

CURRICULUM VITAE

Zojka Naskova

Bansko 29, 1000 Skopje, Macedonia; E-mail: znaskova@gmail.com; Tel: +389-70-842920

Proposed role in the project: Key Experts (Capacity building / Employment Promotion)

1. **Family name:** Naskova
2. **First names:** Zojka
3. **Date of birth:** 28/10/1960
4. **Nationality:** Macedonian
5. **Civil status:** Single
6. **Education:** MA in International policy Studies

| Institution (Date from - Date to) | Degree(s) or Diploma(s) obtained: |
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| Monterey Institute of International Studies, Monterey, California, USA (Sep. 1993 - May 1995) | Master of Arts, International Policy Studies |
| University " Sv. Kiril & Metodij", Skopje, Macedonia (Oct. 1979 - June 1984) | Bachelor of Arts – Teaching English Language and Literature |
| Other training | <ul style="list-style-type: none">• Building Safer Organizations – Training for Trainers, September 2007• Building Safer Organizations Workshop, July 2006• Seeking USAID Grants, Cooperative Agreements & OTs; Center for Public Management, April 2006• Project Management Training, Bob Jud Associates, 2004.• The Masterful Trainer, Interaction Associates, 2004• UCLA - training for California teaching credential in adult education |

7. **Language skills:** Indicate competence on a scale of 1 to 5 (1 - excellent; 5 - basic)

| Language | Reading | Speaking | Writing |
|----------------|---------|----------|---------|
| English | 5 | 5 | 5 |
| Serbo-Croatian | 5 | 5 | 5 |
| Bulgarian | 5 | 4 | 4 |
| Russian | 4 | 3 | 3 |
| Spanish | 3 | 3 | 3 |

8. **Membership of professional bodies:**

- 9. **Other skills:** Highly skilled with computer technology
- 10. **Present position:** Freelance Consultant, Sirma Creative Interventions DOOEL
- 11. **Years within the firm:** 3

12. Key qualifications:

- Experience with skill building, education and EU projects.
 - a. Designed and conducted a training programme for coaching a personal development plan for Roma women seeking employment
 - b. Developed and co-implemented the IPA cross-border project incorporating World Heritage Education for youth in high / VET school programs in Albania and Macedonia;
 - c. Principal M&E Advisor conducting the Mid-Term Performance Evaluation of the USAID Interethnic Integration in Education Project in Macedonia;
 - d. Designed and conducted the Baseline Study of the Mozaik-model for child care services;
- Extensive background in international development, education (basic to university), gender and minority issues, civil society, conflict mitigation, and community development.
- Over twenty years' experience managing, implementing and designing programs and projects in domestic and international settings. Skilled at program development, fiscal and budget management of development projects, institutional capacity assessment and development, teacher professional development and training, education technology (ICT), conflict resolution and building cooperation. Proven understanding of and experience with design, monitoring and evaluation of international development programs.
- Project leadership experience involving managing/scheduling deliverables and logistics, assembling project teams, interfacing with governments, donors and partners, managing communications/media relations, and delivering presentations. Experienced manager with a solid track record as an effective team leader.
- Consulting experience, with proven skills in monitoring and evaluation, research, training module design, drafting policy recommendations, conducting case studies, working with diverse stakeholders, including donors, international agencies, local communities, NGOs and governments.
- Expertise in training and curricula design. Proven „Train the Trainer“ specialist.
- Grant management experience and familiarity with project management/documentation/proposal requirements and contracts. Proven expertise in proposal writing, including conceptualizing and technical writing
- In-depth knowledge of the development and humanitarian communities.

