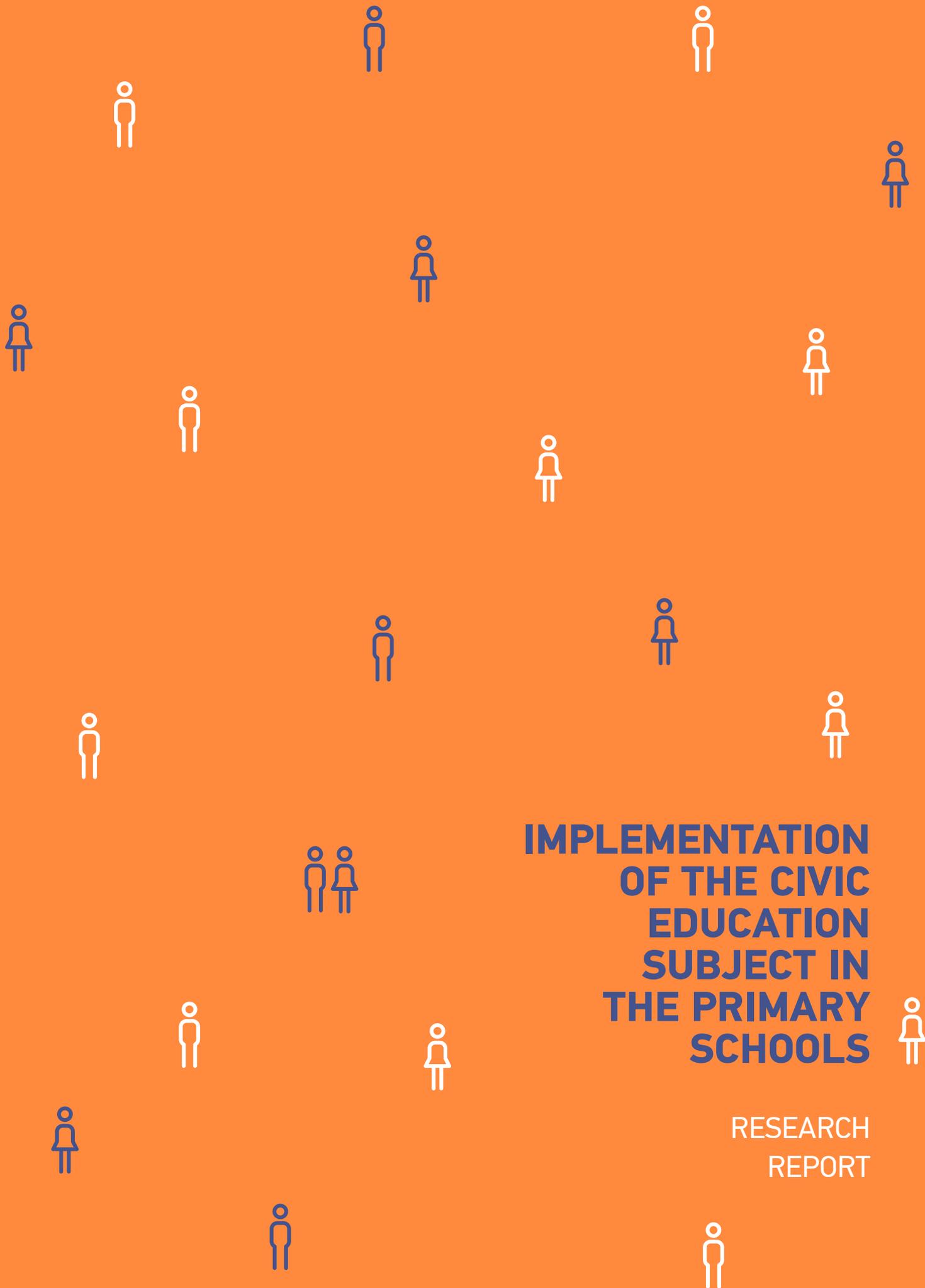


IMPLEMENTATION OF THE CIVIC EDUCATION SUBJECT IN THE PRIMARY SCHOOLS

RESEARCH
REPORT





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OF THE CIVIC
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REPORT



**MACEDONIAN
CIVIC
EDUCATION
CENTER**



Биро за развој на образованието

Pestalozzi Children's Foundation

Education and intercultural competence – worldwide



This report is developed by the Strengthening the multi-ethnic cooperation in municipalities Project, supported by Pestalozzi Children's Foundation, implemented by Macedonian Civic Education Center (MCEC) in cooperation with the Bureau for Development of Education (BDE).

This report is developed by a working group consisted of representatives from: Bureau for Development of Education, municipal official inspector, as well as experts in the field of education.

The views expressed in this document belong to the authors and do not necessarily express the views of the Pestalozzi Children's Foundation.

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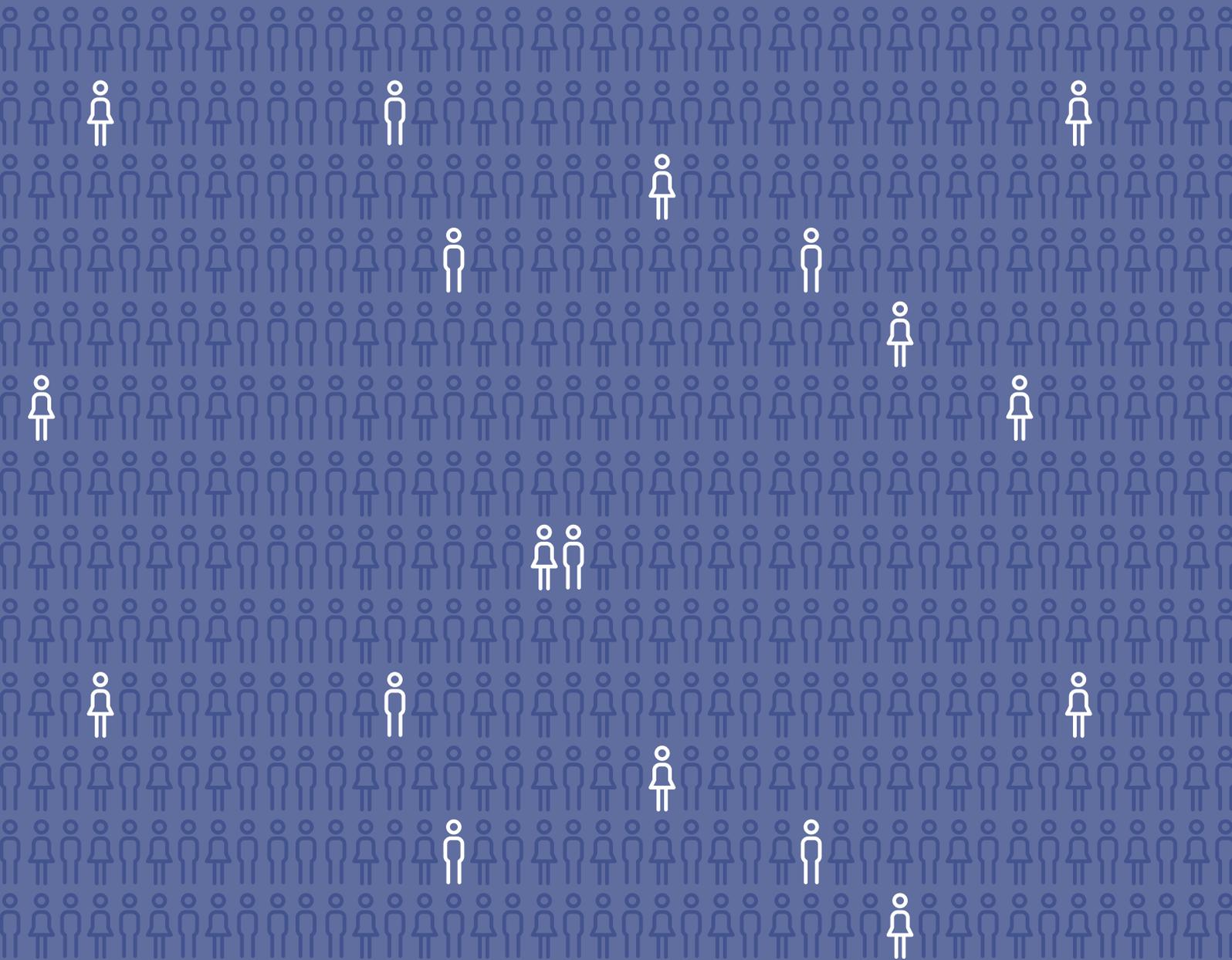
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CONTENTS

EXECUTIVE SUMMARY	5
RESEARCH METHODOLOGY	11
1. BASIC INFORMATION ON THE PROJECT	13
2. CONCEPTUAL FRAMEWORK FOR THE RESEARCH	15
3. METHODS AND INSTRUMENTS FOR DATA COLLECTION	17
4. SAMPLE	18
5. DATA COLLECTION, PROCESSING AND ANALYSIS	20
RESULTS	21
1. CONSIDERATIONS REGARDING THE CURRICULA	23
2. CONSIDERATIONS ABOUT THE REALIZATION OF THE TEACHING PROCESS	31
3. CONSIDERATIONS ABOUT THE TEXTBOOKS	37
4. CONSIDERATIONS ABOUT THE TRAININGS	41
5. CONSIDERATIONS REGARDING THE ACHIEVEMENT OF THE CURRICULUM GOALS	43
ANNEXES	46

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EXECUTIVE SUMMARY

PURPOSE OF THE RESEARCH

The purpose of the research was to determine the current condition of the instruction for the Civic Education subject in primary schools in the Republic of Macedonia in terms of planning and realization, in order to define specific guidelines for improvement of the quality of the learning and teaching process for the lessons in Civic Education.

The research is primarily focused on providing an answer to the following questions:

- ➔ What are the opinions of the students and the teachers in terms of the Civic Education subject curricula?
- ➔ How are the instruction and learning processes realized for the Civic Education subject?
- ➔ What are the opinions pertaining to the textbooks for the Civic Education subject?
- ➔ What kind of trainings would be necessary for the teachers who teach Civic Education?

CONDUCTING THE RESEARCH

The opinions pertaining to the realization of the instruction and learning for the Civic Education subject were obtained from the teachers teaching the subject and from students who attended the lessons. By means of electronic questionnaire, answers were obtained from 241 teachers from 178 primary schools, and 542 students from the eighth and ninth grade from 44 primary schools¹. In addition, data pertaining to the quality of the implementation of the curricula and more detailed explanations were obtained through discussions in focus groups: 4 focus groups with 42 teachers and 5 focus groups with a total of 56 students.

The research was conducted in May and June 2016. The field interviewing of students was organized by advisors from the Bureau for the Development of Education from Skopje and Tetovo and a municipal education inspector from the Municipality of Strumica, and they also managed the discussions within the focus groups.

¹ The schools from all regions of the Republic of Macedonia (see: Annex 1 and Annex 2). Seventeen percent (17%) of the surveyed teachers teach in Albanian, and the other 83% teach in the other languages of instruction (Macedonian, Turkish, Serbian). Out of the surveyed students, 68% learn in Macedonian, and 32% in Albanian.

The collected data was grouped and analysed in accordance with the questions the research was aimed at addressing.

BASIC FINDINGS FROM THE RESEARCH

1. OPINIONS ON THE CIVIC EDUCATION SUBJECT CURRICULA

- ➔ According to the students, civic education should be studied because the contents thereof would be useful in life. They deem most of the content important (above 70% of the students find 6 out of 7 topics important) and interesting (4 of 7 topics are found interesting to more than 70% of the students). The content found to be the most interesting is the one pertaining to Human Rights, while the least interesting is the content pertaining to Government and International Humanitarian Law. They think that some of the topics that are deemed uninteresting are still important for learning.
- ➔ Most of the teachers (more than 70%) consider all of the topics to be important, and think that the students also deem such topics to be important. They deem the following topics to be more important than the others: Human Rights and Responsibilities, Democracy and Civic Society, Conflict and Media. The same percentage of teachers (70%) consider these topics to be interesting in general, as well as that the students find them interesting. The least important and interesting topic in their opinion is: International Humanitarian Law.
- ➔ The perception of the teachers in terms of the degree to which certain contents in the curricula are important and interesting, is more positive than the one of the students.
- ➔ A small percentage of teachers (18%) and students (19%) also have suggestion for new contents in the curriculum. Three quarters of the teachers consider that one lesson is not enough for delivering the content.
- ➔ The name of the subject according to both the teachers and the students is appropriate for the content.

2. METHODS FOR CONDUCTING THE INSTRUCTION AND SUPPORTING THE LEARNING

- The curriculum recommends using various interactive methods. According to the answers of the students and the teachers, the curriculum is methodically versatile, even though the monologic and the text methods are the ones that are most frequently used. Still, the students answered that the teachers use active methods less frequently than what the teachers themselves reported.
- The majority of the students (60%) find the lessons in Civic Education always interesting. When they ranked the learning methods that they prefer the most, the ones that were best ranked were actually the ones most frequently used in the classes – lectures and group work. It indicates that the students are not sufficiently prepared for active learning during the lessons.
- Supporting students' learning through explanations of the contents and terms during the lessons, according to the teachers, takes place on a regular and frequent basis, while according to the students it is insufficient and irregular, especially in terms of explanations during the following classes.
- Most of the students (75%) have a feeling that the teachers constantly encourage active participation, while the others consider that it is happening only occasionally.
- The perceptions of the teachers and the students in terms of whether it is possible to freely express one's opinion without being criticized are different. Seventy eight percent (78%) of the teachers consider that they always provide such opportunity, while 57% of the students have such feeling.
- Fifty seven percent (57%) of the teachers do not inform the parents of the work done during the Civic Education lessons and do not encourage them to become engaged in some way.
- Twenty five percent (25%) of the students have stated that they did not get appropriate feedback that would guide them in terms of improving their learning, while the most frequently used methods of assessment were verbal questions and note taking.

3. OPINIONS REGARDING THE TEXTBOOKS

- Textbooks are regularly used during Civic Education lessons, while occasionally additional materials are also used alongside the textbooks.
- Sixty one percent (61%) of the teachers consider that the textbooks help the students clarify and learn the contents and the terms comprised in the curriculum, while the remaining 39% consider the textbooks unhelpful. They have pointed out that the structure and the content of the textbooks limit the achievement of all curriculum goals.
- Forty percent (40%) of the teachers consider that part of the topics and terms/definitions in the textbooks are obsolete, problematic or confusing.
- Almost half (47%) of the students consider that the textbook is insufficiently helpful for clarifying and learning the contents and the terms studied in class, while 22% of them think that it comprises topics, contents, terms and illustrations which are inappropriate or wrongly presented.
- In practice, the teachers use and need additional materials, including: manuals for teaching contents, links to internet contents, video materials etc.

4. TRAININGS FOR DELIVERING CIVIC EDUCATION

- ➔ In the course of the last five years, 56% of the teachers have not attended any training related to the Civic Education subject. Fifty three percent (53%) of the teachers teaching Civic Education do not have adequate education according to the teaching staff normative, which leads to the conclusion that content training is necessary.
- ➔ The majority of the teachers would prefer trainings for interactive teaching methods, as well as specific exercises for realization of the contents of the textbooks via contemporary teaching techniques.
- ➔ The teachers need trainings for using the internet as a resource, trainings for assessment methods and increasing the achievements of the students via adequate teaching, as well as professional trainings for the curriculum contents.
- ➔ The teachers have also stated the need for cooperation with other colleagues at the level of subject teachers' professional bodies, as well as support by advisors.

