

Evaluation of Nashe Maalo

Annex I

Kodeks na Regioni					
1 - Skopje	2 - Centralna Makedonija	3 - Istocna Makedonija	4 - Juzna Makedonija	5 - Severna Makedonija	6 - Zapadna Makedonija
Gazi Baba	Bogdanci	Berovo	Bitola	Kratovo	Bogovinje
Gorce Petrov	Valandovo	Bosilevo	Dolneni	Kriva Palanka	Brvenica
Karpos	Veles	Vasilevo	Krusevo	Kumanovo	Velesta
Kisela Voda	Gevgelija	Vinica	Prilep	Lipkovo	Vrapciste
Centar	Kavadarci	Delcevo	Resen	Matejce/Slupcane	Gostivar
Chair	Negotino	Kocani			Debar
Suto Orizari		Makedonska Kamenica			Delgozdi
Aracinovo		Murtino			Dolna Banjica
Ilinden		Novo Selo			Zelino
Kondovo		Probistip			Zajas
Petrovec		Radovis			Jegunovce
Saraj		Sveti Nikole			Kamenjane
Sopiste		Strumica			Kicevo
Studenicani		Stip			Labunista
Kuceviste					Makedonski Brod
					Negotino - Polosko
					Ohrid
					Plasnica
					Rostusa(Zirovnica)
					Struga
					Tearce
					Tetovo
					Centar Zupa
					Cegrane
					Dzepiste
					Sipkovica

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Annex II

Good day, my name is: _____ and I am doing the survey how the children are looking TV and what are the programs that the children like at most. Do you have children between the age of 6 and 17?

We are doing this survey through the whole country. Part of the questionnaire will be done with the child and part with a parent. Would you mind if I ask your child and you a few questions. You have been chosen randomly and any data from the survey will not be connected with any name of the respondent.

There are no wrong or right answers, so please feel free to give any answer that you think is honest. If you still do not feel comfortable answering a question for any reason, just tell that you do not wish to provide an answer.

Before we start the interview, please tell me: Do you receive the program of A1 without problems?

1. Yes 2. No 3. dk/nr

Note: Ask the same question in Skopje for TV ERA; in Tetovo for TV ART; in Kicevo for TV Gura; in Kumanovo for TV Festa; in Struga for TV Kaltrina. If the answer for TV A1 and for some of the above mention local TV station is NO, go to the next address, and continue with the questionnaire when you got positive answer.

QUESTIONES FOR THE CHILDREN

1. HOW OLD ARE YOU? _____

2. WHAT GRADE HAVE YOU FINISHED NOW?

1. second
2. third
3. fourth
4. fifth
5. sixth
6. seventh
7. eighth

3. GENDER: 1. Male 2. Female

4. HAVE YOU HEARD OF TV PROGRAM NASHE MAALO?

1. Yes
2. No

NOTE: If the answer to the above question is "NO", proceed to parent interview.

5. HAVE YOU EVER WATCHED NASHE MAALO?

1. Yes, I watch it now/I have watch it before
2. No, I do not watch it now/I have not watch it before

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NOTE: Ask the following question if the answer to Q. 5 is “Yes”

6. HOW MANY YEARS DID YOU WATCH NM OVER THE LAST FIVE YEARS?

1. One year
2. Two years
3. Three years
4. Four years
5. All five years

(**NOTE:** If a kid has watched the first and the third year of NM, the correct answer would be ‘two years’)

7. DURING THE YEARS YOU HAVE WATCHED NM, DID YOU WATCH

1. often/every time it was on
2. frequently
3. rarely
4. never

8. HOW MANY DIFFERENT EPISODES DID YOU WATCH OVER THE LAST FIVE YEARS?

1. 1-10
2. 11-20
3. 21-30
4. 31-45/all

9. WITH WHOM DO YOU USUALLY WATCH NM? (**NOTE:** ACCEPT MULTIPLE RESPONSES, BUT NOT MORE THAN THREE)

1. With older brother/sister
3. With younger brother/sister
4. With parents
5. With grandparents
6. With whole family
7. With friends
8. I usually watch alone
9. dk/nr

10. ON WHICH TV STATION YOU ARE LOOKING THIS PROGRAMME?

1. _____
2. _____
3. _____

11. WITH WHOM ARE/WERE YOU WATCHING NASHE MAALO MOST OFTEN? (**NOTE:** Multiple responses are possible but three at most)

1. With older brother/sister
3. With younger brother/sister
4. With parents
5. With grandparents
6. With whole family
7. With friends

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- 8. I usually watch alone
- 9. dk/nr

DO YOU TALK ABOUT THIS PROGRAM:.

12. WITH YOUR BROTHER / SISTER?
1. Yes 2. No

13. WITH YOUR FRIENDS
1. Yes 2. No

14. WITH YOUR PARENTS
1. Yes 2. No

15. WITH YOUR GRANDPARENTS
1. Yes 2. No

16. WITH YOUR WHOLE FAMILY
1. Yes 2. No

17. WITH YOUR TEACHER FROM SCHOOL
1. Yes 2. No

NM 'SPIN-OFFs':

18. DO YOU KNOW OR DO YOU HAVE THE NM-SONG?
1. Yes 2. No

19. HAVE YOU SEEN THE NM MUSIC VIDEO?
1. Yes 2. No

20. DO YOU HAVE THE MUSIC CD?
1. Yes 2. No

21. DO YOU KNOW THE NM-MAGAZINE?
1. Yes 2. No

22. HAVE YOU SEEN THE NM PUPPET THEATRE?
1. Yes 2. No

23. HAVE YOU PARTICIPATED IN THE NM-QUIZ?

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1. Yes 2. No
-

QUESTIONS FOR THE PARENTS:

24. DO YOU NOW, OR HAVE YOU EVER WATCHED NASHE MAALO?

1. Yes, I watch it now and/or before
2. No, I do not watch it now/I did not watch it before
3. Don't know

25. DO YOU WATCH THE PROGRAM NASHE MAALO WITH YOUR CHILD/CHILDREN?

1. Yes most of the times
2. Yes from time to time
3. Yes but rare
4. No, the children watch the program without us

26. DO YOU TALK AFTER THAT WITH YOUR CHILDREN ABOUT THE PROGRAM?

1. Yes
2. No

27. Ethnicity

1. Macedonian
2. Albanian
3. Turkish
4. Roma
5. Serbian
6. Vlach
7. Other
8. Avoid declaring

28. WHO ANSWERED THE QUESTIONNAIRE AS PARENT?

1. mother
2. father

29. PLACE OF INHABITANCE

1. village
2. town

30. Municipality _____

31. Region: _____

32. WOULD YOU ALLOW YOUR CHILD TO PARTICIPATE IN ANOTHER PART OF THIS SURVEY? WE WANT TO INVITE GROUPS OF CHILDREN TO THE SCHOOL FOR MORE QUESTIONS. SPECIALLY TRAINED INTERVIEWERS AND PSYCHOLOGISTS WILL ASK

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QUESTIONS TO GROUPS OF CHILDREN ABOUT THINGS THEY MIGHT HAVE LEARNED THROUGH NM.

If 'yes' take name, address and telephone number.

Annex III

Report of the first field mission to Macedonia

Date: 5-9 May, 2004

Participants: Eran Fraenke, Ralf Otto

I. Meetings with SFCG Macedonia: Marko Lovrekovic, Koni Cipuseva, Vilma Venkovska-Milcev, Ibrahim, Tanja Blazeska

1. We presented and discussed the methodology with the SFCG team. The team is open for the study, some are sceptical. The team will be available for co-operation as much as their time allows. Please note that Vilma will not be available from May 31 to June 18.
2. The best resource person for information about NM and contacts (e.g. contact to potential participants of mapping workshops) is Koni. She worked for NM all the time in different positions, at the end as Project Manager. She is now responsible for the so called outreach activities, like CD, Magazine, participation in events, etc.
3. With Marko we agreed that Tanja (Office Manager) can provide support in all logistical issues.

II. Meetings with local Survey Team: Mirjana Najcevska, Violeta Petroska-Beska, Assistants, Kilme Babunski (viewership survey)

1. We presented and discussed the methodology with Mirjana and Violeta. Both are very open to the study and have their own interest in the survey as they have been involved in NM from the first day. They have the experience and the team available to do the survey.
2. The survey will begin with a viewership survey, which will be implemented by Kilme, a colleague of Mirjana, who works at the university and as consultant. He did such a quantitative survey for NM before and has the network of assistants. We will get information about how often and where and when NM has been watched by children and their parents. This data will later be used for the selection of the sample for the survey.
3. The second part of the survey will address three levels:
 - Analysis of the acquisition and changes in intercultural competence.
 - Analysis of changes in attitudes.
 - Analysis of changes in behavior in conflict situations.
4. We agreed to work with focus groups. This has been done in previous studies (2000 and 2002), so that data can be compared. We hope to identify changes over the years. It is also the best way to work with the children. Some groups will be selected with regard to the results of the viewership survey. We hope to identify viewers who watched less so that we can compare them with viewers who watched NM regularly. Eran will get information about the broadcasting so that we know where NM was on air

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at what time.

It is probably not possible to find groups of children who did not watch NM.

5. The survey will include adults, who have a relation to children (parents, teachers, adults from social clubs, etc.). We will ask similar questions as to the children. For the assessment of the wider impact of NM it is not yet clear in how far this part covers aspects, which will be covered by the capacity assessment. This should be clarified after a discussion with Emery.
Adults will be selected randomly.
6. To test changes in attitudes we will ask 'neutral' questions, meaning not related to NM. Interviewers will be advised to be flexible. Questions will be rather open-ended than multiple choice. Interviewers will be made sensible for the objective of the study and the particular interest in the wider effects of NM. They will also look out for unintended outcomes.
7. The time for preparation and implementation is short but should be possible if we co-operate well in the next weeks. School holidays will start June 10, but the children will not leave before the end of June. We can make use of the school rooms for the survey.
8. We agreed to proceed in the following way:
 - We will finalise a matrix with the key questions we want to be answered. They will make a proposal for the questions in detail and the implementation of the survey.
 - The survey will start with a viewership survey, where we will test the exposure of children and related adults (parents, teachers, etc.) to NM over the last five years. This part of the survey will be implemented by Kilme.
 - Mirjana and Violeta are available over the next weeks for any information needed for the mapping and the capacity assessment.

III. Meetings with Production Team: Robert Jazadziski (Producer), Venko (Music composer)

The meetings served to get more information about the work of the production team over the last five years. Both have been involved all the time and both can provide of information about other actors. Both could be invited for further discussions and are open to participate.

Tentative time planning:

- Preparation of the matrix: until June 14
- Finalisation of questionnaires: until June 21
- Viewership survey: June 21 to 10
- Final preparations and team co-ordination in Skopje: June 1 to 9
- Implementation of the mapping and the capacities assessment: June 3 to 11
- Implementation of part two of the survey: June 10 to 25
- Data processing: until July 12
- Final reporting: August

Ralf

May 10 2004__

Annex IV

FOCUS GROUP INTERVIEWS

A. Children

Participating groups:

1. The sample consists of 80 children in each ethnic group (Macedonian and Albanian)
2. Each of these groups will be divided in two groups according to children's age (40 fourth-graders and 40 seventh-graders)
3. Each of these age groups will be divided in two groups according to the scores from the questionnaire (20 who continuously followed the series and 20 who rarely or never were exposed to the series).
4. Each of these groups will be divided randomly into a group that will watch one episode before the conversation and another that will not be exposed to watching before the conversation.

Initial remarks:

1. All groups will be exposed with a short introduction explaining that they will participate in a conversation that requires from them to express their own views and opinions. They will be told that they have to respect certain previously defined rules (everyone has right to tell his/her opinion, there are no right or wrong answers, participants have to listen when someone talking with no interruptions, insulting in any form is not acceptable etc.)
2. The groups that are going to view the episode will be told that it does not matter whether they had previously watch it or not. Simply, the point of watching it is to remind them about Our Neighborhood and then talk about different things. On the other hand, nothing about the characters or the content of the serials will be mentioned to the groups that will not watch the episode.

Basic orientation of the questionnaire:

1. Conflicts and conflict resolution
2. Knowledge about the other communities in the Republic of Macedonia
3. Knowledge about the languages of the other ethnic communities in the Republic of Macedonia
4. Social distance
5. Resistance to social pressure
6. Interdependence

Attitudes and behavior regarding #1

1. Do you have conflicts at school/at home? With whom?
2. What do you do to prevent them?

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3. When conflicts happen, how do you resolve them?
 4. Which conflicts (and with whom) are the most difficult for you to resolve?
 5. Do people treat males and females differently? Why?
 6. Do these differences bother you? Why?
-

Group of questions regarding #6

1. How are you making decisions for issues that concern you? (clothing, hair style, new school, friends...)
 2. How would you react if your parents disagree with your choices? (clothing, hair style, school that you would like to attend, friends...)
 3. What are the causes worthwhile for resisting the pressure from the others? In which cases is it most difficult to do that?
-

Group of questions regarding #2

1. What do you know about ethnic Macedonians/ Albanians/Turks/Roma? How would you describe them?
 2. Are there any similarities in the way in which ethnic live? What are they? (food, music, clothing, customs, family relations...)
 3. Are there any differences? What are they?
 4. Are you bothered by the differences?
 5. What do you like the best at the ethnic Macedonians/ Albanians/Turks/Roma?
-

Group of questions regarding #3

(The non-Macedonian participants are asked about the Turkish and Roma language separately from the Macedonian language). Concerning Macedonian language, participants are asked whether they can read, understand the spoken language on TV or public places and whether they use it on a daily basis.

1. Do you know any word in Albanian/Turkish/Roma?
 2. What does "Good morning", "Thank you", "One" ... Where did you learn this?
 3. Do you use a language of any other ethnic community in every day life?
 4. Where do you use it/them? Why?
-

Group of questions regarding #4

Do you have ethnic Macedonian/Albanian/Turkish/Roma friends?

What are you doing together? Where do you socialize? Do you visit each other at home?

Why don't you have friends from the other nationalities as well?

Would you like to have ones?

What would you do if someone prevents you from making friends with these children? (to #4)

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Group of questions regarding #6

1. Is it nice to live in Macedonia?
 2. What do you like? What do you dislike?
 3. Is it nice to live in a country with people of different nationalities/ languages/religions? Why?
 4. What bothers you about that? What do you like about that?
 5. What should be done to make all people live together? What would you do?
 6. How do you see your future?
-

B. Adults

Attitudes and behavior regarding #1:

1. Do you have conflicts in your every day life? About what?
 2. What do you think about conflicts?
 3. What do you do to prevent conflicts?
 4. How do you resolve them when they happen?
 5. Which conflicts (and with whom) are the most difficult for you to resolve?
 6. How do children react in a conflict situation?
 7. Are children capable of resolving conflicts by themselves (without help of the adults)?
 8. How do adults help them?
 9. Which conflicts (and with whom) are the most difficult for children to resolve?
-

Group of questions regarding #5

1. How are children making decisions for issues that concern them? (clothing, hair style, new school, friends...). By themselves? Always with a help from their parents?
 2. How do adults usually react if they disagree with the child's choice (clothing, hair style, new school, friends...)? What are the issues they most strongly confront?
 3. Are there any issues about which children show resistance to the their surrounding? What are the usual causes? What for is it the most difficult to do that?
 4. Do you think that resisting the pressure from the others is worthwhile?
 5. Is it easy to "swim opposite to the water-flow?"
 6. Are children supported by the adults in some of their efforts to do so?
-

Group of questions regarding #2

1. How do children see people from the other ethnic communities?
2. Do children have different stereotypes for different ethnic groups? What do they consist of?

