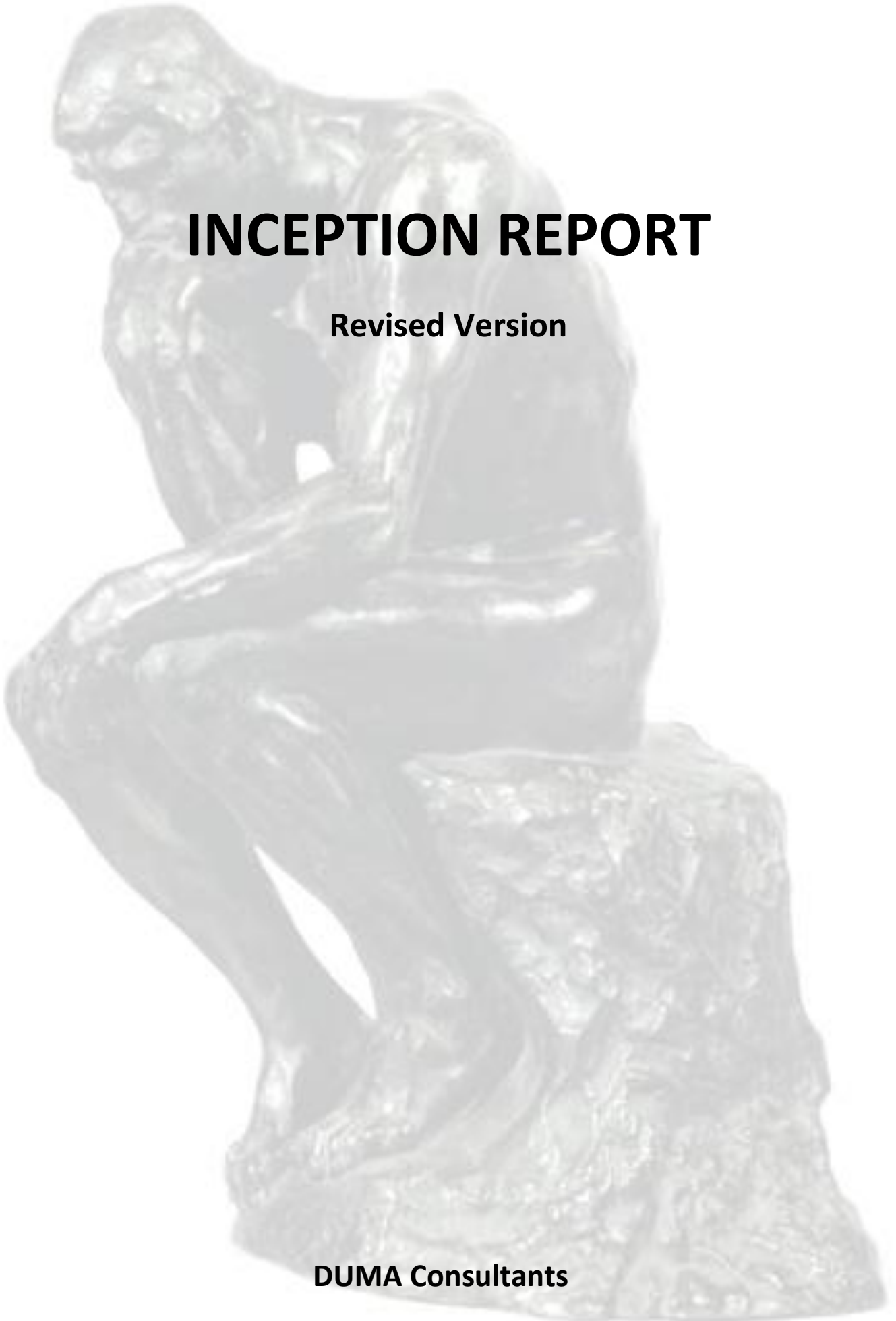


**EVALUATION OF THE EARLY LITERACY AND EARLY NUMERACY PROGRAMME
IN THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA**

INCEPTION REPORT

Revised Version

DUMA Consultants



**EVALUATION OF THE EARLY LITERACY AND EARLY NUMERACY PROGRAMME
IN THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA**

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INCEPTION REPORT

EVALUATION OF THE EARLY LITERACY AND EARLY NUMERACY PROGRAMME
IN THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA 2009 – 2015

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ABBREVIATIONS

BDE	Bureau for Development of Education
CFS	Child Friendly School
CRC	Convention on the Rights of the Child
CO	Country office
ELN	Early Literacy and Numeracy
ET	Evaluation Team
MCEC	Macedonian Civic Education Centre
MoES	Ministry of Education and Science
FGD	Focus Group Discussion
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
RLTs	Regional Learning Teams
RSE	Research Studies and Evaluation
SSO	State Statistical Office
SEI	State Education Inspectorate
SEP	Standard Evaluation Protocol
TIMSS	Trends in International Mathematics and Science Study
ToR	Terms of Reference
UNEG	United Nations Evaluation Group

EVALUATION OF THE EARLY LITERACY AND EARLY NUMERACY PROGRAMME IN THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

I. INTRODUCTION

The purpose of the present Inception Report is to set out the main aim of the present evaluation assignment. Following the publication of the Terms of Reference (ToR) for the Evaluation of the Early Literacy and Numeracy Programme in the Former Yugoslav Republic of Macedonia (ELN Programme) and the invitation to tender for this evaluation, consultants Mr José Noijons, Dr Beti Lameva and Ms Ana Mickovska-Raleva (in this inception report referred to as DUMA Consultants) have been selected by UNICEF to evaluate the ELN Programme.

This Inception Report describes the procedures to evaluate the ELN Programme. In the report a description is given of the overall evaluation process, the phases of the evaluation process: *inception report*, *data gathering and analysis* and *final report* (Annex 8), its methodology, the work plan, the stakeholders in the ELN Programme, the time frame of the evaluation assignment, the budget (Annex 7) and its geographical scope.

The Inception Report closely follows the ToR for the evaluation assignment. The Inception Report is based on a desk review of the documentation as given in the ToR (Annex 1), a skype discussion and e-mail exchanges with the UNICEF country office in Skopje and on e-mail exchanges with representatives of implementing partners BDE and MCEC responsible for the implementation of the ELN Programme.

The UNICEF country office in Skopje has provided the evaluation team with additional documentation on the ELN Programme (Annex 2). In the preparation of this Inception Report the evaluation teams was much helped by the UNICEF Country Office, notably in providing a graphical overview of all the documents describing the various projects forming part of the ELN Programme. The office also established contacts with the previous educational specialist of the Country Office, who had been involved in most of the Programme's activities but has since left the Country Office.

During the Inception Phase the evaluation team has been greatly supported by the UNICEF country office. No unexpected issues have arisen.

This Inception Report has been revised following an evaluation by the UNICEF Country Office on the following points:

- the Inception Report suggests how the limitations of the evaluation will be addressed;
- the Inception Report comments on any issues that may have emerged during the inception phase;
- the Inception Report now includes the exact number of days that each team member will dedicate to every task in the evaluation process.

II. CONTEXT OF THE PROJECT TO BE EVALUATED

The ELN Programme (2009–2015) was developed in response to repeated low student achievement in international assessments, such as TIMSS¹, PIRLS² and PISA³, and national assessment tests, the

¹ In TIMSS -Trends in International Mathematics and Science Study for fourth and eighth grade students the country participated in 1999, 2003 and 2011.

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reactions of secondary schools on the low level of numeracy and literacy of students entering secondary schools, as well as the weak mechanisms in place to support learners lagging behind or not performing to the best of their abilities. As reported in the ToR, the system and teachers in particular had generally low expectations for students and little attention was paid to those not mastering the language of instruction (such as Roma children), or having gaps in their mathematics or language knowledge⁴. The ELN Programme was implemented on a national level in all primary schools in the Former Yugoslav Republic of Macedonia. The project has been fully funded by UNICEF with a total budget of \$1.140,000. The project's results framework can be found in Figure 1.

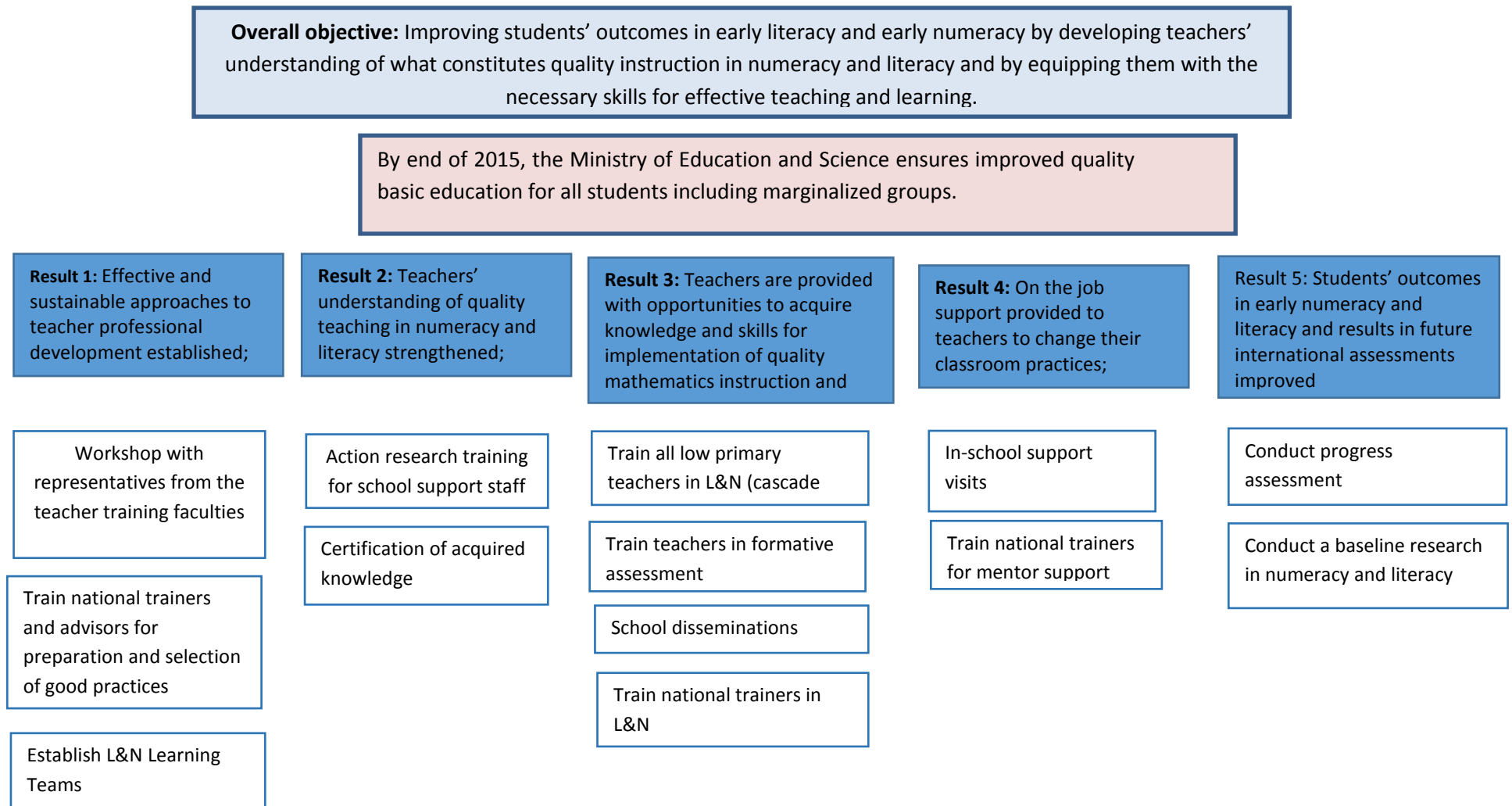
²In PIRLS - Progress in International Reading Literacy Study, nine and ten years old students, the country participated in 2001 and 2016