5. OPINIONS ON THE ACHIEVEMENT OF THE CIVIC EDUCATION GOALS

- ➔ Most teachers (82%) consider that the Civic Education subject helps the majority of the students achieve the curriculum goals. However, 52% of the students responded that the Civic Education subject helps them achieve the teaching goals (understand the problems faced by the community in which they study and live, think about solutions to the problems, get involved in activities in the local community), while the other 48% find it helpful only occasionally.
- ➔ 42% of the students answered that they have participated in public/social work, volunteer work at the school or outside the school, which is one of the indicators of preparedness for civic engagement.
- ➔ The teachers have estimated that the students are active in the community by means of participation in extracurricular activities, involvement in and resolution of community problems, as well as behaviour that indicates asserting rights.
- ➔ The teachers are faced with difficulties in providing an explanation to the students regarding the inconsistencies between what is learned in civic education and the daily political events in the country the students observe.
- ➔ For a significant part of the teachers (49%), a crucial aspect of the instruction is the development of the 21st century skills among the students (critical thinking, tolerance, respecting democratic values), while for a smaller portion of them (25%) also a sense of belonging to the society and the community.

RECOMMENDATIONS

CURRICULA

The concept of studying civic education requires a revision and a re-examination of the curricula in terms of harmonizing the contents (such as, Media and International Humanitarian Law) and the approaches used in other European countries, as well as for avoiding any overlapping of civic education contents in various curricular and extracurricular programmes.

METHODS FOR DELIVERING THE LESSONS

The frequency of the teaching by reading approach in the classes should be reduced and the use of interactive methods should be increased. The entire instruction process should be made more democratic so that the students learn more from what is actually being done, and not only from what is being taught in class.

The teachers should regularly receive feedback from the students' parents (where this is not the case), which would contribute to a better quality learning.

TEXTBOOKS AND MANUALS

The existing textbooks should be revised in order to be updated with topical data and to eliminate any incorrect data, as well as any inappropriate and confusing content.

It is necessary to prepare manuals for realization of the teaching by using interactive methods.

TRAINING AND PROFESSIONAL SUPPORT

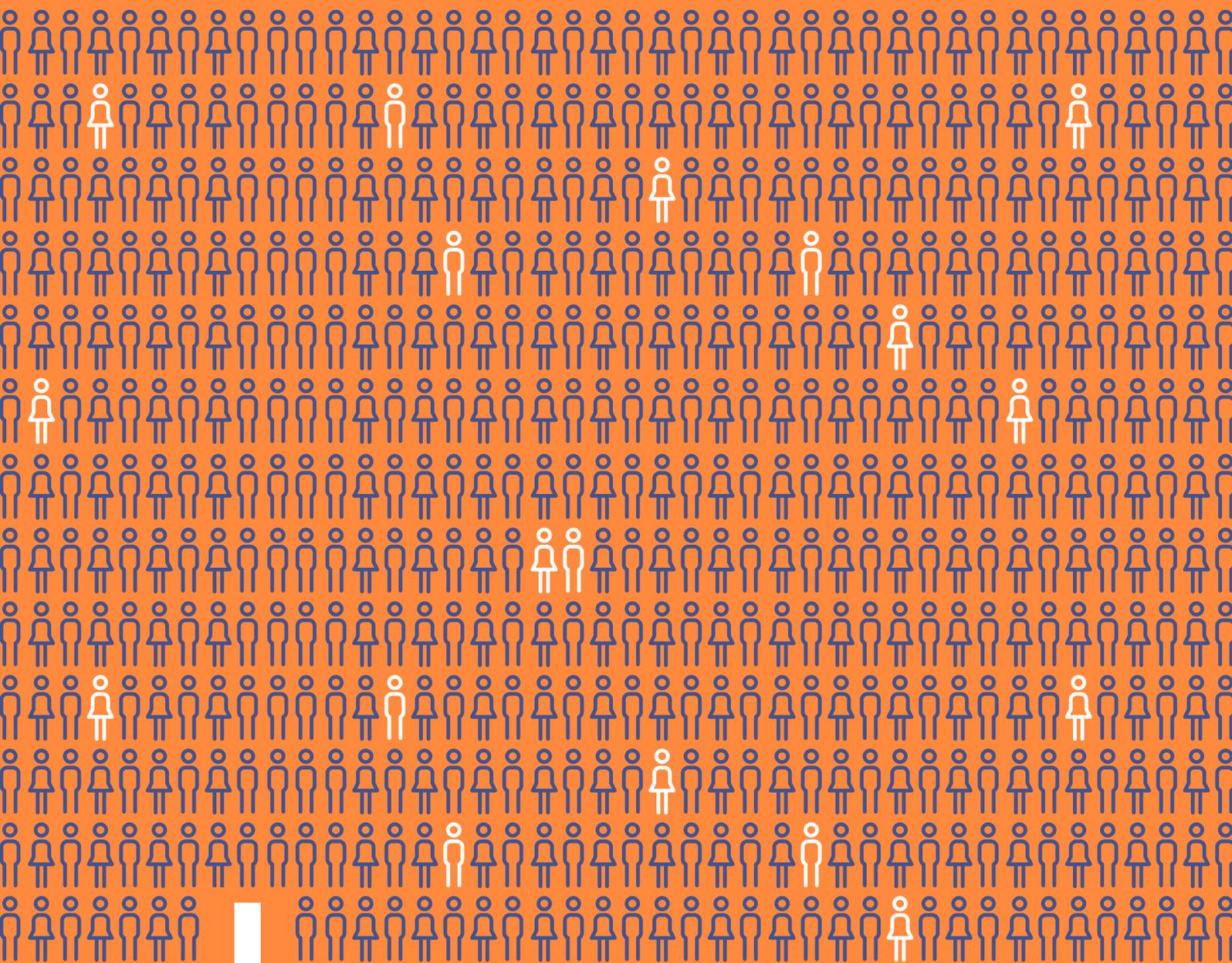
The teachers who are inadequate to teach the Civic Education subject should be obliged to go through an additional training for a longer period of time, relating both to the contents and the methods for their delivery.

Regional learning teams for the civic education teachers should be established and enhanced, which will be managed by advisors or renowned teachers in civic education.

VERIFICATION OF THE ACHIEVEMENT OF THE GOALS IN CIVIC EDUCATION

Achievement and assessment standards for the Civic Education subject should be prepared.

A more appropriate method of national examination of civic education goals achievement should be established, rather than the existing external assessment.



RESEARCH METHODOLOGY



This section presents the basic information about *Strengthening the Multiethnic Cooperation in Municipalities* project as well as the conceptual framework of this research. It describes the methods and instruments for data collection, it describes the population and the sample of respondents, including the selection of the sample, as well as the method of collection, processing and analysis of the collected data.

1. BASIC INFORMATION ON THE PROJECT

Civic Education has been accepted as a good way for the countries to educate their citizens regarding their rights and responsibilities, developing a value system in which the respect of human rights prevails, including the rights of children, as well as accepting and respecting diversity.

Since its independence until the present day, in the primary schools in the Republic of Macedonia, efforts are being exerted for the purposes of finding an adequate concept for defining forms and contents that, within the frames of primary education, will provide young people with adequate capabilities for living in a civic society. At the beginning, major activities undertaken to the foregoing end were the projects *Foundations of Democracy and We the People – Citizen Project*², which resulted in embedding civic education contents in the Society subject in lower grade classes, and afterwards also introducing the Civic Education subject in the seventh and eighth grade, i.e. eighth and ninth grade in the nine-year primary education. Some of the general goals and principles outlined in the Concept for a Nine-Year Primary Education³ could be implemented also through the programme *Life Skills* and the subject *Ethics*. Part of the goals are also achieved through the *USAID Interethnic Integration in Education Project* and other projects of a smaller scale which are most frequently focused on multi-ethnic education.

The Macedonian Civic Education Centre (MCEC), through the Children's Foundation Pestalozzi, started implementing the **project** *Strengthening the Multiethnic Cooperation in Municipalities* in 2011. The main goal of this project, with the support of the Bureau for Development of Education, is to plan and implement activities in selected multiethnic schools in the municipalities where various ethnicities live, thus contributing to the strengthening of the interethnic and intercultural tolerance and cooperation.

2 These projects were implemented in the period from 1998 until 2004 within the USAID project: Civic Education, the Path to a Civic Society implemented by CRS in cooperation with the MoES and the BDE.

3 The Concept of Nine-Year Education, Ministry of Education and Science, Bureau for the Development of Education, 2007, Skopje

OVER THE PAST PERIOD, THE PROJECT ACTIVITIES HAVE MAINLY BEEN FOCUSED ON:

- ➔ Training the Civic Education and Society teachers for strengthening their capacities for including interethnic integration elements in the regular instruction;
- ➔ Joint classes with students who study in a different language of instruction;
- ➔ Implementation of joint student activities/ school clubs with students of different ethnic background;
- ➔ Support to the teachers who teach Civic Education and Society by the advisors from the Bureau for Development of Education (BDE);
- ➔ Development of instruments for monitoring the teaching process from the aspect of interethnic integration in cooperation with the BDE;
- ➔ Presentation of joint student activities at school level in front of parents, teachers, municipal representatives and state educational institutions, as well as other stakeholders.

THE KEY ACHIEVEMENTS OF THE PROJECT ARE THE FOLLOWING:

- ➔ 175 teachers who teach Civic Education and Society have been trained to use teaching methodologies and relevant approaches for interethnic integration in the teaching process;
- ➔ 5000 students from different ethnic background have actively participated in the joint student activities;
- ➔ 2000 students directly participated in various activities within the school clubs;
- ➔ More than 2000 students participated in joint classes with students who study in a different language of instruction;
- ➔ More than 500 parents were included in different activities in the schools together with their children;
- ➔ 340 students and 50 teachers participated in a two-week program for intercultural exchange in Trogen, Switzerland;
- ➔ 950 teachers and school management team members from 18 schools were trained for the novelties pertaining to the School Work Performance Indicators related to IIE;
- ➔ The instruments for monitoring the teaching process from the aspect of IIE that have been developed in cooperation with the BDE are used at national level.

2. CONCEPTUAL FRAMEWORK FOR THE RESEARCH

The following aspects have an impact on the delivery of the subject Civic Education:

1. The small number of classes during which the subject is taught (one per week in the eighth and the ninth grade) imposed the question of employment of teaching staff in accordance with the normative, especially in the small schools, which resulted in the Civic Education subject being taught by teachers with inadequate education⁴. In addition, the sociologists, who according to the teaching staff normative are adequate to deliver the teaching, in the course of the studies are not specifically prepared to teach Civic Education. No researches have been made about the manner in which the civic education teaching process is being realized, and to which extent the methods used by the teachers are appropriate and effective in order to achieve the goals such as understanding the rights and the responsibilities and their exercising in the school, the local community and the society as a whole, and that is the basis for the development of democratic values.
2. The introduction of the external testing and the types of tasks that are used therein can result in shifting the focus to the objectives relating to knowledge, and ignoring the objectives from the higher cognitive levels and from the affective area of the development of the students.
3. The mandatory implementation of contents from Life Skills and some of the optional subjects may affect the implementation of some parts of the Civic Education programs, which requires reviewing.
4. There were reactions in the media about some shortcomings in the textbooks, which caused controversy in terms of their quality. Despite the reactions of the public and the teachers that the

⁴ More than half of the teachers (53%) teaching civic education are inadequate in accordance with the norm for the teaching staff, while only 13% have completed sociology studies (see table 2 in section 4.2 of this report)

textbook contains obsolete data⁵, no initiative has been raised for reassessment and revision of the textbooks.

5. The teachers do not have guidelines for realization of the teaching process, which in combination with the fact that many of them are not appropriately qualified to teach Civic Education, among other things, affects the quality of the instruction.
6. Macedonia is strongly committed to make its education compatible and internationally comparable with the education of the developed countries, but until now it has not joined any activities that allow comparisons between Macedonia and other countries. There are several international studies for evaluation of students' achievements in civic education, of which the most famous is Civic Education (CIVED) of the International Association for Evaluation of the Educational Achievements (IEA)⁶ which includes more than 30 countries, and the study, i.e. verification of the knowledge and the achievements of the students (at the age of 14) are implemented every seven years.

If the Republic of Macedonia strives to build a democratic and civic society and is committed to its integration in the European Union, it would be recommendable to educate the students from their youngest age in that spirit and to share the same values. Thus, the curricula should follow the basic topics/areas that are covered by the civic education in the countries that participate in the CIVED study, and they are:

- ➔ Democracy and citizenship (Democracy and its characteristics, Institutions and practicing democracy, Citizens – rights and responsibilities);
- ➔ National identity, regional and international relations;
- ➔ Social cohesion and diversity (what is the view of the students on the social cohesion and diversity, what they feel about discrimination, the importance of the media, the economy and the local problems including the environment).

⁵ E.g. it is stated in the schoolbook that the Assembly of the Republic of Macedonia has 120 representatives, while they are actually 123; the information on the number of EU members is obsolete (incorrect)

⁶ <http://www.iea.nl/iccs-past-cycles>



The contents of the Civic Education curriculum for the eight and the ninth grade, only partially correspond to the above stated contents.

Taking into consideration the foregoing, an explorative research to establish the situation) has been conducted, in which the emphasis was put on the following areas:

A) THE CIVIC EDUCATION

CURRICULA, primarily in terms of:

- ➔ the need for the subject and the quality of the curriculum;
- ➔ the relevance of the curriculum contents;
- ➔ the need for improvement of the curriculum.

B) REALIZATION OF THE TEACHING AND LEARNING PROCESS

where the following was examined:

- ➔ methods for realization of the teaching process;
- ➔ methods for supporting the learning process.

C) CONSIDERATIONS ABOUT THE TEXTBOOKS

where the following was examined:

- ➔ opinions of the teachers and of the students about the textbooks;
- ➔ need for additional materials.

D) CONSIDERATIONS ABOUT

THE TRAININGS from the aspect of:

- ➔ attended trainings and needs for trainings and professional support.

E) OPINIONS ABOUT THE ACHIEVEMENT OF THE TEACHING PROCESS OBJECTIVES:

- ➔ opinions of the teachers about the achievement of the objectives;
- ➔ opinions and social engagement of the students.



3. METHODS AND INSTRUMENTS FOR DATA COLLECTION

In accordance with the conceptual framework, in this research data were collected from Civic Education teachers and from eighth and ninth grade students who studied the subject in the school year 2015/16. For the needs of this research, the following was prepared: questionnaires and protocols for leading focus groups.

The collected data are quantitative and qualitative.

DATA COLLECTION FROM THE TEACHERS

The following was collected from the teachers: opinions about the curricula and the textbooks, data in terms of the methods for realization of the teaching, the ways of supporting student learning, trainings and need of trainings, and grades about curricula objectives achievement. The data from the teachers were collected with an electronic *Questionnaire for Teachers* which took about 20 minutes to answer, and through discussions in focus groups.

DATA COLLECTION FROM THE STUDENTS

Information and opinions were collected from the students about questions similar to the ones for the teachers in order to enable greater reliability of the data. They were collected with an electronic *Questionnaire for Students* which took about 30 minutes to answer, and through discussions in focus groups with students.