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3. Who has the major role in forming these stereotypes?
 4. Are stereotypes more beneficial or harmful to children? Why?
 5. Do children know how ethnic Albanians/Turks/Roma live? (food, music, clothing, customs, family relations...)
 6. Where from they learn about that?
 7. Do they know the differences or the similarities better? Why?
-

Group of questions regarding #3

1. Can children recognize the other languages when spoken by someone else? Which languages?
 2. What do they know to say in this/these other language/s?
 3. Where could/did they learn something from?
 4. Do they use a language of different ethnic group in everyday life?
-

Group of questions regarding #4

1. Do children have friends among children with different ethnic background? Which ethnic backgrounds are these?
 2. Where can they meet such friends?
 3. Where do they get together? Do they go out together? Do they visit each other at home?
 4. Why do not they have friends from other ethnic communities? What prevents them from making friends with children from different ethnic backgrounds?
 5. How do adults usually react (family, teachers, neighbors) when children want to socialize with the others? Who has the major influence?
-

Group of questions regarding #5

1. Is it nice to live in a country with people of different nationalities/ languages/religions? Why?
2. What bothers you about that? What do you like about that?
3. What should be done to make all people live together? What would you do?
4. What do you think about knowing the languages of the other ethnic groups that live in the Republic of Macedonia? Do you know any of these languages?
5. Do you know some words in any of the languages spoken by the other ethnic groups?

Annex V

TECHNICAL PROPOSAL and SCOPE OF WORK

**Developing Better Methods of Evaluation:
Conflict Resolution through
Public Awareness in
Two Search For Common Ground Programs
Macedonia and (country to be selected)**

28 May 2004

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1. Introduction to the Requirement

There are presently few developed methodologies for the evaluation of conflict prevention and peace-building programs. As Church and Shouldice found in the 2003 INCORE study: “evaluation theory specific to conflict resolution has not kept up with the demand” (2002, pg.5).

Where methodologies exist, they are used by a small segment of stakeholders and often it ‘is an ad hoc process conforming to the needs of the moment and limited by lack of skills, understanding and resources.’ (2002, p 1)

Organizations which specialize in this field are beginning to see it as their fiduciary responsibility to generate guidelines on the design of objectives, indicators, and monitoring systems to enable evaluations to verify the quality of outcomes of individual projects.

The present proposal has been elaborated jointly by Search for Common Ground and Channel Research Ltd to respond to this need. It presents a cooperative project bringing in the various types of expertise required, as well as an indispensable level of access to the operational context. To ensure that findings are replicable to other cases, it has been decided to proceed by using two case studies, both of projects run by SFCG.

Search for Common Ground has developed this proposal to further the body of public knowledge on peacebuilding evaluation methodology. This will help improve the evaluation function of the organizations concerned, and contribute to evaluation know-how in this topical field.

The case study selected is the following:

Nashe Maalo (NM): The first, chronologically, will be the SFCG children’s TV series in Macedonia which aims to enhance tolerance of different identities, over the period 1998-2004.

2. Intended Results

As the report “Confronting War: Critical Lessons for Peace Practitioners” by Mary Anderson states, ‘most agencies neglect to question how their discrete programs contribute to progress on the bigger picture, to Peace Writ Large.’ (p14, 2003) However no peace-building actor can be expected to cause (or create) peace unilaterally. The role is rather to contribute strategically. This contribution to change at the societal level (Peace Writ Large) is what is referred to as ‘value’ in this proposal, and which requires a sharper definition. It can be equated with a definition of both impact and relevance in evaluation criteria.

Although a causal relationship may not be easily established between outputs and the reduction in the level of conflict, it is observable that changes have occurred in the environment of the conflict within the peacebuilding project’s sphere of influence. These contributions add value, in that they improve the potential for peace.

Success at the project level, in terms of achieving stated outputs, may or may not be the optimal contribution toward peace (as is indeed the case for all assistance planning). It is not rare for a project to successfully achieve all of its desired outputs and not contribute to the conflict at hand.

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Mary Anderson states 'the effectiveness questions at this level asks whether, in meeting specific program goals, an agency makes a contribution to the bigger picture' (pg 13, 2003). Further, in some cases, projects do harm as well as good, and here the question of how to weigh the two becomes significant in determining the value contribution overall.

Value is not always automatic, yet there are many projects where it is assumed to be there. Developing and testing an approach that links project to the contribution to society is required in a manner which can be verified by all the stakeholders. The development of a reliable methodology would make a significant contribution to identifying strategic intervention points, increasing accountability to funders and fulfilling the trust and hope that individuals living in divided and violent societies often place in peacebuilding agencies.

The aim of the study is to provide SFCG, and others in the field, with a new body of knowledge to verify the peace-building value achieved by the outputs from public awareness projects.

This will be achieved through a pilot study in Macedonia (with an exclusive focus on NM). It is then expected to lead in the future to an application and development for other types of peace-building work, such as the facilitation of negotiations, judicial assistance (e.g. land reform), security sector reform, etc...

The outputs expected are the following:

- The study will take place in the first half of the 2004, with a view to presenting an **interim published report for a conference in South Africa** in September 2004.
- A second phase of the study might take place from September 2004 to the end of the year, with a view to presenting a **Technical Note** (containing suggestions for the generation and verification of indicators, and guidelines for future evaluations), and a **general publication** describing the lessons learned from the evaluation.
- Both phases should also result in the presentation to SFCG and its donors of the **evaluation reports for the two projects concerned**.

All material published as a result of this research will be the property of SFCG, and of the other organizations contributing financially to the project, following their own regulations.

3. Presentation of the SFCG Project

NM Macedonia :

The aim of the NM project is to promote inter-cultural understanding and conflict resolution, with the primary beneficiaries being children across the country. Monitoring research has been carried out over the life of the project by SFCG staff and consultants, relating mostly to audience profile and outputs.

The basic assumption of this television series is that Macedonia's children can be taught to understand and accept their country's cultural and ethnic diversity as their shared wealth rather than as a common liability.

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The series also promotes the idea that conflict prevention and conflict resolution skills learned in childhood lay a life-long foundation for building positive relationships with people of different cultures, generations, and genders.

The project is due to finish in December 2004. SFCG is keen to build on the existing formative research, and on favourable survey conditions in Macedonia, including highly trained personnel, to perform an assessment of the impact of the project in the society.

The notion of value contribution includes both intended and positive unintended contributions. Further, if appropriate, the factoring and weighting of unintended negative contributions will also need to be considered. A set of preliminary evaluative questions is included in Annex 3.

4. Approach and Methodology

To ensure independence and impartiality in the evaluation process SFCG has asked for the process to be led by an evaluation consultancy with a track record in this field, Channel Research Ltd. SFCG proposes to contribute a significant portion of its own resources and projects to launch this task, but will also seek to enroll the support of one or two concerned donors to ensure sufficient scope, and to ensure that findings are disseminated and tested further in this professional field.

Channel will provide the team leader and two international experts for the evaluation, to ensure overall management and quality, and ensure the impartiality of findings. Search for Common Ground will provide two staff members to the core team to assist in the collection of the information (but not the drafting of the report findings) and in the workshops.

The evaluation proposes to avoid indicators based on narratives of trends in violence and the causes of conflict, which are, as seen in other evaluations, a highly problematic model for assessing outcomes. This is mainly because the method revolves essentially around a convincing narrative, and on the questionable aggregation of individual actions from the field to the national level.

We propose instead two models inspired by distinct approaches to the phenomenon of conflict, which will be applied in triangulation:

- **Social survey:** this concentrates on the changes sought through the project in the population's attitudes, intentions and behaviour, in favour of conflict resolution without violence. The survey will cover three levels, the first being the quality and nature of the audience ("viewership") achieved by the programme, the second being the acquisition of intercultural competence and changes in attitudes within this audience, and the third being concrete indicators of changes in behaviour.
- **Readiness assessment:** this is made of two separate components. The first component is a conflict map: based on the British Strategic Assessment Method, this would proceed by elaborating a visual map of the main risks and opportunities in the evolution of the conflict, and of the causal links between them, then ranking them by degree of amenability, and generating a ranking of options for specific programme activities. The second component applies the map (originally intended as a planning tool) to elements which are most relevant to the Search programme, which will be called the **capacities assessment**: this is based on the principle that in conflicts the only constant point of reference are the those actors involved in a preventive response. This component will review the

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influence played by the programme in changing the actors so that the conflict is able to evolve toward its own resolution by itself, in a manner which is effective and constraining. The mapping will help identify which actors one should concentrate on, and the capacity assessment will define how they were influenced by the programme.

This last approach is distinct from the western tradition of thinking the nature of the link between means to ends, and allows one to move away from the logical framework.

The logical framework requires a definition of the final desired end state, ideally a state of peace. Such a condition is highly problematic for outside actors to define, especially for aid agencies with very limited means, where the specific objective may seem very small compared to the scale of the problems in a country. The approach proposed here is in a way more akin to eastern thinking, which concentrates on the trends that will determine an event, and achieving a position of influence among those trends, rather than forcing the event. The indicators for the readiness assessment can vary widely¹, but should be drawn from the nature of the organisation concerned.

5. Work Plan

The project team will be structured in three groups, with a sharper division between Channel personnel in charge of validating and writing up the findings in the report, and Search personnel in charge of the design of the methodology, facilitation and participation in the collection, and discussion of findings. The Search group will be composed of two international staff members who are part of the core group (Eran Fraenkel and Cheyanne Church) who will actively work in the collection of information, and a broader group made up of personnel from the country programme (current or former staff). It is expected that the core team will cover all phases of the project. The survey will be carried out by an external firm, not considered part of the Search country team.

Team leader: Emery Brusset, in particular lead researcher for linkage model

Core experts:

- Ralf Otto, Channel: lead researcher for the survey
- Mark Hoffman, Channel: review of methodology, overall quality assurance
- Cheyanne Church, Search Washington: design of methodology, linkage mapping
- Eran Fraenkel, Search Brussels: facilitation of field contacts, collection of information on capacity assessment, assistance in the formulation of survey questions, discussion of findings)

Country Team 1 (Macedonia):

- Mirjana Najcevska, Violeta Beska, lead independent researchers for the survey, management of the survey team, analysis of results
- Klime Babunski, independent researcher for the quantitative survey

¹ Some indicators can be drawn from company valuation methods, such as Intellectual Capital Management, the Balanced Scorecard, or derived from objectives such as in the case of the MoD whose focus on people and organisation leads it to review investment in training, and retention rates for example.

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- Koni Cipuseva, Search staff: logistical facilitation of field research, participation at key workshops
- Ibrahim Mehmeti, Vilma Venjkovska-Milcev, Robert Jazadziski, personnel who have worked on the NM project: participation in workshops, discussion of findings

Stage 1: Elaboration of Methods 5 April to 16 May

Brusset: 8 days

Otto: 10 days

Hoffman: 2 days

Church: 8 days

Fraenkel: 10 days

Tasks to be carried out:

- Brief overview of similar output-to-impact oriented evaluations, carried out on peace-building programs, media and public information programs, then of best case evaluations in other fields. Brief assessment of methods proposed.
- Detailed formulation of three evaluation frameworks to permit triangulation²:
 - (A) Two surveys (qualitative and quantitative); identifying changes in knowledge, attitudes and behavior; framing of questions to be based on the “intended outcomes” defined in the Curriculum document, structuring of questionnaire, including mapping related questions, definition of indicators, design of questionnaires
 - (B) Three focus group workshops to develop a linkage model of the conflict, including chains of influence and factors amenable to control and those not controllable; definition of the subject to specify which period of the conflict is covered, selection of expert groups and contact
 - (C) capacity assessment indicators for organizations which can address potential sources of conflict and which have been developed and utilized as a result of the project.
- First field mission for logistical and contractual preparation

Stage 2: Field Work, 17 May to 17 June (with the core team present in Macedonia 3 to 10 June)

Brusset: 8 days

Otto: 18 days

Church: 8 days

Fraenkel: 9 days

Mirjana Najcevska, Violeta Beska and survey team: 20 days

Klime Babunski: 10 days

Tasks to be carried out:

- Survey is carried out on three levels (Viewership survey, changes in knowledge, attitudes and behavior, changes in the conflict situation); level 1 is carried out among 1200 households to analyze exposure to NM; level 2 is carried out among children and their immediate family (focus

² See power point file for an example drawn from an exercise concerning risks in the Kachemir conflict (although unfortunately this particular example does not contain factors amenable to influence by a project).

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groups selected nationwide); trained interviewers with experience in working with children; selection of two sample groups on the basis of the viewership survey (group of viewers who watched less and group of viewers who watched more)

- An assessment is carried out of the relevance of the media message to key factors of conflict, and of the degree to which these messages can be detected in areas where these factors come into play. Changes in these factors will be noted, in as much as they can be observed.
- The capacity building, responsiveness and sustainability of the partners will be assessed, in particular from the point of view of accessibility to the population, and adaptation to the economic and institutional reality of the country. Specific aspects of these qualities with verifiable indicators will be chosen.

Stage 3: Analysis: 28 June to 17 July

Brusset: 7 days

Otto: 12 days

Hoffman: 4 days

Church: 7 days

Fraenkel: 7 days

Mirjana Najcevska, Violeta Beska and survey team: 10 days

Tasks to be carried out:

- Data compilation and quantitative analysis
- Debriefing and synthesis workshop to be held in Macedonia.
- Synthesis of findings and drafting of the report using the two separate analytical frameworks.

Stage 4: Exploitation : 1 August to 15 September

Brusset: 2 days

Otto: 2 days

Church: 5 days

Fraenkel: 4 days

Tasks to be achieved

- Debriefing at expert workshop on the strengths and weaknesses of the evaluation methods, and possible alternatives.
- General presentation to a group of donors and partners
- Publication and preliminary dissemination of the reports.
- Dissemination tasks

6. Resources Required and Provided:

The project will be funded from three sources. The first is SFCG core funding, which has been earmarked internally for this project. It comes in the form of staff salaries. The second is a special allocation for the

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evaluation of the Nashe Malo Project. The third source is that of an independent donor or client, allocated by contract to either Channel or SFCG, for the accomplishment of a clearly identified selection of tasks.