13. Specific experience in the region:

| Country | Date from - Date to |
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| Macedonia | 1995-1997 and 2008-2014 |
| Bosnia & Herzegovina | 2009 |
| Kosovo | 2009 |
| Bulgaria | 2000-2001 |
| USA | 1998-2008 |
| Albania | 2014 |

14. Professional experience

| Date from - Date to | Location | Company& reference person ¹ (name & contact details) | Position | Description |
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| 11/2015 | Skopje, Macedonia | Center for Common Ground, Skopje, Macedonia; Vilma Velkovska Milchev, vilma@ccg.org.mk ; +38970252438 | Consultant, Final Evaluation of the project Mozaik-model for Integrated, Multicultural Education in FYR Macedonia | <ul style="list-style-type: none"> • Evaluated the extent of which the project objectives were achieved and assessed the potential impact of the project on participating groups. • Made recommendation how the State institutions could further continue in monitoring such integrated model in the educational system and what necessary steps for further integration of the Mozaik program in the system. • Developed the data collection tools; conducted surveys, interviews and focus groups with teachers, parent, and representatives of government institutions and universities; analyzed the data; and wrote an evaluation report |
| 6/2014 - 8/2014 | | Center for Common Ground, Skopje, Macedonia; Vilma Velkovska Milchev, vilma@ccg.org.mk ; +38970252438 | Local Consultant / Evaluator | <ul style="list-style-type: none"> • Designed and conducted the Baseline Study of the Mozaik-model for Integrated, Multicultural Education project. Assessed the institutionalized Mozaik model in the public kindergartens and preschools and the existing capacity of the educational government intuitions in providing quality control and monitoring of such integrated multicultural model in the educational system. • Produced a Baseline Study report which is shared with all relevant stakeholders as a basis for further improvements and integration of Mozaik in the education system. |
| 1/2014 – 12/2014 | Albania and Macedonia | Unë Gruaja, Pogradec, Albania; Eleni Jajchari; une_gruaja@yahoo.com ; +35583222140 | Senior Expert, World Heritage in Young Hands Project | <ul style="list-style-type: none"> • Developed the methodology and format of this IPA cross-border project with the objective of incorporating World Heritage Education for youth in high / VET school programs in Albania and Macedonia. • Design and conduct Training for Trainers workshop and Teacher Training workshops on the topic of World Heritage with the objective of engaging youth in protection of natural and cultural heritage. |

¹ The Contracting Authority reserves the right to contact the reference persons. If you can not provide a reference, please provide a justification.

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| | | | | <ul style="list-style-type: none"> • Conceptualize and design the program of a week-long international Youth Summer Camp where youth from Albania and Macedonia will explore cultural and natural heritage and learn to collaborate for its protection. • Conducting presentations, drafting educational materials, evaluation surveys and questionnaires and advising partner NGOs and educational institutions and authorities. |
| 21/04/2014 - 30/06/2014 | Macedonia | Social Impact, Arlington, VA 22201 USA; Alison Miranda, +1-703-465-1884 x285, amiranda@socialimpact.com | Lead Evaluator / Principal M&E Advisor | <ul style="list-style-type: none"> • Principal M&E Advisor conducting the Mid-Term Performance Evaluation of the USAID-funded, four-year, \$5,200,000, Interethnic Integration in Education Project in Macedonia; • Serve as the evaluation Team Leader and collaborate closely with the SI evaluation team member to plan for this evaluation. Manage the evaluation team: Communicating and guiding the team during the desk review/prep work; acting as the main point of contact between the evaluation team and SI HQ while in the field. • Finalize the evaluation methodology, data collection instruments and data analysis plan; conduct field work; and draft findings and recommendations. • Perform a desktop document review, field interviews, and field site visits and direct observation. • Apply a gender perspective, ensuring that key informant interviews include female study participants and exploring the relationship between interethnic education reform and gender. • Produce final evaluation report adhering to the standard USAID report format. |
| 7/2013 – 10/2013 | Gostivar, Macedonia | ADI; Katica Mihajlovic; katica@adi.org.mk; +38942221100 | Expert Analyst, Analysis of intercultural policy and practices in six municipalities for the Improving the Inter Cultural Understanding in multi-ethnic municipalities in | <ul style="list-style-type: none"> • Developed the methodology for the Analysis of Intercultural Policy and Practices in Six Municipalities, namely Gostivar, Tetovo, Kicevo, Brvenica, Vrapcishte and Jagunovce. The analysis will cover assessment of the current state of multiculturalism and the local capacities to promote multiculturalism and enhance inter-ethnic relations; • Conducting desk research, drafting questionnaires for individual interviews and focus groups; • Led 12-15 focus group interviews in six municipalities during September 2013; • Drafted the Analysis of Intercultural Policy and Practices at local level for publication and as a basis for further action by ADI. |