The table below gives a description of each instrument used during the examination.

TABLE 1. DESCRIPTION OF THE INSTRUMENTS USED DURING THE EXAMINATION

INSTRUMENT	SHORT DESCRIPTION 
QUESTIONNAIRE FOR THE CIVIC EDUCATION TEACHERS	<p>The questionnaire for the teachers consisted of:</p> <ul style="list-style-type: none"> ➤ 25 questions of open-ended, closed-ended type or combined questions (closed-ended question with a requirement to provide an elaboration of the answer). Four of the questions were of cluster type. ➤ The answering of the questionnaire was done electronically and anonymously.
PROTOCOL FOR LEADING A DISCUSSION IN FOCUS GROUPS WITH TEACHERS	<p>The Protocol comprised guidelines for leading the focus groups and 17 orientation questions for discussion, on topics similar to the ones included in the questionnaire for teachers.</p>
QUESTIONNAIRE FOR THE STUDENTS	<p>The questionnaire for eighth and ninth grade students comprised of the following:</p> <ul style="list-style-type: none"> ➤ 25 questions of open-ended, closed-ended type or combined questions (closed-ended question with a requirement to provide an elaboration of the answer). Three of the questions were of cluster type. ➤ The answering of the questionnaire was organized in the school, in a classroom with computers, electronically and anonymously.
PROTOCOL FOR LEADING A DISCUSSION IN FOCUS GROUPS WITH STUDENTS	<p>The Protocol comprised guidelines for leading the focus groups and 12 orientation questions for discussion, on topics similar to the ones included in the questionnaire for students.</p>

4. SAMPLE

4.1. STUDENTS

The sample of students was selected in two steps. First, all primary schools were grouped into three regions: East, West and Skopje. Then, 44 schools⁷ were selected within each region, whereas the territorial distribution and the language of instruction were taken into account (students from Macedonian and Albanian language of instruction). Within a school, 10 students were randomly selected (5 students from the eighth and 5 students from the ninth grade).

A total of 542⁸ students answered the questionnaire. The structure of the sample of students by language of instruction⁹, grade and gender is shown in the following table.

TABLE 1. SAMPLE OF STUDENTS

	No.	%	No.	%
GENDER	FEMALE		MALE	
	316	58,3	226	41,7
LANGUAGE OF INSTRUCTION	MACEDONIAN		ALBANIAN	
	366	67,5	176	32,5
GRADE	EIGHTH		NINTH	
	186	34,3	356	65,7
TOTAL STUDENTS 542				

The sample is not representative for all students in the eighth and ninth grade in the Republic of Macedonia, however, given its size (over 1% of the population - the total number of students in 8th and 9th grade.), the

⁷ The list of schools is given in Annex 1.

⁸ In some schools, several more students voluntarily applied for participation in the survey, and as a result, the initially selected number of 440 students increased.

⁹ The survey was conducted with students from Macedonian and Albanian language of instruction, because 96.8% of all students in the primary schools study in these two languages (State Statistical Office - Primary and secondary schools at the end of the 2014/2015 school year - <http://www.stat.gov.mk/pdf/2016/2.1.16.06.pdf>). The language of instruction does not always match the ethnic background. Students from other ethnic background, Roma, Bosniaks, etc., study in the two languages of instruction.

diversity and the level of data processing, it can be considered relevant for determining the opinions of the students.

A total of 56 students participated in discussions in 5 focus groups with students (Tetovo - 2 focus groups, Skopje 2 - focus groups, Strumica - 1 focus group).

4.2. TEACHERS

The questionnaires for teachers were uploaded on the Survey Monkey platform and the Civic Education teachers from all primary schools were asked to answer them. A total of 241 teachers answered the questionnaires (200 from Macedonian language of instruction and 41 from Albanian language of instruction) from 177 schools¹⁰. That is about 51% of the total number (345) of schools, i.e. 53% of the total number of teachers (454). Considering the fact that the sample of surveyed teachers is over half of the population, and the educational structure corresponds with it (see Table 2), their answers can be considered relevant to all Civic Education teachers in the Republic of Macedonia.

Data on the educational structure and the years of working experience of the teachers in the sample is given below.

TABLE 2. EDUCATIONAL STRUCTURE OF THE CIVIC EDUCATION TEACHERS

EDUCATIONAL PROFILE	POPULATION		SAMPLE	
	No.	%	No.	%
SOCIOLOGY	61	13,4	50	20,7
HISTORY TEACHER	152	33,5	54	22,4
OTHER HIGHER EDUCATION	197	39,4	96	38,8
FACULTY OF PEDAGOGY	44	13,7	41	17,0
TOTAL	454	100	241	100

The educational structure of the Civic Education teachers in the sample matches the one in the population, especially if the category sociologists and history teachers are considered as one category: adequate education according to the teaching staff normative.

¹⁰ The list of schools is given in Annex 2.



TABLE 3. YEARS OF WORKING EXPERIENCE OF THE TEACHERS IN THE SAMPLE

YEARS OF WORKING EXPERIENCE	No.	%
Up to 1 year	31	12,9
2 – 5 years	61	25,3
6 – 10 years	76	31,5
11-15 years	63	26,1
Above 15 years	10	4,1
TOTAL	241	100

According to the years of working experience of the teachers in the sample, we can conclude that more than a third have less than 5 years of working experience. Given that they represent more than half of the population, the situation is probably similar with the total number of Civic Education teachers.

A total of 42 teachers participated in the discussion in 4 focus groups (Tetovo 1, Skopje 2, Strumica 1).



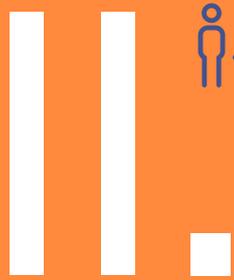
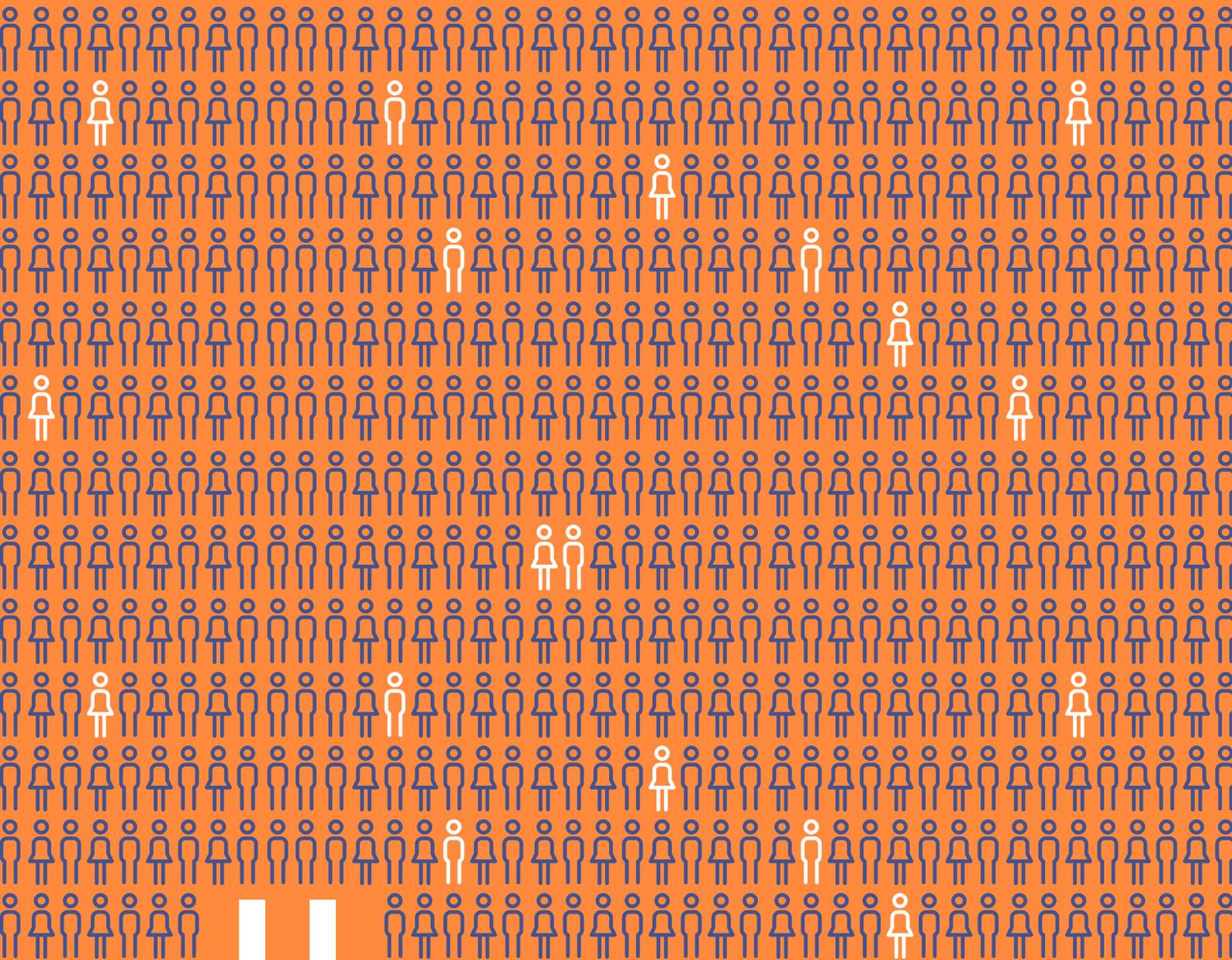
5. DATA COLLECTION, PROCESSING AND ANALYSIS

The data collection was realized by advisors from the Bureau for Development of Education and one representative from the local self-government, who has experience in this type of research. They organized and most often conducted the survey of the students and led the discussions in the focus groups. Prior to it, one-day training was organized for them.

The data collection was conducted in May and June, 2016.

The data from the electronic questionnaires were transferred to the SPSS programme that was used for processing the answers. Given the nature of the survey, procedures from the descriptive statistics were used.

Detailed minutes were taken for the discussion in the focus groups, which were later processed with thematic analysis of the content.



RESULTS

The second part shows the data obtained from the survey according to the areas of survey defined in the conceptual framework. The data indicate the current status of the implementation of the teaching process of the Civic Education subject and given the size and representativeness of the sample, especially the sample of teachers, it can be considered relevant for the entire country¹¹.



1. CONSIDERATIONS REGARDING THE CURRICULA

1.1. STRUCTURE AND CONTENTS OF THE CURRICULA

With the recent reforms in primary education, the adoption of the Concept of Nine-Year Primary Education and Upbringing¹² and the teaching plan for primary education¹³, the Civil Education subject, as a compulsory subject, is taught in the eighth and ninth grade with 1 lesson per week, i.e. 36 lessons per year.

The study of the Civic Education subject derives from the principles of primary education in the Republic of Macedonia¹⁴ set out in the Concept, above all, the principle of democracy and the principle of non-discrimination, under which a child's education should be directed towards the development of the person and the fundamental human values, individual freedom, integrity, dignity and equal rights, based on which the school creates conditions for strengthening the sense of fairness, tolerance and responsibility, as well as for preparation for responsible life in a democratic civil society.

Given that the Civic Education subject is taught in the last period of the primary education (VII-IX grade), developmental goals were added in the curricula for the respective period, based on which the objectives and contents for each grade are specified.

Thus, the largest number of objectives refers to the introduction of the idea of human rights, the Universal Declaration of Human Rights, the European Convention on Human Rights,

¹¹ During the revision of the findings regarding the views and opinions of the teachers, the tendency of respondents to show themselves positively must be taken into account, which was noticed in all previous surveys related to teaching practice.

¹² Concept for primary education and upbringing, Bureau for Development of Education 2007

¹³ Concept of Nine-Year Education, Bureau for the Development of Education Ministry of Education and Science, 2007, Skopje <http://bro.gov.mk/docs/nastavniplanovi/nastaven%20plan%20devetgodishno%202015-2016.pdf>

¹⁴ Concept for primary education and upbringing, Bureau for Development of Education 2007 pages 65-67

the relationship between human rights, freedoms and responsibilities and the status and exercise of human rights in the Republic of Macedonia, as well as the importance of the accession of the Republic of Macedonia into the European Union.

The objectives from the eighth grade curriculum are realized through the following topics:

THE HUMAN BEING, HUMAN RIGHTS AND RESPONSIBILITIES

➔ This topic includes the following contents:

What is the origin of human rights, civil and political rights, socio-economic rights, environmental, development and cultural rights, children's rights, women's rights, responsibility, violation and protection of human rights.

DEMOCRACY AND CIVIL SOCIETY

➔ This topic includes the following contents:

Democracy, Citizens' Role in a Democracy.

EUROPEAN UNION

➔ This topic includes the following contents:

the European Union and its creation, the functioning of the European Union, the integration of the Republic of Macedonia into the European Union.

The ninth grade curriculum contains the following topics:

GOVERNMENT

➔ This topic includes the following contents:

Governing Society, the Government of the Republic of Macedonia.

CONFLICT

➔ Contents:

Culture of Peace, Conflict Occurrence and Management.

RESEARCH OF INTERNATIONAL HUMANITARIAN LAW

➔ Contents:

Eyewitness and Dignity, Humanitarian Act and Social Pressure, Dilemma and Eyewitness, Basics of International Humanitarian Law, International Humanitarian Law and Human Rights, Violations of International Humanitarian Law, War Crimes, Sanctioning the Violations of International Humanitarian Law, Humanitarian Action.

MEDIA

➔ Contents:

Informing in modern society.

A certain number of lessons are planned for each topic.

According to the matrix for preparation of the curricula, along with the specific objectives and contents, outlines are given of the basic concepts which the student needs to learn, as well as examples of teacher activities for realization of a particular objective (activities and methods).

In the section *Didactic Recommendations* the curriculum provides general guidance regarding the implementation of the curriculum, including methods and activities for motivation of the students.

The curricula are adopted by the Minister of Education and Science (No. 07-9561 dated 08.12.2008, for eighth grade and No. 10-3258 / 2 dated 20.10.2009 for ninth grade).

Teaching civic education, in accordance with the Teaching Staff Norms, is performed by teachers with completed studies in sociology, and if there is no suitable teacher, the teaching may be performed by a teacher with completed studies in History.

All objectives and contents in the curriculum are related to acquisition of knowledge in the field of civic education, but it can be concluded that in the creation of the curriculum, the principles of primary education in the Republic of Macedonia, the efforts for international comparability of the students' learning outcomes, as well as the relevant international practice in studying civic education were not sufficiently respected.

Furthermore, in developing the curriculum, besides the acquisition of knowledge in the area of civic education, efforts should be exerted in the area of developing skills for interpretation, building attitudes, concepts and encouraging civil society actions.

Based on previous experiences in our education system from the study of civic education and taking into account the international experiences, it is necessary to reconsider the concept of the study of the Civic Education subject and to link it with other subjects and extracurricular activities.

1.2. OPINIONS REGARDING THE CURRICULA

Teaching under the existing curricula for civic education has been performed for eight years now, which is long enough to be able to summarize the relevant opinions of teachers and students about the objectives and contents that are being studied. During the survey of the opinions regarding the curriculum we collected the opinions of (1) teachers who teach the subject and (2) 8th and 9th grade students who took the *Civic Education* subject. This part of the report presents their opinions obtained by answering questions in the questionnaire and expressed during the focus group discussions. The opinions are grouped into two thematic areas: 1. General opinions about the subject and the curricula, and 2. Opinions regarding the curricula contents.

