



Office of the United Nations Resident Coordinator

29 June, 2009

Re: UN Joint Programme on Enhancing Inter-Ethnic Community Dialogue and Collaboration

Your Excellency Minister Milososki,

It gives me great pleasure to present to you the UN Joint Programme on "Enhancing Inter-Ethnic Community Dialogue and Collaboration", to be implemented jointly by UNDP, UNICEF and UNESCO under the auspices of Spain's MDG Achievement Fund (MDG-F), which you will find herewith in English and Macedonian language versions, that the Government has endorsed in its 77th session on 09 June 2009, for the Government's signature.

The Ministry of Foreign Affairs, the Secretariat of the Ohrid Framework Agreement, other national partners and the MDG-F Steering Committee have all praised this important programme's objectives and quality.

The final step before the launching of the programme's activities is the Government's signature. In this regard, I have the honour of proposing that, if it is acceptable for your Government, this letter and your confirmation hereof shall be equivalent to the signature of the programme.

I would, therefore, ask you to acknowledge receipt of this letter and confirm that the text attached herewith corresponds to what was agreed between the UN and the Government and can be deemed to be definitively signed, and therefore officially endorsed.

Let me, Your Excellency, take again the opportunity to express my highest consideration and esteem.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Sheldon Yett".

Mr. Sheldon Yett
UNICEF Representative
UN Resident Coordinator, *a.i.*

Minister Antonio Milososki
Ministry of Foreign Affairs
Skopje



REPUBLIC OF MACEDONIA
MINISTRY OF FOREIGN AFFAIRS

Letter of Acceptance

29 June, 2009

Excellency,

On behalf of the Government of the Republic of Macedonia I have the honour to acknowledge the receipt of your letter dated 29 June, 2009, regarding the official government signature, endorsing the UN Joint Programme on "Enhancing Inter-Ethnic Community Dialogue and Collaboration", to be implemented jointly by UNDP, UNICEF and UNESCO under the auspices of Spain's MDG Achievement Fund (MDG-F), attached to your Letter.

I hereby confirm on behalf of the Government of the Republic of Macedonia that the Government endorses the UN Joint Programme and the goals and activities laid out therein, as adopted in the 77 session of Government on 09 June, 2009.

I avail myself of this opportunity to convey my greatest satisfaction with the ongoing and fruitful cooperation between the Government of the Republic of Macedonia and the United Nations in the country. The programme is a result of the close cooperation between the UN and officials of the Ministry of Foreign Affairs, the Secretariat of the Ohrid Framework Agreement and other national partners.

I hereby declare that the Government of the Republic of Macedonia agrees with the provisions of the UN Joint Programme and considers it as being signed with your letter and this Letter of Acceptance which is equivalent to its signature.

However, I declare that the Republic of Macedonia does not accept the denomination used for my country in the above-mentioned Programme, having in view that the constitutional name of my country is the Republic of Macedonia.

Please accept the assurances of my highest consideration.

Zoran Petrov
Deputy Minister of Foreign Affairs

Mr. Sheldon Yett
UNICEF Representative
UN Resident Coordinator, *a.i.*

UNITED NATIONS JOINT PROGRAMME



"Enhancing Inter-Ethnic Community Dialogue and Collaboration"



JOINT PROGRAMME DOCUMENT

Country: "the former Yugoslav Republic of Macedonia"

Programme Title: Enhancing Inter-Ethnic Community Dialogue and Collaboration

Joint Programme Outcome(s):

Outcome 1: National Systems and Capacities for Inter-Ethnic Cohesion Enhanced;

Outcome 2: Capacity of national education system to promote and enhance ethnic and cultural diversity strengthened;

Outcome 3: Inter-cultural sensitivity and civic awareness promoted;

Programme Duration: 3 years

Anticipated start/end dates: July 2009 – July 2012

Fund Management Option(s): Pass-through

Managing or Administrative Agent: UNDP FYR Macedonia

Total estimated budget*: 4,000,000 USD

Out of which:

- | | | |
|---------------------|-----------|-----|
| 1. Funded Budget: | 4,000,000 | USD |
| 2. Unfunded budget: | | N/A |

* Total estimated budget includes both programme costs

Sources of funded budget:

- Spanish MDG Achievement Fund

Names and signatures of participating UN organizations*

<p>UN organizations</p> <p> Mr. Sheldon Yett, UN Resident Coordinator a.i. Date & Seal 29/6/09</p> <p></p>
<p> Ms. Ann-Marie Ali UNDP Resident Representative a.i.</p> <p>United Nations Development Programme Date and Seal</p> <p></p>
<p> Mr. Sheldon Yett, UNICEF Representative</p> <p>United Nations Children's Fund Date & Seal</p> <p></p>
<p> Engelbert Ruoss, Director, UNESCO BRES</p> <p>United Nations Educational, Scientific and Cultural Organization Date and Seal</p> <p></p>

* Letter dated 29 June, 2009, from the Ministry of Foreign Affairs to the UN Resident Coordinator, herewith attached, is the official Government endorsement and signature of the Joint Programme Document

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Acronyms

AA	- Administrative Agent
AoC	- UN Alliance of Civilizations
ALD	- Appointment of Limited Duration
CICER	- Committees on Inter-Community Relations
CO	- Country Office
CPAP	- Country Programme Action Plan
CSO	- Civil Society Organisations
DEX	- Direct Execution/implementation
EC	- European Commission
EFA	- Education for All
EU	- European Union
FYR Macedonia	- Former Yugoslav Republic of Macedonia
IPA	- Instrument for Pre-accession Assistance
JI	- Joint Implementation
JP	- Joint Programme
JPD	- Joint Programming Document
MDG	- Millennium Development Goals
MDTF	- Multi-donor Trust Fund
MoU	- Memorandum of Understanding
MTDS	- Medium-Term Development Strategy
NEX	- National Execution/implementation
NGO	- Non Governmental Organisation
NHDR	- National Human Development Report
NSC	- National Steering Committee
OSCE	- Organization for Security and Co-operation in Europe
ODA	- Overall Development Assistance
OFA	- Ohrid Framework Agreement
PMC	- Programme Management Committee
PRSP	- Poverty Reduction Strategy Programme
SEA	- Secretariat for European Affairs
SEE	- South East Europe
UN	- United Nations
UNCT	- United Nations Country Team
UNDAF	- United Nations Development Assistance Framework
UNDP	- United Nations Development Programme
UNECE	- United Nations Economic Commission for Europe
UNESCO	- United Nations Education Science and Culture Organisation
UNICEF	- United Nations Children's Fund
UNRC	- United Nations Resident Coordinator
ZELS	- Association of Local Self-Government Units

1. Executive Summary (One page)

Inter-ethnicity and inter-ethnic community dialogue is central to the successful and rapid development of Former Yugoslav Republic of Macedonia as a vibrant multi-ethnic society and future European Union member. The country has progressed a long way in addressing these issues and delivering the Ohrid Framework Agreement, but there are factors which are limiting the speed and efficacy of this process: key amongst these are issues of institutional capacity and effective communications.

The proposed Programme—to be jointly implemented by UNDP, UNICEF and UNESCO—aims to enhance the capacity of central and local bodies to facilitate inclusive problem-solving processes and consensus-building around community priorities and strengthen the commitment to an inclusive civic national identity with respect to diversity. The Programme will facilitate a systemic linkage among existing responsible mechanisms at national and local levels, building dispute resolution expertise. It will also support the longer term role of education, and work with local leaders, civil society and the media to facilitate constructive civic dialogue that promotes inter-cultural awareness and values informing peaceful co-existence.

The three mutually-supportive outcomes in this joint programme have been designed to effectively enhance inter-ethnic dialogue in the country through an integrated approach focused on national and local systems development, education and communications. This is key to the effective delivery of the Ohrid Framework Agreement (OFA), as a key political instrument paving the way for realization of a healthy multi-ethnic democracy on the road to EU accession.

Social issues, such as addressing poverty (MDG1) and ensuring universal primary education (MDG2) have often been sidelined. Still, national development goals are most effectively advanced at the local level. This is recognized in UNDAF outcome 1, which focuses on “transparent and accountable provision of public services.” Focusing on the project area through inclusive and conflict sensitive development processes can contribute to bringing together local actors along non-ethnic lines, fostering articulation of common development goals and delivery of benefits for their communities.

By the end of this Joint Programme there will be the systems in place to nurture and further support a higher level of inter-ethnic cohesion, educational and curriculum development will provide for increased tolerance and respect for ethnic and cultural diversity, and inter-cultural sensitivity will be promoted, not least through the media. This is crucial to not only enhancing inter-ethnic dialogue in the country, but on setting a course for EU accession.

2. Situation Analysis

Since its independence in 1991, the country (pop. 2,045,177, GDP per capita \$ 3,050 USD) has faced social, political and economic challenges related to transition including an inter-ethnic conflict in 2001. Its ethnic composition (according to the 2002 census) is as follows: Macedonians 64.18%, Albanians 25.17%, Turks 3.85%, Roma 2.66%, Serbs 1.78%, Vlachs 0.48% and others 1.88%. The transition

towards a modern market economy has created huge social differences among different social groups, with a large pool of unemployed people (34.9% unemployment rate in 2007) especially among young people with an increasing share of long-term unemployment. The informal economy represents, in some estimates¹, around 40% of the GDP. While the internationally mediated Ohrid Framework Agreement (OFA) brought the 2001 dispute to an end, and laid a solid foundation for peace and stability, full implementation of all its provisions continues to be a government priority. This is particularly true with regard to its ambitions to build inter-communal relations and address remaining issues, including the increased permeation of ethnicity into most social relations. Therefore ensuring that the institutions, linkages and capacities required to fully operationalize all aspects of the OFA are seen as a mutually supporting priority to the country's other major driver of development, the EU accession process. In meeting the challenges of the OFA and EU accession, the country will effectively be meeting its commitments to the Millennium Declaration and Millennium Development Goals (MDGs).

The national goal to reduce the proportion of the population living below the poverty line to 9.5% by 2015 (MDG1) will not be achieved. The current poverty rate is 29.4% and has remained at that level since the beginning of transition. The two key determinants of poverty are unemployment and number of family members depending on the same salary. A nearly 35% unemployment continues to be the highest in Europe. Moreover, the stagnation in the level of poverty masks the internal dynamic of growing inequalities which has been occurring between different social groups and geographical areas

For MDG2 (Education) there is a need to create, implement and sustain incentives and reward mechanisms to stimulate schools and the community to enrol all children of the relevant age into the primary and secondary education. This can be achieved if the community becomes more actively involved in the work of the primary and secondary schools. Disparities are still evident at the secondary education level, mainly among students of the Roma, Turkish and Albanian communities.

In terms of promoting gender equality and empower women (MDG3), the employment activation rate among women is very low, especially in rural areas. The significantly improved participation of women in political life is due primarily to the introduction of gender quotas in the election legislation, however there are still very few women candidates at the local elections and in posts of responsibility in the local and central administration. In an environment dominated by traditional patriarchal values even the most appropriate solutions may prove inefficient. Gender disparities in the completion of primary education, which are not obvious at a national level, become evident when the ethnic background of pupils is factored in (issue shared with MDG2).

Positive advances have been made towards actualizing a multi-ethnic state and the EU agenda has served as a catalyst for pursuing many important political and social processes that require consensus among different ethnic communities and political parties. However, efforts need to be deepened in addressing remaining challenges such as: strengthening institutions and systems capacities (particularly at the local level), educational issues, gender (as part of inter-ethnic dialogue) and insufficient understanding and communications around inter-cultural issues. These are explored below.

Drivers for Change: the OFA and EU and NATO Accession

¹ People Centred Analysis (PCA), UNDP, 2008

Politically, socially and to a lesser extent, economically, the recent history of the country has been dominated by two separate but linked issues: the OFA and Euro Atlantic accession. The OFA provides the basic infrastructure for an inclusive country; EU accession provides a driver for moving this forward, providing the detailed legislation of the *acquis communautaire*, coupled with the financial support of the Instrument for Pre-Accession Assistance (IPA).

The Ohrid Framework Agreement (OFA)

Through the OFA, the government pledged to improve the rights of the non-majority communities, including the official use of the Albanian language, increasing the participation of non-majority communities in government institutions, the police and the army; and, most importantly, increase the level of decentralization. In doing so, the OFA affirmed the country's peace and its multi-ethnic character, and identified decentralization as a major instrument for achieving its objectives.

The ongoing decentralization process is expected to contribute to the improvement of public service delivery, as the local government units are best positioned to deliver efficient and quality services to their respective communities. At the same time, it is also intended to further embed principles of inclusive democratic governance systems by improving citizen access to democratic institutions and increasing civic engagement in decision making processes.

Three years after commencing decentralization reform it is widely recognized that it has greatly contributed to addressing ethnic divisions, increasing democracy and political stability in the country. It has greatly increased competencies at the local level and the leverage of the local leaderships. Moreover, the decentralization process has been seen as powerful instrument for citizens' empowerment and participation in local programs and initiatives and has facilitated their better political inclusion. However, the full benefits of decentralization were sometimes missed in such a highly politicized environment. For instance, redrawing municipal borders and thus shifting the electoral power base in several municipalities along ethnic lines has at times fuelled inter-ethnic tensions. The preponderance of ethnically-based politics and the media have also been counter-productive to full realisation of the OFA or the spirit of decentralization lying at its heart.

Therefore, while the Ohrid Framework Agreement established the foundation for inter-ethnic stability, continuous measures are needed to build inter-communal trust and social capital at a local level. Education, Municipal Commissions on Inter-Community Relations and local leadership represent important vehicles for facilitating inter-cultural dialogue, confidence building and problem –solving processes.

EU Accession

European Union (EU) membership is the country's most certain path to achieving accelerated human development and EU accession has been at the core of the country's development agenda since the European Council granted it EU candidate status in December 2005. The Decision of the European Council (CoEU, 15914/1/5, Brussels, 30 January, 2006) granting candidate status represented a recognition of the progress the country had attained in the reform processes and in building an open

democratic society. This was considered a turning point for the state and society. The candidate status has been a crucial contributing factor for deeper and complex reforms and also acts as a social catalyst, enjoying wide support from the general population across ethnic and political divides. The country's aspiration for EU accession has generated much momentum for political, economic and social reform, which are reinforced by the commitment to abide by the Millennium Declaration and achieve the Millennium Development Goals (MDGs). In that respect, the promotion of equitable and inclusive development based on human rights, frames the future national development agenda. In pursuit of this agenda, the Government has set an ambitious programme that seeks to underpin economic growth, improve living standards of all citizens, create jobs, fight corruption, increase education opportunities, develop democracy and improve inter-ethnic relations.

This ambitious agenda is also linked to supporting the efforts of the Government to meet the Copenhagen criteria.

The UN's support to strengthen institutional and strategic capacities for policy making and implementation of the State and civil society has been and will continue to be instrumental to enable the country to benefit fully from the EU accession process and become an EU member state. Furthermore, the UN's recognized know-how and respected neutrality in promoting local development and cohesion will also contribute to accelerate citizen's enjoyment of EU accession benefits while fostering social and inter-ethnic dialogue.

Institutional and Systems Capacity (particularly at the local level)

The post-OFA legal and institutional framework provides the basis for enhancement of inter-ethnic dialogue and inclusive democracy with consensual elements. However, the young state and non-state institutions are still challenged in further developing and implementing the systems and mechanisms needed for effective transformation of this framework into continuous and coherent practices. This is mainly due to remaining gaps in institutional capacity (in general and within sectors) and the lack of operational models and practices for dissemination. Not all established institutions at local level are fully operational, and the ones that are, are mostly focused on ex-post rather than prevention activities. In this context the Zaednica na edinici na lokalna samouprava (Association of local self-government units, ZELS) represents a very important hub for dissemination of practices and provision of technical assistance to municipalities. However, besides awareness of the relevance of the issue and the willingness of the ZELS leadership and administration to undertake this role of a catalyst, the organization still needs to improve structures and capacities to systematically operate in this area. Finally, horizontal and vertical institutional communication is another relevant factor that needs to be addressed for strengthening the institutional/system capacities.

Education, Ethnicity and Diversity

The UNDP People-centered analysis report (2008) confirmed the trend of preference of not sending children to a school with a majority of children from the other ethnic groups. The results has been that the ethnically-mixed schools are gradually becoming mono-ethnic, while multi-ethnic schools are starting to introduce "ethnic" shifts under the justification that they want to prevent ethnic-based education.

The UNICEF Child-friendly school baseline study (2007) found that schools do not have procedures in place to ensure democratic participation of students, parents and communities. It also stated that schools fail to provide any opportunities for students from different ethnic groups to communicate and learn together which further increases the risk for ethnic-based segregation. Ethnocentrism was found in the curricula (in contents related to history and literature). There is either lack of content about "the others", or the own ethnicity is glorified at the cost of that of "others". Students learn very little about the history and the literature of the "others", despite the fact that such content is envisaged in the curricula and offered in the textbooks. In the case of students attending school in other languages, in addition to contents which are part of the Macedonian language curricula, history and literature related to their own ethnicity is added.

Education is the most powerful instrument in developing and support of dialogue and communication skills and in these terms higher education institutions should be supported especially in the areas of developing joint academic and student programs. The example of cooperation between Universities of Skopje and Tetovo is one salient point where the modality of university chairs on intercultural and interethnic issues will be the most beneficial for strengthening of the inter-ethnic dialogue. The "UNITWIN Network on Inter-Religious Dialogue for Intercultural understanding" to which the chairs and student clubs will be attached, represents an extraordinary resource for enhancing public awareness on inter-religious dialogue for inter-cultural understanding issues in specific circumstances through interaction and collaboration among partners.

The specific objectives of such university cooperation reflecting on national and international level is to:

- promote a better knowledge of the other by the comparative study of the various religious/ethnic groups;
- provide a postgraduate program based on a multidisciplinary approach of the cultural and religious realities of the area, taking into account the geographical, political and economic aspects;
- increase awareness on the necessity of developing an inter-ethnic and inter-religious dialogue opened to young people, believers, laymen and the whole of civil society.

Above described modalities will directly feed in the various parts of this Joint Programme. The cascade effect of such an initiative is an obvious output that will serve as an important vehicle for facilitating inter-ethnic dialogue, confidence building and problem –solving processes through support in introduction of peace education (conflict resolution, multiculturalism and human rights) in elementary and secondary schools trough extra curricular activities as well as in the domain of media related activities.

Intercultural and interreligious dialogue

The society is intercultural and interreligious by definition. The difficulties encountered in reinforcing such a development are inherent to the economic, political and social consequences of a long-lasting

transition. Since independence, both government and civil society have made significant steps in clearly defining policies that recognise the potential of cultural and religious diversity. Leveraging cultural and religious diversity for unity has been constrained in recent times by the prevailing international and regional context (e.g. the country name dispute, global credit crunch, sub-regional instability) which have further weakened the capacity of the authorities to counter negative inter-ethnic perception. The country's diversity of cultural heritage and expressions needs a better understanding throughout society at large. Moreover, gender issues are barely addressed in terms of inter-ethnic dialogue, the actions taken being piecemeal, project based and not integrated in a wider discourse. Hence, intervention is required in the form of a continuous message on diversity as richness and a potential driver for economic development as opposed to the use of diversity as a divisive element.

3. Strategies, including lessons learned and the proposed joint programme

Background/context

Enhancing inter-ethnic dialogue and maintaining stability are key to the 2005-2009 UN Development Assistance Framework (UNDAF) and clearly expressed in the UNDAF National priority to 'Create transparent and accountable *democratic governance*, build peace and maintain stability in the respect of ethnic identity'. The UNDAF National Priority specifically mentions supporting the OFA and the Stabilization and Association Agreement with the European Union, Millennium Development Goals and the Millennium Declaration). The UNDAF itself has a specific outcome (1.3) 'A culture of peace, conflict prevention and resolution fostered'.

Continuous improvement of inter-ethnic understanding and tolerance is a prerequisite for sustainable human development given its contribution to sustainable conflict prevention. The 2001 conflict delayed human development and further politicised issues of ethnicity and cultural diversity. The Government has set an ambitious programme designated to underpin economic growth, improve living standards for all citizens, fight corruption, increase education opportunities, develop democracy, and *improve inter-ethnic relations*. Thus, this intervention is generally supportive of work towards the achievements and sustainment of all Millennium Development Goals (MDGs), as well as certain individual Goals. In particular, parts of the programme will be implemented in some of the most impoverished regions of the country (Northeast Region has the second lowest GDP per capita of the country, and Southwestern Region is the third lowest), thus contributing to Goal 1. The education components, meanwhile, related to Goal 2, will work to improve integration in education and will thereby enhance access to education. Attention to gender equality will form one of the main cross-cutting themes of the programme (Goal 3). The Common Country Assessment (2003) identified inter-ethnic tensions and issues as being a major governance issue.

The country is not a 'conflict state' or even post-conflict, but it is still recovering from the economic, political and social fallout of a long transition as well as of the impediments to the EU and NATO integration. The OFA has laid a solid foundation for peace and stability, and its continued observance and implementation is crucial both for inter-ethnic cohesion and wider sustainable development. Support to this process, both political and operational, remains amongst the highest priorities, which is key to not only furthering inter-ethnic dialogue, but is central to national integrity and EU accession.

Despite the positive steps taken since 2001, and the considerable progress made, there are still important issues in inter-ethnic relations, and elements of ethnocentrism. The Table below shows the results of an opinion poll on the main factors contributing to ethnic tensions in the country. It can be seen that the issue is highly politicised, and also that the media and the education system are also perceived by some as significant contributors. Conversely, politicians, media and the education system also have the greatest potential for enhancing inter-ethnic community dialogue. This reaches to the conceptual core of this Joint Programme: reversing this dynamic and using these channels as comprehensive drivers of change.

