

**STRENGTHENING OF MULTIETHNIC COOPERATION IN MUNICIPALITIES
PROJECT**

REPORT
of the Baseline Study



**MACEDONIAN
CIVIC
EDUCATION
CENTER**

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Skopje, December 2011



**MACEDONIAN
CIVIC
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CENTER**

**Research conducted
by the Macedonian Civic
Education Center**

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EXECUTIVE SUMMARY

GOALS OF THE RESEARCH

The goal of this research is to provide preliminary information about the multiethnic cooperation in two “mixed” primary schools, in three multiethnic municipalities each, and to define recommendations before the commencement of pilot activities in the *Strengthening of multiethnic cooperation in municipalities* Project.

The research is above all dedicated to giving answers to the following questions:

- ◆ What is the level of implementation of content for multicultural and multiethnic education?
- ◆ What is the state of multiethnic communication and integration in the schools like?
- ◆ Are there any initiatives in the municipalities which are related to multiethnic education in the schools and what are those initiatives like?

RESEARCH IMPLEMENTATION

The data was gathered using a sample of six primary schools, two in Skopje (Butel Municipality), Tetovo and Strumica, each. The schools are frequented by students of mixed ethnic composition and the instruction is realized in more than one language of instruction (Macedonian, Albanian and/or Turkish). In each school, the respondents were the school principals and school administration representatives, lower grade teachers teaching the fourth grade, homeroom teachers of eighth-grade students, teachers teaching the Civic education subject, 40¹ fourth-grade and eighth-grade students from each language of instruction and one parent/guardian of each of the students in the sample. The total number of respondents from the schools was: 15 school principals and school administration representatives, 64 teachers, 749 students and 693 parents/guardians.

Data was also gathered from local self-government representatives (persons in the municipality responsible for education), as well as non-governmental organization representatives who work in the appropriate municipality. The total number of respondents is: 5 municipality representatives and 7 non-governmental organization representatives.

In the field, the research was conducted by Bureau for Development of Education advisors from Skopje and Tetovo, and the municipal education inspector in Strumica.

¹ In the schools where the number of students was lower than the number planned in the sample, data was gathered from all.

BASIC RESEARCH FINDINGS

While examining the findings related to the attitudes and opinion of the teachers, one should have in mind the tendency of respondents to show themselves in a positive light which has been noticed in all previous research also related to the teaching practice.

1. IMPLEMENTING MULTICULTURAL AND MULTIETHNIC EDUCATION CONTENT

Qualification of the teaching staff and their attitudes

- ◇ The degree of acceptance of diversity in the education and the attitude of the teachers towards working in multiethnic environments **cannot** be assessed as a particularly good basis for multiethnic education.
- ◇ In general, the majority of teachers estimated that they are **partially qualified** to use most methods which are appropriate for multiethnic education (that is also confirmed by the results from the test in which they were supposed to pick appropriate reactions in ethnically sensitive situations, in which the teachers are not very successful).
- ◇ The majority of teachers **in the course of their studies** did not prepare or only partially prepared to work in ethnically mixed environments. Also, a greater part of the teachers **did not attend additional trainings or participated in projects** about multiethnic cooperation and feel unprepared or partially prepared to implement interethnic cooperation content. A little above half of the teachers **are interested** in trainings and working in multiethnic cooperation projects.
- ◇ The teachers are **fairly optimistic** about the expected effects on the students in their schools: the majority of them reckon that their students will be tolerant, willing to solve ethnic conflicts and loyal citizens of the state (those beliefs largely apply to students learning in the language of instruction they teach in, and less to those who study in a different language of instruction).
- ◇ The principals and school administration staff from the project schools **have experience with training and projects** for developing multiethnic cooperation and are interested to work on such projects in the future as well.

Achievements and attitudes of students

- ◇ The students were **averagely successful** in the choosing of appropriate answers to the test items related to content that they had been learning (for example, getting to know others, conflict resolution, tolerance, children's rights, stereotypes, prejudices etc).

- ◆ The majority of students chose the authoritarian approach to the improving of ethnic tolerance as the right choice.
- ◆ There are **statistically significant differences** in the success of students in tests according to their language of instruction.
- ◆ In general, the students show **openness towards the idea about multiethnic schools and joint activities** among the members of the different communities.

2. MULTIETHNIC COMMUNICATION AND SCHOOL INTEGRATION

Work planning and organization and opinions about it

- ◆ In all the schools, objectives and/or activities for multiethnic education **have been planned**, but that is most often **inconsistent** and does not include all the possibilities. In the schools, there are **different models of instruction organization** according to the languages of instruction (such a state is a good basis for implementation of different approaches to multiethnic education).
- ◆ **Most students wish** to study in the same shift with children from other ethnic background and they want to learn a language of other ethnic communities.
- ◆ **Teachers are divided** along the line of support for the existence of the so-called ethnic shifts, whereas the greatest part of **principals and school administration staff do not support** organization in ethnically homogenous shifts.
- ◆ **The greater number of parents support** organization of instruction in ethnically homogenous shifts, but would suggest to their children to learn a language of another ethnic community.

Joint teacher and student activities

- ◆ In the project schools, **the formal meetings and training sessions** are regularly held jointly, the **extracurricular and out-of-school** activities (sports and cultural-artistic activities and field trips) are also often held jointly, but the **teaching activities and the work of the clubs is rarely** organized jointly.
- ◆ The greater number of parents **does not know** that in their school there had been events which aimed at cooperation of students from different ethnic background.

Interethnic relations and tensions in the schools

- ◇ According to the information that the greater part of parents have, their children have **friends from other ethnic communities** in the school and outside of it.
- ◇ When choosing a best friend, **the most important for students is for the friend to be good to them**, but the number of students (30% of the Macedonians and 40% of the Albanians) to whom it is most important for their best friend **to be from the same faith or ethnicity** is great.
- ◇ **The social distance of the teaching staff** towards members of other ethnic communities **is fairly large**. They accept to live in the same neighborhood, to work together, and possibly to socialize in their free time with members of other ethnic communities, but not to have them as best friends, or as spouses of their closest family members.
- ◇ The greater number of **parents have friends** from other ethnic communities, but in the families there are not many mixed marriages, especially among Macedonians.
- ◇ A relatively small number of teachers and parents notice observable ethnic tensions among the students, but **covert tensions are observed by about half of the teachers and around 20% of the parents**. The majority of students think that the children from the other ethnic communities behave in a friendly manner, but every tenth student feels that they behave in a hostile manner.
- ◇ The teachers, principals and school administration employees reckon that more joint activities, but also greater inclusion of parents in the activities and involvement of the students in the activities planning could contribute **to the decreasing of tensions**.
- ◇ Apart from the school, according to the opinions of a large number of teachers, principals and school administration staff, **the parents and the family and the media could contribute to good interethnic relations the most**, whereas textbooks, municipalities, political parties and the non-governmental sector less so.

3. INITIATIVES OF THE MUNICIPALITIES WHICH ARE RELATED TO MULTIETHNIC EDUCATION IN THE SCHOOLS

- ◇ Representatives of the non-governmental sector and the local authorities reckon that students from different ethnic background, which study in different languages, **are insufficiently familiar with one another**.
- ◇ The non-governmental organizations and the local authorities see themselves **as an important factor in the improvement of interethnic tolerance**, but a part of the municipalities have not established successful

cooperation with the non-governmental organizations. The greatest part of the activities for improving the interethnic cooperation among students which are suggested by them refer to out-of-school activities.

- ◆ A significant part of the municipality and non-governmental organization representatives show a certain **degree of non-acceptance** of (social distance towards) ethnic communities different from theirs.
- ◆ There is a general impression that **cooperation** (where it exists) among non-governmental organizations, the municipality and schools **in the greatest part is formal** and does not include elements of joint defining of priorities and activities, as well as joint decision-making. The non-governmental organizations most often happen to be the initiators of cooperation.

RECOMMENDATIONS

- ◆ While planning of project activities, one should use the experiences which have been acquired using multiethnic activities and diverse models of organization that the project schools have.
- ◆ In the project, the finding that the students are much more open (contrary to teachers and parents) towards students learning in a different language of instruction should be used, by recalling the motto “creating student-friendly schools”.
- ◆ The similarity in attitudes, pedagogical knowledge and training of teachers who conduct instruction in different languages and who come from different towns can be used for planning of a cycle of joint training. While doing so, one should have in mind the teachers’ answers about the methods they feel less qualified for, and also to especially use and discuss real situations and appropriate ways of reaction of the teachers to ethnically sensitive situations.
- ◆ A change in the way of implementation of the curriculum in the regular instruction is necessary (according to the answers of the students about the content they had studied until the end of the third or seventh grade, respectively, and also according to the achievement in some of the test items). The inclusion of the students in the class activities (debates, discussions, mini-projects) will help them acquire permanent knowledge of the studied terms and concepts, as well as their distinguishing and application.
- ◆ It is necessary for schools to take care to inform and include parents in the activities that are planned and implemented in the school. In the project, specific activities for parents should be devised and realized.
- ◆ A part of the factors that could be used in multiethnic education, ex. critical using of textbooks and greater engagement of non-governmental

organizations and municipalities are not familiar to schools. They should be encouraged and enabled to provide joint action, and not to rely on their own strength only.

- ◆ In the project, the fact that the non-governmental organizations possess solid project management capacities, most of them have experience in the work, i.e. in multiethnic cooperation/tolerance activities, and part of them also have appropriate experience in the concrete areas connected to the project goals, should be used.
- ◆ The municipalities and non-governmental organizations are interested in the realization of diverse activities with which the multiethnic cooperation among students will improve. Since they reckon that they have greater influence and freedom of action outside the schools, they suggest concrete out-of-school activities. Such concrete suggestions should be used as a good basis and their realization should be assisted.
- ◆ The openness of the surveyed organizations to work with organizations with ethnic structure which is predominantly different than their own organization's structure could be taken as a basis for inclusion and networking of different civic organizations in the project activities.

PART I

MULTIETHNIC EDUCATION

MULTIETHNIC EDUCATION

The basic information about the *Strengthening of Multiethnic Cooperation in Municipalities Project*, the research findings connected to multiethnic education in general and the findings from research in the Republic of Macedonia, as well as a conceptual framework for this research, are presented in this part. The methods and instruments for data collection are described here; a description of the population and the sample of respondents is given, including the choosing of the sample, as well as the way of collecting, processing and analysis of the collected data.

1. BASIC INFORMATION ABOUT THE PROJECT

In the primary schools in the Republic of Macedonia, in the multiethnic environments, the regular instruction is realized according to the mother tongue of the students (Macedonian, Albanian, Turkish, Serbian), while the members of the smaller ethnic communities (Roma, Vlachs, Bosniaks) have an opportunity to choose to study their mother tongue and culture. Most often the extracurricular activities of students are realized in a similar way, especially in schools where the instruction is organized in ethnically “clean” shifts. This limits the opportunities for promotion of multiculturalism and interethnic integration and inclusion of students and teachers in common activities through which interethnic communication, promotion and securing of mutual respect, tolerance, acceptance and greater cooperation would improve.

The Macedonian Civic Education Center (MCEC), through the Pestalozzi Children's Foundation has started realizing the *Strengthening of Multiethnic Cooperation in Municipalities Project*. The main goal of this project, with the support of the Bureau for Development of Education, is to plan and realize activities in selected multiethnic schools in the municipalities inhabited by members of different ethnic groups, which will contribute to the strengthening of interethnic and intercultural tolerance and cooperation. Certainly, these activities will also contribute to the development of coexistence in the multiethnic municipalities in Macedonia.

The *Strengthening of Multiethnic Cooperation in Municipalities Project* will be realized in the period 2011-2014. The project activities are directed towards strengthening of capacities of the municipalities for supporting the realization of multiethnic activities in the schools. The expected results from the realization of the project are:

- ◆ Greater knowledge in students of content that can contribute to interethnic understanding.
- ◆ Enhanced knowledge and skills in teachers and other employees in schools directed towards an increase and support of interethnic understanding in the community.
- ◆ Prepared model activities for students in the schools from the target group.
- ◆ Established cooperation among the schools, the local self-government and the non-governmental organizations in the activities supporting a multiethnic society.
- ◆ Included activities for multiethnic cooperation in the annual work plans of schools.

Before the starting of the activities in the municipalities/schools, in the period of June 2011 – March 2012, a baseline research was conducted in the first three municipalities which are included in the first phase of the project. The goal of this research was to gather initial information about the multiethnic cooperation in two primary schools with instruction in more languages in three multiethnic municipalities each and to determine the recommendations which will assist in the defining of the project activities.

2. RESEARCH ABOUT MULTIETHNIC EDUCATION

Multiethnic education, in a varied wider context of interethnic relations in Macedonia, has for the past years been studied a lot (Petroska-Beska V., Najcevska M., Kenig N., Balazhi S., Tomovska A., Krzalovski A., Klekovski S., Connor G. A., Maleska M., Nijboer Y. L., OSCE). The studies are most often directed towards analyzing of the system set-up (legal framework, curricula, textbooks) as well as towards the examining of the attitudes of the citizens of the Republic of Macedonia or the examining of the attitudes of students, which happens more often. In the majority of studies, it is concluded that the legal framework and the conceptual documents about education, generally speaking, are a good framework for multicultural and multiethnic education. Only the findings that we considered to be the most relevant for the research and the planning of the project activities will be mentioned here.

The teachers, according to the OSCE research (2010a), are the most influential individual school factor which influences the ethnic attitudes in students. According to this research, the influence of the teachers is explained with around 40% of the ethnic attitudes of the students (according to Nijboer Y. L., 2011, p. 9). The attitudes of the respondents towards the members of the other ethnic communities, in most research, point at an unsatisfactory level of mutual acquaintance, limited mutual communication, existence of prejudices for the others and a feeling of discrimination on ethnic grounds (Krzalovski A., 2011). Most studies also contain recommendations for overcoming of the situations which are assessed as unsatisfactory, and which range from capacity building on the system level to concrete recommendations for activities in the schools.

Over the past period, more strategies that deal with an ethnically integrated education have been prepared (National Strategy of the Republic of Macedonia for the Alliance of Civilizations, Strategy for integrated education). In them one starts from the need to strengthen interethnic relations and the social cohesion in the Republic of Macedonia. Led by this determination, in the past ten years, many projects have been realized with the young people in order to develop the civil society, to respect the human rights, to overcome prejudices, to decrease exclusion, to increase mutual understanding and cooperation, to solve conflict non-violently etc., expecting that it will contribute to a greater integration in the society. Almost all projects are realized by non-governmental organizations with the approval and/or support from the local or central governments, with funds from donors. Most projects conduct their own evaluation of the results, and sometimes of the impact, but there is no systematic evaluation on the part of the state which could be of assistance to the undertaking of result-based activities (Anger J., Van't Rood R. A., Gestakovska Z.). Having in mind the state of affairs in the society, from the aspect of multiethnic and multicultural living, one can conclude that despite the success of the projects while they are implemented, mechanisms for their sustainability are not provided, and the wider effects of all undertaken activities are small and the question of integration in the education is current and open for seeking of effective models.

Most psychological and pedagogical approaches to education which aims at better mutual understanding of the members of different ethnic and cultural communities and better development of a more tolerant and better integrated society start from the “contact” hypothesis of Allport, according to which the social contacts decrease ethnic prejudices, which has almost become a generally accepted truth. It is the most researched and the most confirmed hypothesis in the research corpus. However, the researches do not have only one meaning. Newer researches are directed towards finding of conditions in which the contacts would be an effective way to overcome prejudices and an effective mechanism for social integration (Dixon, 2010, p. 402). Although Allport had in mind the conditions in which integration takes place, nevertheless Braddock (Braddock, 1980) listed the following conditions as favorable for successful contact: 1. Equal status between the persons in contact; 2. Sharing of a common goal; 3. Interaction which assumes cooperation, and 4. Support from the environment.

The “contact” hypothesis has critics, as well. For example, Powers and Ellison (Powers D. I. A., Ellison C. G., 1995) point out that the nature of contact is in fact conditioned by the previous dominant perception. Thus, the more tolerant ones are more open to contacts and cooperation, they enter in more frequent and more productive contacts. They called that phenomenon “the effect of selectivity” (1995, p. 206). Jackman and Crane (Jackman M., Crane M., 1986) consider the theory of contact as an excessively politically neutral and optimistic one. They reckon that ethnic and racial intolerance are primarily political constructs, and much less so traits of individuals. They think that politicians often want to keep “racial privileges” (1986, p. 484).

In the researches about multicultural education, Banks (Banks, J. A. & Banks, C. A. M. (Eds.). (1993). *Multicultural education: Issues and perspectives* (2nd ed.). Boston: Allyn and Bacon and Banks, J. A. (1994). *Transforming the Mainstream Curriculum*. *Educational Leadership*, 51(8), 4-8.), according to Pei Jian Zhou (Pei Jian Zhou, 2002, p. 2) has distinguished the following five dimensions which can help in the realization and the evaluation of multicultural education: 1) integration using instructional content, 2) acquisition of knowledge, 3) decreasing of prejudices, 4) fair pedagogical approach and 5) improving of the school climate. He reckons that multicultural education calls for a change in the whole school, including the school policy, instruction, instructional and other learning materials, extra-curricular activities, official and unofficial content and relations, rewarding, managing, counseling and rules of behavior in the school.

Multicultural education, according to him, is a process, it is a way of thinking, a way of reaching decisions and a constant way of behaving in the educational environment.

The bases upon which the Strategy for integrated education: Steps towards integrated education in the educational system of the Republic of Macedonia (MoES, 2008) is being developed are similar.

3. CONCEPTUAL FRAMEWORK OF THE RESEARCH

Having in mind the theoretical findings and research in both Macedonia and other countries and having in mind the fact that the work organization in the schools in language shifts limits the possibility of the staff, students and parents from different ethnic backgrounds to have contacts, in the baseline research, the *Strengthening of multiethnic cooperation in municipalities* Project emphasized the determining of:

- a) **Realization of multicultural and multiethnic education content** (above all in the teaching subjects Introduction to nature, Civic education and Life skills education) where what was examined is the following:
- ◆ The knowledge of this content in students from the third and the seventh grades (grades in which such content is the most common).
 - ◆ Implementation of content connected with multiethnic education.
 - ◆ The extent to which teachers are willing to accept differences, react appropriately in ethnically sensitive situations, how prepared they feel to implement content from the area of multiethnic and multicultural education and to use appropriate methods for its realization.
 - ◆ What are the perform and opinions of teachers and principals about the multiethnic and multicultural education like.
- b) **Multiethnic communication and integration in schools** where what was examined is the following:
- ◆ The opinions of teachers, principals and school administration representatives about the influence of different factors on interethnic relations, their readiness to accept members of different ethnic communities.
 - ◆ The perception of students about the relations among the students studying in different languages of instruction, their socializing with students from different nationality, their readiness to learn the language of the others and acceptance of members of different ethnic communities.
 - ◆ The opinions of parents about multiethnic education in the school as well as their child's socializing with children from a different ethnic background, as well as accepting of members of different ethnic communities.

c) **Initiatives in the municipalities related to multiethnic education in schools,** where what was examined is the following:

- ◆ The perception of interethnic communication in schools by representatives of the municipalities and the non-governmental organizations.
- ◆ Initiatives and inclusion of the municipalities and the non-governmental organizations working in the field of multiethnic education in the schools, their personal readiness to work on such activities and their acceptance of members of different ethnic communities.
- ◆ The perception of mutual cooperation of the non-governmental organizations and the municipalities regarding multiethnic education issues.

4. DATA GATHERING METHODS AND INSTRUMENTS

In accordance with the conceptual framework, sources and data gathering methods were utilized on six levels in this research: teachers, students, principals and school administration representatives, parents, persons responsible for education in the municipalities and non-governmental organizations representatives. The following instruments were developed for the needs of this research: attitude scales, test items, instructional situations, questionnaires, interview guides, social distance scales and tables with information about the school. Also, the annual work programs of the six schools involved in the research were reviewed.

The gathered data are both quantitative and qualitative.

◆ Inquiring of the teachers

Data from the teachers was gathered about: the interethnic relations in the school and the opinions about the practice of implementation of the integrated ethnic activities; acceptance of differences; preparation for working in a multiethnic and multicultural environment; qualification of the teachers for adequate conduct in a sensitive interethnic situation; social distance scale; and data on education, age and subjects that the teacher instructs. The scales, the test (the instructional situations) and the questionnaires were compiled in one instrument: *Questionnaire for teachers* for the administration of which around 20 minutes were necessary.

◆ Inquiring of the students

With specially developed tests and their administration at the beginning of the fourth and eighth grades, data about the following issues was gathered: knowledge and understanding of questions related to content that was previously learned; students' attitudes and conduct in multiethnic and multicultural situations; knowing and accepting differences; social distance scale and questions related to social and ethnic background of the student. The test items, the questionnaire and the scales were compiled in a *Questionnaire for IV grade students* and a *Questionnaire for VIII grade students*, respectively, for the administration of which about 40 minutes were necessary.

◆ Inquiring of the principals and school administration representatives

Data on the condition in the instruction related to the multiethnic cooperation in the schools and the wider community, information about the experience in multiethnic projects and trainings as well as the interest for them, and demographic data about the respondents was gathered through the use of the *Questionnaire for principal/school administration*. A separate form was used for gathering data on the schools: the school size and the parents' educational structure.

◆ **Inquiring of the parents**

The administration of the *Questionnaire for parents* helped gather data from the parents about the multiethnic education in their child's school, about the socializing of their child with children coming from different ethnic background, as well as about the level of the parents' acceptance of members of different ethnic communities. This questionnaire was distributed to the parents through the students (their children) and 5-10 minutes were necessary for its completion.

◆ **Inquiring of non-governmental organizations representatives**

Representatives from NGOs were surveyed using a semi-structured questionnaire. Data was gathered on their perceptions on the multiethnic relations among the students in their municipalities, about the cooperation between the local government and the schools in the municipality, as well as about the social distance towards the members of the other ethnic communities. Also, data was gathered about the capacities of their organization and their work on projects related to multiethnic education. About 15-20 minutes were necessary for the completion of the questionnaire.

◆ **Inquiring of the local self-government representatives**

Using a survey – a semi-structured questionnaire – data was gathered from the municipal representatives responsible for/in charge of the educational sector. Data on the municipality's involvement in projects for promotion of interethnic cooperation, the attitudes regarding the presence of ethnic tensions among students, the degree of cooperation with the schools and non-governmental organizations in the municipality, as well as their attitudes towards the other ethnic communities was gathered. About 15-20 minutes were necessary for the completion of the questionnaire.

In the Table 1 you can find the description of each instrument used in the research.