METHOD OF SURVEY

Teachers' opinions on the subject were obtained through 5 questions from the Questionnaire for Teachers and 5 questions for discussion in the focus groups, whereas the students' opinions were obtained through 5 questions from the Questionnaire for Students and 4 questions for discussion in the focus groups.

The questions in the questionnaires were closed and open-ended. Two questions from the Questionnaire for Teachers and one question from the Questionnaire for Students were cluster questions.

1.2.1. GENERAL OPINIONS ABOUT THE SUBJECT AND THE CURRICULUM

OPINION ABOUT THE NEED FOR STUDYING THE CIVIC EDUCATION SUBJECT

Opinions about the need for studying Civic Education were asked for only from the students. It was assumed that all the teachers who teach this subject will be in favour of its existence. As a result, the teachers were only asked about the adequacy of the number of lessons for studying the subject.

Asked the question: *What do you expect to study as part of the subject: Civic Education?* the students in the focus groups said that their expectations were insufficiently clear (*"about the citizens, about the home town, based on the name of the subject; about the courts and the police; about the politics, about the people, about the citizens"*) and mainly negative (*"Whenever we are faced with a new subject our first impression is: we will have to study another unnecessary subject. That was the case with this subject as well; we thought that it would be hard"*).

The students were supposed to state three things in the questionnaire that they expected to learn as part of the Civic Education subject prior to the start of learning. The most frequent answers to this question in the questionnaire are:

- ➔ About human rights (276);
- ➔ About the European Union (174 students);
- ➔ About democracy (139);
- ➔ About the society/state (108 students);
- ➔ About politics (70).

The expectations of the students from the aspect of the content of the subject to a great extent overlap with the contents being studied. Almost all students (97%) responded that the subject comprises all the contents that they expected to be studied.

In the questionnaire, the **students** were asked the question: *There are different opinions as to whether it is necessary to study the Civic Education subject. Write some reasons why it should be studied and why it should not.*

The largest number of students who responded to this question deems that Civic Education should be studied. The most common elaborations in favour of the need of civic education were the fact that useful things are

learnt which are applicable in the everyday life (150 students) and because they learn about people rights (91 student). Given below, for illustration purposes, are some of the more interesting responses of the students.

“Civic Education helps you understand the problems faced by the community in which you study and live”.

“We acquire knowledge about the life that follows, we learn how the state authorities function, which will be crucial for us once we complete our education; we acquire basic moral skills and values, we prepare ourselves for the adult world”.

“It educates us about the human rights and it helps us bring the right decisions”.

“If somebody wishes to be a lawyer or something similar, he/she will need to know the rights. Also, the subject helps the students get a different perspective about some problems and their solutions”.

A small number of students responded that Civic Education should not be studied. The most frequent elaborations are that: there are many contents related to politics (13 students) and many of the contents were known to them from everyday life and from the other subjects (18 students).

In the focus groups as well, the students sometimes talked about the need to learn civic education. Students who are satisfied with the teaching process in the subject were the ones who most often talked in favour of such need. *“We should have started learning Civic Education even earlier, as early as in the first grade. That is the time when we should have started learning how to socialize and how to be humane and that is why I believe that eighth grade is belated when it comes to the start of learning civic education”*, (statement given by a student).

One of the questions that were discussed in the focus groups with the students was: Do you like the subject? What do you like, and what is it that you do not you like? The majority of the students said that they **like the Civic Education subject**.

Their elaborations pertain to:

the need: *“It is very useful for us in life, it teaches us how to live good lives, how to be polite, how to know about the customs of the other religions”*),

contents: *“we learn about human rights; about the culture and the citizens; we learn what EU is”*,

methods of work during the classes: *“we learn from examples which make it very easy to understand everything; during the classes we feel like we have a “free” class because we are working interactively all the time; we especially have a good time when we celebrate special days we did not know of previously; the teacher is very good and she explains everything with examples”*.

Among the small number of students who did not like the subject, the elaboration was related to the fact that *“one and the same thing is repeated all the time”*.

With reference to the **number of classes** in which the Civic Education subject is learnt, 74% of the teachers who responded to the question deem that one class per week is not enough. In the focus groups, the students and the teachers have sometimes stated that in view of the small number of classes, there is not enough time for active involvement of the students and for additional explanation of the contents.

OPINIONS ABOUT THE CURRICULUM FOR CIVIC EDUCATION

In the questionnaire for the teachers, the teachers were asked to describe the advantages and the weaknesses of the curriculum and to give specific proposals for its improvement. These questions were also the subject of discussion in the focus-groups with teachers. Most of the responses actually do not refer specifically to the curriculum, but to various issues related to the contents of the subject. Given below are only the answers that are related to the curriculum.

ADVANTAGES:

The contents are adequate because: they help the students in their everyday life/further education (50 teachers) and the students learn the rights (31 teachers).

The recommended **methods** encourage the students to actively participate, research and think critically (19 teachers).



WEAKNESSES:

Small number of classes (30 teachers) „*There should be more classes for exercises and review of the material*“.

During the discussions in the focus groups, some teachers said that they are facing difficulties in terms of the delivery of the topic Government, “*because it may not be compared with the reality in our country. The students also react to the same fact*“.

PROPOSALS FOR IMPROVEMENT

Most of the proposals for improvement refer to supplementation of the contents and they are provided in Section 1.2.2. Other proposals for improvement, actually referred to creation of conditions for implementation of the subject, such as provision of a manual, CD, digital materials/contents, support by the Bureau for Development of Education (40 teachers); provision of a better textbook (28 teachers); additional trainings for the teachers during which the teachers will be consulted about what should be rejected/added to the Civic Education instruction (15 teachers).

ADEQUACY OF THE TITLE OF THE SUBJECT

Since the introduction of learning contents related to civic education, democracy, human rights and the like, similar opinions have emerged in terms of whether these contents should (also) be studied within a separate subject, what it should include, what its name should be, etc. Based on the responses of the students and the teachers, it seems that they have accepted the name of the subject. Namely, 90% of the teachers and the students believe that the name of the subject is adequate to the contents taught.

1.2.2. OPINIONS ABOUT THE RELEVANCE OF THE CIVIC EDUCATION CONTENTS

When discussing the curricula, the most frequent subjects of interest are the contents. For each of the topics in the curricula, the students and the teachers were asked whether it was important and interesting.

IMPORTANCE OF THE TAUGHT TOPICS

In terms of the importance of each of the taught topics, the teachers assessed how much they personally believed that each of the topics was important and how much they thought that each of the topics was important for the students. The students were also asked how important each of the topics was for them. The answers are presented in Figure No.1.

According to the responses of the majority of the students, more than 60% of them and even over 80% of the teachers, all topics of the curriculum are important. The topics taught in the eighth grade are assessed as more important than the ones that are taught in the ninth grade. The topics that were assessed as most important by both the teachers and the students are: Human, Human Rights and Responsibilities, and Democracy and Civil Society.

For each of the topics, the number of teachers who believe that the topic is generally important is bigger than the number of teachers who believe that it is important to the students. On the other hand, based on the responses of the students, each of the topics is less important than what is believed by the teachers. The opinions about the importance of the topics are most balanced in terms of the following topics: Human, Human Rights and Responsibilities and Democracy and Civil Society. The differences in the assessments about the importance of certain topics among the teachers and the students are biggest for the topic Media, for which about 90% of the teachers believe that it is important and that it is important for the students as well, whereas only 60% of the students responded that this topic was important for them. It can be an indicator for re-examination of the contents that are taught under this topic. The topic Exploring the International Humanitarian Law is deemed less important than the other topics.

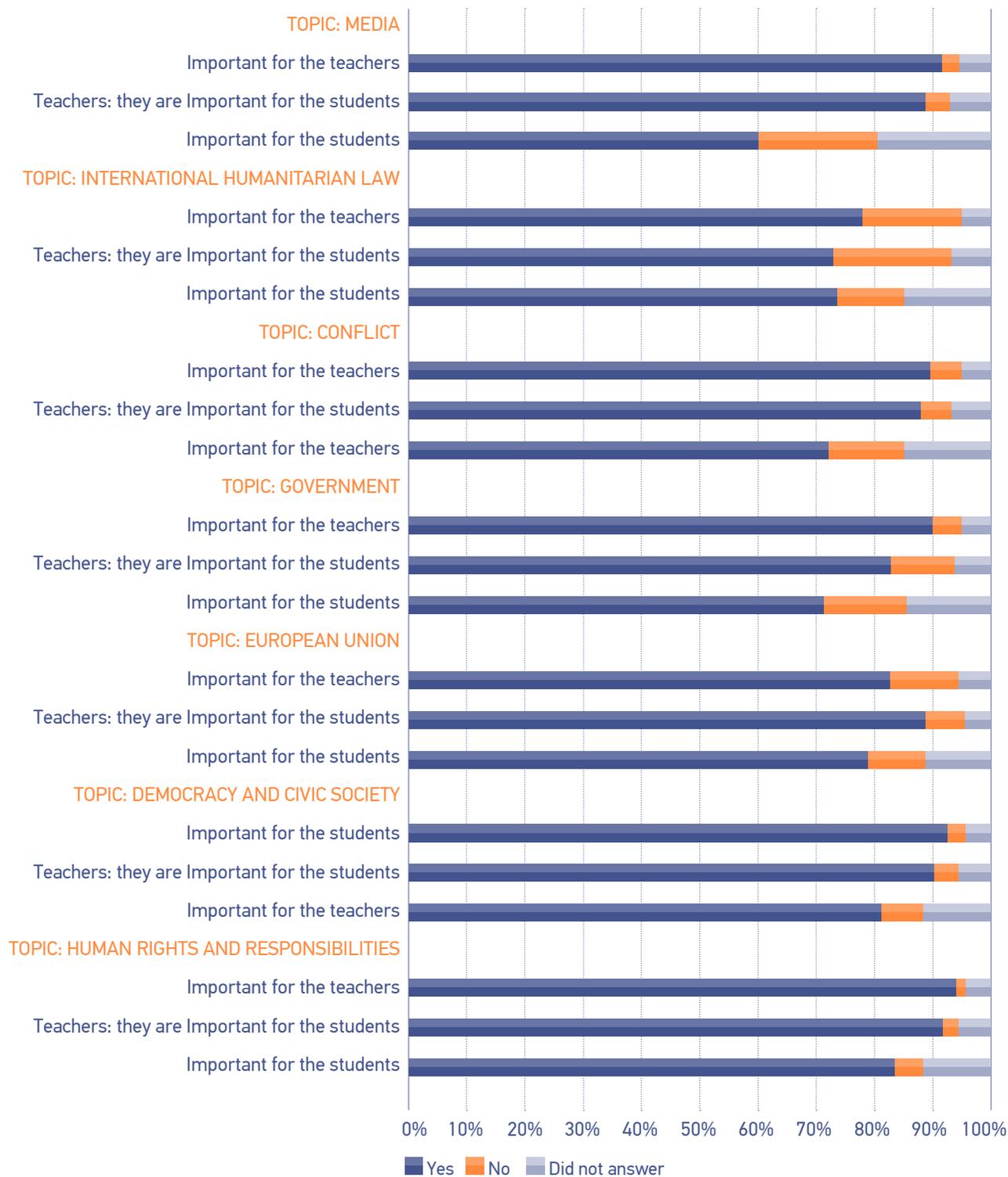


Figure 1. Opinions about the importance of the topics included in the Civic Education program



HOW INTERESTING ARE THE COVERED TOPICS?

A program will be implemented successfully if the contents that are taught and learnt are interesting for both the students and the teachers. In terms of the contents of the civic education, there are different opinions among the general public. Therefore, during the research, the teachers were asked a question about each of the topics, as to whether it is interesting to them

and to the students. The students were also asked a question whether each of the topics is interesting to them. Discussions about how interesting the civic education contents are for the students were also held in the focus groups with teachers and students.

Figure 2 summarizes the data from the responses of the teachers and the students.

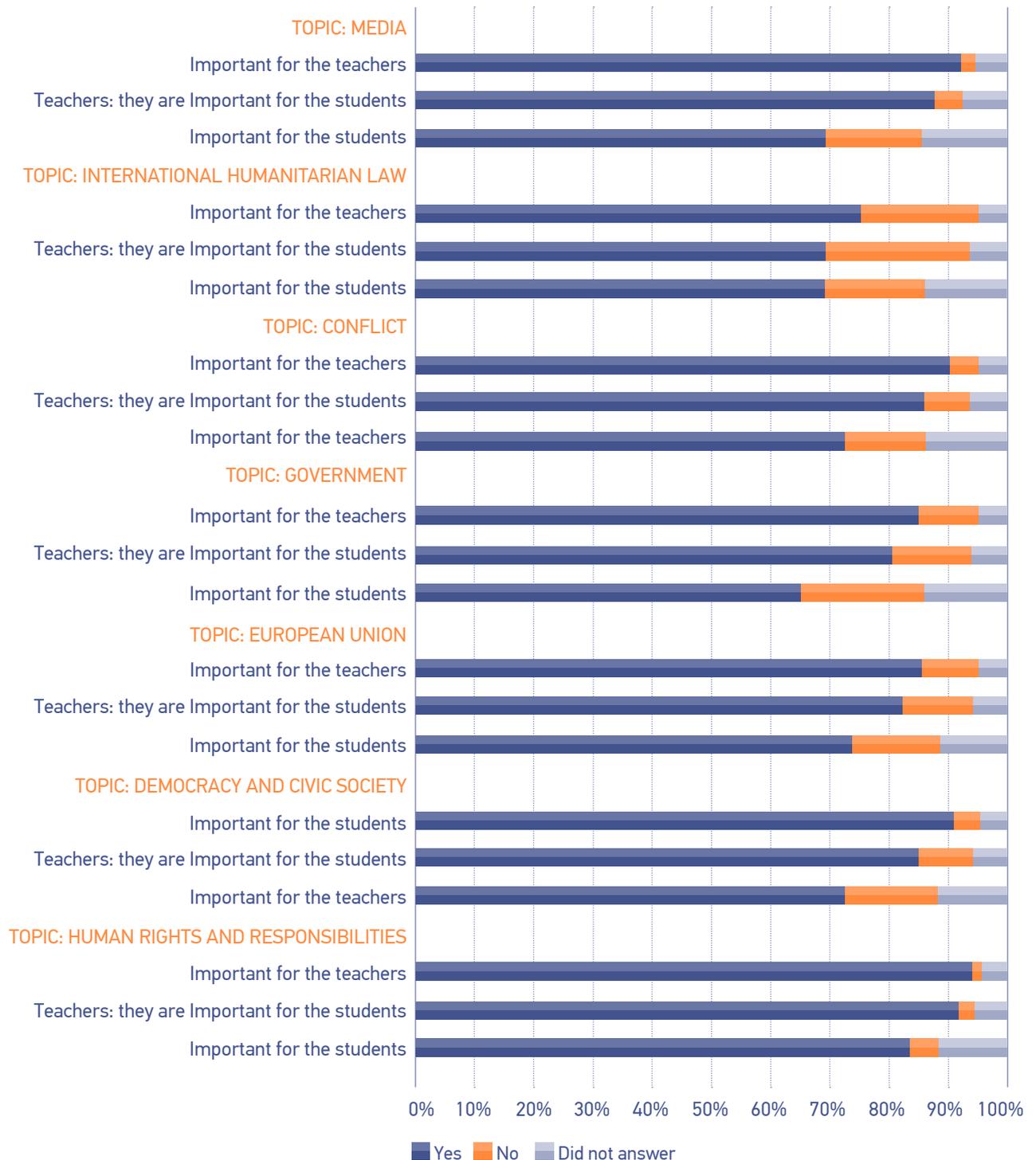


Figure 2. Opinions about the level of interest in the topics included in the Civic Education program

Over 70% of the teachers and 60% of the students find all the topics that are taught as part of Civic Education interesting. In the same manner as the assessment of the importance, there are significant differences in the opinions of the students and the teachers about the level to which the students are interested in particular topics. Namely, the percentage of students who answered that a particular topic is interesting to them is lower compared to the percentage of teachers who believed that the same topic was interesting for the students. The biggest differences in the opinions of the students and the teachers were identified about the topics: Media, and Government.