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Annex 1: Overview survey levels

	Level	Definition	Indicator	Guiding principles
1	Exposure to the program (output)	Viewership analysis	<p>Percentage of children who were exposed to NM.</p> <p>Percentage of persons with a relationship to children who were exposed to NM.</p> <p>Number of episodes watched.</p> <p>Duration of exposure.</p>	<ul style="list-style-type: none"> ▪ use of previous studies ▪ use of comparable/same samples ▪ random selection ▪ ask for willingness to participate in focus group interview, and if yes get name and address ▪ selection of locations with regard to broadcasting (some stations showed NM longer/more often than others)
2	Achievement of intended outcomes (results)	1. Analysis of the acquisition and changes in intercultural competence.	<p>a) Recognition of and knowledge about stereotypes</p> <p>b) Positive knowledge about other communities</p> <p>c) Recognition of and knowledge about other languages</p>	<ul style="list-style-type: none"> ▪ work with focus groups ▪ selection of children after quantitative survey (level 1) ▪ selection of parents/teachers/adults active in youth sport clubs, boy scouts, Babylon Centers, etc. ▪ employ experienced interviewers ▪ compare viewers/non-/few-viewers (according to level 1) ▪ Questions should be 'neutral', not NM related ▪ Look out for tendencies and unintended outcomes (open ended questions, flexibility in reporting of answers) ▪ a), b) and c) are listed according to priorities

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	2. Analysis of changes in attitudes	<p>a) Recognition of and resistance to social pressure</p> <p>b) Recognition of mature perspectives on conflicts</p> <p>c) Recognition of interdependence of different groups on Macedonia</p>	<ul style="list-style-type: none"> ▪ work with focus groups ▪ selection of children after quantitative survey (level 1) ▪ selection of parents/teachers/adults active in youth sport clubs, boy scouts, Babylon Centers, etc. ▪ design parts of the questions according to previous attitude studies (2000 and 2002) to analyze changes over the years ▪ employ experienced interviewers ▪ compare viewers/non-/few-viewers (according to level 1) ▪ Questions should be 'neutral', not NM related ▪ Look out for tendencies and unintended outcomes (open ended questions, flexibility in reporting of answers) ▪ a), b) and c) are listed according to priorities
	3. Analysis of changes in behavior in conflict situations	<p>a) avoidance of stereotypes</p> <p>b) Use of other languages</p> <p>c) Use of conflict resolutions skills</p>	<ul style="list-style-type: none"> ▪ work with focus groups ▪ selection of children after quantitative survey (level 1) ▪ selection of parents/teachers/adults active in youth sport clubs, boy scouts, Babylon Centers, etc. ▪ employ experienced interviewers ▪ compare viewers/non-/few-viewers (according to level 1) ▪ Questions should be 'neutral', not NM related ▪ Look out for tendencies and unintended outcomes (open ended questions, flexibility in reporting of answers) ▪ a), b) and c) are listed according to priorities
3	<p>'The broader picture' (impact)</p> <ul style="list-style-type: none"> ▪ Changes in the behavior of groups (Teachers, school administration, children's peer groups, production team, actors, broadcasters, others) ▪ Changes in the population ▪ Influence on events ▪ Influence on/contribution to the conflict 		<ul style="list-style-type: none"> ▪ make use of other sources if possible (like fan mail, statistics from Macedonia,...)

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Annex 2: Proposed Questionnaire Viewership Survey

Good day, my name is: _____ and I am doing the survey how the children are looking TV and what are the programs that the children like at most. Do you have children between the age of 6 and 17?

We are doing this survey through the whole country. Part of the questionnaire will be done with the child and part with a parent. Would you mind if I ask your child and you a few questions.

You have been chosen randomly and any data from the survey will not be connected with any name of the respondent.

There are no wrong or right answers, so please feel free to give any answer that you think is honest. If you still do not feel comfortable answering a question for any reason, just tell that you do not wish to provide an answer.

QUESTIONS FOR CHILDREN

1. HOW OLD ARE YOU? _____

2. WHAT GRADE ARE YOU FINISHING NOW?

1. second
2. third
3. fourth
4. fifth
5. sixth
6. seventh
7. eighth

3. GENDER: 1. Male 2. Female

4. HAVE YOU HEARD OF TV PROGRAMME NASHE MAALO?

1. Yes
2. No

NOTE: If the answer to the above question is "NO", proceed to parent interview.

5. HAVE YOU EVER WATCHED NASHE MAALO?

1. Yes, I watch it now/I have watched it before
2. No, I do not watch it now/I have not watched it before

NOTE: Ask the following question if the answer to Q. 5 is "Yes"

6. OVER THE LAST FIVE YEARS, WHICH YEARS (SEASONS) OF NASHE MAALO HAVE YOU WATCHED?

1. first season/year
2. second season/year
3. third season/year
4. fourth season/year
5. fifth season/year

TOTAL: _____ seasons/years

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(NOTE: To arrive at the total number of years, a child does NOT have to have watched consecutive seasons. For example, if a child watched the 1st and 3rd year of NM, the correct answer would be 'two years')

7. DURING THE YEARS YOU HAVE WATCHED NM, HAVE YOU WATCHED

- 1. often/every time it was on
- 2. frequently
- 3. rarely

8. HOW MANY DIFFERENT EPISODES DID YOU WATCH OVER THE LAST FIVE YEARS?

- 1. 1-10
- 2. 11-20
- 3. 21-30
- 4. 31-45/all

9. DURING THE PAST 5 YEARS HAVE YOU WATCHED NAHSE MAALO RE-RUNS?

- 1. often/every time
- 2. frequently
- 3. rarely
- 4. never

10. WITH WHOM DO YOU USUALLY WATCH NM?

(NOTE: Accept multiple responses, but not more than three)

- 1. With older brother/sister
- 3. With younger brother/sister
- 4. With parents
- 5. With grandparents
- 6. With whole family
- 7. With friends
- 8. I usually watch alone
- 9. dk/nr

11. ON WHICH TV STATION(S) HAVE YOU WATCHED THIS PROGRAMME? (NOTE: Has the child watched both on national and local stations)

- 1. _____
- 2. _____
- 3. _____

DO YOU TALK ABOUT THIS PROGRAMME WITH:

12. YOUR BROTHER / SISTER?

- 1. Yes
- 2. No

13. YOUR FRIENDS

- 1. Yes
- 2. No

14. YOUR PARENTS

- 1. Yes
- 2. No

15. YOUR GRANDPARENTS

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1. Yes 2. No

17. YOUR TEACHER FROM SCHOOL

1. Yes 2. No

NM 'SPIN-OFFs':

19. DO YOU KNOW THE NM SONG?

1. Yes 2. No

20. HAVE YOU SEEN EITHER OR BOTH NM MUSIC VIDEOS?

1. Yes 2. No

21. DO YOU HAVE THE NM MUSIC CD?

1. Yes 2. No

22. DO YOU KNOW THE NM MAGAZINE?

1. Yes 2. No

23. HAVE YOU SEEN THE NM PUPPET THEATRE?

1. Yes 2. No

24. HAVE YOU PARTICIPATED IN THE NM-QUIZ?

1. Yes 2. No

QUESTIONS FOR THE PARENTS:

25. DO YOU NOW, OR HAVE YOU EVER WATCHED NASHE MAALO?

1. Yes, I watch it now and/or before
2. No, I do not watch it now/I did not watch it before
3. Don't know

26. DO YOU WATCH NASHE MAALO WITH YOUR CHILD/CHILDREN?

1. Yes most of the times
2. Yes from time to time
3. Yes but rare
4. No, the children watch the program without us

27. DO YOU TALK WITH YOUR CHILDREN ABOUT THE PROGRAMME?

1. Yes 2. No

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28. Ethnicity

- 1. Macedonian
- 2. Albanian
- 3. Turkish
- 4. Roma
- 5. Serbian
- 6. Vlach
- 7. Other
- 8. Avoid declaring

29. WHICH PARENT ANSWERED THE QUESTIONNAIRE?

- 1. mother
- 2. father

30. PLACE OF INHABITANCE

- 1. village
- 2. town

31. Municipality _____

32. Region: _____

33. WOULD YOU ALLOW YOUR CHILD TO PARTICIPATE IN ANOTHER PART OF THIS SURVEY? WE WANT TO INVITE GROUPS OF CHILDREN TO SCHOOL FOR MORE QUESTIONS. SPECIALLY TRAINED INTERVIEWERS AND PSYCHOLOGISTS WILL ASK QUESTIONS TO GROUPS OF CHILDREN ABOUT THINGS THEY MIGHT HAVE LEARNED THROUGH NM.

If 'yes' take name, address and telephone number.

NAME: _____

ADDRESS: _____

TEL NUMBER: _____

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Annex 3 : Time Schedule for the Survey Field Work:

Task	Time period	Responsibility
Preparation of the viewership survey (level1) Finalisation of questionnaires	until June 16	Klime Babunski, Eran Fraenkel, Ralf Otto
Implementation of viewership survey	May 17 to 30	Klime Babunski, local assistants
Preparations for survey level 2 and 3	until June 30	Mirjana Najcevska, Violeta Beska, Eran Fraenkel, Ralf Otto
Final preparations and team co-ordination i	June 3-5	All
Implementation of the mapping	June 6-11	Cheyenne Church, Emery Brusset, Eran Fraenkel
Implementation of the capacities assessment	June 6-11	Emery Brusset, Eran Fraenkel
Implementation of level 2 of the survey	June 10 to 25	Mirjana Najcevska, local assistants, Ralf Otto
Data processing	until July 12	Mirjana Najcevska, Violeta Beska

Annex 4: Overview of the Readiness Assessment

I. Introduction

This methodology for assessing the impact of a programme on a conflict flows from the following observation: **it may be possible to say whether a programme has succeeded in meeting its intended outcomes (in the present case achieving some change in attitudes and behaviour among a target group), but it is not possible to extrapolate whether this has had a decisive impact on the course of the conflict.**

II. Previous Attempts

This was for example one of the most striking findings of the **USAID's OTI** Confidence Building Initiative evaluation in Macedonia in 2003. It led to the conclusion that it was not possible to say whether the programme had been effective. It was argued in the annexes to this report (as had been done in a previous evaluation report on behalf of the European Commission in Liberia) that an intermediary objective was missing (i.e. an objective situated between the specific objective or project purpose and the general objectives of conflict resolution). To define impact it is necessary to follow it through the different stages of the contribution made to resolution. At each stage the change be decreasingly attributed to the programme, and is increasingly caused by other actions undertaken independently of the programme.

To avoid being caught in the problem of attribution, it is necessary to clarify as early as possible what chain of events one has tried to trigger, or what trends or events one tried to counter. This must be traced from the very general country level of analysis, to the level of the programme, and be characterized by intermediary causes or objectives. An evaluation methodology must first be able to construct such a chain of intermediary objectives.

The **UK Government**, through its Conflict Prevention Pools, has sought to overcome the difficulty in another manner, by introducing quantitative targets of a general nature, and some country specific narratives, drawn from the DFID country strategies. Changes in the measurements would allow the UK Government to deduce that it had been effective.

The consultants working on the evaluation of the Pools have found four broad reasons not to be satisfied with this measurement of performance, many of them in fact shared with other Government outcome-based targets (Public Service Agreements: all UK Ministries have four or five underpinning their accountability), especially in the field of foreign policy :

1. The quantitative measurement is dependent on good quality sources, and on a clear relationship between UK outputs/results and outcomes/impacts. Conflicts generate inherently contentious streams of information, and contrary to DFID practice in the economic sphere there are no national data sets. The Technical Note as it is currently formulated requires use of the SIPRI, IISS, USCR (US Committee for Refugees) and UNHCR data. This data is not necessarily up to date, and is in some instances guided by institutional bias³. It is very difficult to relate war stress such as

³ To give but one example, even in the relatively measurable issue of repatriation figures for Burundi refugees from Tanzania back to Burundi in 2002 UNHCR has provided diverging figures from its Branch Office in Bujumbura and that in Dar Es Salaam.

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population movements, to levels of violence (increasing number of besieged populations, for example, will reduce displacement). Intervening factors make it impossible to relate the effectiveness of HMG to global international performance, and this then to the number of deaths⁴. In these conditions even delayed assessments of trends are questionable measures of HMG performance.

2. The qualitative measurement of reduction in potential sources of future conflict was introduced to mitigate the weaknesses of the quantitative targets. It includes the success of the UK in mobilising an effective international response. This is very difficult to aggregate, especially since the definition of the causes of war is more closely related to the position of the actors and to their responsibility⁵, and is most often based on the conflict prevention strategy documents. The terms « potential » and « future » as regards causes also serve to limit the scope of the tool.
3. The Public Service Agreement target is not limited to the Pools, but covers the work of three Departments, and is the responsibility of two Ministers, according to a geographical division (DFID for sub-Saharan Africa, FCO for outside sub-Saharan Africa). A vast array of measures can be said to serve the purpose of avoiding the unwanted impact of violence on human life, including those controlled by the Secretary of Defence, whose officials have described for example, not illogically, airport anti-terrorist security training as serving the PSA. In some cases the contribution to the reduction of conflict are so varied as to be barely comparable.
4. The priority to be accorded to the actions under the conflict PSA in relation to other PSAs is not clarified. In a country such as Russia, the FCO objectives of enhanced competitiveness of UK companies, and positive foreign perceptions of the UK, have dictated an insufficient response from the conflict PSA point of view in Chechnya. The definition of a list of fourteen priority countries in the Director Delivery Plans and the SDAs contributes to reducing possible conflicts of objectives, but considerable amounts are still spent for other countries, including for multilateral organisations such as the UN.

This evaluation would consequently not follow the quantitative target approach, even if supported with narratives. Yet there is still a case to be made for clear performance targets. It is important to move away from funding strategies which do not demonstrate clear links to the conflict.

3. The Way Forward

The method proposed here is for a focus group to draw up a map of trends and events leading to conflict or peace, and seek the most relevant actors and cultures which can influence them. The group must then propose indicators to measure whether changes can be observed, in those mitigating factors, which can be influenced by the programme. The mitigating factors are the

⁴ In the case of a small country like Nepal for example the UK conflict prevention strategy cannot be related to the increase in civil war dead over the 2001-2003 period. This is much more closely related to the strategic decisions of political leaders in Government and in the Maoist movement. In larger Angola the number of fatalities has been reduced over the period by the death of the rebel leader, possibly linked to increased international military assistance rather than UK reconciliation work.

⁵ Within the active body of literature we recommend « On the Causes of War », Hidemi Suganami, Clarendon Press Oxford, 1996. He argues that « the most (we) can endeavour to arrive at is an inter-subjective consensus, among professional historians and their readers, that their story is the more persuasive – or at least not less so – than the pre-existing ones... Its persuasiveness may in turn be judged in the light, among other things, of breadth and judiciousness in its available use of evidence, and, more broadly, its coherence with other well-accepted facts and stories » which, he notes, is fragmentary and cannot be tested (page 207).

