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## Interethnic Integration in Education Project

# **BASELINE RESEARCH REGARDING THE INTERETHNIC INTEGRATION IN THE EDUCATION**

**2012**

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This report has been prepared by  
the Center for Human Rights and Conflict Resolution (CHRCR)

This research has been prepared by the Center for Human Rights and Conflict Resolution and realized in collaboration with the Macedonian Civic Education Center, as an implementer of the project, and the Bureau for Development of Education.

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## **BASELINE RESEARCH OBJECTIVES**

A research of the baseline in the schools in the Republic of Macedonia regarding interethnic integration in the education has been conducted for the needs of the USAID Interethnic Integration in Education Project. The baseline research consists of two parts: electronic and field research. The electronic research was conducted first and was conceived to include all the primary and secondary schools in the country. After that, the field research was conducted on a sample of primary and secondary schools. This report refers to both pieces of research.

The research of the baseline in the primary and secondary schools in R.M. regarding interethnic integration in the education has been conducted with two main objectives:

1. To enable appropriate planning of project activities in the schools, based on the detected needs coming from the acquired results;
2. To enable the monitoring of the changes in the schools after the introduction of the project activities.

The electronic research should contribute to the accomplishing of the baseline research objectives in a way that it would enable the acquisition of information about:

- The current language composition of the primary and secondary schools in the homogeneous and heterogeneous municipalities in the R.M.,
- The situation in all the primary and secondary schools regarding the numerous parameters which are relevant for interethnic integration in the education (functionality of student and parent bodies, cooperation with the municipality and other schools, personnel training, multicultural aspect to iconography etc.),
- The situation in the bilingual/trilingual primary and secondary schools regarding additional parameters which are relevant for the interethnic integration in the education (spatial and temporal organization of the instruction and the extracurricular activities, ethnic composition of the bodies, cooperation among the teachers, treatment of languages and content important for the ethnic identity of the students etc.), and,
- The perception of the schools regarding the need for interethnic integration in the education.

The field research should provide a thorough insight into the perceptions and expectations of the different stakeholders (management, teachers, students, parents) about the condition of interethnic integration in the education in a way which will offer findings about numerous relevant parameters which are reviewed by comparing the results acquired:

- In monolingual and bi/trilingual schools (primary and secondary schools together),
- In the classes/schools with Macedonian and Albanian languages of instruction (and additionally in the classes with Turkish language of instruction in the bi/trilingual schools), and
- From the teachers, parents, students, management and the school support staff.

## METHODOLOGY FOR CONDUCTING THE ELECTRONIC RESEARCH

### Schools included in the research

In the frames of the primary and secondary schools included in the research, an additional division into three categories has been made: bi/trilingual schools, monolingual schools from heterogeneous municipalities and monolingual schools from homogeneous municipalities. That means that for the needs of this research, the municipalities were divided into homogeneous and heterogeneous according to the distribution of the languages of instruction. Thus, **homogeneous municipalities** are seen as municipalities where all the primary schools or all the secondary schools provide monolingual instruction. Consequently, the municipalities where there are primary schools or secondary schools with instruction in different languages are treated as **heterogeneous municipalities**. At the same time, one municipality can be heterogeneous in terms of the distribution of different languages of instruction in the primary schools, and be homogeneous when it comes to the distribution of the languages of instruction in the secondary schools.

<b>HeM–2/3nl</b>	= bi/trilingual schools (2/3 nl) from a heterogeneous municipality (HeM)
<b>HeM–1 nl</b>	= monolingual schools (1 nl) from a heterogeneous municipality (HeM)
<b>HoM–1 nl</b>	= monolingual schools (1 nl) from a homogeneous municipality (HoM)
<b>PS-</b>	= primary schools
<b>SS-</b>	= secondary schools

Table A, apart from listing the number of primary and secondary schools from each category which were included in the research, also provides data about the number of schools according to the languages of instruction used. The languages of instruction are marked by abbreviations: **MAC**=Macedonian, **ALB**=Albanian, **TUR**=Turkish и **SER**=Serbian.