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| | | | Macedonia Project | |
| 6/2013 – 7/2013 | Prilep, Macedonia | PREDA; Milena Dimitrovska; director@preda.org.mk; +38947232800 | International Expert/Consultant for Supporting Roma Women Accessing the Labour Market in Republic of Macedonia] | <ul style="list-style-type: none"> • Designed and conducted a training programme for the Roma employment advisors on elaboration of a personal development plan for Roma women seeking employment in the Pelagonia region of Macedonia; • Preparation of a specific training program which should represent a strong groundwork for elaboration of a personal development plan according to each training beneficiary's needs, and will represent a map for beneficiaries in the employment seeking process. • Preparation of specific tools Advisors can use for building of personal development plans, assessment of personal skills and increasing motivation of the Roma women they work with. • Cooperated with PREDA in the process of creation of an agenda with a detailed timetable for the implementation of the trainings. Prepared training materials, relevant for the implementation of the training. Implemented the training according to the given timeframe. • Prepared a questionnaire for evaluation of the Roma job advisors' skills gained during the implementation of the training, as well as a specific questionnaire for evaluation of the achievement of the training results. |
| 11/2009–9/2012 | Skopje, Macedonia | UNESCO; Yolande Valle; y.valle@unesco.org; +33145681000 | National Professional Officer | <ul style="list-style-type: none"> • Managed and monitored the implementation of the UN Joint Program titled Enhancing Inter-ethnic Community Dialogue and Collaboration. Focused on issues of inclusivity and diversity in media and education, and empowerment of civil society to advocate and promote democracy and cohesion in society, and gender mainstreamed in all activities. • Developed a network of civil society organizations, UNESCO Clubs and others, and supported their engagement in promoting a cohesive inter-ethnic society. • Led a media program promoting sensitivity to diversity and professionalism in reporting. Guided the establishment of a UNESCO Chair in Media dialogue and Mutual Understanding. Designed and managed a program of media monitoring, a platform for media and civil society and journalist education activities. Collaborated with the association of Journalists to advance the work of their Honor Council through training, |

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| | | | | <p>capacity building, and development of related resources for the Council and the public.</p> <ul style="list-style-type: none"> • Designed and oversaw activities in the field of education (especially higher education). Established UINESCO Chair and Master's degrees in intercultural studies, organized conferences and workshops, published textbooks, studies and other publications, and managed national grant competitions and graduate scholarship programs. • Coordinated multiple partners such as government institutions, universities, media, NGOs, schools, youth and the donor community. • Coordinated with the Ministry of Education and Science to adapt and implement the UNESCO World Heritage and Young Hands program in the Macedonian school system. • Oversaw the organization of the Second World Conference on Inter-religious and Inter-civilization Dialogue held in Ohrid. • Participated in the UNDAF process and local donor groups and initiatives on education, social inclusion, and interethnic dialogue. |
| 5/2009 – 8/2009 | Kosovo | Management Systems International (MSI) and Juárez and Associates (J&A); Kelly Sarkor, ksarkor@msi-inc.com | Consultant, Senior Assessment Specialist, Assessment of Basic education (ABE) in Kosovo | <ul style="list-style-type: none"> • Conducted an assessment of the basic education issues in Kosovo by analyzing the government's Education Strategy, and the reforms actually taking place at the primary level and the academic secondary levels. • Identified and prioritized major gaps and/or shortcomings in the reform process where cost-effective measures could be taken to improve sector performance, especially as it relates to quality, relevance and equity. • Designed instruments, conducted assessments at sample sites, organized and analyzed the field data and prepared the final report. Conducted site visits, carried out interviews, roundtables and meetings. |