Table 1: Who contributes to Ethnic Tensions?

	Ethnic Macedonians		Ethnic Albanians		Others	
	often	Sometimes	often	sometimes	often	sometimes
Central level Politicians	60%	35%	50%	33%	55%	36%
Local level Politicians	44%	42%	36%	45%	45%	37%
Media	44%	44%	50%	35%	43%	45%
Education system	10%	39%	7%	40%	6%	30%
Family	10%	28%	4%	39%	7%	16%
Friends	10%	32%	8%	32%	8%	32%

Source: People Centered Analysis Report, UNDP, March 2008

The MDGs are integrated into the country's mid-term development agenda. However, progress on social issues, such as addressing poverty (MDG₁) and ensuring universal primary education (MDG₂) have to an extent been delayed due to ethno-political power struggles, as have ensuring gender equality (MDG₃) or an enabling local environment for democracy and development (MDGs 0 and 8). Still, national development goals are most effectively advanced at the local level. This is recognised in UNDAF outcome 1, which focuses on "transparent and accountable provision of public services." Focusing on the project area inclusive and conflict sensitive development processes can contribute to bringing together local actors along non-ethnic lines, fostering articulation of common development goals and delivery of benefits for their communities.

Other national priorities that have been incorporated into the design of the joint programme include the centrality of aspirations of EU accession. The desire for accession is a point of consensus in Macedonian society at all levels, as demonstrated by recent research,² and this will be utilized throughout the activities of the joint programme as a basis for facilitating greater levels of intercultural dialogue.

The programme was also designed to build upon and extend the substantial experience of the UN agencies involved (UNICEF, UNDP, UNESCO) in the areas of creating the basis for inter-ethnic dialogue, tolerance building in education, and human rights-based approaches to programming (including social inclusion). Drawing upon these strengths, the programme takes a multi-dimensional approach to enhancing inter-entity community dialogue by addressing national and local capacity building, promoting ethnic and cultural diversity through education, and raising awareness of intercultural sensitivities.

The principal local actors who will be directly involved in the programme include the OFA Secretariat, Ministry of Education, Ministry of Culture, Ministry of Local Government, ZELS, and Secretariat for

² People Centred Analysis Report March 2008, UNDP: Graph 3.1. It will be seen that there is greater support for EU accession amongst ethnic Albanians, but all ethnic groups are broadly supportive.

European Affairs, NGOs (grant schemes and training) Municipal authorities and the media. Other than the UN agencies involved in this proposal, international actors active in this area include the Council of Europe (culture and education), the OSCE, the Swiss Development Corporation, and the EC Delegation. This programme does not of course act alone in this field. Other important programmes and activities include OSCE and SDC supporting inter-ethnic community committees.

Gender and youth

Issues of gender and youth are core cross-cutting themes that are central to the strategic approach of this Joint Programme.

Overall, the country has made marked progress in promoting gender equality, in particular pertaining to women's political empowerment. Equality and equal opportunities are a constitutional category. The Law on Equal Opportunities Between Women and Men was enacted on 26 May 2006³, along with a National Action Plan for Gender Equity (NAPGE) 2007-2010.⁴ There are Equal Opportunities Committees established in almost all municipalities. The introduction of a 30% gender quota in 2002 contributed to improved political representation of women in the National Parliament and the local councils.

Nonetheless, participation of women in public life, especially at decision making levels and executive functions, is still disproportionately low. For instance, women's activation rate at the labour market is significantly lower compared to men (28.4% for women and 44.1% for men), which among other issues, increases the readiness of women to work in the informal sector, often for very low remuneration.

In terms of the joint programme, gender issues are therefore relevant to all areas particularly policy development, education reform, media activities, and community level development activities. Moreover, attention will be focused on gender as it is inflected in the nexus between culture and tradition, an issue barely addressed in the country. Often, what is described as 'tradition' contains significant disparities in power distribution between genders. Notions of 'traditional culture' also have the danger of proliferating gendered stereotypes. Given the lack of detailed studies and reports on gender and inter-ethnic relations in the country, the joint programme will prepare a baseline study to this effect during the inception phase (first quarter of the first year of implementation). This study will help address gender issues more specifically and raise awareness. The project will also address these issues by mainstreaming gender into its activities. This will take place through:

- ensuring that all research data gathered is disaggregated by sex;
- involving representatives of the Equitable Opportunities Committees in the activities at local level;
- promoting women networks as drivers of change;
- creating of a Gender working group during the program strategy development phase;
- including gender analyses in all areas in which assessments are carried out;
- aiming to achieve at least one-third participation of the minority gender in all activities;

³ <http://www.legislationline.org/legislation.php?tid=99&lid=6101>

⁴ <http://www.mtsp.gov.mk/WBStorage/Files/NPARR-finalen%20dokument.pdf>

- promoting the involvement of women in all decision-making bodies involved in the programme.

The coordination of this process, to ensure the implementation of gender mainstreaming is effective, will occur through the Monitoring and Evaluation position which will work in the office of the Resident Coordinator.

Youth, defined as the population between 15 and 24 years old, represents 16.3% of the population. The World Bank Young People in South Eastern Europe study, highlights the major problems for young people in the region: "*Globally the major issues affecting youth in specific ways are lack of adequate education and employment, lack of assets and property rights, exposure to risky behaviors, violence and crime, and, most important, lack of participation in decision making*"⁵. The country faces the highest unemployment rate of the region, and the highest youth unemployment rate, with the exception of Kosovo. It has also by far the lowest share of youth self-employment of the region (0.5% when the average is 9%).

A recent UNIFEM study confirmed the effects that the transition from a socialist to a market economy, the introduction of pluralism and the multi-party system, the 2001 conflict, and finally the European Union (EU) accession process, have had on the lives of young people. Surveys have shown that young people are close-minded regarding ethnic differences. The distance between the Albanians and the other ethnic groups in particular is increasing. The involvement of young people in associative life is around 10%, with 5% for political parties and 14% were sympathizers, and roughly 34% think that political parties do not have influence on their lives. Most young people express dissatisfaction with political parties and associations, complaining about the political contamination of social life in the country and about the inadequacy of the activities proposed by them. According to the young people, the main reason to become a member of a political party is the possibility to solve immediate problems such as source of income and employment, more than the desire of 'activation'. The perception of young people of their future is somewhat different from what is prevalent across the region. It is the second highest SEE country for young people expressing their concerns about their future.

The programme will address the lack of mechanisms and skills, and capacity for meaningful participation of children and young people in the decision-making concerning their school life, but also broader participation in the community and municipality. The programme will also address the lack of opportunities for communication and dialogue among young people from different ethnic and cultural groups, in the school through joint curricular and extracurricular activities, and in the community through engagement in activities and projects as part of the youth clubs.

Lessons Learned

The need for enhancing inter-ethnic community dialogue and collaboration received significant attention after it became apparent that inadequate ethnic dialogue was eroding democratic transformation and stability in the country, as shown in UNDP's successive Early Warning and People-Centred Analyses Reports. Ethnic polarization and lack of dialogue still create political and social instability. After 2001, the implementation of OFA became a priority, and tools for discouraging ethnic-

⁵ World Bank, Young People in SEE, p.20

based disputes and the re-emergence of conflict were sought. Through principles of equitable representation and enhanced inclusion in the public life the basis for reintegration and strengthening of cohesion of the society has been established. In order to coordinate and monitor these activities a Committee of Ministers headed by the vice-president of the Government in charge of implementation of OFA was established in 2006, and latter in 2007 the Strategy for Equitable representation of the members of the non-majority communities was adopted, and the sector for implementation of OFA with Government decision was transferred into a Secretariat. However, national level capacities for enhancing dialogue and communication and managing interethnic disputes still need improvement in order to achieve self enforcement and sustainability.

At a local level the process of decentralization was the main instrument that created opportunity and a solid basis for enhanced intercommunity cooperation and dialogue. The Law on Local Self-Government, the Law on Territorial Organization and a number of sector laws of local self government provided the legal basis for introducing new institutions and mechanisms that will address the needs of ethnic communities, especially those that are non-majority communities. According to the Law on Local Self Government, currently 21 of 84 municipalities are obliged to establish Committees on inter-community relations (CICR), although 12 more have expressed interest in this mechanism, though they are not obliged⁶. The details of the set-up and the operations of the CICRs are left up to the individual municipal Statutes. There has been significant effort on capacity building and skills development of recent members of CICR (specially by OSCE), however the process needs support in becoming more institutionalized and self sustainable, as functionality and sustainability vary from municipality to municipality (different type of composition, levels of budget and political support, lack of awareness, leadership of its members, etc..)One of the most important challenges left is to build the CICRs into sustainable bodies integrated into the municipal structures, able to practice in a participatory manner and create the inter-links between the municipal leadership and structures and the communities and the civic sector.

The role of the media in improving or, conversely, worsening interethnic dialogue and communication remains crucial. The perceptions of individuals and ethnic communities have been influenced by media (intentionally or unintentionally). Those ethnically divided and politically motivated media and journalists need to be challenged regarding the way they portray issues, and trained and supported in inter-cultural dialogue. UNESCO and UNDP, as well as ZELS are encouraging more effective media interactions, as they are aware that more dispute sensitive reporting will reduce media influence on ethnic misperceptions and intolerance. Outcome 3 of this Joint Programme further addresses this critical need.

The role of education is key to enhancing inter-ethnic dialogue. While the country on track in achieving MDG Goal 2 (MDG report, 2008), there are still capacity gaps with regards to the policy framework, national curriculum, teachers' capacity and lack of opportunities for interaction among different

⁶ Municipalities with CICRs and ethnic composition: Brvenica (Albanian, Macedonian), Butel (Albanian, Bosniak, Croatian, Macedonian, Roma, Serb, Turk), Cair (Albanian, Bosniak, Macedonian, Roma, Turk), Caska (Albanian, Bosniak, Macedonian, Serb, Turk), Cucer Sandevo (Albanian, Macedonian, Serb), Debar (Albanian, Macedonian, Macedonian Muslim, Roma, Turk), Drugovo (Albanian, Macedonian, Turk), Gostivar (Albanian, Macedonian, Roma, Turk), Jegunovce (Albanian, Macedonian), Kicevo (Albanian, Egyptian, Macedonian, Serb, Turk, Vlach), Krusevo (Albanian, Bosniak, Macedonian, Macedonian Muslim, Serb, Turk, Vlach), Kumanovo (Albanian, Macedonian, Roma, Serb, Turk, Vlach), Mavrovo-Rostuse (Albanian, Macedonian, Macedonian Muslim, Turk), Petrovec (Albanian, Bosniak, Macedonian, Roma, Serb), Sopiste (Albanian, Macedonian, Macedonian Muslim), Studenicani (Albanian, Bosniak), Struga (Albanian, Egyptian, Macedonian, Roma, Serb, Turk, Vlach), Tetovo (Albanian, Macedonian, Roma, Turk), Vrapciste (Albanian, Macedonian), Zelenikovo (Albanian, Macedonian), Suto Orizari (Albanian, Bosniak, Macedonian, Roma) and Vranestica (Macedonian, Turk)

cultural and ethnic groups in the school and the community (CFS baseline study, UNICEF 2007). Only if all these are addressed the country can ensure the next step forward in promotion of tolerance and respect for diversity which will ultimately result in inter-ethnic cohesion. The baseline study provides a basis for coordinated approach in all segments of education and at all levels.

At national level it means building capacity in the MoES for policies and programmes that promote respect and tolerance for diversity and dispute resolution. In terms of national curricula, it means exposing primary aged children to contents in history, language and life-skills based education subjects through which they can build skills and positive attitudes towards diversity and intercultural and inter-ethnic communication and dialogue. At local level, opportunities and mechanisms for bringing children from different ethnic and cultural groups together both in extracurricular activities and activities in the community are crucial. Participation is at core of all these interventions and has the biggest potential for change in the society. Ensuring students' and parent' views are heard and articulated in the different mechanisms and bodies in the school and the municipality and that they feel important actors and contributors in the school, community and municipality life is key to inter-ethnic communication and dialogue. Higher education structures at the University of Skopje as well as University of Tetovo, represent an important platform trying to affirm its role of a generator of ideas related to inter-ethnic relations in the country.

There are several mechanisms at the local and central levels that may be used to address inter-ethnic tensions. For instance, besides overall majority, multiethnic municipal councils also must have the local minority's endorsement (Badinter Mechanism), though this rule has rarely been respected. The OFA also mandated the establishment of Committees for Inter-Ethnic Relations in ethnically mixed municipalities, with an important peace-building potential. These institutions have received capacity-building support to a certain extent from ZELS (the Association of Local Self-Government Units) and the OSCE, although the results have been mixed, depending on the level of local political support, resources and leadership, as seen earlier.

The educational sector has similarly strengthened conflict management functions. However, the lack of a systemic approach to engagement and continued overall low capacity significantly hinders the optimal use of these existing resources.

In all, the politicization of ethnicity, the institutional weakness of municipalities and school boards, and the lack of sufficient trust and collaboration between ethnic groups mean that disputes are often managed in dysfunctional and counter-productive ways, if at all. The particular and unique contribution of the Programme is its concerted and systemic focus on facilitating linkages between enhanced inter-ethnic dialogue and expertise at national and local levels—an insight otherwise neglected—and in enhancing skills to facilitate inclusive dialogue, confidence building and problem-solving processes. Most elements for having an effective system for enhanced inter-ethnic dialogue are in place; the Programme aims to assist in making this system functional and in so doing enhance the overall development process.

UNDP has in its extensive work with the local level regularly tackled, besides the standard development problems, also the inter-ethnic aspects of cohesion at local level. The fact that most of the municipalities are ethnically mixed regularly brings up this aspect in the implementation of the projects, in particularly in the participation aspects of the processes. The community aspect and relations are specifically targeted in the project related to MDG based planning, that is tackling development issues from the perspective of the MDGs and human rights based approach. UNDP has developed specific

experience in this area also through the ongoing project in the Kicevo micro-region, where arrangements for inter-municipal cooperation are being developed among municipalities with different ethnic composition, which was one of the main criteria when selecting the target municipalities.

UNESCO as a non-resident agency has been present in the country since 1993 (UN admission) and more intensely since 2001, in the wake of the creation of the OFA. The main objective of UNESCO's cooperation with FYR Macedonia continues to be the support for building of institutional and strategic capacities for policy making and implementation of the activities falling in the mandate and expertise of UNESCO. Reinforcing the image of the richness and diversity of cultural resources of the society as a potential for economic development remains the top priority and the principal framework of the UNESCO's action in the country. Specific target of this cooperation lays in the domain of intercultural and interreligious dialogue where the country plays an important sub-regional role. Number of international standard setting instruments such as the World Heritage convention as well as the Convention on the protection of intangible heritage, ratified by the country, create an excellent basis for the creation of activities related to the development of a viable multicultural and multi-religious society with all the characteristics of a future EU member state.

In 1993, UNICEF was one of the first UN agencies to open an office in the country after independence. Initially, UNICEF provided emergency assistance to refugee children from Bosnia, and since 1994 focused on support to service delivery and system strengthening in areas of health, education and child protection. In line with country's commitment to pursue EU accession, UNICEF has gradually increased its engagement in system strengthening and social policy. Education has remained one of the key UNICEF's priorities. The past experience and lessons learned from implementing projects addressing the inter-ethnic and inter-cultural dialogue has been used to incorporate contents in the primary education curriculum, as well as develop related standards and policies. UNICEF is currently supporting education sector reform, more specifically in policy and curriculum development, and teacher training based on CFS standards as holistic approach in addressing all aspects of education. At the same time UNICEF has been engaged in supporting community based non-formal education activities (ECD, literacy, school support and extracurricular activities) in the most disadvantaged communities.

In sum there are several points that are recognized as lessons learned:

- The decreasing of ethnic tensions in the country has been highly dependent on political will and actions, turning confidence building measures into effective networks. It also requires effective development, implementation and coordination of national and local level instruments for delivering the OFA. This Joint programme will help raise the political profile of OFA further through the partnership with the Secretariat for the Implementation of Ohrid Framework Agreement.
- It has become clear that effective institutions and institutional linkages to facilitate interethnic dialogue and improve confidence among communities are key (the experience from OSCE's work with CICRs highlights this). These include, but are not limited to, effective linkages between national and local government and initiatives. Procedures for implementation of policy at the local level should be clearer. This Joint programme will provide for more inclusive support for institutionalization of dispute settlement mechanisms on both national and local levels.

- The role of education is key to enhancing inter-ethnic dialogue. Education in, particularly, history and religion have the potential to either improve or destabilise inter-ethnic dialogue, as the current debate of religious education shows. Issues of curricula, national education policy and inter-ethnic interaction are critical.
- Addressing both national and local level capacity building in an integrated manner appears crucial for further developing effective structural inter-ethnic dialogue mechanisms, while gradual enforcement of bottom up capacity for effective dispute management remains a challenging priority. This requires enhancing the capacity for interethnic dialogue on local level, creating forums for dialogue and communication, and strengthening the role of education in introducing dispute settlement procedures and skills.
- The media and communications play an important role in inter-ethnic dialogue, and are widely viewed as contributing to ethnic tension⁷. Across the Balkans the media has played an important, and unfortunately often negative, role in highlighting inter-ethnic issues.
- The need for institutional cooperation, and the clarification of institutional scope and responsibilities, is a precondition for efficiency in enhancing inter-ethnic community dialogue.
- It will be important to ensure that there is visibility and transparency in delivering the outputs and outcomes of this joint programme. Demonstrable and real progress in fulfilling the objectives of the programme should improve the confidence of institutions in their capacity, ability and commitment to the process of promoting interethnic dialogue and cooperation.
- The process of constructing comprehensive and efficient capacities for promoting inter-ethnic dialogue is a long-term process that requires support from international and national partners: through this joint programme a wide range of stakeholders need to increase their awareness about the need for sustainable political and financial support.
- Training and support for local government and ZELS have so far been largely absent in providing support on real needs (such as problem solving, dispute resolution, life skills, and communication skills). Capacity building and training in these areas needs to be enhanced as a matter of priority, and broadened to include other stakeholders relevant for local dispute resolution and interethnic dialogue, like majors, council members, young political leaders, social workers, police officers, NGOs and the local media.

The proposed joint programme

The three mutually-supportive outcomes in this joint programme have been designed to effectively address the barriers to enhanced inter-ethnic dialogue in the country through an integrated approach focused on national and local systems development, education and communications. This is key to the effective delivery of the OFA and, ultimately, EU accession.

A joint programme between UNDP, UNESCO and UNICEF was chosen as the best format to address the major challenges associated with inter-ethnic dialogue and maximising the impact of the activities.

⁷ Survey for UNDP's People-Centred Analyses, 2009 (unpublished)

The three UN agencies respective comparative advantages complement each other well and provide potential for considerable synergies. UNDP has a demonstrated ability to successfully undertake capacity development activities at the local level, a proven track record of delivering results through major projects focusing on local development initiatives, substantial administrative and operational support capacity, and a solid network of local level partners that have been developed through its various local level project/programme activities.

In pursuit of its mandate to ensure children's rights are realised, UNICEF has developed experience in and has demonstrated success with setting up sustainable participatory citizens' groups at the local level. UNICEF has a proven track record of supporting evidence-based policy making processes through capacity building, especially with respect to improving the data collection and analysis abilities of higher-level government officials.

UNESCO, as a non-resident agency, addresses with its local governmental and non-governmental partners issues related to the intercultural and interreligious dialogue (since the admission of the country to the UN family in 1993). International standard setting instruments ratified since then by the country, particularly those referring to the protection and promotion of the diversity of cultural heritage and expressions, contribute significantly to the potential for addressing the issues regarding the enhancing of inter-ethnic dialogue. In addition to that, the existing Memorandum of Understanding between the Alliance of Civilisations and UNESCO signed on 15 of January 2008 served as the basis for the definition and development of the activities proposed by UNESCO. Cooperation and participation of AoC has been sought.

Although each activity is lead by a specific UN agency, the other two agencies will fully participate in the activities, providing their know-how and expertise in their respective areas, and also making sure that the activities are complementary and reinforcing in order to attain the objectives of the Joint Programme. Even more, most of the activities are designed in a manner that anticipate joint action between the agencies. This can be illustrated with the example of activities 1.3.3 (leading agency UNDP) ,2.2.2 (leading agency UNICEF), on creating links between school boards and municipal councils. Another example of integrated approach can be shown with the example of activities 3.2.1 (leading agency UNESCO), 3.2.2 and 3.3.2 (leading agency UNDP) on training and capacity building of journalists.

The cooperation among the participating agencies in this MDG project is a successful continuation of the similar joint programming exercises such as the preparation of the UNDAF document. Overall, the strengthened exchange among the UN agencies, both resident and non-resident in the country, brought about significant improvement in efficiency, effectiveness and visibility of the UN system on the country level.

The strategies that will be used to achieve the joint programme's three outcomes have been designed to make an impact long after the three-year programme is concluded. The Programme was developed through a consultative process with government, civil society and donor partners to ensure relevance and avoid duplication. It takes into account existing national frameworks and strategies, including the OFA, the Law on Local Self-government and the current National Education Strategy. The Programme's prime principle of engagement is to enhance national capacities; interventions are therefore based on a transfer of knowledge, skills and best practices that support and strengthen existing institutions and processes, thereby ensuring sustainability. Based on this principle, the Programme has a two-pronged approach, the first one focused on three ethnically mixed municipalities

(Kumanovo, Struga and Kicevo) that will serve as a basis for development of the practices and models. Achieving success in these areas will create an important base of legitimacy with potential positive spill-over effects in the process of building a vibrant local democracy in the country. Moreover, such an approach can set a standard of political and public behaviour, which ought to be reflected across the country. The second emphasises the functions, initiatives and processes at the country level.