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intermediary objectives, i.e. those situated between the general level of the conflict, and the programme level.

The hypothesis is that the conflict in Macedonia is seen as characterised by large scale violence based on ethnic and religious criteria, the existence of parallel structures which can promote organised violence, and increased segregation of identity groups, mainly Macedonian Slavs and Albanians.

This probability of conflict is facilitated by the permeability of the population to messages of antagonism and provocation, exacerbating historical facts and the perceptions of potential loss. These accepting societal attitudes lead to a sense that drastic and even violent measures must be undertaken⁶ so that loss will not occur, in particular threats to collective identity.

To counter-act this insecurity, it is necessary to render the culture, discourse, and social relations less conducive. Ideally the peace-building programmes aiming to work in the field of societal attitudes should even create a different and contrary dynamic.

To do so there are three objectives which aid agencies commonly follow, which must be translated into the local conditions:

- 1) To capture the imagination of the population, showing that it is possible to entertain different relations. This is to counter-act agents of provocation, in particular. Sadly this evocative aspect of aid programmes is often ignored, and agencies such as OTI struggle to describe it through metaphors (“create faces and places” for example).
- 2) To increase the quality of interaction between potentially antagonistic groups, so that people know one another personally, so avoiding abstract stereotypes, and identifying a multitude of convergent interests (building bridges and other common goods, for example).
- 3) Increase opportunities: this is the developmental agenda. To escape from the spiral of violence, it is necessary to point to constructive opportunities for work, for growth, for savings.

These types of objectives are taken in order of increasing range and longevity of impact. The quickest impact, as theorised in neo-marxist “leaps of consciousness” can occur very fast.

4. Application to the Nashe Malo Project

In terms of the Search programme in Macedonia each one of these objectives has translated into three outcomes, which are not well formulated in the project documents seen so far, but are nevertheless known:

- 1) Generate a demand for a new message, a new form of social interaction, based on the value of plurality
- 2) Create opportunities for personal engagement in places where decisions are taken, in particular media and culture, and legislative debates
- 3) Generate institutions which will be able to respond positively to a degradation of the political climate, to acts of provocation, by spreading anew a message of tolerance.

To test whether this model is indeed accurate, the evaluation will follow two stages. The first is a mapping exercise concerning the conflict, the second a more anthropologically and institutionally based enquiry.

⁶ Some analysts (Ole Waever, Barry Buzan) pushed for a conceptualisation of such a perception as a new referent for security, called societal security.

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The mapping will be based on a security based analytical tool. SAM, the Strategic Assessment Method, has been used by the UK Global Conflict Prevention Pool for the Kashmir conflict, to help design the conflict prevention strategy. It is based on a preparatory phase, a capture of expert judgement (here from different Departments as well as external resources), analysis visualisation and modelling in a workshop context, and finishes with a desk level assessment of the options. These are drawn from the causal chains (arrows connecting factors leading to conflict, some mutually reinforcing). The numbers of links pointing to one node indicates the intensity of the issue, which should be addressed as a priority. The model provides a warning system, and some degree of prediction, as well as a broad scanning of the horizon (expertise from an unlimited range can be brought in to strengthen the model, and so can serve a coordination purpose), and the possibility of regular update.

It is however bound by the continuation of overall conditions, and a qualitative change in the conflict would require a new model to be elaborated. Experience has proved that it is difficult to get officials or experts in one room, and the process can be constrained. As such the model would have to be used in an evaluation which makes allowance for workshops, and accepts a certain dependence on the validity of the judgement of those who attend. Another drawback is that it does not include the analysis of intent of key groups.

The map which is elaborated should point to the relevance of the general objective of rendering the social capital of the population more resilient to conflict: is it important to influence the way people respond to violence, or is it guided by militaristic structures which can operate quite independently of any social support? Is the readiness of the population to support peace a key factor?

The mapping should also point at opportunities for the three intermediary objectives of capturing imagination, increasing interaction, and increasing opportunities. What would that mean in operational terms? Who for example would be the relays for new messages of social interaction? If it is National TV, how important is that? How deep does the desire run by NTV to continue the messages of Nashe Malo?

This will then be assessed through deployment of a team which will elaborate a semi-structured questionnaire, then visit key institutions and persons identified as part of the mapping exercise. The indicators will gauge the relevance of the institutions, persons and media concerned, the intensity of the achievements, and the scope of change achieved.

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ANNEX 5: Terms of Reference for stages 2 and 3

Emery Brusset

1. Structure and facilitate the two seminars
2. Draw up the list of indicators and sources of information to be contacted flowing from the seminars
3. Establish who goes where to ask what
4. Ensure that the findings are written down in a comparable format
5. Analyse the findings of the readiness assessment
6. Writing of final report

Ralf Otto

1. To lead and coordinate the survey to ensure the quality and independence of the findings
2. Participate in the two seminars to write/draw the emerging findings and related secondary issues
3. To join the Search personnel carrying out the readiness assessment
4. Review sections of the readiness report, and write some of them.
5. Control and analyse the quantitative results of the survey
6. Participate in the final follow up activities.

Eran Fraenkel

1. Participate in the two seminars
2. Ensure the work load of Search staff is not detrimental to their normal work
3. Undertake some of the visits for the readiness assessment
4. Write submissions of text for the readiness evaluation
5. Participate in the follow-up meetings

Cheyenne Church

1. Participate in the two seminars
2. Provide methodological advice throughout the process
3. Undertake some of the visits for the readiness assessment
4. Write submissions of text for the readiness evaluation
5. Participate in the follow-up meetings

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National consultant (to be identified)

1. Participate in the two seminars
2. Ensure that the findings are valid for the Macedonia reality
3. Undertake some of the visits for the readiness assessment
4. Act as an interpreter when required

Search Skopje Staff

1. Identify who were the non NM participants in the process of the design of the initial curriculum in 1999, whether they would be available to meet again on 4th of June or the 5th for a Conflict Mapping Seminar.
2. Alert the following NM staff about a similar seminar on the other day: Koni, Ibrahim, Marko, producers, writers, some interested broadcasters. The date for the meeting would be 7 June. It should be a group of 7 plus two Channel consultants, and two Search staff from abroad.
3. Participate in one of the two seminars
4. Facilitate field visits in terms of making contact and logistics if and when required

Mark Hoffmann

1. Check the methodology before the field visits.
2. Review the draft report
3. Generally act as an academic resource person.

Annex VI

Channel Research Belgium, 8 July 2004

Introduction

It was decided by Search for Common Ground in April 2004 to evaluate “Nashe Maalo”, one of its larger projects in Macedonia. Nashe Maalo is a television series aimed at promoting inter-cultural understanding and conflict resolution, and its primary beneficiaries are children aged 8 to 12 living across the country. The TV programme has been running since October 1999, and is scheduled to finish at the end of 2004.

This evaluation was commissioned to a team led by Channel (Mr Otto and Mr Brusset), with support from the Helsinki Committee (Dr Mirjana Najcevska and associated researchers), as well as assistance Search personnel from the Washington, Brussels and Skopje offices. The evaluation report is due in August. The present document is to present preliminary findings, pending the full collection and analysis of information.

Methodology

The evaluation was organised in two components.

- The first is based on a series of predominantly quantitative surveys (organised in three levels of viewership profile, of verifiable changes in knowledge and attitudes, and of behaviour defined through focus groups). The aim was to define the impact of the programme at the level of outcomes (attitudes, knowledge and behaviour). This component ran from early May to end of July.
- The second component has been called the “readiness assessment” and seeks to map the putative link between the project’s intended and unintended outcomes and the general objective of peace-building. This is sought more particularly through the definition of changes achieved in the extent to which new social models have been generated, the extent to which new forms of interaction have taken place, and the opportunities created to increase related activities again should the conflict escalate once more. This component ran from early June to end July.

The results of the first component are still being analysed, and are not yet available. The Aide Mémoire will hence concentrate on the second component.

3. Key Findings

3.1. Relevance

The first set of findings relate to the relevance of the programme to the conflict. It asks how influential is NM in the society? Which are the drivers in the conflict which key respondents describe as important and are amenable to influence by NM? Are they linked to the more important issues?

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As a result of a mapping exercise (with external and internal respondents to NM) the issues in the conflict which NM is seen as able to influence have been the reassurance of societal identities (specific identities are shown not to be threatened), the independence of the media, and impartiality and professionalisation of the media. Many of the “nodal” issues were not affected by NM, in particular the climate of security and security sector reform, criminalisation of the economy, and the ethnic definition of national politics. More particularly the influence of children which have been targeted by NM on the conflict was not perceived (the older groups are now reaching the age of 18).

Media and politicians are seen as most influential in Macedonia. At the same time both are much criticised and their messages surrounded by offhand cynicism. In turn politicians and the private sector have the biggest influence on the media. During the conflict there was also much influence from outside Macedonia, particularly from international media, representatives from EU and NATO and wealthier western states that could fund NGOs.

TV is clearly the right medium in Macedonia to communicate a message such as the ‘NM logic’. But even an excellent children TV series can only have limited influence compared to the productions controlled by the afore-mentioned actors. NGOs have some influence through their independent productions, but far less than media and politicians because they are very few. NGOs are also criticised as under the influence of politicians (this is not the case for SFCGM).

NM was very important as a role model for the society. The problem of impact lays the difference between the fictional story and real life. NM was especially important and recognized at the time when it started. NM was the first show of its kind (for children and at the same time the multi-ethnic approach). NM filled a gap. But there is no evidence about a change it made at this time, and interviews with adults and actors reveal a tendency to relegate the norms to a lower status than those related to antagonistic identities.

NM was especially important and recognized at the time of the war, especially the fact that NM continued throughout although segregation was increasing tremendously. Today NM is mainly seen as a very well produced educational programme, which is at the same time very entertaining. NM is recognised as a role model for Macedonians but there is very limited evidence for an application of the ‘NM logic’ in real life, where a climate of depolarisation, resignation and powerlessness prevails.

3.2. Impact in the creation of new models:

This level of questions asks whether new models of behaviour have been proposed and exist in the society. It asks in particular how attractive is NM and why?

NM is the only TV production especially addressed to children in Macedonian, and is highly visible and distinct, earning the message the label “NM logic” among some respondents. It has generated its own love heroes (“sex gods”). NM is perceived as attractive because of the high technical quality of production, which is unique on Macedonia’s TV programme for children. NM addresses the right topics (i.e. questions about the existential choices that are typical of that generation) and has interesting characters, so that children (and adults) recognise situations from their daily lives.

On the other hand NM includes an element of fantasy (Karmen) and stories that are not part of daily experience and that make a story entertaining (love stories, adventures, crisis situations). The last is deemed necessary to make for an entertaining programme, but also allows a widespread perception that the “NM logic” is unrealistic as an inspiration for personal orientations. The extensive research carried out

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during the creation of the series and over the years helped to make NM attractive and understood by the viewers.

A significant unintended impact of the programme has been on the adult population. This usually takes place for two reasons. The first is the influence of children as opinion makers in a family, particularly because of their emotional identification with the characters, and because of the unavoidability of the television when switched on (usually in the living room). The second reason is that adults do not have many alternative programmes, and elect to watch NM as a form of light recreation. The imaginary and “out of the world” nature of the message is however still as strong as in the younger age groups.

3.3. Impact in terms of new interaction

Who was involved in the communication, where do they now operate? Are they perpetuating a similar message?

Mainly people who were closely involved in the production of NM apply the ‘NM logic’. This is also found in “allied” programmes such as Life Radio, TV Terra. These are characteristically foreign funded, and the political dimension of the message (as opposed to its emotional appeal, see below) has not been well rooted in indigenous dynamics.

The producers and broadcasters who have promoted NM have remained in the country, and continue to work on related issues. In some cases decision makers who would not have elected to promote NM did so because of the clear popularity of the show, although they resisted making it a central element in programming (one TV station complained that it was not compatible with advertising, which is contradicted by the advertising industry).

3.4. Impact in terms of capacity building

Are they enacting some of the techniques learned in NM? How able are (will) the audience (be) to resist contrary messages/attitudes? Which institutions and groups were strengthened by NM?

Institutions/actors who were directly involved in the production of NM continue to apply the ‘NM logic’. This is especially true for the Children Theatre Centre, adult actors, and musicians. This is lesser true for broadcasters and other producers.

The reason the team heard the most for the absence of follow up was the lack of funds but there were also opinions stating that the private sector could finance similar productions.

If multi-ethnic programmes are done in the media they are mainly limited to multi-lingual programmes. Productions similar to the NM logic in the future would have to be on a lower and cheaper level, which is more in line with the resource flows in Macedonia’s situation (advertising and state media based). The public sector has some funds available for these kinds of activities, but NM has failed to penetrate state priorities.

The production capacity and the knowledge exist to a high degree in Macedonia. There are a few institutions that work in the multi-ethnic context. The NGO sector is very active but dominated by foreign funds, which are decreasing. It was never on Search’s agenda to initiate or enforce other

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productions than NM or activities not related to NM (puppet theatre, live theatre, outreach activities). Today there is once again no appropriate educational or information programme especially for kids in a multi-ethnic context.

4. Very preliminary recommendations

- NM has created an opportunity for an indigenous message with peace-building potential, but needs to continue capitalising on this if it is to have an impact on the conflict. This can be done by (A) preparing a new programme which will continue to follow the NM primary audience (now entering political life) and begin targeting the secondary audience (educated adults). And by (B) creating spawns of NM in other cultural fora, to ensure that it becomes more part of the national references.
- Work to a much greater extent, in the content of production and follow up activities (competitions etc...) on the incarnation of NM into everyday inter-ethnic praxis. It should become clearer in the message that NM is more than a dreamland or a social Mills and Boon, but that it aims to lead to political or semi-political consequences.
- Avoid in the early stages of the programme that the technical quality of the programme becomes a primary focus, and ensure a planning process which includes some form of conflict analysis so that the political impact is not lost as a criteria of success.

Annex VII

Readiness Assessment 09 06 2004

The readiness assessment seeks to define the degree to which a programme has focused on the important drivers in a conflict, and whether it has improved the ability of the country to move toward conflict resolution by itself in an effective manner (its “readiness” to resolve past and future conflict).

There are two sets of questions in an evaluation: the evaluative questions (for example: to what degree was there a change ? What is the lasting effect of these changes?). And there are elicitive questions, which revolve around the verification of the indicators. These are detailed below for the NM assessment.

I. Leading evaluative questions:

There are three types of impact which a programme can have, which can be assessed after defining its degree of influence: the creation of models in a society applicable to a situation, the interconnections between separate groups it creates, and the new opportunities it generates for growth and for sustainable capacities.

