovation, progress and development of the work of preschool institutions and primary schools in the Republic of Macedonia.

The Foundation for Education and Cultural Initiatives “Step by Step” - Macedonia was established as a nongovernmental organization with the aim to continue the educational program “Step by Step” that has started with its implementation in 1994, as regional program of Open Society Institute – New York and George Town University from Washington D.C.

The Mission of the Foundation “Step by Step” - Macedonia

The mission of the Foundation for Education and Cultural Initiatives “Step by Step” - Macedonia is to prepare, develop and implement programs that enhance the education and culture in the modern society as a key factor for educational, cultural, economic and social development. The Foundation “Step by Step” - Macedonia is implementing programs in the kindergartens, primary schools and other educational and cultural institutions, supports innovative approaches and finds different ways to raise the possibilities to help the children achieve their full potential through education.

Strategic goals

• Encouraging the democratic processes in the education of children, youth and adults.
• Promoting and support of the educational initiatives based on modern approach to children.
• Advocating the idea of permanent training of the teaching staff and the teams in the kindergartens, primary schools and the students at the Faculty for teachers.
• Building partnership relationship with the ministries and the institutions that educate teachers, schools, kindergartens, with the local authorities as well as with the local and foreign institutions that share the same vision and objectives.
• Meeting the needs of every child, including the children with special needs, the children from minority groups, Roma children, children that lack the opportunity to be educated and the children who live in the rural areas.
• Increasing the public awareness of the needs of Roma children, poor children, children from the rural areas and children with special needs.
• Printing and publishing professional manuals, picture books for children and other reference books that promote our mission.
• Encouraging local communities in their support of the children development.
• Providing opportunities for the children to express themselves in a creative way.

The Foundation "Step by Step" - Macedonia is part of the International Step by Step Association (International Step by Step Association - ISSA) and through its actions fully supports and acts upon the ISSA principles for quality pedagogical practice:

1. Interactions
2. Family and Community
3. Inclusion, Diversity and Values of Democracy
4. Assessment and Planning
5. Teaching Strategies
6. Learning Environment
7. Professional Development
FOUNDATION “STEP BY STEP” IN 2014

Marking the 20th anniversary of the educational methodology “Step by Step” in Macedonia

In 2014 we marked 20 years since the educational methodology “Step by Step” was introduced in 10 kindergartens in Macedonia back in 1994. During the following year, this methodology was continuously expanded and was implemented in all kindergartens in the country, as well as in 84 primary schools. Around 5000 educators, directors, psychologists and pedagogues from kindergartens and primary schools were part of our trainings by the year of 2000.

Part of the training topics were: individualization, active learning methods, creating a stimulating learning environment, teaching and learning in centers of activity, cooperation with parents and many more. Over the years, the number of initiatives was increasing, too: we announced an open call for authors and illustrators and we published 11 new picture books for children, we opened the Children’s Creative Center, which is still the only center of this type on the Balkans, we collaborated with the teacher training faculties, we conducted trainings for school improvement, social justice, programs for children from socially disadvantaged families, Roma Children, we participated in the implementation of the Education Modernization Project, as well as in several USAID funded projects – Creative Teaching and Learning Project, Roma Education Project and Primary Education Project.

During 2014, Foundation “Step by Step” continued with the implementation of various projects, based on the fundamental values represented ever since: stimulating children’s critical thinking, developing potential of all children and particularly of the children living on the margins of the society, enhancing teaching process and establishing collaborations to undertake initiatives aimed at fulfilling creative and intellectual potentials of the children, teachers and parents. Foundation “Step by Step” had its role in the implementation of the following projects during 2014: Readers are Leaders Project and Teacher Professional and Career Development, funded by USAID, and Project for (Self) Empowerment of Roma Parents and Children and “Competent Teachers for the 21. Century – Principles of Quality Pedagogy”, funded by the Open Society Foundation. More details on each of the projects are provided in the following sections of this report.

Professional development activities of Step by Step team

Step by Step team is consisted of professionals with experience in the field of pedagogy, psychology and project management. Foundation “Step by Step” has a rich network of collaborators from all regions in the country comprised of teachers, pedagogues, psychologists, school/kindergarten directors, representatives from education institutions, university professors and other national and international experts.