³ PISA - Programme for International Student Assessment, of 15 old students, the country participated in 2000 and in 2015 (for the later the results are not yet ready).

⁴Also in: *Improving learning outcomes in literacy and numeracy: the experience of the former Yugoslav Republic of Macedonia*, UNICEF 2015

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Figure 1: Results framework



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The main strategy of the ELN Programme was focused on building capacities of teachers and on stimulating changes in the educational system by changing teachers' practice (as a longer term objective). The ELN Programme used a cascade professional development model, elaborated upon below.

Theory of Change

The ELN Programme has followed a simple theory of change based on the assumption that when teachers see improvement in their students' learning following a change in their teaching practice, only then does attitudinal change occur. This means that it is not the professional development alone that changes teachers' attitudes and beliefs, but the experience of successful implementation of the newly gained knowledge and skills and their impact on students' learning.

The ELN Programme strategies and activities are based on the model of teacher change according to which teachers define their success in terms of their students' learning.

The ELN Programme strategy was pursued through the following activities:

Preparation phase (2008-2010)

This phase focused on gaining a better understanding of influencing factors:

- *Review of national curricula in early literacy and Numeracy and review of teaching practice;*
- *Identifying international best practice of teacher education programmes in two subjects: mathematics and language;*
- *Development of teacher manual;*
- *Baseline studies.*

Implementation phase (2010- 2015)

This phase focussed on teacher training, and developing a model of teacher professional development and support:

- *Training of national trainers and BDE advisors;*
- *Dissemination of teacher training (cascade model) in all primary schools;*
- *Teacher Certification;*
- *Setting up of Regional Learning Teams;*
- *Measuring progress;*
- *Linking the programmes with pre-service teacher training*

The above mentioned training of national trainers and BDE advisors and the dissemination of teacher training in all primary schools went along the following lines

1. *Selection of national trainers (NT) – through public announcement BDE selected 50 national trainers for each numeracy and literacy component. The goals were to select motivated and experienced teachers from around the country, and ensure regional and language (Macedonian and Albanian) representation. 15 BDE advisors were assigned to each component;*
2. *Training of national trainers and BDE advisors;*
3. *Dissemination of teacher training in all primary schools:*

Phase 1- National Trainers trained all early grade teachers within their schools in both numeracy and literacy.

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Phase 2- National Trainers trained all early grade teachers in one neighbouring school in both numeracy and literacy.

Phase 3- National Trainers trained teachers in primary schools in regions that were not previously covered with training.

Cascade model

For the purpose of ensuring more efficient and quality support to teachers and disseminating the training to more schools and teachers, the cascade model of teacher training was introduced. Two teachers in each primary school were trained as school trainers, and then with the support of BDE advisors disseminated the training to all other teachers within their schools.

Phase 4 NT trained school trainers and then the school trainers trained all other teachers within their schools.⁵

A range of key stakeholders have been identified in the ELN Programme: MoES, BDE, teachers in primary schools, MCEC and the UNICEF Country office.

Below is a short description of the key stakeholders' interest in the present evaluation.

- *Teachers* and in particular *early grade teachers*. For them the principal source of information will be on the relevance, effectiveness and sustainability of activities, obtained through Focus Group Discussions (FGDs) and Survey/Questionnaires on programme performance.
- *Implementing Partners*: MoES, BDE, MCEC. Their interest in the evaluation relates to UNICEF's commitment to support access to quality education and holding UNICEF to account for the resources and interventions provided. MCEC interests in the evaluation relate mainly to their strategic and operational relationships with UNICEF, and substantive findings to improve any future education programmes. Information will be obtained in the form of Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs).
- *UNICEF Country Office*. The office provided international expertise. Their interest and involvement in the evaluation relates to the following: involvement in the evaluation through development of the ToR and the selection of the evaluation team; provision of documents, reports, information and data to ET; interviewees as key informants; comments on the Inception and Evaluation Reports; direct support to the evaluation team including administrative and logistic support for the evaluation missions. Introduction of evaluation team to key stakeholders; participation in debriefings and provisions of feedback on preliminary findings and conclusions.

III. EVALUATION FRAMEWORK: OBJECTIVES AND LIMITATIONS

The ToR list the main objectives of the evaluation assignment:

- Assess the relevance, efficiency, effectiveness, sustainability, coherence and, to the extent possible, impact of the project interventions;
- Identify any unintended outcomes;

⁵ Teacher Education Programme on Early Numeracy and Literacy in the former Yugoslav Republic of Macedonia. Monitoring note 1. OECD, UNICEF

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- Identify and document lessons learnt in relation to strategies and interventions used to address certain critical bottlenecks.⁶

It will be the main focus of the evaluation activity to place the ELN Programme's objectives against the results as recorded in the final report of the ELN Programme. It will analyse if and how results have been achieved and why they may or may not have been achieved. The evaluation will focus on three key areas of the ELN Programme: (1) capacity building of all involved in the Programme, (2) management and support provided by the responsible institutions and (3) implementation of the ELN Programme in schools. The results of the evaluation activity will be laid down in an Evaluation Report, the final product of this evaluation assignment.

Scope and Limitations

As the ToR (Scope and Limitations) indicate one of the limitations to the evaluation of the impact of the ELN Programme is the lack of a system for national assessments and a lack of participation in the international assessments (TIMSS, PIRLS, PISA) that can provide large scale and reliable data on students' achievements. Even if the results of the comparison between baseline and mid-term surveys are promising, these results can only be used in the local context. The evaluation will not be able to make comparisons with (neighbouring) countries, nor will it be able to base estimations of sustainability on long-term student performances. Even if relevant student performance data are not available in the interviews and questionnaires with various stakeholders impressionistic data may be gathered on improved student performance.

Given the limitations mentioned above the evaluation team will try and base expectations on present and future performance of students on trends to be detected in the midterm report. The evaluation team will also take into account the impressionistic assessments of teachers and other stakeholders on present student performance. The data for the impressionistic assessment will be collected through the various questionnaires.

The ELN Programme Logical Framework

The ToR lists the ELN Programme output as follows:

By end of 2015, the Ministry of Education and Science ensures improved quality basic education for all students including marginalized groups.

- *Indicator: Raised achievements in literacy and numeracy of the lower primary students.*
- *Indicator: Improved capacities of the officials in the educational institutions as a part of the system for quality assurance.*

It is against these two programme indicators that the summative judgements of the evaluation team will be set against, as will be further clarified in Section IV Evaluation Methodology (Table 1).

⁶ In the TOR *four* objectives are listed. However, the fourth objective regarding improved programmes for ROMA early inclusion was not relevant for the ELN Programme. The UNICEF country office reported that it was included in the ToR by mistake.

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IV EVALUATION METHODOLOGY

Basic Principles

The basic principles of the evaluation methodology are as follows:

- Its quality assurance system serves to guarantee, reveal and confirm the quality and relevance of the evaluation;
- Stakeholders take full responsibility for their responses;
- Stakeholders' own strategies and targets are taken into account in the assessment process;
- The evaluation team has been formed in conformity with the ToR and adheres to these.

The methodology will respond to the set objectives and questions of the evaluation assignment and take into consideration the defined ELN Programme output indicators in its Logical Framework mentioned above. Baselines, progress measurements, annual reports and other available reliable data and materials collected through monitoring and evaluation activities will be considered. The chosen evaluation methodology demonstrates impartiality and lack of bias by relying on a cross-section of information sources and on the use of a mixed methodological approach to ensure triangulation of information. The participation of key stakeholders will be required in all phases of the evaluation.

The evaluation uses an established, non-experimental design, based on a Standard Evaluation Protocol (SEP). The evaluation will apply the United Nations Evaluation Group (UNEG) norms and standards, including evaluation criteria of relevance, efficiency, effectiveness, impact, and sustainability, and the UNEG ethical guidelines (for the latter see section V). Care will be taken that the interests of various ethnic and language communities are respected. Although every effort will be made to do justice to the multifaceted nature of the ELN Programme under evaluation, the evaluation may not be able to cover every situation or answer every question that may arise, through lack of relevant data, time constraints and or financial constraints.