*Table A. Description of the schools included in the research*

Category of school	Language of instruction	Primary schools	Secondary schools
<b>bi/trilingual schools</b> HeM–2/3nl	<b>MAC-ALB</b>	49	17
	<b>MAC-TUR</b>	17	4
	<b>ALB-TUR</b>	3	/
	<b>MAC-SER</b>	2	/
	<b>MAC-ALB-TUR</b>	14	8
	<i>total</i>		<b>85 (26.1%)</b>
<b>Monolingual schools from heterogeneous municipalities</b> HeM –1 nl	<b>MAC</b>	111	18
	<b>ALB</b>	44	6
	<b>TUR</b>	2	0
	<b>SER</b>	1	/
	<i>total</i>		<b>158 (48.5%)</b>
<b>Monolingual schools from homogeneous municipalities</b> HoM–1 nl	<b>MAC</b>	67	45
	<b>ALB</b>	16	1
	<i>total</i>		<b>83 (25.5%)</b>
	<b>TOTAL</b>	<b>326 (100%)</b>	<b>99 (100%)</b>

All the secondary schools in the Republic of Macedonia (a total of 99) participated in the research, so it can be said that the whole population of secondary schools has been represented, which enables for the resulting findings to be completely generalized. Only six primary schools were not included, although they were specially invited on several occasions. Among them, one is a bilingual school with instruction conducted in Macedonian and Albanian, three are monolingual schools with instruction conducted in Macedonian, and two conduct instruction in Albanian. Having in mind the fact that they represent 1.8% of the total number of primary schools in the Republic of Macedonia, their absence from the research cannot jeopardize the findings and impede their generalization onto the whole population of primary schools.

## Questionnaire for data gathering

In order to gather data about the condition in the schools regarding different indicators of interethnic integrated education, several versions of one questionnaire (Chart A) were used. Firstly, there are separate versions for primary and secondary schools which do not differ between each other in anything important – the questions are identical, apart from the fact that some specifics have been respected, such as the fact that there is no instruction in Serbian in the secondary schools, and there can be such instruction in the primary schools, or the fact that the graduation, marked with a celebration, is the completion of the secondary school, whereas primary school graduation, marked with a celebration, is the completion of the primary school.

Then, in the frames of the versions for the primary and secondary schools, there is a special version for multilingual (bilingual/trilingual schools), which is longer than the versions for monolingual schools, owing to the fact that it contains questions which refer to some parameters of interethnic integrated education which are specific for these schools, and are inapplicable to monolingual schools (such as, *whether students from the different languages of instruction go to excursions together?*, *whether the graduation ceremonies for both primary and secondary schools are organized as joint events for the students studying in the different languages of instruction?* etc.).

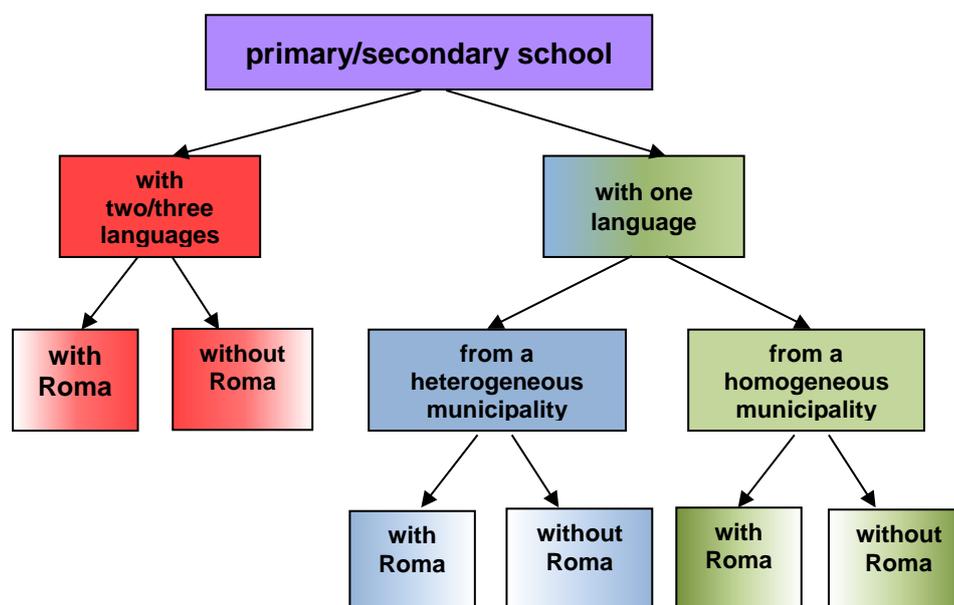


Chart A. Representation of the different questionnaire versions administered in the electronic research