Putting into operation an effective, comprehensive and robust national system for enhanced inter-ethnic dialogue conflict transformation at the local level—as envisioned in the first outcome—will be achieved through the facilitation of three distinct processes. The first is to engage key national institutions, including the Office of the Vice Prime Minister for the OFA, the National Committee on Inter-Community Relations, the Ministry of Education and Science, the Ministry of Local Self-Government, ZELS and the Ministry of Culture and National Commission of UNESCO in discussing the comparative advantage of inclusive, participative problem-solving processes in situations of serious ethnic-based based conflict and the specific value that the skilled facilitation of such processes bring. The objective is to build their capacity to effectively participate in enhancing inter-ethnic dialogue, as well as to the deployment, as needed, of facilitation expertise that exists in the country. The second process entails: identifying institutions and individuals that have the required expertise; facilitating the formalization of a system to enhance their availability and deployment (on an *ad hoc* basis); facilitating agreed guidelines, linkages and procedures; and, sharpening their knowledge and skills for the specific challenges posed at local level. The third process is to support, monitor and evaluate a number of interventions at the local level in support of and collaboration with local governance and educational bodies.

The transforming potential of the educational sector must be integrated in the overall system for it to be effective, which outlines the strategic path of Outcome 2. This Outcome will work at two levels: National (supporting the Ministry and the implementation of the already revised curriculum) and local (reinforcing capacities of the target schools in 3 municipalities). Attention will be given to the conflict management capacity of specific functions within the Ministry of Education and Science, and the lines of communication with national and municipal governance structures. More specifically, the Programme will enhance the capacity of the Bureau for Development of Education to deliver training to teachers who will implement Life-Skills Based Education (LSBE) and monitor the quality of LSBE teaching.

The implementation of recently revised primary school curricula will be supported by focusing on subjects related to multi-culturalism, respect for diversity, gender sensitivity and peace education at the national level. The technical commission within the Ministry of Education and Science will be supported with tools and capacity development initiatives to review and develop textbooks that are gender- and culture-sensitive and promote peaceful co-existence. It will also work to strengthen the capacity of the Department for Advancement of the Education of Minorities, particularly in its mandate of monitoring and promoting inter-ethnic tolerance and inter-cultural cohesion. In line with the approach developed for outcome 1, specific conflict transformation processes (good governance, participation, communication mechanisms, joint activities, etc..) will be supported in collaboration with school boards, parents' councils and student bodies in the target municipalities.

In the domain of secondary and higher education, the role and cooperation of student bodies (two at the higher education level and three at the secondary education level), is to have a cascade effect towards other activities such as the primary and secondary schools extracurricular programmes as well as the media related trainings. While their primary function is gathering and exchange related to the

inter-ethnic dialogue on national but also international level, beyond that the clubs/chairs become the generators (local capacity) of content in other parts of the Joint Programme such as civil society as well as the media. In addition the intellectual capacity by of the student community could contribute significantly to the intended creation of the critical mass of the public opinion that may counter the oscillations caused by the fluctuating economic and political situation in the country. In addition, initiatives within the education system and by civil society organizations to facilitate positive interaction between young people at various levels, both intra-and extra-curricular, will be encouraged and supported.

Primary and secondary schools in Kicevo, Kumanovo and Struga initially identified

Schools were selected based on these additional criteria:

- history of recent inter-ethnic incidents/tensions
- high number of total number of students, and high number of students from different ethnic background
- consultations with MoES and Bureau for Education Development
- consultations with local authorities (consultations will be repeated after the local elections – March 2009-, as part of the Inception Phase)

Kicevo

PS Sande Sterjovski is the largest out of total 4 primary schools in Kicevo and with largest concentration of students from Macedonian and Albanian ethnic groups.

Mirko Mileski is the only secondary school in Kicevo.

Primary schools

Name	Number of children				
	Mac	Alb	Turk	Serb	Total
Sande Sterjovski	657	1287	0	0	2071

Secondary schools

Name	Number of children				
	Mac	Alb	Turk	Serb	Total
Mirko Mileski (general and vocational)	1186	1736	0	0	1308

Kumanovo

There are in total 9 primary schools in the city of Kumanovo. Most of these schools are monoethnic. Vuk Karadzic has predominantly students from Macedonians ethnic group and Naim Frasheri has students from Albanian ethnic background. Both schools are located in the same building which provides an opportunity for interaction of students from the different ethnic groups.

There are four secondary schools, but Goce Delcev host both Macedonian and Albanian students.

Primary schools

Name	Number of children				
	Mac	Alb	Turk	Serb	Total
Vuk Karadzic	346	0	0	0	346
Naim Fraseri	0	1334	0	0	1334

Secondary schools

Name	Number of children				
	Mac	Alb	Turk	Serb	Total
Goce Delcev, general high school	1112	1470	0	0	2582

Struga

Primary school Braka Miladinovci- the largest and the only primary school in the city of Struga with both Macedonian and Albanian children.

Secondary schools Ibrahim Temo and Niko Nestor- one gymnasium and vocational school located in the same building. These are the only secondary schools in Struga that have a history of recent conflict which started in 2008 and intensified before the local elections.

Primary schools

Name	Number of children				
	Mac	Alb	Turk	Serb	Total
Braka Miladinovci	576	746	48	0	1370

Secondary schools

Name	Number of children				
	Mac	Alb	Turk	Serb	Total
Niko Nestor	648	876	0	0	1524
Dr. Ibrahim Temo, general high school	391	791	72	0	1254

The broader processes that aim to create spaces for intercultural sensitivity and a stronger civic identity—the strategic focus of Outcome 3—will be achieved by engaging local leaders outside the political process and by assisting bodies, and civil society organizations to facilitate two forms of dialogue. The first will be focused on enhancing the multi-ethnic character of the society and would invite broad public participation. As part of this focus, the Joint Programme will support the World Inter-Religious Dialogue Conference, to be held in Macedonia in 2010. The Conference will gather religious leaders, government officials and renowned experts and intellectuals from Macedonia and from all over the world to discuss the role of religions and religious understanding in promoting interfaith dialogue, cooperation and tolerance.

The second is focused on dispute resolution and would involve creating opportunities for specific stakeholders to discuss issues and explore options in a setting where no decisions are being made and where ground rules demand respectful interaction.

The programme will provide a cross-cutting consideration to collaborative work with women peace activists and research with a focus on the gender dynamics and ethnicity. Journalists are a specific focus

group here. A series of roundtables with journalists and correspondents will be conducted that will include joint post-event assessments of the impact of specific ways of reporting, in partnership with the Association of Macedonian Journalist (AMJ). A more active intervention will be the creation of a media support mechanism for the reduction of social tensions, which will monitor media coverage and seek to influence change in reporting approaches when needed, away from conflict inducing coverage, by ensuring that journalists have a constant and reliable access to information regarding situations. It will also support capacity development for social content programming.

A small Grant Scheme⁸ will be administered to support the implementation of local initiatives that: support inclusive, community-based interaction among ethnic groups; promote citizen participation in community decision making; foster transparency, responsiveness and accountability in the relationship between citizens and local government; and, are gender sensitive. Incentives will be structured to transform what may be possible areas of conflict – especially along ethnic lines – into areas of collaboration and community-building. Social welfare, education, use of natural resources and environmental planning are clearly such areas. Since the geographic area focus is on micro-regions, which would entail smaller ethnic communities within them, special emphasis of the grant structure will be given to inter-municipal cooperation agreements among ethnically diverse communities. Last, the grant scheme can also support youth projects, as envisioned in the second outcome. A separate grant scheme is also planned for work with the media, to facilitate more social content programming and active reporting, as well as increase citizen access to balanced information and diverse points of view. The grants structures will be quick-to-ground, community-driven, and have a mid- to long-term focus.

Since the vision is to facilitate the establishment of a system, as well as an enabling environment for community development—in which the system itself can function more effectively—all Programme activities are highly integrated. The Pool of Expertise will be a resource for activities under all the Programme outcomes, as well as a keystone to a robust system. The Grants can be administered in partnership with local authorities, but will incorporate incentives for the educational authorities, journalists, youth, and so on. Consensus building processes may come from the governance structures, or from the bottom-up; both will be supported.

A fundamental assumption underpinning the Programme is that local inter-ethnic dialogue mechanisms or processes require, first, a national mandate and systemic support for their operation and, second, at times, access to support from expert facilitators. All the outcomes depend on national political will and local capacity, which hence poses the greatest risk to the Programme. However, the Programme is aimed at enhancing the systemic capacity and increasing the political and social support for enhancing inter-ethnic community dialogue and achieving commonly agreed social and development aspirations. Transfer of knowledge is present throughout. The impacts of the curricular inputs will have longer-term impact, as will the social spaces and media mechanisms. It, thus, has a corrective feedback mechanism to enable public demand for political will for enhanced dialogue. Since the combined thrust is to instil a specific methodology for enhancing inter-ethnic dialogue within the system as a whole—thus significantly strengthening the system and complementing the political mediation undertaken by other actors, such as the OSCE and the EU—the Programme as planned is highly sustainable. Last, the Joint Programme will benefit from the UN Alliance of Civilization (AoC) initiative, and seek to anchor the AoC framework through its activities.

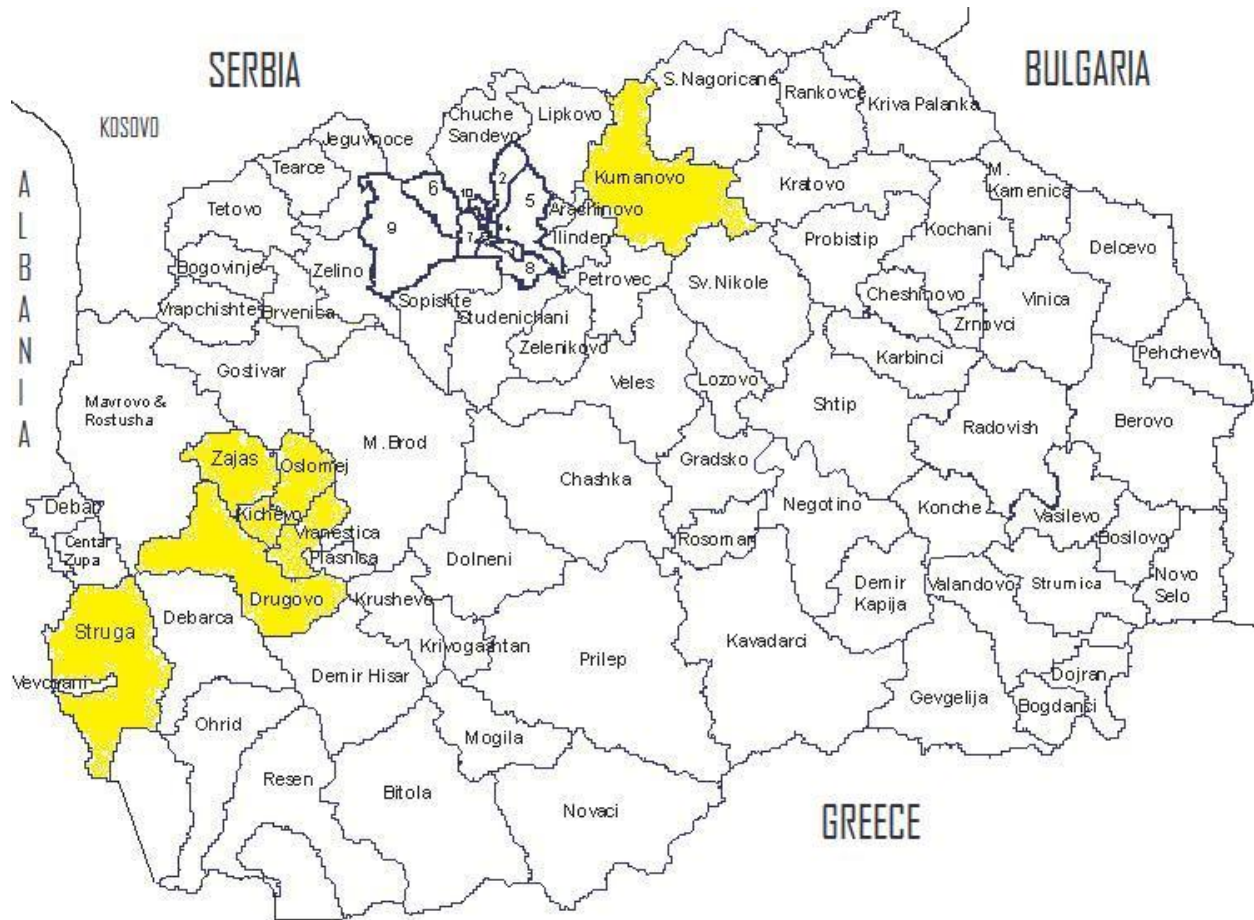
The Programme's geographic focus will be on three municipalities: Kumanovo (Northeast Region), Kicevo and Struga (both in the Southwestern Region), selected based on the following criteria: (i) mixed

⁸ Criteria and administrative arrangements are detailed in Annex D, activity 1.3.4

ethnic composition; (ii) occurrences of ethnic tensions, particularly in schools; (iii) dysfunctional inter-ethnic dialogue experiences; and, (iv) low development rates. Considering that inter-ethnic relations not always end with the border of the municipality, the Programme will oversight also the immediate neighbourhoods of the listed municipalities. UNDP's experience in Inter-Municipal Cooperation will be used as a pilot tool for inter-municipal inter-ethnic dialogue by focusing on the Kicevo micro-region (Municipalities of Kicevo, Zajas, Osmolej, Vranestica and Drugovo)⁹ that will allow for comprehensive involvement of rural and urban areas—responding to the current fear of potential “enclavisation,” since villages and urban areas are usually ethnically homogenous. The start-up experiences built in the respective micro-region will be prepared for replication in the areas of the other two selected municipalities.

Municipality	Population	Km2	Mac%	Alb%	Turk%	Roma	Other	Unemployment %
Kumanovo	105,484	509	60.4%	25.8%	0.2%	4%	9.6%	49%
Struga	63,376	485	32%	56.5%	6%	0.1%	5.4%	30.4%
Kicevo micro-region	56,734	839	35.7%	54.5%	5.2%	2.8%	1.5%	/
Kicevo	30,138	49	53.5%	30.5%	8%	5.4%	2.6%	40.9%
Osmolej	10,420	130	1%	98.4%	0	0	0.6%	65.4%
Zajas	11,605	155	1.8%	97.4%	0	0	0.8%	67.1%
Vranestica	1,322	120	78.1%	0.7%	20.8%	0	0.4%	53%
Drugovo	3,249	385	85.6%	4.7%	9%	0	0.7%	46.1%

⁹ The Law on Territorial Organization of the Local Self-government Units envisages merger of the listed municipalities creating the mentioned micro region in four years from now



Map 1: Municipalities of Struga, Kumanovo and Kicevo Micro-Region

Inception Phase

Taking into account the high sensitivity of the subject and the need of a clear understanding, coordination and commitment from all stakeholders, an Inception Phase has been designed. This Inception Phase will take place during the first quarter of the first year of implementation. During this Phase a series of activities aiming at setting an strong foundation for the Joint Programme will be taken, through a participatory approach, involving the relevant stakeholders:

- Operationalization of the PMU and practical arrangements with main counterparts.
- Awareness raising among local and national stakeholders on the vision of the Joint Programme and the activities intended
- Initial revision of the M&E Framework together with the counterparts
- Production of Baselines Studies in the areas where data is weak, non-existent or unreliable (i.e. Baseline Study on Gender and Inter-Ethnic Relations)

Sustainability of results

If the country is to continuously enhance inter-ethnic community dialogue and collaboration, actions will be required both parallel to this programme and after it has finished. Sustainability will be enhanced and supported through the approach of building capacity amongst partner organisations and implementing agencies, by both ensuring ownership from an early stage (commencing with programme design and inception) and through systematic, needs-based capacity development. The three mutually supportive outcomes allow for local level education, communications and dialogue systems and processes to be supported: without these the sustainability of local level systems would not be able to flourish in the long-term. Local and national stakeholders and representatives of the Community, education and media sectors have been directly involved in the project design and action planning, particularly the definition and identification of priorities and modalities. This has ensured that the initiative is needs-based and has allowed the partnership to clearly articulate the specific areas where capacity needs to be built, and modalities for achieving this.

Furthermore sustainability will be ensured through enhancing the capacity of key institutional structures (particularly ZELS), and also ensuring that the institutional responsibilities are clear-cut and that the critical networks and interlinkages operate in a more mutually supportive manner. This will help ensure continuation in the usage of the concepts and tools developed. Promotional and dissemination activities will also be core to sustainability, to complement the institutional capacity building in terms of promoting the developed concepts and practices, and ensure wider national impact of the achieved results. The planned activities will regularly involve consultation and participation of the respective institutions, as well as the civic sector, in order to follow up on the inclusive process marking the design phase and ensure ownership and follow-up of the outputs and results.

4. Results Framework

Detailed narrative information for the programme is in Annex D. The first three months of the Programme are an inception phase, to both inform partners and beneficiaries of the details of the Joint Programme, and to ensure ownership from an early stage. Much of this work will be building on the consultation and design phase of the Joint Programme, developing the work plan into a detailed implementation plan (see activity 1.1.1).

Table 1: Results Framework

UNDAF (or other relevant framework) Outcome: Outcome 1: Models and practices shared and adopted for transparent and accountable provision of decentralized public services								
JP Outputs	Participating UN Organization Specific Outputs	Participating UN Organization	Implementing Partner	Indicative activities for each Output	Resource allocation and indicative time frame			
					Y1	Y2	Y3	Total
MDG Indicators	<ul style="list-style-type: none"> • Regional disparities. • Proportion of ethnic groups in the completion of primary and secondary education. • Proportion of girls and boys completing primary education, by ethnic background. • Proportion of girls and boys completing secondary education, by ethnic background. 							
Outcome1 Outcome Indicators:	<p>National Systems and Capacities for Inter-ethnic Cohesion Enhanced</p> <p>Revised regulatory framework for national system for confidence and inter-ethnic cohesion building. Baseline (2009): To be established during the inception phase Target (2012): Yes Support Unit at ZELS established Baseline (2008): No Target (2012) Yes Number of Inter-Municipal Cooperation agreements outlined Baseline (2008): N/A Target (2012) 3</p>							
					302,250	662,445	279,700	1,244,395

1.1	<p>National Systems and capacities for inter-ethnic cohesion enhanced</p> <p>Indicators: Regulatory framework for national system for confidence and inter-ethnic cohesion building revised Baseline (2009): No, to be established during inception phase Target (2012) Yes</p> <ul style="list-style-type: none"> • Number of workshops and modules developed and implemented Baseline (2008): N/A Target (2012) 24 • Number of people trained 	<p>Report on the mapping of resources and the assessment of capacity gaps Baseline Study on Gender and Inter-Ethnic Relations.</p>	<p>UNDP (UNESCO & UNICEF Participation)</p>		1.1.1	<p>Mapping of existing capacities and capacity gaps of central and local level institutions for confidence and inter-ethnic cohesion building: Production of analysis of existing mechanisms, procedures and capacities; Two workshops and a series of awareness raising and coordination contacts held; A report on the mapping of resources and the assessment of capacity gaps. Workshop organised to analyze existing capacities and capacity gaps for inter-community dialogue.</p>	68,100	-	-	68,100
		<p>Report including a broad set of recommendations for addressing the gaps identified in 1.1.1</p>	<p>UNDP (UNESCO & UNICEF Participation)</p>		1.1.2	<p>Initiating consensus-building dialogue at local and national level for establishing comprehensive systems of confidence and inter-ethnic cohesion building: 12 seminars organised with the aim to open the debate on the changes needed for a comprehensive confidence and cohesion building system</p>	65,000	40,000	20,000	125,000

	on confidence and inter-ethnic cohesion building Baseline (2008): N/A Target (2012) 66	Establishment of coordination and communication protocol	UNDP		1.1.3	Establishing systemic coordination of facilitation expertise to support confidence and inter-ethnic cohesion building system institutions and procedures: Establishment of coordination and communication protocol and simulation exercise. National dissemination at the end of the programme.	88,000	54,000	25,000	167,000
	M&E Methodology produced and delivery of training to 6 M&E officers	UNDP (UNESCO & UNICEF Participation)		1.1.4	Supporting the establishment of M&E functions within national system for confidence and inter-ethnic cohesion building .	5,000	77,645	-	82,645	
	Development of training curricula, delivery of trainings to 60 people and production of a how-to-guide	UNDP (UNESCO & UNICEF Participation)		1.1.5	Development of training to strengthen capacity and enhance functions for dialogue consensus building and dispute resolution of existing bodies.	22,000	44,600	-	66,600	
1.2	Pool of Facilitation Expertise Created within ZELS • Support Unit at ZELS established Baseline (2008):	Creation and capacity building of a Support Unit (for the Pool of Facilitation Expertise) inside ZELS and organisation of 12 awareness raising events	UNDP (UNICEF & UNESCO Participation)	ZELS	1.2.1	Strengthening capacity of ZELS to coordinate facilitation expertise.	22,000	22,000	35,000	79,000
	Establishment of a database of experts, formulation of procedures for their engagement and two cycles of	UNDP	ZELS	1.2.2	Identification of experts and conducting advanced training.	-	104,000	-	104,000	