Source materials

The evaluation is based on documents provided by UNICEF and participants in the ELN Programme: baselines, progress measurements and annual reports, and other data and materials collected through monitoring and evaluation activities. An overview of these sources is given in Annex 2.

Focus

The primary aim of the evaluation methodology is to reveal and confirm the quality and relevance of the ELN Programme to Macedonian society. The evaluation will focus on three key areas of the ELN Programme:

- capacity building of key stakeholders involved in the ELN Programme: teachers and more specifically early grade teachers, school pedagogues and school psychologists, directors of schools;
- management and support provided by the responsible institutions: MoES, BDE, MCEC, UNICEF;
- implementation of the ELN Programme in schools, based on the four assessment criteria listed in the ToR: Relevance, Effectiveness, Efficiency and Sustainability.

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Target Groups

A range of stakeholders will be contacted:

- Ministry of Education and Science (MoES),
- Bureau for Development of Education (BDE)
- Macedonian Civic Education Centre (MCEC)
- UNICEF Country office
- Directors of primary schools
- Teachers in primary schools
- Psychologists and Pedagogues in primary schools

Assessment Criteria

The evaluation team assesses the ELN Programme on the four assessment criteria as listed in the ToR:

- Relevance
- Effectiveness
- Efficiency and
- Sustainability.

It ensures that the qualitative assessment and the quantitative assessment are matched. The evaluation team will relate these criteria to the targets of the ELN Programme. The four criteria reflect UNEG standards. In the course of the project the evaluation team may refine the criteria as listed in the ToR. Possible further such criteria may be:

- *Research quality*

The evaluation team assesses the quality of the Programme's research and the degree to which that research reflects the body of scientific knowledge.

- *Relevance to society*

The evaluation team may assesses the quality, scale and relevance of contributions targeting specific social or cultural target groups, of advisory reports for policy, of contributions to public debates, and so on. The point is to assess contributions in areas that the Programme has itself designated as target areas.

Assessment of ELN Programme Results: specific evaluation

As was shown in Figure 1 (Section II) the overall objective of the ELN Programme was to be reached through a series of related activities leading to five ELN Programme results:

1. Effective and sustainable approaches to teacher professional development established;
2. Teachers' understanding of quality teaching in numeracy and literacy strengthened;
3. Teachers are provided with opportunities to acquire knowledge and skills for implementation of quality mathematics instruction and quality literacy instruction;
4. On the job support provided to teachers to change their classroom practices
5. Students' outcomes in early numeracy and literacy and results in future international assessments improved.

The judgements based on the four assessment criteria as described in the ToR (Relevance, Effectiveness, Efficiency and Sustainability) will be applied to the evaluation of the success of these five results.

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Overall Evaluation Categories

The judgements based on the four evaluation criteria as described in the ToR constitute the summative core of the evaluation. The overall judgements are set against the two ELN Programme indicators A and B as identified in the ELN Programme's Logical Framework:

- A. Raised achievements in literacy and numeracy of the lower primary students.
- B. Improved capacities of the officials in the educational institutions as a part of the system for quality assurance.

The qualitative assessments are assigned to four discreet categories: *Excellent* (1A/1B), *Good* (2A/2B), *Sufficient* (3A/3B) and *Unsatisfactory* (4A/4b). There are no intermediate categories.

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Table 1 *Meaning of categories in the SEP*

Cat.	Meaning	Relevance	Effectiveness	Efficiency	Sustainability
1A	Excellent	Students are shown to achieve considerably better in literacy and numeracy thanks to the ELN Programme.	Student performance is shown to have improved consistently thanks to the ELN Programme.	Student performance is shown to have improved considerably thanks to the specific trainings in the ELN Programme .	Students have gained an outstanding repertoire of skills to guarantee high performance in literacy and numeracy thanks to the ELN Programme.
1B		Supporting school staff and supporting organisations show outstanding capacities to ensure raised student performance.	Supporting school staff and supporting organisations have developed highly effective methods to improve student performance.	Supporting school staff and supporting organisations have developed highly cost-effective, excellently managed training programmes.	Supporting school staff and supporting organisations have shown a very large capacity to continue new and innovative approaches.
2A	Good	Students are shown to achieve better in literacy and numeracy thanks to the ELN Programme.	Student performance is shown to have made consistent good progress in literacy and numeracy.	Student performance has improved thanks to the specific trainings in the ELN Programme.	Students have gained a large repertoire of skills to guarantee high performance in literacy and numeracy.
2B		Supporting school staff and supporting organisations show large capacities to ensure raised student performance.	Supporting school staff and supporting organisations have developed many effective methods to improve student performance.	Supporting school staff and supporting organisations have developed cost-effective, well-managed training programmes.	Supporting school staff and supporting organisations have shown a large capacity to continue new and innovative approaches.
3A	Sufficient	Some progress is shown in student performance as a result of the ELN Programme.	Student performance is shown to have improved sufficiently as a result of the ELN Programme.	Some progress is shown in student performance thanks to the specific trainings in the ELN Programme.	Students have gained a sufficiently large repertoire of skills to guarantee high performance in literacy and numeracy.
3B		Supporting school staff and supporting organisations show sufficient capacities to ensure raised student performance.	Supporting school staff and supporting organisations have developed a number of effective methods to improve student performance.	Supporting school staff and supporting organisations have developed sufficiently cost-effective training programmes.	Supporting school staff and supporting organisations have shown a sufficient capacity to continue new and innovative approaches.
4A	Unsatisfactory	Little or no progress in student performance in literacy and numeracy has been reported.	Student performance is shown to have not improved sufficiently as a result of the ELN Programme.	Little or no progress is shown in student performance in spite of the ELN Programme.	Students have gained little or no repertoires of skills to guarantee high performance in literacy and numeracy in spite of the ELN Programme.
4B		Supporting school staff and supporting organisations show few or no capacities to ensure raised student performance.	Supporting school staff and supporting organisations have developed few or no effective methods to improve student performance.	Supporting school staff and supporting organisations have developed few or no cost-effective training programmes.	Supporting school staff and supporting organisations have shown little or no capacity to continue new and innovative approaches.

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Sampling

Considering that the teaching process in the Former Yugoslav Republic of Macedonia is conducted in different languages of instruction, the evaluation will cover schools whose language of instruction is Macedonian and Albanian. It will also cover urban and rural schools in three main regions of the country (central, east and west) and in Skopje. Since the ELN Programme was implemented in all primary schools in the country, the evaluation team has selected representative samples of schools to evaluate the ELN programme.

This sample is based on the type of data available, the available financial resources for the implementation of this research and the time to deliver the same. The sample types and the minimal sample size guarantee reliable information. A two-stage stratified sample has been used. Explicit stratification has been done for each region separately according to the language of instruction: Macedonian or Albanian. Further implicit stratification is done according to the region in which a school is based (east, west, central and Skopje), the size of the community where a school is found (urban/rural), the number of trained teachers working at the school, and the phase in the implementation of project (especially for language and mathematics). Following this stratification schools were sorted separately from each region. From each region two schools have been randomly selected. A total of eight schools has been selected.

Table 2 Sample of schools according to region, urban environment of the settlement, language of instruction and phase of involvement in the ELN Programme

No	Region	Urban/Rural	Language	Phase involvement	
				Numeracy	Literacy
1	West	U	al	1	4
2	West	U	Mk	1	3
3	Skopje	U	al + mk	5	4
4	Skopje	U	Mk	2	2
5	Centre	U + R	mk + al	3	5
6	Centre	U	mk + al	3	5
7	East	R	Mk	5	5
8	East	U	Mk	1	1

This sample of schools reflects the structure of all schools in the country. The sample includes six urban schools, one rural school and one school which is located in town, but also has classes in the village.

The instruction language in four schools is Macedonian only, one school is Albanian only, but in the other three schools it is both Macedonian and Albanian. To ensure rationality in the sample, schools were selected where the instruction is carried out in both the Macedonian and the Albanian language. The logistic advantage of selecting this kind of school is that by visiting one school interviews with teachers teaching in Macedonian and on Albanian language can be combined.

In choosing the sample of schools the stage of the ELN Programme in the school included was taken into account. In the sample schools there are schools which are involved in different phases of implementation of the Programme, different for Numeracy and for Literacy. Some of the schools in the sample were involved in the same phase in Numeracy and Literacy, but some of them are in different phases. The sample includes one school which was involved in the first phase of the

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implementation of the ELN Programme, one in the second phase and one in last phase of the implementation of the ELN programme. One sampled school was included for research purposes in the baseline study. Also, in the sampling are included four schools that were involved in different phases of implementation of the ELN programme.

The sample of teachers includes all teachers in the sampled schools, which means 197 teachers in total will be involved. Among them are 155 teachers whose language of instruction is the Macedonian language and 42 teachers whose language of instruction is the Albanian language. This distribution of teachers by language in the sample fully covers the distribution of teachers trained in the programme.

For the evaluation assignment to provide recommendations and to guide the strategic planning for improved programmes for Roma early inclusion and education as part of the joint partnership Programmes with respective Governments, two schools with ROMA children will be included: one Roma only school and one mixed school.

Table 3 Sample of Roma schools

No	Place	Urban / Rural	Language
1	SutoOrizari	U	Roma only
2	Kumanovo	U	Mixed (Roma + mk)

The sample of teachers includes all teachers in the sampled schools, which means 76 teachers in total will be involved. All teachers will be presented with the Teacher Questionnaire. The evaluation team will interview circa four persons per school: a school trainer⁷ (if the school has one) and some teachers available at that moment.

The sample of School Psychologists/Pedagogues includes all Psychologists/Pedagogues who work in the sampled schools.

The evaluation team will gather more specific information in individual assessments from the following groups:

- Learning teams: two focus groups, one for literacy and one for numeracy with about 10 persons; for literacy a focus group has been selected that has been active in two languages - Macedonian and Albanian.
- Advisors at BDE: two focus groups (one for literacy and one for numeracy) with about 10 advisors per groups;
- Representatives of the management at MCEC, UNICEF country office and BDE;
- Representatives of MoES.