During 2014, Foundation Step by Step staff participated in a number of professional development activities and events: Leadership and Monitoring & Evaluation Training in Istanbul, Turkey, organized by the International Step by Step Association (ISSA); Regional Educators’ Conference in Konjic, Bosnia, organized by the Center for Educational Initiatives Step by Step; Performance monitoring workshop organized by USAID Macedonia and the International conference “Creating a society for all: Reconsidering Early Childhood Services”, organized by the International Step by Step Association (ISSA) in Budapest, Hungary, and Persona Doll Training, organized by Romani Early Years Network (REYN) in Budapest, Hungary. As part of the USAID initiative to organize professional development activities for local NGOs that are implementing USAID funded projects, Foundation Step by Step is part of a long-term process of organizational self-assessment and capacity building activities aimed at securing organizational, program and financial sustainability.
USAID READERS ARE LEADERS PROJECT

1. EXECUTIVE SUMMARY

On May 15, 2013, the Foundation for Education and Cultural Initiatives "Step by Step" - Macedonia signed the cooperative agreement with USAID agreeing to provide support to USAID’s Readers are Leaders (RAL) Project. USAID’s Readers are Leaders Project aims to improve children reading and numeracy skills, strengthen teacher pedagogical skills, especially diagnostic and formative assessment skills, and increase overall community recognition of the value of reading and numeracy skills. All project activities, with due concern to geographical, ethnic, gender and social diversity, are aimed at addressing the needs of the children in the early grades within the formal education system, children from vulnerable and marginalized groups, including Roma children, children with special needs and residents in remote rural areas, and children residing in institutions, including: hospitals, orphanages, etc. Project activities are implemented directly in 62 schools from all regions in the country, through five interrelated components.

2. PROJECT ACTIVITIES IN 2014

2.1. Component 1: Reading and Numeracy Assessment

Early Grade Reading and Mathematics Baseline Study: In 2014, the main focus of this component was the implementation of baseline study in 42 primary schools in Macedonia. The assessment process with early grade reading and mathematics instruments was carried out from May 19 to 30, 2014 on a sample of 2,021 students from grade 2 and grade 3, with Macedonian and Albanian language of instruction. In addition, ten students with different level of physical and/or intellectual disabilities from a special primary school were assessed in order to test how the children with special educational needs respond to the tasks in the instruments. Total of 83 pedagogues, psychologists and early grade teachers assumed the role of assessors and administered the instruments with the help of tablet computers. Twenty observers as well as the project team regularly visited the schools to oversee the assessment process and ensure the quality of the collected data.

Early Grade Reading Findings: The reading results showed that the basic reading skills of Grade 2 and 3 students still needed improvement on the level of reading comprehension. The high performance in letter recognition task did not necessarily translate into good levels of reading fluency. In almost all tasks urban students outperformed rural students. Improved teaching strategies, better supervision from the education institutions, increased involvement of parents, more exposure to books and other reading materials, better support from the community at large could benefit students in acquiring their reading skills. Any reading intervention should particularly target the students from satellite schools, students that have not attended pre-school and children of parents with primary or less than primary education.

Early Grade Mathematics Findings: The mathematics results showed that teachers should focus attention to understanding, reasoning and application, rather than memorization of facts, rules, formulas and procedures. Students have most difficulties in doing subtraction and word problems. The use of counters should be encouraged in order to facilitate the learning process of difficult math concepts. Generally better results in math were achieved with the increase in the level of parental education. Students that attended pre-school and had books at home also had better average scores in math.

Findings from questionnaires on school practices: Besides the assessments of student learning in the primary grades, with reading and math instruments, in order to understand how well children have mastered foundational skills it was of equal importance to find out more about the school and classroom practices as well as parental involvement, which are traditionally associated with student performance. Questionnaires distributed to school directors, teachers and parents and focus group discussions revealed that:
more time of the instruction should be focused on shared and independent reading as appropriate, ensuring that students have time to practice their new skills to increase the reading fluency and accuracy;

• special attention should be paid to Roma students, who have reading problems and difficulties in doing word problems even in the upper grades;

• more time should be dedicated to practicing reading with students with special needs and the time limitation from the tasks for these students needs to be removed in order to get insight of their potential.