In the frames of the questionnaire for the monolingual schools, there is differentiation between the version for the ones which belong to a heterogeneous municipality (with schools with different languages of instruction) and those which belong to a homogeneous municipality (with schools with the same language of

instruction). So, for instance, the question *Are sufficient efforts made in your municipality to secure joint activities among the students from the different languages of instruction?* is intended for the monolingual schools from the heterogeneous municipalities, while its counterpart in the version for monolingual schools from homogeneous municipalities goes as follows: *Are sufficient efforts made in your municipality to enable joint activities among your students and the students from other schools (from other municipalities) in which the instruction is conducted in a language different from the language in which the instruction is conducted in your school?*

In the frames of each of the abovementioned versions, there is a special version which differs in the fact that it includes special questions intended for the schools with more than 10% Roma students, who are the same regardless of the fact whether the school conducts instruction in two/three or in one language of instruction, and whether it is located in a homogeneous or a heterogeneous municipality. Such is the question which is phrased as follows: *Is there, in the halls and the other common spaces in your school, prominently placed visual material which is important for the ethnic identity of the Roma people?*

All the questions (except for some which request demographic data) are questions with multiple-choice answers, from which the schools choose their answer. The majority of the questions offer the possibility to choose one of the offered answers, but there are such questions which make it possible to choose more of the offered alternatives.

In the greatest number of cases, the questions enable to calculate frequencies and then be reduced to percentages, which can then be further analyzed.

## **Data gathering procedure**

The access to the internet page for filling out the questionnaire (<http://prasalnik.pmio.mk>) was posted on the USAID Interethnic Integration in Education Project webpage ([www.pmio.mk](http://www.pmio.mk)). The questionnaire was open for electronic filling out in the period of August 15<sup>th</sup> – September 10<sup>th</sup> 2012 at the mentioned webpage.

A written invitation, sent on behalf of the Bureau for Development of Education, was distributed via regular mail to each primary and secondary school in the Republic of Macedonia. In the invitation, each school was given guidance on how to access the questionnaire via the Internet and was sent a unique password which enabled them to log in so as to fill out the questionnaire.

After accessing the Internet page and completing the introductory questions, the school was automatically directed towards the most appropriate version of the questionnaire (based on the answers regarding the available language of instruction/languages of instruction and the percentage of Roma students at the school, as well as according to the categorization of the municipality in which the school is located).

All preventative measures were taken in order to respect the requests for answering each question separately and it was made possible to fill out the questionnaire at several sittings, and, if necessary to correct the answers until the school announces that the filled out questionnaire can be deemed final.

The progress with the filling out of the questionnaires was carefully monitored, which enabled to locate errors along the way, after which the schools were additionally contacted and asked to return to the questionnaire once again and give correct answers.

The answers provided by the schools automatically entered a special database, which has enabled a simple approach to the answers so that they could be further processed.

## METHODOLOGY FOR CONDUCTING THE FIELD RESEARCH

### Schools included in the research

The sample for the field research includes teachers, parents, students, principals and school support staff from all the schools which were renovated in the first phase of the IIEP (11 in total), all the schools which are included in the Demonstration Schools component in the first year (4 in total) and additional 6 schools which were chosen by relevant criteria (language of instruction, ethnic structure, level of education and regional distribution), in order to secure participation of all types of schools, which will enable the planned comparisons.

The research sample is represented in Table A from the aspect of the schools included according to the languages of instruction (Macedonian=MAC, Albanian=ALB and Turkish=TUR) and according to the type of the school (primary or secondary). As can be seen from the table, 6 (28.6%) of the included schools are secondary schools, and 15 (71.4%) are primary schools. At the same time, 40% of the primary schools are monolingual and 60% are bi/trilingual. Among the secondary schools, the monolingual and bi/trilingual schools are equally represented.