	No Target (2012) Yes • Number of workshops, events and modules developed and implemented Baseline (2008): N/A Target (2012) 19 • Number of local officials trained Baseline (2008): N/A Target (2012) 30	training organised.								
1.3	Consensus-building community processes in municipalities and micro-regions enhanced. • Number of fora on conflict-sensitive development developed and implemented	Fora on conflict-sensitive development, focusing on common development issues	UNDP (UNESCO & UNICEF Participation)		1.3.1	Facilitating dialogue on conflict-sensitive development at local and micro-regional levels, involving relevant stakeholders. Six inter-municipal fora on conflict-sensitive development, focusing on common development issues	-	41,000	-	41,000
		Three cycles of technical seminars/trainings on Inter-Municipal Cooperation, available mechanisms and tools; and focusing on potential areas	UNDP		1.3.2	1.3.2 Facilitate development of Inter-Municipal Cooperation agreements among municipalities in micro-	-	18,000	57,500	75,500

Baseline (2008): N/A Target (2012) 6 • Number of Inter-Municipal Cooperation agreements outlined	of IMC work, three inter-municipal agreements outlined; three studies outlining the possible IMC arrangements for the respective municipalities. One study tour to a successful micro-region.				regions on conflict-sensitive and inclusive economic development plans.				
Baseline (2008): N/A Target (2012) 3 • Number of grants for inter-community confidence building initiatives successfully implemented	Three workshops on joint project development, network and partnership creation organised.	UNDP (UNICEF & UNESCO Participation)		1.3.3	Creating links among local bodies for inter-ethnic relations, including inter-community relation committees, school boards, religious leadership and student organizations.	19,000	15,000	19,000	53,000
Baseline (2008): N/A Target (2012) 10	Establishment and administration of a Grant Scheme.	UNDP (UNICEF & UNESCO Participation)		1.3.4	Organizing a Grant Scheme with incentives for Improvement of inter-ethnic relations	15,200	216,200	113,200	344,600
Baseline (2008): N/A Target (2012) 10	Three sets of trainings for local associations and local civil servants (from multiple municipalities) on management of local culture, human rights based approach and multiculturalism delivered	UNDP (UNESCO Participation)		1.3.5	Enhancing capacity of municipalities to take up decentralized responsibilities on managing local cultural resources and cultural diversity.	37,950	-	-	37,950

Capacity of the national education system to promote and enhance ethnic and cultural diversity strengthened										
Outcome 2										
Outcome Indicator										
Methodology for enhancing ethnic and cultural diversity in schools developed on national level based on experience at local level										
Baseline (2008): No Target (2012): Yes										
2.1	Understanding, tolerance and respect for ethnic and cultural diversity incorporated in the national education policy and curricula and enforced in schools	Lifeskills based education curriculum LSBE (incorporating contents related to multiculturalism, constructive communication and dispute resolution, acceptance and appreciation for differences, human/child rights and non-discrimination, and appreciation for common and European values) for secondary education developed	UNICEF (UNDP Participation)		2.1.1	Strengthen capacity of the MoES and its related institutions for incorporating contents related understanding, tolerance and respect for ethnic and cultural diversity in the secondary education curricula	10,000			10,000
	Indicators	A team of national trainers trained on Life-skills based education (LSBE) and teachers from primary and secondary schools have increased capacity for LSBE implementation	UNICEF		2.1.2	Create capacity within the existing in-service teacher training system for enforcement of understanding, tolerance and respect for ethnic and cultural diversity in both primary and secondary education schools	230000	140000	130000	500,000
	Baseline (2008): No Target (2012) Yes	The MOES and institutions (BED) have increased understanding for textbook development based on developed criteria that promote understanding, respect and tolerance of diversity and promote inter-ethnic and inter-cultural dialogue; Regulation for	UNICEF		2.1.3	Support the Pedagogical Service in the BED (MoES) for introducing and applying criteria related to multiculturalism, understanding, tolerance and respect for ethnic and cultural diversity in	20000	20000		40,000
	• LSBE curriculum for secondary education developed									
	• No of primary and secondary education teachers trained on LSBE									

<p>Baseline (2008): 750 Target (2012) 1070 primary and 270 secondary school teachers</p> <ul style="list-style-type: none"> • No of revised textbooks as per new criteria promoting multiculturalism and inter-ethnic relations 	<p>textbook development and accreditation procedure based on these criteria developed</p>				<p>textbooks development and accreditation</p>				
<p>Baseline (2008): 0 Target (2012) Language textbooks for all 13 grades</p> <ul style="list-style-type: none"> • No of national initiatives that promote multiculturalism and inter-ethnic dialogue undertaken <p>Baseline (2008): 0 Target (2012) 3</p>	<p>The MoES trained for development and implementation of national programmes that promote understanding, respect and tolerance of diversity and inter-ethnic and inter-cultural dialogue; and have skills to intervene in case of dispute in schools</p>	<p>UNICEF (UNDP Participation)</p>		<p>2.1.4</p>	<p>Support the Department for Advancement of the Education of Minorities in building their capacity to develop policies and programmes for communication and dispute resolution</p>	<p>35000</p>	<p>13000</p>	<p>12000</p>	<p>60,000</p>

2.2	Existing mechanisms for democratic participation, good governance and dispute resolution at all levels of the education sector strengthened in 3 selected micro-regions No of schools adopting statute, manadte and protocols for work of schools bodies; Baseline (2008): N/A Target (2012) XXXX • No of decesions taken by school boards upon inititive from students and parents bodies; Baseline (2008): N/A	Students, parents and teachers have received training on democraic participation in the school bodies based on human/child rights criteria, have developed procedure for functioing of these bodies; have developed mecahnisms for sharing information in the schools and are able to assess their needs and influence decesion-making concerning their life in schools	UNICEF		2.2.1	Strengthen capacity (mandate, statute, working protocols, election criteria) of existing governance bodies and structures at schools level (school boards, parents' councils, students' organization)	50000	50000	50000	150,000
		School bodies receive training and are able to communicate their needs and influence decesion-making in the municipality bodies; Muniicipalities and MoES have increased knowledge and skills for dispute resolution	UNICEF (UNDP Participation)		2.2.2	Support establishment of communication and coordination mechanism between school boards and municipal bodies (councils and inter-ethnic committees) and national structures (MoES, BED) for increased democratic participation and dispute resolution	7000	8000	8000	23,000

	<p>Target (2012) XXXX</p> <ul style="list-style-type: none"> No of municipality councils/inter-ethnic commissions meetings attended by school representatives in 3 selected municipalities <p>Baseline (2008): N/A</p> <p>Target (2012) XXXX</p>									
2.3	<p>Opportunities for interaction and dialogue created for children and youth in school and the community</p> <p>No of joint curricular and</p>	<p>Teachers and students from primary and secondary education from different ethnic and cultural background are trained and organize joint curricular and extracurricular activities that promote understanding, respect and tolerance of diversity and promote inter-ethnic and inter-cultural dialogue</p>	UNICEF		2.3.1	<p>Joint curricular activities in mixed schools (e.g. on subjects such as IT, physical education, civic education, foreign languages) and extracurricular activities (e.g. sport activities, school events, school camps) organized</p>	65,000	60,000	55,000	180,000

<p>extracurricular activities implemented per school; Baseline (2008): N/A Target (2012) 2</p>	<p>Community-based youth centers established and operate as places where young people from different communities gather for activities and projects that enhance inter-ethnic and inter-cultural dialogue</p>	<p>UNICEF (UNESCO & UNDP) Participation</p>		<p>2.3.2</p>	<p>Support the functioning of community-based youth centers</p>	<p>65000</p>	<p>65000</p>	<p>65000</p>	<p>195,000</p>
<p>per month • No of children and youth attending inter-ethnic community-based centers established and operational in selected municipalities; Baseline (2008): N/A Target (2012) 200 per centre Number of centers and participating institutions (5), students and other experts (100); UNESCO Chair (1), prepared and coordinated "spin-off"</p>	<p>Higher education centers established including one UNESCO Chair covering topics of intercultural peace education, intercultural and interreligious dialogue, as well as the the exchange programmes developed between universities and research institutions, involving students, professors, and scientists from different cultural backgrounds.</p>	<p>UNESCO</p>	<p>UNESCO National Commission; University of Skopje;</p>	<p>2.3.3</p>	<p>Promote intercultural dialogue and multiple partnerships through higher education structures (e.g. student clubs , university chairs)</p>	<p>124,300</p>	<p>80,000</p>	<p>36,120</p>	<p>240,420</p>

	activities (eg. ASP workhops, research, training curricula for journalists, public round-tables programmes) (at least 15)										
Outcome3 Outcome Indicator: :		Inter-cultural sensitivity and civic awareness promoted Number of local leaders trained. Baseline (2008): N/A Target (2012): 45					123,000	528,500	231,000	882,500	
3.1	Capacity for civic dialogue and civic engagement in development of conflict resolution processes enhanced	Three debates on topical issues among civil society, one debate on gender and development.	UNDP (UNESCO Participation)		3.1.1	Identification of local leaders and facilitation of local civic dialogue on topical issues.	3,000	19,000	-	22,000	
	Indicators: Number of	Three trainings for local leaders on leadership and communication skills.	UNDP (UNESCO & UNICEF Participation)		3.1.2	Leadership and communication skills training of local leaders (youth, religious, political, social, etc...)	-	18,500	-	18,500	

	gatherings (min 3 workshops and round tables, 1 conference) Baseline: Conference in 2007 Number of local leaders trained. Baseline (2008): N/A Target (2012): 45	Diverse, balanced and constructive views and opinions on intercultural and interfaith issues promoted in the MK society and discussed as an ongoing process	UNESCO (UNDP Participation)	UNESCO National Commission; University of Skopje; OFA Secretariat; other GO and NGO partners on national and local level	3.1.3	3.1.3 Support for the establishment of public dialogue opportunities on topics relevant to intercultural and interreligious dialogue .	90,000	80,000	35,000	205,000
3.2	Journalists engaged constructively in community dialogue and conflict transformation Number of participants, number of related events and training workshops, Baseline (2008): N/A Target (2012) XXXX	Activities building journalistic professionalism developed and implemented, especially with regard to conflict-sensitive reporting and deconstructing media stereotypes.	UNESCO (UNDP Participation)	UNESCO National Commission; University of Skopje; Association of Journalist of Macedonia (AJM)	3.2.1	3.2.1. Formal and informal education of reporters, editors and media owners on the aspects of the conflict-sensitive reporting,	30,000	110,000	80,000	220,000
		3 round tables on inter-ethnic reporting	UNDP (UNESCO Participation)		3.2.2	Facilitating a "Community of Interests" among opinion-makers nationwide on providing conflict-mitigating perspectives	-	11,000	6,000	17,000

3-3	Media Support Mechanism for the reduction of social tensions established One operational and accessible data base with best practices and examples, Number of media products promoting the scope of the project produced Baseline (2008): No Target (2012) Yes	The online resource operational by the y3 of the project and promoting the best practices in advancing intercultural and interfaith dialogue.	UNESCO (UNDP & UNICEF Participation)	UNESCO National Commission; University of Skopje; ZELS	3-3.1	Setting up of an online resource, connected to the Pool of Facilitation Expertise housed in ZELS, with the aim of making a positive contribution to debates on sensitive multicultural and multireligious issues	-	90,000	110,000	200,000	
		4 Media products funded	UNDP (UNESCO Participation)		3-3.2	<i>Support to local media in developing and broadcasting social content programmes and public service announcements that promote harmony and peaceful settlements of disputes.</i>	-	200,000	-	200,000	
		Monitoring & Evaluation at the RC office	UNDP	UN Resident Coordinator's Office		<i>Monitoring and Evaluation activities for the UN Joint Programme under the UN RC Office</i>	55800	55800	55800	167400	
UNDP		Programme Cost					401,050	936,745	331,500	1,669,295	
		Indirect Support Cost								125,646	
UNICEF		Programme Cost					482,000	356,000	320,000	1,158,000	
		Indirect Support Cost								81,060	
UNESCO		Programme Cost					244,300	360,000	261,120	865,420	
		Indirect Support Cost								60,579	
		Admin Agent fee (1%)								40,000	
TOTAL										4,000,000	

5. Management and Coordination Arrangements

UN Country Team

The UN Country Team (UNCT) in Macedonia includes the following UN agencies: UNAIDS, UNDP, UNFPA, UNHCR, UNICEF, UNIFEM, UNMIK, WHO, IOM, IMF and WB, as well as UNESCO as the NRA represented through the Regional Bureau for Science and Culture in Europe based in Venice, Italy. Though this Joint Programme will be carried out by UNDP, UNICEF and UNESCO, the expertise and participation of other agencies may be sought in its implementation.

Since 2001, considerable work has been done in the area of post-conflict reconciliation and social inclusion by the agencies involved in this proposal, particularly at local levels. UNDP has been implementing projects specifically on conflict prevention and peace-building, as well as on strengthening the rights-based approach to municipal development and promoting sustainable socio-economic development. UNICEF has been working consistently on promoting inclusive and intercultural education – both through improvements to the curriculum, as well as through training for teachers and principals mainly within the framework of the “child-friendly schools” and life-skills based education. UNESCO has been engaged in various activities within the context of its mandate that has contributed to post-conflict reconciliation mainly by promoting standards setting and the diversity of heritage and cultural expressions as a platform for reconciliation and dialogue.

Over the past two years (2006/2007), programme expenditures in FYR Macedonia of the resident UN agencies involved in this Programme were as follows: UNDP US\$11,4 million; UNICEF: US\$3,6 million and UNESCO: US\$0,8 million.

Key partners of the Joint Programme

At national level, key institutional partners will include: the Vice Prime Minister for OFA; ZELS; the Ministry of Local-Self Government (MoLSG); the Ministry of Education and Science (MOES) and its related institutions; the Ministry of Culture; the National Committee on Inter-Ethnic Relations; the Agency for Youth and Sport; and the UNESCO National Commission. At the municipal and local levels, work will be implemented with and through the Municipal Councils within the selected municipalities (Kumanovo, Struga and Kicevo, plus the Inter-Municipal activities); the municipal Committees on Inter-Community Relations; and selected primary and secondary schools. For the outputs envisaged under Outcome 3, partners will include the Association of Journalists, religious and community leaders, youth and women’s associations, and other actors of Civil Society.

Partnerships with NGOs, the private sector, media, and academia will support the implementation of activities at schools and the drafting of local and micro-regional conflict transformation action and development plans. The proposed programme will also mobilize international expertise for delivery of systematic transfer of knowledge to local mechanisms and institutions.

The Inception Phase of the Joint Programme will be fundamental both in disseminating the vision of the programme and engaging the local partners. In this Phase, through consultative and participatory

meetings, the level of participation and implication of the particular local partners in accordance with the matching of objectives, resources, representativeness (with special attention to under-represented groups like minorities and women) and standing in the community, will be defined. In this phase the need for establishment of special focus groups on the different issues will also be taken under consideration.

The UNCT placed special emphasis on participatory processes as a means of engendering ownership and ensuring sustainability of the programme from the outset. Therefore, stakeholder engagement in the formulation, implementation and monitoring of the programme will serve to strengthen their M&E capacities at all levels and thereby guarantee the sustainability of inter-ethnic dialogue processes and mechanisms.

Management and Coordination

The management and coordination arrangements will follow the guidelines in the Operational Guidance Note for the Participating UN Organizations, January 2008.¹⁰

The roles and responsibilities for the implementation of the programme will be in line with the UN Joint Programming methodology and its pass-through modality, which is based on principles of complementarity, coherence, comparative advantages of every participant, and clearly prescribed minimum requirements for ensuring proper accountability for programmed activities and use of resources. In line with these principles, the UNDP PM will also be the UN Programme Coordinator.

Oversight and strategic guidance will be provided through the National Steering Committee (NSC) of the MDG-F UN Joint Programme, consisting of non-implementing parties (a representative of the Ministry of Foreign Affairs, a representative from Government of Spain, and the UNRC). Representatives and observers will be invited to attend by the co-chairs as appropriate. The NSC will normally meet semi-annually. Terms of Reference for the NSC are in Annex C.

The Programme Management Committee (PMC), chaired by the UNRC and normally meeting quarterly, will provide operational coordination, ensuring the coordinated achievement of joint programme results, and that of other donors and key stakeholders (particularly EBRD, EC, OSCE, SDC) are closely involved with the Programme and have opportunities to harmonise approaches with Government and other Programmes. As well as representatives of implementing Participating UN Organizations, there will be Government representatives from OFA, ministries of Education, Culture, Local Government, ZELS, and SEA. The PMC will be directly responsible for making all major operational decisions for the programme, and will be consulted when the Programme Coordinator requires guidance. The PMC will establish reporting mechanisms and provide leadership regarding the development and implementation of annual work plans. It will also review on a semi-annual basis the programme's progress (for additional detail refers to the monitoring and evaluation section). The delivery of programme activities to achieve results rests with the responsible Participating UN Organization and implementation partners. The PMC will be supported by the UNRC office's MDG-F Monitoring and Evaluation officer.

¹⁰ MDG-F, 31st January 2008, *Operational Guidance Note for the Participating UN Organizations*, MDTF Office

In order to extend stakeholder participation to those partners not present at the PMC level, there will be a Review and Monitoring Stakeholder Meeting per Outcome on a semi-annual basis led by the M&E Officer. The conclusions and recommendations will be presented to the PMC.

A Programme Management Unit (PMU) will be set up by the AA to facilitate the day-to-day coordination and oversight of programme activities. The PMU will be located in the premises of the main coordinating counterpart – Secretariat for Implementation of OFA-.The unit will be staffed with a full-time UNDP National Programme Manager, also acting as UN Programme Coordinator, UNESCO National Programme Manager, a finance assistant and an administrative assistant. Given the sensitivity and relevance of the Joint Programme, the PMU will also be supported by an International Short Term Programme Advisor in the key stages of implementation. The PMU will receive specific training on conflict sensitivity, ethnic dialogue tools and international best practices, during the inception phase of the programme.

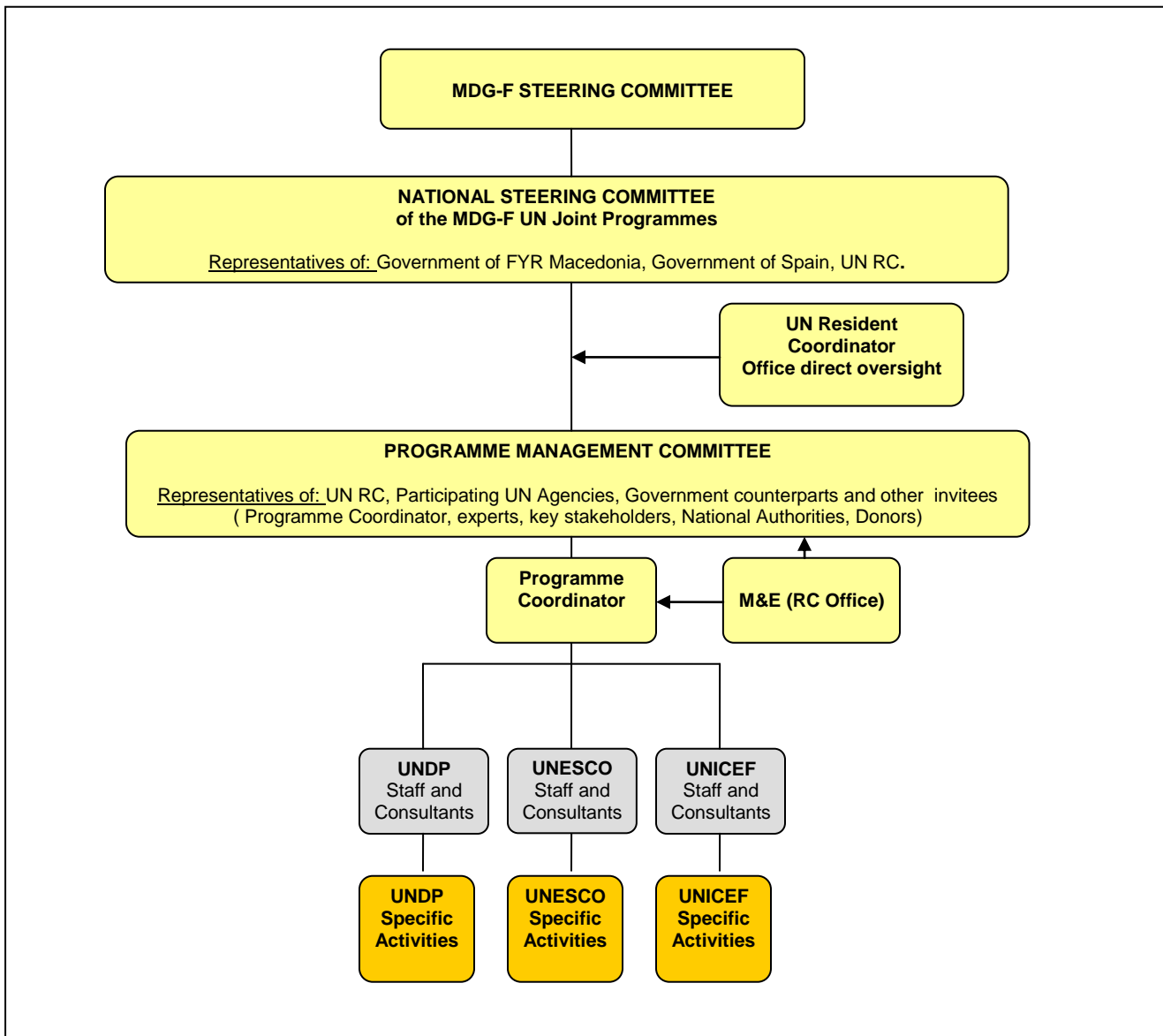
A UN Programme Coordinator (PC) will be appointed by UNDP, in consultation with UNICEF , UNESCO and the PMC. The PC will have two key functions: primarily, the PC will directly manage and implement UNDP programme activities; secondly, reporting to the PMC, the PC will be responsible for the regular coordination of the implementation of the joint programme and for ensuring that the activities of the three agencies are complementary and mutually supportive. In carrying out this second function, the PC will be supported through regular inter-agency meetings.