Table 1: Description of the instruments used in the research

Instrument	Short description
Questionnaire for teachers	<p>The questionnaire for teachers consisted of three sections:</p> <ul style="list-style-type: none"> ◆ The first section consisted of: 1) questions referring to the interethnic relations in the school and the opinions about the practice of implementation of ethnically integrated activities, 2) a four-level scale of acceptance of differences (Likert-type attitude scale) which measures the acceptance of cultural and ethnic differences using 30 given statements; a level of agreement had to be indicated for each of them (only 26 statements were considered in the data processing since 4 were discarded due to the low discrimination value) and 3) questions about the preparation for working in a multiethnic and multicultural environment. ◆ The second section consisted of 5 teaching situations (vignettes) which examine the teachers' qualification for adequate conduct in a sensitive interethnic situation. One of the tasks was of a cluster type with 5 questions. ◆ The third section consisted of a social distance scale representing 6 different types of relations with Macedonians, Albanians, Turks and Roma. ◆ The last 7 questions in the instrument referred to data about the respondent's education, age and the subjects the respondent teaches.
Questionnaire for students	<p>The questionnaire for the IV grade students consisted of 4 sections:</p> <ul style="list-style-type: none"> ◆ The first section consisted of 14 questions related to knowledge and understanding of the content taught in the regular instruction (11 questions were processed, 3 were discarded due to the low discrimination value). ◆ The second section consisted of 11 questions related to knowledge and attitudes about oneself, the family and the close surrounding. ◆ The third section comprised of 7 questions related to the school where the student goes. ◆ The fourth section was a social distance scale containing 6 different types of relations with Macedonians, Albanians, Turks and Roma. <p>The questionnaire for the VIII grade students consisted of 4 sections:</p> <ul style="list-style-type: none"> ◆ The first section consisted of 33 questions related to knowledge and understanding of the content taught in the regular instruction (24 questions were processed). ◆ The second section consisted of 8 questions related to knowledge and attitudes about oneself, the family and the close surrounding. ◆ The third section comprised of 8 questions related to the school where the student goes. ◆ The fourth section was a social distance scale containing 6 different types of relations with Macedonians, Albanians, Turks and Roma.
Questionnaire for the principal and the school administration	<p>This instrument consisted of 2 sections:</p> <ul style="list-style-type: none"> ◆ The first section consisted of 15 questions referring to: 1) the organization of the educational work from the aspect of the possibilities for communication and integration, 2) tensions among the students on ethnic grounds and ways for their decreasing, 3) multiethnic and multicultural trainings and projects in which the school was involved. ◆ In the second section, besides the social distance scale, there were 6 questions related to the demographic data of the respondent.
Questionnaire for parents	<p>The questionnaire for parents consisted of 2 sections:</p> <ul style="list-style-type: none"> ◆ In the first section with 10 questions the following data was gathered: 1) the parents' involvement in the activities/decision making in the school, 2) attitudes and opinions about the shifts in the school, 3) learning the language of the "others", 4) activities in the school, knowing and socializing with the children from the other ethnic communities, 5) tensions among the students and ways for their overcoming. ◆ The social distance scale and three demographic questions about the respondent were part of the second section.



Instrument	Short description
Questionnaire for NGOs	<p>The data from the non-governmental organizations was gathered through a semi-structured interview questionnaire (guide) with 3 sections:</p> <ul style="list-style-type: none"> ◆ In the first section, data was gathered about the involvement of the organization representatives in projects for multiethnic cooperation; then, through open-ended questions, their attitudes about the degree of cooperation between the non-governmental sector, the schools and the municipal administration were examined, and at the end the attitudes for the situation with the multiethnic relations in their municipality were examined. ◆ The social distance scale was contained in the second section. ◆ In the third part, data was gathered about: 1) the capacities of the organization, 2) areas of expertise, 3) experience in areas and with target groups that are relevant to the project. In this section data about the respondent was gathered, i.e. his/her function in the organization, as well as information on the gender and ethnic composition of the organization.
Questionnaire for the local self-government	<p>A semi-structured interview questionnaire (guide) provided us with data from the responsible persons for education. This questionnaire consisted of 3 sections:</p> <ul style="list-style-type: none"> ◆ In the first section with 13 questions information was gathered about: 1) the involvement of the municipality in projects for promotion of multiethnic cooperation, 2) the degree of cooperation with the schools and non-governmental organizations that are active in the municipality and 3) the representatives' attitudes about the multiethnic situation among the students in the municipality. ◆ The social distance scale was part of the second section. ◆ In the third section, data about the respondent and the gender and ethnic composition of the municipal administration was gathered.
Form for analysis of annual programs	<p>The annual school programs were analyzed using qualitative methods, from the aspect of strategic pledges and planned activities that are aimed to strengthening the multicultural understanding and cooperation in the school and promotion of the multiethnic concept.</p>
Form	<p>Using a form, data was gathered from each school about its size and demographic structure, especially in the IV and VIII grades, as well as data on the education of students' parents/guardians.</p>

Prior to the finalization of the students' and teachers' data gathering instruments, they were tested with students and teachers in one multiethnic school which was not part of the research. Based on the acquired knowledge, appropriate adaptations to the instruments were made.

5. SAMPLE

5.1. SCHOOLS

In accordance with the framework and the planned future activities in the Strengthening of the multiethnic cooperation in the municipalities project, the six schools involved in this research represent the population. Namely, there are two schools from Skopje – Butel Municipality (further in the text Skopje), Tetovo and Strumica – one school from the Strumica Municipality and another from the Murtino Municipality (further in the text Strumica).

In these municipalities there are schools with more ethnic communities (Macedonian, Albanian, Turkish, Roma etc.), the instruction is being realized in more than one language, and MCEC will work with these schools in the next three years. These schools do not represent all the schools in the Republic of Macedonia. Therefore, the findings, conclusions and recommendations apply to these six schools only.

The characteristics of the schools involved in the research are given in the tables 2 and 3.

Table 2: Number of schools according to the language of instruction and the place of location

Language of instruction	City (number)	Village (number)	Total (number)
Macedonian – Albanian	2	/	2
Macedonian – Albanian – Turkish	2	/	2
Macedonian – Turkish	1	1	2
Total	5	1	6

Table 3: Total number of classes and students in the schools

	Macedonian language of instruction			
	Classes		Students	
	lower grades instruction	subject instruction	lower grades instruction	subject instruction
Skopje	12	11	189	219
Tetovo	4	3	90	64
Strumica	38	25	429	590
Total	54	39	708	873
	Albanian language of instruction			
	Classes		Students	
	lower grades instruction	subject instruction	lower grades instruction	subject instruction
Skopje	16	14	361	359
Tetovo	6	6	132	170
Strumica	0	0	0	0
Total	22	20	493	529
	Turkish language of instruction			
	Classes		Students	
	lower grades instruction	subject instruction	lower grades instruction	subject instruction
Skopje	1	1	14	17
Tetovo	1	0	4	0
Strumica	17	0	381	0
Total	19	1	399	17

5.2. STUDENTS AND PARENTS

In each school, 40 students from the IV and VIII grades each, for each of the instructional languages in the school, were randomly selected. In the schools where there were fewer than 40 students following the instruction in some of the languages, the data was gathered from all the students. The selected students were sitting knowledge tests and filled in questionnaires. The inquiry was conducted on a total of 387 students from IV grade and 362 students from VIII grade. The students sample is representative for the students from IV and VIII grades in the respective schools. The number of students involved in the inquiry, segregated by grades and language of instruction is given in the table 4.

Table 4: Number of students in the sample

Macedonian language of instruction		Albanian language of instruction		Turkish language of instruction	
IV	VIII	IV	VIII	IV	VIII
163	192	157	155	67	15

Data was also gathered from one of the parents/guardians of each student in the sample. The questionnaires were delivered to them through their children. In total, 363 parents of IV grade students and 330 parents of VIII grade students completed and sent back the questionnaires. Having in mind that only 57 parents did not send back completed questionnaires, i.e. 92% responded, it can be stated that the parents sample is representative.

Tables 5 and 6 present data about the education of the parents of the students in the sample, provided by the students (92% of the students answered this question) and the population of IV and VIII grades (data was gathered from the schools for all students in IV and VIII grade – from the school administration. The table is provided in Appendix, at the end of this report.)

Table 5: Education level of students' fathers by language of instruction

Education levels of the father	Macedonian		Albanian		Turkish	
	No.	%	No.	%	No.	%
Lower than IV grade	2	0,6	3	1	9	13,6
IV grade	0	0	2	0,7	23	34,8
Primary education	54	16	50	18,6	10	15,2
Secondary education	181	53,8	116	43,3	24	36,4
Tertiary education	99	29,5	97	36,2	0	0

Table 6: Education level of students' mothers by language of instruction

Education levels of the mother	Macedonian		Albanian		Turkish	
	No.	%	No.	%	No.	%
Lower than IV grade	2	0,6	6	2,2	14	19,2
IV grade	1	0,3	4	1,5	28	38,3
Primary education	55	16,3	91	33,2	17	23,3
Secondary education	182	54	84	30,6	12	16,4
Tertiary education	97	28,8	89	32,3	2	2,7

According to the students' answers, about 2/3 of the parents have completed secondary and tertiary education. The education level of parents of the students that follow the instruction in Turkish language is significantly lower compared to the education level of the parents in the schools with Macedonian and Albanian language of instruction.

5.3. TEACHERS

The target group of teachers comprised of teachers who are considered to have the biggest possibilities to influence the multiethnic education through the regular instruction: lower grades and homeroom teachers who implement the Life skills education activities and have possibilities to influence the multiethnic cooperation through other social activities with the whole class, as well as the teachers who teach Civic education, a subject richest in multiethnic and multicultural content.

In each school by random choice were selected: 5 lower grades teachers who implement instruction in each of the languages of instruction present in the fourth grade; 5 homeroom teachers in the eighth grades teaching in each of the languages of instruction and the teachers who teach the Civic education subject. In cases when the number of classes from the appropriate grades was smaller than 5, the sample included all the teachers.

The data was gathered from 64 teachers in total from the six schools. Regarding the ethnic background, 27 teachers declared as Macedonians, 26 teachers as Albanians, 7 teachers as Turkish and 4 teachers did not answer the question.

Almost 2/3 of the respondents (40) are women, 20 are men, while 4 teachers did not answer the question. This gender imbalance was expected having in mind that the majority of the teachers in the primary education are female.

Regarding the education, the majority of teachers (36) have completed higher education, 22 teachers are with a college degree, one teacher has a Master's degree and 5 did not answer the question.

Twenty teachers have up to 10 years of work experience, 11 teachers have 11-20 years of work experience, 20 teachers have 21-30 years and 12 teachers have more than 30 years of work experience. Forty-seven teachers, or 73,4% from the respondents, have already implemented the *Life skills* education program.

5.4. PRINCIPALS AND SCHOOL ADMINISTRATION

Principals and one representative from the school administration (pedagogue or psychologist) from the six schools comprised the sample of the managerial team in the school. The questionnaire was answered by 15 respondents, out of which 5 principals, 1 assistant to the principal, 6 school pedagogues and 3 school psychologists.

Most of the respondents:

- have work experience between 11 and 20 years (8 respondents)
- are at the age of 31 to 40 years (7)
- are with tertiary level education (10)
- are women (12)
- regarding their ethnic background, 9 are Macedonians, 3 Albanians, 1 is Turkish, and 2 respondents answered with “other”.

5.5. REPRESENTATIVES FROM THE MUNICIPALITIES AND NON-GOVERNMENTAL ORGANIZATIONS

Data was gathered from 5 representatives from the local self-government, responsible for education and 7 representatives from the non-governmental organizations.

The structure of the respondents from the non-governmental organizations according to their function in the organization is:

- 3 program coordinators
- 1 secretary general
- 1 member of the Board
- 1 vice president².

The structure according to the ethnic background is: 4 Macedonians, 1 Bosniak, 1 Albanian and for 1 respondent there is no data.

From the local self-government representatives two are education advisors, one is head of the education department, one is education inspector and one is public affairs advisor. According to the ethnic background, all respondents are Macedonian.

² There is no data on the function of one of the representatives.

6. DATA GATHERING, PROCESSING AND ANALYSIS

Data gathering was performed by the Bureau for development of education advisors and one representative from the local self-government who is experienced in this kind of research. One-day instruction was organized for all of them and deadlines were agreed for administration of the tests and the questionnaires for the students, the questionnaires for the parents, teachers, principal and the school administration. Also, the manner of communication and realization of the interview with the representatives from the local self-government and non-governmental organizations was agreed.

The data gathering process was performed in the period from 12th to 20th December. The open-ended questions in the tests for the students were reviewed by trained reviewers (Bureau for development of education advisors), who have experience in reviewing this kind of tests.

After the data gathering, the completed instruments were coded and the data was entered in the Excel application. For their processing the following applications and procedures were used:

- ◆ TIA plus for the tests and scales for the teachers and the tests for the students, which was used to check the psychometric characteristics of the tests and the attitude scales; the test and attitude scales results were calculated; and comparison among the schools according to the city and language of instruction was made.
- ◆ SPSS was used for processing the answers to the questions and for performing comparisons and cross-tabulations.
- ◆ Data from the interviews and the annual programs for the work of the schools was analyzed using the qualitative method of thematic content analysis.

PART II

RESULTS

RESULTS

The data gathered with the research divided by research areas defined in the conceptual framework are presented in the second part. The data represent a section of the status of relevant factors necessary for planning of the program of activities for strengthening of multiethnic cooperation in the municipalities. The data can serve further longitudinal monitoring in the future. They are an indicator of the initial state of affairs for the researched schools and municipalities only and they cannot be generalized for the whole population.

1. REALIZATION OF MULTICULTURAL AND MULTIETHNIC EDUCATION CONTENT

1.1. QUALIFICATION OF TEACHERS FOR REALIZATION OF CONTENT

Research³ shows that teachers are the most important school factor for successful multiethnic education. As success factors, one could emphasize their personal attitudes about interethnic cooperation and tolerance, their qualification for implementation of instructional content related to interethnic tolerance and cooperation, as well as methodological qualification for appropriate implementation of content. These factors were examined using four instruments. A short description has been given for each of them and the obtained results have been presented below.

1.1.1. Attitudes of teachers regarding multiethnic and multicultural education

Method of measuring

The attitudes of the teachers were measured using a Likert-type scale which consisted of 26 statements in total, which referred to working in multiethnic schools. One part of the statements were adapted from the Scale of diversity developed by Follo and Wiggins (Follo E., Wiggins B., 1999).

The statements are formulated in a way that they express an attitude towards multiethnic and multicultural education in general, towards working in multiethnic schools and towards students of different ethnic background.

The respondents were supposed to mark the degree of agreeing with each of the statements in a four-degree scale (from 1 – I do not agree at all to 4 – I completely agree).

The scale had a high reliability – Cronbach's Alpha coefficient = 0,79.

The results are presented using arithmetic means of the degree of acceptance of the statements in all teachers and statistical significance was calculated for the differences between teachers conducting instruction in different languages of instruction (Macedonian, Albanian and Turkish) from Skopje, Tetovo and Strumica. The statements which were accepted to a higher or a lesser degree when compared to other statements were separately commented⁴.

³ See section 2 in chapter I.

⁴ Everywhere in the text further on where the existence of differences is mentioned, it means that a difference has been calculated and it is statistically significant at the level of at least 0.05.

- ◆ In general, the examined teachers showed a tendency towards a positive attitude for multiethnic and multicultural education. On the level of the whole sample of teachers, the arithmetic mean (AM) is 69.94, which is significantly over the theoretical AM = 65, which can be interpreted as an undetermined attitude.
- ◆ The average degree of acceptance in a greater part of the statements (15) is either on or above the theoretical average (2.5 at the scale of 1 to 4). As an illustration, the following statements are accepted at the highest degree (average above 3.5): *The teacher should take into consideration the cultural and ethnic differences between the students in the school when working with different children; I believe that, regardless of ethnic background, each child can learn and I do not find it problematic to discuss about issues related to the interethnic relations in Macedonia.* However, on the other hand, statements of the following kind were accepted to a considerable extent: *I sometimes think that the issue of interethnic tolerance is forced too much; The curriculum is overburdened and there is no time to also deal with interethnic (intercultural) cooperation; It is not the teacher's task to strengthen the pride for one's own culture of the members of different communities,* which do not demonstrate readiness to work on multiethnic and multicultural education.
- ◆ The teachers who conduct instruction in different languages do not differ significantly in the accepting of differences in the education and their readiness to work in a multiethnic environment.
- ◆ The teachers from the schools in Skopje have a slightly more positive attitude⁵ towards the accepting of differences in the education when compared to the schools from Strumica and Tetovo. The arithmetic means on the scale are as follows: Skopje 72.90, Strumica 66.71 and Tetovo 68.00.

Conclusion

- ◆ Having in mind that the teachers' answers were somewhat influenced by their tendency to present themselves in a positive light, since in Macedonia multiethnic education is declaratively promoted, and the examined teachers work in mixed schools, the obtained indicators of their attitudes regarding their acceptance of differences in the education and the working in multiethnic environments cannot be assessed as an especially good basis for multiethnic education.
- ◆ The attitude towards acceptance of differences in ethnically and culturally more heterogeneous environment such as Skopje is more positive. That benefits the hypothesis that contacts influence the acceptance of ethnic and cultural differences.

⁵ The difference in the arithmetic means between Skopje and Strumica, as well as Skopje and Tetovo, is significant at the 0.05 level. Between Strumica and Tetovo there is no difference.

1.1.2. Pedagogical and methodological preparation of teachers regarding multiethnic education

Successful multiethnic education, according to research and experience, suggests an appropriate preparation of the implementers, above all of the teachers. The preparation refers to both personal attitudes regarding multiethnicity and competence for using of appropriate effective methodological approaches.

Method of measuring

The pedagogical and methodological preparation of teachers regarding multiethnic education was measured using three instruments:

1. *Test for teachers*, which is consisted of 5 teaching situations (vignettes). The vignettes describe ethnically sensitive situations at school in which the teacher can react appropriately or inappropriately to the desired approach in a multiethnic school. In one situation, it is requested from the teacher to assess for each of the five offered reactions whether it is appropriate (the alternatives offered for each one are: yes, no, and I am not sure), and regarding the remaining four situations, the teacher is requested to choose the most appropriate reaction from the offered reactions. The test was very short (only 9 test items) and therefore had low reliability – Alpha coefficient = 0.49, but the estimated value, should the test consist of 40 test items with similar characteristics, would be 0.81.
2. *Self-evaluation scale for preparation for working in a multiethnic and multicultural environment*. The scale contains 12 items that refer to knowledge and skills that teachers should possess in order to successfully work in a multiethnic and multicultural environment. The respondents assessed their qualification on a three-degree scale: 3 – sufficiently prepared, 2 – partially prepared, and 1 – practically unprepared.
3. *Self-evaluation scale for preparation for using of interactive methods for implementation of content with multiethnic character*. The scale contains 9 items that refer to knowledge and skills that teachers should possess in order to successfully work in a multiethnic and multicultural environment. The respondents assessed their qualification on a three-degree scale: 3 – sufficiently prepared, 2 – partially prepared, and 1 – practically unprepared.
4. *Questionnaire for implementation of multiethnic and multicultural education*. The questionnaire consisted of 8 closed ended questions which were part of the teachers' questionnaire.

At the test for methodological and pedagogical knowledge, the maximal number of points was 9. The average result from the test of **all teachers** is 5.66 points, i.e. the average percentage of achievement is 63%. The lowest achieved result from the test is 1 point, while the highest is 9 points, which was achieved by only three teachers. Most of the examined teachers (59%) answered 5-7 questions correctly (chose the option which points to the appropriate reaction in the described multiethnic sensitive situation).

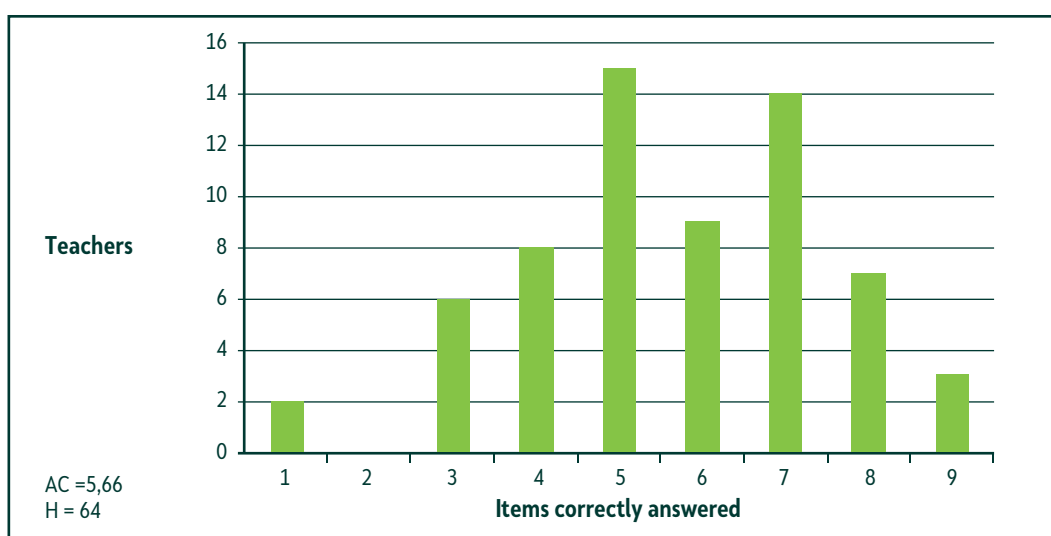


Chart 1: Results of all teachers from the test for methodological and pedagogical knowledge

- ◇ The average results from the testing of **teachers who teach in a different language of instruction** do not differ.
- ◇ The average results from the testing of **teachers from Skopje, Tetovo and Strumica** do not differ.

1.1.2.1. Answers about the reactions in separate ethnically sensitive situations

In order to get a better picture of the knowledge that is tested and the answers of the teachers, below there are descriptions of the requests in ethnically sensitive situations and the teachers' answers.

In the Table 7, the number of the question corresponds with the number of the request in Chart 1.

Table 7: Connection of the requests from the test for pedagogical knowledge and the principles

Teaching situation	Question	Description of the request
1	1 – 5	What should a teacher do when they hear a conversation in which one student tells another one that she does not like traveling on a bus in which Roma people travel because they cause problems. Five possible reactions are offered and for each possibility one needs to answer with: yes, no, and I am not sure. Four are appropriate, while one is not appropriate.
2	6	What should a teacher do if the parents want to move their children to another school because in the class there are several Roma children who study poorly and are not disciplined. Four possible reactions are offered.
3	7	Reaction of a principal in a situation when a teacher expresses dissatisfaction because of the feeling of discrimination on ethnic grounds.
4	8	Four possible reactions are offered. Reaction of a teacher in a classroom in a situation where there is non-acceptance of a student from another ethnic group.
5	9	Six possible reactions are offered. Understanding of the term tolerance.

In the following chart, the percentage of correct answers for each question, i.e. choice of an appropriate reaction, is shown.

**Chart 2:** Percentage of choice of the appropriate reaction

Between 28% and 88% of the teachers chose appropriate reactions. The examined teachers found it easiest to recognize the appropriateness of the reaction 1 given in the situation number 1. They had the greatest difficulty when choosing the appropriate reaction in the situation number 4. The two situations and the percentage of chosen answers are given below for illustration.

◆ Situation 1 – Reaction when learning about the existence of prejudices

The task and the percentage of teachers who chose each of the possible options are given below. The methodologically appropriate answers are marked with numbers in bold type. The sum of the percentages is less than 100 because of the percentage of unanswered items, which is not entered in the table. When calculating the total result from the test, the unanswered items were marked as incorrectly answered items.

During the break, one student tells another one that she does not like traveling on a bus which goes to the neighborhood where Roma people live, because the Roma students always cause some sort of problems while on the bus.

What should a teacher hearing this conversation do?

	Yes %	No %	I am not sure %
1) Enter the conversation and talk about tolerance and prejudices.	88	3	5
2) Do not intervene in the conversation.	9	61	13
3) Notify the principal and the school administration representatives about the existence of prejudices.	55	17	14
4) Talk to the parents of the student who has prejudices.	78	3	9
5) Talk to the Roma children about the problems on the bus.	78	8	11

◆ Situation 4 – Reaction of a teacher in a classroom in a situation where there is non-acceptance of a student from another ethnic group

The task and the percentage of teachers who chose each of the possible options are given below. The correct answers are marked with numbers in bold type. The sum of the percentages is less than 100 because of the percentage of unanswered items, which is not entered in the table. When calculating the total result from the test, the unanswered items were marked as incorrectly answered items.

The teacher placed Marija to sit at the same desk with Elvira, who is a Roma girl. She explained to her that Elvira needs help with her studying, and if she sat near her, she would learn better. Marija does not want to sit with her. Elvira cried because she really likes Marija.

Which of the following is the best thing for the teacher to do?