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| 2/2009 – 4/2009 | Bosnia-Herzegovina | ARD Inc. for the U.S. Agency for International Development; Burlington, VT 05401; Sarah Wood; Ph. (802) 658-3890 x 2225 | Consultant, Senior Education Specialist, Bosnia-Herzegovina Tolerance Assessment | <ul style="list-style-type: none"> Assessed the current conflict dynamics in BiH with special focus on inter-ethnic tensions. The assessment considered how the education system contributes to or mitigates the potential for conflict, and what USAID could do to improve on this dynamic. Advanced recommendations regarding potential areas of USAID support that could be undertaken in order to improve inter-ethnic dynamics, thereby enhancing the enabling environment for governance, higher quality education, and economic growth. |
| 3/2007 - 7/2007 | Washington, DC, USA | Relief International – Schools Online; Andreea Florescu, andreea1369@gmail.com; +1(202) 639-8660 | Director, Education Programs | <ul style="list-style-type: none"> Provided strategic leadership to Relief International-Schools Online's (RI-SOL's) effort in the education sector and evolved its internal capacity, public outreach and institutional linkages to effectively promote access to quality education (especially in crisis/emergencies) and international/intercultural linkages and understanding. Provided HQ sectoral backstopping to education and youth related projects, coordinating with assigned Program Officers. Monitored assigned project implementation and ensure project compliance with deliverables. Managed program design, development and implementation in support of community-based education initiatives in Afghanistan, Azerbaijan, Bangladesh, Iraq, Jordan, the Palestinian Territories, Tajikistan, US and other countries. Secured additional funding for the programs in Afghanistan, Iraq, Jordan, the Palestinian Territories, and Tajikistan. Worked to strengthen and intensify the technical capacity of RI-SOL's education and exchange projects and staff, inspiring creativity and innovation among diverse pool of staff and their partners and counterparts. Worked closely with donors, RI-SOL's field and home offices, and local and international partners to improve programs and increase the organization's funding base. Coordinated the timely submission of all deliverables to education program donors, including annual work plans and performance monitoring plans. Ensure strong communication and coordination with other RI-SOL projects and with other education initiatives in order to maximize the use of resources and achieve multi-sector program integration. |

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| | | | | <ul style="list-style-type: none"> Supervised US based and overseas staff. Advised country directors on education and ICT programming approaches and best practices. |
| 6/2005 – 3/2007 | Washington, DC, USA | Relief International - Schools Online; Andreea Florescu, andreea1369@gmail.com; +1(202) 639-8660 | Senior Program Developer | <ul style="list-style-type: none"> Established the new Washington DC office of the California-based humanitarian non-profit organization Relief International-Schools Online and served as their DC representative. Liaised with donors and other humanitarian/development/education organizations in the area. Developed program ideas, partnerships, and relationships with Washington based donors such as USAID, OFDA, US Department of State, BPRM, Office of Weapons Removal and Abatement (WRA). Developed and wrote proposals for projects in international relief, development and education. Succeeded in obtaining new funding for programs in Iraq, Jordan, and Pakistan. Participated in initiatives of the Interaction working groups in education in emergencies, conflict prevention, sexual abuse and exploitation and disaster risk reduction, as well as current crises groups such as Sudan, West bank and Gaza, Lebanon, and others. Co-chaired the Iraq Working Group at Interaction. Planned and facilitated working group meetings, and engaged in related outreach and advocacy initiatives. Organized and attended advocacy meetings with US policy makers on Capitol Hills. Participated as an NGO representative in the US Department of State delegation at the UNHCR Conference on Iraq in Geneva in April 2007. |
| 10/2003 - 3/2004 | Macedonia | MetaMetrics, USAID Europe and Eurasia Regional Assessment; 1534 U St., N.W., Washington, DC 20009, Leo Surla; +(202) 797-1330, LeoSurla@MetaMetrics.com | Mid-Level Democracy and Governance Analyst | <ul style="list-style-type: none"> Conducted evaluation of the impact of USAID community development programs on conflict prevention, resolution, and mitigation and the development of democracy. Case studies were programs in Georgia, Macedonia and Serbia. Co-designed overall evaluation study methodology and procedures, examined assessments and reviews of community development projects and programs USAID had undertaken in these countries, drafted a research design plan for the evaluation effort. |