There are 22 learning teams (nine for literacy and 13 for numeracy) active in the country. For numeracy one focus group will be selected randomly. For literacy, a focus group that works in two languages - a mixed group (Macedonian and Albanian) will be selected. There is only one learning team in which there are teachers working in the Macedonian language and teachers working in the

⁷ School trainers teachers who have been trained by the national trainers to disseminate their training to other teachers in their school.

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Albanian language. In this way in the interview sessions in only one focus group there will be teachers using the Macedonian language of instruction and those using the Albanian language of instruction.

Two important mechanisms that were reported to ensure the ELN Programme's sustainability are related to the following outcomes:

- the strengthened capacities of the BDE advisors to monitor school/teacher development and provide continuous support to teachers, and
- the establishment of Regional Learning Teams (RLTs) for Numeracy and language instruction, as a mechanism for retaining the new approaches among teachers and providing support.

In order to be able to assess the efficiency of these mechanisms and provide them with an opportunity to reflect on the ELN Programme activities, four focus group discussions will be held in total, two with BDE advisors and two with members of RLTs. The purpose of the focus groups is to *evaluate the perceived relevance, effectiveness and sustainability of the different Programme activities* in a group environment where participants' comments will stimulate and influence the thinking and sharing of others. The value of the method is also in its ability to raise new questions/issues, which have not been initially predicted. In addition, this method will enable the evaluation team to assess the perceptions and opinions of a larger number of stakeholders and beneficiaries at once, bearing in mind the restricted timeframe for data gathering.

Assessment instruments: questionnaires and structured interviews

The assessment will first base its assessment on the documentation produced by the ELN Programme, on the information gathered during the desk review in the implementation phase, on the additional source materials provided by the UNICEF country office. On the basis of the information gained during this phase, the assessment will next fine-tune the gathering of information and ultimately its evaluation on the information contained in the responses in the self-assessment questionnaires and in the interviews it conducts during the site visits. Research instruments that will be used in the evaluation are:

- Questionnaires for teachers;
- Structured interviews for teachers, directors and professionals in the service of schools;
- Structured interviews for focus groups;
- Structured interviews for MoES staff, Unicef staff, BDE advisors, MCEC personnel and;
- Analysis of the content for ELN Programme documentation and reports.

At the request of the evaluation team the UNICEF country office has produced an introductory letter explaining the context and the purpose of the questionnaires and interviews. The protocols for the site visits and the structured interviews are to be found in Annex 3. The format and the content of each questionnaire are to be found in Annex 4.

The assessment team has produced specific questionnaires for each type of stakeholder, containing both open-ended and closed questions. Stakeholders are requested to describe as accurately as possible their efforts and results during the ELN Programme's lifetime and its effects for the coming years. It will relate to the ELN Programme's general strategy and its specific targets, its results and societal relevance. Participants will also be asked to produce a SWOT analysis in this context. Questionnaires to accompany structured interviews will be sent to relevant stakeholders at least a week before the interview is planned to take place.

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At the introduction of the ELN Programme the learning teams in the schools were facing a process of change. In measuring the level of acceptance and concern in the realization of the ELN Programme, a Concerned Based Adaptation Model (CBAM) was used. The questionnaires used in the evaluation of the ELN Programme contain questions that are related to questions included in the CBAM procedures. In this way some of the evaluation results can be correlated to data collected in the CBAM procedure.

The rationale for using the above-elaborated methodology is outlined in the Evaluation Matrix (Annex 5), which connects the evaluation criteria and questions the evaluation is aiming to answer with the specific (1) data sources, (2) data collection and (3) sampling methods and the (4) exact item(s) in each questionnaire aimed to respond to the evaluation questions. Apart from the evaluation questions outlined in the ToR, additional have been developed for the purpose of exploring a greater variety of Programme effects.

V. ETHICAL STANDARDS AND SAFEGUARDS

The Evaluation team will strictly follow the UNEG Ethical Guidelines for Evaluation. As is borne out by the interview protocols (Annex 3) participants can openly express their opinion and confidentiality of their answers is guaranteed. Transparency as to the aims of the evaluation will also be guaranteed. The evaluation team will be sensitive to believes, manners, customs, and respect opinions expressed by interviewees.

Following the UNEG *Handbook Integrating Human Rights and Gender Equality in Evaluation – Towards UNEG Guidance* the evaluation team will assess the HR & GE *relevance* of the ELN Programme, examining how the ELN Programme was designed and implemented to align and contribute to HR & GE. The analysis of the Programme 's *effectiveness* will involve assessing the way in which results were defined, monitored and achieved (or not) on HR& GE and that the processes that led to these results were aligned with HR & GE principles. The HR & GE dimensions of *efficiency* will include a broader analysis of the benefits and related costs of integrating HR & GE in the ELN Programme. A key aspect that will be considered is that HR & GE involve long-term and complex change processes that require sustained support. The evaluation of efficiency will also consider short-term process achievements (participation and inclusiveness, etc.) and medium-term results (developing an enabling environment, building capacity, etc.).To assess the *sustainability* of results and impacts on HR & GE the extent to which the ELN Programme has advanced key factors that need to be in place for the long-term realization of HR & GE will be studied.

Table 4 *Integrating human rights and gender equality set against evaluation criteria*

Evaluation criterion	Integrating human rights and gender equality
Relevance	<ul style="list-style-type: none"> • Results of the Programme should also be relevant to the realization of HR &GE. • Extent to which the Programme is aligned with and contributes to regional conventions and national policies and strategies on HR & GE; • Extent to which the Programme is informed by substantive and tailored human rights and gender analyses that identify underlying causes and

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	<p>barriers to HR & GE;</p> <ul style="list-style-type: none"> • Extent to which the Programme is informed by needs and interests of diverse groups of stakeholders through in-depth consultation; • Relevance of stakeholder participation in the intervention.
Effectiveness	<ul style="list-style-type: none"> • Extent to which the Theory of Change and results framework of the Programme integrated HR &GE; • Extent to which a human rights based approach and a gender mainstreaming strategy were incorporated in the design and implementation of the Programme; • Presence of key results on HR & GE.
Efficiency	<ul style="list-style-type: none"> • Provision of adequate resources for integrating HR & GE in the intervention as an investment in short-term, medium-term and long-term benefits; • Costs of not providing resources for integrating HR & GE (e.g. enhanced benefits that could have been achieved for modest investment); • Extent to which the allocation of resources to targeted groups takes into account the need to prioritize those most marginalized.
Sustainability	<ul style="list-style-type: none"> • Developing an enabling or adaptable environment for real change on HR & GE; • Institutional change conducive to systematically addressing HR & GE concerns; • Permanent and real attitudinal and behavioural change conducive to HR & GE; • Establishment of accountability and oversight systems between rights holders and duty-bearers; • Capacity development of targeted rights holders (to demand) and duty bearers (to fulfil) rights; • Redistribution of resources, power and workload between women and men.

In the evaluation of the degree to which in the ELN Programme human rights and gender equality have been integrated there will be a focus on the following issues that have been identified in one of the ELN Programme reports⁸:

- Students studying on Macedonian language of instruction have higher achievements on the test on writing than the students on the Albanian language of instructions.
- Complementary support and training is needed more to the teachers in the instruction in the Albanian language (from 23% to 53% on particular aspects) than to the teachers in the instruction in the Macedonian language (between 3% and 15%).
- Those interviewed who responded that they are partially satisfied, or are not satisfied with the achievements, are the school principals and pedagogues/psychologists of the schools with the instruction in Albanian language, and in one school in which there is a considerable number of Roma students.
- The difference between the trained teachers that carry out the teaching in Macedonian language of instruction and in Albanian language of instruction, shows that a more strengthened support is needed for the teachers doing the instruction in Albanian language. The Project implementers should develop a specific and more intensive approach.

⁸LANGUAGE LITERACY IN THE EARLY GRADES REPORT. research of the achievements at the end of the first cycle of the realization of the project

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- The teachers that do the instruction in Albanian language in the project schools have shown a considerably lower level of pedagogical knowledge in accordance with the *Thinking Mathematics*, which means that they need a reinforced support.⁹

VI. WORKPLAN

The implementation timeframe of the evaluation is late October 2016 – April 2017. Given the availability of the International Consultant and the proposal to work with two National Consultants, some changes to the required work plan in the ToR had been proposed to UNICEF and have been accepted since by the UNICEF office in Skopje.

Table 5 *Work plan Evaluation ELN Programme*

Activity Number (ToR)	Activity	Deliverable	Time Period	Who	Days IC	Total Days NCs
1.	Preliminary desk review. Discussion with UNICEF Country Office	Memo on the result of a desk review (Annex 6)	OCTOBER – NOVEMBER 2016	International and National Consultants (from residence)	2	4
2.	Drafting of Inception Report that must include: refined evaluation questions and adjusted data collection, sampling (list of stakeholders to be interviewed and locations to be visited), and analysis methods, and operational work plan, including potential limitations of the evaluation according to data availability and reliability.	Inception Report	NOVEMBER 2016 Draft Inception Report sent to UNICEF on 18 November	International Consultant and national consultants (from residence)	4	4
3.	Revision based on the UNICEF feedback /peer review, according to the quality assurance procedures as per RSE SoPs.	Final Inception Report	21-26 NOVEMBER 2016	UNICEF/Peer Review International Consultant (from residence)	1	
4.	Interviews, FGD, meetings with different stakeholders, lessons observation etc. In country mission of the international consultant	Data matrix, as provided within the Inception Report	28 NOVEMBER-30 NOVEMBER DECEMBER 2016	National and International Consultants (in country mission)	4	12

⁹THINKING MATHEMATICS IN the early GRADES REPORT Research of the achievements at the end of the first cycle of the realization of the project

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5.	Conduct analysis based on data received/collected;	Draft notes/report on the preliminary findings	DECEMBER 2016	National and International Consultants (from residence)	4	6
6.	Develop the draft report	Draft report	JANUARY – FEBRUARY 2017	International Consultant (from residence)	5	4
7.	Feedback session with UNICEF, according to the quality assurance procedures as per RSE SoPs.		FEBRUARY 2017	UNICEF/ peer review; International Consultant (from residence)	1	2
8.	Submission of final report, including an extended executive summary; and a power point presentation of main findings and recommendations	Final Report, and PowerPoint presentation of main findings and recommendations (generic and country specific)	MARCH 2017	International Consultant (from residence)	4	2
9.	Presentation of findings	PowerPoint presentation findings and recommendations specific for each country	APRIL 2017	National Consultants (presentation in FYROM) International consultant (skype session from residence)	1	2
10.	Dissemination of the report	Posting the report on the UNICEF website	APRIL 2017	UNICEF Education Team		

VII. TEAM COMPOSITION

The evaluation team consists of:

- Mr José Noijons, *International Consultant*
- Dr Beti Lameva, *National Consultant*
- Ms Ana Mickovska-Raleva, *National Consultant*

The ToR mention the responsibilities of the International Consultant(s) and one single National Consultant. Following the proposal by DUMA consultants the evaluation team now consists of one International Consultant and two National Consultants, each with a focus on specific aspects of the evaluation process. The lead responsibilities and components are distributed among the consultants as follows.