Each of the participating UN agencies is substantively and financially accountable for the activities designated to it in this joint programme. The participating agencies will be individually responsible for: ensuring and quality controlling the professional and timely implementation of the activities and delivery of the reports and other outputs identified in this project document; contracting and supervising qualified local and international experts; financial administration, monitoring, reporting and procurement for the activities they are responsible for; and carrying out all the necessary tasks and responsibilities to assist the PMC and UN Resident Coordinator. Nonetheless, the participating agencies will participate and support the activities led by other agency, making sure that the activities are complementary and reinforcing and its participants fully benefit from the Joint Programming approach. This principle is already established through the strong bond created through the formulation process and the establishment of the joint PMU.

The UNRC will take appropriate measures to publicize the joint programme, giving due credit to the all participating UN organizations. Relevant staff in the office of the RC will also undertake the documentation of the programme. Information given to the press, to the beneficiaries of the joint programme, all related publicity material, official notices, reports and publications, shall acknowledge the role of the host government, the donors, the participating UN organizations, the MDG-F joint programme and any other relevant parties.

The overall coordination and management structure is outlined in the organizational chart below.

Figure 1: Coordination and Management Structure



6. Fund Management Arrangements

The programme will be implemented in joint programming fund management option C: pass-through management.

UNDP will act as the Administrative Agent (AA), in accordance with existing policy.¹¹ Accountability for UNDP's AA function rests with the MDTF Office Executive Coordinator in New York. Within the country, performance of AA local tasks will be under the delegated authority of the UNDP RR, and will be directly accountable to the Executive Coordinator of MDTF office. Funds will be transferred to Participating UN Organizations' HQs through the MDTF Office upon a request issued by the Resident Coordinator. These funds will in turn be transferred to the specific agencies.

The MDTF Office as AA will be responsible for:

- Disbursing approved resources to the Participating UN Organizations;
- Consolidating the joint programme narrative report with financial reports from Participating UN Organizations; including analysis of financial and narrative data; for forwarding to the NSCs;
- Providing the Consolidated Joint Programme Progress Reports, and other reports as appropriate to the donor, i.e. the Fund Steering Committee through the Secretariat;
- Streamlining the reporting systems and harmonizing reporting formats based on joint programming best practices;
- Facilitating the work of the Participating UN Organizations to ensure adherence to a results-based reporting structure around outcomes and outputs;
- Ensuring that fiduciary fund management requirements are adhered to.

In consultation with the Executive Coordinator of MDTF, the UNRC will prepare a request for delegation of authority to the UNDP RR for the consolidation of a joint programme narrative report with the financial reports of the Participating UN Organizations, in accordance with the MDG-F Operational Guidance Note,¹² if it is decided that this is the best way to ensure effective programme monitoring.

Each Participating UN Organization (PO) assumes complete programmatic and financial responsibility for the funds disbursed to it by the AA and can decide on the execution process with its partners and counterparts following the organization's own applicable regulations. Each PO will be substantively and financially accountable in line with the agreed upon Joint Programming Document. Each agency will prepare reports in accordance with its financial rules and regulations and operational policy guidance, which the Administrative Agent will harmonize and consolidate for onward submission. The UNCT will ensure that programme implementation is done in a coordinated manner and monitored by a broad range of stakeholders through the establishment of a National Steering Committee (NSC) and a Programme Management Committee (PMC). This NSC will be crucial to ensuring local ownership and participatory decision-making and to provide advice at critical stages of the Programme's implementation.

Each PO will establish a separate ledger account for the receipt and administration of the funds disbursed to it by the AA. POs are requested to provide certified financial reporting according to the

¹¹ Accountability when UNDP is acting as Administrative Agent in UNDP Multi-Donor Trust Funds and/or UN Joint Programmes - <http://www.undp.org/mdtf/docs/UNDP-AA-guidelines.pdf>

¹² MDG-F, 31st January 2008, *Operational Guidance Note for the Participating UN Organizations*, MDTF Office, and 'UNDP-Spain Millennium Development Goals Achievement Fund (MDG-F) Frequently Asked Questions

budget template provided in the MDG-F Operational Guidance Note issued by the MDTF Office and are entitled to deduct their indirect costs on contributions received not exceeding 7 per cent of the Joint Programme budget in accordance with the provisions of the MDG-F MOU signed between the AA and the POs.

Subsequent instalments will be released in accordance with Annual Work Plans approved by the NSC. The release of funds is subject to meeting a minimum commitment threshold (legally binding contracts signed, including multi-year commitments which may be disbursed in the future years)¹³ of 70% of the previous fund release to the Pos combined. If the 70% threshold is not met for the programme as a whole, funds cannot be released to any organization, regardless of the individual organization's performance.

On the other hand, the following year's advance can be requested at any point after the combined commitment against the current advance has exceeded 70% and the work plan requirements have been met. If the overall commitment of the programme reaches 70% before the end of the twelve-month period, the POs may after endorsement by the NSC request the MDTF Office, through the RC to release the next instalment ahead of schedule.

7. Monitoring, Evaluation and Reporting

The project will follow the standard UNDP procedures for reporting, monitoring and evaluation. It includes following up on management actions, keeping track of progress benchmarks, visiting project sites to contact beneficiaries and contractors, interpreting progress and technical reports, and processing budget revisions. Monitoring and Evaluation are the responsibility of the UNRC office. The principles and tools of Participator Monitoring and Evaluation (PM&E) will be applied. All relevant sides (government and ZELS officials, participants, beneficiaries) will be involved in developing monitoring tools, data gathering and utilizing findings and recommendations. This will enhance the relevance of the findings, ensure ownership over the process and improve monitoring and evaluation related skills among stakeholders.

Monitoring and evaluation approaches are based on reporting against activity, output and result level indicators, captured in bi-annual progress reports (with financial reporting), annual reviews (with reports), a mid-term review and a final evaluation.

In-house monitoring and evaluation (M&E) of implementation progress will be coordinated through the Resident Coordinator's Office, and performed on the basis of the project document, which specifies the Joint Programme implementation milestones. Based on the Annual Workplan and Budget of each output, the Resident Coordinator's Office, with UNDP, UNESCO and UNICEF, will monitor the project's progress.

An annual review of the joint programme will be implemented collectively by national partners and participating UN organizations. Annual review results will be in a single report, thus reducing transaction costs. A common format for reporting based on results-based annual programme level

¹³ Please note that in earlier version of the MDG-F Operational Guidance Note issued by the MDTF Office reference was made to expenditure. For administrative purpose this was changed to a minimum commitment threshold.

reporting will be used as far as possible. Both monitoring and evaluation will be under the UNRC office, and an M&E officer will conduct this role. The monitoring framework for the programme is shown overleaf. Media monitoring will be undertaken for media related activities. Mission reports, project publications and the joint programme website will be effective tools for sharing information. Indicators measuring both qualitative and quantitative processes, outputs, and outcomes have been included in the Programme Monitoring Framework.

The mid-term evaluation is responsibility of the MDG-F Secretariat, and will be conducted in close collaboration with the partners and supported by the M&E officer. An end of project evaluation consisting of the M&E officer and an external consultant will be conducted to capture lessons and develop recommendations. The mission team will make field visits as well as conduct comprehensive stakeholder interviews to assess results. In addition to evaluation reports, the M&E missions will produce documents describing best practices and lessons-learned. Copies of the evaluation reports will be distributed to the donors and governments.

Reporting will occur in accordance with section 4 of the ToRs for the NSC and with section 6 of the MDG-F Operational guidelines. An annual workplan and budget and audit reports will be prepared for submission to the PMC and NSC. Each project component will develop workplans and progress reports. The annual Project Report which will be submitted to the PMC and then, modified if necessary, to the NSC, will provide critical information and lessons learnt regarding the effectiveness of the implementation strategy and the delivery of outputs. This will include both technical and financial reviews, and will provide the opportunity to review progress, achievements as well as challenges which will feed into the detailed work plan of the next year.

The Programme Monitoring Framework (Table 2) provides a summary of outcomes, outputs, activities, indicators, and means of verification to be performed by the project. This will allow permanent and systematic monitoring of the achieved progress in terms of facilitated processes and tangible results. During the inception phase (first quarter of year 1), the Programme Management Unit will review the Monitoring Framework together with the M&E officer and main counterparts as to identify possible baselines and means of verification not already stated (a new baseline will be produced on Gender & Inter-Ethnic Relations). The monitoring forms the basis of the programme monitoring and evaluation system, which will be further refined during the inception phase of the Joint Programme. By year 3 the programme will be in a position to instigate a results-based approach to evaluation, with the evaluation findings influencing the final stages of the programme, maximizing impact.

Whenever possible, indicators will be gender disaggregated. M&E functions will also be established within the national system for conflict transformation. Objectively verifiable and conflict sensitive indicators—prepared under the auspices of UN agencies, such as the indicators to monitor progress on the MDGs and the bi-annual People Centered Analysis report—will also be used. The PMC will be responsible for monitoring the progress of the activities in the logframe and of overseeing the collection of information against indicators. These will be reported annually to the National Steering Committee.

Table 2: Joint Programme Monitoring Framework (JPMF)

Expected results	Indicator	Means of Verification	Collection Methods	Responsibility	Risks & Assumptions	
Joint Programme Outcome 1 National Systems and capacities for inter-ethnic cohesion enhanced						
Outcome Indicators: Revised regulatory framework for national system for confidence and inter-ethnic cohesion building. Baseline (2009): To be established during the inception phase Target (2012): Yes Support Unit at ZELS established Baseline (2008): No Target (2012) Yes Number of Inter-Municipal Cooperation agreements outlined Baseline (2008): N/A Target (2012) 3						
1.1	National confidence building expertise consolidated and operationalised	I Regulatory framework for national system for confidence and inter-ethnic cohesion building revised Baseline (2009): No, to be established during inception phase Target (2012) Yes • Number of workshops and modules developed and implemented Baseline (2008): N/A Target (2012) 24 • Number of people trained on confidence and inter-ethnic cohesion building Baseline (2008): N/A Target (2012) 66	Training session reports, published policy recommendations, workshop reports, published policies	reporting	UNDP	Other pressing priorities of the Government and the Parliament, related to the EU legislation agenda in particular . Political will to revise the current regulatory framework. Institutional stakeholders participate in the discussions. Institutions designate Focal Points. Significant changes in the political and economic situation of

						the country may influence the implementation rate
1.2	Pool of Facilitation Expertise Created within ZELS	<ul style="list-style-type: none"> Support Unit at ZELS established Baseline (2008): No Target (2012) Yes Number of workshops, events and modules developed and implemented Baseline (2008): N/A Target (2012) 19 Number of local officials trained Baseline (2008): N/A Target (2012) 30 	Yearly Reports by the Support Unit, activities proceedings, training session reports	reporting	UNDP	Significant changes in the political and economic situation of the country may influence the implementation rate. The existing and emerging priorities of ZELS may influence the pace of implementation given the broad decentralization agenda under way. ZELS has expressed readiness for cooperation and commitment to the programme goals.
1.3	Consensus-building community processes in municipalities and micro-regions enhanced	<ul style="list-style-type: none"> Number of fora on conflict-sensitive development developed and implemented Baseline (2008): N/A Target (2012) 6 Number of Inter-Municipal Cooperation agreements outlined Baseline (2008): N/A Target (2012) 3 Number of grants for inter-community confidence building initiatives successfully implemented Baseline (2008): N/A 	Activities proceedings, Report and Evaluation of the Grant Scheme, Inter-Municipal Agreements outlines. Interviews with citizens/survey	reporting	UNDP	Municipal authorities and civil society alike committed and dedicated to achievement of programme objectives. Any major changes in the political and economic situation of the country may influence the implementation pace. Emerging and resource demanding local and regional

		Target (2012) 10				priorities may coincide with the activities.
Joint Programme Outcome 2 Capacity of the national education system to promote and enhance ethnic and cultural diversity strengthened						
Outcome indicator Methodology for enhancing ethnic and cultural diversity in schools developed on national level based on experience at local level						
Baseline (2008): No Target (2012): Yes						
2.1	Understanding, tolerance and respect for ethnic and cultural diversity incorporated in the national education policy and curricula, and enforced in schools	<ul style="list-style-type: none"> LSBE curriculum for secondary education developed Baseline (2008): No Target (2012) Yes No of primary and secondary education teachers trained on LSBE Baseline (2008): 750 Target (2012) 1070 primary and 270 secondary school teachers No of revised textbooks as per new criteria promoting multiculturalism and inter-ethnic relations Baseline (2008): 0 Target (2012) Language textbooks for all 13 grades No of national initiatives that promote multiculturalism and inter-ethnic dialogue undertaken Baseline (2008): 0 Target (2012) 3 	MoES official curriculum; published textbooks, project reports	MoES, BED	UNICEF	It is expected that textbook review in the language subject will be easier to agree upon. The main risk anticipated is the textbooks in history-in recent years there have been many attempts to bring different ethnic groups together to agree on consistent history contents/interpretations to be used by all students regardless of ethnic/cultural background. The progress has been limited. political will and consensus is crucial

2.2	Existing mechanisms for democratic participation, good governance and conflict resolution at all levels of the education sector strengthened in 3 selected micro-regions	<p>No of schools adopting statute, manadte and protocols for work of schools bodies; Baseline (2008): N/A Target (2012) XXXX</p> <ul style="list-style-type: none"> No of decesions taken by school boards upon inititive from students and parents bodies; <p>Baseline (2008): N/A Target (2012) XXXX</p> <ul style="list-style-type: none"> No of municipality councils/inter-ethnic commissions meetings attended by school representatives in 3 selected municipaities <p>Baseline (2008): N/A Target (2012) XXXX</p>	School statutes, minutes from meetings, decisions taken by the school boards, project reports	MoES, BED	UNICEF	Bodies for participation of students, parents and communities do exist however awareness on their rationale is limited. Effects may be delayed as change in behaviour requires time; Political influence in school is very strong.
2.3	Opportunities for interaction and dialogue created for children and youth in school and the community	<p>No of joint curricular and extracurricular activities implemented per school; Baseline (2008): N/A Target (2012) 2 per month</p> <ul style="list-style-type: none"> No of children and youth attending inter-ethnic community-based centers established and operational 	project documents, activities' proceedings, new activities proposals	reporting	UNICEF, UNESCO	School space and availability of school staff and time may be limited-most of the schools operate in shifts; space for community activities may be also not available; Strong

		<p>in selected municipalities; Baseline (2008): N/A Target (2012) 200 per centre Indicators and targets by 2012: Number of high education centers and participating institutions (5), students and other experts (100); UNESCO Chair (1), prepared and coordinated "spin-off" activities (eg. ASP workshops, research, training curricula for journalists, public round-tables programmes) (at least 15) Baseline 2008: 0 Chairs, 1 student club,.</p>				<p>support by municipalities can be crucial in identifying solutions; Capacity of the partner institutions to implement the activities may need to be increased; Significant changes in the political and economic situation of the country may influence the implementation rate.</p>
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Joint Programme Outcome 3 Inter-cultural sensitivity and civic awareness promoted

Outcome Indicator:
 Number of local leaders trained. Baseline (2008): N/A Target (2012): 45

3.1	Capacity for civic dialogue and civic engagement in development of conflict resolution processes enhanced	<p>Number of gatherings, number of participants, number of women participants Baseline (2008): N/A Target (2012) XXXX Number of local leaders trained. Baseline (2008): N/A Target (2012): 45</p>	activities' proceedings and reports, national action plan	reporting	UNDP, UNESCO	Significant changes in the political and economic situation of the country may influence the pace of implementation
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3.2	Journalists engaged constructively in community dialogue and conflict transformation	Number of participants, number of related events and training workshops, Baseline (2008): N/A Target (2012) XXXX	reports, media feedback, publications	media products, reporting	UNDP, UNESCO	Conflicting capacity building priorities of journalists. Availability/interest of media professionals for such training and their perception of the issue should be evaluated closer to the implementation period.
3.3	Rapid Response Media Mechanism to reduce social tensions created	One operational and accessible data base with best practices and examples, Number of media products promoting the scope of the project produced Baseline (2008): No Target (2012) Yes	web, media feedback, report on media products funded.	ZELS, media products	UNDP, UNESCO	Significant changes in the political and economic situation of the country may influence the implementation rate as well as the ZELS mandate.

8. Legal Context or Basis of Relationship

The United Nations Development Assistance Framework in the country (UNDAF) for the period 2005-2009 signed by the Government and the UN Country Team on 30th March 2004, represents the basis for the activities of all the UN development agencies in the country. This Joint Programme will contribute significantly to achievement of the UNDAF Outcome 1: Models and practices shared and adopted for transparent and accountable provision of decentralized public services. The new UNDAF (2010-2015) currently being finalized has the following outcome 2: 'Local Governance and Territorial Development: By 2014, Local and regional governance enhanced to promote equitable development and inter-ethnic and social cohesion', and outcome 2.3: 'National and local level institutions and non-governmental actors promote inter-ethnic dialogue and social cohesion', which this Joint Programme directly contributes to.

As far as individual agencies are concerned, their individual cooperation and/or assistance agreements, which are the legal basis for their relationships with the Government, will apply for each of the UN Organizations participating in this Joint Programme. Each agency's activities under this Joint Programme will be governed by the respective applicable basic and other agreements of the agency.

Specifically, all of the activities of UNDP are legally grounded in the Standard Basic Assistance Agreement (SBAA) between the Government and UNDP, signed on 30th October 1995 and the current Country Programme Action Plan (CPAP) for period 2005-2009, as agreed and signed by the Government and UNDP on 1st July 2005.

UNICEF has been working in close collaboration with the Government for the last sixteen years. The Standard Basic Cooperation Agreement signed on 1994 launched the first legal document of collaboration between UNICEF and the Government. Since then, cooperation has been formally extended for the periods 1994-95; 1996-98; 1999-2001; and 2002-04. The most recent Country Programme 2005-2009 was signed on 2005. The UNICEF Executive Board approved the establishment of Regular Resources and Other Recourses in order to support all components of the current Country Programmes – i.e. policy support, inclusive basic services (health, education and child protection), and participation for good governance – that contribute to the achievement of the UNDAF Outcomes.

Among the general documents related to the statute, the function and the mandate of UNESCO and its relations to the Member States, the cooperation of UNESCO with the country is established on the basis of following documents and facts:

- The country joined UNESCO on 28 June 1993
- Accepted the Vienna Convention on diplomatic relations of 1961 by succession on 18 August 1993
- Adopted UNESCO Constitution and undertaken to apply the provisions of the Convention on the Privileges and Immunities of the Specialized Agencies on 11 March 1996

Accordingly UNESCO, from its Regular Programme sources as well from Extra-Budgetary sources, provides constant assistance in all fields of its competences.

The Implementing Partners have agreed to undertake all reasonable efforts to ensure that none of the funds received pursuant to this Joint Programme are used to provide support to individuals or entities

associated with terrorism and that the recipients of any amounts provided by Participating UN organizations do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999).¹⁴ This provision will be included in all sub-contracts or sub-agreements entered into under this programme document.