According to the students and the teachers, the most interesting topic was: Human, Human Rights and Responsibilities (over 80% of the students and 90% of the teachers consider it interesting). The topic: Exploring the International Humanitarian Law is the least interesting both according to the teachers and the students. In the focus groups, the topics that were emphasized as the most interesting were the topic about the human rights and about the European Union.

NEED FOR NEW CONTENTS IN THE PROGRAM

According to the survey responses of the teachers about the need to study new/other topics as part of the civic education, the program should include the following topics:

- Socio-pathological phenomena (21 teacher);
- Rights and Responsibilities (12 teachers);
- Ecology (10 teachers).

Similar ideas were also given during the discussions in the focus groups: *“topics from the everyday life; how the countries function; corruption in state bodies; the impact of the international community in conflict resolution; women in society”*. Some of the participants pointed to the similarity of the objectives and of the contents of the subject Ethics and the optional subject European Civilization.

The students were asked: *Are there any topics that are not currently taught and that you would like them to be included in the subject Civic Education?* Nineteen percent (19%) of the surveyed students (105 students) responded affirmatively. The following topics were proposed:

- Negative social phenomena (15);
- Politics and government (13);
- Happiness (7).

Some of these topics are part of the curriculum, but probably not to the extent desired by the students who proposed them.

In the focus group discussions, most of the students believe that there are no such topics because *“everything is covered; all the necessary topics are present”* or because *“we will need to make extra learning efforts”*. In one of the focus groups that developed a broader discussion on this issue, a considerable part of the participants deemed that they should learn about current issues such as *“the situation with the crimes and the corruption of officials in several countries; more about the local situation, rather than having an extensive topic such as international humanitarian law we do not understand.”*

CONCLUSIONS RELATED TO THE OPINIONS REGARDING THE CURRICULUM

- The students think that Civic Education should be learned because it teaches contents that would be useful in their lives. The subject teaches contents that they generally expected to be studied. Most of them find them important and interesting. The content most interesting for the students is the one pertaining to human rights, while the least interesting is the content pertaining to government and international humanitarian law. However, many of them think that some of the topics that are deemed uninteresting are still important for learning. There are not many topics around which they would agree that they should be learned, and are not currently part of the subject contents.
- Most of the teachers find the majority of the topics to be important in general, and that they are important for the students. They consider the following topics the most important: Human Rights and Responsibilities, Democracy and Civic Society, Conflict and Media. They consider these topics to be most interesting both in general and for the students. The least important and interesting topic in their opinion is: International Humanitarian Law. Their perception about the contents is generally more positive than the one of the students. A small number of teachers have presented proposals for new contents in the curricula. Three quarters of the teachers consider that one lesson is not enough for delivering the content.
- The name of the subject area according to both the teachers and the students is appropriate for the content.



2. CONSIDERATIONS ABOUT THE REALIZATION OF THE TEACHING PROCESS

2.1. DIDACTIC GUIDELINES FOR IMPLEMENTATION OF THE CURRICULUM

The curriculum comprises basic didactic guidelines for its implementation. They state that “The civic education curriculum provides opportunities for individualized and group work of the students, which contributes to independent thinking and application of the acquired knowledge and skills in the research activities... The nature of the subject requires a well-thought of group work of the students in the classroom in order to support the inventiveness of each student... to organize interactive teaching ...” (Curriculum for Civic Education, p. 4)¹⁵

The parts of the curricula which define the recommended actions and methods, recommend different methods of work: group and independent, text method, workshops, demonstration, simulation, debate, presentation, research. The recommended activities require different levels of cognitive engagement of the students such as memorizing, understanding, analysis, application and they can direct the teachers to organize the teaching process through active involvement of the students and development of their critical thinking skills.

2.2. CONSIDERATIONS ABOUT THE TEACHING PROCESS AND LEARNING SUPPORT

The considerations on how to realize the teaching process and how the teachers support students' learning in civic education are made on the basis of: (1) the responses of the teachers to questions from the questionnaire and a discussion about the delivery of the teaching process in focus groups with teachers

and (2) the responses of 8th and 9th grade students to questions in the questionnaire for students and in the focus groups with students.

The considerations about the realization of the teaching process are grouped into two thematic areas: 1. Methods of realization of the teaching process and 2. Supporting students' learning.

METHOD OF SURVEY

The data about the implementation of the teaching process and the learning support were obtained based on 8 questions from the questionnaire for teachers and 2 questions for discussion in the focus groups, and students' opinions were surveyed with 8 questions from the questionnaire for students and 5 questions for discussion in the focus groups.

The questions in the questionnaires were closed and open-ended. One question from the Questionnaire for Teachers and one question from the Questionnaire for Students were cluster questions.

2.2.1. METHODS OF IMPLEMENTATION OF THE TEACHING PROCESS

За тоа како се реализира наставата и колку зачестено се користат различните методи и техники што се препорачани во наставната програма беа прашани и наставниците и учениците. Нивните одговори се прикажани на графиконот бр. 3.

Според одговорите и на учениците и на наставниците наставата по граѓанско образование е доста методички разновидна. Сепак, најчесто (на секој час или на повеќето часови) се користи монолошката метода (наставниците предаваат) и текст-методата (учениците читаат од учебник). Покрај нив доста често се користат: анализа на ситуации и случки, решавање на проблемски ситуации и истражувачки активности. Голем број наставници одговориле дека често даваат и прашања/задачи од повисоки нивоа на когнитивна сложеност.

За користењето на повеќето активни методи и техники постои извесна дискрепанција во одговорите на наставниците и на учениците. Имено, наставниците во поголем процент одговориле дека ги користат на секој час или на повеќето часови, додека перцепцијата на учениците е дека тие поретко се користат. Најголеми се разликите кога се работи за работа во мали групи и парови, дискусии и дебати на теми предложени од учениците и користење на веб-квестови. Тие според учениците се користат ретко.

¹⁵ Civic education – curriculum, Ministry of Education and Science <http://bro.gov.mk/docs/osnovno-obrazovanie/VII%20oddelenie/Microsoft%20Word%20-%20gragansko%20obrazovanie.pdf>

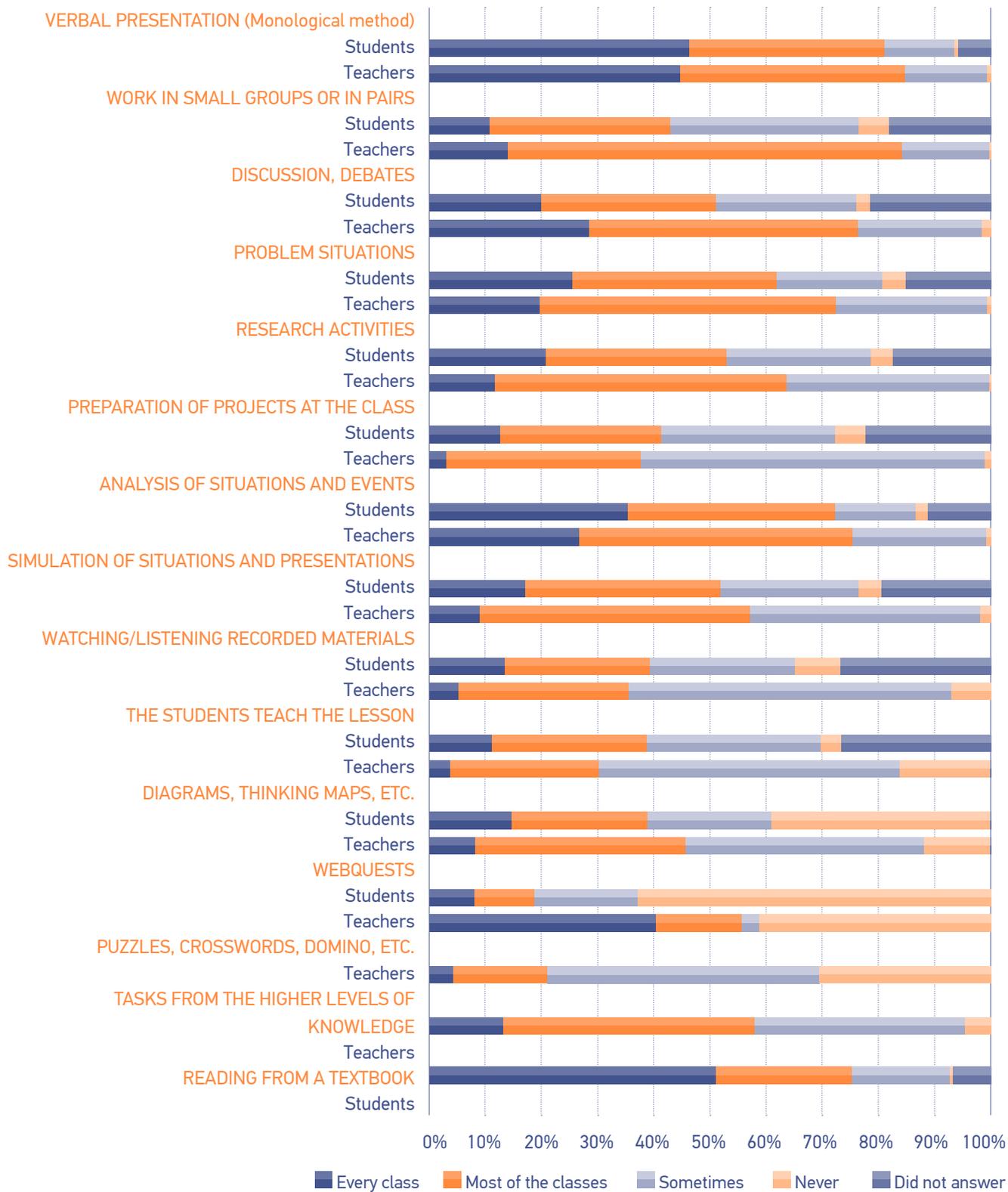


Figure 3. Frequency of use of certain methods and techniques in the teaching process



In addition to the question about the teaching methods, two other questions from the questionnaire for students were associated with the realization of the teaching process for the Civic Education subject. One of the questions requested for some (most frequent) “ways of learning” civic education to be ranked according to the level of desire to learn in that way, and the second one requested them to answer how often they find the civic education classes interesting.

The highest ranked methods are lecture and discussion/group work. It seems that the students have conformed to the most frequently used teaching methods. They are significantly less willing to learn in ways that require more independent work and greater personal engagement.

TABLE 4. WHAT LEARNING METHODS ARE PREFERRED BY THE STUDENTS

WAY OF LEARNING	% OF STUDENTS THAT GAVE A RANK 1*	AVERAGE RANK
LECTURE	38,6	2,4
DISCUSSION/ WORK GROUP	25,1	2,4
INDEPENDENT WORK DURING THE CLASS	12,9	3,1
COMPUTER WORK	10	3,4
ROLE PLAYING, SIMULATIONS, GAMES	13,5	3,6

* rank No. 1 refers to the way they like the most, and 5 to the way they like the least

According to the opinion of almost two thirds of the students, the civic education classes are almost always interesting, and to one third of the students they are sometimes interesting. To a very small number of students the civic education classes are most often boring.

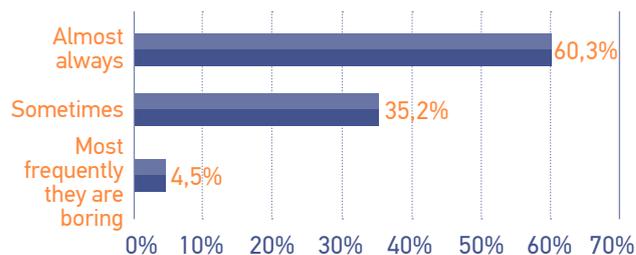


Figure 4. Are the Civic Education Classes interesting to the students

On the other hand, in the focus groups the students stated that the teaching process for the civic education subject could be more interesting if *“someone comes in order to give lectures; there are more visits to institutions; there are simulations; presentations; photos, videos, role playing and interactivity; there are projects; they make presentations; the teacher to be willing to interest us; to research and to not only be required to copy and rewrite; to have debates in order to be able to freely say what we think, because that is what matters the most”*. The students were actually mentioning the approaches they probably experienced at some of the classes or have heard about them.

2.2.2. LEARNING SUPPORT

The modern teaching suggests that most of the learning should happen during the class itself, especially in subjects such as Civic Education where the objectives to a large extent pertain to the forming of opinions and building a value system. For that reason many of the questions referred to learning support.

EXPLANATION OF THE TAUGHT TERMS

The Civic Education program for eighth and ninth grade lists a total of 170 terms that the students should adopt. The students will probably encounter most of them for the first time. Most frequently they are not simple terms that are easily understood and defined. Hence, it is important that the teacher helped the students during the classes get a clear understanding of all or of most of the terms that are encountered in a topic, especially because in the case of many of them their parents at home cannot help them understand the terms.

Both the teachers and the students were asked whether all the questions and terms related to the content of the unit are explained by the teacher during the class.

According to the responses of the majority of teachers (81%) and students (73%), the teachers always explain the terms and the questions related to the learning contents. The others responded that it is the case very often, and there is a small number of students who responded that it happens sometimes or rarely.

FIGURE 5. HOW FREQUENTLY THE TERMS AND THE QUESTIONS ARE EXPLAINED DURING THE CLASS

FREQUENCY	STUDENTS		TEACHERS	
	No.	%	No.	%
ALWAYS	394	72,7	186	81,2
VERY OFTEN	114	21,0	38	16,6
RARELY	8	1,5	3	1,3
SOME-TIMES	24	4,4	2	0,9
NEVER	2	0,4	0	0,0
TOTAL	542*	100,0	229*	100,0

* only the respondents who answered the question have been taken into consideration

Some of the students noted that *“the teacher is very happy when we ask questions and he answers them with great commitment”*, and there are also teachers who *“yell and examine”*. Almost all students, i.e. 97%, responded that they feel free to ask the teacher questions if they have any dilemmas during the class. On the other hand, the students and the teachers point to the fact that the number of lessons is small and thus there is not enough time for clarification of all the things that interest the students. However, there are teachers who stay after classes in order to explain the unclear terms to the students.

After learning the curriculum contents at home or reading something related to what was learnt in school, the students may need additional clarification about the learned. That is why it is necessary for them to have a possibility, as soon as possible to clarify unclear content during some of the following lessons. Both according to the responses of the students and the responses of the teachers, a little bit more than a half of the teachers always clarify the unclear aspects in the course of the subsequent classes, and about one third of them do that very frequently. About 10% of the teachers rarely

explain the aspects that were unclear to the students even after they have studied the lessons at home.