Table 6 *Lead responsibilities and components of evaluation team members*

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	Lead Responsibilities and Components
Evaluation team leader/International Consultant Mr José Noijons	<ul style="list-style-type: none"> • Coordinating evaluation processes and overseeing the tasks of the evaluation team, in communication with the UNICEF Education team. • Providing daily guidance and manages the national consultant. • Maintaining timeframe of the evaluation, identifying any potential issues, bringing these to the attention of the relevant stakeholders, and resolving challenges at the earliest opportunity. • Desk review of the core documents. • Participating in the field work with the national consultants. • Developing the Inception Report, including stakeholder identification and sampling; finalising the evaluation method and tools and ensuring their validity, reliability and quality, and incorporating relevant comments from UNICEF. • Quality assurance of data collection, storage, analysis and triangulation and all other inputs provided by the evaluation team members. • Safe guarding standards of ethics, data protection, and independence. • Drafting an evaluation report in line with UNICEF and UNEG standards, and finalising the report and presentation on the basis of comments received.

	Lead Responsibilities and Components
National Consultant Ms Beti Lameva	<ul style="list-style-type: none"> • Pre-mission review of all core documents; • Participating in skype discussions with International Consultant and UNICEF Education team; • Focussing on sampling, data collection, data analysis; • Providing inputs to the evaluation team leader needed for drafting the evaluation report; • Assisting in the logistics of the evaluation; • Safe guarding standards of ethics, data protection, and independence; • Present evaluation findings and recommendations (respective country).
	Lead Responsibilities and Components
National Consultant Ms Ana Mickovska-Raleva	<ul style="list-style-type: none"> • Pre-mission review of all core documents; • Participating in skype discussions with International Consultant and UNICEF Education team; • Focussing on questionnaire and interview development; • Conducting and systematically and rigorously documenting interviews, providing inputs to the evaluation team leader; needed for drafting the evaluation report; • Assisting in the printing and multiplication of all materials

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	<ul style="list-style-type: none"> • Safe guarding standards of ethics, data protection, and independence. • Present evaluation findings and recommendations (respective country).
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Following the ToR the evaluation team will be assisted by the following institutions:

UNICEF Country Office	<p>UNICEF Education team will fully support the evaluation through:</p> <ul style="list-style-type: none"> • Organize logistical arrangements during the in-country mission of the International Consultant. • Provide support in organizing evaluation meetings, focus group discussions in line with the schedule of activities. • The provision of necessary documentation. • Overseeing the overall evaluation schedule. • Submission of final draft report to the Representative for approval. • Uploading evaluation report on Evaluation Research Database, developing the management response and tracking implementation of recommendations. • Ensuring wide dissemination and follow up of the recommendations from the evaluation. • Mainstreaming of the key recommendations into the next programmes/interventions as appropriate.
Ministry of Education and Science and Bureau for Development of Education	<ul style="list-style-type: none"> • Participate in the evaluation as key source of information. • Review evaluation report and recommendations. • Ensuring wide dissemination of the evaluation findings and recommendations • Developing plan for implementation of the recommendations.

The assessment team thus complies to the following requirements for a successful evaluation:

- is familiar with recent trends and developments in the relevant educational field and is capable of assessing the ELN Programme’s results in its current national context;
- has a strategic understanding of the relevant educational context;
- is capable of assessing the ELN Programme’s management;
- has a good knowledge of and experience working with the Macedonian educational system, including the funding mechanisms;
- is impartial and will maintain confidentiality;
- is experienced in assessment processes within the context of the Macedonian education.

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VIII. LOGIC MODEL

Based on the work plan as set out in the ToR and the evaluation objectives therein the following logic model has been developed. The model is also to be found in Annex 8

Table 7 *Logic Model Evaluation ELN Programme*

Inception phase	<ul style="list-style-type: none"> Review and analysis of secondary data available; Identification of possible information gaps and other challenges; Discussions with UNICEF country office to address the above Methodology and the sample discussed with UNICEF country office; Development of evaluation work plan Development of evaluation matrix, including the evaluation criteria and associated questions, indicators and prescribed data gathering tools and methods. 			
Desk review phase	<ul style="list-style-type: none"> Desk review Analysis of existing project related documents Analysis of existing international and national policies/priorities connected with early literacy and numeracy programmes Development of teacher questionnaires, questionnaires for structured interviews and for focus groups against set objectives Development of protocols for various groups of stakeholders Development of refined evaluation questions Development of data collection procedures Development of sampling matrices Finalisation of analysis methods and operational work plan 			
Data collection phase	<p>In-country data collection, through field visits and meetings:</p> <ul style="list-style-type: none"> Administration of teacher questionnaires Structured interviews with (sampled) stakeholders: teachers, school pedagogues and psychologists, focus groups, representatives of BDE, MCEC, MoES, UNICEF In country mission of the international consultant 			
Data analysis and report writing:	<ul style="list-style-type: none"> Triangulation: confirming and corroborating results reached by different methods; Complementarity analysis: explain and understand findings obtained by one method by applying a second; Interrogation: where diverging results have emerged from the application of different methods. 			
Evaluation phase: objectives of the evaluation	<p>Final evaluation on:</p> <ul style="list-style-type: none"> Relevance Efficiency, Effectiveness Sustainability Coherence and Impact) 	<p>Identification of unintended outcomes</p>	<p>Identification and documentation of lessons learnt</p>	<p>Evaluation of HR & GE relevance, effectiveness efficiency and sustainability</p>
Reporting phase	<ul style="list-style-type: none"> Development of the draft report Feedback sessions with UNICEF county office Submission of final report Presentation of findings 			

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IX. PRODUCTS TO BE DELIVERED

The reports will be provided in an electronic version in English, in the required UNICEF format. The Evaluation Report will include an extended executive summary, a description of the sampling and evaluation methodology used, data collection instruments, types of data analysis, assessment of methodology (including limitations), findings, conclusions, recommendations, and lessons learned. It will also contain annexes, including: Terms of Reference, data collection tools, developed list of indicators and questionnaires and other relevant information as described below.

The deliverables will include:

- a) The present Inception Report
- b) The Evaluation Report.

The present Inception Report has followed the suggested basic structure in the ToR:

- Response to the TOR Evaluation
- Framework
- Methodology
- Potential limitations of the evaluation according to data availability and reliability

The Evaluation Report will follow the suggested structure in the ToR:

- Title Page
- Table of content
- List of Acronyms
- Executive Summary Object of the Evaluation
- Acknowledgements
- Evaluation Purpose, Objectives and Scope Evaluation Methodology
- Findings
- Conclusions and Lessons Learned
- Recommendations
- Case Studies
- Annexes

The structure of the final report will be further discussed with the Unicef Office during the Inception Phase.

The Evaluation Report will comply with UNICEF Evaluation Report Standards as outlined at http://www.unicef.org/evaldatabase/files/UNICEF_Eval_Report_Standards.pdf.

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Annex 1 Terms of Reference

For easier reference Terms of Reference have been added to the Inception Report as a separate document

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Annex 2 Sources of Information available from UNICEF

In the ToR a list of sources of information is given. This list has been supplemented with more sources by the UNICEF office in Skopje. The analysis of the content of the ELN Programme will primarily be based on this documentation and these reports.

Documentation referred to in the ToR

1. Child Friendly Schools: A Situation Analysis
[http://www.unicef.org/tfymacedonia/CFS_BASELINE_STUDY_FINAL_ENG\(4\).pdf](http://www.unicef.org/tfymacedonia/CFS_BASELINE_STUDY_FINAL_ENG(4).pdf)
2. Child Friendly Schools: Case Study
[http://www.unicef.org/tfymacedonia/MK_CFS_CaseStudy\(3\).pdf](http://www.unicef.org/tfymacedonia/MK_CFS_CaseStudy(3).pdf)
3. Thinking mathematics in lower grades - Report of the baseline study
http://www.unicef.org/tfymacedonia/UNICEF_Math_Report_2009_-_ANG_za_na_web_so_korici.pdf
4. Thinking mathematics in lower grades - Research of the achievements at the end of the first cycle of the realization of the project
http://www.unicef.org/tfymacedonia/UNICEF_Math_Report_2012_ANG_za_na_nweb_so_korici.pdf
5. Language literacy in the early grades - report of the baseline study
http://www.unicef.org/tfymacedonia/JAZICNA_PISMENOST_Lan_Report_2010_ANG_za_na_web.pdf
6. Language literacy in the early grades - Research of the achievements at the end of the first cycle of the realization of the project
http://www.unicef.org/tfymacedonia/JAZICNA_PISMENOST_Lan_Report_2013_ANG_za_na_web.pdf
7. UNICEF (Former Yugoslav Republic of Macedonia) Teacher Education Programme on Early Numeracy and Literacy
<http://www.oecd.org/edu/cei/menus/cei/UNICEF.MCD.SystemNote.pdf>
8. Teacher Education Programme on Early Numeracy and Literacy in the former Yugoslav Republic of Macedonia Monitoring note 1
<http://www.oecd.org/edu/cei/UNICEF.MCD.MonitoringNote1.pdf>
9. Teacher Education Programme on Early Numeracy and Literacy in the Former Yugoslav Republic of Macedonia Monitoring Note 2
<http://www.oecd.org/edu/cei/Unicef-Former-Yugoslav-Republic-of-Macedonia-Monitoring-Note-2.pdf>
10. Thinking mathematics – teachers training manual
<http://umd.gov.mk/wp-content/uploads/2013/10/Matematika-so-razmislivanje.pdf>
11. Numeracy additional materials
<http://umd.gov.mk/wp-content/uploads/2013/12/Priracnik-Matematika%20so%20razmislivanje%20vo%20pocetnite%20oddelenija-2009.pdf>
12. Language literacy – teachers training manual
<http://umd.gov.mk/wp-content/uploads/2013/10/Priracnik-za-jazichna-pismenost.pdf>
13. Literacy additional materials
<http://umd.gov.mk/wp-content/uploads/2013/10/Da-staneme-vistinski-chitateli.pdf>
14. Teachers certification guidelines and criteria
<http://umd.gov.mk/wp-content/uploads/2014/01/Kriteriumi-i-nasoki-za-sertifikacija-so-formulari.pdf>
15. Action Research in Primary Education
http://www.unicef.org/tfymacedonia/Akciono_istrazivanje_vo_vospitno-obrazovnata_praktika-MK.pdf