1) To place Elvira to sit with another good student.	0%
2) To talk to Marija's parents.	13%
3) To tell Marija in private that her behaviour is not all right.	8%
4) To tell Elvira that it is just who Marija is and that she should not even socialize with her.	0%
5) To invite Elvira and Marija and to try to make them bond.	28%
6) To discuss with the whole class about friendship and helping each other.	28%

Conclusion

- ◇ The teachers were not very successful in the choice of appropriate reactions in ethnically sensitive situations. In the training sessions, it would be useful to discuss real situations and appropriate ways for teachers to react.
- ◇ There are no differences in the test results achievement of the teachers with regard to language of instruction or the city in which they work. That indicates that part of the training could be identical.

1.1.2.2. Self-evaluation of the preparation to work in a multiethnic and multicultural environment

In order to explore how prepared the teachers feel to implement the pledges for multiethnic and multicultural education contained in the *Concept for nine-year primary education*, they conducted a self-evaluation about their preparation to realize activities in the spirit of the principles and goals of primary education. According to the concept – *the Principle of understanding of others and multiculturalism* underlies every segment of life and work at school in order to “promote the development of values in students for common living, respecting of differences between people and their culture, language and traditions... for developing of awareness in students about their cultural heritage, and also, for motivating interest about getting acquainted with the cultural heritage of the other communities also” (p. 74). *The Principle of democracy* endeavors to develop the basic human values, inviolability of life, individual freedom, integrity, dignity and equal rules, while *the Principle of non-discrimination* endeavors to provide education without any kind of discrimination, explicitly including non-discrimination on ethnic heritage grounds (p. 69-70). One of the means through which that is achieved listed is also the acquainting with the past and the cultural traditions of the Macedonian people and the communities in the Republic of Macedonia, the promotion of principles of equality among the people; the promotion of the meaning of tolerant behavior, solidarity and training for non-violent resolution of conflicts (p. 78).

Having in mind the abovementioned, the teachers’ questionnaire contained a scale using which they conducted self-evaluation about their qualification to teach students about: human rights; conflict resolution; overcoming of ethnic and cultural stereotypes and prejudices; familiarizing them with the culture of the other communities and working in ethnically and culturally mixed environments. According to the teachers’ answers, the majority of them feel fully prepared to recognize and deal with ethnic prejudices, conflict resolution and learning about the rights of children.

A large number of teachers estimated that they are partially prepared to work with children who have a different command of the language in which the activity is conducted; that they are partially prepared to deal with stereotypes and prejudices of parents; that they are partially prepared to recognize stereotypes in textbooks; that they are partially prepared to adjust teaching materials in order to work with students

with different ethnic background and that they are partially prepared to teach students about the similarities and differences among the different ethnic and cultural groups in Macedonia.

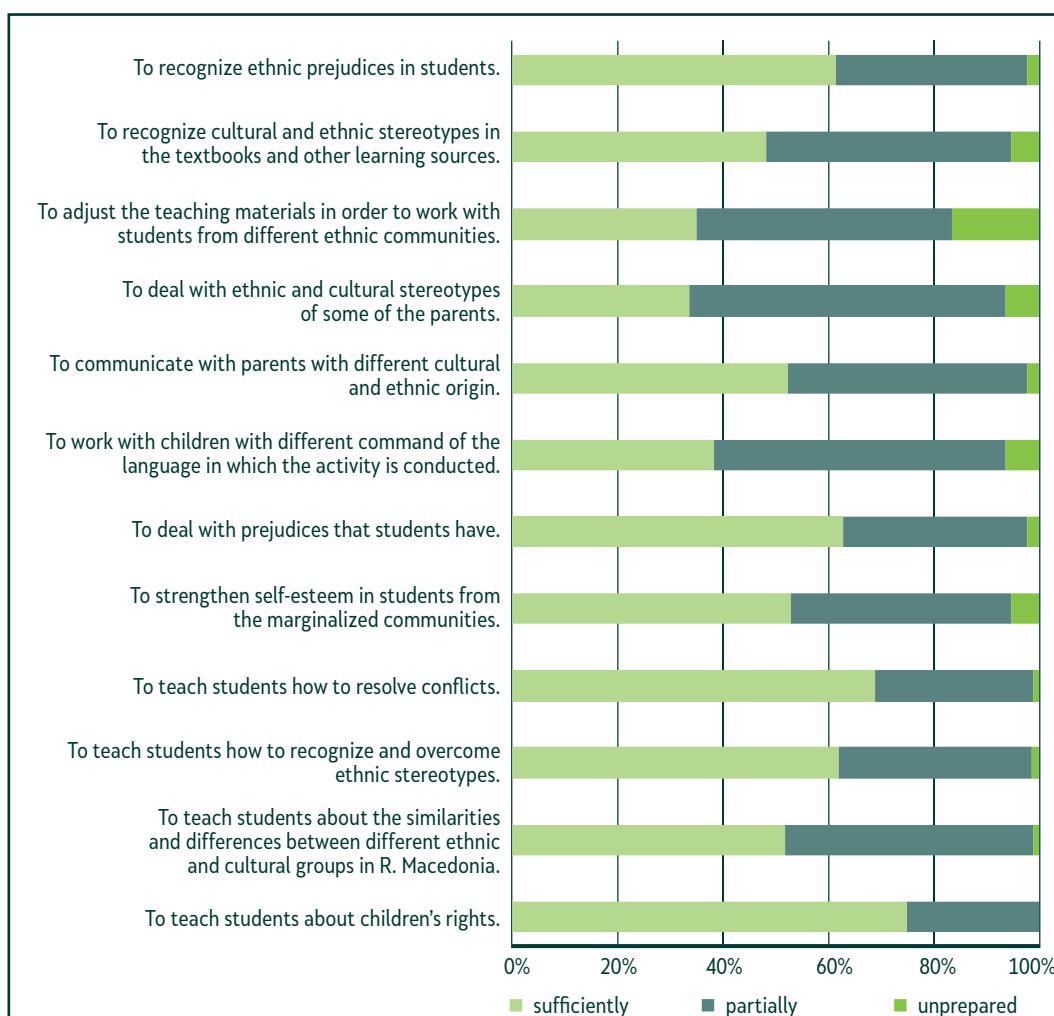


Chart 3: Self-evaluation of teachers for the implementation of content and activities related to multiethnic and multicultural education

The teachers who teach in the Macedonian language of instruction, compared to the teachers from the Albanian language of instruction, feel more prepared for implementing the majority of listed activities. They feel especially more prepared about teaching their students about: the similarities and differences among the ethnic and cultural groups in Macedonia, to recognize and overcome ethnic stereotypes and to strengthen the self-esteem in students from the marginalized communities.

- ◆ There is no significant difference in the self-evaluation of the preparation for the listed content and activities in teachers from different towns.

1.1.2.3. Self-evaluation of the preparation for using of interactive methods

Multiethnic and multicultural education anticipates instruction implementation through interactive methods more than instruction in “traditionally intellectualistic subjects”. Having in mind the dominant practice of traditional instruction in our schools and the insufficient planning and using of project activities, it is important that teachers be trained to use appropriate interactive methods.

In the questionnaire, they were asked to assess how much they are qualified to use part of the interactive methods which should be used. They conducted the assessment on a three-degree scale: sufficiently prepared, partially prepared, and practically unprepared.

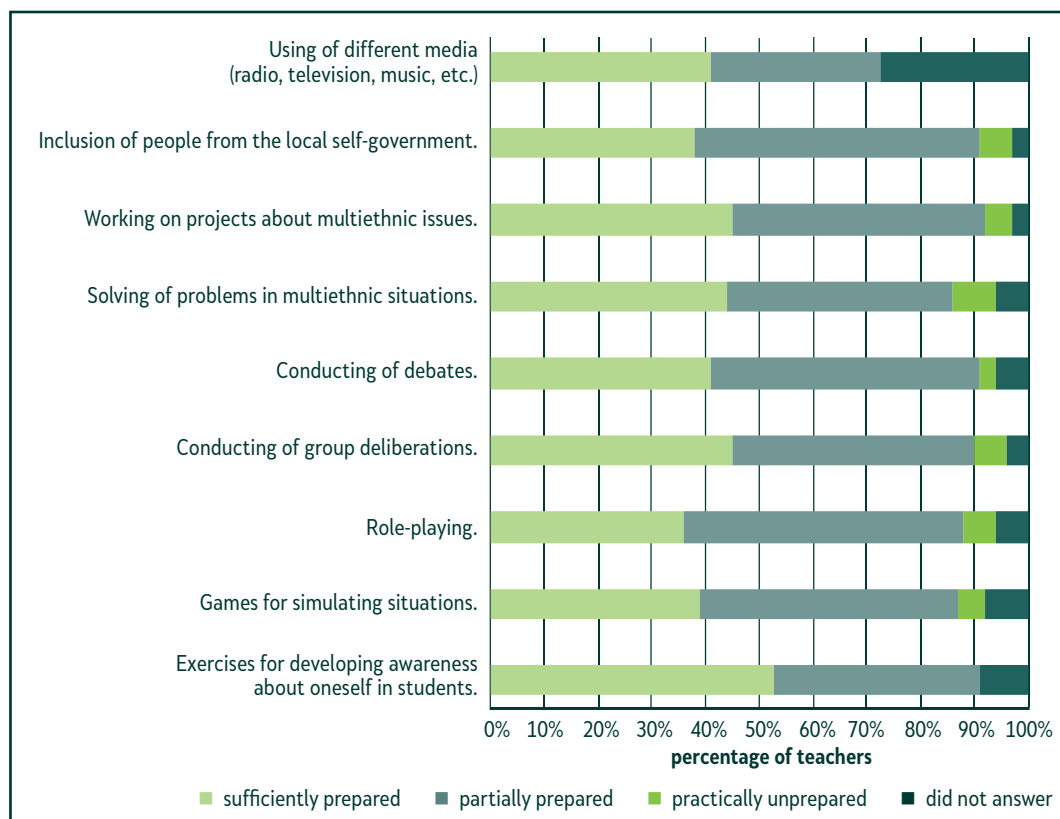


Chart 4: Self-evaluation of the teachers about their preparation for using of interactive methods

Between one third and one half of the teachers reckon that they are sufficiently prepared to use the methods they are expected to use when implementing multiethnic content. As many think that they are insufficiently prepared. The number of teachers who assessed that they are practically unprepared is smaller than 10 percent. The greatest number of teachers assessed that they are prepared to use exercises for development of awareness about oneself. That is probably due to the fact that lower grades teachers implement such content within the curriculum for the Introduction to nature subject. It is slightly surprising that they feel the least prepared to use the media and people from the local self-government.

Conclusion

- ◆ In general, the majority of teachers assess that they are **partially prepared** for using of most methods that are appropriate for multiethnic education.
- ◆ Their responses about which methods they feel less prepared to use should be kept in mind when planning the training cycles.

1.2. STUDENTS' ACHIEVEMENTS RELATED TO QUESTIONS FROM THE INSTRUCTIONAL CONTENT RELEVANT FOR MULTIETHNIC EDUCATION

In the examination of students in terms of learning of content which is relevant for multiethnic education and achievements, we measured:

- ◆ In **fourth-grade students**, knowledge about the teaching subjects *Introduction to nature* and *Life skills education* which they studied from the first to the third grade;
- ◆ In **eighth-grade students**, knowledge about the teaching subjects *Civic education* and *Life skills education* which they studied so far;
- ◆ Identification of areas which are expected to have been part of the instruction, and are connected to multiethnic and multicultural education.

Although the data was gathered in November/December among students from the fourth and the eighth grades, the knowledge tests items referred to content that is studied until the end of the third and the seventh grades, respectively.

1.2.1. Student test achievements – IV grade

The evaluation of the students' achievements is based on the achieved results of the students when answering test items which measure knowledge from the goals stipulated by the curriculum for the *Learning about the environment* subject, a subject which the students had in the third grade and the *Life skills education* subject for students from the first to the third grade.

Method of measuring

The test for fourth-grade students consisted of 11 items (two requiring a short answer, and nine with multiple-choice answers which required circling of the most appropriate/correct answer from the offered three to six answers/reactions). The maximal possible test result is 11 points.

The test items were connected to:

- ◆ Knowledge about the tradition and culture of one's own community and other communities,
- ◆ Familiarization with the children's rights, and
- ◆ Accepting and respecting of differences and tolerance.

The small number of test items for each of the listed objectives does not allow for generalization, so the conclusions will refer to the knowledge and aptitudes which are explicitly measured with the items and refer to the students from the schools in which the research was conducted.

The test was very short and therefore had low reliability – Alpha coefficient = 0.44, but the estimated value, should the test consist of 40 test items with similar characteristics, would be 0,74.

The average achieved result per student (for **all** students) from the test is 6.02 points; i.e. the average percentage of achievement is 54.71%.

- ◆ The average results from the test of the **students from Skopje, Tetovo and Strumica** differ, and the differences in the achievements are **statistically significant among the three towns**.

The chart below presents the average results by town.

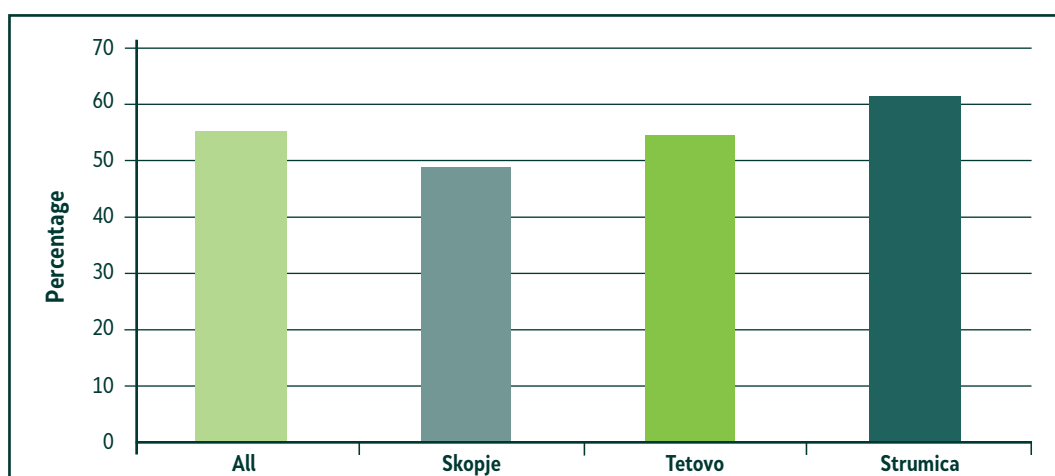


Chart 5: Results from the whole test of **all** students and results **by** towns

The highest results belong to the students from the schools in Strumica (the average result is 6.71, i.e. in percentages that is 61.02); then the students from the schools in Tetovo (the average result is 5.98, i.e. 54.32 translated in percentage of achievement), and the lowest are the achievements of the students from the schools in the city of Skopje (the average result per student is 5.41, and the percentage of achievement is 49.17).

- ◆ The average results of the **students according to the language of instruction** also differ. The differences in the achievements are **statistically significant among all the three languages of instruction (Macedonian, Albanian and Turkish)**.

The chart below presents the average results of the students by language of instruction.

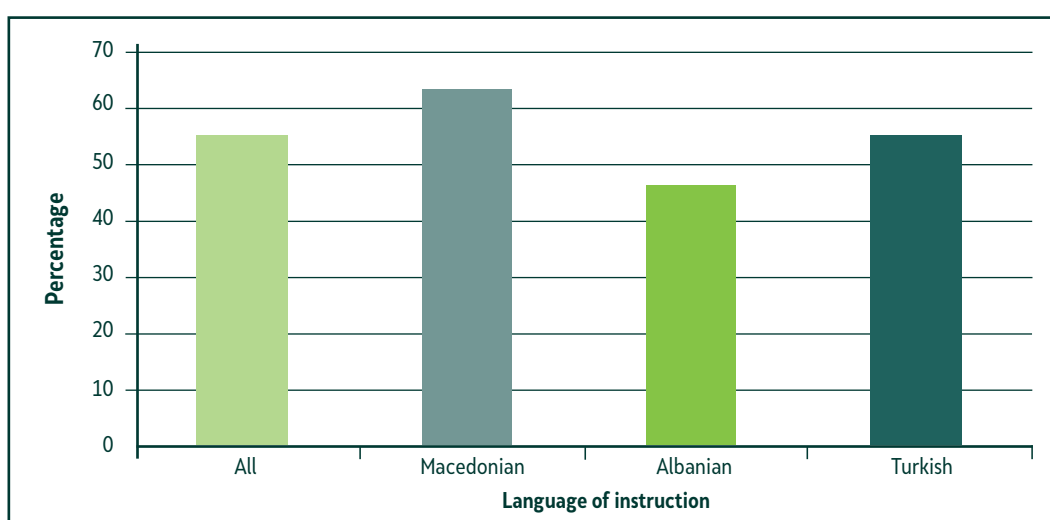


Chart 6: Results from the whole test of all students and results by language of instruction

The highest results belong to the students having instruction in Macedonian (the average result is 6.93, i.e. in percentages that is 63.02); then the students following instruction in Turkish (the average result is 6.04, i.e. 54.95 translated in percentage of achievement), and the lowest are the achievements of the students learning in Albanian (the average result per student is 5.06, and the percentage of achievement is 45.98).

1.2.1.1. Answers of students by items

A short description of the requirement of every test item is presented in the table below.

Table 8: Description of test items

Item	Description of the requirement
1.	Which characteristic desert is related to a <i>Muslim holiday</i> ? Four answers are offered.
2.	Write down a specific characteristic of a given <i>Christian holiday</i> .
3.	Recognizing of the flag of the <i>Republic of Macedonia</i> . Six answers (flag drawings) are offered.
4.	Understanding that rules/school rules should be “fair”/equal for all children. Four rules are offered, out of which one points toward gender discrimination.
5.	What should a principal of a multiethnic school do in order to enable the <i>children to socialize better</i> ? Three possible reactions are offered.
6.	Being familiar with the ways in which <i>children's rights could be violated</i> . Four photographs are offered, out of which one shows a violation of the children's rights.
7.	Knowing of the <i>children's rights</i> . Answers of four students are offered, out of which one is correct.
8.	Opinion of the students regarding <i>frequent quarrels among children</i> in a multiethnic school. Four possible answers are offered, out of which one is correct.
9.	Reaction of a student in a situation where they need to assist a student from another ethnic group with the learning.
10	Knowledge about the characteristics through which one can learn about the <i>culture</i> of one people. Four possible answers are offered, out of which one is correct.
11.	Understanding of the term tolerance – meaning of the term tolerance. Four descriptions of possible behaviors are offered.

The percentage of correct answers or the choice of an appropriate reaction by **all tested students** for each of the items are shown in the following chart.

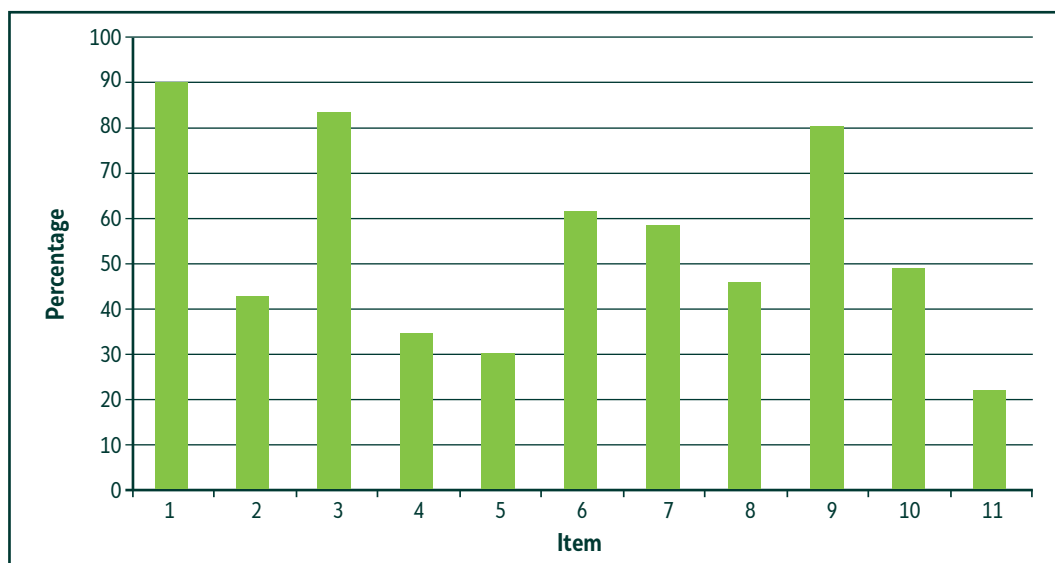


Chart 7: Results from the test of **all** students by item

Between 22% and 91% of all tested students chose the appropriate/correct answers to the items. Most students (91%) chose the correct answer for item 1, then for item 3 (84%) and for item 9 (81%). The lowest percentage of students gave a correct answer to item 11 (22%).

If reviewed **by town**, the results by separate test items are similar with the results for the items of **all** students. The chart below shows the percentage of achievement for the items by the students in each of the three towns.

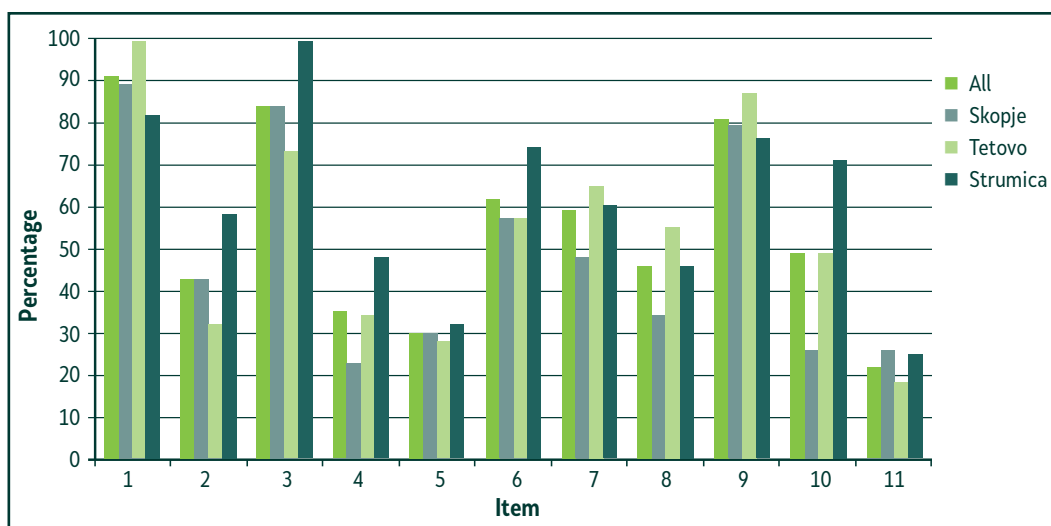


Chart 8: Result of all students and results by town and by item

The items 1, 3 and 9 are most successfully answered by town as well, whereas the least successfully answered item is No. 11. If we consider as more successfully answered items those ones which have a percentage of achievement higher than 70%, in this category we could also introduce items 6 and 10, but only for the students from the schools in Strumica.

By language of instruction the results by separate item are also **similar with the overall results**. The chart below presents the percentage of achievement of every item for each of the three languages of instruction.