FIGURE 6. HOW FREQUENTLY ARE THE TERMS AND THE QUESTIONS EXPLAINED DURING THE SUBSEQUENT CLASSES

FREQUENCY	STUDENTS		TEACHERS	
	No.	%	No.	%
ALWAYS	302	55,7	135	59,0
VERY OFTEN	169	31,2	75	32,8
RARELY	18	3,3	13	5,7
SOME-TIMES	51	9,4	4	1,7
NEVER	2	0,4	2	0,9
TOTAL	542*	100,0	229*	100,0

*only the respondents who answered the question have been taken into consideration

According to the received responses, the majority of teachers always explain the terms and the questions that are learnt during the classes, and a smaller number of teachers clarify them during some of the subsequent classes.

For clarification of unclear content, the teachers most frequently use examples from the everyday life, and less frequently they use brainstorming, glossary of terms, Wikipedia, diagrams, etc.

ACTIVE PARTICIPATION OF THE STUDENTS

In the instruction for all subjects, it is expected from the students to be able to actively participate in the activities during the class, and to be able to freely express their opinions and ideas. In Civic Education it is expected for it to be a regular practice in the instruction, in view of the fact that the students should learn not only through theory, but also through active participation and practicing of free expression without being criticized about that. The majority of teachers (78%) responded that they always allow free expression of opinions during the classes. In the focus groups they were stating examples that the students felt free to say that *“according to what is said about what democracy is, Macedonia is a country which does not function in accordance with the laws”*. The extent to which the students express their opinion also depends on the topic, and the teachers encourage them to state their opinion through discussion about topical issues. Some teachers said that due to the small number of classes and the very extensive content *“we do not have much space and time for questions and answers”*.



However, the perception of the students is not as favourable. About a little bit more than a half of the students (57%) have the feeling that they may express their opinion. In one focus group the students illustrated that with: *“Our teacher has told us that even if we make a mistake, it is important for us to state our opinion”*.

TABLE 7. HOW FREQUENTLY MAY THE STUDENTS FREELY EXPRESS THE OPINION DURING THE CLASSES

FREQUENCY	STUDENTS		TEACHERS	
	No.	%	No.	%
ALWAYS	307	56,6	179	78,2
VERY OFTEN	158	29,2	36	15,7
RARELY	32	5,9	10	4,4
SOME-TIMES	39	7,2	3	1,3
NEVER	6	1,1	1	0,4
TOTAL	542*	100,0	229*	100,0

* only the respondents who answered the question have been taken into consideration

Some of the students (29%) feel that they can frequently express their opinion, but not always. They were giving examples when they were not well understood *“when they were developing programs of two parties”*. Together with the fact that 14% of the students sometimes or rarely have the opportunity to freely express their opinion points to insufficient democracy in the teaching process of some of the teachers of Civic Education.

There is a more favourable perception of the students about the extent to which the teachers encourage them to actively participate in the classes: 75% believe that the teachers constantly encourage them, 20% sometimes encourage them and 5% never encourage them. The teachers encourage the students through the active methods they use (discussion about examples, interactive methods, computer work, encouraging questions, etc). In the focus groups they also spoke about examples of teachers who do not encourage participation, but read from a textbook and examine.

Support to the learning of the primary school students is expected to be given by their parents as well. In order to successfully do so, especially in subjects such as civic education, which they probably did not study, it is important for the teachers to inform them about the manner of their work in the teaching process and to encourage them to engage in the studying of their

children, and perhaps in some curricular and extra-curricular activities related to civic education. Only 57% of the teachers said that they inform and encourage the students’ parents about their engagements. That is certainly insufficient number of teachers.

ASSESSMENT

The curriculum has very few instructions for assessing students’ achievements, but it explicitly asks for formative assessment. In the research of what methods and techniques are used in assessment, it was especially emphasized that formative assessment is used as a powerful tool for encouragement of learning. Special attention was put on training and support to the teachers for ways of assessing, especially in recent years.

According to the responses of the teachers, most frequently during every, or most of the classes, they assess the students through verbal responding to questions and keeping notes about that. A significant number of teachers responded that they keep a portfolio about the students. The self-assessment and mutual assessment are used occasionally.

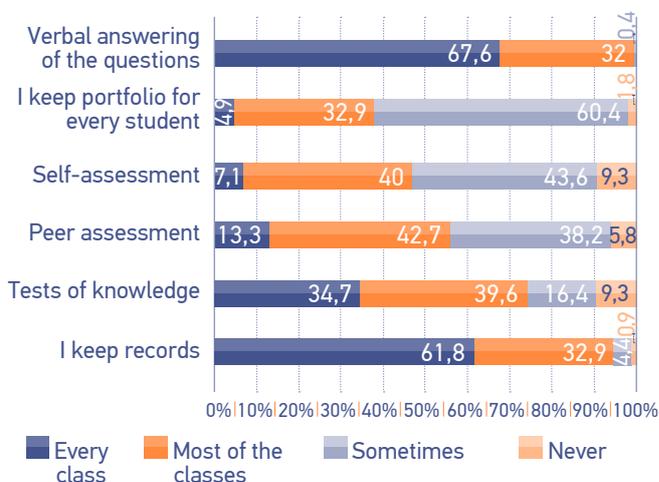


Figure 5. Frequency of use of certain assessment instruments

The researches show¹⁶ that high quality and timely feedback is the best way to support the learning.

A little bit more than half (60%) of the teachers responded that they always give the students feedback about what it is that they have learnt well and what it is that they need to improve, and about one-third (32%) do that very frequently. The responses of the students show

¹⁶ Hattie J., (2009), *Visible Learning, A Synthesis of over 800 Meta-Analyses Relating to Achievement*, Routledge, London.

that they do not receive feedback as often. Namely, only 37% of the students responded that they always receive such information, 39% receive information sometimes and the others (24%) less frequently.

The comparative responses of the students and the teachers are shown in Table 5.

TABLE 8. HOW FREQUENTLY DO THE STUDENTS RECEIVE FEEDBACK

FREQUENCY	STUDENTS		TEACHERS	
	No.	%	No.	%
ALWAYS	197	36,7	135	60,3
VERY OFTEN	208	38,7	71	31,7
RARELY	88	16,4	18	8,0
SOME-TIMES	32	6,0		
NEVER	12	2,2		
TOTAL	537*	100,0	224*	100,0

* only the respondents who answered the question have been taken into consideration

CONCLUSIONS RELATED TO THE TEACHING PROCESS AND LEARNING SUPPORT

- ➔ The curriculum recommends using various interactive methods. According to the answers of the students and the teachers, the curriculum is methodically diverse, even though the monologic and the text methods are the ones that are most frequently used. The teachers responded that they use most of the active methods more frequently than it is perceived by the students.
- ➔ The majority of the students (2/3) find the lessons in Civic Education always interesting. When they ranked the learning methods that they prefer the most, the ones that were best ranked were actually the ones most frequently used in the classes: lectures and group work.
- ➔ Supporting the students' learning through explanations of the contents and the terms during the lessons, according to the teachers, takes place on a regular and frequent basis, while according to the students it is insufficient and irregular, especially in terms of the following classes.
- ➔ Most of the students have a feeling that the teachers constantly encourage active participation, while the others consider that it is happening only occasionally.
- ➔ The perceptions of the teachers and the students in terms of whether it is possible to freely express one's opinion, without being criticized, are different. A little bit more than ¾ of the teachers consider that they always provide such an opportunity, while a little bit more than a half of the students have such a feeling.
- ➔ Almost half of the teachers do not inform the parents of the work done in the Civic Education lessons and do not encourage them to become engaged in some manner.
- ➔ The responses point to the fact that almost 1/4 of the students do not get appropriate feedback that would guide them in terms of improving their learning, while the most frequently used methods of assessment are verbal questions and note taking.



3. CONSIDERATIONS ABOUT THE TEXTBOOKS

3.1. STRUCTURE AND CONTENTS OF THE TEXTBOOKS

In accordance with the Law on Textbooks for Primary and Secondary Education, as well as the Law on Primary Education, the textbook is a basic teaching tool and a source of knowledge for achieving the educational objectives of the curricula.

The textbooks are prepared according to the curricula for individual subjects of the Syllabus and according to the Concept for preparation of textbooks¹⁷.

The reviewing committees established by the Pedagogy Department perform evaluation of the textbooks in accordance with the Methodology for Evaluation of Textbooks¹⁸, and with an opinion obtained from the Bureau for Development of Education on the compliance of the textbook manuscript with the curriculum, they propose to the Minister a textbook that meets all criteria.

Although in the Concept for preparation of textbooks there is no separate chapter with criteria for preparation of a Civic Education textbook specifically, the basic criteria that every textbook must meet in order to be evaluated and approved for use in schools are given. Thus, the textbook must meet the following criteria:

- ➔ The content of the textbook must be aligned with the curriculum;
- ➔ Scientific basis of the contents (additional texts, questions and tasks, visual items);
- ➔ Compliance of the textbook with the age of the students;
- ➔ The contents of the textbook must have educational function; they must promote the positive attitude towards the science, knowledge, national and civic identity, multiculturalism and gender equality.

¹⁷ Concept for preparation of textbooks, Bureau for Development of Education, 2010. <http://bro.gov.mk/docs/Biro%20za%20obrazovanie%20-%20konceptcija%20za%20izrabotka%20na%20ucebnik%20mk%20-%20za%20na%20web.pdf>

¹⁸ Methodology for evaluation of textbooks, Bureau for Development of Education, 2010.

There are two textbooks for the Civic Education subject, “Civic Education for VII Grade in the Eight Year Long Education” (VIII grade in the nine-year long education)¹⁹ and “Civic Education for VIII grade” (IX grade in the nine-year long education)²⁰.

The textbook for eighth grade has three main areas:

- ➔ Human, Human Rights and Responsibilities, covering topics such as: identity, values, human rights, stereotypes and prejudices, etc.
- ➔ Democracy and Civic Society, with the following topics: characteristics of democracy, manners of governance in democracy, democracy and the human rights, etc.;
- ➔ The European Union, with the following topics: EU institutions, European identity, Macedonia as part of the EU, etc.

THE TEXTBOOK FOR NINTH GRADE CONTAINS THE FOLLOWING AREAS:

- ➔ Government (definition, separation of power, constitution and constitutional democracy, etc.),
- ➔ Conflicts (concept, types of conflicts, conflict resolution),
- ➔ Exploring the International Humanitarian Law (origin of the IHL, social pressure, the bases of the IHL, IHL and the human rights, sanctioning of the violations of the IHL, etc.).
- ➔ Media (characteristics of the mass media, media culture, etc.).
- ➔ The topics in the textbooks are adequate to the topics in the curriculum for the eighth, i.e. ninth grade.

¹⁹ http://www.e-ucebnici.mon.gov.mk/pdf/gragansko_obrazovanie_7_k1.pdf

²⁰ http://www.e-ucebnici.mon.gov.mk/pdf/Gragjansko_8_mak.pdf

3.2. OPINIONS ABOUT THE TEXTBOOKS

METHOD OF SURVEY

Teachers' opinions about the textbooks were surveyed with 4 questions from the questionnaire for teachers and 5 questions for discussion in the focus groups, and students' opinions were surveyed with 3 questions from the questionnaire for students and 3 questions for discussion in the focus groups.

The questions in the questionnaires were closed and open-ended.

3.2.1. USEFULNESS AND USE OF TEXTBOOKS

Most of the teachers said that they **use the textbook during every class, although it is not necessary during the entire class**, i.e. they combine its contents with other resources. According to them, the use of the textbook is necessary because the questions at the external examination are formulated on the basis of the particular textbook.²¹ In their answers to the question about the methods used in the teaching process and in the focus groups, the students confirm that they use the textbook during every class and during most of the class, mostly through reading and reviewing examples.

The teachers see the selection and distribution of textbooks also as a problem. As one teacher stated: *"It is determined at the level of subject teachers professional body which of the approved textbooks we will work by, and then we get another textbook which at the same time disturbs our manner of planning."* Concurrently, the distribution of textbooks may be delayed up to three months after the start the school year (according to the teachers of the focus group in Tetovo).

Although the textbook is the most frequently used resource during the classes, about half of the teachers-participants in the focus groups think that **the textbooks do not help in the achievement of all objectives from the curriculum**. They locate the problems in (1)

the lack of time to learn the material, (2) the high style of writing that prevents the students to fully understand the material, (3) the "density" of information which "repels" the students, (4) the stated examples that are not adapted to the reality of the students, but are taken from foreign textbooks/materials; and (5) the inadequate translation of certain parts (for the teachers of Albanian language of instruction).

This position is also supported by the results of the survey according to which 61.2% of the surveyed teachers think that *"the textbook that is used for the Civic Education subject, helps the students clarify and learn the contents and the terms elaborated during the classes"*, while 38.8% do not agree with that statement. Part of the explanation can be found in the answers to the question – *"Do the textbooks contain topics, contents, terms, illustrations that are inadequate or wrongly presented?"* to which even 39.6% of the answered affirmatively.

In the focus group discussions, the teachers state several **topics and definitions they deem problematic**. Specifically, the definitions for (1) stereotypes, (2) identity, (3) lifestyles, as well as terms and definitions in the topics:

- EU and Macedonia as part of the EU;
- Human Rights;
- International Humanitarian Law.

Furthermore, they consider the topics of "loyal citizens", "compromise", as well as the topic of the media, as poor-quality information. The answers suggest that there are problematic aspects in both textbooks. Some of the mentioned definitions/concepts are presented in the box below.

²¹ Recognizing that the questions for external examination are not adequately formulated and that it is difficult to provide the correct answer, one teacher (participant in the focus group in Tetovo), upon their own initiative, issued a Manual for Teaching Civic Education.



PART OF THE EXPLANATION OF THE TERMS COULD BE CLASSIFIED AS WRONG, SUCH AS:

“The loyal citizens obey those who are in power in the society. They are always willing to follow the rules and regulations in the society even at the cost of having to give up their freedoms “(Civic Education for VIII grade, p.14)

“If one of the parties involved in the conflict voluntarily waives such requirements, then we say that the conflict is resolved through compromise.” (Civic Education for VIII grade, p. 39)

Although accurate, part of them can be classified as confusing, insufficiently explained, such as:

“When misconceptions persist despite the data and the facts, then we talk about stereotypes” (Civic Education for VII grade, 39)

In addition, students largely believe that the textbook insufficiently helps them in **clarifying and learning the contents and terms that are being elaborated during the classes**. Specifically, a little bit over half of the students (54%) who responded to the questionnaire, said that the textbook is entirely helpful, 43% said that it is partially helpful, and 3% said that it did not help them at all, which means that about half of the students need extra support for learning the material from the textbook.

The majority of the surveyed students (78%) believe that there are no topics, contents, terms, illustrations in the textbooks which are inadequate or incorrectly presented. Consequently, in the focus groups they do not give many detailed answers regarding the issue of **what they do not like in the textbooks**. However, some of them state the following as problematic: 1) the contents pertaining to the political parties and the members of parliament, for which they believe that they do not correspond to the actual situation in the country; (2) the contents pertaining to the courts where they come across many new terms; and (3) the sequence of the contents that are not logically arranged. Additionally, the students from the focus group in Tetovo stated as problematic the fact that they cannot find the answers to the questions of the external examination in the textbooks.