¹⁴ The list can be accessed via <http://www.un.org/Docs/sc/committees/1267/1267ListEng.htm>

Annex A: Annual Work Plan 2009

Work Plan for: Enhancing Inter-Ethnic Community Dialogue and Collaboration

Period (Covered by the WP)¹⁵ Year 1

Annex A: Work Plan (Year I) - Enhancing Inter-Ethnic Community Dialogue and Collaboration											
UN organisation-specific Annual targets	Activities		Time Frame (Year I)				UN Org.	Implementing Partner	Planned Budget		
			Q 1	Q 2	Q 3	Q 4			Source of Funds	Total Amount	
	To provide Monitoring and Evaluation support to the MDG-F UN Joint Programme						UNDP	UNRC Office	MDG-F	M&E Officer	55 800
Outcome 1	National Systems and capacities for inter-ethnic cohesion enhanced.										
1.1	National confidence building expertise consolidated and operationalised.										
Inception phase activities. Workshop to analyze existing capacities and capacity gaps for inter-community dialogue. Report on the capacities for inter-community	1.1.1	Mapping of existing capacities and capacity gaps of central and local level institutions for confidence and inter-ethnic cohesion building.					UNDP		MDG-F	Local Consultant	19,600.00
										International Consultant	31,000.00
										Event Organization	13,000.00
										Printing	2,500.00
										Translation	2,000.00
										Total	68,100

¹⁵ Annual Work plans cover not more than a 12-month period. However, usually at the start-up of the programme, these may cover less than one year. In both cases, the corresponding period should be specified.

dialogue with recommendations for improvement.										
Seven seminars with relevant stakeholders will promote consensus-building dialogue. Policy recommendations document	1.1.2	Initiating consensus-building dialogue at local and national level for establishing comprehensive systems of confidence and inter-ethnic cohesion building. (UNDP)				UNDP		MDG-F	Local Consultant	10,000
									International Consultant	5,000
									Project Staff (Manager)	20,000
									Event organization	20,000
									Vehicle	10,000
									total	65,000
Establishment of coordination and communication protocol. Simulation exercises to test the systemic coordination. National Dissemination at the closing of the	1.1.3	Establishing systemic coordination of facilitation expertise to support confidence and inter-ethnic cohesion building system institutions and				UNDP		MDG-F	Short term advisor	88,000.00
									Total	88,000

Programme		procedures									
M&E Methodology will be produced. Selection and training of the designated M&E officers	1.1.4	Supporting the establishment of M&E functions within national system for confidence and inter-ethnic cohesion building				UNDP		MDG-F	Local Consultant	5,000.00	
									Total	5,000	
Development of training curricula. Delivery of six training sessions for relevant institutional bodies at central and municipal levels. A "How-to- Guide" will be produced as a reference for Focal Points and involved practitioners	1.1.5	Development of training to strengthen capacity and enhance functions for dialogue consensus building and dispute resolution of existing bodies				UNDP		MDG-F	Local Consultant	5,000.00	
									International Consultant	10,000.00	
									Event organization	7,000.00	
									Total	22,000	
1.2	Pool of Facilitation Expertise Created within ZELS										
Creation and capacity building of a Support Unit	1.2.1	Strengthening capacity of ZELS to				UNDP		MDG-F	Support Unit Staff	6,000.00	
									Local Consultant	3,000.00	
									Event Organization	10,000.00	

(for the Pool of Facilitation Expertise) inside ZELS. Awareness raising events. Production of relevant working and promotional materials		coordinate facilitation expertise								0	
									Project Transport	3,000.00	
									Total	22,000	
Establishment of a database of experts and formulation of procedures for their engagement. Two cycles of training provided.	1.2.2	Identification of experts and conducting advanced training					UNDP		MDG-F		
1.3	Consensus-building community processes in municipalities enhanced										
Fora on conflict-sensitive development	1.3.1	Facilitating dialogue on conflict-sensitive development at local and micro-regional levels, involving relevant stakeholders					UNDP		MDG-F		

Promotion of the values and benefits of Inter-Municipal Cooperation for achieving shared development goals (in cooperation with the UNDP IMC programme). Study Tour.	1.3.2	Facilitate development of Inter-Municipal Cooperation agreements among municipalities in micro-regions on conflict-sensitive and inclusive economic development plans					UNDP		MDG-F					
Promotion of joint project management and partnerships.	1.3.3	Creating links among local bodies for inter-ethnic relations, including inter-community relation committees, school boards, religious leadership and student organizations					UNDP		MDG-F	Local Consultant	5,000.00			
										Event organization	4,000.00			
											Project Technical Support	10,000.00		
												Total	19,000	
Establishment and administration of a Grant Scheme	1.3.4	Organizing a Grant Scheme with incentives for Improvement of inter-ethnic relations					UNDP		MDG-F	Project Staff	13,200.00			
										Supplies	2,000.00			
											Total	15,200		

Promotion of multicultural management	1.3.5	Enhancing capacity of municipalities to take up decentralized responsibilities on managing local culture and cultural diversity					UNDP		MDG-F	Local Consultant	10,000.00
										Event organization	12,000.00
										Communication Costs	15,950.00
										Total	37,950
Outcome 2	Capacity of the national education system to promote and enhance ethnic and cultural diversity strengthened										123,500
2.1	Understanding, tolerance and respect for ethnic and cultural diversity incorporated in the national education policy and curricula and enforced in schools										
Curriculum for LSBE as a separate subject at secondary education level developed	2.1.1	Strengthen capacity of the MoES and its related institutions for incorporating contents related understanding, tolerance and respect for ethnic and cultural diversity in the					UNICEF	MoES	MDG-F	Consultants	9,000.00
										Materials and translation	1,000.00

		secondary education curricula								
Capacity of national trainers for training of teachers increased and initial training for teachers on LSBE organised	2.1.2	Create capacity within the existing in-service teacher training system for enforcement of understanding, tolerance and respect for ethnic and cultural diversity in both primary and secondary education schools			UNICEF	MoES, BED	MDG-F	Consultants	30,000	
								Training	140,000	
								Miscellaneous	5,000	
								Programme Support Costs	55,000	
Methodology for review of textbooks for multiculturalism developed	2.1.3	Support the Pedagogical Service in the BED (MoES) for introducing and applying criteria related to multiculturalism, understanding, tolerance and respect for			UNICEF	MoES, BED	MDG-F	Consultants	6,000	
								Training and meetings	11,000	
								Miscellaneous	3,000	

		ethnic and cultural diversity in textbooks development and accreditation									
Initial orientation training and study visit for representatives of MoES conducted	2.1.4	Support the Department for Advancement of the Education of Minorities in building their capacity to develop policies and programmes for communication and dispute resolution				UNICEF	MoES, BED	MDG-F	Training	5,000	
									Travel	20,000	
									Miscellaneous	3,000	
									Equipment	7,000	
2.2	Existing mechanisms for democratic participation, good governance and dispute resolution at all levels of the education sector strengthened in 3 municipalities										
Training of schools on rationale, principles and procedures of democratic participation conducted; and criteria, mandate of school bodies developed	2.2.1	Strengthen capacity (mandate, statute, working protocols, election criteria) of existing governance bodies and				UNICEF	BED, Local NGOs	MDG-F	Consultants	15,000	
									Sub-contract	15,000	
									Training	18,000	
									Miscellaneous	2,000	

		structures at schools level (school boards, parents' councils, students' organization)									
Joint training of schools and members of school boards, including representatives from municipality councils on development of programmes related to multiculturalism and inter-ethnic and inter-cultural dialogue conducted	2.2.2	Support establishment of communication and coordination mechanism between school boards and municipal bodies (councils and inter-ethnic committees) and national structures (MoES, BED) for increased democratic participation and dispute resolution				UNICEF	BED, Local NGOs	MDG-F	Training	5,000	
									Miscellaneous	2,000	
2.3	Opportunities for interaction and dialogue created for children and youth in school and the community										
School communities (students, parents, teachers and community)	2.3.1	Joint curricular activities in mixed schools (e.g. on subjects such as IT,				UNICEF	Municipalities	MDG-F	Consultants	15,000	
									Sub-contract	30,000	
									Training		

representatives) trained on organization of extra-curricular activities		physical education, civic education, foreign languages) and extracurricular activities (e.g. sport activities, school events, school camps) organized								19,000	
									Miscellaneous	1,000	
Community-based youth centres established and training for organization of activities conducted	2.3.2	Support the functioning of community-based youth centers				UNICEF	Municipalities	MDG-F	Sub-contracts	65,000	
"Centers of excellence" established including one UNESCO Chair covering topics of intercultural peace education, intercultural and interreligious dialogue, as well as the exchange	2.3.3	Promote intercultural dialogue and multiple partnerships through higher education structures (e.g. student clubs , university chairs)				UNESCO		MDG-F	Project Personnel	55,000.00	
									Sub-Contracts	53,500.00	
									Training	0.00	

programmes developed between universities and research institutions, involving students, professors, and scientists from different cultural backgrounds.										Equipment	5,000.00		
										Miscellaneous	10,000.00		
Outcome 3	Inter-cultural sensitivity and civic awareness promoted												
3.1	Capacity for civic dialogue and civic engagement in development of conflict resolution processes enhanced												
Identification of local leaders. Debates on topical issues.	3.1.1	Identification of local leaders and facilitation of local civic dialogue on topical issues					UNDP	ZELS	MDG-F	Local consultant	3,000.00		
											Total	3,000.00	
Training on leadership and communication skills.	3.1.2	Leadership and communication skills training of local leaders (youth, religious, political, social, etc...)					UNDP	ZELS	MDG-F				
Diverse, balanced and constructive views and opinions on	3.1.3	Support for the establishment of public dialogue opportunities					UNESCO		MDG-F	Project Personnel	50,000.00		
										Sub-Contracts	40,000.00		
										Training	0.00		

intercultural and interfaith issues promoted in the MK society and discussed as an ongoing process		on topics relevant to intercultural and ineterreligious dialogue							Equipment	0.00	
									Miscellaneous	0.00	
3.2	Journalist engaged constructively in community dialogue and conflict transformation										
Activities building journalistic professionalism developed and implemented, especially with regard to conflict-sensitive reporting and deconstructing media stereotypes.	3.2.1	Formal and informal education of reporters, editors and media owners on the aspects of the conflict-sensitive reporting					UNESCO		MDG-F	Project Personnel	0.00
										Sub-Contracts	30,000.00
										Training	0.00
										Equipment	0.00
										Miscellaneous	0.00
Two (2) round tables on journalism and reporting on inter-ethnic issues and one (1) round table on	3.2.2	Facilitating a "Community of Interests" among opinion-makers nationwide on providing					UNDP		MDG-F		

inter-ethnic reporting and gender	conflict-mitigating perspectives																			
3.3 Media Support Mechanism for the reduction of social tensions established																				
The online resource operational by the y3 of the project and promoting the best practices in advancing intercultural and interfaith dialogue.	3.3.1 Setting up of an online resource, connected to the Pool of Facilitation Expertise housed in ZELS, with the aim of making a positive contribution to debates on sensitive multicultural and multireligious issues																			
											UNESCO									
											O									
											MDG-F									

An open call for proposals from journalist and editors to produce local media content	3.3.2	Support to local media in developing and broadcasting social content programmes and public service announcements that promote harmony and peaceful settlements of disputes.					UNDP		MDG-F			

Annex B: Budget

Activity		UNDP	UNICEF	UNESCO	Total
1.1.1	Mapping of existing capacities and capacity gaps of central and local level institutions for democratic dispute settlement.	68100			68100
1.1.2	Initiating consensus-building dialogue at local and national level for establishing comprehensive systems of dispute resolution.	125000			125000
1.1.3	Establishing systemic coordination of facilitation expertise to support dispute settlement institutions and procedures	167000			167000
1.1.4	Supporting the establishment of M&E functions within national system for inter-community dialogue	82645			82645
1.1.5	Development of training to strengthen capacity and enhance functions for dialogue consensus building and dispute resolution of existing bodies.	66600			66600
1.2.1	Strengthening capacity of ZELS to coordinate facilitation expertise.	79000			79000
1.2.2	Identification of experts with dispute resolution skills and conducting advanced training	104000			104000
1.3.1	Facilitating dialogue on conflict-sensitive development at local and micro-regional levels, involving relevant stakeholders.	41000			41000
1.3.2	Facilitate development of Inter-Municipal Cooperation agreements among municipalities in micro-regions on conflict-sensitive and inclusive economic development plans	75500			75500
1.3.3	Creating links among local bodies for conflict transformation, including inter-ethnic relations commissions, school boards, religious leadership and student organizations	53000			53000
1.3.4	Organizing a Grant Scheme with incentives for conflict transforming initiatives	344600			344600
1.3.5	Enhancing capacity of municipalities to take up decentralized responsibilities on managing local culture and cultural diversity	37950			37950
2.1.1	Strengthen capacity of the MoES and its related institutions for incorporating contents related understanding, tolerance and respect for ethnic and cultural diversity in the secondary education curricula (UNICEF)		10000		10000
2.1.2	Create capacity within the existing in-service teacher training system for enforcement of understanding, tolerance and respect for ethnic and cultural diversity in both primary and secondary education schools (UNICEF)		500000		500000

2.1.3	Support the Pedagogical Service in the BED (MoES) for introducing and applying criteria related to multiculturalism, understanding, tolerance and respect for ethnic and cultural diversity in textbooks development and accreditation (UNICEF)		40000		
2.1.4	Support the Department for Advancement of the Education of Minorities in building their capacity to develop policies and programmes for communication and dispute resolution (UNICEF)		60000		
2.2.1	Strengthen capacity (mandate, statute, working protocols, election criteria) of existing governance bodies and structures at schools level (school boards, parents' councils, students' organization) (UNICEF)		150000		150000
2.2.2	Support establishment of communication and coordination mechanism between school boards and municipal bodies (councils and inter-ethnic committees) and national structures (MoES, BED) for increased democratic participation and dispute resolution		23000		23000
2.3.1	Joint curricular activities in mixed schools (e.g. on subjects such as IT, physical education, civic education, foreign languages) and extracurricular activities (e.g. sport activities, school events, school camps) organized (UNICEF)		180000		180000
2.3.2	Support the functioning of community-based youth centers		195000		195000
2.3.3	Promote intercultural dialogue and multiple partnerships through higher education structures (e.g. student clubs, university chairs) (UNESCO)			240420	240420
3.1.1	Identification of local leaders and facilitation of local civic dialogue on topical issues	22000			22000
3.1.2	Leadership and communication skills training of local leaders (youth, religious, political, social, etc...)	18500			18500
3.1.3	Support for the establishment of public dialogue opportunities on topics relevant to intercultural and interreligious dialogue. (UNESCO)			205000	205000
3.2.1	Formal and informal education of reporters, editors and media owners on the aspects of the conflict-sensitive reporting, (UNESCO)			220000	220000
3.2.2	Facilitating a 'Community of Interest' among opinion-makers nation-wide on providing conflict-mitigating perspectives	17000			17000
3.3.1	Setting up of an online resource, connected to the Pool of Facilitation Expertise housed in ZELS, with the aim of making a positive contribution to debates on sensitive multicultural and multireligious issues (UNESCO)			200000	200000
3.3.2	Support to local media in developing and broadcasting social content programmes and public service announcements that promote harmony and peaceful settlements of disputes	200000			200000

M&E	Monitoring & Evaluation activities of the Joint Programme by the RC Office	167400			180000
7%	Indirect Program Support Costs + UNDP Agent Fee	165646	81060	60579	294685
Total		1834941	1239060	925999	4000000

Annex C: Terms of Reference and Rules of Procedure for NSC

Terms of Reference and Rules of Procedure for MDG-F National Steering Committee (NSC) for programmes funded by UNDP-Spain Millennium Development Goals Achievement Fund
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Part I: Terms of Reference

1. Introduction

The National Steering Committee (the “NSC”) is established to oversee and coordinate the operations of the Millennium Development Goals Achievement Fund (the “Programmes”) in accordance with the Terms of Reference of the Fund, dated 29th January 2009.

2. Role of the NSC

The NSC will have overall responsibility for Programme activities. It will provide strategic guidance and oversight and approve the Programme Document including subsequent revisions and Annual Work Plans and Budgets. The NSC will be co-chaired by the UN Resident Representative and a Government Representative. To the extent possible, the NSC will use existing coordination mechanisms in the country to undertake the process of planning and stakeholder consultation that the programme operations will require.

3. Structure and Composition

- ✓ **Membership:** The members of the NSC will include:
 - A representative of the Government as co-chair: Antonio Milososki, Minister of Foreign Affairs
 - The United Nations Resident Coordinator (RC), as Co-chairperson: Maria Luisa Silva Mejias
 - A local representative from Government of Spain: His Excellency Mr. José Manuel Paz y Agüeras, Spanish Ambassador

- ✓ **Frequency of meetings:** The NSC will normally meet semi-annually. Additional meetings based on the requirements of the Programme may be convened exceptionally. The meetings will be convened by the Chairperson. For emergency issues the NSC may conduct its business electronically.

- ✓ **Agenda:** The agenda and supporting documentation will be prepared and disseminated by the Resident Coordinator’s office. NSC members may make requests for items to be included on the agenda.

- ✓ **Quorum:** A quorum of the NSC will consist of all the committee members.

- ✓ **Observers:** Non-governmental, civil society and other organisations may be invited to participate in NSC meetings as observers, based on the following two primary criteria: (a) Involvement of the

organisation in projects financed or to be financed from the Programme; and (b) Impact of projects financed from the Programme on the activities of the organisation. Decisions to invite observers or representatives of the relevant Participating UN Organisation will be made by the Co-chairs.

4. Responsibilities of the NSC

The primary responsibilities of the NSC will be to:

- Review and approve these Terms of Reference (TOR) and Rules of Procedure, based on the generic TOR, and amend them, as necessary, in consultation with the AA.
- Review and endorse the Programme Document and Annual Work Plan and Budget submitted by Participating UN Organisations; ensure their conformity with the requirements of the Fund and in particular decisions of the MDG-F Steering Committee; ensure the quality of programme documents to receive funding from the Fund.
- Discuss the Programme requirements and priorities concerning, *inter alia*:
 - programme management, including consistent and common approaches to project costing, cost recovery, implementation modalities, results-based reporting and impact assessment,
 - information management, including appropriate Fund and donor visibility.
- Ensure that appropriate consultative processes take place with key stakeholders at the country level in order to avoid duplication or overlap between the Fund and other funding mechanisms.
- Approve the reporting mechanism for the programme.
- Review findings of the summary audit reports consolidated by the Administrative Agent; highlight lessons learned and periodically discuss follow-up by Participating UN Organisations on recommended actions with Programme -wide impact.

5. Decisions

The NSC should make decisions by consensus. The decisions of the NSC will be duly recorded.

Prior to presenting a position on an issue to the NSC, the Participating UN Organisation will ensure that this is in line with their regulatory requirements. Any decision by the NSC which deviates from a previously endorsed position has to be referred back to the Participating UN Organisation for endorsement in order to be binding.

Decisions on programme documents, including revisions and Annual Workplans and Budgets will only be taken upon completion of a review by the Programme Management Committees (PMC).

6. Support to the NSC

The NSC will establish a support function, which reports to the Chairpersons of the NSC. The support function will facilitate the work of the NSC. The RC's office will provide the primary support to the NSC.

Under the direct supervision of the Chairpersons of the NSC, the NSC Support Office will be responsible for, *inter alia*:

- Periodically reviewing the Rules of Procedure of the NSC, and in consultation with the Co-chairs, recommend changes or revisions to the NSC.
- Liaising with the PMC on programme review and analysis.
- Calling and organising meetings of the NSC.

- Developing and circulating meeting agendas and minutes.
- Documenting, communicating and ensuring follow-up of the NSC's decisions particularly ensuring the submission – no later than one business day after the NSC meeting – of appropriately signed and complete documentation on approved programme related documents to the Administrative Agent (the UNDP Multi-Donor Trust Fund Office in New York).

8. Programme Management Committee

The NSC shall ensure that Programme Management Committee (PMC) is established to assume responsibility for the operational coordination of the Joint Programme. The PMC's membership will consist of relevant implementing parties such as Participating UN organizations, Government representatives and civil society representatives as appropriate. The NSC will oversee that the PMC:

- Appoints a Programme Manager or equivalent thereof;
- Manages programme resources to achieve the outcomes and output defined in the programme;
- Aligns MDG-F funded activities with the UN Strategic Framework or UNDAF approved strategic priorities;
- Establishes programme baselines to enable sound monitoring and evaluation;
- Establishes adequate reporting mechanisms in the programme;
- Integrates work plans, budgets, reports and other programme related documents; and ensures that budget overlaps or gaps are addressed;
- Provides technical and substantive leadership regarding the activities envisaged in the Annual Work Plan and provides technical advice to the NSC;
- Establishes a communication and public information plans;
- Makes recommendation on re-allocations and budget revisions to the NSC;
- Addresses emerging management and implementation problems; and
- Identifies emerging lessons learned.

The RC or his/her representative will chair. Experts can be invited as observers to the PMC meetings when needed. The PMC will normally meet quarterly.

9. Public Disclosure

The NSC will ensure that decisions regarding programme approvals, periodic reports on the progress of implementation of the programme and associated external evaluations are made available for public information. Such reports and documents may include: records of decisions, summary sheets of approved Joint Programmes, annual financial and progress reports, summary of internal and external programmatic evaluation reports.

The NSC will take all reasonable steps to ensure the accuracy of such documents and that confidential materials are not disclosed.

The Participating UN Organisations will also take reasonable steps to ensure the accuracy of their postings on their respective websites regarding their Programme operations and activities, in consultation with the NSC.

Part II: Rules of Procedure

1. Review of Strategy

The NSC will review the progress of the Programme(s) to ensure coherence and collaboration with Programme and other national programmes, maintaining close collaboration with national authorities to ensure flexible adaptation of MDG-F funded activities.

2. Funding release

- Based on the approval of the NSC and the receipt of duly signed Submission Form and relevant Project Document, the Administrative Agent will transfer approved funds to the particular Participating UN Organisation(s), after ensuring consistency with programme document signed by the Participating UN organizations.
- The first instalment of funds will be transferred within three to four business days from receipt of documentation from the NSC. Instalments are annual and the first release will be made in accordance with the budget of year one.
- Subsequent instalments will be in accordance with Annual Work Plans approved by the NSC. The release of funds is subject to meeting a minimum expenditure threshold of 70% of the previous fund release to the Participating UN Agencies combined.
- If the 70% expenditure threshold is not met funds will not be released to any agency, regardless of the threshold being met by an individual Participating UN Organization.
- If the overall expenditure of the programme reaches 70% before the end of the twelve-month period, the participating agencies may upon endorsement by the NSC request the MDTF Office to release the next instalment ahead of schedule.