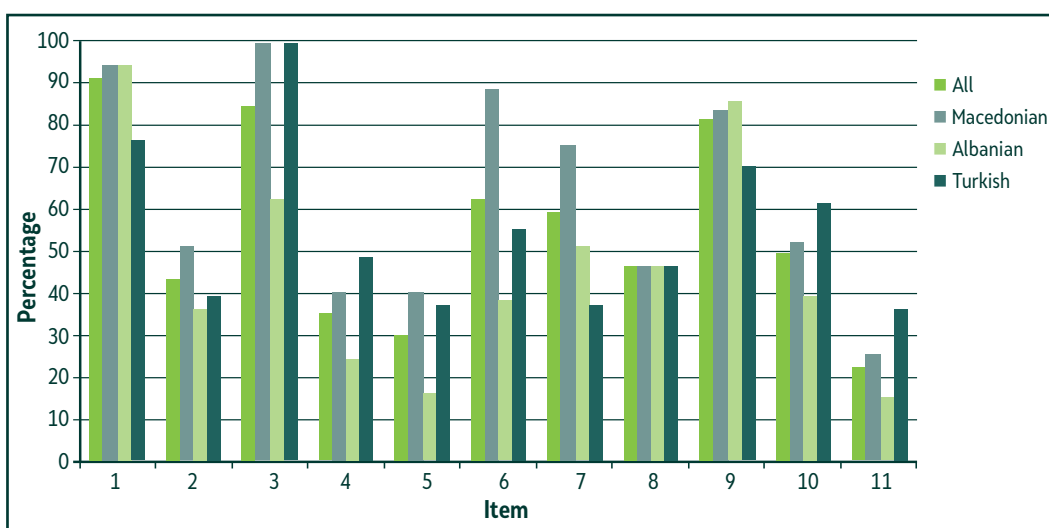


Chart 9: Result of all students and results by language of instruction by item

For each language of instruction, the most successfully answered items are 1, 3 and 9, whereas the least successfully answered item is No. 11. In the category of more successfully answered items (percentage higher than 70%) items 6 and 7 could be placed, for students following instruction in Macedonian.

1.2.1.2. Sample items and student achievements

Three items which have **the lowest achievement** are presented below for illustration, with the percentage of students who chose each of the offered answers and **by town and by language of instruction** (items 4, 5 and 11). The correct answer is given in bold type. The sum of the percentages is less than 100 because of the percentage of students who did not answer the item.

Item 4: School rules should be “fair”/equal

The school rules should be fair (equal) for all children.

Which of the following rules is not fair towards some children?

	Skopje	Tetovo	Strumica
1) Only boys can play basketball to represent the school.	23	34	48
2) The meal break is only 20 minutes long.	6	14	23
3) The students should tidy up the classroom before leaving it.	39	20	23
4) Homework is not assigned on Friday.	9	11	5
	Macedonian	Albanian	Turkish
1) Only boys can play basketball to represent the school.	40	24	48
2) The meal break is only 20 minutes long.	14	13	19
3) The students should tidy up the classroom before leaving it.	28	27	22
4) Homework is not assigned on Friday.	6	11	9

- ❖ Gender discrimination as a “rule”, which is not equal for all children, has been recognized by almost half of the students in Strumica and half of the students learning in Turkish language of instruction.
- ❖ The greatest percentage of students in Skopje (39) see the third answer (the tidying up of the classroom) as a rule which is not fair, with which agree between 22% and 28% of the students following instruction in Macedonian, Albanian and Turkish languages of instruction.

Item 5: How can the principal of a multiethnic school enable the children to socialize better?

The children who study in one school are Albanians, Roma, Turkish, Macedonians and others. What should the principal do so that the children would socialize better?

	Skopje	Tetovo	Strumica
1) To order the students to learn all languages that are spoken in the school.	30	19	29
2) To set up rules for students about how to respect one another.	25	45	30
3) To organize different events and performances where everyone will participate.	30	28	32
	Macedonian	Albanian	Turkish
1) To order the students to learn all languages that are spoken in the school.	18	28	36
2) To set up rules for students about how to respect one another.	32	43	24
3) To organize different events and performances where everyone will participate.	40	16	37

- ◆ Only 32% of the Strumica students, 40% of the students learning in Macedonian and 37% of the students learning in Turkish answered this question correctly. In Tetovo and Skopje the students learning in Albanian language of instruction have less successful results.
- ◆ In the three towns, more than 2/3 of the students choose the authoritarian approach in behavior as the correct one (“order” or “setting up rules”), and seen by the language of instruction, the percentage of choice of the authoritarian approach is the greatest among the children learning in Albanian language of instruction (71%). The probability that such an answer depicts the real school practice and the way in which situations in the school are resolved is high.
- ◆ On the other hand, although we do not accept it as the best answer, the percentage of students who chose the first option (“order to study all languages”) points at a certain level of awareness about the need to know the language of the “others”. This is especially observable in students in Skopje and Strumica (seen by town) and in students learning in Albanian and Turkish languages of instruction, respectively (perhaps because these children started learning Macedonian from the third grade – and felt that they communicate better).

Item 11. Understanding of the term tolerance

What does being tolerant mean?			
	Skopje	Tetovo	Strumica
1) To let someone have their way because we are smarter.	32	14	41
2) To respect the right of others to be different from us.	26	18	25
3) Not to stand in the way of others and for them not to stand in our way.	20	35	19
4) To put up with the behaviour of someone who is stronger than us.	9	13	6
	Macedonian	Albanian	Turkish
1) To let someone have their way because we are smarter.	33	22	24
2) To respect the right of others to be different from us.	25	15	36
3) Not to stand in the way of others and for them not to stand in our way.	28	26	21
4) To put up with the behaviour of someone who is stronger than us.	4	15	10

- ◆ Only 26% of the students from Skopje and 36% of the students learning in Turkish language of instruction have the correct answers. In the other towns, as well as among the students learning in the Macedonian and Albanian languages of instruction, the percentage of correct answers is lower.
- ◆ The percentage of those who reckon that tolerance is letting someone have their way is high (the highest is the percent among the students from Strumica – 41% and the students learning in the Macedonian language of instruction – 33%).

This item, in an appropriate situation, was also included in the test for teachers for behaving in ethnically sensitive situations. Although 55% of the teachers chose the appropriate reaction and it is likely that they correctly explain the term tolerance to students, as many as 19% of the teachers agree with the statement that tolerance also means giving in to others.

Conclusion

- ◆ The students were averagely successful in the choosing of the appropriate answers, i.e. reactions to the asked questions. It was expected to get higher results for the questions which are directly connected to terms that are studied in the third grade (for example tolerance, children's rights).
- ◆ There are statistically significant differences in the achievement of the students at this test, both by language of instruction and by the town in which they live/study. That points to the fact that when planning and implementing the training cycles, and connected to the activities which should be conducted with the students, there should be sections which would be specific for the different languages of instruction, i.e. the different towns.
- ◆ The majority of students choose as the right approach the authoritarian approach in the improvement of ethnic tolerance, probably since they are used to such a way of interethnic misunderstandings resolution at the school.

1.2.2. Student test achievements – VIII grade

The evaluation of the eighth grade students' achievements is based on the achieved results of the students when answering test items which measure knowledge from the goals stipulated by the curriculum for the *Civic education* subject in the seventh grade and the *Life skills education* subject for students from the sixth to the ninth grade.

Method of measuring

The test for students, which measured the achievement of the topics listed below, consisted of 24 items: five requiring a short answer, seventeen with multiple-choice answers which required circling of the most appropriate/correct answer from the offered answers/reactions, and two cluster items which contain 5 and 6 requests, respectively (in total 33 items). The maximal possible test result is 34 points.

The test items were connected to the topics:

- ◆ Human rights and responsibilities,
- ◆ Democracy and civil society, and
- ◆ Me and the others (social relations).

The conclusions based on the results refer to the knowledge and aptitudes which are explicitly measured with the test items and refer to the students from the schools in which the research was conducted.

The test had very good metric characteristics, Alpha coefficient = 0.80, which is close to the estimated value, should the test consist of 40 test items with similar characteristics (the reliability would be 0,83).

- ◆ The average achieved result per student (for **all** students) from the test is 19.38 points; i.e. the average percentage of achievement is 57%.
- ◆ The average results from the test of the **students from the three towns do not show** statistically significant **difference**.

The chart below presents the average results by town.

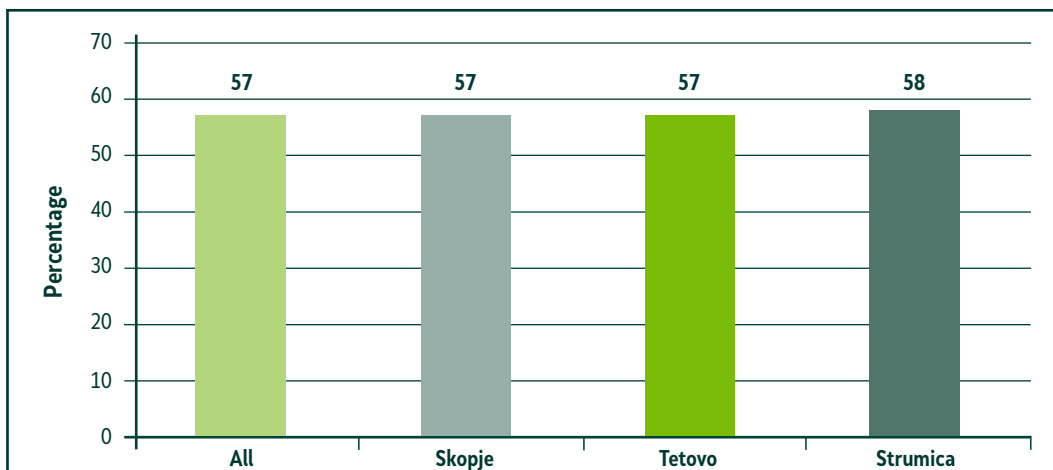


Chart 10: Results from the whole test of **all** students and results of students **by towns**

The average results of students from the schools in Strumica (average result of 19.82 points, i.e. 58.29 represented in percent) are slightly higher than the results of students in Tetovo and Skopje (the students from the schools in Tetovo have an average result of 19.35, i.e. the percentage of achievement is 56.90, whereas the students from the schools in Skopje have an average result of 19.25, i.e. the percentage of achievement is 56.60).

The average results from the test by language of instruction are such that **there is a statistically significant difference** between the achievements of the students **learning in Macedonian** and of the students learning in **Albanian**, as well as between the students **learning in Macedonian** and of the students learning in **Turkish language of instruction**.

The chart below presents the average results of the students by language of instruction.

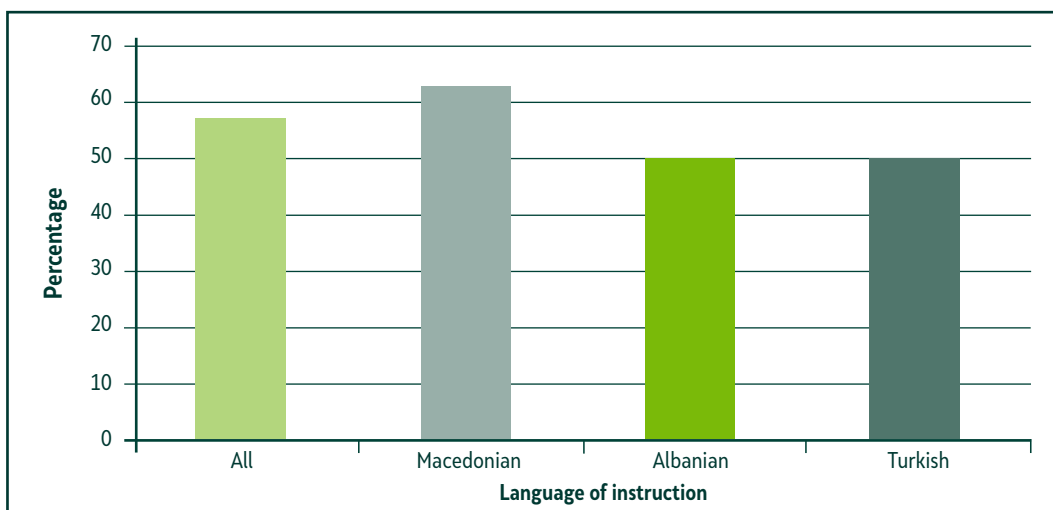


Chart 11: Results of **all** students and results of the students **by language of instruction**

The highest results were achieved by students learning in Macedonian language of instruction (the average result is 21.35, i.e. the percentage is 62.79), and then the students following instruction in Albanian language of instruction (the average result is 17.15, i.e. the percentage of achievement is 50.46), and the students learning in Turkish (the average result per student is 17.13, and the percentage of achievement is 50.39).

1.2.2.1. Answers of students by items

The table below presents a short description of the requirements in each of the test items.

Table 9: Description of the objectives measured with the test items

Number of the item in the test	Description of the objective
1, 8, 14	Familiarity with the characteristics of culture and respect towards cultural differences.
10, 15, 16	Respect for the rights to having one's own culture, religion and tradition.
5, 6, 22, 24	Knowledge of the term discrimination, recognizing of discriminative behavior and attitudes towards discrimination.
7, 11, 13, 18	Recognizing and behaving in situations where there are stereotypes and prejudices.
17, 19, 20, 21, 23	Human rights, obligations and responsibilities.
2, 3, 4, 9, 12	Recognizing, understanding and respecting of differences among the people (religious, gender, social, cultural) and tolerance.

The following chart represents the percentage of correct answers, i.e. the choice of the appropriate reaction for each of the items by **all** tested students.

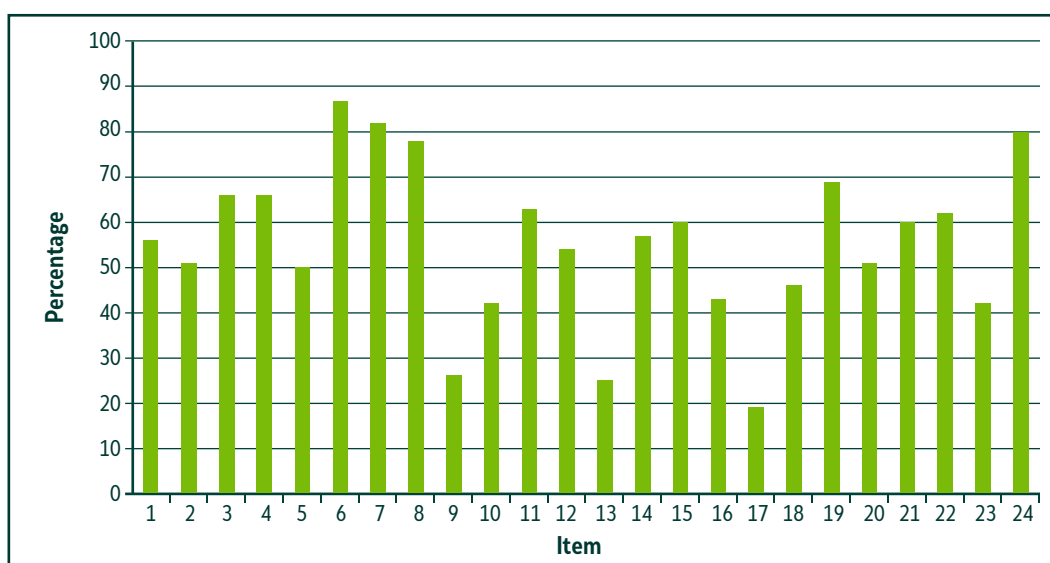


Chart 12: Results of **all** students from the test by items

Appropriate/correct reactions/answers to items were chosen by between 19% and 87% of the tested students. Most students (87%) knew the answer to item 6, then

to item 7 (82%) and to item 24 (80%). The fewest students gave a correct answer to items 9 and 13 (about 25%) and to item 17 (19%).

- ◆ If reviewed **by town**, the results from separate items in the test do not differ. There is only about 10% higher percentage of achievement in Strumica for the items 1, 3, 8, 11 and 14, but the difference in the achievement is not statistically significant.
- ◆ There is a difference in the achievements of the students **by language of instruction** in the following manner:
 - The students learning in Macedonian are significantly more successful in the items 3, 8, 9, 14 and 23, when compared with the students learning in Albanian language of instruction; and
 - The students learning in Macedonian are significantly more successful than the students learning in Turkish language of instruction in the items 8, 10, 13, 16, 19 and 22.

Items 13 and 22 were not answered appropriately by any student following instruction in the Turkish language of instruction.

1.2.2.2. Sample items and student achievements

Three items which have **the lowest achievement** are presented below for illustration, with the percentage of students who chose each of the offered answers and **by town and by language of instruction** (items 9, 13 and 17). The correct answer is given in bold type. The sum of the percentages is less than 100 because of the percentage of students who did not answer the item. Item 4 is also given as an illustration, since it is characteristic by the answers of the students.

Item 9. Understanding of the term tolerance

What does being tolerant mean?			
	Skopje	Tetovo	Strumica
1) To let someone have their way because we are smarter.	29	18	33
2) To respect the right of others to be different from us.	28	26	20
3) Not to stand in the way of others and for them not to stand in our way.	25	29	34
4) To put up with the behaviour of someone who is stronger than us.	16	20	10
	Macedonian	Albanian	Turkish
1) To let someone have their way because we are smarter.	26	22	53
2) To respect the right of others to be different from us.	33	17	27
3) Not to stand in the way of others and for them not to stand in our way.	27	32	0
4) To put up with the behaviour of someone who is stronger than us.	13	21	20

- ◇ In all the subgroups (both by town and by language of instruction), fewer than 1/3 of the students showed that they know what tolerance is (the largest percentage of students who answered appropriately comes from the students learning in Macedonian – 33%).
- ◇ Children from Strumica agree the most with the statement that tolerance is “giving in” – 33%, as well as the children attending instruction in Turkish – 53%.
- ◇ Mutual “not standing in other people’s way” as a description of the term tolerance was picked by 34% of the students in Strumica and 32% of the students attending instruction in Albanian language. It is characteristic that none of the students attending instruction in Turkish language have picked this answer as the appropriate one (0%).

Item 13: Recognizing of stereotypes

A group of children talking about different people:

Ana: Muslims have two and more women.

Bashkim: Romas are talented for music.

Emir: Young people are aggressive.

Gjulistana: Macedonians have a long history.

Which child does not have stereotypes? *Answer – Gjulistana*

Municipality/language of instruction	Percentage of correct answers
Skopje	25
Tetovo	28
Strumica	20
Macedonian language	37
Albanian language	13
Turkish language	0

- ◇ In each subgroup, less than one third of the students recognized the statement in which there is no (or there are) stereotypes. There is a great probability that the students do not understand this term.
- ◇ By towns – the fewest number of students from Strumica gave the correct answer, and by language of instruction – none of the fifteen eight-graders who were tested in the Turkish language of instruction gave the correct answer.

Задача 17. Разбирање на поврзаноста меѓу правата и обврските

All children, regardless of their ethnic background, have the right to education, but they also have a responsibility to be regularly present at school and to respect their teachers.

What can be concluded from such a statement?

	Skopje	Tetovo	Strumica
1) There is a relation between rights and responsibilities.	15	19	33
2) There are rules in the community.	18	18	18
3) Education is compulsory.	56	48	43
4) The one who does not fulfil their responsibilities should not have rights.	6	8	5

	Macedonian	Albanian	Turkish
1) There is a relation between rights and responsibilities.	26	11	20
2) There are rules in the community.	19	17	20
3) Education is compulsory.	45	59	33
4) The one who does not fulfil their responsibilities should not have rights.	5	8	27

- ❖ Less than 1/3 of the respondents, from each subgroup, gave a correct answer to this question, too.
- ❖ The answer which was the most picked out in each subgroup is that “education is compulsory” – which cannot be at all inferred as a conclusion from the initial claim.

Item 4.

The item presented below is one of the more successfully answered items, in which many interesting ways of thinking in eight-grade students were observed. It is a cluster item, with five items and three possibilities for choice for each of the items. For each item, the percentage of the chosen opinions/attitudes which we think are appropriate is higher than 60%.

In a municipality, 20% percent of the inhabitants are Macedonian, Albanian, Turkish, Roma and Serbian. In the municipality, there are several primary schools, but none of them is mixed.

In which way would the children from the municipality become closer and socialize?

	Yes	No	I don't know
1) All the schools to be made multiethnic and multicultural (mixed).	67	14	14
2) To have separate schools for the Macedonians, and for the rest the schools to be mixed.	13	69	8
3) To have separate schools for the Albanians, and for the rest the schools to be mixed.	14	71	9
4) To have joint celebrations of all national and religious holidays.	61	17	14
5) The inhabitants of the four ethnic groups to move away, so that the municipality would only be with inhabitants of one ethnic group.	8	63	22

Almost 2/3 of the students (both by town and by language of instruction), reckon that the children in the multiethnic municipality will become closer if: all schools are “mixed”; there are no separate schools for Macedonians, or Albanians, while for the rest the schools are mixed; there are joint celebrations of all national and religious holidays; and there is no “transforming” of the multiethnic municipality into a municipality with only one ethnicity.

- ◇ The answers to this question show openness of the majority of students and acceptance of “the others”.
- ◇ The percentage of students (between 8% and 17%) who chose an “isolationist” approach towards the solving of this issue of multiethnic approximation should not go unnoticed.

Conclusion

- ◇ The students were averagely successful in the choosing of the appropriate answers, i.e. reactions to the given questions. Higher results were expected for the questions which are directly connected to concepts that are studied until the end of the seventh grade, and on more occasions, such as: tolerance, human rights and responsibilities, stereotypes, prejudices etc. Perhaps the manner of teaching influences the level of understanding in students.
- ◇ There are statistically significant differences in the achievement of the students at this test according to the language of instruction. That points to the fact that when planning and implementing the training cycles, and connected to the activities which should be conducted with the students, there should be sections which would be specific for the different languages of instruction.
- ◇ In general, the students show openness towards the idea of multiethnic schools and joint activities among the members of the different communities.

1.2.3. Content covered by the students

The test items covered topics which are contained in the compulsory teaching subjects, with the assumption that the students have covered them in their regular instruction.

In the questionnaire for students we checked to what extent the content related to multiculturalism, multiethnicity, non-discrimination etc. have been studied.

The chart 13 presents the results from the answers of the students from the two classes.

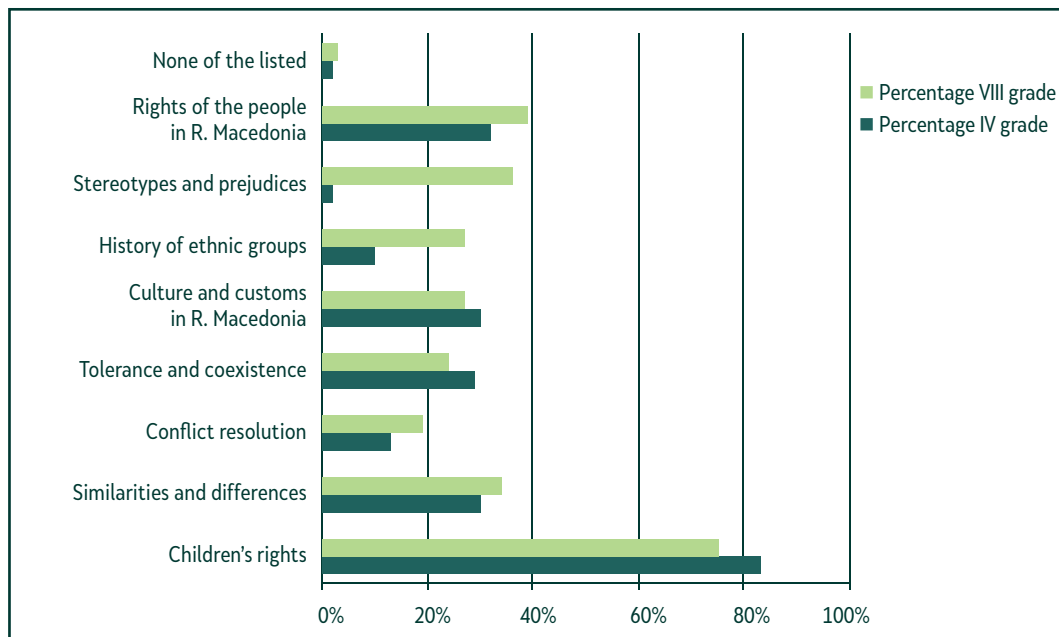


Chart 13: Content studied by the end of the third and the end of the seventh grades

The largest percentage of students (both in the fourth and in the eighth grades) stated that at school they learned about the children's rights (83% and 75%, respectively). Also, there were content items related to: the similarities and differences among people, culture and customs of other ethnic groups in Macedonia, the rights of the people in Macedonia, as well as tolerance and coexistence (between 20% and 40%). A small percentage of students (2% and 3%, respectively) claim that they did not study any of the content items.