• access to reading materials (in addition to textbooks) should be increased in schools and at homes, particularly in rural areas and in Albanian language;

• classroom should become more student friendly and an effective learning environment;

• digital resources used in the classroom should be updated and enriched with new content;

• parents, particularly those with lower education, need to be more involved in the schooling of their children.

Presentation of baseline findings: With an aim to inform education stakeholders of the current status of students’ reading and math performance and to raise awareness about the importance of reading and mathematics in the early grades for all future learning, the conclusions from the baseline study were presented to the Ministry of Education and Science and the expert public, including representatives of the National Examinations Center, State Education Inspectorate, Teachers’ Colleges, international organizations in Macedonia and other USAID-funded education projects in the country. In the forthcoming period, the baseline performance data will serve as a starting point for establishing national reading and math performance measures.

Cooperation with teacher colleges: With an aim to improve and strengthen the institutional capacity, the project extended the collaboration and established partnerships with four Pedagogical Faculties by signing Memorandums of Understanding: Faculty of Pedagogy “St. Kliment Ohridski” – Skopje; Faculty of Pedagogy – Bitola; Faculty of Educational Sciences “Goce Delchev” – Shtip and Institute for Pedagogy, Faculty of Philosophy at the University “St. Kiril i Metodij” – Skopje. Total of 116 students and professors attended the trainings focused on the methodology for development of reading and mathematics instruments, design of tasks and how to administer the instruments with the help of tablet computers. In order to have a multiplier effect, the professors are expected to continue to use the assessment instruments and the tablets by integrating them in their teaching to future students. This will ensure that future students will also have the opportunity to learn about the instruments and their administration in schools.

2.2. Component 2: Professional Development

This component aims to improve teaching and student achievement in reading and numeracy by providing professional development activities to early grade teachers based on assessment data. As part of this component, the following activities were planned: training for education officials; training for learning communities and teacher champions for promoting reading and numeracy skills; preparation of manual for promoting reading skills; and preparation of manual for promoting numeracy skills. During 2014, needs assessments analysis of professional development for teachers were done through interviews, questionnaires and school visits. The following training topics were identified as priority by teachers: dyslexia, dysgraphia and dyscalculia as specific learning difficulties; formative assessment for early grade students; techniques for acquiring early grade reading and writing; creative math; classroom strategies that foster reading and/or writing motivation; models for work in activity centers; how should the teacher stimulate the learning process in children; and workshops for parents: early reading and writing for children. The delivery of trainings will start in 2015.

2.3. Component 3: Learning Communities

This component will build school-based networks in project schools with the aim to create a “culture of learning” in the schools, to reinforce teachers’ professional development and to promote teacher “leaders”. Teachers will be identifying challenges in their
own classroom practice to systematically resolve via the learning community platform, and organize and conduct networking meetings and networking events to share positive practices. During 2014, the concept of the learning communities was presented to 42 project schools and each of them will establish a learning community during 2015.

2.4. Component 4: Digital Learning Resources

Localization of books: A total of 18 digital audio books were localized during 2014. The books were converted into flip books and were also converted into digital audio books to enable the students to develop their reading skills faster. All books are available via the project website and are free for use and distribution. The books are published in two languages — Macedonian and Albanian, and two types of formats were used — mp4 with built in players and html code. The two different formats were used to ensure that the books will open on different platforms and with computers with older hardware.

Professional development activities: The preparation of training materials for professional development for authoring digital learning activities to help teachers teach reading and math literacy was conducted. The master trainers were selected from the work group members and from the project’s pool of trainers. During the last quarter of 2014, workshops were held with all schools from phase 1 and phase 2 to present the digital audio books and learning activities. A total of 39 workshops were conducted reaching 830 teachers. The main outcome of the workshops were the lesson plans the teachers created during the sessions which focus on using the digital learning activities and books. In the upcoming period, the project will evaluate all lesson plans and prepare a lesson plan compilation.

2.5. Component 5: Family and Community Involvement

Reading and Math are Fun events: These events are in fact informal and interactive activities with lower-grade students, their families and other community members. All of them, together with the project team and local celebrities (actors, singers, sportsmen etc) read picture books and do math in a fun way. During 2014, Reading and Math are Fun events were organized in 37 Phase 2 and 3 schools with a total of 3,476 participants, out of which 2,598 students, 477 family members, 327 school staff and 74 other community members.