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| | | | | <ul style="list-style-type: none"> • Interviewed diverse stakeholders including members of local communities, donors, UN agencies, NGOs, military and government representatives. • Presented findings before USAID Macedonia officers, wrote report for USAID, and de-briefed USAID Europe and Eurasia Department officers. |
| 7/2002-7/2005 | Baltimore, MD, USA | Catholic Relief Services; Leona Garber, 410-625-2220 | School Connectivity Domestic Education Officer | <ul style="list-style-type: none"> • Managed the US program of the School Connectivity Project for Southeast Europe and the United States, a \$2.9 million project involving 80 schools in 9 countries and regions in the Balkans and 15 US schools. • Responsible for that part of the project that speaks to the engagement of schools in the USA. Developed and implemented the project in the US to include marketing, presentations to targeted schools, school recruitment, development of an open, merit-based procedure for school selection teacher and student exchanges and exchange participant orientation. • Coordinated activities with staff and teachers in 10 countries, including classroom activities, conferences, and international teacher exchanges. Represented the interests of the US schools to schools and staff in Southeast Europe. • Developed and employed a professional development training program for US teachers in the area of education technology, intercultural communication and Internet-based collaborative learning. • Cooperated in the building of a Web-based learning community of educators and youth internationally. Facilitate the development of web-based tools and strategies for communication and collaboration. • Liaison with the donor for the project, the US Department of State Bureau of Educational and Cultural Affairs (ECA), as well as with education institutions and officials and multiple other stakeholders. • Led a presentation and a discussion on the theme School Partnerships – Engaging US Schools at the ECA School Connectivity Workshop. Presented at various conferences and other events, such as NECC 2004 |

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| 5/2000-6/2002 | San Jose, California, USA | Schools Online; Schools Online, 255 Shoreline Drive, Suite 520, Redwood Shores, California 94065, USA; | Program Manager, Europe, East Asia and Special Projects | <ul style="list-style-type: none"> • Managed the Europe and East Asia region of the Schools Online program (Bulgaria, China, Laos, Macedonia and Russia) which works with needy schools around the world providing them with the equipment and programming necessary for connectivity, Internet-based learning and international and intercultural collaboration. Implemented and monitored information and communication technology including hardware configuration, software setup and telecommunication technology. Addressed issues of individual and community empowerment, appropriate technologies, sustainability, and evaluation. Directed the establishment and educational programs of Internet Learning Centers in 23 schools in these countries. Guided and monitored the development and disbursement of a \$1,600,000 budget during 2000-2001. • Solicited and reviewed local sub-grant applications for special international Internet-based collaboration projects and providing technical assistance to the subgrantees. Guided program direction, developed work plans, awarded sub-grants, directed IT equipment selection and purchasing, monitoring, documentation, evaluation and reporting, and coordination of the special projects program. Developed and managed \$200,000 program budget for 15 schools in 10 countries for 2000-2001. • Designed and managed international program for professional development of teachers in incorporating Internet technologies into the classroom and their teaching methodologies. Researched and evaluated various curriculum materials. Conducted train-the-trainer workshops and coordinated international team of “master trainers.” Designed The Connected Classroom: Using The Web for Learning teacher-training curriculum. • Advocated with authorities internationally for the development of policies that provide free Internet access to educational institutions and for the incorporation of Internet based resources into school curriculums. Such examples include governments representatives like the Presidents of Bulgaria and Macedonia and their cabinet staff, as well as local government, ministries of education, pedagogical institutes, |
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| | | | | <p>universities, hardware vendors and other businesses, and foreign and domestic donors.</p> <ul style="list-style-type: none"> • Developed public-private partnerships involving government, telecommunication companies, hardware vendors, nongovernmental organizations and international donors. • Initiated and developed international collaborative education projects utilizing the power of the Internet. Fostered collaboration among teachers and students around the world to share best practices and innovative curriculum ideas. Supervised staff and contractors in the development of Internet-based learning communities, education sites, events and materials. • One of these projects, titled HIGHEST POSSIBLE IMPACT - Creating the First High School Internet Learning Centers in Laos, Vientian, Laos, won the Stockholm Challenge Award - a unique awards program for pioneering IT projects worldwide. • The project in Macedonia was a finalist in the Global Junior Challenge competition. • Developed strategic and action plans. Managed logistics, finances and administration of projects. Developed and prepared proposals, budgets and reports. Wrote and produced marketing materials. Identified opportunities to expand and fund programs. |
| 12/1995-12/1997 | Skopje, Macedonia | Search for Common Ground, Eran Fraenkel, SkopjeEran@yahoo.com; Sandra Djuvara Melone; +1 202 265 4300 | Program Manager | <ul style="list-style-type: none"> • Developed and managed inter-ethnic cooperation building projects in the Republic of Macedonia, designed to encourage cross-cultural dialogue and transform the nature of conflict between Macedonia's diverse populations. Projects included issues of environment, development, gender, education, conflict resolution and media. • Designed and implemented a multi-ethnic youth leadership and community service project involving youth leadership and advocacy activities; multi-lingual eco-theatre troupe performances; eco-camps; peace-camps; classroom activities; student publications and media events. Recruited, trained and supervised regional school coordinators to provide day-to-day guidance to students participating in the youth project. Expanded the project's outreach to attract new schools, communities and regional exchanges. |