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16. Formative Assessment for Lower Primary Education
http://www.unicef.org/tfymacedonia/Formativno_ocenuvanje_vo_oddelenska_nastava-MK.pdf
17. National curricula for primary education, <http://bro.gov.mk/?q=osnovno-obrazovanie> .
18. Adapted curricula for mathematics and science by Cambridge International Examination Centre <http://bro.gov.mk/index.php?q=mk/node/163> .

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Additional documentation provided by the UNICEF country office in Skopje

19. CFS – Situation Analysis pg. 29 and 74
[http://www.unicef.org/tfymacedonia/CFS_BASELINE_STUDY_FINAL_ENG\(4\).pdf](http://www.unicef.org/tfymacedonia/CFS_BASELINE_STUDY_FINAL_ENG(4).pdf)
20. Proposal - Building Teacher Capacity in Literacy and Numeracy to Improve Student Learning Outcomes
21. Contract with Miske Witt & Associates
22. Contract with Bureau for Development of Education
23. Review of math curriculum <http://umd.gov.mk/?p=2206#>
24. Review of literacy curriculum <http://umd.gov.mk/?p=2206#>
25. Review of the teaching process; Comparative Analysis (Mitko)
26. Training reports from Miske Witt and Associates
27. Plan for conducting trainings
28. Open selection for trainers BDE
29. Materials for the modules of the training <http://umd.gov.mk/?p=2206>
30. Literacy Baseline study
http://www.unicef.org/tfymacedonia/JAZICNA_PISMENOST_Lan_Report_2010_ANG_za_na_web.pdf
31. Math baseline study [http://www.unicef.org/tfymacedonia/UNICEF_Math_Report_2009_ANG_ZA_WEB_so_korica_\(002\).pdf](http://www.unicef.org/tfymacedonia/UNICEF_Math_Report_2009_ANG_ZA_WEB_so_korica_(002).pdf)
32. Workshop materials
33. Reports from the review of the faculty curricula
34. Manual for literacy training <http://umd.gov.mk/wp-content/uploads/2013/10/Priracnik-za-jazichna-pismenost.pdf>
35. Manual for Thinking Mathematics <http://umd.gov.mk/wp-content/uploads/2013/10/Matematika-so-razmislivanje.pdf>
36. List of schools by phases, language of instruction, and number of teachers
37. Database of trained teachers
38. MCEC annual reports
39. Manual for action research
http://www.unicef.org/tfymacedonia/Akciono_istrazivanje_vo_vospitno-obrazovnata_praktika-MK.pdf
40. Action research papers developed (not published)
41. List of national trainers
42. List of trained school support staff
43. Manual for formative assessment
http://www.unicef.org/tfymacedonia/Formativno_ocenuvanje_vo_oddelenska_nastava-MK.pdf
44. List of trained schools in formative assessment (Mitko)
45. Training agenda
46. Criteria for good teaching practices
47. List of trained national trainers and advisors
48. Numeracy progress evaluation report
http://www.unicef.org/tfymacedonia/UNICEF_Math_Report_2012_ANG_za_na_nweb_so_korici.pdf

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49. Literacy progress evaluation report
http://www.unicef.org/tfymacedonia/JAZICNA_PISMENOST_Lan_Report_2013_ANG_za_na_web.pdf
50. Short progress review of N&L Programme (not published)
51. National trainers and BDE advisors opinion on the progress of N&L programmes (not published)
52. List of conducted visits to support schools and teachers
53. Reports from school visits (as part of the MCEC Annual Reports)
54. Numeracy, reading and writing fidelity tools <http://umd.gov.mk/?p=2206>
55. Manuals to support numeracy teaching in primary schools (Mitko)
56. Guidelines for learning teams activities
57. Research report of Learning teams effectiveness (not published)
58. Comprehensive list of learning teams activities conducted
59. 11 different types of certificates
60. Criteria and guideline for teacher certification <http://umd.gov.mk/wp-content/uploads/2014/01/Kriteriumi-i-nasoki-za-sertifikacija-so-formulari.pdf>
61. Submitted good teaching practices (not published)
62. Links of short N&L videos prepared by teachers
63. N&L activities 2010-2014 infographic
64. Linking numeracy programme with new Cambridge curricula for lower grades (not published)

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Annex 3 Site Visits and Interview Protocols

Protocol Site Visits

Site visits are made on the basis of the sampling discussed in section IV.

- *Prior to the site visits*

The assessment team receives the self-assessment and other relevant documentation from stakeholders one or two weeks prior to the site visit. If the team requires additional information, it may ask the stakeholders to supply it. The assessment team will identify topics to discuss during the site visit.

- *During the site visits*

During the site visit the assessment team conducts interviews with stakeholders identified above. The purpose of these interviews is to verify and supplement the information provided in the self-assessment so that the assessment team can make an informed qualitative and quantitative assessment.

- *After the site visits*

After the interviews with relevant stakeholders, the information collected from questionnaires, from interviews and from the study of ELN Programme documents will be the basis for the Evaluation Report.

Protocol Structured Interviews

In this protocol the procedures are outlined for the conduction of structured interviews with stakeholders.

1. Intended interviewees are notified in time about the purpose of the interview. This notification is accompanied by a message from the UNICEF bureau in Skopje.
2. The interviews take place at a location to be proposed by the interviewee(s).
3. The interviews are carried out anonymously; only the data relating to the job position of the interviewee(s) is recorded.
4. The interviews are carried out in the Macedonian language. In case the foreign consultant is present at the interview the interviewee(s) may agree to carry out the interview in English.
5. An interview does not take longer than a total of 120 minutes.
6. The interviewer is bound by the statements and questions as listed in the questionnaire. The interviewer can only ask extra questions for clarification.
7. The interviewer is bound to read all statements and ask all the questions in the questionnaire. No statement or question can be skipped. In case the interviewee(s) cannot answer a question or refuse(s) to answer a question, this is noted on the questionnaire report form.
8. When a question has a closed format, the interviewer will read out all options.
9. The interviewee(s) will choose one option only.
10. When the question is open-ended, the interviewer notes down the response(s) given by the interviewee(s). the interviewer reads out these responses for the interviewee(s) to confirm.
11. At the end of the interview the interviewer once again reads out all questions and responses and asks the interviewee(s) to confirm.

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Protocol interviews focus groups

Focus groups with BDE advisors

Two focus groups discussions with BDE advisors will be held, composed of BDE advisors engaged in the (1) Numeracy Program and (2) Literacy program. They will be held in the BDE offices and each will last for approximately 1 hour and 30 minutes. The questionnaire consists of 15 prompting questions and additional probing questions.

Focus groups with RLT members

Two focus groups with members of RLTs will be held, one for language instruction, in Skopje and another one for mathematics instruction – in Bitola. The FG in Skopje will be held in the primary school Blaze Konevski, where 10 teachers from the RLT will be gathered by the BDE advisors, which typically arrange the meetings and the agenda for work, Blaga Paneva and Rajmonda Neziri. The other focus group, with a numeracy learning team will be held in Bitola and cover the mathematics curriculum. 10 teachers from the RLT will be recruited by the BDE advisors responsible for the Team in the respective area – Lidija Kondinska, and will take place in one primary school. Both focus group discussions will take place in the afternoon, after the working hours of teachers. The questionnaire consists of 13 prompting questions and additional probing questions.

The focus group discussions are going to be conducted according to the following protocol:

1. The focus group is composed of 8 to 12 participants, accompanied by 1 moderator and 1 note-taker.
2. The focus group moderator asks the questions and leads the discussion in an open and spontaneous format. The goal is to elicit maximum number of different ideas and opinions from as many people in the time allotted.
3. The discussion questions are open-ended, unambiguous, and posed in a way to elicit elaborated responses (as opposed to yes-no responses).
4. The focus group discussion is going to last from 90 to 120 minutes.
5. The participation at the focus group is on a voluntarily basis.
6. Responding to questions is on a voluntary basis.
7. The sitting arrangement will be a round or square formation, with the possibility for all participants (and the moderator) to establish eye-contact.
8. At the beginning, the moderator introduces him/herself and explains the purpose of the focus group discussion. The following introduction will be provided:
“Dear advisors/teachers, the aim of this discussion is to assess the implementation of the Early Numeracy and Literacy Programme. The Programme consisted of trainings in teaching approaches for literacy and numeracy; trainings in formative assessment and recording good practices; as well as a system of in-school support, forming regional learning teams, and a certification process. We value your honest responses. Your responses would help us to evaluate whether the Programme has reached its goals and to propose recommendations on further implementation of similar programmes.”
9. The participants introduce themselves and sign a participation list.
10. The moderator sets the ground rules (confidentiality, no interruption, every opinion is valued, no discussion outside of the topic) and ensures everyone agrees with them.