*Table A. Schools included in the field research\**

<i>school category</i>	<i>language of instruction</i>	<b>primary schools</b>	<i>total</i>	<b>secondary schools</b>	<i>total</i>
mono-lingual**	<b>MAC</b>	<ul style="list-style-type: none"> <li>• PS "Kiril i Metodij", Kochani</li> <li>• PS "Krste Misirkov", Skopje (Gazi Baba)</li> <li>• PS "Stiv Naumov", Bitola</li> <li>• PS "Brakja Miladinovci", v. Zhvan (Demir Hisar)</li> </ul>	4	<ul style="list-style-type: none"> <li>• SMS "Nikola Karev", Strumica</li> <li>• SMS "Metodija Mitevski Brico", Delchevo</li> </ul>	2
	<b>ALB</b>	<ul style="list-style-type: none"> <li>• PS "Liria", v. Zherovjane, (Bogovinje)</li> <li>• PS "Bajram Shabani", v. Kondovo (Saraj)</li> </ul>	2	<ul style="list-style-type: none"> <li>• SMS "Ismet Jashari", v. Lipkovo (Lipkovo)</li> </ul>	1
	<i>total</i>		<b>6</b>		<b>3</b>
bi/tri-lingual	<b>MAC-ALB</b>	<ul style="list-style-type: none"> <li>• PS "Toli Zordumis", Kumanovo</li> <li>• PS "Zhivko Brajkovski", Skopje (Butel)</li> <li>• PS "26 July", Skopje (Shuto Orizari)</li> </ul>	3	<ul style="list-style-type: none"> <li>• SCEGES "Zdravko Cvetkovski", Skopje</li> <li>• MSES "8 September", Tetovo</li> </ul>	2
	<b>MAC-TUR</b>	<ul style="list-style-type: none"> <li>• PS "Marshal Tito", v. Murtino (Strumica)</li> <li>• PS "Mite Bogoevski", Resen</li> </ul>	2		
	<b>ALB-TUR</b>	<ul style="list-style-type: none"> <li>• PS "Tefejuz", Skopje (Chair)</li> </ul>	1		
	<b>MAC-ALB-TUR</b>	<ul style="list-style-type: none"> <li>• PS "Bratstvo Edinstvo", Ohrid</li> <li>• PS "Bratstvo-Migeni", Tetovo</li> <li>• PS "Sande Shterjoski", Kichevo</li> </ul>	3	<ul style="list-style-type: none"> <li>• SEMS "Gostivar", Gostivar</li> </ul>	1
	<i>total</i>		<b>9</b>		<b>3</b>

\* Next to the name of the school and the place where it is located, the municipality is added in brackets if it is different from the listed place

\*\* All monolingual secondary schools and the “Kiril i Metodij” primary school from Kochani are considered to be schools from homogeneous municipalities (i.e. municipalities with the same language of instruction in all the schools). All the other primary schools are from heterogeneous municipalities (i.e. municipalities with schools with two or three different languages of instruction).

A detailed description of the respondents covered in the research is given in the frames of the two chapters of the report on the field research which follow. Those chapters differ by the type of the respondents (parents/teachers and students/management and school support staff), by the techniques of data gathering (questionnaires and focus groups/interviews) and the basic approach to processing of results (quantitative and qualitative).

## Participants in the research (respondents)

### (a) Teachers and parents

Teachers and parents from all the schools included in the sample participated in the research. Their exact number is shown in Table A-1. The table does not include those respondents whose questionnaires could not be processed due to the large number of unanswered questions, or due to the nonsensical answers provided. What has not been shown in Table A-1 are the additional two groups of Roma parents who were included in the research with a total of 36 respondents from the two primary schools of the sample with over 25% representation of Roma students (“26 Juli” from Shuto Orizari – Skopje and “Sande Shterjoski” from Kichevo).

Table A-1. Structure of the sample of teachers and parents who participated in the research