4. Reporting

- In line with the Memorandum of Understanding (MOU) between the Administrative Agent and Participating UN Organisations, the latter will submit, on an annual basis, financial and progress reports to the Administrative Agent. The Administrative Agent is responsible for consolidated reporting to the NSC at the country and the Fund Steering Committee at the global level, respectively.
- The PMC will sign off on the Narrative Joint Programme Progress Report before it is submitted to the Administrative Agent.
- The Office of the Resident Coordinator will ensure that the AA's Consolidated Joint Programme Progress Reports are distributed to NSC members and other relevant parties.
- Decisions and comments by the NSC will be shared with all stakeholders in order to ensure the full coordination and coherence of MDG-F efforts.
- The MDTF Office will issue an annual AA Management Brief for each programme, which contains analysis of fiduciary requirements and key management achievements and challenges as well as recommendations for improvements or corrective action as required. The assessment, takes into account latest policy direction from the Secretariat and Steering Committee; best practices observed throughout Fund activities; audit recommendations; MTR observations; and adherence to Rules and regulations. The AA Management Briefs will be written in English.

- At the Fund-wide level, the MDTF Office designs reporting systems and mechanisms to facilitate that fiduciary requirement can be met by the Participating UN Agencies. The MDTF office will provide the Consolidated Joint Programme Progress Report for each programme and other reports as appropriate to the Fund Steering Committee through the Secretariat.
- Participating UN Organizations will be encouraged to provide Quarterly Updates. The Quarterly Updates would be provided at the outcome level. The Quarterly Update is designed to satisfy basic information requirements to serve as a high level management tool for the Fund, while still being easy for the Country Teams to comply with. The MDTF Office will design and role out an online system to capture the Quarterly Updates.
- Consolidated annual reports should include a section on the activity of the NSC.
- Timeline for submission of reports is shown in the chart below.

Report Name	Coordinating Author /Consolidator	Approving Authority	Dead-Line (reporting period: 1 Jan - 31 Dec)	Required Language
Consolidated Joint Programme Progress Report (including AA Management Brief, JP Narrative Report and Financial Reports)	MDTF Office	MDTF Executive Coordinator	31 May	AA Management Brief in English
Narrative Joint Programme Report	Participating UN Organizations jointly at Country Level	PMC	28 February	Working Language of CO
Financial Progress Reports	Participating UN Organizations HQ Level	Financial Officer/ Comptroller	31 March	English

Annex D: Activities & Sub-activities

Each activity outlined below has a lead agency identified as primarily responsible; however, all participating agencies will contribute to the entire joint programme through the provision of expertise according to their available technical capacities, where appropriate.

Outcome 1:

National Systems and capacities for inter-ethnic cohesion enhanced.

Output 1.1 National confidence building expertise consolidated and operationalised. (UNDP)

Indicators:

- Revised regulatory framework for national system for confidence and inter-ethnic cohesion building
- Number of workshops and modules developed and implemented
- Number of people trained on confidence and inter-ethnic cohesion building

1.1.1 Mapping of existing capacities and capacity gaps of central and local level institutions for confidence and inter-ethnic cohesion building. (UNDP)

a. Inception phase activities

Mapping of key actors, current capacities and mechanisms at the central and local level institutions.

- This activity will produce an analysis describing the existing mechanisms, procedures and capacities in place both at the central and at the local level for building inter-community cohesion and trust. The document will help clarify the different avenues and instruments (political, legal, social, institutional, etc...) that communities have at their disposal for dispute settlement and enhancement of inter-ethnic cohesion. Two (2) workshops and a series of awareness raising and coordination contacts will be done during the first quarter of the programme implementation. These activities shall ensure final scrutiny of the programme outline, common understanding among all stakeholders and partners and their dedication towards the implementation of the programme objectives and activities. One (1) training session at the inception phase will be dedicated to the programme staff on conflict sensitivity, tools and international best practices and lessons learnt. One (1) Baseline Study on Gender and Inter-Ethnic Relations, given that during the formulation of the JP it has been identified that relevant data is weak or non-existent. Proposal development to be funded from this activity.
- Other Participating Agencies: UNICEF & UNESCO
- Timeline: Y1 Q1

b. Workshop to analyze existing capacities and capacity gaps for inter-community dialogue

- This workshop (1), using the Document produced earlier on mapping of capacities, other relevant policy and strategic papers, reports, and a set of interviews, will assess the existing capacity gaps of the mechanisms in place for inter-community dialogue.
- Beneficiaries: representatives of 25 stakeholders
- Other Participating Agencies: UNICEF & UNESCO
- Timeline: Y1 Q2

- c. Report on the capacities for inter-community dialogue with recommendations for improvement.
 - A report (1) will be produced combining the mapping of resources and the assessment of capacity gaps, including a broad set of recommendations for addressing the gaps identified. This report will be the basis for further discussions on upgrading of the existing mechanisms (or even creation of new ones) for improve their effectiveness at all levels. 200 copies
 - Timeline: Y1 Q2

1.1.2 Initiating consensus-building dialogue at local and national level for establishing comprehensive systems of confidence and inter-ethnic cohesion building. (UNDP)

- a. Twelve (12) seminars with relevant stakeholders will promote consensus-building dialogue.
 - Eight(8) seminars at the local level and four (4) at the national level will promote an open discussion on the report produced by activity 1.1.2 on capacity gaps. These seminars will open the debate on the changes needed for a comprehensive *confidence and cohesion building system*.
 - Beneficiaries: 140 participants
 - Other Participating Agencies: UNICEF & UNESCO
 - Timeline: Y1 Q3 Q4
 - Policy recommendations document for a comprehensive *confidence and cohesion building system* One Policy recommendation document that proposes a a comprehensive *confidence and cohesion building system*, based on the capacities and capacity gaps identified and the issues raised by the stakeholders.
 - Timeline: Y2 Q1
- b. Project Staff
 - National Project Officer covering all activities.
 - Vehicle for project.
 - Timeline: Y1, Y2, Y3

1.1.3 Establishing systemic coordination of facilitation expertise to support confidence and inter-ethnic cohesion building system institutions and procedures. (UNDP)

- a. Establishment of coordination and communication protocol.
 - A protocol will be designed indicating the steps, horizontal and vertical communication channels in case of a dispute (or potential dispute). The protocol will contain designation of Focal Points for each stakeholder, his/her function in the 'network' and facilitation of information will improve the quality and level of response to disputes. The protocol will be a follow-up out of the activity 1.1.1 and 1.1.2 and will serve as a guidance document that the municipalities, ZELS and the state institutions can use.
 - Timeline: Y2 Q2
- b. Simulation exercises to test the systemic coordination.

- Three (3) simulation exercises will be run with the Focal Points to fine tune the coordination and communication protocol and identify further capacity gaps. The feedback from the simulations will be used to reinforce the coordination and communication protocol.
- Beneficiaries: 15 Focal Points
- Timeline: Y2 Q3 Q4
- c. National Dissemination at the closing of the Programme
 - One (1) event at the closing of the Programme that will present a report on best practices, lessons learnt and recommendations for future activities based on the experience of the programme. 500 copies
 - Timeline: Y3 Q4
- d. Project Staff Support
 - Short Term Programme Advisor, for all UNDP activities.
 - Timeline: Y1 (60 days), Y2 Q1 Q3 (30 days), Y3 Q1 Q3 (20 days)

1.1.4 Supporting the establishment of M&E functions within national system for confidence and inter-ethnic cohesion building . (UNDP)

a) M&E Methodology will be produced

Selection and training of the designated M&E officers from the institutions on *confidence and inter-ethnic cohesion building* and dispute prevention and resolution.

Initial coaching of the M&E officers by external experts

Monitoring and Evaluation reports will be prepared on a quarterly basis.

- Beneficiaries: 6 M&E officers
- Other Participating Agencies: UNICEF & UNESCO
- Timeline: Y2

1.1.5 Development of training to strengthen capacity and enhance functions for dialogue consensus building and dispute resolution of existing bodies. (UNDP)

a. Development of training curricula.

- Indicative topics will include not only dispute resolution mechanism but also communication, negotiation and mediation skills as the participants will be the first institutional line of response.

b. Delivery of six (6) training sessions for relevant institutional bodies at central and municipal levels .

- Beneficiaries: 60 participants
- Other Participating Agencies: UNICEF & UNESCO
- Timeline: Y1 Q4 and Y2 Q1, Q2

c. A "How-to- Guide" will be produced as a reference for Focal Points and involved practitioners.

- This Guide will be reflect the training provided both at the protocol level and at the skills level. 200 copies.
- Other Participating Agencies: UNICEF & UNESCO
- Timeline: Y2 Q3

Output 1.2 Pool of Facilitation Expertise Created within ZELS. (UNDP)

Indicators:

- Support Unit for the Pool of Facilitation Expertise established at ZELS
- Number of workshops, events and modules developed and implemented
- Number of local officials trained on dispute resolution

1.2.1 Strengthening capacity of ZELS to coordinate facilitation expertise. (UNDP)

- a. Creation and capacity building of a Support Unit (for the Pool of Facilitation Expertise) inside ZELS. The role of the Support Unit inside the Association of Local Self Government Units (ZELS) will provide first response support to local authorities and coordinate facilitation expertise.
 - Other Participating Agencies: UNICEF & UNESCO
 - Timeline: Y1 (Q3), Y2, Y3
- b. Awareness raising events
 - Twelve (12) awareness raising events will be used to promote and explain the role of the Support Unit among key users and partners of local government (local civil servants, mayors, local council members, inter-ethnic committees, public prevention committees, etc..). These events will be divided in two cycles, one cycle (6) at the beginning to raise awareness as such, and a second cycle (6) at the end of the programme to include lessons learnt.
 - Beneficiaries: 30 people per event. 360 people
 - Other Participating Agencies: UNICEF & UNESCO
 - Timeline: Y1 Q4, Y2 (Q1) and Y3 Q3
- c. Production of relevant working and promotional materials
 - Timeline: Y2 (Q1), Y3

1.2.2 Identification of experts and conducting advanced training. (UNDP)

- a. Establishment of a database of experts and formulation of procedures for their engagement.
 - A roster of experts will be set up, and a protocol on their engagement established. The roster will be used for composing ad-hoc task forces for facilitating disputes identified/reported to the Support Unit in ZELS. The database will also provide a skill gap identification to be addressed by further training of experts.
 - Timeline: Y2 Q1, q2
- b. Two cycles of training provided.
 - In the first cycle, three (3) trainings for ZELS and Municipal representatives will provide with basic dispute resolution skills; one (1) training for experts will address the skills gaps identified in the database of experts. One (1) Simulation/Workshop will test the response of the Support Unit and the team assembled. In the second cycle, based on the shortcoming and capacity gaps identified in the Simulation, there will be one (1) training for Municipal representatives and one (1) training for experts.
 - Beneficiaries: 3 ZELS, 30 Municipal representatives, 15 experts.
 - Timeline: First cycle Y2 Q1, Simulation Y2, Q2 Second cycle Y2 Q3

Output 1.3 Consensus-building community processes in municipalities and micro-regions enhanced. (UNDP)

Indicators:

- Number of fora on inter-ethnic dialogue development Number of Inter-Municipal Cooperation agreements outlined
- Number of grants for inter-community confidence building initiatives successfully implemented

1.3.1 Facilitating dialogue on conflict-sensitive development at local and micro-regional levels, involving relevant stakeholders. (UNDP)

- a. Fora on conflict-sensitive development
 - Six (6) Inter-municipal fora on conflict-sensitive development, focusing on common development issues and exchange of practices among municipalities. Identification of overarching development goals across micro-regions. Review of case studies showing best practices on conflict-sensitive development, providing a basis for learning, comparison and discussion. One (1) of the fora will focus on gender and development.
 - Beneficiaries: 20 local officials and local stakeholders per workshop.
 - Other Participating Agencies: UNICEF & UNESCO
 - Timeline: Y2 Q1, Y2 Q3

1.3.2 Facilitate development of Inter-Municipal Cooperation agreements among municipalities in micro-regions on conflict-sensitive and inclusive economic development plans. (UNDP)

- a. Promotion of the values and benefits of Inter-Municipal Cooperation for achieving shared development goals (in cooperation with the UNDP IMC programme).
 - Three (3) cycles of technical seminars/trainings on Inter-Municipal Cooperation, available mechanisms and tools; and focusing on potential areas of IMC work, producing three (3) studies outlining the possible IMC arrangements for the respective municipalities.
 - Inter-municipal agreements among 3 sets of municipalities outlined
 - Beneficiaries: 25 officials per Seminar.
 - Timeline: Y2 Q1, Y2 Q2, Y3 Q1
- b. Study Tour.
 - One (1) Study Tour to a micro-region/municipality that has successfully dealt with inter-ethnic and development issues. Special emphasis will be given to locations that the Study Group can relate to (European role models).
 - Beneficiaries: 10 officials.
 - Timeline: Y3 Q1

1.3.3 Creating links among local bodies for inter-ethnic relations, including inter-community relation committees, school boards, religious leadership and student organizations. (UNDP)

- a. Promotion of joint project management and partnerships.
 - Three (3) workshops on joint project development, network and partnership creation. Through the workshops joint proposals among local bodies will be developed. The 3 highest scoring proposals (demonstrating the best shared priorities) will be financed through the Grant. Three (3) seminars at the end of the programme will evaluate and discuss the lessons learnt from the Grants Scheme and other activities promoted.

- Beneficiaries: 30 representatives from local bodies per event
- Other Participating Agencies: UNICEF & UNESCO
- Timeline: Y1 Q4, Y2 Q1 and Y3 Q3.

1.3.4 Organizing a Grant Scheme with incentives for Improvement of inter-ethnic relations (UNDP)

- a. Establishment and administration of a Grant Scheme
 - A Small Grants Scheme, directly administered by the project team and awards approved by the PMC, open to Civil Society, Local Authorities and Businesses will be organized with the aim to promote achievement of overarching development goals and encourage creative multi-partner proposals beyond the boundaries of municipalities, sectors or thematic areas. Gender sensitive actions will be particularly encouraged. Some of the initial criteria will also include: focus on shared development priorities, improvement of cross-cultural understanding, local ownership and multi-partner approach.
 - Beneficiaries: Around 10 projects, average 25 000 USD
 - Other Participating Agencies: UNICEF & UNESCO
 - Timeline: Y2 and Y3
- b. Project Staff
 - Financial/Admin Assistant for all UNDP activities.
 - Timeline: Y1, Y2, Y3

1.3.5 Enhancing capacity of municipalities to take up decentralized responsibilities on managing local culture and cultural diversity. (UNDP)

- a. Promotion of multicultural management
 - Three (3) sets of trainings for local associations and local civil servants (from multiple municipalities) on management of local culture, human rights based approach and multiculturalism. To be done in coordination with activity 2.2.2. The trainings will be the basis for preparing proposals for the Grant Scheme.
 - Beneficiaries: 10 people per municipality.
 - Other Participating Agencies: UNICEF & UNESCO
 - Timeline: Y1 Q4

Outcome 2:
Capacity of the national education system to promote and enhance ethnic and cultural diversity strengthened

Output 2.1 Understanding, tolerance and respect for ethnic and cultural diversity incorporated in the national education policy and curricula and enforced in schools (UNICEF)

2.1.1 Strengthen capacity of the MoES and its related institutions for incorporating contents related understanding, tolerance and respect for ethnic and cultural diversity in the secondary education curricula. (UNICEF)

- a. Development of life-skills based education subject for secondary education
 - At primary education level, a separate subject called life-skills based education (LSBE) was introduced in 2008. The subject incorporates contents related to multiculturalism, constructive communication and dispute resolution, acceptance and appreciation for differences, human/child rights and non-discrimination, and appreciation for common and European values. LSBE is now mandatory for all primary education grades (1-9). To ensure continuous and consistent support to student in acquiring knowledge and skills for communication, adaptation in the immediate environment and the society, develop a spirit of solidarity and cooperation among diverse individual and groups in the society, the similar process will be supported at secondary education level.
 - Translation of materials to be used for development of the LSBE curriculum;
 - Support to working group for developing life-skills based education;
 - Review of the curriculum by international experts and its finalization. The product of this activity will be a finalized LSBE curriculum to be approved by the Minister.
 - Other Participating Agencies: UNDP
 - Timeline Y1 Q3 and Q4

2.1.2 Create capacity within the existing in-service teacher training system for enforcement of understanding, tolerance and respect for ethnic and cultural diversity in both primary and secondary education schools (UNICEF)

- a. Training of national trainers and teachers for LSBE in primary and secondary education
 - Training of trainers by international consultants (2 per year) based on the LSBE curriculum. National trainers (20) will be BED advisers, experts from teaching faculties and NGOs.
 - Y1 Q4; Y2 Q3 and Y3 Q3
 - Training of teachers from all primary and secondary school. The plan is to train school teams (three to five teachers, pedagogues and psychologists depending on the size of the schools) from all primary (350) and secondary schools (90) in the country in two three-day trainings in each implementation year. These school teams will then disseminate the training on LSBE implementation to all teachers in the school.
 - Timeline: Y1 Q3-Q4; Y2 Q2-Q3; Y3 Q1-Q4

- b. Training of BED and SEI to provide continuous on the job support for roll-out of LSBE at school level and for monitoring of LSBE implementation in schools.
 - Two three day training in year 2 and 3 for monitoring roll-out training in schools and monitoring of LSBE implementation in schools. Specific tools and methodology will be developed to support them perform these functions.
 - Timeline: Y2 Q3 and Y3 Q3

2.1.3 Support the Pedagogical Service in the BED (MoES) for introducing and applying criteria related to multiculturalism, understanding, tolerance and respect for ethnic and cultural diversity in textbooks development and accreditation (UNICEF)

- a. Development of criteria for textbook development and accreditation

Development of criteria for textbook development and accreditation

- Orientation sessions and training of BED employees from the Pedagogical service on CFS that promote understanding, tolerance and respect for ethnic and cultural diversity.
- Development of tools and methodologies capacity for the review of textbooks to make them compatible to the above values
- Timeline: Y1 Q3-Q4
- Regulations for accreditation of textbooks
- Timeline: Y2 Q2

2.1.4 Support the Department for Advancement of the Education of Minorities in building their capacity to develop policies and programmes for communication and dispute resolution (UNICEF)

- a. Capacity building of the ministry department and BED

- Orientation session and training of ministry and BED. As per the Ohrid Framework Agreement, this Department in MoES has been given a responsibility “to advance the education in the language of other ethnic groups”, but at the same time to promote peace and tolerance in education and advance inter-ethnic dialogue and coexistence. The department has so far mainly dealt with Roma education. Both the Department and BED will be involved in the activity.
- Other Participating Agencies: UNDP
- Timeline: Y1 Q1
- A study visit for Ministry representatives, including municipality and school representatives (15) to an EU country/s with best practices in implementing multiculturalism and peace and tolerance education as part of the education system, training
- Timeline: Y1 Q4
- Equipment (PC, materials, publications) to strengthen the capacity for implementation of programmes on multiculturalism, peace and tolerance education
- Timeline: Y1 Q4
- Training (2) for department and BED representatives on development of national programmes on multiculturalism, peace and tolerance education. The training will also cover aspects that

will enable the department to intervene in cases of dispute. This training will focus on communication, mediation and dispute resolution skills.

- Other Participating Agencies: UNESCO
- Timeline: Y2 Q1
- Development of national programmes on multiculturalism, peace and tolerance education
- Timeline: Y3 Q3

Output 2.2 Existing mechanisms for democratic participation, good governance and dispute resolution at all levels of the education sector strengthened in 3 municipalities (UNICEF)

2.2.1 Strengthen capacity (mandate, statute, working protocols, election criteria) of existing governance bodies and structures at schools level (school boards, parents' councils, students' organization) (UNICEF)

- a. Introducing the project in primary and secondary schools in the selected municipalities
 - Presentation of the project to all primary and secondary schools in the selected municipality and development of application documents
 - Selection of schools- establish a committee with representatives from MoES and municipalities, set criteria for application, conduct the application process and agree on selected schools (in each municipality select one primary and one secondary school)
 - Conduct child rights sensitization (1 day), school-self evaluation (1 day) involving students, parents and teachers and basic orientation training on CFS for teachers with a focus on participation, multiculturalism and child rights.
 - Timeline: Y1 Q1
- b. Training of democratic participation of students, parents and community in the decision-making related to school life
 - Training of students (1), parents (1), teachers (1) and members of schools boards (1) for meaningful participation in the school bodies (students' organizations, parents' councils and school boards). Training with also focus on communication and dispute resolution
 - Timeline: Y1 Q1-Q2
 - Development of criteria for selection of members of students' organizations and parents' councils. Formulation of mandate, development of protocols for work of school bodies and ways of communication (emphasis on written communication)
 - Timeline: Y1 Q3-Q4
- c. Establishing practices of meaningful democratic participation of students, parents and community in the decision-making related to school life
 - Development of mechanisms for expression of students views (newsletters, bulletin boards, etc), development of plans by teachers to train parents and involve them in the school life
 - Timeline: Y2 Q1 & Q2
 - Training of teachers and members of school bodies on development of school programmes that promote multiculturalism and inter-cultural and inter-ethnic dialogues (curricular and extracurricular activities)
 - Timeline: Y2 Q3 & Q4
 - Ongoing support and monitoring of functioning of school bodies by BED and local experts
 - Timeline: Y1 Q1- Y3 Q4

2.2.2 *Support establishment of communication and coordination mechanism between school boards and municipal bodies (councils and inter-ethnic committees) and national structures (MoES, BED) for increased democratic participation and dispute resolution (UNICEF)*

a. Introduce the project to municipalities and trainings

- Orientation sessions (1) in each municipality
- Timeline: Y1 Q1
- Training sessions of schools, school boards and members of municipality councils on development of municipality programmes
- Other Participating Agencies: UNDP
- Timeline: Y1 Q2, Q3 and Q4

b. Development of municipality programmes on issues related to inter-ethnic and inter-cultural interaction and dialogues

- Working meetings and sessions
- Other Participating Agencies: UNDP
- Timeline: Y2 Q2 Q4
- Participation of schools in the work of municipality councils and inter-ethnic commissions (linked with activities under outcome 1)
- Other Participating Agencies: UNDP
- Timeline: bi-monthly Y1-Y3

Output 2.3 Opportunities for interaction and dialogue created for children and youth in school and the community (UNICEF/UNESCO)

2.3.1 *Joint curricular activities in mixed schools (e.g. on subjects such as IT, physical education, civic education, foreign languages) and extracurricular activities (e.g. sport activities, school events, school camps) organized (UNICEF)*

a. Identify curricular and extracurricular for students from different ethnic and cultural backgrounds

- Each school (3 p. and 3 s.) will define its own activities depending on the findings of the school-self evaluation, interest expressed and resources available.
- Timeline: Y1 Q1
- Training (three two days training per year) and school-based support (monthly) and will cover a group of teachers (representatives from all grades) and support for organization of activities will be provided
- Timeline: Y1 Q1-Y3 Q4

b. Implementation of curricula and extracurricular activities

- Ongoing support and monitoring
- Timeline: Y1 Q1- Y3 Q4

2.3.2 *Support the functioning of community-based youth centers (UNICEF)*

a. Identify local partners (NGOs) and local communities, as well as facilities for organization of community-based activities involving young people from different ethnic and cultural

backgrounds

- Mapping of available partners, ongoing activities and centers as places for gathering of young people in the community
 - Other Participating Agencies: UNDP & UNESCO
 - Timeline: Y1 Q1
- b. Training of NGOs (1 or 2 per municipality) on human rights/multiculturalism, democratic participation and specific training on realization of projects that will bring youth from different communities together
- Other Participating Agencies: UNDP & UNESCO
 - Timeline: Y1 Q1; Y2 Q1 and Y3 Q1
- c. Organization of activities and functioning of the youth centres
- Ongoing support and monitoring
 - Timeline: Y1 Q1- Y3 Q4

2.3.3 Promote intercultural dialogue and multiple partnerships through higher education structures (e.g. student clubs, university chairs) (UNESCO)

Output: "Centers of excellence" established including one UNESCO Chair covering topics of intercultural peace education, intercultural and interreligious dialogue, as well as the exchange programmes developed between universities and research institutions, involving students, professors, and scientists from different cultural backgrounds.