- 4) How influential is NM in the society compared to other actors? Which trends or drivers does it influence?
- 5) To what extent did NM capture the imagination of the population, showing that it is possible to entertain different relations?
- 6) To what extent did NM contribute to an increase in the interaction between potentially antagonistic groups and join separate circuits of communication?
- 7) How many new opportunities did NM generate in the society for constructive conflict resolution?

a. Leading elicitive questions:

1. Who or what is influential in the drivers identified by the mapping process?
2. How important is NM in this area? Is there a demand for the NM logic type of message? How attractive is it in the population? Why is it attractive? How clearly is the underlying “change message” perceived and applied by the participants and the different audiences?
3. Who was involved in the communication, where do they now operate? Are they perpetuating a similar message? Are they enacting some of the techniques learned in NM? How able are (will) the audience (be) to resist contrary messages/attitudes?
4. Which institutions and groups (in the broadest sense) were strengthened by NM? How? Are there other relays emerging to carry on the NM logic message?

III. Developed Elicitive Interview:

We have come to see you because you are an important actor of influence in the area of public attitudes. We want to ask you four sets of questions:

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1. Who/what would be the most significant actors in your sector or in the sector of the driver identified through mapping? Where do they get resources from? Can you identify what specific impact they may have had? Have you heard of NM, and where would you rate Search for Common Ground in terms of influence?
2. Why are the (like minded) programmes popular? How popular are they compared to.... (comparable programme)? What is the point of the programmes? Why is it supported by an agency from abroad? How much support is there for “NM logic” among the people around you? Has it changed over time?
3. Who are the opposed groups and the like minded groups? What was your involvement in NM? Or: why were you not involved? What will you do in the near future? Where? What would you like to change in relation to “NM logic”? Can you give some examples where you have applied NM logic in your professional, social and political life? What professional communities exist?
4. How many resources exist in Macedonia today for actors in the sector of priority? Who would you say is most like NM today? Why are they (there) (not there)? What have they inherited from NM? What support (in a broad sense) would they need? Is there a market? What is the potential for donors to support them?

Annex VIII

Meeting Schedule Interviews Readiness Assessment

Date	Time	Name	Institution	Interviewer
June 8	15h	Goran – Director/Owner	Channel 77 Radio	Emery Brusset Cheyanne Church
June 8	16h	Kreshnik – Director	Life Radio	Cheyenne Church
June 9	14h	Igor Ilievski, Category Beer Supervisor	Pivara Skopje AD (Brewery)	Emery Brusset, Cheyanne Church, Ralf Otto
June 10	10h	Branko, Editor in Chief	Dnevnik Newspaper	Ralf Otto
June 10	14h	Ratka Pemova, Account Director	Indigo Marketing Agency	Emery Brusset, Ralf Otto, Marijana Handziski
June 10	11h	Refet & Driterio	CTC	Emery Brusset
June 11	12h	Lubica Angelkova, Editor in Chief	Terra TV	Ralf Otto
June 11	14h	Aneta Shijakova	Local NGO	Ralf Otto
June 11	15h	Todor Ivanovski, Zlatko Talevski	Youth Cultural Centre, Local NGO	Ralf Otto
June 12	10h	Mende Mladenovski, Director	Bitola Newspaper	Ralf Otto
June 12	11h	Marija Mladenova	Local Radio	Ralf Otto
June 14	10h	Zoran Gopic, Secretary General	Macedonian Olympic Committee	Ralf Otto Marijana Handziski
June 14	11h	Aleksandar Ivanoski, Media Planner	IDEA PLUS Marketing Agency	Ralf Otto Marijana Handziski
June 14	13h	Gjorgji Varosljia President	Broadcasting Council	Ralf Otto Marijana Handziski
June 14	14h	Biljana Tanovska	Ministry of Culture	Ralf Otto

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		Head Assistant of the Creative work Department		Marijana Handziski
June 14	16h	Gjorgji Mitrevski	Strategic Marketing & Media Institute	Ralf Otto Marijana Handziski
June 15	9h	Aleksandra Dilevska-Simova, Managing Director	Saatchi & Saatchi Publicis Marketing Agency	Ralf Otto
June 15	10h	Elizabeta Bakovska, Assistant Development Cooperation Cultural Affairs	Netherlands Embassy	Ralf Otto
June 15	11h	Melita Cokrevska, Project Management Specialist	US AID	Ralf Otto Marijana Handziski
June 15	13h	Gjorgji Mitrevski	Strategic Marketing & Media Institute	Ralf Otto Marijana Handziski
June 16	9h	Atila Klince Direktor	Turkish National Theatre	Ralf Otto Marijana Handziski
June 16	10h	Zaneta Trajkovska Director	MIM	Ralf Otto Marijana Handziski
June 16	12h	Ismet Ramadani, Member of Parliament	PDP	Ralf Otto Marijana Handziski
June 16	13:30	Demir Sulejman, Member of Council	Roma City Council	Ralf Otto Marijana Handziski
June 17	13h	Emil Milterski	LDP Liberal Party	Ralf Otto Marijana Handziski
June 17	13h	Mersel Bilalli, Adviser	President of Republic of Macedonia, Cabinet	Ralf Otto Marijana Handziski

Annex IX

Map of Macedonia



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Annex X

Facts about Macedonia - from CIA World Fact Book, May 2004

Geography

- Location:** Southeastern Europe, north of Greece
- Geographic coordinates:** 41 50 N, 22 00 E
- Area:** *total:* 25,333 sq km
water: 477 sq km
land: 24,856 sq km
- Land boundaries:** *total:* 766 km
border countries: Albania 151 km, Bulgaria 148 km, Greece 246 km, Serbia and Montenegro 221 km
- Coastline:** 0 km (landlocked)
- Climate:** warm, dry summers and autumns and relatively cold winters with heavy snowfall
- Terrain:** mountainous territory covered with deep basins and valleys; three large lakes, each divided by a frontier line; country bisected by the Vardar River
- Elevation extremes:** *lowest point:* Vardar River 50 m
highest point: Golem Korab (Maja e Korabit) 2,753 m
- Natural resources:** low-grade iron ore, copper, lead, zinc, chromite, manganese, nickel, tungsten, gold, silver, asbestos, gypsum, timber, arable land
- Land use:** *arable land:* 23.59%
permanent crops: 1.85%
other: 74.56% (1998 est.)
- Irrigated land:** 550 sq km (1998 est.)
- Natural hazards:** high seismic risks
- Environment - current issues:** air pollution from metallurgical plants
- Environment - international agreements:** *party to:* Air Pollution, Biodiversity, Climate Change, Endangered Species, Hazardous Wastes, Law of the Sea, Ozone Layer Protection, Wetlands
signed, but not ratified: none of the selected agreements
- Geography - note:** landlocked; major transportation corridor from Western and Central Europe to Aegean Sea and Southern Europe to Western Europe

People

- Population:** 2,071,210 (July 2004 est.)
- Age structure:** *0-14 years:* 21.5% (male 231,078; female 213,906)
15-64 years: 67.8% (male 707,298; female 696,830)
65 years and over: 10.7% (male 97,437; female 124,661) (2004 est.)
- Median age:** *total:* 32.8 years

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male: 31.7 years
female: 33.9 years (2004 est.)

Population growth rate: 0.39% (2004 est.)

Birth rate: 13.14 births/1,000 population (2004 est.)

Death rate: 7.83 deaths/1,000 population (2004 est.)

Net migration rate: -1.45 migrant(s)/1,000 population (2004 est.)

Sex ratio: *at birth*: 1.08 male(s)/female
under 15 years: 1.08 male(s)/female
15-64 years: 1.02 male(s)/female
65 years and over: 0.78 male(s)/female
total population: 1 male(s)/female (2004 est.)

Infant mortality rate: *total*: 11.74 deaths/1,000 live births
female: 10.73 deaths/1,000 live births (2004 est.)
male: 12.67 deaths/1,000 live births

Life expectancy at birth: *total population*: 74.73 years
male: 72.45 years
female: 77.2 years (2004 est.)

Total fertility rate: 1.74 children born/woman (2004 est.)

HIV/AIDS - adult prevalence rate: less than 0.1% (2001 est.)

HIV/AIDS - people living with HIV/AIDS: less than 100 (1999 est.)

HIV/AIDS - deaths: less than 100 (2001 est.)

Nationality: *noun*: Macedonian(s)
adjective: Macedonian

Ethnic groups: Macedonian 64.2%, Albanian 25.2%, Turkish 3.8%, Roma 2.7%, Serb 1.8%, other 2.3% (2002)

Religions: Macedonian Orthodox 70%, Muslim 29%, other 1%

Languages: Macedonian 68%, Albanian 25%, Turkish 3%, Serbo-Croatian 2%, other 2%

Government

Country name: *conventional long form*: The Former Yugoslav Republic of Macedonia
conventional short form: none
local long form: Republika Makedonija
abbreviation: F.Y.R.O.M.
local short form: Makedonija

Government type: parliamentary democracy

Capital: Skopje

Administrative divisions: 123 municipalities (opstini, singular - opstina); Aracinovo, Bac, Belcista, Berovo, Bistrica, Bitola, Blatec, Bogdanci, Bogomila, Bogovinje, Bosilovo, Brvenica, Cair (Skopje), Capari, Caska, Cegrane, Centar (Skopje), Centar Zupa, Cesinovo, Cucur-Sandev, Debar, Delcevo, Delogozdi, Demir Hisar, Demir Kapija, Dobrusevo,

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Dolna Banjica, Dolneni, Dorce Petrov (Skopje), Drugovo, Dzepciste, Gazi Baba (Skopje), Gevgelija, Gostivar, Gradsko, Ilinden, Izvor, Jegunovce, Kamenjane, Karbinci, Karpos (Skopje), Kavadarci, Kicevo, Kisela Voda (Skopje), Klecevce, Kocani, Konce, Kondovo, Konopiste, Kosel, Kratovo, Kriva Palanka, Krivogastani, Krusevo, Kuklis, Kukurecani, Kumanovo, Labunista, Lipkovo, Lozovo, Lukovo, Makedonska Kamenica, Makedonski Brod, Mavrovi Anovi, Meseista, Miravci, Mogila, Murtino, Negotino, Negotino-Polosko, Novaci, Novo Selo, Oblesevo, Ohrid, Orasac, Orizari, Oslomej, Pehcevo, Petrovec, Plasnica, Podares, Prilep, Probistip, Radovis, Rankovce, Resen, Rosoman, Rostusa, Samokov, Saraj, Sipkovic, Sopiste, Sopotnica, Srbino, Star Dojran, Staravina, Staro Nagoricane, Stip, Struga, Strumica, Studenicani, Suto Orizari (Skopje), Sveti Nikole, Tearce, Tetovo, Topolcani, Valandovo, Vasilevo, Velesta, Veles, Vevcani, Vinica, Vitoliste, Vranestica, Vrapciste, Vratnica, Vrutok, Zajas, Zelenikovo, Zeleno, Zitose, Zletovo, Zrnovci

note: the seven municipalities followed by Skopje in parentheses collectively constitute "greater Skopje"

- Independence:** 8 September 1991 referendum by registered voters endorsing independence (from Yugoslavia)
- National holiday:** Uprising Day, 2 August (1903); *note* - also known as Saint Elijah's Day and Ilinden
- Constitution:** adopted 17 November 1991, effective 20 November 1991
note: in November of 2001, the Macedonian Assembly approved a series of new constitutional amendments strengthening minority rights
- Legal system:** based on civil law system; judicial review of legislative acts
- Suffrage:** 18 years of age; universal
- Executive branch:** *chief of state:* Acting President Ljupco JORDANOVSKI (since 26 February 2004); *note* - Boris TRAJKOVSKI was killed in a plane crash 26 February 2004; Parliament Speaker Ljupco JORDANOVSKI is acting president
head of government: Prime Minister Branko CRVENKOVSKI (since 1 November 2002)
elections: president elected by popular vote for a five-year term; election last held (first round) 14 April 2004 (second round) 28 April 2004 (next to be held NA April 2009); prime minister elected by the Assembly; election last held 1 November 2002 (next to be held NA 2006)
election results: Branko CRVENKOVSKI elected president on second-round ballot; percent of vote - Branko CRVENKOVSKI 62.7%, Sasko KEDEV 37.3%; Branko CRVENKOVSKI elected prime minister by the Assembly with 72% of the vote
cabinet: Council of Ministers elected by the majority vote of all the deputies in the Assembly; *note* - current cabinet formed by the government coalition parties SDSM, LDP, and DUI (or BDI)
- Legislative branch:** unicameral Assembly or Sobranie (120 seats - 85 members are elected by popular vote, 35 members come from lists of candidates submitted by parties based on the percentage that a party gains from the overall vote; all serve four-year terms)
election results: percent of vote by party - NA%; seats by party - Together for Macedonia coalition (SDSM and LDP) 60, VMRO-DPMNE 33, Democratic Union for Integration 16, Democratic Party of Albanians 7, Party for Democratic Prosperity 2, National Democratic Party 1, Socialist Party of Macedonia 1

Evaluation of Nashe Maalo

elections: last held 15 September 2002 (next to be held NA 2006)

Judicial branch: Supreme Court - the Assembly appoints the judges; Constitutional Court - the Assembly appoints the judges; Republican Judicial Council - the Assembly appoints the judges

Political parties and leaders: Democratic Alternative or DA [Vasil TUPURKOVSKI, president]; Democratic Union for Integration or DUI (also BDI) [Ali AHMETI]; Democratic Party of Albanians or PDSH [Arben XHAFERI, president]; Internal Macedonian Revolutionary Organization-Democratic Party for Macedonian National Unity or VMRO-DPMNE [Nikola GRUEVSKI]; Internal Macedonian Revolutionary Organization-True Macedonian Reform Option or VMRO-VMRO [Boris ZMEJKOVSKI]; Internal Macedonian Revolutionary Organization-Macedonian [Boris STOJMENOV]; Liberal Democratic Party or LDP [Risto PENOV]; Liberal Party [Stojan ANDOV]; National Democratic Party or PDK [Basri HALITI]; Party for Democratic Prosperity or PPD [Abdulmenaf BEXHETI]; Social Democratic Alliance of Macedonia or SDSM [Branko CRVENKOVSKI, president]; Socialist Party of Macedonia or SP [Ljubisav IVANOV, president]; Together for Macedonia coalition (including the SDSM and LDP) [Branko CRVENKOVSKI]; Union of Romanies of Macedonia or SRM [leader NA]

Political pressure groups and leaders: NA

International organization participation: ACCT, BIS, CE, CEI, EAPC, EBRD, FAO, IAEA, IBRD, ICAO, ICCT, ICRM, IDA, IFAD, IFC, IFRCS, ILO, IMF, IMO, Interpol, IOC, IOM (observer), ISO, ITU, OPCW, OSCE, PCA, PFP, UN, UNCTAD, UNESCO, UNIDO, UPU, WCL, WCO, WHO, WIPO, WMO, WToO, WTrO

Flag description: a yellow sun with eight broadening rays extending to the edges of the red field

Economy

Economy - overview: At independence in September 1991, Macedonia was the least developed of the Yugoslav republics, producing a mere 5% of the total federal output of goods and services. The collapse of Yugoslavia ended transfer payments from the center and eliminated advantages from inclusion in a de facto free trade area. An absence of infrastructure, UN sanctions on Yugoslavia, one of its largest markets, and a Greek economic embargo over a dispute about the country's constitutional name and flag hindered economic growth until 1996. GDP subsequently rose each year through 2000. However, the leadership's commitment to economic reform, free trade, and regional integration was undermined by the ethnic Albanian insurgency of 2001. The economy shrank 4.5% because of decreased trade, intermittent border closures, increased deficit spending on security needs, and investor uncertainty. Growth barely recovered in 2002 to 0.9%, then rose to 2.8% in 2003. Unemployment at one-third of the workforce remains the most critical economic problem. The gray economy is estimated at around 40% of GDP. Politically, the country is more stable than in 2002.