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Annex 4 Questionnaires

For easier reference the questionnaires have been added to the Inception Report as separate documents.

1. Teacher Questionnaire
2. Teacher Structured Interview
3. MoES Questionnaire/ Structured Interview
4. UNICEF Questionnaire / Structured Interview
5. MCEC Questionnaire/Structured Interview
6. BDE Questionnaire/Structured Interview
7. School Psychologists/Pedagogues Questionnaire/ Structured Interview
8. Questions for Focus Group discussion with BDE Advisors
9. Questions for Focus Group discussion with RLTs

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Annex 5 Evaluation Matrix

The ToR propose the following set of evaluation questions:

1) Relevance

- Has the programme been aligned with government and BDE priorities/policies/reform agendas?
- To what extent did the programme respond to the state priorities on improving early literacy and early numeracy teacher's skills and knowledge to improve the student's achievements?
- Has the programme (content and delivery) been aligned with the Ministry of Education prescribed curricula?
- How relevant have been the capacity building activities?
- Were the needs of the teachers addressed?
- To what extent the data collecting and monitoring activities developed with UNICEF support are relevant for strengthening or/end upgrading the program activities and BDE capacities?

Impact:

- To what extent did the results contribute to raising the quality of teaching in early literacy and early numeracy?
- To what extent did the programmes contribute to increasing students' numeracy and literacy?
- To what extent did results contribute to students' attitudes and learning of the mathematics and reading and writing?
- To what extent did the programmes influence the school support to teaching and learning mathematics and reading and writing?
- To what extent did the Numeracy program contribute to strengthening the implementation of the new national mathematics curricula (Cambridge curricula)?

2) Effectiveness:

- Have the planned results been achieved (quantitative and qualitative)?
- To what extent the programme contributed to creating or improving the curricula and/or teachers pre-service and/or in-service preparation?
- To what extent the programme contributed to strengthening monitoring capacities of BDE?
- To what extent the programme contributed to strengthening the teachers' capacities for quality numeracy and literacy teaching?
- How effective was the support/mentoring provided to teachers? What management and monitoring tools have been used and what tools could have been used?
- Are there any unintended results of the interventions?

3) Efficiency:

- How cost effective was the teacher training and teacher support?
- Could the same results have been achieved by using different strategies (or set of strategies) with less resources?
- How well the implementation of activities has been managed? Were the management and monitoring tools well developed and appropriately used, and what tools could have been used?
- Did the Early Literacy and Numeracy programmes ensure coordination with other relevant programme interventions?

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4) Sustainability:

- To what extent do the state institutions involved in the project have the capacities to use the results and lessons learnt in improving further the literacy and numeracy teaching?
- Did the programme promote ownership over different programme activities? Did the relevant partners own the results of the programme?
- Did the programmes contribute towards establishing innovative approaches towards professional development of teachers?

The above evaluation questions have been grouped in the evaluation matrix below. The rationale for the evaluation methodology is outlined in this Evaluation Matrix. It connects the evaluation criteria and questions the evaluation is aiming to answer with the specific (1) data sources, (2) data collection and (3) sampling methods and the (4) exact item(s) in each questionnaire aimed to respond to the evaluation questions. Apart from the evaluation questions outlined in the ToR, additional have been developed for the purpose of exploring a greater variety of Programme effects.

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EVALUATION MATRIX

	ToR Evaluation Questions	Sources of information (stakeholders + relevant documents)	Structured Interviews					
			BDE	MoES	Psychologists/ Pedagogues	Teachers	MCEC	UNICEF
Background		Structured interviews with: 6 BDE advisors, 1 representative from MoES, 1 representative from MCEC, 2 representatives from UNICEF, 8 psychologists/pedagogues, 16-24 teachers Survey with 197 teachers All Programme documents	SI1010 SI1020	SI1010 SI1020	SI1010 SI1020	SI1010 SI1020	SI1010 SI1020	SI1010 SI1020 SI2180 SI2190 SI2200
Relevance	Has the programme been aligned with government and BDE priorities/policies /reform agendas?	Structured interviews with: 6 BDE advisors, 1 representative from MoES, 1 representative from MCEC, 2 representatives from UNICEF Survey with 197 teachers Focus groups with BDE advisors (about 20 participants) Focus groups with RLTs	SI2010 SI2090	SI2010	SI2010		SI2010 SI2090	SI2010 SI2090
	To what extent did the programme respond to the state priorities on improving early literacy and early numeracy teacher's skills and knowledge to improve the student's achievements?	Structured interviews with: 6 BDE advisors, 1 representative from MoES, 1 representative from MCEC, 2 representatives from UNICEF Survey with 197 teachers Focus groups with BDE advisors (about 20 participants)	SI2020	SI2020			SI2020	SI2020

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	Has the programme (content and delivery) been aligned with the Ministry of Education prescribed curricula?	Structured interviews with: 6 BDE advisors, 1 representative from MoES, 1 representative from MCEC, 2 representatives from UNICEF Survey with 197 teachers Focus groups with BDE advisors (about 20 participants) Focus groups with RLTs	SI2030 SI2100	SI2030		SI2030	SI2030 SI2100	SI2100	
	How relevant have been the capacity building activities?	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF, 8 psychologists/pedagogues, 16-24 teachers Survey with 197 teachers Focus groups with BDE advisors (about 20 participants) Focus groups with RLTs	SI2110 SI2120 SI2130		SI2110 SI2120 SI2130	SI2120 SI2130	SI2120 SI2130	SI2120 SI2130	S S S
	Were the needs of the teachers addressed?	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF, 8 psychologists/pedagogues, 16-24 teachers Survey with 197 teachers Focus groups with BDE advisors (about 20 participants) Focus groups with RLTs	SI2140		SI2140	SI2140	SI2140	SI2140	S
	To what extent the data collecting and monitoring activities developed with UNICEF support are relevant for strengthening or/ending upgrading the program activities and BDE capacities?	Structured interviews with: 6 BDE advisors, 1 representative from MoES, 1 representative from MCEC, 2 representatives from UNICEF Focus groups with BDE advisors (about 20 participants)	SI3040	SI3040			SI3040		

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Impact	To what extent did the results contribute to raising the quality of teaching in early literacy and early numeracy?	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 8 psychologists/pedagogues, 16-24 teachers, 2 representatives from UNICEF Survey with 197 teachers Focus group with BDE advisors Documents: Baseline and mid-term evaluations, Monitoring note 1 and 2	SI2050		SI2050	SI2050	SI2050		
	To what extent did the programmes contribute to increasing students' numeracy and literacy?	Structured interviews with: 6 BDE advisors, 2 representatives from UNICEF, 1 representative from MCEC, 8 psychologists/pedagogues, 16-24 teachers, 2 representatives from UNICEF Survey with 197 teachers Focus groups with BDE advisors (about 20 participants) Focus groups with RLTs Documents: Baseline and mid-term evaluations	SI2060 SI2150		SI2060 SI2150 SI2161 SI2162 SI2163 SI2164	SI2060 SI2150 SI2161 SI2162 SI2163 SI2164	SI2060 SI2150	SI2150 SI2160	
	To what extent did results contribute to students' attitudes and learning of the mathematics and reading and writing?	Structured interviews with: 6 BDE advisors, 2 representatives from UNICEF, 1 representative from MCEC, 8 psychologists/pedagogues, 16-24 teachers Survey with 197 teachers Focus groups with BDE advisors (about 20 participants) Focus groups with RLTs Documents: Baseline and mid-term evaluations	SI2070		SI2070 SI2071 SI2072 SI2073 SI2074	SI2070 SI2071 SI2072 SI2073 SI2074	SI2070		

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	To what extent did the programmes influence the school support to teaching and learning mathematics and reading and writing?	Structured interviews with: 6 BDE advisors, 2 representatives from UNICEF, 1 representative from MCEC, 8 school directors, 8 psychologists/pedagogues, 16-24 teachers Survey with 197 teachers Focus groups with BDE advisors (about 20 participants) Documents: Baseline and mid-term evaluations	SI2080		SI2080	SI2080	SI2080		
	To what extent did the Numeracy program contribute to strengthening the implementation of the new national mathematics curricula (Cambridge curricula)?	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 1 representative from MoES, 16-24 teachers, 8 psychologists/pedagogues Survey with 197 teachers Focus groups with BDE advisors (about 20 participants) Documents: Baseline and mid-term evaluations	SI2040	SI2040		SI2040	SI2040		
Effectiveness	Have the planned results been achieved (quantitative and qualitative)?	Structured interviews with: BDE management, 1 representative from MoES, 1 representative from MCEC, 2 representatives from UNICEF	SI3010	SI3010			SI3010	SI3010	
	To what extent the programme contributed to creating or improving the curricula and/or teachers pre-service and/or in-service preparation?	Structured interviews with: BDE management, 1 representative from MoES, 1 representative from MCEC, 2 representatives from UNICEF	SI3020	SI3020	SI3020	SI3020	SI3020		

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	To what extent the programme contributed to strengthening monitoring capacities of BDE?	Structured interviews with: 6 BDE advisors, 1 representative from MoES, 1 representative from MCEC, 2 representatives from UNICEF	SI3040	SI3040			SI3040		S
	To what extent the programme contributed to strengthening the teachers' capacities for quality numeracy and literacy teaching?	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF, 16-24 teachers, 8 psychologists/pedagogues Survey with 197 teachers Focus groups with BDE advisors (about 20 participants) Focus groups with RLTs Documents: Baseline and mid-term evaluations	SI3050 SI3060 SI3061 SI3062		SI3050 SI3060	SI3050 SI3060	SI3050 SI3060	SI3050 SI3060	S
	How effective was the support/mentoring provided to teachers? What management and monitoring tools have been used and what tools could have been used?	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF, 8 school directors, 8 psychologists/pedagogues, 16-24 teachers Survey with 197 teachers Focus groups with BDE advisors (about 20 participants) Focus groups with RLTs (literacy and numeracy) Documents: Fidelity tools for language and maths	SI3070 SI3080		SI3041 SI3070 SI3080 SI3090	SI3070 SI3080	SI3070 SI3080	SI3070 SI3080 SI3100 SI3110 SI3120	S
	Are there any unintended results of the interventions?	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF, 8 school directors, 8 psychologists/pedagogues, 16-24 teachers, 1 representative from MoES Focus groups with RLTs	SI3030	SI3030	SI3030	SI3030	SI3030	SI3030	S