school category	language of instruction	TEACHERS					PARENTS				
		number			% of the schools from a specific category	% of all the schools	number			% of the schools from a specific category	% of all the schools
		PS	SS	Total			PS	SS	Total		
mono-lingual	<b>MAC</b>	127	108	235	80.2	21.9	91	41	132	80.0	20.8
	<b>ALB</b>	37	21	58	19.8	5.4	23	10	33	20.0	5.2
	<b>total</b>	<b>164</b>	<b>129</b>	<b>293</b>	<b>100</b>	<b>27.3</b>	<b>114</b>	<b>51</b>	<b>165</b>	<b>100</b>	<b>26.0</b>
bi/tri-lingual	<b>MAC</b>	274	113	387	49.7	36.1	170	65	281	50.0	37.0
	<b>ALB</b>	219	104	323	41.5	30.1	133	32	165	35.1	26.0
	<b>TUR</b>	62	7	69	8.9	6.4	54	16	70	14.9	11.0
	<b>total</b>	<b>555</b>	<b>224</b>	<b>779</b>	<b>100</b>	<b>72.7</b>	<b>357</b>	<b>113</b>	<b>516</b>	<b>100</b>	<b>74.0</b>
mono-lingual + bi/tri-lingual	<b>MAC</b>	401	221	622		58.0	261	106	413		57.8
	<b>ALB</b>	256	125	381		35.5	156	42	198		31.2
	<b>TUR</b>	62	7	69		6.4	54	16	70		11.0
	<b>total</b>	<b>719</b>	<b>353</b>	<b>1072</b>		<b>100</b>	<b>471</b>	<b>164</b>	<b>681</b>		<b>100</b>

What cannot be seen from the table, and is important for the description of the respondents, is that the research covered 55.3% of the total number of teachers who work in monolingual schools from the sample

(52.4% of the primary schools and 59.7% of the secondary schools) and 73% of the teachers who work in bi/trilingual schools from the sample (72.4% of the primary schools and 74.4% of the secondary schools). At the same time, the monolingual schools were represented in the research in average by 16.4 parents (21.8 from the schools with Macedonian language of instruction and 11.0 from the schools with Albanian language of instruction), and bi/trilingual schools by 17.3 parents (20.2 from the classes with Macedonian language of instruction, 16.7 from the classes with Albanian language of instruction and 15.0 from the classes in Turkish language). The condition for the parents to be included in the research was that they are well familiarized with the state of affairs at the school and that they are not employed in education.

From Table A-1 it can be observed that the total sample of respondents is dominated by teachers and parents from multilingual schools, which is completely expected having in mind the fact that monolingual schools are less represented in the total sample of schools. (Table A). At the same time, all the respondents from the Turkish language of instruction (both the teachers and the parents) come from bi/trilingual schools, to which a large majority of both the teachers (86%) and the parents (83%) from the Albanian language group of respondents belong as well. The situation is different when it comes to the respondents from the Macedonian language of instruction – as many as 38% of the teachers and 32% of the parents represent monolingual schools. This datum should be taken into consideration when comparing the results gathered from the different categories of schools, as well as from the different language groups.

*Table B-1. Percentage of overlap between the language of instruction and the ethnic background of the respondents*

<i>language of instruction</i>	ethnic background of TEACHERS			ethnic background of PARENTS		
	MAC	ALB	TUR	MAC	ALB	TUR
MAC	92%			90.5%		
ALB		97%			93%	
TUR			90%			91.5%

Table B-1 additionally illustrates the respondents from the aspect of how much their ethnic background overlaps with the language in which they conduct the instruction (for the teachers), or in which their children learn (for the parents). From the data, it is observable that the greatest overlaps exist in the instruction in Albanian, and the smallest in the instruction in Turkish, but all the percentages are above 90%. That demonstrates that nearly all respondents (both teachers and parents) which are representatives of a certain language of instruction are at the same time representatives of the ethnic community which is the bearer of that same language.

## **(b) Students**

Mainly students from the seventh grade from the primary schools (eight-grade system) and the third year from the secondary schools participated in the focus groups. The selection criteria were that the students be open and communicative. Each focus group was ethnically homogeneous, composed of students from many classes from the same language of instruction from the stated grade/year (in the schools where there were more classes from the same grade/year) and included a balanced number of boys and girls.

A detailed description of the sample of students who participated in the focus groups is provided in Table A-2. What cannot be seen from the table is that, on average, 13.7 students per school participated in the focus groups (13.6 Macedonian, 14 Albanian, 13.2 Turkish, 14 Roma and 14 Egyptian students).

It cannot be observed from the table that the students who come from homogeneous municipalities in fact go to three secondary schools (two in Macedonian and one in Albanian language of instruction) and to one primary schools (in Macedonian language of instruction). Part of the students who belong to heterogeneous municipalities go to five monolingual primary schools (three in Macedonian and two in Albanian language of instruction), while another part to six bilingual and trilingual primary schools and two bilingual and one trilingual school.