Indicators: Number of centers and participating institutions (5), students and other experts (100); UNESCO Chair (1), prepared and coordinated "spin-off" activities (eg. ASP workshops, research, training curricula for journalists, public round-tables programmes) (at least 15)

Baseline: NA

MoVs: activities' proceedings, new activities proposals

Collect methods: reporting

Cooperation/implementation: UNESCO National Commission; University of Skopje;

Risk and assumptions: Capacity of the partner institutions to implement the activities may need to be increased; Significant changes in the political and economic situation of the country may influence the implementation rate.

- a. Organize a gathering of UNESCO student clubs (existing two) and Uni chairs on intercultural dialogue
 - The activity is aimed to create the platform in the higher-education system oriented towards critical study of intercultural and interreligious dialogue . It will also serve as a think-tank for the other activities in the framework of the MDG.
 - Participants: Stakeholders- Two existing student clubs and one Unichair: students, lecturers, NGO's
 - Two-days workshop

- Output: A higher education platform on intercultural and interreligious dialogue established created and its programme defined.
- Timeframe:
- Y 1 q 2

- b. Creation of additional UNESCO clubs (explore possible universities)
 - The activity aims at reinforcing the high-education platform for intercultural and interreligious dialogue.
 - Output: At least one additional student club developed.
 - Timeframe: y1 q 3

- c. Conduct round tables on intercultural and interreligious dialogue
 - The activity aims to define the concrete role and contribution of the think tank to the issue of Inter-Ethnic Community Dialogue and Collaboration
 - Output: The operational effectiveness of the “think-tank” put in place.
 - Timeframe: y 1 q 34 and 2 q 1234

- d. Develop and implement specific programmes for ASP (check how many schools – primary and secondary - to participate and in which parts); verify with UNDP the focus municipalities.
 - This activity aims at the cascade effect of the intercultural and interreligious dialogue to the extracurricular programme of the primary and secondary UNESCO ASP schools network.
 - Output: at least 10 schools implement lectures on the intercultural and interreligious aspects of society.
 - Timeframe: Y 2 q 1234-3 q12

- e. Provide short term scholarships for the students in intercultural dialogue chairs.
 - This activity aims at reinforcing the exchange of multicultural and multireligious related research for the experts.
 - Output: at least 10 students/experts benefit from the grants (mainly mobility related – to review in the light of the availability of funds)
 - Timeframe: Y 2 q 1234-3 q 1234

Outcome 3:
Inter-cultural sensitivity and civic awareness promoted. (UNDP/UNESCO)

Output 3.1 Capacity for civic dialogue and civic engagement in development of conflict resolution processes enhanced. (UNDP/UNESCO)

Indicators:

- Number of debates developed and implemented
- Number of local leaders trained and engaged in community dialogue processes

3.1.1 Identification of local leaders and facilitation of local civic dialogue on topical issues. (UNDP)

- a. Identification of local leaders
 - Local leaders (youth, religious, social, political) will be identified in the target municipalities in cooperation with inter-ethnic committees. Special attention will be given to under-represented minorities, marginalized groups and women.
 - Other Participating Agencies: UNICEF & UNESCO
 - Timeline: Y1 Q3
- b. Debates on topical issues. These will focus on joint development issues of interest to all communities at the local level, where there has been difficulty in reaching consensus.
 - Three (3) debates on topical issues among civil society, one (1) debate on gender and development.
 - Beneficiaries: 20 people per debate.
 - Other Participating Agencies: UNICEF & UNESCO
 - Timeline: Y2 Q2

3.1.2 Leadership and communication skills training of local leaders (youth, religious, political, social, etc...) (UNDP)

- a. Training on leadership and communication skills.
 - Three (3) trainings for local leaders on leadership and communication skills.
 - Beneficiaries: 15 people per training.
 - Other Participating Agencies: UNICEF & UNESCO
 - Timeline: Y2 Q1

3.1.3 Support for the establishment of public dialogue opportunities on topics relevant to intercultural and interreligious dialogue. (UNESCO)

Output: Diverse, balanced and constructive views and opinions on intercultural and interfaith issues promoted in the society and discussed as an ongoing process

Indicators: Number of gatherings (min 3 workshops and round tables, 1 conference)

Baseline: Conference in 2007

MoVs: activities' proceedings and reports, national action plan

Collect methods: reporting

Cooperation/implementation: UNESCO National Commission; University of Skopje; OFA Secretariat; other GO and NGO partners on national and local level

Risk and assumptions: Significant changes in the political and economic situation of the country may influence the implementation rate.

- a. Conduct min 3 workshops/meetings contributing to the preparation/follow up of the Interreligious conf in 2010 (pre and post) and contribute by discussing the national reality of multicultural and multireligious society. Envisage preparation of a national framework document improving implementation of OFA:
 - This activity will create a platform for public dialogue on the intercultural and interreligious dialogue
 - Beneficiaries: govt and NGO; involvement of the student component.
 - Link this activity to the achievements of the clubs and ASPs
 - Output: Local society addressed the issues regarding the interethnic and interreligious communication in the framework of OFA implementation
 - Other Participating Agencies: UNICEF & UNDP
 - Timeframe: y 1 q34 and 2 q34

- b. Contribute to the organization and participation in the Interreligious conf in 2010
 - The conference is one of the key international events where the host country promotes and brings together the own cultural and religious diversity as a strength and richness. Such an event serves as an important cohesion point in the process of building the Macedonian society as multicultural and multireligious. Specific point in this activity is to include the Alliance of Civilizations participation and programme in the conference.
 - Output: The conference successfully organized
 - Timeframe: y 1 q 23

Output 3.2 Journalist engaged constructively in community dialogue and conflict transformation. (UNDP/UNESCO)

Indicators:

- Number of media round tables on inter-ethnic issues reporting developed

3.2.1. Formal and informal education of reporters, editors and media owners on the aspects of the conflict-sensitive reporting, (UNESCO)

Output: Activities building journalistic professionalism developed and implemented, especially with regard to conflict-sensitive reporting and deconstructing media stereotypes.

Indicators: Number of gatherings (min 4 workshops and round tables), Number of participants (80), One UNESCO chair

Baseline: NA

MoVs: activities' proceedings and reports, chair established and functioning

Collect methods: reporting

Cooperation/implementation: UNESCO National Commission; University of Skopje; Association of Journalist of Macedonia (AJM)

Risk and assumptions: Significant changes in the political and economic situation of the country may influence the implementation rate. Availability of media professionals for such training and their perception of the issue should be evaluated closer to the implementation period.

- a. Create a UNESCO Chair in journalism and communication at the Faculty of Law in Skopje
 - Inserting the existing journalistic studies in Macedonia in the international networks of journalism and media is essential for development of the critical mass of professionals and opinion makers able to operate in a multicultural and multireligious setting as elements adding to the economic development of society.
 - Output: A university chair for post-graduate study created and functional by y3 or the project.
 - Timeframe: Y1 q4 y2 q1234
- b. Conduct four training sessions on conflict-sensitive reporting for the media professionals
 - Coordinate with UNDP on the Link this activity to the achievements of the clubs and ASPs; key involvement and participation of the Macedonian Association of Journalists.
 - Duration max three days
 - Max 20 participants of a variety of national and local media.
 - Output: Round tables successfully organized and attended
 - Other Participating Agencies: UNDP
 - Timeframe: y 2 q234-3 q 12

3.2.2 Facilitating a "Community of Interests" among opinion-makers nation-wide on providing conflict-mitigating perspectives. (UNDP)

- a. Round tables.
 - Two (2) round tables on journalism and reporting on inter-ethnic issues and one (1) round table on inter-ethnic reporting and gender.
 - Beneficiaries: 15 journalist and editors per round table.
 - Other Participating Agencies: UNESCO
 - Timeline: Y2 Q3, Y3 Q3

Output 3.3 Media Support Mechanism for the reduction of social tensions established. (UNDP/UNESCO)

Indicators:

- Number of media products promoting the scope of the project produced

3.3.1 Setting up of an online resource, connected to the Pool of Facilitation Expertise housed in ZELS, with the aim of making a positive contribution to debates on sensitive multicultural and multireligious issues (UNESCO)

Output: The online resource operational by the y3 of the project, promoting the best practices in advancing intercultural and interfaith dialogue.

Indicators: One operational and accessible data base with best practices and examples

Baseline: NA

MoVs: printed promotional material; database operational

Collect methods: reporting, promotional material collection.

Cooperation/implementation: UNESCO National Commission; University of Skopje; ZELS

Risk and assumptions: Significant changes in the political and economic situation of the country may influence the implementation rate as well as the ZELS' mandate.

- a. Design and put in place the online resource
 - This activity will contribute to the strategic decision-making capacity of ZELS to plan and assess the municipal level events related to the issues that involve multicultural and multireligious aspects. It will also serve to the more transparent way of communication with the interested population.
 - Output: The resource operational by the y3 of the project
 - Other Participating Agencies: UNICEF & UNDP
 - Timeframe: Y2 q 34-3 q 123
- b. Production of the promotional material
 - Production and distribution of the printed material is essential to reach the targeted population considering the heterogeneous level of informatisaion and access to the online resources.
 - Output: The promotional material designed, printed and distributed. Feedback assessed influencing the development of the online content and functionality.
 - Timeframe: Y2 q 234-3q123
- c. Maintenance and further development; creation of a "national think-tank" for the issues in question
 - The future use and development of the online resource will have to be insured after the conclusion of the project. An assessment will be done to guarantee that the resource will continue its purpose and its adaptation will be guaranteed according to the future institutional and social developments
 - Note: Use students and the chairs as the think tank to feed this process
 - Output: The feasibility study prepared indicating strategy in use and future development of the resource.
 - Timeframe: Y2 q 234

3.3.2 Support to local media in developing and broadcasting social content programmes and public service announcements that promote harmony and peaceful settlements of disputes. (UNDP)

- a. Media products

- An open call for proposals, also extended to UNESCO's activity 3.2.1, from journalist and editors to produce local media content promoting the objectives of the programme. These fund will be managed by Project Team under supervision of the PMC.
- Beneficiaries: Around 4 media products with an average of 50 000 USD funding
- Other Participating Agencies: UNICEF & UNESCO
- Timeline: Y2 Q2, Q3, Q4

Annex E: Programme Formulation Process

The formulation of this joint programme document was undertaken in a highly participatory manner in which a broad range of stakeholders was consulted. The team who undertook the mission was comprised UN Agency staff (UNDP, UNESCO, UNICEF and RC office), and local and international consultants. The process was overseen by an international programme development expert, and was assisted by the JPD Working Group, comprising representatives of the participating agencies and the UNRC.

The experts participated in a series of stakeholder meetings in Skopje and elsewhere in FYR Macedonia, during which they gathered input into and feedback on the programme design.

The process allowed the team, who brought with them a broad knowledge of their fields, to tailor their knowledge to the local context, and to design this joint programme in such a way that it is both innovative and relevant to the context of FYR Macedonia. The team were able to develop individual sections at the same time as providing the basis for interlinking the three outcomes in a coherent way, under the overarching themes outlined in the narrative above.

The Table below shows details of the consultation process.

Consultation Process Summary

Date	Organization visited	Person met	Topic
April 15, 2008	Ministry of Education	Anife Demirovska, Head of Department for integration of Minorities.	Capacities of the department, focus on Roma.
April 16, 2008	Institute for Defense and Peace Studies	Lidija Georgieva	Inter-municipal workshops on conflict resolution, Commissions on Inter-Ethnic relations, gender imbalance
April 16, 2008		Tajtiana Sikoska	NGO interventions, citizenships values, need for mechanisms
April 16, 2008	UNESCO National Commission	Lidija Topuzovska	UNESCO clubs, media and ethnic tolerance
April 18, 2008		Violeta Beshka and Mirjana Najcevska, experts on conflict prevention.	Functionality of schoolboards and inter-ethnic committees
April 18, 2008	UNDP, One Voter One Ballot Project	Vahram Abidjam, Chief technical advisor	Human rights vs collective rights, evolution of the country and approaches.
April 18, 2008	NGO	Suad Missini, Analyst	Work of Inter-ethnic committees, Human Rights awareness raising.
April 21, 2008	Islamic Community	Agron Vojnika, Chief of Cabinet	Cooperation of communities, good religious dialogue

April 21, 2008	Macedonian Orthodox Church	Gjorgevski Gjoko	Progress since 2001, inter-religious dialogue
April 21, 2008	Employment Service Center	Biljana Jovanoska, Director	Employment policies and perceptions of unfairness
April 21, 2008	DUI	Valmir Aziri, Deputy President of the Youth Forum	Position of DUI on the political gains after 2001.
April 21, 2008	OSCE	Allesandro Tedesco and Sreten Koceski	Committees on Inter-Ethnic relations, OSCE work in Macedonia, need for training on mediation
April 23, 2008	Ministry of Education	Ljupco Spasoski, Head of Sector Primary and Secondary Education	Education policy and capacities at the ministry.
November 20, 2008	OFA	Deputy Prime Minister Ademi	Presentation of the approved concept note. Coordinating role for OFA. Designation of Focal Point.
November 26, 2008	Ministry of Education, Ministry of Culture, UNESCO National Commission, OFA, ZELS	Focal Points: Bardhyl Tushi, Valdeta Ismaili, Ardita Dema, Tatjana Kraljevska, Melek Elezi	Presentation of the approved concept note. Description of the consultation process.
Dec 2008	UNESCO	Damir Dijakovic UNESCO	Concept note and JPA evaluated from the viewpoint of UNESCO. Activities concerning development of future activities agreed and contacts for future deepening of JPA confirmed.
Dec 17, 2008	SEEU	Arafat Shabani, faculty of pedagogy and communication	The role of high education on interethnic relations and dialogue. Experience from the curricula development and experience from the model of inclusion into community discussed. Possibilities for broadening of extracurricular activities, UNESCO chair or student clubs reconsidered. The experience from training program for school directors and possible improvements considered.
Dec 18, 2008	Ministry of Foreign Affairs	Zoran Dabik, Head of Department for Multilateral Affairs	Concept note and proposal development. Role of the MFA at the NSC
Dec 19, 2008	UNESCO National Commission	Lidija Topuzovska	Previous experience of UNICEF in Macedonia explored and JPA elaborated. Key points for UNESCO priorities within the program and activities that are to be developed were

			recognized. Cooperation and coordination of UNESCO with other partners underlined as crucial.
Dec 22, 2008	OFA secretariat	Melek Elezi, focal point	The role of OFA secretariat in implementation of OFA and its Action plan was considered including positive experience and shortcomings. Identification of OFA secretariat priorities in 2009 and relevance with JPA. Support for JPA was expressed. The importance of political leadership and public support were noted as substantial for implementation of JPA. Equitable representation and decentralization are among key priorities.
Dec 23, 2008	Ministry of Education	Bardhyl Tushi, Head of sector EU	Concept note as a basis and JPA from the viewpoint of MoES were discussed. The importance of improving school environment and curricula toward support of interethnic dialogue and communication were confirmed as a joint priority. Necessity from training of school management and capacity building considered among priorities.
Dec 23, 2008	ZELS	Adrita Dema, Deputy executive Director	Discussion on Concept note and priorities of ZELS. They have developed Annual plan for 2009 and activities that are supported from donors regarding education and training of LSG, councils, CIER. Important aspect for ZELS is inclusion of education and media within JPA. The needs and priorities for ZELS identified through JPA.
Dec 24, 2008	ES Zivko Brajkovski	Vesna Damovska, ES director	Presented JPA and basic idea Concept note. School experience in overcoming interethnic disputes has been presented. The experience from cooperation with Bureau for development of education and from implementation of training program on interactive conflict partnership presented. The need from additional

			activities in support of school programs for inclusion of students and training for dialogue and communication is evident.
Dec 25, 2008	UNDP office	Todor Stojcevski, journalist, member of AJM	Presented Concept note and JPA related to Media and journalists. The previous and recent experience of media representatives in conflict sensitive reporting has been considered important for development of interethnic relations. There are specific need in training and education of journalists both on formal and informal level.
Dec 26, 2008	CDINGO	Sreten Koceski	NGO has been partner of OSCE in training of CIER. There are positive lessons learned and future needs are recognized especially after 2009 elections. JPA has been considered and their importance for improvement of dialogue and collaboration;
Dec 29, 2008	Ministry of Foreign Affairs	Amb. Aleksandar Tavciovski	The significance and priorities of the project were explained as well as previous procedure in preparing of Concept note. Discussion has been developed on specific terms that are used in the CP and suggestions for preparing of the final document were presented.
Jan 12, 2008	UNICEF	Nora Shabani	Consultations on UNICEF view on Concept note and JPA. The experience of UNICEF in cooperation with other national actors in education process was presented. The importance of curricula and extra curricula activities has been extracted as an instrument for introduction of topics related to multiculturalism, dialogue and training for life skills.
Jan 16, 2009	Struga Municipality	Vladislav Zupan, Chief of Cabinet	Concept note has been presented as well as JPA. The experience of Struga in development of interethnic relations and implementation of trainings and programs for conflict resolution were considered. The specific situation in

			Struga after new territorial organization and challenges for effective decentralization were presented. The specific needs from JPA were recognized in development of skills for dialogue and communication. Negative impacts from previous programs and trainings are present
Jan 19, 2009	ZELS	Ardita Dema, Deputy executive Director	Involvement of ZELS in the implementation phase. Work on Inter-Ethnic Committees already done with SDC. Interested in upgrading ZELS training and support capacities.
Jan 21, 2009	OFA Secretariat	Deputy Prime Minister Ademi	Update on the drafting and consultation process. Role of OFA as coordinator at the operational level. Need to work in the Education sector at three levels: pupils, teachers, and parents. Functions of the PMC
Jan 21, 2009	Ministry of Foreign Affairs	Ambassador Tavcioski	Update on the drafting and consultation process. Comments from MFA on concept note. Proposal review and NSC endorsement.
Jan 26, 2009	OFA Secretariat, Ministry of Culture and Ministry of Education	Focal Points: Bardhyl Tushi, Valdeta Ismaili, Melek Elezi	Presentation of draft proposal for counterpart review. Q&A on activities included in the proposal. Role of PMC and NSC. Support to the proposal was expressed.

Annex F: JP re-design requirements

As requested by the MDG-F Secretariat on its Interoffice Memorandum (14 May 2009) in Section III, a breakdown of the cost of activities 3.1.2 and 3.1.3 (Outcome 3) is detailed below:

3.1.2 Leadership and communication skills training of local leaders (youth, religious, political, social, etc...)	Three trainings for local leaders on leadership and communication skills.	Lead Agency	Budget item	Amount (USD)
		UNDP	Local Consultants	12 000
			Event Organization	6 500
			Total	18 500
3.1.3 Support for the establishment of public dialogue	Diverse, balanced and constructive views and opinions on intercultural	Lead Agency	Experts and Consultants	30 000
			National	25 000

opportunities on topics relevant to intercultural and interreligious dialogue	and interfaith issues promoted in the society and discussed as an ongoing process	UNESCO	Professional Officers	
			Administrative support personnel	20 000
			Mission costs	15 000
			Local Consultants	15 000
			Sub-Contracts	100 000
			Total	205 000