These answers show that the students do not remember that the content items had been studied – they did not acquire long-term knowledge or did not recognize them as content related to the appropriate topics. Most probably the way in which the students are taught and the activities in which they were included have had an influence on this state.

Conclusion

- ◇ According to the answers of the students about the content that they studied, and according to the achievements for some of the items, it can be concluded that a change in the manner of implementation of content is needed. The involvement of the students in activities such as: debates, discussions, mini-projects, will help them acquire more long-term knowledge about the studied terms and concepts, their identification and application.
- ◇ Training of the teachers is necessary for this taking into consideration that a great number of them feel partially prepared to implement the mentioned content items and to use appropriate active methods.

1.3. OPINIONS ABOUT THE SUCCESS OF IMPLEMENTATION OF MULTIETHNIC AND MULTICULTURAL EDUCATION

We have gathered findings about how successfully activities and content relevant for multiethnic and multicultural education are implemented in the schools from the teachers, principals and school administration representatives.

Method of measuring

The opinions of the teachers for implementation of multiethnic and multicultural education were examined using 8 closed-ended questions referring to: 1. Opinions about the possibility for developing of knowledge and attitudes in the students about interethnic and intercultural cooperation through the instruction that they implement (2 questions); 2. Opinions about how tolerant of diversity and loyal as citizens the students from their school would be (2 questions); 3. Preparation for working and training for multiethnic and multicultural education (4 questions).

The information about the experience in multiethnic projects and training cycles and the interest for them on the part of principals/school administration representatives were examined using 2 questions in the questionnaire.

1.3.1. How much does implementation of instruction enable the development of interethnic and intercultural cooperation

The teachers expressed their opinion about how much the students are allowed to develop opinions and knowledge about interethnic and intercultural cooperation through the instruction that they implement in the scope of the subject that they teach or as homeroom teachers.

About one third reckon that they can do that to a great extent both in the subject that they teach and as homeroom teachers, and more than half say that they can do that in a certain extent. There is a relatively small number of teachers who reckon that the chances for developing of opinions and knowledge about interethnic cooperation through the instruction are small. That is to be expected taking into consideration that the teachers who were inquired teach civic education or are homeroom teachers and most of them have already implemented content from the scope of the Life skills education subject, which in a great deal are related to the content about rights, understanding of others, conflict resolution.

Table 10: To what extent the instruction that they implement allows for developing of knowledge and opinions about interethnic and intercultural cooperation

	In the subject that they teach		Homeroom teacher	
	Number	%	Number	%
To a great extent	22	34.4	21	32.8
To a certain extent	33	51.6	36	56.3
To a small extent	6	9.4	5	7.8
Does not allow	2	3.1	0	0.0
Did not answer	1	1.6	2	3.1
Total	64	100.0	64	100.0

- ◆ There are statistically no significant differences in the answers of the teachers who conduct instruction in different languages of instruction, as well as among the teachers from different municipalities.

The perception of the teachers about to what extent they think that they meet the basic objectives of multiethnic and multicultural education: tolerance of people from different ethnic and cultural background, readiness to solve interethnic problems between peers and loyal citizenship and mutual acquaintance, was studied using two questions. One referred to the students learning in the language in which they teach, and the other to the students learning in another language of instruction.

The teachers assessed how much the listed objectives are achieved by students learning in the language in which they teach and by students learning in the other languages of instruction.

The chart 14 presents their answers. It is observable that the teachers reckon that most objectives will be fulfilled in a great extent or mostly by their students until the end of their primary education. Apart from that, there is a tendency to assess that the students learning in the language in which they teach will be more tolerant of others, more ready to solve interethnic problems and will be patriots and loyal citizens to a greater extent, as well as the fact that a significantly larger number of teachers could not assess how much the students learning in another language of instruction would be tolerant and loyal. That could be owing to the insufficient familiarity with what happens in the instruction in the other languages or to the avoiding of the answer. These answers could also point to the existence of doubts regarding the effects of education about multiethnicity of the others.

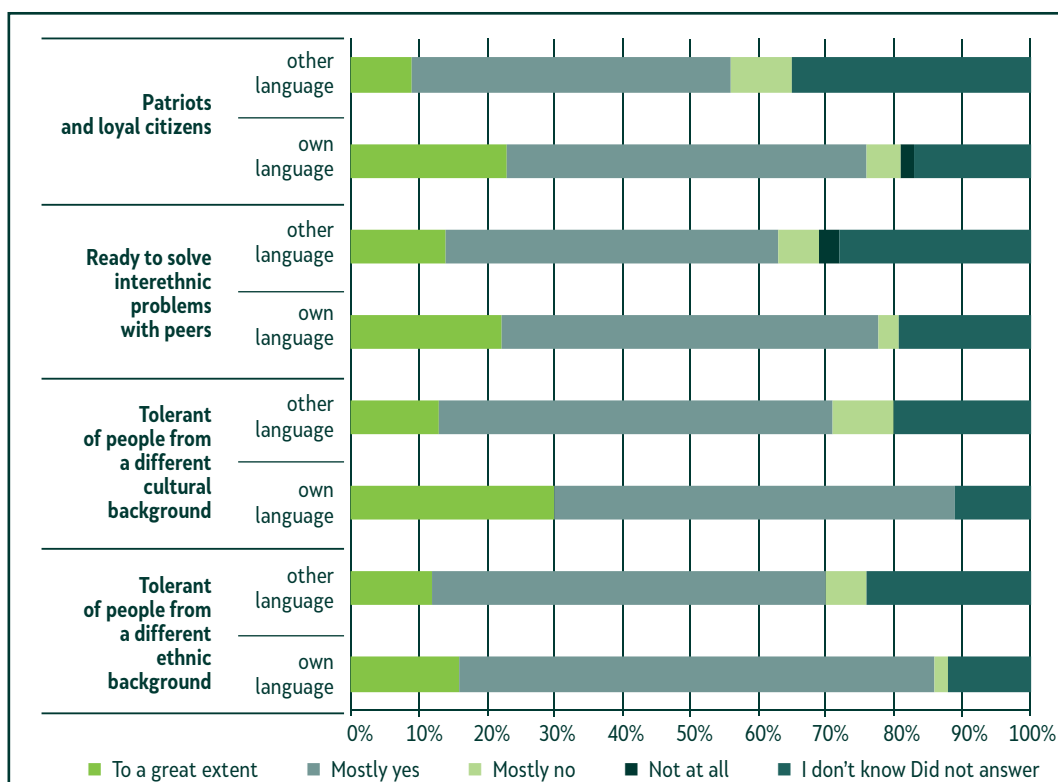


Chart 14: To what extent will students learning in the teacher's language and in other languages of instruction be tolerant of differences and be loyal citizens

In general, a greater number of teachers conducting instruction in Albanian when compared with the ones teaching in Macedonian, reckon that both the students that they teach and the students learning in the other languages of instruction will achieve the listed educational objectives.

1.3.2. Qualification of the educational staff for the implementation of multiethnic and multicultural education

In order to gather findings about how much teachers, principals and school administration representatives from the project schools feel prepared to work in ethnically mixed environments, and which training programs for developing of interethnic cooperation they have attended (if any), they were asked questions regarding these issues.

Just above one quarter of the examined teachers responded that during the course of their studies they were prepared to work in ethnically mixed environment. As many teachers responded that they were partially prepared. Every third teacher did not become prepared to work in ethnically mixed environments during their undergraduate studies. The teachers who conduct instruction in Albanian and Turkish, in a considerably larger number than the teachers conducting instruction in Macedonian, reckon that they were prepared to work in ethnically mixed environments during their studies.

- ◆ There are no differences between the answers of the teachers from different municipalities.

The chart 15 presents the data about the qualification of the teachers to work in multiethnic environments.

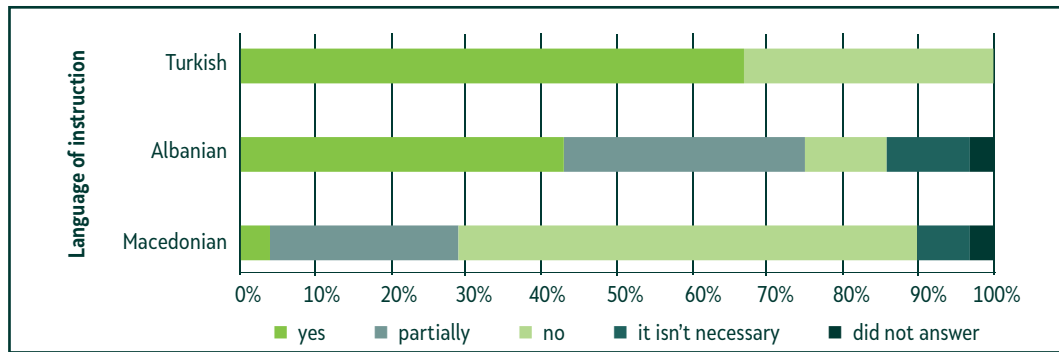


Chart 15: Did the teachers conducting instruction in different languages prepare for working in ethnically mixed environments during their studies?

The project schools are ethnically mixed; in the majority of them projects were even previously implemented and the teachers were included in training cycles for working in such an environment. However, according to the answers of the teachers from the sample, it showed that only about one third of them have had such training or experience in projects for multiethnic cooperation. There are no differences in the answers to this question coming from the teachers from different languages of instruction and municipalities.

Table 11: Have the teachers participated in training cycles for development of interethnic cooperation

Participation	number	%
Yes	23	35.9
No	38	59.4
Did not answer	3	4.7
Total	64	100.0

Taking into consideration the answers to the previous questions which point to the fact that the majority of surveyed teachers have not been formally (in faculty or through trainings) prepared for multiethnic education, it is interesting that at the question: "In general, do you personally feel prepared to implement content for improving the multiethnic cooperation?" almost all said that they feel prepared or partially prepared (see the chart below).

While still on this subject, a larger number of teachers conducting instruction in Macedonian feel prepared. Such answers can appear due to the experience that they have in the work in ethnically mixed schools.

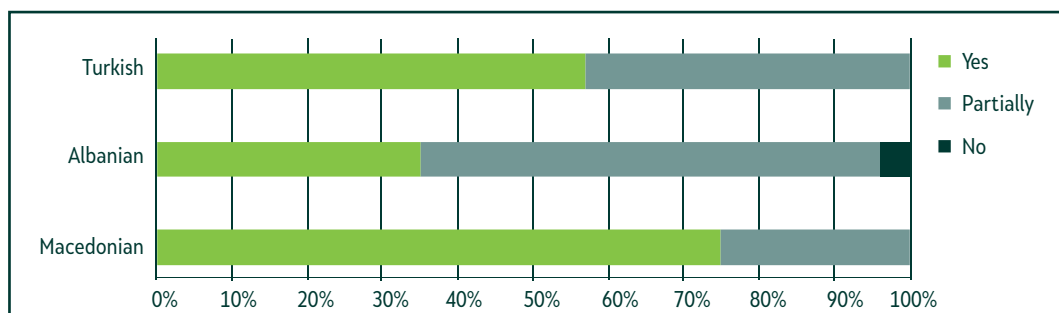


Chart 16: Do the teachers conducting instruction in different languages feel prepared to implement content for interethnic cooperation?

The teachers were also asked about their interest to participate in training cycles and projects for multiethnic cooperation. Slightly above half of the teachers are interested in both training and participation in projects for multiethnic cooperation, while one third would decide about it depending on the content. The teachers conducting instruction in Macedonian are largely unconditionally interested in training and projects, while the teachers conducting instruction in Albanian would largely decide depending on the content.

- ◇ There are no differences in the interest to participate in training on the part of teachers from different towns.

Table 12: Interest of teachers to participate in training cycles and projects

Interest for participation	Number	%
Yes	33	51,6
No	7	10,9
Depends on content	21	32,8
Did not answer	3	4,7
Total	64	100,0

Almost all (13 out of 15) principals and school administration representatives have so far attended training cycles or have participated in projects for developing of multiethnic cooperation and they are interested in attending training cycles and working on such projects (14 out of 15 surveyed).

Conclusion

- ◇ Principals and school administration representatives from the project schools have had training and experience with projects for developing of multiethnic cooperation and are interested to continue working on such project in the future.
- ◇ The greater part of teachers during their studies did not prepare or only partially prepared to work in ethnically mixed environments. Also, a greater part of teachers did not attend additional trainings nor participated in multiethnic cooperation projects. Half of the teachers feel unprepared or partially prepared to realize content for interethnic cooperation and slightly over half of the teachers are interested in training and working on interethnic cooperation projects. That points to the need and interest of teachers for such type of training and projects.
- ◇ On the other hand, the teachers are fairly optimistic about the expected effects on the students from their schools. The greater part of them reckon that their students will be tolerant, prepared to solve ethnic conflicts and loyal citizens of the country. Those assessments largely refer to the students learning in the language in which they teach, and to a lesser extent to those who study in another language of instruction. This “pedagogical” optimism is expected and care should be taken that it is utilized in the planning of the future activities.

2. MULTIETHNIC COMMUNICATION AND INTEGRATION IN THE SCHOOLS

For the planning of the project activities it was considered important to look at the way the work is organized now in terms of the opportunities for multiethnic education and how all involved in the education process perceive the interethnic communication and integration in their schools. For this purpose, the work programs for the 2011/12 academic year of the project schools were analyzed and questions that refer to this perception were included in the questionnaires for principals and school administration, teachers, students and parents.

2.1. ORGANIZATION OF THE WORK IN THE SCHOOLS AND OPINIONS ABOUT IT

2.1.1. Multiethnic education in the annual work plans of the schools

The annual work programs are official documents which define the priorities and the organization of the work of the school. That is why the work programs for the current 2011/2012 school year of the project schools were analyzed.

◆ School policy for multiethnic education

All 6 schools deliver instruction in two or three languages, however only in one school in Strumica the determination for multiethnicity is clearly expressed in their mission as *"...the multiethnic understanding and respect for the cultures of the multiple communities present in the school is nourished"*.

In all schools certain activities for multiethnic education have been planned:

- ◆ Projects related to the multiethnic education were implemented in three schools during the previous school year, such as *Child-friendly schools*, within which multicultural workshops were implemented and the *Integrated bilingual education* project; both are planned to continue with implementation in the current year.
- ◆ In the program of one school, one of the priorities is *"...nourishing and improving of the multiculturalism in the school"*.
- ◆ In another school program it is planned: *"initiating of activities for maintaining quality multiethnic communication among all participants in the educational process"*, and in the section: School atmosphere - development of: *"mutual respect and trust; constructive conflict resolution; open and multilateral communication; joint activities between the teachers and students who attend instruction in Macedonian and Albanian language for improvement"*

of the communication and the interethnic tolerance; democratic relations among the teachers, students and the school administration”.

- ◆ Activities for intensified work with the students and parents for increasing the inclusion of the members of the Turkish community and their completion of the primary school are planned in the program of one school; however, there are no explicitly listed activities that will point to strengthening of the ethnic integration.

In all schools, in the area *Health care*, in the section: Improvement of the mental health, it is written that they will work on: development of the self-confidence; self-respect; communication; and **understanding of the others and their acceptance**. However, since it cannot always be seen elaborated throughout more detailed work programs of the principals, school administration, subject committees, free student activities etc, it seems that in part of the schools it is just formally taken over from the program documents on the national level, while in one school it is consistently incorporated in the relevant sections of the program.

◆ **Instruction**

In 4 out of 6 schools the instruction in all languages is organized in two shifts which are not separated by the language of instruction, but by the students' age (lower and upper grades). Such organization enables communication among all students of a certain age. In the “Marshal Tito” school in Murtino, the lower grades students that follow the instruction in Turkish and in Macedonian languages in the satellite school in the v. Bansko go to ethnically separated shifts, but in the upper grades all students follow the instruction in Macedonian, which means that there are possibilities for multiethnic education within the same classes, however the right to education in the mother tongue has not been provided. The reason for this is the insufficient number of students. In the school “Bratstvo Migjeni” from Tetovo, where the instruction is implemented in three languages, the students from the Macedonian language instruction have been separated in another building, while the instruction in the other two languages is implemented in ethnically mixed shifts.

This condition actually enables testing of different models of multiethnic education which is an auspicious circumstance for the further development of the project.

From the programs it cannot be seen how it is planned to realize the pledges for multiethnic and multicultural education through the instruction (this may also be because not all annex programs have been provided, if they have been prepared). No optional or additional instruction for learning the language of the other ethnic communities is planned, except in the school “Bratstvo Migjeni” from Tetovo, where it is planned for the students who follow the instruction in Macedonian to learn the Albanian language.

In the school “Zhivko Brajkovski” in the section Innovations “*Realization of joint open classes with students from different ethnicities...*” is planned.

◆ **Extra-curricular activities**

In the annual programs section for out-of-school activities (free student classes, celebrations, performances, excursions), most often it cannot be observed that multiethnic integration will be taken care of. In some programs, in the parts with the religious holidays, only Christian Orthodox holidays are mentioned; in the excursion programs most often the significant places for the Islamic culture are not mentioned. However, there are some good examples, such as linking the Orthodox and Muslim religious holidays in the lower grades in one of the schools: *“building a feeling for patriotism, tolerance and coexistence and developing positive attitude towards: national, cultural and aesthetic values”*, or through the *“joint excursions”* in or *“creating a culture of promotion of the folklore heritage...”* in the out-of-school activities in two other schools.

2.1.2. Opinions about the ethnically separated shifts in the schools

Regarding the possibilities for enhancing the multiethnic communication and integration, we gathered opinions about the organization of the work in so called ethnic shifts.

◆ **Opinions of the teachers, principals and school administration**

Teachers are divided regarding the support of the practice the students to go to ethnically divided shifts (45% entirely or partially support them, while 47% do not support them, either partially or entirely). The most often given arguments by those who support instruction in ethnically divided shifts are that in this way the incidents among the students are decreased and that they can socialize with children that are alike. This indicates following the line of least resistance regarding the prevention of the potential incidents and closing in the frames of the ethnic community.

Many of the principals/school administration, 10 out of 15, do not support this practice at all, two entirely support it, two partially and one does not have an opinion on this. The reason for this attitude, the same as with the teachers, is that "with this the incidents among the students are decreased".

The great support for segregation of the students based on the language of instruction expressed by the educational staff is an inauspicious circumstance for the development of multiethnic education.

A significantly larger number of teachers from Skopje, compared to the teachers from Tetovo and Strumica, **do not support** the practice for shifts organization based on the languages of instruction.

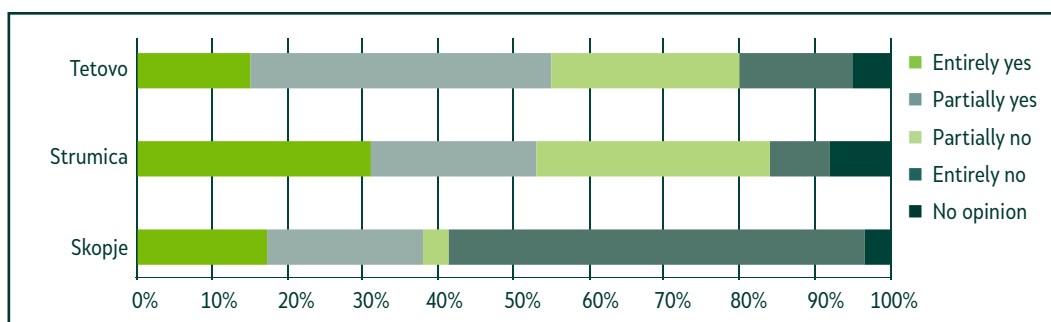


Chart 17: How much the teachers from different cities support ethnic shifts in the schools

Teachers from the Macedonian language instruction, compared to the teachers from the Albanian and Turkish languages of instruction, in significantly greater percentage **do not support** instruction in ethnically divided shifts.

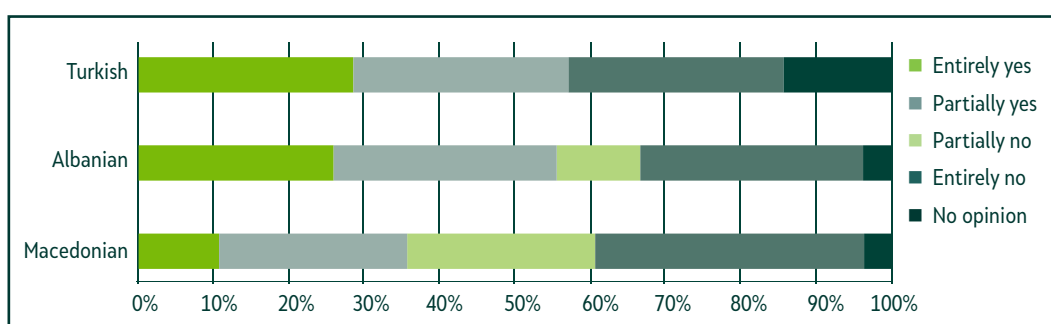


Chart 18: How much the teachers from different language instruction support ethnic shifts in the schools

Teachers and principals who do not support division in ethnically homogenous shifts were asked about their opinion on the way of using of the classrooms. Half of both consider that in both shifts the same classrooms should be used by students with the same language of instruction. Such opinion also decreases the possibility for interaction with the others through the exhibited materials, joint care for the classroom etc.

◆ Opinions of the parents and the students

Parents in much greater degree support the organization of the instruction in ethnically homogenous shifts (68% entirely or partially support it). Parents whose children attend Turkish language instruction, in significantly larger number, compared to those whose children attend Macedonian or Albanian language instruction, support the instruction in ethnically homogenous shifts.

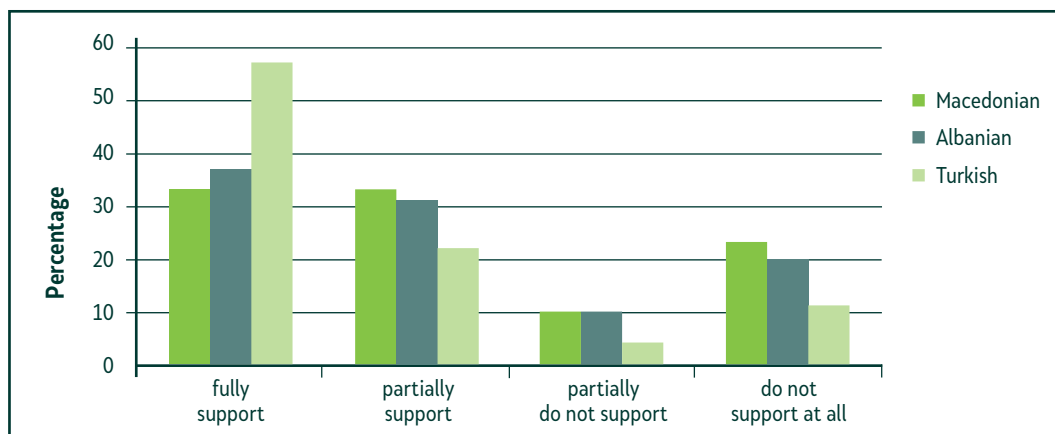


Chart 19: How much the parents from different languages instruction support ethnic shifts in the schools

The answers of the parents whose children go to different schools significantly differ in the degree to which they support the instruction in ethnically divided shifts.

The most frequent reason for supporting the ethnically divided instruction is that in that way the incidents among the students decrease (40% of the parents). Another reason, pointed by a lower number is the possibility for the children to socialize with children like themselves (29% of the parents) and to better understand each other because they speak the same language (24% of the parents).

◆ Opinions of the students

Asked in what kind of shifts they would like to go with the students attending the instruction in another language, the students responded that:

- ◆ It does not make a difference to them, responded by 44% of the fourth grade and 54% of the eighth grade students;
- ◆ They would like to go in the same shift, answered by 28% fourth grade and 23% eighth grade students; and
- ◆ They would like to go in different shifts, answered by 22% fourth grade and 19% eighth grade students.

If the percentages of students who report that it does not make a difference to them and of those who would like to go in the same shifts are taken into account, it can be concluded that **more than 70% of the students have a positive attitude** towards the joint instruction in the school.