GDP: purchasing power parity - \$13.81 billion (2003 est.)

GDP - real growth rate: 2.8% (2003 est.)

GDP - per capita: purchasing power parity - \$6,700 (2003 est.)

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GDP - composition by sector:	<i>agriculture: 9.9%</i> <i>industry: 25.3%</i> <i>services: 64.8% (2003 est.)</i>
Population below poverty line:	30.2% (2002 est.)
Household income or consumption by percentage share:	<i>lowest 10%: NA%</i> <i>highest 10%: NA%</i>
Inflation rate (consumer prices):	1.2% (2003 est.)
Labor force:	860,000 (2003 est.)
Unemployment rate:	36.7% (2003 est.)
Budget:	<i>revenues: \$1.03 billion</i> <i>expenditures: \$1.05 billion, including capital expenditures of \$80 million \$NA (2003 est.)</i>
Industries:	coal, metallic chromium, lead, zinc, ferronickel, textiles, wood products, tobacco, food processing, buses, steel
Industrial production growth rate:	3% (2003 est.)
Electricity - production:	6.465 billion kWh (2001)
Electricity - production by source:	<i>fossil fuel: 83.7%</i> <i>hydro: 16.3%</i> <i>other: 0% (2001)</i> <i>nuclear: 0%</i>
Electricity - consumption:	6.112 billion kWh (2001)
Electricity - exports:	0 kWh (2001)
Electricity - imports:	100 million kWh (2001)
Oil - production:	0 bbl/day (2001 est.)
Oil - consumption:	20,000 bbl/day (2001 est.)
Agriculture - products:	rice, tobacco, wheat, corn, millet, cotton, sesame, mulberry leaves, citrus, vegetables; beef, pork, poultry, mutton
Exports:	\$1.346 billion f.o.b. (2003 est.)
Exports - commodities:	food, beverages, tobacco; miscellaneous manufactures, iron and steel
Exports - partners:	Germany 27.4%, Italy 13.2%, US 9.5%, Croatia 7.9%, Greece 6.6%, Netherlands 5.6% (2002)
Imports:	\$2.184 billion f.o.b. (2003 est.)
Imports - commodities:	machinery and equipment, chemicals, fuels; food products
Imports - partners:	Greece 18.2%, Germany 13.6%, Yugoslavia 8.6%, Slovenia 8.4%, Bulgaria 7%, Italy 6.4%, Turkey 5.6% (2002)
Debt - external:	\$1.7 billion (2003 est.)
Economic aid -	\$250 million (2003 est.)

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recipient:
Currency: Macedonian denar (MKD)
Currency code: MKD
Exchange rates: Macedonian denars per US dollar - NA (2003), 64.35 (2002), 68.04 (2001), 65.9 (2000), 56.9 (1999)
Fiscal year: calendar year

Communications

Telephones - main lines in use: 560,000 (2002)
Telephones - mobile cellular: 365,300 (2002)
Telephone system: *general assessment:* NA
domestic: NA
international: country code - 389
Radio broadcast stations: AM 29, FM 20, shortwave 0 (1998)
Television broadcast stations: 31 (plus 166 repeaters) (1995)
Internet country code: .mk
Internet hosts: 3,167 (2002)
Internet users: 100,000 (2002)

Transportation

Railways: *total:* 699 km
standard gauge: 699 km 1.435-m gauge (233 km electrified) (2002)
Highways: *total:* 8,684 km
paved: 5,540 km (including 133 km of expressways)
unpaved: 3,144 km (1999 est.)
Waterways: *note:* lake transport only, on the Greek and Albanian borders
Pipelines: gas 268 km; oil 120 km (2003)
Ports and harbors: none
Airports: 17 (2003 est.)
Airports - with paved runways: *total:* 10
2,438 to 3,047 m: 2
under 914 m: 8 (2003 est.)
Airports - with unpaved runways: *total:* 7
914 to 1,523 m: 3
under 914 m: 4 (2003 est.)

Military

Military branches: Army of the Republic of Macedonia (ARM; including Air and Air Defense

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Command)

- Military manpower - military age:** 19 years of age (2004 est.)
- Military manpower - availability:** *males age 15-49:* 555,611 (2004 est.)
- Military manpower - fit for military service:** *males age 15-49:* 448,095 (2004 est.)
- Military manpower - reaching military age annually:** *males:* 17,595 (2004 est.)
- Military expenditures - dollar figure:** \$200 million (FY01/02 est.)
- Military expenditures - percent of GDP:** 6% (FY01/02 est.)

Transnational Issues

- Disputes - international:** the Albanian government calls for the protection of the rights of ethnic Albanians in F.Y.R.O.M. while continuing to seek regional cooperation; ethnic Albanians in Kosovo resist demarcation of the F.Y.R.O.M.-Serbia and Montenegro boundary in accordance with the 2000 delimitation treaty, which transferred a small amount of land to F.Y.R.O.M.; dispute with Greece over country's name persists
- Illicit drugs:** major transshipment point for Southwest Asian heroin and hashish; minor transit point for South American cocaine destined for Europe; although most criminal activity is thought to be domestic and not a financial center, money laundering is a problem due to a mostly cash-based economy and weak enforcement (no arrests or prosecutions for money laundering to date)

last updated on 11 May, 2004

Annex XI

Statement of Intended Outcomes

for a

CHILDREN'S TELEVISION SERIES

**On Intercultural Understanding, Conflict Prevention in a Multi-cultural Context,
and**

Conflict Resolution in Children's Everyday Lives & Circumstances

Evaluation of Nashe Maalo

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INTRODUCTION

Macedonia's children are its future. The quality of their lives in this nation's multiethnic, multicultural environment is largely determined by their capacity to live together peacefully and productively. This television series proposes to advance the capacity of Macedonia's children for peace and productivity through a three-part curricular focus on intercultural understanding, conflict prevention in a multicultural context, and conflict resolution in children's everyday lives and circumstances.

All around the world today children ages 7-11, the age range of our intended audience, are targeted with appeals to avoid cigarettes or illegal drugs, to protect the earth and its endangered animals and plant life, or to show compassion for people who have suffered natural disaster or sickness. This age similarly constitutes a critical developmental stage for cultivating understanding and mutual goodwill among children of diverse ethnic and cultural groups.

With these considerations in mind, a basic tenet of this television series is that Macedonia's children can be taught to understand and accept their country's cultural and ethnic diversity as their shared wealth rather than as a common liability. The series also promotes the idea that conflict prevention and conflict resolution skills learned in childhood lay a life-long foundation for building positive relationships with people of different cultures, generations, and genders.

The curriculum is stated in terms of "intended outcomes," each highly specific in nature. Stating the curriculum this way serves a three-fold purpose: First it achieves a firm and clearly stated educational focus. Second, it serves as a constant reminder to the scriptwriters and directors that the TV series is intended to bring about a slate of distinct and measurable educational outcomes. And third, by serving as a blueprint for both the TV producers and the evaluators who design the outcomes measures, the statement of intended outcomes facilitates the coordination of and cooperation between these two key elements.

The curriculum for this television series builds on several premises about the learning and development of children in the intended age group. The first is that these children are still open-minded and teachable on the subject of intergroup relationships in spite of the fact that many have been exposed to negative attitudes toward others through the influence of their parents, peers and the media. Second, children in the 10-11 age group are able for the first time to engage in rather mature intellectual activities such as reflective thinking, abstraction, generalization, causal thinking, and thinking in terms of complex systems. They are also at the stage of exploring their own personal identities and as a part of this process actually enjoy taking at least tentative stands on controversial issues. They are still open to accepting instruction on the basis of institutional authority and on the authority of parents and teachers, but at the same time, more than at any previous time in their lives, they are naturally inclined to question authority, take an inquisitive approach and think matters through for themselves.

This perspective on children has greatly influenced the content and priorities contained in this curriculum. Specifically, each educational goal ("intended outcome") is approached on three levels. The first level strives to teach specific points of awareness, skills, understandings, attitudes, and vocabulary terms. The second level strives to provide the broader conceptual and intellectual context for the first-level skills, placing them in rational frameworks, and couching them in such abstractions as common humanity, interdependence, human rights,

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pitfalls of stereotyping, and mutual respect. The third and final level consists of a focus on action, or in other words, on encouraging children to put these skills and perspectives into active use in their lives – in short, to apply, uphold, advocate, and perhaps even defend certain principles. This three-level framework can be seen in all of the following main categories and subcategories of the curriculum:

Intercultural understanding

Children will learn that there are specific, fundamental rights which are the privilege and due of each child, such as the right to live and grow, be safe and secure, be free of abuse, have health care, and be educated. They will also learn at the specific level many specific ways in which their cultural group and other, nearby cultural groups depend on one another. As a broader perspective, the child will come to understand that people are united by a common humanity, that different groups need and must depend on each other, that it is in the best interest of each member in a cooperative relationship to uphold the basic human rights of all.

Conflict prevention in a multicultural context

The child will recognize specific stereotypes between groups defined by religion, ethnicity, nationality, gender, and age. The child will recognize specific ways in which stereotypes are destructive in nature, such as the facts that they are distortions of the truth, they promote disrespect, they arise out of fear, suspicion and ignorance, and they often are used by particular groups to justify cruel and inhuman treatment, or even violence, toward others. On the positive side, the child will learn specific, admirable qualities and accomplishments of other groups, and will learn specific skills in each others' language with which to engage in polite and respectful exchanges. The child will also learn specific ways in which different cultural groups in Macedonia rely on and complement one another. Finally, the child will learn specific skills with which to resist social pressures that otherwise tend to perpetuate stereotypes and other forms of intergroup distancing. At the broader level, the child will learn to see stereotyping as petty and destructive, and will come to take a personal stand against stereotypes and in favor of the positive intercultural relations based on understanding and respect.

Conflict resolution in children's everyday lives and circumstances

The child will acquire and apply specific skills with which to prevent, contain, and resolve conflicts, such as using polite and conciliatory language, listening actively and attentively, using "I" statements to express his or her needs and perspectives, recognizing and respecting emotions, and searching for win-win solutions. As a perspective on the learning and application of these skills, the child will come to see conflict as a normal and expected part of everyday life, and as an opportunity to engage in creative problem solving, will become aware that one can deal with conflicts by skilful means, will come to see that learning of conflict-related skills is a lifelong pursuit, and will appreciate that these skills ultimately equip one to maintain desired relationships and achieve desired ends.

To summarize, the purpose of the following document is to elucidate the educational rationale and specific learning objectives of this children's television series. The framers recognize that this curriculum is much broader than a single season of any television series can expect to

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cover. We are convinced, however, that the breadth and depth of the curricular goals provide the project team with a rich spectrum of educational options not only for the initial television series, but also with a vision for possible expansion through subsequent seasons of the show and associated school-based applications.

I. INTERCULTURAL UNDERSTANDING

Children are naturally curious about their surroundings and are eager to explore. It is not enough, however, to inculcate in them the notion of “Live and let live,” which is a passive form of accepting human and cultural diversity. Rather, it is imperative to stimulate an attitude of **active tolerance** regarding both similarities and differences between them and other people. Some similarities are universal and have to do with our shared humanity; and some are based on cultural commonalities. Likewise, some differences rest in who we are as individuals, and some in the groups to which we belong. Familiarity with diversity leads eventually to acceptance and respect. By gaining direct knowledge and insight into topics such as the music, games, cultural traditions, language of other communities, children can become advocates of positive communication and constructive relationships between diverse cultural groups. By gaining intercultural understanding a child’s fear of others can be replaced with trust and respect and children are further motivated to develop an attitude of open-mindedness about the world around them.

A. Discovering Elements of Common Humanity

Position Statement

Children may find it difficult to accept that they share a common humanity with children of different cultural groups because they have been exposed to adult enmities toward these groups or toward “others” in general. Children will become more open-minded on the subject through lessons that encourage them to accept, first, that all people on earth share a common humanity; and second, that in any communication that ignites intergroup hatred or violence each group dehumanizes the other. Lessons that stress our common humanity help immunize children against acquiring and perpetuating degrading attitudes such as stereotypes and prejudices.

1.1 Intended outcome

The child will learn that no matter what differences exist between groups of people, and irrespective of their conflicts present or past, they share a common humanity and deserve to be treated with basic human decency.

1.2 Intended outcome

The child will learn that the needs shared by children across all cultures include:

1. adequate food
2. basic healthcare
3. protection from physical abuse
4. basic education

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5. play
6. love
7. respect
8. safe shelter in which to live

B. Discovering Elements of Common Culture and Heritage

Position Statement

Members of different cultural groups, especially when those groups have tensions between them, tend to exaggerate their differences and minimize their similarities. Adults usually transmit this attitude to children, whose natural inclination is to recognize differences but to overlook them in favor of shared interests. For children of different cultural groups, their inherent proclivity to identify commonalities can be further stimulated by making them aware of their shared cultural elements and using this knowledge as a bridge of understanding to promote feelings of familiarity, trust, and respect.

1.3 Intended outcome

The child will learn that more similarities exist between her/his culture and the culture of a group with whom s/he is experiencing a conflict than s/he had previously believed. Examples of the similarities between them include that:

1. all celebrate rites of passage, such as birth, entering adulthood, marriage, and death;
2. all commemorate religious occasions with fasting and feasting;
3. all possess art forms that express emotions such as happiness, anger, sadness, etc.
4. all are proud of their cultural traditions and wish to pass these on to their children;
5. all hold as precious the freedom to observe their cultural and religious traditions.

1.4 Intended outcome

The child will learn that elements of his/her own culture exist similarly in other cultural groups within his/her country. Examples include:

1. The tune (and words) to “_____.”
2. The game “_____.”
3. Rhythm and steps to the folk dance “_____.”
4. The story “_____.”
5. The folk character _____.
6. Foods and drinks such as _____.

1.5 Intended outcome

The child will learn that s/he shares many elements with children from other cultural groups who live in similar surroundings, and that differences exist between him/herself and children from his/her own cultural group who live in different surroundings. Specific examples include:

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1. Children from urban settings share similar attitudes toward _____ (for example, relationships to their elders), irrespective of culture;
2. Children of the same culture differ on _____ (for example, rules of hospitality), depending on whether they live in a city or village.