3.2.2. NEED FOR ADDITIONAL MATERIALS FOR THE PURPOSE OF ACHIEVING THE CURRICULUM GOALS AND OBJECTIVES

It is recommended for the curriculum, and probably the mentioned problematic aspects of the textbooks also contribute to it, that teachers seek **alternative materials to achieve the goals and objectives and overcome the deficiencies of the textbooks**. Consequently, the teachers in the focus groups stated that as additional materials they use the following:

1. Manuals that are directly related to the topics of the textbook, such as the Manual for Research of the International Humanitarian Law that they have received at the trainings; or topics that are indirectly related to the Civic Education contents, such as the workshops in the Manual for Teaching Life Skills and manuals for conflict resolution;
2. Information available on the Internet (for example via Wikipedia);
3. Specific documents that specify certain elements of the material, for example: the Constitution of the Republic of Macedonia, the Statute of the Municipality, the programme of a political party;
4. Audio and visual materials such as TV shows, news.

The responses to the questionnaire indicate that, according to the teachers, most of the teachers use the digital contents, then newspapers/magazines, pictures, drawings, video/audio materials and other books. The responses of the students indicate that they need additional learning resources to better understand the content, and as the most useful resources they state the digital contents, other books, newspapers/magazines, pictures/drawings and video-audio materials (see Figure 6 below). Generally, the responses of the teachers and the students are compatible, however, they point to the fact that the teachers could use more additional literature during the teaching process, because the students consider it useful.

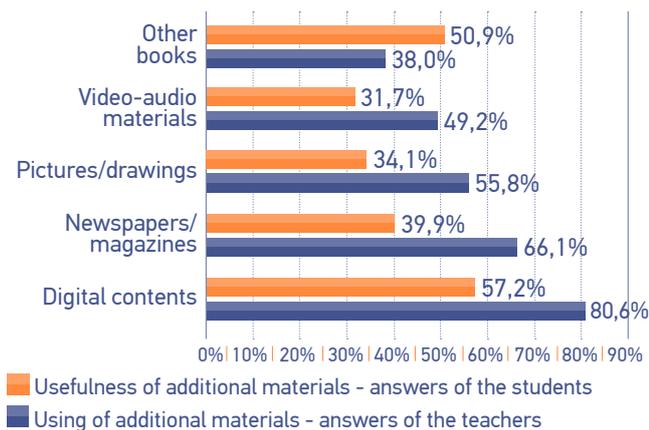


Figure 6. Use and usefulness of additional materials: answers of teachers and students

In addition to that is the fact that although they consider them useful, most of the students state that they do not use additional learning resources in parallel with the textbook (“...*We work in a monotonous manner.*” “... *We use only the book*”), while a small portion of them state that they rarely use other resources, such as video and internet materials, as well as newspapers and magazines during the classes related to the media. It seems that there are misunderstandings in relation to the use of additional literature, for example, one student from the focus group in Tetovo said “*we know that the teachers may be penalized if they use magazines. I know that because my mother is a teacher.*”

Considering the fact that a significant part of the teachers believe that the use of the textbook is insufficient to achieve all envisaged teaching objectives, they are almost unanimous that **they need additional materials that would help them teach the subject in a better and more effective manner.** Particularly, they state the need for:

- ➔ Teacher’s manuals
- ➔ Links to contents on the Internet
- ➔ Video materials

The need for manuals for the realization of individual objectives of the program which are achieved through modern interactive teaching methods, is particularly emphasized. According to some teachers, these manuals are very useful and practical as they offer concrete models for processing of individual teaching units.

“I had a chance to use a brochure from a USAID project that contained data for the EU and I used it when I implemented that topic.”

“It would be very useful for us to have a manual with guidelines for implementation of each goal of the curriculum, with workshops like the Manual on Life Skills or the manual on the topic of Research of the International Humanitarian Law.”

„(...) We talk about manuals with specific exercises, questions, quizzes, developed methodical units. Those materials could be developed in the same way as the History Manual for sixth grade was developed.”

CONCLUSIONS RELATED TO THE TEXTBOOKS:

The textbooks in the Civic Education teaching process are used regularly during the classes, occasionally supplemented by additional materials.

A significant part of the teachers think that the structure and the contents of the textbooks limit the achievement of all objectives of the curriculum.

Part of the topics and terms/definitions in the textbooks are considered problematic or confusing.

A significant part of the students think that the textbook insufficiently helps them in the explanation and learning of the contents and terms that are being elaborated at the classes.

The teachers need additional materials, including: Manuals for implementation of the contents, links with contents from Internet, video materials.



4. CONSIDERATIONS ABOUT THE TRAININGS

4.1. REALIZED TRAININGS

The training of teachers for high quality teaching is provided by several laws: the Law on the Bureau for Development of Education, Law on Teachers in Primary and Secondary Schools, Law on Teachers Academy. In addition, the laws stipulate that the number of hours of teacher training is the basis for their professional and career development.

Considering the fact that some of the provisions in the stated laws were adopted in 2015 and 2016, and some provisions are with deferred application, only the legal competence of the Bureau for Development of Education can be taken into account to carry out promotion (training) to teachers for the curricula and to give didactic guidelines for their application.

Considering the fact that the Civic Education curricula were adopted in 2008 and 2009, the training of teachers who teach Civic Education was implemented in the same years, before the start of the school years 2008/2009 and 2009/2010. Many teachers (34%) have less than 5 years of working experience; therefore, they could not have attended these trainings.

In the period from 2009 until today, the teachers have had the opportunity to communicate with advisers from the Bureau for Development of Education for consultations regarding issues on teaching and learning, but it is a fact that the training on Civic Education topics, as well as the methods of teaching this subject is insufficient.

Through their schools, but also individually, the teachers attend trainings in projects approved by the Ministry of Education and Science, which mainly pertain to the development of communication skills, modern methods of teaching, multiculturalism, etc. This type of trainings help the teachers improve part of their teaching of competences, but not the part of their professional competences as Civic Education teachers.

4.2. ATTENDED TRAININGS AND THE NEED FOR TRAINING AND PROFESSIONAL SUPPORT

METHOD OF SURVEY

The teachers' opinions about the trainings were surveyed with 3 questions from the questionnaire for teachers and 3 questions for discussion in the focus groups. One question was a closed-ended question (with space to be filled in), and two questions were open-ended questions.

The questions were about the trainings that they have attended and the needs for training.

Less than half of the surveyed teachers (43.6%) said they have attended training for the teaching of Civic Education in the last 5 years. However, the stated trainings do pertain to certain narrow areas of the curriculum or out of the curriculum, but related to the subject.

Part of the teachers-participants in the focus groups said that they have attended **training on anticorruption**, realized by the State Commission for Prevention of Corruption, with the explanation that the contents will be part of the Civic Education curriculum.²²

The teachers mentioned the training on **Research of the International Humanitarian Law**, which was realized over 5 years ago, but estimated to be particularly useful because of the way of presentation of the contents during the workshop and the specific examples on how the goals of the curriculum are to be realized ,

Teachers are almost unanimous that they need support for strengthening their skills for successful implementation of the Civic Education subject. They state the following as the most essential mechanisms for the realization of this goal:

- ➔ Additional trainings (140 teachers who answered the questionnaire and most of the participants of the focus groups), and
- ➔ Cooperation with other teachers and experts-advisors.

²² Part of the teachers is reserved that these contents are to be included as part of the curriculum.

In terms of specific needs for training, the teachers express the biggest need for **trainings for using interactive methods of teaching, as well as specific exercises for delivery of the contents of the textbook through modern teaching techniques.**

“The most useful for us are the trainings in which interactive forms of work are presented: exercises, role plays, simulations. It is important that during the training, specific contents of the programs to be elaborated through concrete activities that we could directly apply in our teaching.”

Additionally, trainings are also needed for using the Internet as a resource, assessment methods and increasing students’ achievements through adequate teaching, as well as professional trainings for the contents, because, as noted by one teacher *“some of us are not sociologists and we need training for our professional development regarding the contents of the subject”*.

The needs also include cooperation with the teachers’ professional bodies of the social subjects group, cooperation at multiple school level and using expert-advisors in this area.

“Projects in which we could participate, learn from each other, exchange experiences should be organized.”

Additional challenges during the implementation of the Civic Education teaching process in the questionnaire are the following: inadequate textbooks (135 teachers), the lack of professional literature (89 teachers), and the small number of classes (68 teachers). Consequently, the following are mentioned as means for more efficient teaching:

- ⇒ Improved textbooks,
- ⇒ Additional professional literature, and
- ⇒ Increasing the number of classes.

CONCLUSIONS REGARDING THE TRAININGS:

- ⇒ During the past five years, most of the teachers did not attend any training related to the Civic Education subject.
- ⇒ The majority of teachers need training for using interactive methods of teaching, as well as concrete exercises for delivery of the contents of the textbook through modern teaching techniques.
- ⇒ There are also needs for using the Internet as a resource, assessment methods and increasing students’ achievements through adequate teaching, as well as professional trainings for the contents.
- ⇒ The teachers also state the need for cooperation with colleagues at the level of professional bodies, as well as support from advisors.

5. CONSIDERATIONS REGARDING THE ACHIEVEMENT OF THE CURRICULUM GOALS

5.1. DESCRIPTION OF THE GOALS IN THE CURRICULUM

The Civic Education curricula define goals for the subject in general (for both years of study) and more specific objectives for the eighth, i.e. ninth grade.

If we analyse how the curricula develop in the two grades of study, it may be noted that the development goals set for the specific period (VIII-IX grade) refer only to the curriculum for the eighth grade, i.e. they resemble the specific objectives for the curriculum for eighth grade, while the objectives encompassed by the curriculum in ninth grade have no connection with the development goals.

Also, there is an uneven representation of certain objectives and topics in relation to others, e.g. overrepresentation of the topic Research of the International Humanitarian Law in ninth grade.

Most of the objectives are at the level of knowledge (*“to get introduced to... to expand their knowledge..”*) and understanding (*“to comprehend ... to acknowledge ... to understand ... to see the connection ... to explain”*), and a small portion at the level of application (*“to discover examples ..., to be able to discuss ..., to form opinions..., to show willingness ...”*).

5.2. ACHIEVEMENT OF THE CURRICULUM OBJECTIVES

METHOD OF SURVEY

The opinions about the achievement of the curriculum objectives were surveyed with 3 questions from the questionnaire for teachers and 3 questions from the questionnaire for students. In the focus groups, the teachers answered to one question for discussion.

The curriculum objectives and their achievement were not at the focus of this survey,, but a part of the questions referred to them to better explain the overall context of implementation of the instruction.

The responses of the teachers about the degree of contribution of the curriculum to **real empowerment of the students for civic action**, presented on a 10 degree scale, show that over half of the teachers (59%) consider it moderately high (rated 6-8 at a scale from 1- 10), while 24% consider it high (rated 9 and 10).

Most of the teachers (75.6%) believe that the **Civic Education subject helps most of the students to achieve the objectives of the curriculum** (to understand the problems that the community faces (the school and the local community), to identify solutions to the problems and to engage in community activities, while a smaller portion of them answered that these objectives are achieved only among a small number of students (see Figure 7).

When the same question was given to the students, approximately a half of the surveyed students answered that it was very helpful, less than a half of them said that it was sometimes helpful, and a small portion of them said that it was not helpful (see Figure 8). Considering the multi-level nature of the question, it is possible that the students have evaluated the subject as more useful in terms of some aspects, and less useful in terms of other aspects.

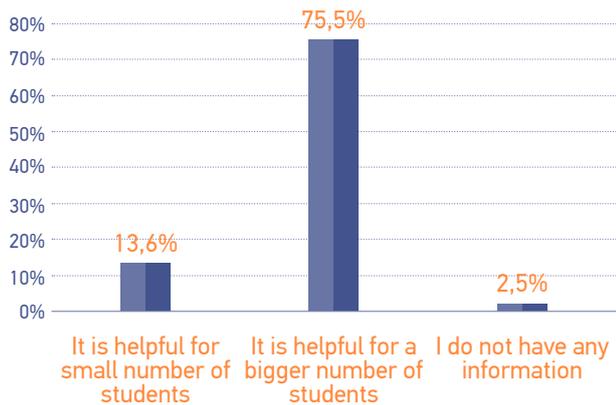


Figure 7. Does the Civic Education subject help your students to understand the problems with which the community is facing, to identify solutions to the problems and to engage in community activities?

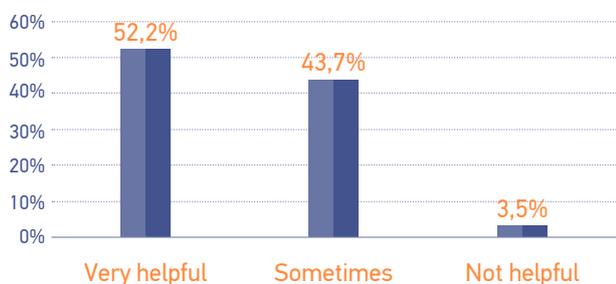


Figure 8. Does the Civic Education subject help you to understand the problems the community where you study and live is facing, to think about solutions to the problems, to engage in local community activities?

Although not explicitly stated as an objective of the Civic Education curriculum, it is considered that social engagement is the best way to learn part of Civic Education contents, and it is one of the general goals of education²³. Almost 40% of the students answered affirmatively to the question whether they have participated in a public/community service, volunteered in or outside of the school. However, only a small portion (72 students) stated specific examples (humanitarian actions, actions organized by the Red Cross) and Eco-actions (39 students).

The teachers believe that the students are active in the community through:

- Their conduct at school, for example in situations of request and protection of their rights and interests;
- Engaging, together with their parents, in the identification and resolution of the problems in

the community through environmental projects, the USAID Interethnic Integration in Education Project and the Strengthening the Multiethnic Cooperation in the Municipalities Project, supported by the Pestalozzi Children’s Foundation, projects in cooperation with the municipal administration (local economic development, urban planning, utilities);

- Participation in extracurricular activities related to social and cultural cooperation with the local community, especially during the holidays of the various ethnic communities, closing ceremonies at the school, etc.

The teachers also face difficulties to separate what is learned during the classes from the everyday political events in the country that the students encounter.

“Very often the students do not believe in what we say because they are overwhelmed with information from the media and the family. They often ask me: Teacher, what are you talking about? That is not the case in our country ... We should teach students ‘how it should be’, rather than ‘how it is’ in our country, and here we face a problem.”

“We are very concerned by the fact that the students see what is going on around them, and we teach them something else at school.”

Although these contradictions, stated by teachers, are seen as a difficulty in the teaching process, they may still represent a good source for developing a critical attitude of the students towards civic values by creating a cognitive conflict that can be used as a way of encouraging interest for a particular topic and initiating a process of exploring that topic.

This is particularly important considering the fact that almost half of the teachers (117) said that the most important thing for them is to help students develop the skills of the 21st century, through the teaching process (critical thinking, tolerance, observing democratic values).

“Obtaining skills for independent resolution of certain situations and problems, in order to train them for further education and life.”

“To build their own identity, to respect themselves and, above all, to respect diversity.”

In addition, 68 teachers stated that they are trying to develop a sense of adjustment/belonging to the society and the community.