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| | | | | <ul style="list-style-type: none"> • Planned and coordinated multi-lingual environmental awareness/public outreach campaign, which crossed ethnic lines and united people of different ethnicity over a common ground issue. Produced multi-lingual environmental public service announcements and other media events. • Advocated with local and national government to influence changes in environmental and solid waste management policies on the local and national level. Collaborated with local environmental organization for the purpose of influencing environmental policy and preparing Macedonia's State of Environment Report. • Advocated with the Ministry of Education and other educational institutions for the incorporation of environmental education topics into the national school curriculum. • Helped coordinate an inter-ethnic reporting project on gender issues by working with a team of women journalists from periodicals representing Macedonia's ethnic populations. • Organized workshops on advocacy, capacity building, and conflict resolution for local NGOs involved in environmental and gender issues, educators, youth and media representatives. Organized and facilitated training sessions on intercultural communication and on project management for non-profit organizations, educators, and Peace Corps Volunteers. • Successfully designed new initiatives by working closely with communities; observing, monitoring and evaluating on-going programs; and researching trends in the field. • Collaborated with local NGOs on public opinion and policymaking processes. Coordinated, negotiated and advocated with government officials, international organizations, community representatives, and media and business representatives. |
| 2/88-5/95 | Macedonia and USA | Various schools | Teacher / Administrator | <ul style="list-style-type: none"> • Taught business English, ESL, EFL, and intercultural communication to adult and high school students. • Created the first Computer Assisted Language Learning Lab at ASPECT, a Macintosh hardware network. • Held the California Preliminary Adult Education Credential |

14. Other relevant information (e.g., Publications)

Zojka Naskova, "Baseline Study for Mozaik-Model for Integrated, Multicultural Education", Center for Common Ground; June 2014.

Зојка Наскова, Мјелма Мехмети, Шпенд Имери, Катица Михајловиќ и Линдита Беџети Меѓукултурни политики и практики во општините Гостивар, Тетово, Кичево, Брвеница, Врапчиште и Јегуновце. ADI, Дек. 2013.

Naskova, Zoya, "Europe and the Commonwealth of Independent States" in Perspectives on Distance Education – Emerging Trends in the Development of School Networking Initiatives, Naidoo, Vis and Ramzy, Heba, Ed.)_Vancouver: Commonwealth of Learning, 2004. Chapter 4.

Naskova, Zoya, "The Demise of Lake Doyran–An International Crisis," in *Lakeline*, 19.2, (June 1999): 10-23.