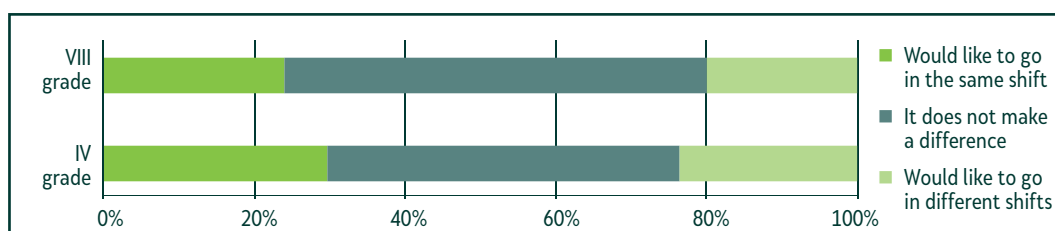


Chart 20: Students' answers on the way of organization of the instruction

2.1.3. Interest for learning the language of the other ethnic communities

One of the difficulties for better ethnic integration in Macedonia is the insufficient knowledge of the language, both the Macedonian language by the members of the other ethnic communities and the languages of the ethnic communities by the members of the Macedonian ethnic community.

According to the concept solutions and the curricula, the students attending instruction in a language other than Macedonian have the opportunity to learn the Macedonian language starting from grade IV. It is the same in the practice; none of the schools offers possibilities for the learning to start earlier. Students learning in Macedonian, Serbian and Turkish can choose to learn Albanian starting from grade VI, but in the reality this opportunity is seldom chosen.

Students, parents and teachers were asked about the interest for learning the language of the other ethnic communities.

◆ **Students' interest for learning the language of other ethnic community**

About 57% of the students in the fourth and 68% in the eighth grade would like to learn at school a language different from their own. The largest percentage of students both in the fourth and the eighth grades would like to learn the Turkish language.

About 12% of the students in the fourth and 9% in the eighth grade responded not to want to learn a language that is different from their own and is present in the local community, while the rest of the students responded with "I do not know".

A conclusion can be made that **a larger number of students have a positive attitude towards learning a language different from their own and this number increases with the age.**

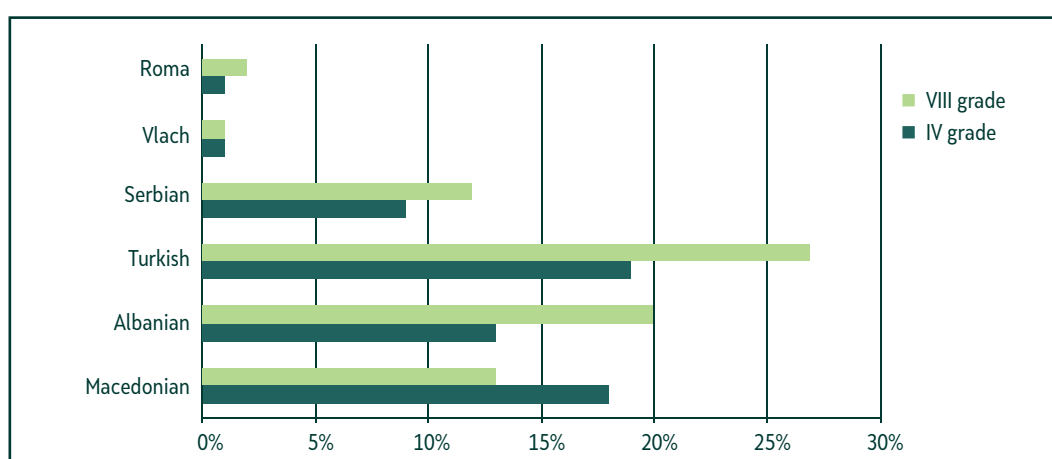


Chart 21: Students' interest⁶ for learning a language that is different from their mother tongue

⁶ The question about which language they would like to learn was an open-ended question and that is why the students from the other language instruction listed Macedonian although it is an obligatory subject.

◆ **Parents' interest for their child to learn a language of another ethnic community**

Little less than half of the parents (44%) reported that they were informed by the school about the possibility for their child to learn a language of other ethnic communities that live in Macedonia.

One fourth of the parents would definitely advise their child to learn a language of another ethnic community if there is such opportunity at school, half of them would probably advise the child, while the rest would not advise him/her at all.

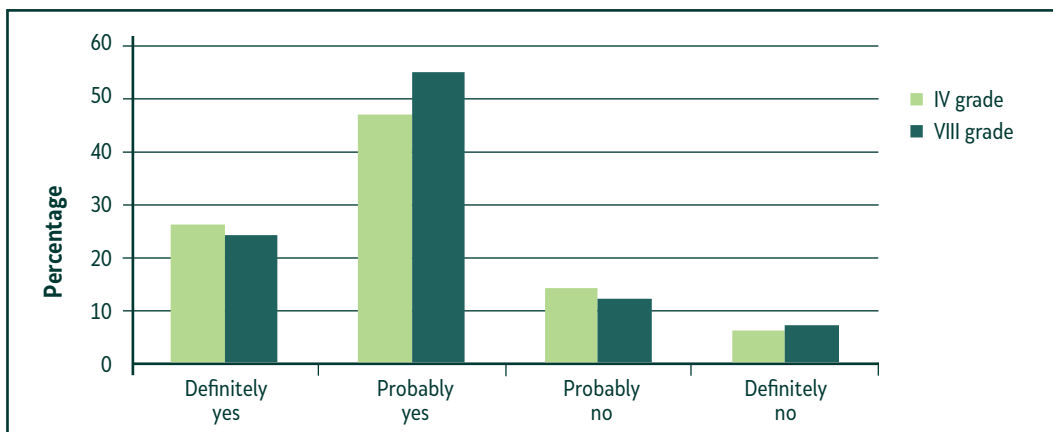


Chart 22: Parents' attitude about learning a language different from the mother tongue

The largest number of the parents (40%) would advise their child to learn Turkish language, and a somewhat smaller number (29%) to learn Albanian language. The others would advise her/him to learn some other language.

The largest number of parents, who would not advise their child to learn a language of another ethnic community, considers that it would additionally burden their child or that their child would not like to learn another language.

According to the parents' answers it can be concluded that they also have a positive attitude towards learning languages of the other ethnic communities and would advise their children to learn some of them.

◆ **Teachers' assessment of the interest for learning the Albanian language**

Regarding the fact that according to the concept documents, of all other instructional languages the students are offered to learn only the Albanian language, we asked the teachers to assess what would be the percentage of teachers and students who would like to learn the Albanian language in case there is a possibility in their school to learn it for free.

Out of 64 surveyed, 50 teachers responded; 10 of them consider that under 10% of the students would be interested, but 22 teachers consider that that percentage would be 50% or more.

Regarding the assessment of the teachers' interest for learning Albanian, out of 64 respondents, 48 replied. Out of them, 14 consider that 10% of the teachers or less would like to learn Albanian, but 23% assessed that half or more of their colleagues would like to learn it.

Teachers also assessed that if there is an affordable opportunity, a significant number of them and their students would like to learn the Albanian language.

Conclusion

- ◆ In all project schools there are planned efforts and/or activities for multiethnic education, but most often they are unreliable and do not include all possibilities for its realization. In the schools there are different models of organization of the instruction according to the languages of instruction. Such condition is a good basis for application of different approaches to multiethnic education.
- ◆ The largest number of students are open to learning in the same shift with children from another ethnic background (either they want to learn with others or it is the same to them), as well as for learning a language of other ethnic communities.
- ◆ The teachers are divided regarding the support for the existence of so-called ethnic shifts, and most of the principals and school administration do not support organization of ethnically homogenous shifts.
- ◆ A larger number of parents support the organization of the instruction in ethnically homogenous shifts, but would advise their children to learn a language of another ethnic community.
- ◆ The fact that the students are more open towards the students who learn in another language of instruction, compared to the teachers and parents, is a good indicator that should be used in the project by recalling the motto: "creating student-friendly schools".

2.2. PERCEPTION OF THE FACTORS THAT INFLUENCE MULTIETHNIC COMMUNICATION

The practice of interethnic communication in the schools and the opinions of the teachers, principals and school administration about the influence of the various factors on interethnic relations, should be the starting basis in the planning of the project activities. Hence, those questions were part of the research.

Method of measuring

In the questionnaire for teachers there were 10 questions, while in the questionnaire for principals and school administration, there were 8 questions about the organization of the educational work from the aspect of the possibilities for communication and integration.

The questions referred to the practice of organizing activities in ethnically mixed groups, the opinions on the factors for improving of the interethnic relations and the opportunities for their improvement.

2.2.1. Joint activities of the teachers and students from the different languages of instruction

The joint activities of the teachers are the first step towards ethnically integrated education.

According to the answers of most of the teachers, the formal activities (meetings of the teachers' council, subject committees and school trainings) are implemented together, while only half of the teachers responded that they work together in school clubs. Although the question is expected to refer to a factual situation, there are differences in the answers of the teachers within the same school. They are fairly frequent in the schools where the number of the students learning in Albanian instructional language is larger. However, the responses do not depend on the instructional language the teacher uses. It can indicate an inconsistent practice of joint work of the teachers, so some teachers characterized the occasional or rare practice of joint work as something that exists in the school, while others considered it as incidental occurrences and not a regular practice.

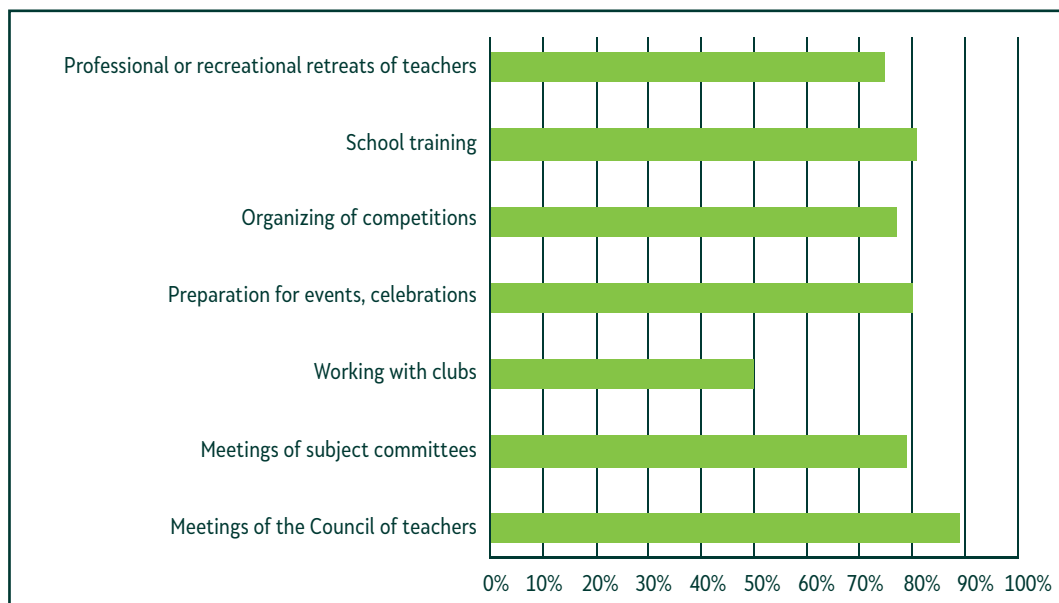


Chart 23: Teachers' activities that take place in ethnically mixed groups

Such a practice decreases the opportunities for the teachers to get to know their colleagues who teach in other languages better, although 70% of the teachers responded that they know most of their colleagues who teach in another language of instruction well.

Principals and somewhat school administration, organize the work of the expert structures and bodies, and influence to a great extent the organization of the extracurricular and out-of-school activities. Therefore, they were asked for their opinion if the above listed activities could contribute to good interethnic relations. All 15 principals and school administration consider that the meetings of the Council of teachers, subject committees, the events and celebrations can contribute; 14 consider that the competitions, school trainings and joint trips of the teachers can contribute, while 12 consider that the work in the clubs can contribute to the interethnic cooperation.

Taking into consideration these answers, the concrete reasons for not implementing these activities in the reality together with the teachers teaching in all languages of instruction in the school, should be looked for.

The joint activities of the students are an indispensable step in the provision of conditions for interethnic integrated education. Principals, school administration and teachers gave inconsistent responses to the question: *Which activities with the students in the school are implemented together with students who follow instruction in different languages?* The inconsistency of the answers can be a result of either the wish of some respondents to show the practice in the school in a more positive light, or the tendency for some incidental practices to be assessed as something that exists in the school, while others see it as something that does not exist.

Based on the answers, as well as on the analysis of the annual work programs for 2011/12 year, it can be concluded with great certainty that in all schools joint out-of-school activities are realized (excursions, field trips, social activities) and sports activities. In half of the schools cultural and art activities are also organized. From the work programs of the school, it can be seen that in some of them this is not a regular practice.

Curricular activities (optional, additional and further instruction) are implemented in ethnically mixed groups only in some schools and that happens rarely. This is understandable because it is more difficult to organize and implement them, but having in mind that these are schools that want to work on multicultural education and already have some initiatives, it is expected that more of the instructional activities for the students would be organized in ethnically mixed groups.

More than half of the parents responded that in the school there either are no or they do not know that there are joint activities with children from different ethnic background.

2.2.2. Opinions about the possibilities for building interethnic cooperation in the school

Contrary to the current practice of not having many joint students' activities, the teachers, principals and school administration have fairly optimistic views on the possibilities for building interethnic cooperation throughout the curricular and extra-curricular activities in the school.

Between 70% and 90% of the teachers consider that all instructional, extra-curricular and out-of-school activities offer a complete or partial opportunity for building of interethnic cooperation. They see bigger opportunities in the extra-curricular and out-of-school activities than in the curricular activities. The trend in the answers of the school principals and administration is similar, with the difference that they are more optimistic for each activity, and in a greater percentage, compared to the teachers who see a certain opportunity for contributing to the interethnic relations.

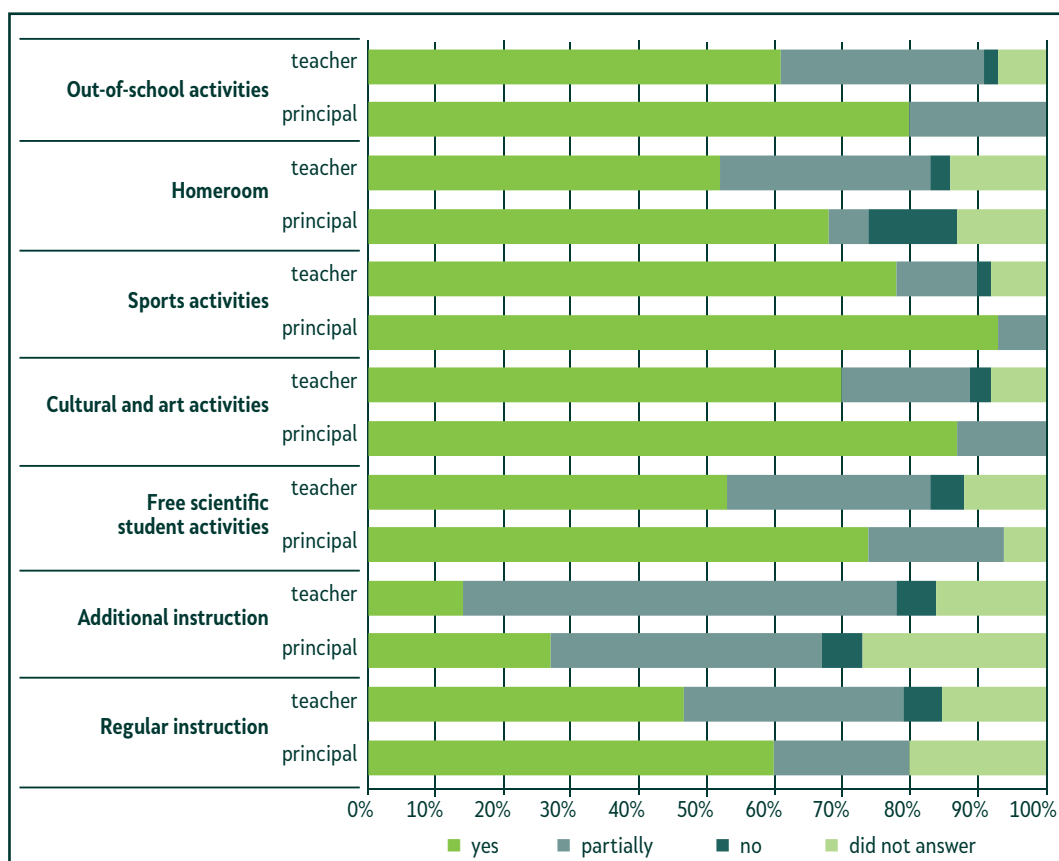


Chart 24: How different activities with students can contribute to the good interethnic relations

One of the questions often asked related to the organization of the space when the students from different languages of instruction go to the same shift is how to organize the use of the classrooms when there are two shifts: should the same classrooms be used by the students from both languages of instruction or only by the students from the same language of instruction. Teachers' opinions on this matter are divided.

Half of the parents consider that their child only partially knows the tradition and culture of the other ethnic communities in Macedonia, while 15% consider that

they do not know them. The reasons for such a statement need to be searched in the school as well as in the surrounding where they live.

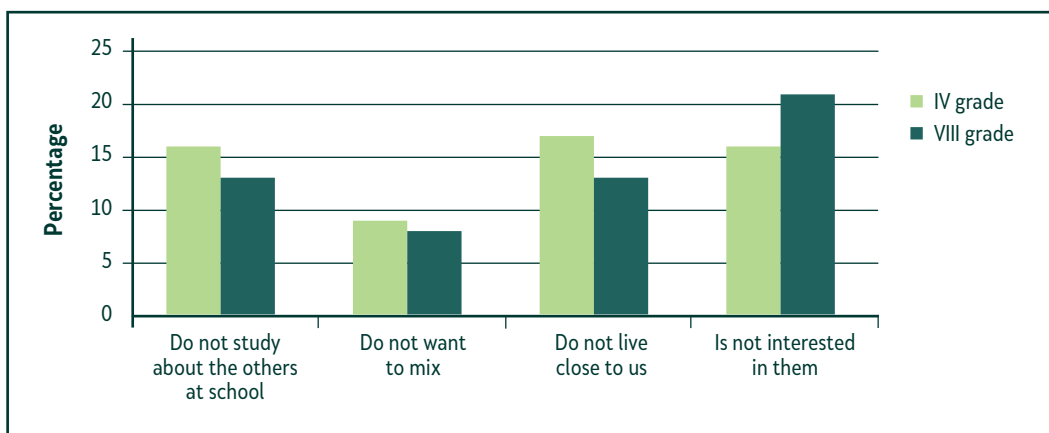


Chart 25: Parents' perception on the insufficient mutual knowing of the others

2.2.3. Perceptions on the ethnic tensions among the students

◆ Perceptions of the teaching staff and parents

Teachers, principals and school administration were asked if there are tensions among the students in their school on an ethnic basis. Fifty-five percent (55%) of the teachers reported that there are covert ethnic tensions, and another 10% reported that there are visible tensions. There are no differences in the answers of the teachers who teach in different languages of instruction or come from different towns.

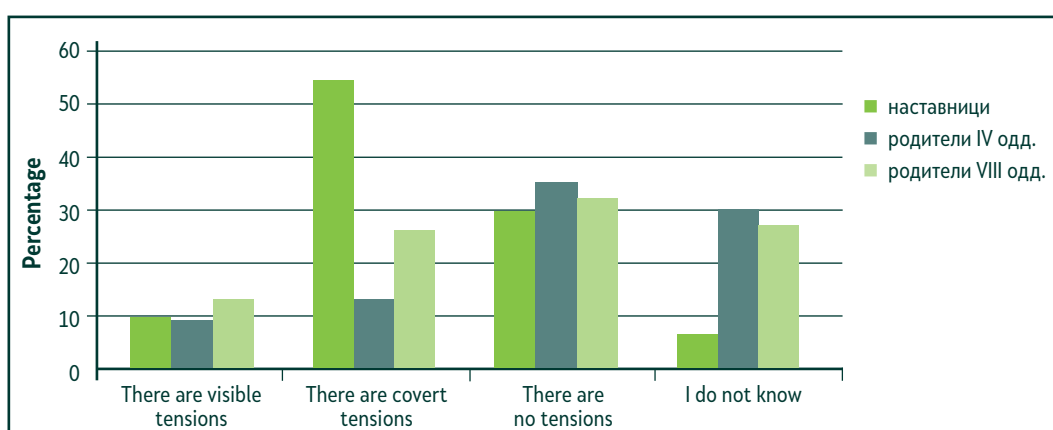


Chart 26: Teachers' perceptions on the ethnic tensions among the students

Parents, fewer than the teachers, are aware of the covert tensions, and more of them do not know if there are tensions. This is expected because at home the children probably discuss only about the visible interethnic tensions.

Principals and school administration from 3 schools consider that there are covert ethnic tensions, while from the other 3 schools they report that there are no tensions.

◆ Students' perceptions

The students' perception was explored with the question: How do students who learn in different languages of instruction behave among each other? (for the IV and VIII grades students) and with 2 questions for violent behavior for the VIII grade students.

About 2/3 of the respondents replied that the students learning in different language of instruction act in a friendly manner towards one another. Somewhat less than 10% of the students consider that often or always they act in a hostile manner. This percentage is almost equal to the percentage of visible hostility detected by the parents and teachers.

There are no differences in the perceptions of the students learning in different languages of instruction.

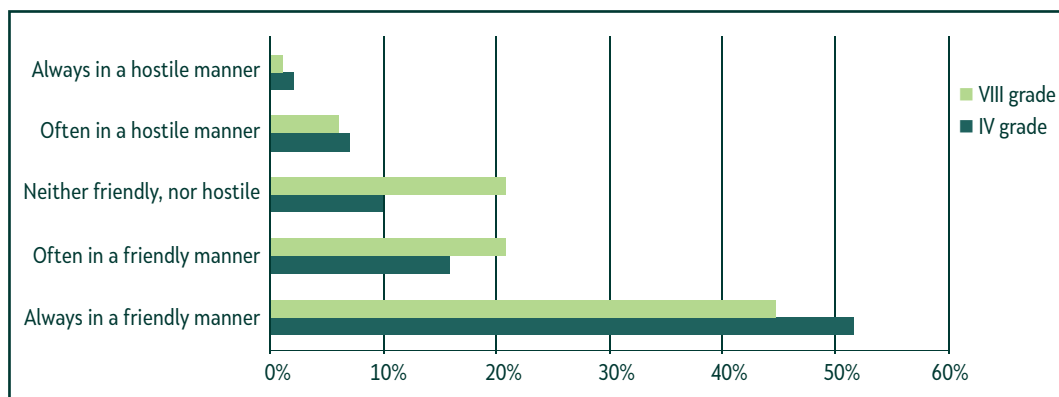


Chart 27: Students' perception on the behavior of the students attending instruction in different languages

A more accurate picture about the students' intolerant behavior on religious and ethnic grounds was presented by the VIII grade students, answering the questions how often they behave intolerantly towards other children and how often they suffer intolerant behavior.

About 20% of the students sometimes tease/mock other children or avoid them on purpose. This is done often by 2-3% of the students. However, 5-6% of the students said that they do it because of the ethnic or religious background of the child. See for reference Graph No.28.

The students that follow the instruction in Albanian language mock someone else because of their religion in a greater percentage compared to the others (8,5%) and have also been mocked more often because of their religion (10%). Sixteen percent (16%) of the students from the Albanian and 15% from the Turkish language of instruction responded that sometimes they were laughed at because of their ethnicity. The percentage of the students from the Macedonian language instruction who had such experience is much lower (about 5%).