²³ Concept of Nine-Year Education, Ministry of Education and Science, Bureau for the Development of Education, Skopje 2007, p. 71 - 73

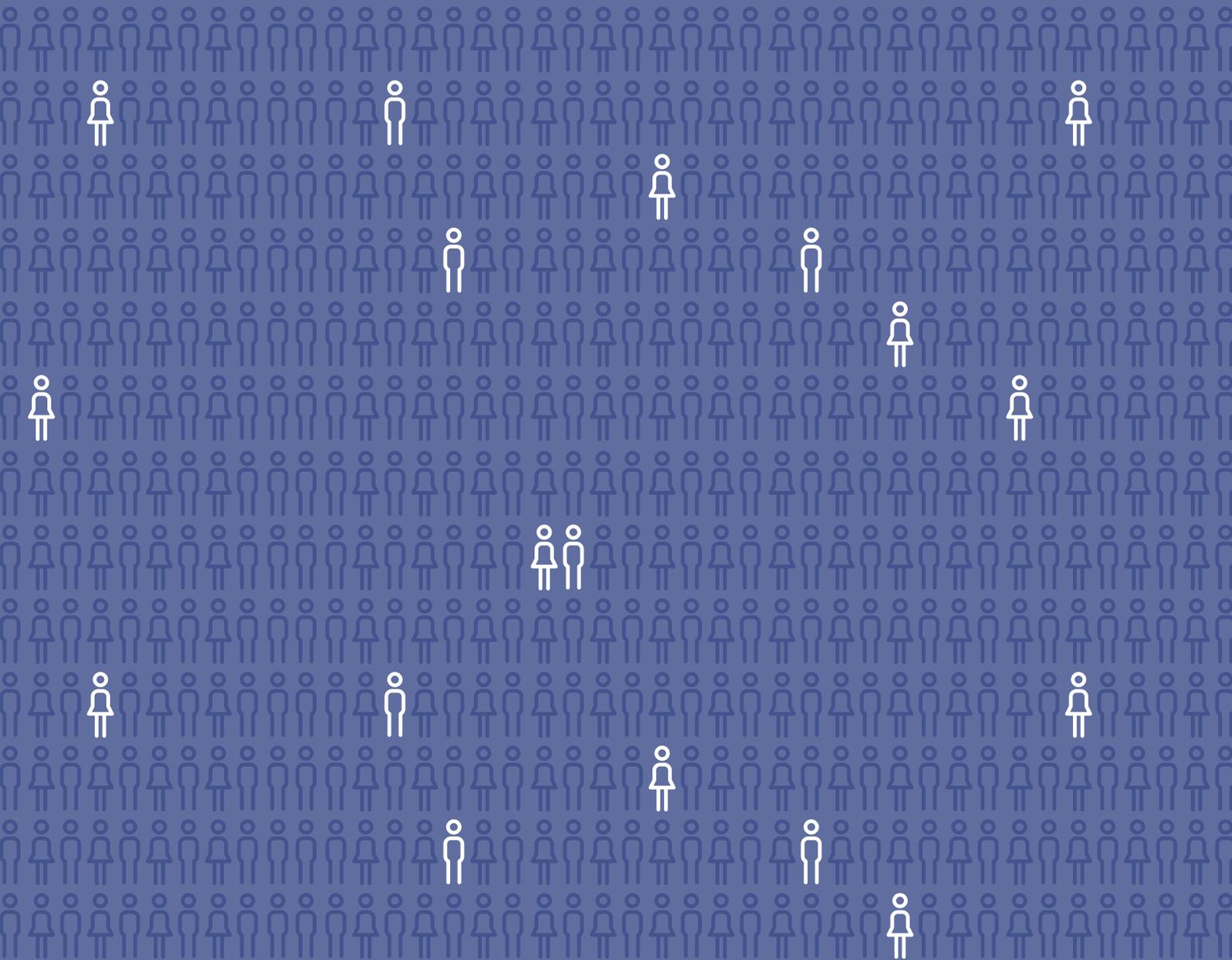


“Development of critical thinking for active involvement in the community.”

CONCLUSIONS RELATED TO THE ACHIEVEMENT OF THE OBJECTIVES OF TEACHING:

- ➔ Most of the teachers believe that the Civic Education subject helps most of the students achieve the goals of the curriculum.
- ➔ According to every other student, the Civic Education subject partly helps them to achieve the stated objectives of the curriculum.
- ➔ Almost a half of the students answered that they have participated in a public/community service, volunteered in or outside the school.
- ➔ The teachers believe that the students are active in the community through: participation in extracurricular activities, involvement and resolution of the problems of the community, behaviour indicating asserting rights.
- ➔ Teachers face difficulties to separate what is learned during the classes from the everyday political events in the country that students encounter.
- ➔ For most of the teachers, the key aspect in the teaching process is the development of skills of the 21st century (critical thinking, tolerance, observing the democratic values) in students.





ANNEXES

ANNEX 1.

LIST OF SCHOOLS FROM WHICH THE SAMPLE OF STUDENTS WAS SELECTED

No.	SCHOOL	PLACE
1.	ES Vrapciste	Vrapciste
2.	ES Goce Delcev	Bitola
3.	ES Goce Delcev	Skopje
4.	ES Sando Masev	Strumica
5.	ES Goce Delcev	Prilep
6.	ES Braka Miladinovci	Struga
7.	ES Kiril i Metodij	Kumanovo
8.	ES Kiril i Metodij	Tetovo
9.	ES Krste Misirkov	Gevgelija
10.	ES Krume Kepeski	Skopje
11.	ES Krste Petkov Misirkov	Bistrica
12.	ES Nikola Karev	Radovis
13.	ES Marsal Tito	Strumica/Strumica
14.	ES Panajot Ginovski	Skopje
15.	ES Pere Tosev	Dupjancani/Dolneni
16.	ES Vera Ciriviri Trena	Dolneni/Debrešte
17.	ES Vuk Karadzik	Kumanovo
18.	ES Aleksandar Zdravkovski	Jegunovce
19.	ES Andreja Savevski Kikis	Tetovo
20.	ES Bratstvo Migjeni	Tetovo
21.	ES Vidoe Podgorec	Strumica/Strumica
22.	ES Goce Delcev	v. Stence, Brvenica
23.	ES Goce Delcev	Gostivar
24.	ES Goce Delcev	Stip
25.	ES Josip Broz Tito	Struga
26.	ES Zivko Brajkovski	Skopje
27.	ES Kiril i Metodij	Kocani
28.	ES Kliment Ohridski	Prilep
29.	ES Mancu Matak	Prilep
30.	ES Murat Labunisti	Struga

31.	ES Gjorgji Sugarev	Bitola
32.	ES Blaze Koneski	Veles
33.	ES Hristijan Karpos	Kumanovo
34.	ES Braka Ribar	Kumanovo
35.	ES Stiv Naumov	Bitola
36.	ES Refije Alievska	Struga/Labunista
37.	ES Kultura	Lipkovo
38.	ES Bajram Sabani	Skopje
39.	ES Bratstvo	Skopje
40.	ES Naim Fraseri	Tetovo
41.	ES Faik Konica	Gostivar
42.	ES Nikola Vapcarov	Skopje
43.	ES Imri Elezi	Skopje
44.	ES Bratstvo	Gostivar

ANNEX 2.

LIST OF SCHOOLS WHERE THE TEACHERS WHO HAVE ANSWERED THE QUESTIONNAIRE WORK

No.	SCHOOL	PLACE
1.	11 Oktomvri	Bogovinje
2.	Goce Delcev	Vinica
3.	Dimkata Angelov Gaberot	Kavadarci
4.	Krste P. Misirkov	Bitola
5.	Krum Tosev	Skopje
6.	Todor Angelevski	Bitola
7.	Hristo Uzunov	Drugovo
8.	11 Oktomvri	Kumanovo
9.	11 Oktomvri	Urvic
10.	25 Maj	Skopje
11.	7 Marsi	Lipkovo
12.	Marko Cepenkov	Zelenikovo
13.	Avram Pisevski	Skopje
14.	Aleksandar Zdravkovski	Jegunovce
15.	Anton Zako Cajupi	Lipkovo
16.	Aco Sopov	Skopje
17.	Bajram Sabani	Kondovo
18.	Blagoj Kirkov	Veles
19.	Blaze Koneski	Skopje
20.	Blaze Koneski	Veles
21.	Blaze Koneski	Prilep
22.	Braka Miladinovci	Demir Hisar
23.	Braka Miladinovci	Struga
24.	Braka Miladinovci	Probistip
25.	Braka Miladinovci	Skopje
26.	Braka Ramiz -Hamid	Skopje
27.	Bratstvo Edinstvo	Skopje
28.	Bratstvo Migjeni	Tetovo
29.	Bratstvo-Edinstvo	Debar
30.	Vanco Nikoleski	Ohrid
31.	Vanco Prke	Delcevo - Delcevo
32.	Vanco Prke	Stip
33.	Vasil Glavinov	Veles
34.	Vera Jocik	Skopje
35.	Vera Kotorca	Kumanovo
36.	Vera Ciriviri-Trena	Debreste
37.	Video Podgorec	Strumica
38.	Vlado Tasevski	Skopje
39.	Vrapciste	Vrapciste
40.	Vuk Karadzik	Kumanovo

41.	Gj.K.Skenderbeg	Aracinovo
42.	Gjorgji Pulevski	Mavrovo
43.	Gjorgji Sugarev	Bitola
44.	Gjorce Petrov - Skopje	Gjorce Petrov
45.	Goce Delcev	Konce
46.	Goce Delcev	Resen
47.	Goce Delcev	Brvenica
48.	Goce Delcev	Bosilovo
49.	Goce Delcev	Skopje
50.	Goce Delcev	Demir Hisar
51.	Goce Delcev	Bitola
52.	Goce Delcev	Stip
53.	Goce Delcev	Negotino
54.	Goce Delcev	Ilinden
55.	Goce Delcev	Gostivar
56.	Goce Delcev	Vinica
57.	Goce Delcev	Aerodrom
58.	Goce Delcev	Prilep
59.	Goce Delcev	Stence
60.	Dame Gruev	Strumica
61.	Dame Gruev	Strumica
62.	Dame Gruev	Sveti Nikole
63.	Dame Gruev Bitola	Bitola
64.	Dane Krapcev	Skopje
65.	Debrca	Debrca
66.	Dedo Iljo Malesevski	Berovo
67.	Dence Dejanoski	Mavrovo- Rostuse
68.	Dervis Cara	Bogovinje
69.	Dimitar Vlahov	Stip
70.	Dimitar Pop Georgiev - Berovski	Skopje
71.	Dimkata A. Gaberot	Kavadarci
72.	Dimo Hadzi Dimov	Karpos
73.	Dimce Angelov- Gaberot	Demir Kapija
74.	Ditura	Saraj
75.	D-r Trifun Panovski	Bitola
76.	Draga Stojanovska	Skopje
77.	Drita	Tetovo
78.	Edinstvo	Struga
79.	Emin Duraku	Skopje
80.	Zivko Brajkovski	Skopje
81.	Zivko Cingo	Ohrid
82.	Ibrahim Temo	Zelino
83.	Ismail Kemali	Dolneni
84.	Istikbal	Tetovo
85.	Jan Amos Komenski	Skopje
86.	Jonce Smugreski	Krivogastani

87.	Josip Broz Tito	Struga
88.	Josip Broz Tito	Mavrovo
89.	Karpos	Kumanovo
90.	Kiril i Metodij	Tetovo
91.	Kiril i Metodij	Bogdanci
92.	Kiril i Metodij	Skopje
93.	Kiril i Metodij	Sveti Nikole
94.	Kliment Ohridski	Prilep
95.	Kliment Ohridski	Oblesevo
96.	Kliment Ohridski	Gevgelija
97.	Kole Kaninski	Bitola
98.	Kole Nedelkovski	Skopje
99.	Kongresi i Manastirit	Kumanovo
100.	Koco Racin	Dojran
101.	Koco Racin	Kratovo
102.	Koco Racin	Ohrid
103.	Koco Racin	Vinica
104.	Koco Racin	Skopje
105.	Koco Racin	Kumanovo
106.	Koco Racin	Kratovo
107.	Koco Racin	Ivanjevci
108.	Krste Misirkov	Skopje
109.	Krste Misirkov	Gevgelija
110.	Krste Petkov Misirkov	Radovis
111.	Krste Petkov Misirkov	Kocani
112.	Krume Kepeski	Skopje
113.	Kuzman Josifovski- Pitu	Skopje
114.	Kuzman Sapkarev	Skopje
115.	Lazo Angelovski	Skopje
116.	Lirija	Caska
117.	Luigj Gurakuki	Zelino
118.	Manus Turnovski	Novo Selo
119.	Marko Cepenkov	Skopje
120.	Marsal Tito Murtino	Strumica
121.	Metodi Mitevski - Brico	Lozovo
122.	Mirce Acev	Skopje
123.	Mite Bogoevski	Resen
124.	Mustafa Kemal Ataturk	Gostivar
125.	Naim Fraseri	Vrapciste
126.	Naim Fraseri	Studenicani
127.	Naum Naumovski Borce	Skopje
128.	Nikola Vapcarov	Skopje
129.	Nikola Karev	Radovis
130.	Nikola Karev	Kocani
131.	Nikola Petrov-Rusinski	Rusinovo
132.	Nuri Mazari	Struga

133.	Njegos	Skopje
134.	Orhan Dzemaili	Struga
135.	Orce Nikolov	Radovis
136.	ES Malina Popivanova	Kocani
137.	ES Tefejuz	Skopje
138.	Pasko Vasa	Skopje
139.	Petar Pop Arsov	Skopje
140.	Petre Pop Arsov	Bogomila
141.	Peco Daskalot	Dolneni
142.	Rade Kratovce	Kocani
143.	Rajko Zinzifov	Skopje
144.	Rajko Zinzifov	Cair
145.	Rampo Levkata	Prilep
146.	Risto Krle	Skopje
147.	Risto Suklev	Gevgelija
148.	Said Najdeni	Debar
149.	Sami Fraseri	Bogovinje
150.	SV. Kiril i Metodij	Skopje
151.	Sv.Kiril i Metodij	Kocani
152.	Sv.Kiril i Metodij	Bosilovo
153.	Sv.Kiril i Metodij	Veles
154.	Sveti Kliment Ohridski	Ohrid
155.	Sveti Kliment Ohridski	Struga
156.	Simce Nastovski	Jegunovce
157.	Slavko Lumbarkovski	Novaci
158.	Slavco Stojmenski	Vinica
159.	Stiv Naumov	Skopje
160.	Stiv Naumov	Bitola
161.	Straso Pindzur	Stip
162.	Straso Pindzur	Negotino
163.	Tihomir Milosevski	Skopje
164.	Tode Hadzi Tefov	Kavadarci
165.	Todor Angelevski	Bitola
166.	Todor Janev	Veles
167.	Toli Zordumis	Kumanovo
168.	Toso Velkov Pepeto	Kavadarci
169.	Faik Konica	Lipkovo
170.	Faik Konica	Gostivar
171.	Hasan Pristina	Skopje
172.	Hristijan Karpos	Kumanovo
173.	Hristijan Todorovski Karpos	Rankovce
174.	Hristo Uzunov	Drugovo
175.	Hristo Uzunov	Ohrid
176.	Semsovo	Jegunovce
177.	Semsovo	Semsovo