Children’s Creative Center: During 2014, the Children’s Creative Center at the Youth Cultural Center – Skopje was completely renovated and officially opened for the public in September. The space was equipped with books, theatre corner, literacy and numeracy didactical materials, art corner, computers, interactive smart boards, giant picture books and other resources and equipment. It is opened for the general public, and used by the project for various educational activities.
Magic Literacy Van: Since May 13, 2014, when the Magic Literacy Van was promoted for the first time in the public, and until the end of the year, the Magic Literacy Van visited a total of 27 locations - three Phase 1 and 2 schools, 18 Phase 3 schools, two schools which were not selected among the 62 project school, two Roma NGOs, SOS Children’s Village in Skopje and hosted a public event in Skopje City Park at the end of the school year. Students, together with their teachers and family members were encouraged to use learning resources offered in the van library.

Picture books making workshops for parents and teachers: In the period October – December, the project organized creative workshops for lower-grade teachers and parents of lower-grade students in 41 out of 42 phase 1 and 2 schools, with a total of 1,400 participants. The aim of these workshops was to demonstrate in practice various and creative "make your own picture book" solutions and tips that can be used with children.

Activities with Roma community: During 2014, Readers are Leaders Project organized reading and math events with the Magic Literacy Van for the following NGOs that work with Roma children and parents: Dendo Vas, Ambrela and Nadezh from Shuto Orizari and MIR from Topaana.

Cooperation with other institutions: During 2014, USAID Readers are Leaders Project established cooperation with the SOS Children’s Village – Skopje, University Clinic for Children’s Diseases – Skopje, City Library Brakja Miladinović – Skopje and Skopje City Mall. Cooperation with all of these various institutions includes organizing reading and math activities in their premises and donation of picture books and other learning materials.

2.6 Cross-cutting activities

Memoranda of Understanding: During 2014, a Memorandum of Understanding was signed between the Ministry of Education and Science, USAID Macedonia and Foundation Step by Step – Macedonia, for the implementation of the USAID Readers are Leaders Project. Memoranda of Understanding with the Pedagogical Faculties from Bitola, Shtip and Skopje, and the Institute of Pedagogy within the Faculty of Philosophy in Skopje were signed with the aim to involve students in project activities as part of their practical work. Memoranda of Understanding were signed with 20 phase 3 project schools.

Delivery of packages with supplies to 62 schools: Based on the findings from the baseline study on the lack of learning resources in the schools and with an aim to initiate, motivate and support student classroom activities, the project has delivered 118 packages to 62 schools with expendable materials, amounting to 2,391,060 denars (around USD 51,980.00).
USAID TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT

1. EXECUTIVE SUMMARY

The Foundation for Education and Cultural Initiatives “Step by Step” – Macedonia is engaged in the implementation of the USAID Teacher Professional and Career Development (TPCD) Project, as a sub-grantee to the main implementing organization, Macedonian Civic Education Center (MCEC). The Project began its implementation in December 2012 and it is expected to end in June 2015. The Project’s goal is to contribute towards the design and establishment of a teacher professional and career development system in the Republic of Macedonia, by identifying necessary interventions that support existing national policies and practice, and aims to create a comprehensive, transparent, feasible and cost effective system that will improve student achievements and strengthen teacher’s credibility.

Project activities are being realized through the following three components:

1. Comprehensive Legal System Improved,
2. Enhanced Financial Schemes, and

Foundation “Step by Step” is involved in the implementation of the activities under Component 3. The overall goal of this component is to inventory clear standards of expected teacher competencies and professional development opportunities along with tools for evaluating progress in the teaching profession that will serve as a foundation for developing the legal system and schemes for funding of TPCD.

2. PROJECT ACTIVITIES IN 2014

During 2014, the competencies and standards for school support services were developed (pedagogue, school psychologist, sociologist, social worker, defectologist). As with other prepared documents within the Project, the competencies and standards were subjected to a roundtable discussion and public debate with relevant stakeholders and their input was incorporated in the documents. These documents were also discussed at six regional meetings organized with the Student Support Services at local level, during which other relevant issues were raised and some misconceptions clarified.