*Table A-2. Structure of the sample of students who participated in the focus groups*

school category	ethnic background	number			% of the given school category	% of all the schools
		PS	SS	total		
mono-lingual	MAC	56	28	84	66.7	16.6
	ALB	28	14	42	33.3	8.3
	<b>Total</b>	<b>84</b>	<b>42</b>	<b>126</b>	<b>100</b>	<b>24.9</b>
bi/tri-lingual	MAC	91	39	130	34.1	25.6
	ALB	87	42	129	33.9	25.4
	TUR	65	14	79	20.7	15.6
	ROMA	29	0	29	7.6	5.7
	EGYP	14	0	14	3.7	2.8
	<b>Total</b>	<b>286</b>	<b>95</b>	<b>381</b>	<b>100</b>	<b>75.1</b>
mono-lingual + bi/tri-lingual	MAC	147	67	214		42.2
	ALB	115	56	171		33.7
	TUR	65	14	79		15.6
	ROMA	29	0	29		5.7
	EGYP	14	0	14		2.8
	<b>Total</b>	<b>370</b>	<b>137</b>	<b>507</b>		<b>100</b>

### (c) Principals and school support staff

The sample composed of principals and school support staff from all the schools included in the research, who were interviewed, is described in more detail in Table B-2. In the monolingual schools, from a total of 15 participants in the interviews, 11 are female, and 4 male, whereas in the multilingual schools, from a total of 31 participants, 22 are female, and 9 are male.

*Table B-2.*  
**Structure of the sample of principals and school support staff who participated in the research**

school category	ethnic background	number
mono-lingual	MAC	10
	ALB	4
	VLACH	1
bi/tri-lingual	MAC	19
	ALB	9
	TUR	3

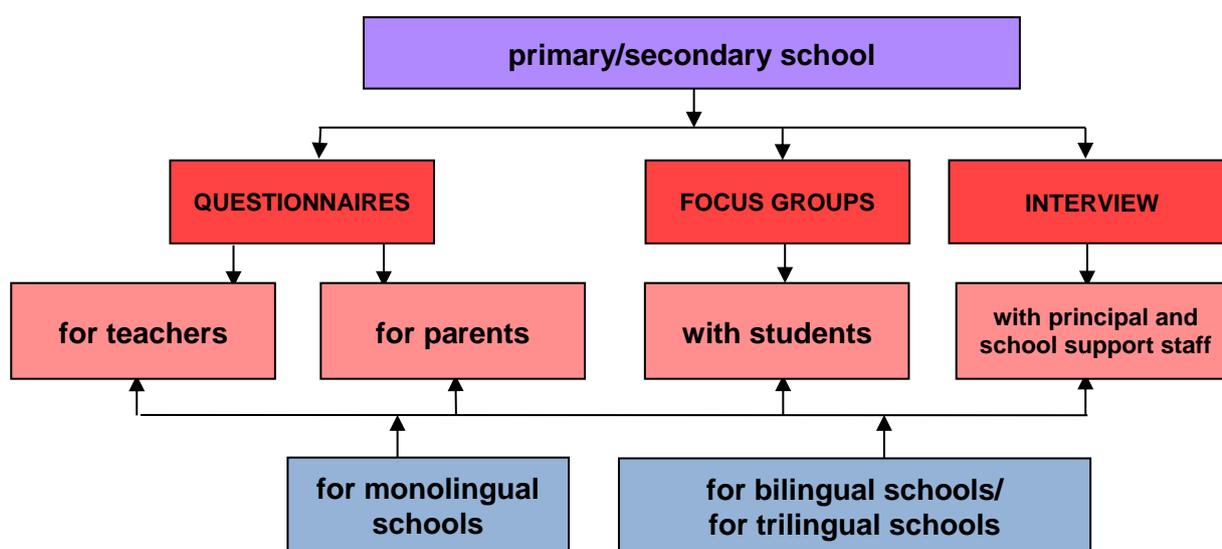
### Instruments for data gathering

In order to gather data about the conditions in the schools with respect to most different indicators of interethnic integrated education, several types of instruments have been used (Chart A):

- Questionnaires for teachers – versions for monolingual, bilingual and trilingual schools;
- Questionnaire for principals – versions for monolingual, bilingual and trilingual schools;
- Focus groups questions for students from monolingual and bi/trilingual schools;
- Interview questions for principals and school support staff from monolingual and bi/trilingual schools.