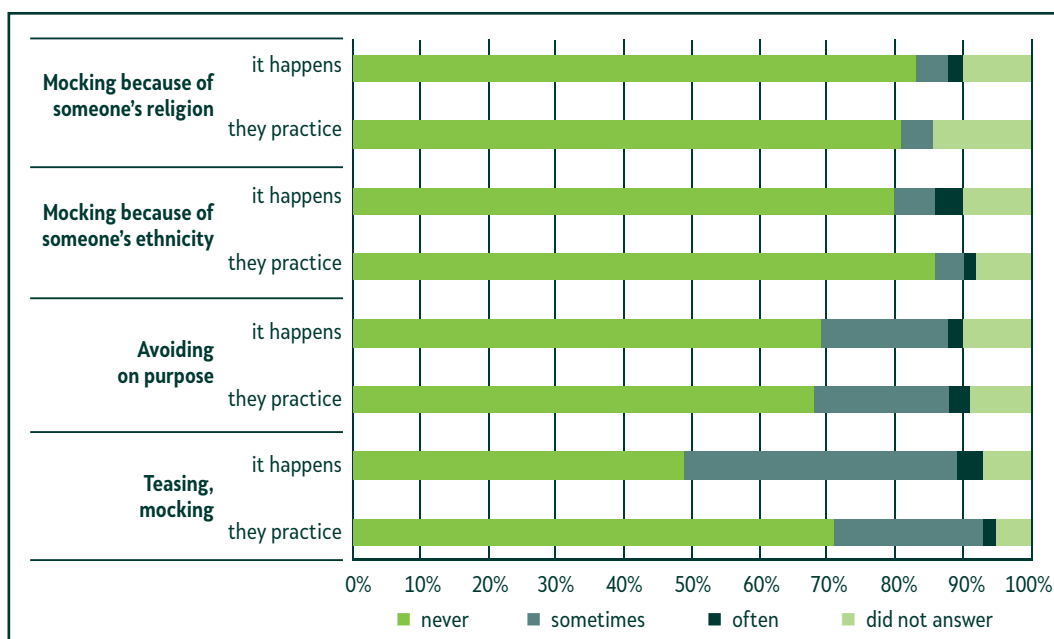


Chart 28: Intolerant behavior of the students attending instruction in different languages

◆ Opinions on the ways for decreasing the tensions

Asked how the tensions could decrease, from the list of 9 offered activities that refer to the school, parents and the activities of the out-of-school factors (media, non-governmental organizations, municipality), the respondents could choose 3. The biggest number of teachers and school principals/administration decided on:

	teachers	principals/ admin.	parents	
			IV grade	VIII grade
More joint activities in the school.	62%	47%	54%	64%
Bigger involvement of the parents in the activities for interethnic cooperation.	36%	33%	26%	24%
Working with the parents for overcoming their prejudices and stereotypes.	38%	27%		
Greater involvement of the students in defining the activities for interethnic cooperation.	30%	6%	32%	35%

Less than 20% of all categories of respondents chose the activities of the non-governmental organizations, media and municipalities, as potential agents for overcoming of tensions in the schools.

2.2.4. Opinions on the factors that can contribute to good interethnic relations

According to the theory, for successful multiethnic education, besides the school, a synchronized influence of the other factors in the environment is needed. In the research, teachers, principals and school administration expressed their views on the possibilities of influence on part of those factors. According to their opinion, the parents

and the family, the media and the teachers are the ones who can have the biggest influence.

According to the opinion of the teachers, student-leaders, the municipality and the political parties have a lesser influence than the other factors; while according to the principals' opinions, it is the teachers, parents and the family, media and the municipality who can influence the most.

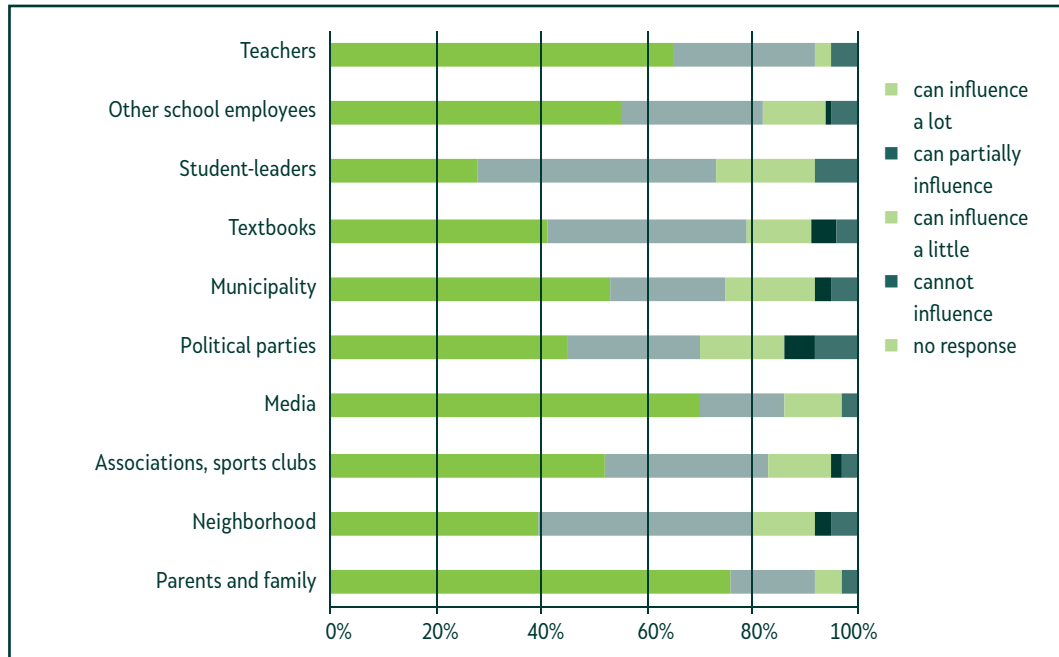


Chart 29: Teachers' opinions on the possible contribution of different factors for good interethnic relations

Conclusion

- ◆ In the project schools the formal meetings and trainings are regularly held jointly, often the extra-curricular and out-of-school activities are implemented together, but the instruction-related activities and the work of the clubs are rarely organized jointly. Such practice is in accordance with the perceptions of the educational staff about the potential of certain curricular and extra-curricular activities for development of the interethnic relations.
- ◆ The majority of parents do not know that in their school there have been events the goal of which was cooperation among the students with different ethnic background.
- ◆ Visible tensions among the students based on ethnicity are noticed by a relatively small number of teachers and parents, but covert tensions are noticed by about half of the teachers and about 20% of the parents.
- ◆ The majority of students consider that the children from the other ethnic communities behave friendly towards them, but every tenth student feels that the others behave in a hostile manner.





- ◇ More joint activities, but also a greater involvement of the parents in the activities and of the students in their planning, will contribute to the decreasing of the tensions on ethnic grounds, consider the teachers, principals and school administration.
- ◇ Besides the school, according to the opinion of a large number of teachers, principals and school administration staff, it is mostly parents and the family, as well as the media that can contribute to good interethnic relations, and less so textbooks, municipalities, political parties and the non-governmental sector.

2.2.5. Social distance

The perception of the others and the readiness for their (non)acceptance is a factor that one has to have in mind when planning activities for multiethnic and multicultural education. In order to check this, the social distance⁷ was examined in the teachers, principals/school administration staff, the students and their parents.

Method of measuring

The social distance was measured using two types of instruments:

1. Bogardus type of Social distance scale. Three versions of the scale were prepared. They all had a line of hierarchically ordered items of acceptance of the members of the following ethnicities who are present in a significant number in Macedonia: Macedonians, Albanians, Turkish and Roma.

- ◇ The scale for adults (teachers, principals/school administration, parents) included 6 items (to live in the neighborhood, to be in the same committee (to work), to socialize in the free time, to have as best friend, to be spouse of a close relative and to be spouse of my child or to be my spouse).
- ◇ The scale for students had 7 items (to live in the same town/village, to live in the neighborhood, to go to the same class, to play in my free time, do sit at the same desk, to be my best friend, to have a crush on...).

The students had to mark every item which is acceptable for them for each nationality separately. The social distance is given as a number of accepted statements, from 0-6 for the adults and from 0-7 for the students. The higher value represents a lower social distance.

2. Questions in the questionnaire

- ◇ For students (2 questions) and in the questionnaire
- ◇ For the parents (2 questions).

⁷ Social distance represents a degree of acceptance or non-acceptance of social contacts with persons who belong to different social groups (racial, ethnic, religious...).

Like in many other researches, the members of all the ethnicities accept closer interactions with the members of their own nationality, than with the members of the other ethnicities.

In this research, the relatively low level of acceptance of all other ethnicities apart from one's own in the Macedonian teachers and the principals/school administration is symptomatic. The numbers show that when other ethnicities are in question, in average they accepted them to the level of living in their neighborhood, working together and possibly socializing in their free time. It is indicative that a part of the teachers avoided giving answers to this question.

The social distance of the teachers and principals/school administration towards the members of the other ethnicities is represented in the graph below.

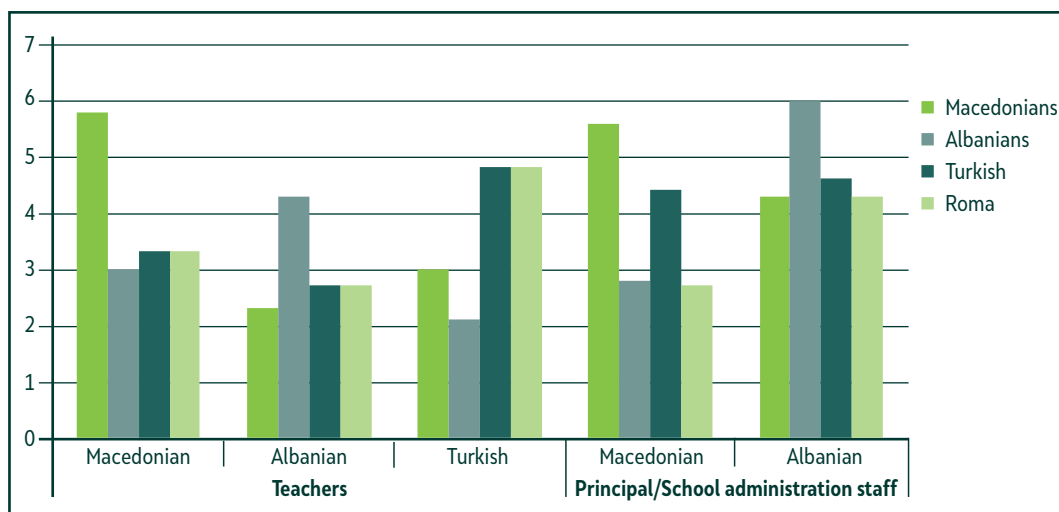


Chart 30: Social distance of the teachers, principals and school administration

About the social distance of the parents and students, measured with the social distance scale, there is no relevant data because many of the respondents marked only the degree of acceptance for their own nationality. This, also, can be an indication for avoiding the response because of the high degree of non-acceptance of the others.

The social distance of the students is represented through questions about having friends from other ethnicities. Parents were asked if their children have friends from other ethnic communities in the school and outside of it. Seventy-two percent (72%) of the parents responded that their children have friends from other ethnic communities in the school, and 58% of the parents responded to have such friends out of the school.

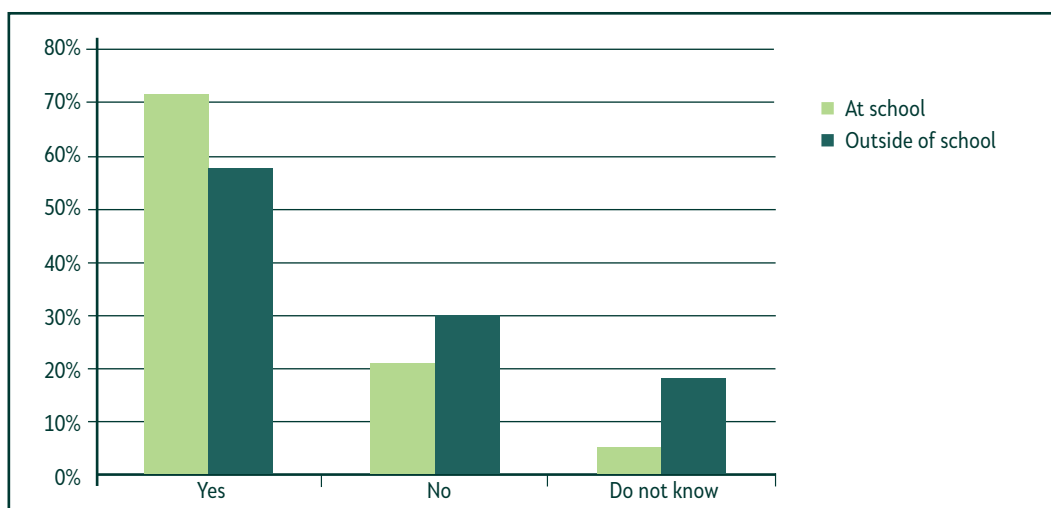


Chart 31: Socializing of the children with children from other ethnic communities

According to the parents' answers, the VIII grade children have more often friends from another ethnic community than the IV grade children (75% and 62%, respectively). That difference is smaller when it comes to friends outside of school (according to the parents, 59% of the VIII and 51% of the IV grade children have friends from another ethnic group outside the school, but part of the parents of the VIII grade students do not know who their child socializes with outside of school).

The children who learn in Turkish language of instruction have friends from the other ethnic communities more often than those learning in Macedonian or Albanian language of instruction.

The students were asked what the most important thing to them for someone to be their best friend is. For the largest number of students, regardless of the language of instruction, the most important factor for someone to be their best friend is to be good to them. However, it is indicative that for about 20% of the students both from the Macedonian and Albanian language instruction, the most important thing is to share the same religion, and for the same percentage of Albanian speaking students the most important thing is to belong to the same ethnicity.

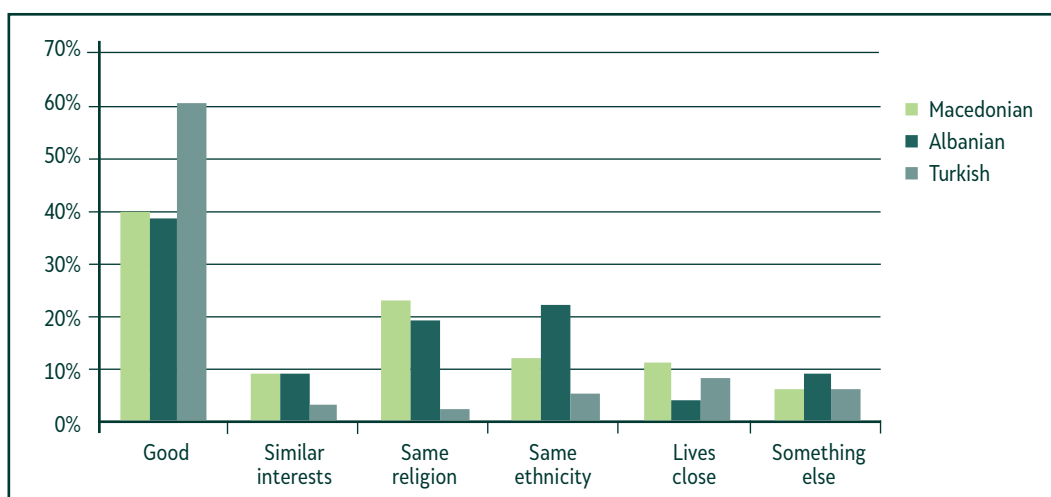


Chart 32: What is the most important to the students for someone to be their best friend

An indication for the social distance of the parents were the answers to the question for the students: *Do your parents have friends with different ethnicity from their own?*

According to 54% from the IV grade and 72% from the VIII grade, their parents have friends from another ethnicity, about 7% of the students (from both grades) reported that they do not have them, and the rest of them said that they do not know.

The social distance of the parents can be indirectly seen through the answer to the question if some family member is married to a member of another ethnic community. The least mixed marriages are found in the Macedonian families, and more in the Albanian (22%) and Turkish (31%) families who are more ready for mixed marriages if they belong to the same religion.

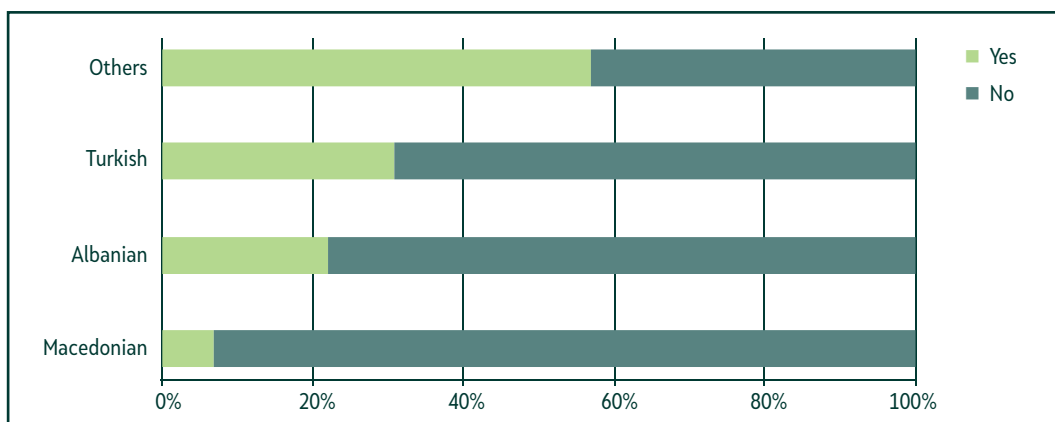


Chart 33: Marriages of close family members with members of other ethnic communities

Conclusion

- ◇ The social distance of the teaching staff towards the members of the other ethnic communities is large. They accept to live in the same neighbourhood with the members of other ethnic communities, to work together and possibly to socialise in their free time, but not to be their best friends, spouses of their close members of the family, their own or their children's spouses.
- ◇ According to the knowledge of the parents, their children have friends from other ethnic communities in the school (72%) and out of the school (58%). When they choose their best friend, for the larger number of students the most important thing is he/she to be good to them, but the number of students to whom the most important thing is their best friend to belong to the same religion or ethnicity is large (30% for the Macedonian and 40% for the Albanian speaking students).
- ◇ The largest number of parents have friends from other communities, but in the families there are not many mixed marriages, especially in the Macedonian families. It is probably due to the mixed marriages between members of different ethnicities, but the same religion.

3. INITIATIVES IN THE MUNICIPALITIES RELATED TO MULTICULTURAL AND MULTIETHNIC EDUCATION IN THE SCHOOLS

According to researches⁸, multicultural education is a process, a way of thinking, a manner of decision-making and a constant way of behaving in the educational environment. The introduction of changes and their sustainability is possible if in the project activities the municipalities are included, especially the people responsible for education in the local self-government.

In the Republic of Macedonia, so far the initiatives for multiethnic and multicultural education, projects and activities were most often implemented through the non-governmental sector. In this research, we wanted to check if there are, and what kind of initiatives there are in the municipalities related to multiethnic education in the schools, as well as the perception of interethnic communication in schools by municipal and non-governmental organizations representatives. The data was gathered using surveys, with the help of a semi-structured questionnaire.

3.1. NON-GOVERNMENTAL ORGANIZATIONS

The survey with non-governmental organizations representatives included seven organizations actively working in the pilot-towns (three from Strumica and Tetovo and one from Skopje). One representative from each organization was surveyed by using a semi-structured questionnaire. The organizations were analyzed from the aspect of their capacities to manage projects, experience and expertise in the areas and with the target groups of interest to the project. Their perceptions regarding the situation with interethnic relations among the students in their municipalities, the degree of cooperation with the local authorities and the schools in the municipality, as well as the social distance towards the members of the other ethnic communities were studied as well.

3.1.1. Capacities of the organizations

In general, all of the included organizations meet the basic principles for establishing and working of a non-governmental organization: they were constituted according to the Law on Associations and Foundations, they have their own bank account, they conduct accounting according to the legal requirements of the R. Macedonia, they have their own statute, they produce annual work reports, they have an executive board, job descriptions, they do annual planning, they have clearly defined financial procedures and a process of decision-making.

⁸ See chapter 2.

In three organizations there is a degree of accountability missing, which can be seen from the fact that they do not have a practice to publish their annual reports, and other three organizations do the same for their financial reports.

They have all said that they have experience in managing project cycles and that they tend to include their target groups in the decision-making processes, but three of the organizations assessed that they lack capacity for financial managing of projects, as well as capacity for increasing of their available financial means.

3.1.2. Areas of expertise

From the table below it can be observed that the largest part of the organizations have had some experience in the areas related to the project goals, as well as with the target groups of importance to the project activities. The organizations “Sumnal” and “Multikultura” have the most direct experience in the work in the listed areas and with the listed target groups. According to that, they could be included as carriers of a significant part of the planned activities.

Furthermore, they have all worked closely with children and youth and have directly or indirectly cooperated with the local community.

Table 13: Experiences of the organizations in the concrete areas and in the working with different target groups

Non-governmental organization	Experience in the areas:			Experience in working with:			
	Intercultural education	Primary education	Children's rights	Children and youth	Parents	Teachers	Local community
Organization of women - Strumica	I	D	D	D	I	I	D
Porta - Strumica	I	I	I	D	I	I	I
Planetum - Strumica	N	D	N	D	D	D	D
Sumnal - Butel	D	D	D	D	D	D	D
Loja - Tetovo	D	I	N	D	I	D	D
Multikultura - Tetovo	D	D	D	D	D	I	I
IRZ - Tetovo	D	N	N	D	N	N	I

Legend: D – direct experience; I – indirect experience (through the cooperation with another organization); N – no experience.

All respondents said that their organization has collaborated with organizations which is of predominantly different ethnic composition than the one of their organization and emphasized that they are open for further networking with organizations with different/mixed ethnic composition.

3.1.3. Inclusion in multiethnic cooperation projects

The representatives of the non-governmental organizations were asked about their involvement in project which promote interethnic and intercultural cooperation, as direct organizers or as participants in activities organized by other organizations. All, but one of the organizations⁹, have participated in and have organized projects or concrete activities the goal of which was interethnic cooperation/tolerance. The concrete projects are listed in the table below.

Table 14: Participation in projects which promote interethnic cooperation/tolerance

Non-governmental organization	Projects
Organization of women - Strumica	Activities for reducing of ethnic stereotypes in the schools with mixed ethnic composition in the frames of a project for implementation of the Non-discrimination Law.
Porta - Strumica	Under the same Sun and Stop to discrimination projects.
Sumnal - Butel	Projects for strengthening of capacities of future teachers and pedagogues for working in a multiethnic environment. Inclusion of Roma children in kindergartens with children of other ethnic composition.
Loja - Tetovo	Participation in different workshops for conflict resolution and intercultural learning. Organizer of training cycles in the area of conflict management; implementer of a course at the South East European University – Tetovo designated for future teachers, in which they go through training for conflict management and are informed about human rights, multiculturalism and teaching methods for multicultural learning.
Multikultura - Tetovo	Peaceful resolution of conflicts and stereotypes – supported by NCBI; Peace and anti-discrimination – supported by the Norwegian Embassy; Step forward in the education of Roma children from the second to the fourth grades; Diversity Day.
IRZ - Tetovo	Projects in the frames of the UN program – Strengthening of interethnic dialogue and cooperation between the communities (Joint visions, multikulti clubs etc.). Promotion of human values (PHV) in the organization of the Red Cross.

3.1.4. Cooperation with the schools and the local government

The non-governmental organizations representatives, in the greatest part share similar attitudes regarding their cooperation with the schools. Mainly the cooperation is assessed as satisfactory, and some of them underline that in general the initiatives for cooperation come from the side of the organization, whereas the schools for the most part accept them with good will. Only the IRZ representative reckons that *“the schools are not interested for such cooperation and because of that there is a little cooperation established between the non-governmental organizations and the schools (...) the main reason for the weak cooperation is the lack of understanding on the part of school*

⁹ The mission of the organization Planetum from Strumica does not include activities from the area of interethnic cooperation.

managers about the benefits which come out of the cooperation between the schools and the non-governmental organizations.” However, the impression is that cooperation in the most part is formal and does not include elements of joint decision-making. Most often the projects are developed by the civic organizations, and the schools (teachers, students) are beneficiaries of the services.