**EVALUATION OF THE EARLY LITERACY AND EARLY NUMERACY PROGRAMME
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Efficiency	How cost effective was the teacher training and teacher support?	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF, 1 representative from MoES	SI4010	SI4010			SI4010	SI4010 SI4090
	Could the same results have been achieved by using different strategies (or set of strategies) with less resources?	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF	SI4020				SI4020	SI4020
	How well the implementation of activities has been managed? Were the management and monitoring tools well developed and appropriately used, and what tools could have been used	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF, 8 psychologists/pedagogues, 16-24 teachers Focus groups with BDE advisors (about 20 participants) Focus groups with RLTs	SI4030 SI4040 SI4050 SI4060		SI4030 SI4040 SI4050 SI4060	SI4030 SI4040 SI4050 SI4060	SI4030 SI4040 SI4101 SI4102	SI4030 SI4040 SI4100 SI4101 SI4102
	Did the Early Literacy and Numeracy programmes ensure coordination with other relevant programme interventions?	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF, 8 psychologists/pedagogues, 16-24 teachers, 1 representative from MoES Survey with 197 teachers Focus groups with BDE advisors (about 20 participants) Focus groups with RLTs	SI4070 SI4080	SI4070	SI4070 SI4080	SI4070 SI4080	SI4070 SI4080	SI2170 SI4080

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	Additional issues (not stated in ToR): effectiveness with regards to time	Structured interviews with 16-24 teachers Survey with 197 teachers Focus groups with RLTs				SI4090		
Sustainability	To what extent do the state institutions involved in the project have the capacities to use the results and lessons learnt in improving further the literacy and numeracy teaching?	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF, 1 representative from MoES Focus groups with BDE advisors (about 20 participants)	SI5010	SI5010			SI5010	SI5010
	Did the programme promote ownership over different programme activities? Did the relevant partners own the results of the programme?	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF, 8 psychologists/pedagogues, 16-24 teachers, 1 representative from MoES	SI5020 SI5060	SI5020	SI5020 SI5060	SI5020 SI5060	SI5020	SI5020
	Did the programmes contribute towards establishing innovative approaches towards professional development of teachers?	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF, 8 psychologists/pedagogues, 16-24 teachers, 1 representative from MoES Focus groups with BDE advisors (about 20 participants) Focus groups with RLTs	SI5030 SI5040	SI5130	SI5030 SI5040	SI5030 SI5040	SI5030 SI5040	SI5030 SI5040

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	Additional issues: application of Programme approaches	Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF, 8 psychologists/pedagogues, 16-24 teachers, Survey with 197 teachers Focus groups with BDE advisors (about 20 participants) Focus groups with RLTs	SI5050 SI5070 SI5080 SI5090 SI5100 SI5110		SI5050 SI5070 SI5080 SI5090 SI5100 SI5110	SI5050 SI5071 SI5080 SI5091 SI5100	SI5070	SI5070
SWOT Analysis		Structured interviews with: 6 BDE advisors, 1 representative from MCEC, 2 representatives from UNICEF, 8 psychologists/pedagogues, 16-24 teachers, 1 representative from MoES	SI6010	SI6010	SI6010	SI6010	SI6010	SI6010

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Annex 6 Memo Desk Review

This memo is based on a desk review that was discussed during a skype conversation between UNICEF and C*) on 28 November 2016

1. Fundamentals: definition of the “Programme” and its objectives

- Early Literacy and Early Numeracy Programme in the Former Yugoslav Republic of Macedonia (2009-2015) > Terms of Reference
- Teacher Education Programme on Early Numeracy and Literacy in the Former Yugoslav Republic of Macedonia (2009-2015) > various UNICEF reports

The UNICEF Country Office informs that the programme is a series of related projects that each share many of the ELN Programme and have their own objectives as well.

2. Request for the submission of documents

DUMA Consultants have requested the following supplementary documents. The UNICEF country office will make these available to the consultants:

- all relevant documents related to the implementation of the project: agreements with MES, BDE, consultancy firm etc.
- materials that were used for training, reports etc.
- a list of all primary schools in FYR Macedonia, divided by region
- a list of all Regional Learning Teams
- the database with all trained teachers in the Programme
- a list of representatives of the focus groups with advisers from BDE
- a list of representatives of teaching faculties
- a list of representatives of BDE, MES, UNICEF, MCGO involved in the Programme

3. Request for an official UNICEF document

DUMA Consultants have asked for an introductory letter containing information about the evaluation of the project to accompany all contacts and requests to stakeholders. The UNICEF Country Office will provide the letter.

4. Further topics of discussion:

- DUMA Revised Work plan

The UNICEF Country Office agrees to a revision of the dates in the ToR Workplan, given the late start of the assignment.

- Inception Report: review by UNICEF

Details of when and by whom the draft inception report will be reviewed.

- Draft questionnaires: confidentiality

The UNICEF Country Office agrees with confidentiality measures proposed by DUMA consultants

- Arrangement of visits

The UNICEF Country Office is prepared to assist in organising visits to stakeholders

*) DUMA = Dutch-Macedonian Consultants

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Annex 7 Budget

The following proposed budget has been approved by UNICEF

Evaluation of the Early Literacy and Numeracy Programme in FYROM 2009 - 2015			
Consultancy fees			
International Consultant	€550/day	26 days	€14.300
National Consultants	€150/day	36 days	€5.400
Office costs			
Paper, postage	€50/month	6 months	€300
Subsistence costs			
	€200/day		
International Consultant		Activity 4 5 nights	€1000
National Consultant		Activity 4 1 night in region West 1 night in region East	€400
Transportation Costs			
Flight Amsterdam – Skopje v.v. & transfers			€400
Site visits region West, region East	€50/region		€100
Translation Costs			
Translation rate	€5/page		€1000
Macedonian <> Albanian			
Macedonian <> English			

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Documents			
Questionnaires and responses			
Unforeseen			
	5% of budget	5% x €21.900	1095
TOTAL Budget			€23.995

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Annex 8 Logic Model

Based on the work plan as set out in the ToR and the evaluation objectives therein the following logic model has been developed.

Logic Model Evaluation ELN Programme

Inception phase	<ul style="list-style-type: none"> • Review and analysis of secondary data available; • Identification of possible information gaps and other challenges; • Discussions with UNICEF country office to address the above • Methodology and the sample discussed with UNICEF country office; • Development of evaluation work plan • Development of evaluation matrix, including the evaluation criteria and associated questions, indicators and prescribed data gathering tools and methods. 			
Desk review phase	<ul style="list-style-type: none"> • Desk review • Analysis of existing project related documents • Analysis of existing international and national policies/priorities connected with early literacy and numeracy programmes • Development of teacher questionnaires, questionnaires for structured interviews and for focus groups against set objectives • Development of protocols for various groups of stakeholders • Development of refined evaluation questions • Development of data collection procedures • Development of sampling matrices • Finalisation of analysis methods and operational work plan 			
Data collection phase	<p>In-country data collection, through field visits and meetings:</p> <ul style="list-style-type: none"> • Administration of teacher questionnaires • Structured interviews with (sampled) stakeholders: teachers, school pedagogues and psychologists, focus groups, representatives of BDE, MCEC, MoES, UNICEF • In country mission of the international consultant 			
Data analysis and report writing:	<ul style="list-style-type: none"> • Triangulation: confirming and corroborating results reached by different methods; • Complementarity analysis: explain and understand findings obtained by one method by applying a second; • Interrogation: where diverging results have emerged from the application of different methods. 			
Evaluation phase: objectives of the evaluation	<p>Final evaluation on:</p> <ul style="list-style-type: none"> • Relevance • Efficiency, • Effectiveness • Sustainability • Coherence and Impact) 	<p>Identification of unintended outcomes</p>	<p>Identification and documentation of lessons learnt</p>	<p>Evaluation of HR & GE relevance, effectiveness efficiency and sustainability</p>
Reporting phase	<ul style="list-style-type: none"> • Development of the draft report • Feedback sessions with UNICEF county office • Submission of final report • Presentation of findings 			

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Annex 9 Agenda in-country mission

AGENDA EVALUATION TEAM

28 November – 02 December 2016, Skopje

28.11.2016

- | | |
|-----------------|--------------------------|
| • 11:30 – 13:30 | • Meeting with MCEC
• |
|-----------------|--------------------------|

29.11.2016

- | | |
|-----------------|---|
| • 9:00 – 12:00 | • Visit to School Krume Kepeski |
| • 9:00 – 10:30 | • Interviews with Psychologists/Pedagogues and director of school |
| • 10:30 – 12:00 | • Interviews with teachers |
| • 14:00 – 16:00 | • Meeting with UNICEF
•
• |

30.11.2016

- | | |
|-----------------|---|
| • 10:30 – 13:30 | • Visit to School Bratstvo |
| • 10:30 – 12:00 | • Interviews with Psychologists/Pedagogues and director of school |
| • 12:00 – 13:30 | • Interviews with teachers
• |
| • 17:00 – 18:30 | • Meeting with Focus group – Literacy
• |

01.12.2016

- | | |
|-----------------|--|
| • 10:30 – 12:00 | • Meeting with BDE |
| • 13:00 – 15:00 | • Meeting with Focus group – advisers at BDE |

02.12.2016

- | | |
|----------------|---------------------|
| • 9:30 – 11:00 | • Meeting with MoES |
|----------------|---------------------|