C. Learning About Unique Elements of Each Culture

Position Statement

Adult members of groups in conflict often find it difficult to admit that they respect and/or admire some of each other's positive qualities they do not necessarily share. Children of different cultures who too often hear only negative references to each other's groups need to be reminded that each possesses qualities that the other admires. For example, members of one culture may admire another culture's cuisine, skills in particular crafts, or arts, just to name a few. This message will be more acceptable to children if the qualities that are emphasized are inherently credible or can be made credible as part of the educational process.

1.6 Intended outcome

The child will learn to recognize distinct, positive qualities of various culture groups in Macedonia. Examples of such qualities are the following:

1. *For Macedonians:*
 - a. hospitality
 - b. having a "long fuse"
 - c. nonviolence
2. *For Albanians:*
 - a. keeping one's word
 - b. loyalty to family and friends
 - c. industriousness
3. *For Turks:*
 - a. being "contemporary" or "modern"
 - b. cuisine
 - c. being "true urban" people
4. *For Roma:*
 - a. musicality
 - b. ability to "go with the flow"

1.7 Intended outcome

The child will be able to identify elements that members of other culture groups admire in him/her. Specific examples include:

1. *For Macedonians:*

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- a. frugality
 - b. nonviolence
 - c. knowing “how to live well”
2. *For Albanians:*
 - a. industriousness
 - b. family cohesion
 - c. keeping one’s word
3. *For Turks:*
 - a. having “elite urban culture”
 - b. music
 - c. cuisine
4. *For Roma:*
 - a. music
 - b. “happy go lucky” attitude

D. Acquiring Elements of Each Other’s Language

Position Statement

Knowledge of another person’s or group’s language can promote not only improved communication but better understanding and interactions as well. This attitude is supported by the proverb, shared by several Balkan cultural and linguistic groups: “However many languages you know, that’s how many people you’re worth,” (Kolku pove]e jazici zae[, tolku lu\`e vredi[. Sa gjuhe din, aq njerëz vlen.) In the case of children, especially, learning parts of another child’s language can be fun. Classic examples are learning songs or words to hand-game or rope-jumping routines. Some parts of learning another child’s language also indicate respect and thus promote feelings of trust. Examples are, just to mention a few, expressions used in simple exchanges such as “hello, “good-bye,” “please,” or “thank you.” Children’s innate curiosity and ability to learn language is a natural foundation on which to build bridges of understanding and respect among groups experiencing tension.

1.8 Intended outcome

The child will acquire a number of basic expressions of politeness in the language of another cultural group that lives around him/her. Specific examples including knowing how to say:

1. Yes/No
2. Excuse me/I’m sorry
3. Please/Thank you
4. You’re welcome

1.9 Intended outcome

The child will acquire a number of basic expressions to initiate positive social interaction in the language of another cultural group living around him/her. Specific examples include knowing how to say:

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1. Greetings: Hello/Good bye/Welcome
2. How are you?
3. My name is/ What is your name?
4. How do you say _____ in _____?

1.10 Intended outcome

The child will acquire a number of basic language elements in the language of another cultural group that lives around him/her, including knowing how to:

1. Count to ten
2. Name family members
3. Recognize/use home-related expressions such as: Come in; What would you like eat? drink? Please sit down. Names of certain foods. Names of certain household objects, rooms, etc.

1.11 Intended outcome

The child will learn select songs and games in the language of another cultural group that lives around him/her. Examples of such songs and games include:

1. *For Macedonians:*
Songs:
Games:
2. *For Albanians:*
Songs:
Games:
3. *For Turks:*
Songs:
Games:
4. *For Roma:*
Songs:
Games:

II. CONFLICT PREVENTION IN A MULTICULTURAL CONTEXT

Although conflicts are a natural part of everyday life and are often an opportunity for finding creative solutions to problems, not **all** conflicts function that way. Some conflicts result from fear and mistrust based on misunderstandings or misperceptions between sides that come from different language or culture groups. Understanding another person's/culture's perspective on the world is the first step toward reducing potential conflict and eventually gaining acceptance and respect. Beyond that, however, people must understand their own attitudes towards other cultures in order to eliminate or minimize the stereotypes and prejudices which they hold. In other words, children not only need greater sensitivity to and concern for their multicultural environment, but must learn to overcome the barriers that preclude such awareness. By increasing this awareness and taking proactive steps to overcome cultural barriers, children can skillfully prevent misunderstandings or cultural differences from escalating into conflicts.

A. Recognizing and Rejecting Stereotypes

Position Statement

Although putting ideas or objects into categories is a very normal human trait, stereotyping is a form of negative categorization that is destructive to inter-personal and inter-group relationships. Stereotyping is defining an individual entirely by a few characteristics shared by some members of a group to which that person belongs. For example, since some girls like to wear pink, **you** as a girl must like pink. Or, since some _____ are _____ (smart, rich, etc.), **you** as a _____ must be _____ (smart, rich, etc.)

Children therefore need to learn to recognize and reject stereotypes since they are discriminatory and perpetuate some of the worst human attitudes such as fear, mistrust, hate, and scape-goating.

2.1 Intended outcome

The child will be able to demonstrate a satisfactory understanding of the concept "stereotype." This understanding should include that:

1. stereotypes are applied to all members of a group but in fact only describe a few if any members of that group;
2. stereotypes distort the truth;
3. stereotypes unfairly demean or belittle entire groups of people.

2.2 Intended outcome

The child will be able to demonstrate a satisfactory understanding of the concept "prejudice." This understanding should include that:

1. prejudices are biased forms of behavior toward individuals based on distorted judgments about the groups to which they belong rather than on that individual's personal qualities;
2. prejudice literally means "pre-judging" people; judging them before getting to know them.

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2.3 Intended outcome

The child will learn to recognize specific examples of stereotypes that some members of his/her own group often hold toward different groups of people defined in terms of culture, ethnicity, gender, or age.

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Group		"Positive" Stereotypes	"Negative" Stereotypes
1.	Macedonians	jealous, envious, fearful, hypocritical conformist, condescending	nonviolent, patient, hospitable care for children
2.	Albanians	simple, uneducated, too many kids, aggressive, vengeful, patriarchal	industrious, keep their word, loyal to family, frugal
3.	Turks	patriarchal, elitist, smoke too much	contemporary, true urbanites, rich
4.	Roma	dirty/smelly, lazy, drunkards, thieves, unreliable, liars, disloyal to family	musical, happy go lucky
5.	Women and girls resp. for housework,	weak, less intelligent than males, "good" housekeepers,	slow to rational, patient, caring, make decisions,
6.	Men and boys	violent, noncaring, impatient, noncommunicative, drunks	strong, intelligent, able to make decisions, can fix anything
7.	Children	naive, incapable of understanding, moldable to adult expectations, spoiled	innocent ("samo dete") untainted by adult attitudes
8.	Teenagers	irresponsible, prone to peer pressure, likely to take drugs, overconfident	energetic, creative willing to take risks
9.	The elderly	weak, over-demanding, sickly, too nostalgic, think they know too much	wise, loving, generous, available

B. Understanding the Destructive Nature of Stereotypes

Position Statement

Stereotypes distort the truth and are detrimental to meaningful inter-personal and inter-group relationships. One way in which stereotypes are destructive is that people use them to justify unfair and discriminatory actions toward other groups. Children must understand, therefore, that stereotypes diminish the possibility of cooperation and other constructive forms of interaction.

2.4 Intended outcome

The child will understand that stereotypes perpetuate unfounded negative feelings toward groups, such as fear, disgust, antagonism, ridicule, dehumanization.

2.5 Intended outcome

The child will understand that stereotypes are used to unjustly foster or excuse negative actions of groups against other groups, such as cheating, violence, discrimination, or the denial of basic human rights.

2.6 Intended outcome

The child will understand that stereotypes held by groups toward one another impede constructive exchanges among them, whether at play, trading goods, or pooling resources for a common good.

C. Discovering Areas of Mutual Dependence (Interdependence)

Position Statement

Children in Macedonia face the challenge and the reward of living in a small country that is culturally diverse. This diversity can be represented to children as one of their shared riches or as one of their shared obstacles. For Macedonia and its children to thrive, it is critical that they come to view diversity as a mutual benefit and that they accept the fact that they all depend on one another in that diversity. Interdependence and active tolerance are the keys for the children's own future. Interdependence, however, rests on an open-minded (versus closed-minded) attitude. Open-mindedness is both a personality trait and a learnable skill. Likewise, closed-mindedness can be a personality trait, but may also be acquired from one's social environment and may thus be countered by education in active tolerance. In children, therefore, it is necessary to expose and discourage emotions that support closed-mindedness, and to foster and stimulate those emotions and attitudes that promote open-mindedness.

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2.7 Intended Outcome

The child will understand that in multi-cultural societies, people of all groups depend on each other for their common well-being. For example:

1. they build a common future by acknowledging their common past;
2. they trade to each other's advantage;
3. they share the costs, responsibilities, and benefits of government and social services;
4. they stand together in common defense;
5. they pool the richness of their cultures.

2.8 Intended Outcome

The child will recognize that false assumptions (stereotypes and prejudices) cause many adults in Macedonia (and elsewhere) to exaggerate the differences between cultural groups while failing to recognize their similarities, their common stake in the future of the country, and their many areas of mutual dependence.

D. Recognizing and Resisting Negative Social Pressures

Position Statement

Social pressure often functions in blind and thoughtless, or otherwise unreasonable ways to perpetuate intergroup stereotypes, isolation, rejection, exclusion, nonaffiliation, and noncooperation. Children are especially vulnerable to such pressure. One reason is that they are uneducated in skills and broad perspectives that would allow them to resist social pressures in a sufficiently comfortable way. Another is that they often see adults express keen concern about how others will judge them for "crossing" the unspoken yet recognized boundaries that separate groups; that is, for interacting with members of other groups or even expressing positive view toward them. Many countries of the world teach children to resist social pressures to smoke, use alcohol, or take illicit drugs, using tried and proven skills developed expressly for this purpose. Skills of the same or a similar nature can be applied to help children feel more confident and comfortable in resisting pressures to relate in unreasonable ways toward members of other social groups. One of the most important perspectives a child can acquire in this regard is the tendency to question the basis, fairness, and validity of the narrow-minded views and practices that they are being pressured to adopt.

2.9 Intended Outcome

The child will be able to demonstrate an understanding of what social pressure is and how it occurs.

2.10 Intended Outcome

The child will recognize that social pressures often promote or perpetuate negative actions, for example:

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1. taking up smoking or using other drugs because it makes the child appear grown up to others;
2. harming or abusing animals because the child's group feels this is acceptable entertainment;
3. acting cruelly toward another child because this is the precondition for acceptance into a group that the child wants to join;
4. avoiding contact or friendship with another child because the first child's peers (or family) rejects the group to which the second child belongs.

2.11 Intended Outcome

The child will understand that one must actively resist social pressures; for example:

1. The child will learn that it is a mark of self-respect to take a principled stand against negative social pressures from others;
2. The child will learn that s/he has a choice and can choose not to spend time with individuals or groups that urge her/him to believe or behave in ways that are harmful to her/himself or others;
3. The child will know that s/he can resist social pressures with the use of expressions such as:

“Do you think this is wise (fair, reasonable, smart)?”

“How would you feel if someone (behaved this way toward, talked this way about, did this to) you?”

“Count me out.”

“No. I don't (want to, agree with you, feel this way).”

“Why do you think (the child involved) is (one of the stereotypes usually applied to that group)?”

“Do you have friends who are (name of an ethnic group or other characteristic such as orphan)? I do.”

“Stop (bullying, picking on, teasing) her/him!”

“S/he has just as much right to (play, share) as anyone.”

“Do you understand what (name of child involved) is saying? I do.”

2.12 Intended Outcome

The child will learn to admire and respect independent thought and action as preferable to thought and action based on social pressure. For example:

taking a personal stance against prejudice in favor of such principles as peaceful co-existence or the celebration of differences

thinking and acting in terms of interdependence and relationships based on understanding and respect.

III. CONFLICT RESOLUTION in CHILDREN'S EVERYDAY LIVES and CIRCUMSTANCES

Macedonia is a society characterized by the denial of conflict, or “conflict avoidance.” The idea that conflicts offer an opportunity for creative problem solving and for improving relationships between individuals and groups is rarely encountered. Rather, people in Macedonia tend to avoid or postpone confronting disputes, until they have escalated, often beyond the ability of the parties involved to solve them.

In this educational television series we intend to address these attitudes by:

1. defining conflict in ordinary, everyday situations as a normal part of life that affects each and every one of us;
2. illustrating that conflicts provide an opportunity for the clarification of misperceptions and for the improvement of relationships among individuals and groups;
3. teaching and demonstrating conflict awareness and conflict resolution skills that children can apply to real-life situations where, in the absence of these skills, the children might either deny or otherwise avoid facing up to the conflict; and
4. demonstrating specific skills that children by which they can resolve conflicts in creative and constructive ways.

In brief, we wish to inculcate in Macedonia's children the understanding, skills, and self-confidence they require to approach everyday conflicts in their lives in timely, constructive, and creative ways.

A. Gaining Mature Perspectives on Conflict in Everyday Life

Position Statement

In Macedonia, as in many societies around the world, *conflict* has negative connotations and is automatically associated with anger, violence, or war. Indeed, the very word *conflict* is often avoided because of such associations. Such conflict denial or avoidance not only prevents the parties from arriving at possible solutions to their immediate differences, it actually robs them of a healthy and necessary process that can improve their relationship both on a short- and long-term basis.

For children, therefore, it is crucial to illustrate that conflict, *per se*, is neither inherently negative nor positive. Rather, they must understand that the way a conflict is approached can lead to either a constructive or a destructive outcome.

3.1 Intended outcome

The child will understand and accept that conflict is a normal and healthy part of everyday life and that conflicts occur in all sorts of human circumstances throughout the world.

3.2 Intended outcome

The child will learn that conflicts are a chance to positively solve real problems, as long as they do not seriously endanger the health or safety of those involved.

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3.3 Intended outcome

The child will learn that all sorts of people become involved in conflict, and that involvement in conflict does not imply that one is mean or stupid.

3.4 Intended outcome

The child will learn there are constructive ways to confront people who lie, cheat, or steal, and that constructive confrontation is preferable to letting injustices stand.

3.5 Intended outcome

The child will learn that conflicts in everyday life can be opportunities for cooperation, understanding, and (re-) establishing desired relationships.

B. Conflict Resolution Skills

Position Statement

People throughout their lives deal with conflicts in various ways, from denying the existence of conflict to “solving” it through the use of physical force. People also have within them knowledge and experience with positive ways of addressing conflict, whether in the home between parents and children or in the workplace between colleagues. Children see, imitate, and learn from the adults around them, and thus acquire from them approaches to dealing with conflicts. For children to overcome the prejudices toward conflict learned from adults, they must acquire specific skills that they can use to resolve conflicts in their everyday lives. These skills must be based in children’s everyday needs and abilities and must directly empower children to find creative and positive solutions to conflicts without relying on adult intervention.