The degree of cooperation with the municipal administration is differently assessed, depending on the municipality in which the organization operates. The organizations from the Strumica Municipality, as well as the municipality employees, assessed that their mutual cooperation is at the highest level. The municipality has signed a memorandum of cooperation with the civic organizations which operate on its territory; every year in February the municipality announces a competition for projects; and all representatives of the civic sector confirmed that the municipality is always forthcoming about the implementation of the project activities.

Two of the Tetovo-based organizations have assessed the cooperation with the municipality as solid, especially with the Sector for public activities, although they have not provided more detailed information about the manner in which the cooperation takes place, while from the organization Loja they say that they have not had direct cooperation with the local authorities, but they usually cooperate with the regional office of the Ministry of Education and Science. The representative of the organization Sumnal from Butel Municipality stated that the municipality is generally forthcoming if they need to use some space, although they do not receive financial or other kind of assistance.

3.1.5. Attitudes about the interethnic relations among the students in the municipality

The general attitude of the representatives of the civic sector is that the students of different ethnic backgrounds in their municipality insufficiently know one another. The representatives of four organizations reckon that they do not know one another at all or nearly at all, whereas the remaining representatives reckon that the students know one another only partially. As reasons for such a state, regardless of the municipality they come from, they most often listed:

- ◆ not knowing the language of the other community,
- ◆ learning in different shifts or school buildings,
- ◆ learning about different things,
- ◆ going out at different places,
- ◆ existence of strong prejudices of “the other”.

As the representative of the organization Loja from Tetovo states: “...there are two parallel school universes which are deepening more and more with the separation of the students in different shifts, and what is even more drastic and characteristic in Tetovo, in different school buildings”.

Beside the general agreement that the students are insufficiently familiar with one another, the attitudes about the existence of ethnic tensions in the primary and

secondary schools are divided, even at the level of one and the same municipality. Specifically, while two of the organizations from Strumica feel that there are no tensions, one feels the opposite; among the organizations from Tetovo, there are the most divided opinions, so some feel that there are tensions in both primary and secondary schools, while others that there are tensions in secondary schools only, while a third group feel that there are no tensions at all. Although the respondents are not fully in accord regarding this question, the assessment of a part of them that there are tensions points to a fragile interethnic situation in the schools.

Consequently, they all agree that there should be activities for improving of the mutual acquaintance of students from different ethnic backgrounds, and the following types of activities are suggested (emphasized):

- ◆ extracurricular activities (in cooperation with the municipality, the non-governmental organizations, parents), and
- ◆ joint activities in the schools.

Along these lines, the organization Loja representatives emphasize that: although the non-governmental organizations can assist through direct activities with the teachers and students, the capacity for full coverage is small; the problem is the fact that such activities should be organized outside of the instruction; the institutions should change the existent practice with which they support the polarization of the communities.

3.1.6. Attitudes towards the other ethnic communities

The attitudes towards the other ethnic communities were checked using the Social distance scale. The results point to the finding that despite the fact that almost all respondents have participated in projects, i.e. have worked on interethnic cooperation projects, the prejudices towards the communities different from theirs still exist. Concretely, only two of the respondents said that they would accept all kinds of relations with representatives of other communities. For two respondents, the greater part of relations are acceptable, but not including marriage with a person from another ethnic background. The remaining three respondents show unwillingness for a greater array of relations, including having a best friend from another nationality, accepting a person from a certain nationality as a spouse of a close friend/relative etc.

3.2. LOCAL AUTHORITIES – EDUCATION SECTOR

The surveying of the representatives of the municipalities responsible for education included five people (one from Strumica and two from Tetovo and Skopje/Butel each). The issues studied were the inclusion of the municipality in projects for promotion of interethnic cooperation, the attitudes of the representatives regarding the presence of ethnic tensions among students from the municipality, the degree of cooperation with the schools and the non-governmental organizations active in the

municipality, as well as the attitudes (social distance) towards the other ethnic communities.

3.2.1. Inclusion in interethnic cooperation projects

From the table below it can be observed that the people responsible for education from Strumica and Tetovo were more included in projects which promote interethnic cooperation, when compared to the Butel Municipality. Nevertheless, although there is an interest for such activities, the scope of supported projects of this kind is small, and projects organized directly by the municipality are lacking.

Table 15: Inclusion in projects for interethnic and intercultural cooperation

Municipality	Projects
Strumica	Participation in: <ul style="list-style-type: none"> - Integrated bilingual education (Nansen Center), - Equal rights and opportunities (UNICEF), - Strategy for Roma people. The municipality has supported a cultural heritage project.
Butel	Participation in a multiculturalism seminar (OSCE).
Tetovo	Participation in: <ul style="list-style-type: none"> - Improving of the interethnic dialogue in the municipalities (MCEC). Supported: <ul style="list-style-type: none"> - Event "Tetovo – city of peace and good interethnic understanding", - Diversity Day, project of NGO Multikultura.

All the municipality representatives claim that the municipality has defined an official education policy, and those from Strumica and Tetovo add that the program also includes concrete priorities/activities for improving of the interethnic cooperation/tolerance, through a "*pledge for full inclusion of students of the Turkish nationality and obtaining of literature in the Turkish language*" (Strumica) and "*increasing of the degree of tolerance with the aim of decreasing of interethnic conflicts among the students*" (Tetovo).

3.2.2. Cooperation with the schools and the non-governmental organizations in the municipality

The municipality representatives are divided regarding the question about the extent to which they are involved in the revision of the annual school programs. Three of the interviewed respondents (one from each municipality) consider that they are actively involved through activities such as: paying attention to the coverage of students, creating new vocational streams, e-gradebook activities, paying attention to the quality and standards. The remaining two representatives consider that the inclusion is sporadic and superficial. Regardless of the grade of inclusion, one could observe the lack of inclusion in activities which relate to the interethnic cooperation among students.

The interviewed representatives of the Butel and Strumica municipalities agree that the municipality has a good cooperation with the schools on its territory which is primarily manifested through meetings with Managing Boards, Parents' Councils etc., and from the Municipality of Strumica they also say that in the ethnically mixed schools they organize joint celebrations of holidays, competitions and similar activities. The Tetovo Municipality representatives assess the cooperation as satisfactory, although they stress out that it could improve, for example through a greater planning of common activities in the annual work programs of the Sector for education, as well as budgeting of finances for their implementation.

In general, it can be concluded that the cooperation with the schools in the Butel and Tetovo municipalities does not surpass the extent of inclusion in the school activities which is stipulated by law. Only the Municipality of Strumica shows a more active engagement for inclusion of the students from different ethnic background in joint activities.

Regarding the cooperation with the non-governmental sector, the municipality employees from Tetovo and Strumica assess it as very successful and say that they have signed memoranda of cooperation with part of the non-governmental organizations and so far have implemented common activities. From the Butel Municipality they state that the communication is weak and that the non-governmental organizations do not propose sufficient initiatives.

3.2.3. Attitudes about the interethnic situation in the municipality

All the municipality representatives interviewed share the same attitude regarding the extent of mutual acquaintance of students from different ethnic communities in the municipality – they feel that the students know each other only partially. However, the insufficient mutual acquaintance is not necessarily connected to the existence of tensions in the schools. So, while the Municipality of Butel representatives assess that there are no ethnic tensions among the students, the Tetovo Municipality representatives consider that there are tensions in both the primary and the secondary schools, while the Strumica Municipality representatives – only in primary schools. Their suggestions for the overcoming of the tensions, for the most part include:

- ◆ Socializing outside of the school (4 answers),
- ◆ Inclusion of the parents (4 answers),
- ◆ Activities on the municipal level (3 answers),
- ◆ Inclusion of the students in the defining of activities (2 answers),
- ◆ Activities in the schools (2 answers).

The general attitude is that the municipality can contribute to the improvement of the interethnic relations among the students through activities in the scope of the schools (ex. consulting with the pedagogical and psychological school services regarding extracurricular activities) and outside of the schools (cultural, sports events etc.).

3.2.4. Attitudes about the other ethnic communities

Only one of the interviewed municipality representatives would accept all the levels of relations with members of ethnic communities different than his own. The remaining representatives are more closed, especially when it comes to getting married (personally or of a close friend/relative), and the ethnic community towards which the greatest distance is shown is the Roma community.

Conclusion

- ◆ The non-governmental sector representatives and the local authorities consider that the students of different ethnic background who study in different languages are insufficiently familiar with one another.
- ◆ The non-governmental sector and the local authorities are seen as an important factor in the improvement of interethnic tolerance, but part of the municipalities have not established successful cooperation with the non-governmental organizations (the most successful model of cooperation has been established in Strumica, the least successful in Butel).
- ◆ The non-governmental organizations have solid capacities for managing of projects; the greater part of them have experience in working on activities for interethnic cooperation/toleration, and part of them also have appropriate experience in the concrete areas related to the project goals.
- ◆ The greatest part of the suggested activities for improving the interethnic cooperation among students refer to out-of-school activities, probably due to the fact that the civic organizations and the local authorities consider that they have greater influence and freedom of action outside of the schools.
- ◆ A significant part of the municipality and civil sector representatives show a certain degree of non-acceptance of (social distance towards) ethnic communities different than their own, which demonstrates a need of greater sensitivity in working with the other communities.
- ◆ All of the civic organizations show openness to work with organizations with predominantly different ethnic composition from the composition of their own organization.

PART III

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

This section contains conclusions and recommendations based on the findings from the research, which should serve the implementers of the *Strengthening of multiethnic cooperation in the municipalities* project when planning the activities for implementation and evaluation of the project activities. The conclusions have been grouped in the three areas according to the conceptual framework of the research, and the recommendations have been grouped according to the possible activities and activity implementers in the project.

CONCLUSIONS

1. IMPLEMENTATION OF CONTENT FOR MULTICULTURAL AND MULTIETHNIC EDUCATION

◆ Students' knowledge

- ◆ Fourth-grade students were averagely successful in the choosing of the appropriate answers, i.e. reactions to the asked questions. It was expected to get higher results for the questions which are directly connected to terms that are studied in the third grade (for example tolerance, children's rights).
- ◆ There are statistically significant differences in the achievement of the fourth-grade students, both by language of instruction and by the town in which they live/study.
- ◆ The majority of students choose as the right approach the authoritarian approach in the improvement of ethnic tolerance, probably since they are used to such a way of resolution of interethnic misunderstandings at the school.
- ◆ The eighth-grade students were averagely successful in the choosing of the appropriate answers, i.e. reactions to the given questions. Higher results were expected for the questions which are directly connected to concepts that are studied until the end of the seventh grade, and on more occasions, such as: tolerance, human rights and responsibilities, stereotypes, prejudices etc.
- ◆ There are statistically significant differences in the achievement of the eighth-grade students according to the language of instruction.
- ◆ In general, the students show openness towards the idea of multiethnic schools and joint activities among the members of the different communities.

◆ Implementation of content

- ◆ A greater number of students do not remember that they had studied a certain number of content items, which can be observed in the fact that they did not acquire long-term knowledge or did not recognize them as content related to the appropriate topics. Most probably the way in which the students are taught and the activities in which they were included have had an influence on this state.
- ◆ The majority of the teachers reckon that most of the goals which are part of multiethnic education will be met by the end of their students' primary education, i.e. that their students will be tolerant, prepared to resolve ethnic conflicts and will become loyal citizens of the state. Those beliefs

largely apply to students learning in the language of instruction they teach in, and less to those who study in a different language of instruction.

◆ **Preparation of teachers for multiethnic education**

- ◆ The attitudes of the teachers towards the acceptance of diversity in the education and working in multiethnic environments cannot be assessed as a particularly good basis for multiethnic education.
- ◆ The attitude towards acceptance of differences in ethnically and culturally more heterogeneous environment such as Skopje is more positive. That benefits the hypothesis that contacts influence the acceptance of ethnic and cultural differences.
- ◆ The teachers were not very successful in the choosing of appropriate actions in ethnically sensitive situations.
- ◆ There are no statistically significant differences in the teachers' achievement at the test for methodological preparation according to language of instruction or town in which they work.
- ◆ The principals and school administration staff from the project schools have received training and experience with projects for developing multiethnic cooperation and are interested to work on such projects in the future as well.
- ◆ The majority of teachers in the course of their studies did not prepare or only partially prepared to work in ethnically mixed environments. Also, a greater part of the teachers did not attend additional trainings or participated in projects about multiethnic cooperation.
- ◆ Half of the teachers feel unprepared or partially prepared to implement interethnic cooperation content and the majority of teachers estimate that they are partially qualified to use most methods which are appropriate for multiethnic education.

◆ **Practices and opinions about multiethnic education**

- ◆ Goals and/or activities for multiethnic education are planned in all of the project schools, but most often that is done inconsistently and it does not include all the possibilities. In the schools, there are different models of organization of the instruction according to language of instruction.
- ◆ In the project schools, the formal meetings and training sessions are regularly held jointly (in ethnically mixed groups), the extracurricular and out-of-school activities (sports and cultural-artistic activities and field trips) are also often held jointly. However, the teaching activities and the work of the clubs is most often organized separately by the language of instruction.

- ◇ The principals and school administration staff support instruction in ethnically mixed shifts, the opinions of the teachers are divided, whereas most parents support instruction in ethnically separated shifts.
- ◇ Most students are open to the idea of learning in the same shift with children from another ethnic background (they either wish to study with the others or they do not care), and learning of a language of other ethnic communities.
- ◇ Around one third of the teachers reckon that they can greatly contribute to multiethnic education through the instruction of the subject they teach and as homeroom teachers, and more than half reckon that they can contribute to a certain extent.

2. MULTIETHNIC COMMUNICATION AND INTEGRATION IN THE SCHOOLS

◆ Opinions of the teaching staff about multiethnic relations

- ◇ A relatively small number of teachers notice visible tensions among the students on ethnic grounds, whereas around half of the teachers notice covert tensions.
- ◇ The teachers, principals and school administration representatives reckon that more joint activities, but also a greater inclusion of parents in the activities and the students in their planning, will contribute to the decreasing of tensions on ethnic grounds.
- ◇ The social distance of the teaching staff towards members of other ethnic communities is large. They accept to live in the same neighborhood, to work together, and possibly to socialize in their free time with members of other ethnic communities, but not to have them as best friends, as spouses of their closest family members, of themselves or of their children.
- ◇ Besides the school, according to the opinion of a large number of teachers, principals and school administration staff, the parents, the family and the media can contribute the most for good interethnic relations.

◆ Perception of the students about the relations with the children from the other ethnic communities

- ◇ The majority of students consider that the children from the other ethnic communities behave friendly towards them, but every tenth student feels that the others behave in a hostile manner, and the same number of students have felt being mocked because of their religion and/or nationality.

- ◇ When choosing a best friend, the most important for the majority of students is for the friend to be good to them, but the percentage of students (30% of the Macedonians and 40% of the Albanians) to whom it is most important for their best friend to be from the same faith or ethnicity is great.
- ◇ The majority of students are open to the idea of learning a language of other ethnic communities and would choose the Turkish language.

◆ **Opinions of the parents about multiethnic education**

- ◇ A greater number of parents does not know that in their school there had been events which aimed at cooperation of students from different ethnic background, nor that there are opportunities for learning the language of another ethnic community.
- ◇ A relatively small number of parents notice visible tensions among the students on ethnic grounds, whereas around 20% of the parents notice covert tensions.
- ◇ According to the information of the parents, their children have friends from other ethnic communities in the school (72%) and outside of the school (58%).
- ◇ The majority of parents would motivate their children to learn a language of another ethnic community.
- ◇ A greater number of parents has friends from other ethnic communities, but in the families there are not many mixed marriages, especially among Macedonians.

3. INITIATIVES IN THE MUNICIPALITIES RELATED TO MULTIETHNIC EDUCATION IN THE SCHOOLS

- ◇ According to representatives of the non-governmental sector and the local authorities, students from different ethnic background who study in different languages are insufficiently familiar with one another.
- ◇ The non-governmental organizations and the local authorities see themselves as an important factor in the improvement of interethnic tolerance.
- ◇ A part of the municipalities has not established successful cooperation with the non-governmental organizations, especially regarding multiethnic and multicultural activities.
- ◇ The non-governmental organizations possess solid capacities for managing of projects.

- ◆ Representatives of the non-governmental organizations and the local self-government suggest activities for improving of interethnic cooperation among students, but they mainly refer to out-of-school activities.
- ◆ A significant part of the municipality and non-governmental organization representatives show a certain degree of non-acceptance of (social distance towards) ethnic communities different from theirs.
- ◆ All of the non-governmental organizations show openness to work with organizations with predominantly different ethnic composition from the composition of their own organization.
- ◆ Less than 20% of all categories of respondents chose the activities of the non-governmental organizations, media and municipalities as potential activities for overcoming of tensions in schools.

RECOMMENDATIONS

- ◆ **Changes in the work of the schools regarding multiethnic and multicultural education**
 - ◇ The finding that the students are much more open compared to the teachers and parents towards students learning in a different language of instruction is a good indicator, which should be used in the project.
 - ◇ The experiences of the schools about multiethnic education and the planned pledges and/or activities for multiethnic education should be used while planning the activities, especially with regard to a more consistent approach to multiethnic and multicultural education.
 - ◇ In the schools there are different models of organization of the instruction according to the language of instruction. Such a situation is a good basis for piloting of different approaches to multiethnic education.
 - ◇ Parents should be better informed and included in the activities for improving of interethnic communication and understanding.
 - ◇ Changes should also be made in the work with the lower-grade teaching community and the whole school atmosphere in terms of promoting democratic, and not autocratic approaches to the understanding and behavior towards other cultures and ethnicities.
 - ◇ The interest of the non-governmental sector and the local self-government for cooperation, support and inclusion in activities which would be planned and realized by the schools should be utilized.

- ◆ **Organization and implementation of instruction**
 - ◇ It is necessary to make changes to the instruction of the subjects in the scope of which content related to knowledge and attitudes towards different ethnic communities, religious background and culture are studied (for example tolerance, children's rights). When planning and implementing the training cycles, and related to the activities which should be implemented with the students, there should be parts which would be specific to the different languages of instruction, cultures, i.e. to the different towns/schools.
 - ◇ A change is necessary in the way the content is realized, the students are included in activities during the classes (debates, discussions, mini-projects), which will help the students acquire more long-term knowledge about the terms and concepts learned, as well as their recognizing and application.
 - ◇ To strengthen the inclusion of the students in more "multiethnic" activities/ activities implemented by multiethnic teams – with the opportunity for the students themselves to decide which activity or project to implement (it could start with scientific, sports, research etc. activities/projects).

- ◆ Apart from extracurricular activities, the potentials of class activities should be more utilized, including learning of languages of the other ethnic communities by the students and the teachers.

- ◆ **Training for teachers**
 - ◆ Taking into consideration that the teachers, during their studies, did not prepare to realize multiethnic and multicultural education, and most of them have not attended additional training during their work and do not feel prepared content-wise or methodology-wise, it is necessary to develop an appropriate program for training which:
 - Will include a general and a specific part in the creation of which the answers of the teachers about their methodological preparation will be taken into consideration;
 - Will refer to both content and methods of work;
 - Will start from the specific needs and states in the schools, the municipality and the potentials of the non-governmental sector.
 - ◆ In the training, it would be useful to discuss real situations and the appropriate ways of reaction of the teachers in ethnically sensitive situations.
 - ◆ Having in mind the statistically significant differences in the students' achievements, while planning and implementation of training, and related to the activities which should be implemented with the students, there should be parts which would be specific to the different languages of instruction.

- ◆ **Support on the local level connected to the multiethnic education**
 - ◆ The awareness of the non-governmental sector and the local authorities, as an important factor in the improvement of interethnic tolerance, should be utilized in the planning and the implementation of the project activities.
 - ◆ To strengthen the participation of the non-governmental organizations, media and municipalities as potentials for overcoming of tensions in the schools (although less than 20% of all categories of respondents chose them), especially through their direct inclusion in the activities and support in the schools, support in networking of schools, announcing and pointing out of best practices etc.
 - ◆ It is necessary to assist the establishing of cooperation between the municipalities and the non-governmental organizations, especially regarding multiethnic and multicultural activities in the schools.
 - ◆ To use the potential and capacities of the non-governmental sector for managing of projects, especially their experience with projects with goals

and expectations similar to the *Strengthening of multiethnic cooperation in the municipalities* project. Their knowledge of the “situation in the field” could enable planning and implementation of activities aimed directly to the specific conditions and needs of the schools.

- ◆ The local authorities should use their right to act in the schools to a greater extent (adopting of annual work reports, annual plans, participation in projects, participation in the work of the school boards etc.), above all related to activities which would improve and strengthen the multiethnic and multicultural cooperation in and among the schools in the municipality.

All of the non-governmental organizations show openness to work with organizations with predominantly different ethnic composition from the composition of their own organization. This allows the implementer of the project to influence towards greater sensitivity about working/cooperation with other/different communities in the municipality through specific activities targeting the local self-government employees and the local non-governmental organizations.

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APPENDIX:

DATA ABOUT THE EDUCATION OF PARENTS/GUARDIANS OF THE STUDENTS FROM THE FOURTH AND EIGHTH GRADES BY MUNICIPALITY AND BY LANGUAGE OF INSTRUCTION

1. EDUCATION OF THE STUDENTS' MOTHERS

In Macedonian language of instruction						
Education	Skopje (Butel)		Tetovo		Strumica	
	No.	%	No.	%	No.	%
Unfinished primary education	7	1.9	1	0.7	277	27.5
Primary education	22	5.8	8	5.4	370	36.8
Secondary education	274	72.6	99	66.9	341	33.9
College and higher education	74	19.7	40	27	18	1.8
Total	377	100	148	100	1006	100

In Albanian language of instruction						
Education	Skopje (Butel)		Tetovo		Strumica	
	No.	%	No.	%	No.	%
Unfinished primary education	18	2.6	3	1	0	0
Primary education	412	59.7	250	83.3	0	0
Secondary education	176	25.5	34	11.3	0	0
College and higher education	84	12.2	13	4.4	0	0
Total	690	100	300	100	0	100

In Turkish language of instruction						
Education	Skopje (Butel)		Tetovo		Strumica	
	No.	%	No.	%	No.	%
Unfinished primary education	0	0	0	0	337	89.4
Primary education	18	58.1	4	100	40	10.6
Secondary education	11	35.5	0	0	0	0
College and higher education	2	6.4	0	0	0	0
Total	31	100	4	100	377	100

2. EDUCATION OF THE STUDENTS' FATHERS

In Macedonian language of instruction						
Education	Skopje (Butel)		Tetovo		Strumica	
	No.	%	No.	%	No.	%
Unfinished primary education	1	0.3	0	0	239	23.6
Primary education	10	2.6	8	5.4	426	42
Secondary education	294	76.1	111	75	333	32.8
College and higher education	81	21	29	19.6	16	1.6
Total	386	100	148	100	1014	100

In Albanian language of instruction						
Education	Skopje (Butel)		Tetovo		Strumica	
	No.	%	No.	%	No.	%
Unfinished primary education	1	0.1	3	1.1	0	0
Primary education	289	38	178	59.7	0	0
Secondary education	331	43.6	91	30.5	0	0
College and higher education	139	18.3	26	8.7	0	0
Total	760	100	298	100	0	100

In Turkish language of instruction						
Education	Skopje (Butel)		Tetovo		Strumica	
	No.	%	No.	%	No.	%
Unfinished primary education	0	0	0	0	301	79.4
Primary education	5	16.1	2	50	71	18.7
Secondary education	25	80.7	1	25	7	1.9
College and higher education	1	3.2	1	25	0	0
Total	31	100	4	100	379	100