Each instrument was prepared to be administered in the languages of instruction present in the schools from the sample. Apart from that, in the frames of each instrument, different versions were made (Chart A) which ensured harmonization of most instruments according to the distribution of the linguistic/ethnic groups in the concrete school where it was planned to be administered (more detailed description has been provided in the subheadings marked as Methodology in frames of the two chapters to follow).

The instruments for bilingual and trilingual schools are slightly longer than the ones intended for monolingual schools, bearing in mind the fact that they contain questions which refer to some parameters of interethnic integrated education which are specific for these schools, and are inapplicable to monolingual schools (such as, *whether the graduation ceremonies for both primary and secondary schools are organized as joint events for the students studying in the different languages of instruction, what the ethnic composition of the School Board is, whether the Teaching Staff Council meetings are held jointly etc.*).



**Chart A. Illustration of the different types of instruments (and versions) applied in the field research in the primary and secondary schools**

The questions which are contained in all the instruments (with differences in the phrasing due to the specifics of the application of the instrument) refer to:

- activities of/with the students;
- activities of the teachers;
- school atmosphere and environment;
- cooperation with the parents, the community and the municipality.

When discussing about the questions from the sphere of joint activities of the students or the teachers from the different languages of instruction, the focus in the versions for multilingual schools is placed on activities among the students/teachers in the school, whereas the focus in the versions for monolingual schools is placed on activities with students/teachers from another school with instruction in a different language. The version for multilingual schools is slightly longer having in mind the fact that there are additional questions which refer to different indicators which are specific for this category of schools (for example, the spatial and temporal organization of the instruction for the different languages of instruction).

### **(a) Questionnaires intended for teachers and parents**

For the needs of the research, four types of questionnaires were developed – separately for the teachers and parents and separately for the monolingual and bi/trilingual schools (regardless of the fact whether they are primary or secondary schools):

- questionnaire for teachers from monolingual schools (in Albanian and Macedonian),
- questionnaire for teachers from bi/trilingual schools (in Albanian, Macedonian and Turkish),
- questionnaire for parents from monolingual schools (in Albanian and Macedonian), and
- questionnaire for parents from bi/trilingual schools (in Albanian, Macedonian and Turkish).

In the preparation of the questionnaires, special attention was paid so that they would overlap as much as possible, in order to ensure comparability between the answers of the teachers and the parents as much as possible, as well as the answers gathered from monolingual and multilingual schools. Nevertheless, the questionnaires for the teachers are longer than the ones for the parents, and the questionnaires for the multilingual schools are longer than the ones for the monolingual schools.

In the frames of the questionnaires for bi/trilingual schools, separate versions were developed, which took into consideration the distribution of the languages of instruction in the schools covered with the sample. The difference from one to the other version was the inclusion of the different linguistic groups in the questions, which completely corresponded with the language of instruction in the school. So, three different versions were used: for bilingual schools with Macedonian and Albanian languages of instruction, for bilingual schools with Macedonian and Turkish languages of instruction, and for trilingual schools with Macedonian, Albanian, and Turkish languages of instruction.

All types of questionnaires are composed of closed-type questions with the choice of offered alternatives. Part of them require that one or more of the offered answers marked with letters (qualitative categories) are chosen, whereas part of them require that a number on a scale from 1 to 4 (quantitative categories) is circled.

### **(b) Instruments for focus groups with students**

Semi-structured questionnaires were prepared for the leading of the **focus groups**, and the leaders of the discussion with the students were specially trained to ask the questions and the sub-questions.

Special versions were prepared for the monolingual schools in Macedonian language of instruction and the monolingual schools in Albanian language of instruction, and different versions were prepared for the bilingual and trilingual schools, depending on the linguistic/ethnic groups represented in the school (not only based on the fact whether there is instruction in the school in Albanian and Macedonian and/or Turkish, but also whether there are above 25% Roma students). The questions for the focus groups in the monolingual versions refer to student activities with students from other schools who study in another language, whereas in the multilingual schools, they refer to the student activities with the students from the other ethnic communities who study at the same school.

### **(c) Instruments for interviews with principals and the school support staff**

Semi-structured interviews in several versions were prepared for the leading of the **interviews** with the principals and the school support staff. The questions in the different versions were also adapted to the linguistic/ethnic structure of the schools they were intended for.