In March, 2014, a task force was formed whose goal was to prepare a Guideline for the Process of Conducting Mentorship. The group prepared a draft version in April and the next several months were spent reviewing the Guideline. The final version of the Guideline was prepared in August, 2014.

The task force for preparing Guideline for Monitoring the Teachers Work and Planning Their Professional Development began its work in May, 2014. While preparing the Guideline the group was guided by the idea that the monitoring of teachers performance should be related to their professional development. Thus, the Guideline describes the procedures by which this link is made and offers several
instruments that facilitate this process. The suggested procedures and instruments are going to be piloted in 14 schools in four municipalities, and eventual modifications in the Guideline are going to be made in May, 2015. Introduction meetings with the involved schools were held in November, 2014. For the piloting process regional BDE advisors are involved, thus there were several coordination meetings held with them in December, 2014.

In June, 2014, a task force was formed with representatives from relevant stakeholder institutions whose task was to develop procedures and instruments for career advancement. After laborious work and many meetings, the draft instruments and procedures were developed in December and their piloting was scheduled for 2015.

In order to develop the capacities of the project team, in February and November, 2014 there were workshops facilitated by an international consultant. During the workshops the developed solutions were discussed.

At the end of 2014, there was another task force formed, whose goal was to prepare competencies for school directors.
PROJECT FOR (SELF) EMPOWERMENT OF ROMA PARENTS AND CHILDREN

1. EXECUTIVE SUMMARY

The Foundation “Step by Step” is implementing the Project for (Self) Empowerment of Roma Parents and Children, funded by the Open Society Foundations’ Early Childhood Program, in cooperation with the local NGOs Dendo Vas, Nadez and Ambrela.

The project aims at developing and strengthening linguistic confidence and competence of 120 Roma children aged 3-4 through center-based informal early childhood learning and development stimulation and support for the parents via Parent and Child Support Centers where they can gather, share experiences, improve parenting skills and improve their parenting skills. The project strives towards achieving the following objectives:

1. Raising awareness in the non-Romani community about the importance of quality ECD provision for Roma children (through a baseline study and training for non-Roma professional staff in healthcare institutions, social welfare, schools, municipalities etc.);
2. Empowering Roma parents to meet their children’s early developmental and educational needs, through training and community-based learning programs, home visits and workshops;
3. Establishment of Parent and Child Support Centers in order to provide better access to quality early education programs, ran by local NGOs, by promoting linguistic, numerical, socio-emotional and creative competence and school readiness of 120 Roma children.
4. Capacity building for Roma ECD professionals and paraprofessionals, through the Establishment of a Macedonian Roma ECD practitioner’s network consisting of various partners with the aim of putting early childhood development of Roma children, high on the national and local political and operational agenda.

2. PROJECT ACTIVITIES IN 2014

During 2014, significant outputs have been achieved in the areas of:

Information and knowledge of the specificities of the beneficiaries: The baseline study and the regular monitoring confirmed our understanding that Roma families lack information and skills on proper child development and that the environment in which they grow up is far from conducive. Approximately 90% of parents are either unemployed or social welfare beneficiaries, and half of the parents are either illiterate or have not completed elementary education. The majority of children show good results in terms of gross and fine motor development, but lack behind the majority group(s) in terms of socio-emotional development, approach to learning, curiosity, initiative, creativity and perseverance, language development, communication and literacy, including poor vocabulary and expression abilities, and cognitive development and general knowledge, primarily in regard to logical thinking and early mathematics and science. The study also confirmed the inadequate home environment for learning.

Establishment of safe spaces for learning and development

- In three Parent and Child Support Centers learning facilities were set up, and contribution was made with educational materials, toys, hygiene facilities and washing machines, PC corners and small libraries;
120 children regularly attended the activities in the centers organized in three hour daily sessions of play, stimulation and learning, and receive healthy snacks;

120 families regularly attended information sessions providing knowledge, instruction and guidance on issues relevant to their children’s development, i.e. prevention of jaundice and of tuberculosis, positive parenting practices, dealing with hyperactive children and aggressive behavior, etc.;

120 families regularly participated in creative parent/child bonding workshops involving development of creative skills and design and creation of handicrafts (Christmas decorations and presents, autumn fruits, spring flowers, etc.);

120 families were regularly visited and receive guidance and hands-on instruction on child-rearing practices, as well as materials and hygiene packs necessary for improving the developmental and simulative environment in the home.