3.6 Intended outcome

The child will learn that conflict resolution skills exist, can be learned, and can help one become more successful in resolving various conflicts one encounters in everyday life.

3.7 Intended outcome

The child will understand that respect, politeness, and cooperation are effective skills in conflict resolution.

3.8 Intended outcome

The child will learn what it means to make “I statements,” and will understand that making “I statements” is an effective skill in conflict resolution.

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3.9 Intended outcome

The child will learn what it means to engage in “active listening” and will understand that engaging in active listening is an effective skill in conflict resolution.

3.10 Intended outcome

The child will learn how to positively express anger in conflict situations and will understand that positively expressing anger is an effective skill in conflict resolution.

3.11 Intended outcome

The child will learn to distinguish between win-win and win-lose outcomes in a conflict situation, and will understand skills that s/he can use to attain an equitable (win-win) resolution of a conflict.

3.12 Intended outcome

The child will learn that choosing the proper words or statements is an effective skill in conflict resolution. For example:

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Constructive

1. *Please tell me* what happened. *I don't understand.*
2. *Why* did you do _____?
3. *I'm sorry* that I _____.
4. In my family we _____. *Tell me about yours?*

Destructive

You're a **liar**./That's a **lie**.
You **always** do _____!
You **made** me do _____.
You people all _____.

3.13 Intended outcome

The child will learn that face-saving is an important factor in positively resolving conflict; specifically that:

1. face-saving permits parties in conflict to keep their pride and dignity;
2. face-saving is violated by name calling, bullying, and pressing for win-lose solutions;
3. face-saving is advanced by fairness and respect expressed, for example, by the use of active listening, apologizing, and striving for win-win solutions.

C. Understanding Why and How Conflicts Escalate

Position Statement

Conflicts will often grow, intensify, or escalate unless they are addressed in a timely manner. The biggest pitfall in denying or avoiding conflict is that the dispute is left unattended and therefore escalates until the parties in conflict are unable to solve it. To prevent the unintended escalation of conflict, children need to learn to view conflict as a dynamic process and to understand how conflict-resolution skills can prevent a dispute from growing beyond one's ability to resolve it constructively.

3.14 Intended outcome

The child will learn that the first step in successful conflict resolution is preventing a conflict from escalating.

3.15 Intended outcome

The child will learn what it means actively to prevent a conflict from escalating and will understand that the skills listed under B above are effective skills in preventing conflict escalation.

D. Understanding and Recognizing Positions, Needs, Interests, Values, and Emotions as Factors in Creating and Resolving Conflicts in Everyday Life

Position Statement

As a form of dynamic human interaction, conflicts consist of various components such as what people need, believe, and do. Each of these components contributes

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directly to the nature of that dispute and is a determinant of how people in that conflict interact. These elements are present in all conflict in some form or another, and it is therefore imperative to understand what these elements are and how they function in creating, escalating, and resolving conflict. Children must therefore learn to recognize the elements that make up a conflict, both in themselves and in others. By identifying emotions, values, or needs in a conflict, a child will be able to approach a dispute more effectively and will become skilled at preventing a conflict from escalating.

3.16 Intended outcome

The child will learn to recognize positions, interests, needs, and values and their role in creating, escalating, and resolving conflicts; specifically

1. The child will understand that people often say they want one thing (position), whereas inside they may actually want something else (need, interest).
2. The child will understand that conflicts in everyday life usually arise when two or more sides have competing needs, interests, or values;
3. The child will learn that to solve a conflict positively, it is necessary to discover the need or interest beneath the position.

3.17 Intended outcome

The child will learn to recognize emotions and their role in creating, escalating, and resolving conflicts. For example, the child will learn:

1. that some conflicts arise due to people's emotional needs for acceptance, fear of rejection, or the desire to please others;
2. that some conflicts arise because of an inability to express one's true feelings;
3. that positively resolving conflicts requires recognizing both one's own emotions and those of others.

E. Understanding and Recognizing Perceptions and Their Role in Creating and Resolving Conflicts

Position Statement

No two people in the world are alike and therefore no two individuals' perceptions coincide entirely. Differences in perception may be due to culture, age, physical distinctions, values, and many other factors. Such divergent perceptions tend to stand out in sharper relief when a conflict arises, since each party's understanding of the cause, nature, and possible resolution of the conflict is determined by their perceptions of themselves and of the other side(s) in the dispute. Children must therefore become aware that their understanding of the world is only one of many ways that the world can be understood. Ultimately, a child's facility to resolve a conflict constructively is determined in large measure by his/her ability to put her/himself in the place of the other party to the conflict; in other words, to see and understand something contentious from the other's point of view.

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3.18 Intended outcome

The child is made aware that the interpretation of an event is colored by who you are and your perceptions.

F. Understanding the Role of Personal Responsibility in Creating and Resolving Conflicts

Position Statement

Conflicts can exist between individuals and between groups. Inter-group conflict can be an escalation of an inter-personal conflict that has not been resolved on the level at which it occurred. For a child to deal constructively with any conflict, s/he must be aware of his/her personal role in preventing, creating, escalating, and/or resolving it. A primary component in such greater awareness is recognizing one's own role in a conflict and taking responsibility for one's own actions.

3.19 Intended outcome

The child is made aware that his/her own actions contribute to a conflict and that responsibility for that action rests with the individual; for example:

1. ***If*** I get angry at someone and call them by a pejorative name, ***then*** that person will _____.
2. ***If*** I see two kids of my own group ganging up on a kid of another group and I intervene, ***then*** _____; ***if*** I don't intervene, ***then*** _____.
3. ***If*** my mother refuses to buy the sneakers I want and I have a tantrum, ***then*** _____.
4. ***If*** I refuse to _____ (do homework) until my mother _____ (buys me what I want) [or] because my mother didn't _____ (buy what I wanted), ***then*** _____.

3.20 Intended outcome

The child will learn to identify some characteristics of people who regularly experience difficulty staying out of conflict or resolving them constructively; for example:

1. children whose emotional needs lead them to bully or violate rules of fair play;
2. children who are unable to work for a win-win solution to a situation.

3.21 Intended outcome

The child will learn to recognize traits and skills that make people effective conflict resolvers; specifically:

1. people who have skills that make them effective resolvers of conflict;
2. people who believe in and adhere to the principle of win-win solutions and fair play.

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3.22 Intended outcome

The child will learn that s/he has a choice between the above two alternatives and can therefore take a personal stance in favor of acquiring and applying effective conflict resolution skills.

3.23 Intended outcome

The child will learn specific reasons for opting to become an effective resolver of conflict; for example:

1. making/keep valued relationships;
2. reducing personal/group tension or stress;
3. gaining a reputation for fairness;
4. being able to make peace with and for others;
5. enhancing one's own chances of getting what one "really wants";
6. acquiring skills that will smooth the path through the rest of one's life.

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COMPARATIVE LIST OF ATTITUDES OR TENDENCIES TO BE FOSTERED VERSUS DISCOURAGED BY THIS CURRICULUM

Attitudes and tendencies are addressed throughout the curriculum. Sometimes this is done explicitly and at other times only implicitly. In order to make these as clear and explicit a part of the planning process as possible, the following list is provided. The list is given in terms of bipolar attitudes, with one pole representing the negative attitude, or the attitude to be displaced through the educational process, and the other pole representing the attitude that the curriculum will seek to foster.

Tendencies to be displaced	<i>Tendencies to be encouraged</i>
Blindly accepting, gullibility.	Questioning.
Outer directed (conformist).	Inner directed (independent-minded).
Fatalist.	Agentive (open-future oriented).
Closed-minded, rigid, judgmental.	Open-minded, flexible, amiable.
Prejudiced.	Respectful, curious, interested.
Exclusionary, mis- or uninformed	Inclusionary, fair-minded, informed.
Selfish.	Empathic.
Fearful, insecure.	Self-confident.
Violent.	Conciliatory.

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SCHEMATIC OF INTENDED OUTCOME CATEGORIES

Show 1	Show 2	Show 3	Show 4	Show 5	Show 6	Show 7	Show 8
ACQUIRING ELEMENTS OF OTHER’S LANGUAGE (1.D)							
ACQUIRING CONFLICT RESOLUTION SKILLS (3.B)							
Discovering Elements of Common Culture and Heritage (1.B)	Learning about Unique Elements of Each Culture (1.C)	Learning to Recognize and Reject Stereotypes (2.A)	Recognizing and Resisting Negative Social Pressure (2.D)	Discovering Elements of Common Culture and Heritage (1.B)	Learning about Unique Elements of Each Culture (1.C)	Learning to Recognize and Reject Stereotypes (2.A)	Recognizing and Resisting Negative Social Pressure (2.D)
FOSTERING INTERDEPENDENCE/OPEN-MINDEDNESS (2.C)							

Explanatory Note:

The above schematic of intended outcomes is based on prioritization by participants in the Curriculum Seminar and the Contents Team.

1. Each of the eight episodes will contain elements of language acquisition, which the writers in close consultation with the Contents Team will select from the intended outcomes in that section of the Curriculum Document (1.D). Each story will focus on a limited number of language elements that will be tested at the end of the series.
2. Each of the eight episodes will present specific conflict resolution skills, which the writers in close consultation with the Contents Team will select from the intended outcomes in that section of the Curriculum Document (3.B). Each story will focus on one skill which will be tested at the end of the series.
3. The eight episodes of the series will focus on four categories, with two shows for each one: Discovering Elements of Common Culture and Heritage (1.B), Learning about Unique Elements of Each Culture (1.C), Recognizing and Rejecting Stereotypes (2.A), and Recognizing and Resisting Negative Social Pressure (2.d). The writers in close consultation with the Contents Team will select two intended outcomes for each story, which will be tested at the end of the series.
4. Each episode individually and all eight collectively will focus on fostering interdependence and open-mindedness, as defined in section 2.C of the Curriculum Document. Although this represents a major attitudinal objective for the writers and the series, it will not be tested for at the end of the initial eight episodes.

Annex XII

FAN FILE

All fan letters in general speak in one sentence that Nashe Maalo is a great show and then they continue to write to one particular character trying to find more about him/her. Also the fans describe their life (parents, siblings, favourite subject at school, favourite colour, music, animals etc.). It's obvious that the kids love the show but they are not mature enough to extract and to refer to the educational part of NM, they are more interested in making contacts with the cast and to start a pen pal friendship with them.

I went through all the fan letters today and even though it was a real challenge to find something of interest for the evaluation among the letters, I have this warm feeling how much the kids loved the show and they are probably missing this unique opportunity to have a role models that are local rather than from Latin America (you know the Spanish & Mexican soap operas are big at the moment in Macedonia).

“Me and my brother like the Children’s TV Show Nashe Maalo very much. It is fun and educational at the same time and we are your regular viewers.” – wrote Frosina Gecevska from village Drachevo near Skopje. She is in the fifth grade at school (11 years old).

“Dear Nashe Maalo! My name is Milena, from St. Nikole. Me and my friends congratulate you on your excellent acting. Nashe Maalo is the most popular serial in my town. Everybody in St. Nikole loves you, and I believe that applies for all the country, too. ... My favourite holiday is Easter. Then we dye eggs in red colour and we crack the eggs after midnight. This holiday makes me really happy. My biggest wish is to act in a show like Nashe Maalo...” – wrote Milena Atanasovska from St. Nikole. She is 13 years old, in sixth grade at school.

“Hi Nashe Maalo stars! I am your biggest fan, my name is Alexander Januzoski. I haven’t missed a single NM episode so far. I read the Nashe Maalo Magazine 1000 times and I still want to re-read it. I’m going to send you a script I wrote for the new season of NM on your web site...” – wrote Alexander Jonuzoski from Skopje, third grade.

“My favourite holiday is St. Nicholas. We celebrate it in December, one day before my birthday. Every year my grandma invites us for lunch at her house. I’m very happy than, because this is when I get the first presents for my birthday and for Christmas” – wrote anonymous fan from Kavadarci, inspired by the article in the Nashe Maalo Magazine about the favourite religious holidays of children from different ethnic communities.

“Hi Nashe Maalo! I must say your show is COOL, I expect every new episode of NM with joy. I hope in the future you will continue to make great serials for children and youth like NM. My biggest dream is to become part of NM...” wrote Maja Veljanovska from Tetovo, fourth grade at school.

“Dear Nashe Maalo stars! We love your show very much and we anxious to watch NM every Saturday. Every single episode of Nashe Maalo enters deep into our hearts. Having different nationalities in the show makes it even better, because the best shows are made with involvement of children from the whole world As much as we love your show we also like the Nashe Maalo Magazine that was distributed to our school. We learn a lot about the main cast from it. We wish you success in your future work and to make many interesting episodes

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like “The New Girl”. Best wishes from your friends from Prilep” – wrote Biljana, Ivona, Emi, Ivana G and Ivana M from Prilep.

“Hi! My name is Tanja and I’m 14 years old. I’m your big fan and I never miss the show. Sometimes I also watch the re-runs, because the episodes are really very interesting... I would also like to learn some Albanian words” – wrote Tanja Karizova from village Dabilja, Strumica. She is in the eight grade at school.

“Dear friends from the best children’s TV show NASHE MAALO!!! HI!!! We are two sisters. Valentina and Frosina. We are regular viewers of NM and I must say I like Mateja the best and my sister likes Zana. The faiest characters are Itse, Mali and Darko. Jeylan, Filiz, Beni and Remziye are looking the best on the poster we’ve got with the Nashe Maalo Magazine in our school in Kumanovo. We put the poster on the wall in our room so we can watch it all the time.

I must say we were impressed by Elvis, who proved he can pay the damage for the broken glass together with his friend David. We were impressed by Ivan who helped his father to understand that no one can solve his problems but he must do it himself.

And we want send our regards to whomever’s idea was to make such a wonderful children’s show!” – wrote Valentina Arsovska from Kumanovo (6th grade at school) and Frosina Arsovska (4th grade at school).

Koni, SFCGM

Annex XIII

LIST OF PARTICIPANTS

Workshop 1

Date	07.06.04
Time	10-13h
Participants	Chrissy Nanmoski (Script writer) Robert Jazadziski (Producer) Ibrahim Mehmeti (Director Media Programmes, SFCG) Koni Cipuseva (Project Manager NM, SFCG) Marko Lovrekovic (Country Director, SFCG) Artan Skenderi, (owner of TV ART, Tetovo, Broadcaster) Dimitar Mihajlovski (Terra TV, Broadcaster)

Workshop 2

Date	08.06.04
Time	10-13h
Participants	Saso Ordanoski (Journalist at Forum Magazine) Güner Ismail (Journalist) Romo Suender (CDRIM, Roma NGO) Stajuc Missrar (Businessman) Marijana Handriska (ISPPI) Violeta Petroska-Beska (Filozdfski Facultet)