Capacity building opportunities were created for educators and assistants working with Roma children and families.

During 2014, the project provided workshops for educators and assistants working with Roma children and families, including kindergarten and school teachers, medical personnel, social workers, representatives of policy makers, community workers and NGO members, covering the following topics:

- Psychological and pedagogical principles of working with preschool children,
- Children-centered teaching practices,
- Developmental characteristics of children aged 3-4,
- Activity Planning Cycle,
- Literacy and language,
- Pillars of parenting,
- Positive discipline,
- Children’s behavior and temperament,
- How to communicate with young children, and
- What children and parents will face in the transition to school/Requirements of the new grade 1 curriculum.
1. SUMMARY

The project “Competent Teachers for the 21. Century – Principles of Quality Pedagogy” started in 2012 with the financial support by the Open Society Institute.

The goal of the project is to present the principles of quality pedagogical practice to representatives of the preschool institutions and primary schools from the Republic of Macedonia as well as the students of the Institute of Pedagogy at the Faculty of Philosophy and the Faculties of Pedagogy in Macedonia. These principles, as well as the complete collection of materials and instruments for quality pedagogical practice, developed by the International “Step by Step” Association (ISSA), aim to encourage culture of learning and continuous professional development for every teacher who is ready to improve their pedagogical practice.

The activities undertaken aim to improve the quality of the educational work of the preschool institutions, consist of trainings provided to pedagogues, psychologists and students at the teacher training faculties, as well as the preparation of an on-line library with various materials in the area of early childhood development. Additionally, materials for raising public awareness on the importance of quality pedagogy are being prepared and will be promoted through a media campaign.

2. PROJECT ACTIVITIES FOR 2014

In 2014, most of the activities were focused on preparing the materials for the on-line library and delivering training to students at the teacher training faculties, whose goal was to integrate these principles in part of the regular curricula developed for teaching young children at these faculties. Our rationale was that if future preschool and primary school teachers build their professional capacities to implement principles of quality pedagogical practice in their pre-service education, they will be ready for the changes that are already in progress in the area of preschool and primary education in the Republic of Macedonia.

For that purpose, the modules developed by Step by Step education coordinators were used to deliver hands-on workshops that reflect the seven focus areas of the “Step by Step” educational methodology:

- Interactions
- Family and Community
- Inclusion, Diversity and Values of Democracy
- Learning Environment
- Teaching Strategies
- Assessment and Planning
- Professional Development

This year, the Foundation for Education and Cultural Initiatives “Step by Step” – Macedonia, signed contracts for cooperation with the Faculty of Philosophy — Institute of Pedagogy, the Faculty of Pedagogy “St. Kliment Ohridski” at the University “St. Cyril and Methodius” in Skopje, the Faculty of Educational Sciences at the University “Goce Delchev” in Shtip and the Faculty of Pedagogy in Bitola. The workshops
this year were delivered to 37 students from the third and fourth year of the undergraduate studies at the Institute of Pedagogy and 28 students from preschool and lower primary school studies at the Faculty of Pedagogy “St. Kliment Ohridski”. The professors that delivered these modules used different interactive teaching techniques and integrated the quality pedagogy principles with the theoretical aspects of the subjects they teach regularly. The students had the opportunity to present, to work in teams and to think about their future pedagogical practice in a different way. Additionally, interactive models for development of teachers’ pedagogical competencies were developed for the on-line library. The evaluation sheets of the students show that they especially enjoyed the interactive approach adopted by the facilitators of the modules, that the holistic representation of the program’s philosophy provided a new quality of pedagogical practice and a new way of thinking.

At the Faculty of Pedagogy the students expressed much praise about the fact that these lectures for the first time brought together students who study in Macedonian and Albanian language. In this way, we modeled one of the main Step by Step principles - Inclusion, Diversity and Values of Democracy.

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“Until now, we [Macedonians and Albanians] have never had the chance to go to a class together and to cooperate like this. I think that is the greatest benefit from these lectures.” - student, Faculty of Pedagogy

After all the modules were delivered, the students received certificates for participation, while the professors that facilitated the workshops received certificates for module delivery, issued by the “Step by Step” Foundation – Macedonia.