Only the questions prepared for the interview with the principals and the school support staff contained such which asked for data about the experiences of the school with similar projects, as well as in what way the different participants in the educational process can help the improving of the interethnic integration through education.

## **Data gathering procedure**

The field research in the schools was realized in the period of November 27<sup>th</sup> to December 10<sup>th</sup> 2012. Forty-two (42) field researchers who passed a special data gathering training were included in its realization. The training differed depending on the instrument which they were supposed to apply.

For each school included in the research, special teams were established comprised of persons responsible for:

- leading of focus group/groups with students (leader and assistant);
- leading an interview with the principal and the school support staff (leader and assistant);
- administering questionnaires to teachers and parents.

Having in mind that the instruments were applied in different languages of instruction, the teams responsible for realizing the research included persons who could realize the activity in the language in which the instruments were administered (for Macedonian, Albanian and Turkish), or belonged to the ethnic community which the respondents belonged to (for Roma). Due to those reasons, the teams who gathered the data in trilingual schools were the most numerous ones, whereas in the monolingual schools they were the least numerous ones.

The field research was coordinated by 15 BDE advisors, who were assigned as responsible for each of the included schools. They went through a special training for efficient provision of logistical support to the team of researchers in the schools.

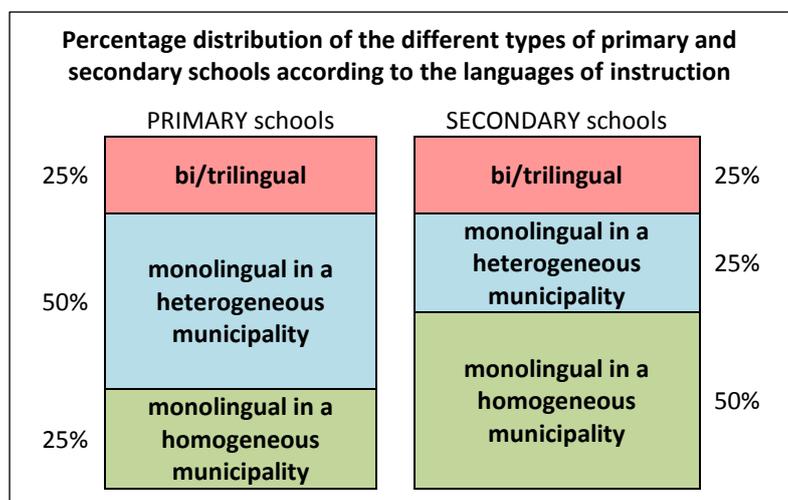
The schools, supported by the responsible BDE advisors, and according to the instructions received from the M&E coordinator, provided the conditions for realization of the research activities (suitable rooms for filling out of questionnaires by the teachers and the parents, for conducting of focus groups with students, and for realizing the interview with the principal and the school support staff).

## CONCLUSIONS ABOUT THE CONDITIONS IN THE SCHOOLS

(results from the electronic research)

### DESCRIPTION OF THE SCHOOLS ACCORDING TO THE LANGUAGES OF INSTRUCTION

- Only slightly over one quarter of the primary and secondary schools in R.M. are bi/trilingual. The greatest part of the primary schools (nearly half) are monolingual, but are located in a municipality where there are at least two languages of instruction present in the primary education. The remaining one fourth of the primary schools are monolingual which are located in the municipality in which the complete primary education is conducted in only one language of instruction. On the other hand, nearly half of the secondary schools are monolingual and are located in a municipality where there is no secondary school with another language of instruction, and the remaining schools (about one fourth) are monolingual, but located in a municipality where there are other secondary schools which implement instruction in another language.
- Having in mind the fact that in the greatest number of cases the ethnic background of the students coincides with the language of instruction, the conclusion which asserts that the greatest number of monolingual schools conduct instruction in Macedonian, and in the greatest part of the multilingual schools there is also instruction in Macedonian, is highly expected. Then follow the schools with Albanian language of instruction (in the frames of the monolingual and multilingual schools). A small number of schools provide instruction in Turkish, and in the frames of the secondary education, there are no monolingual schools working in this language. An insignificant number of primary schools conduct instruction in Serbian.
- There are more than 10% Roma students in around 10% of the schools. A significant number of Roma students are present mainly in monolingual schools with Macedonian language of instruction, but they are also present in bi/trilingual schools which provide instruction in Macedonian. That shows that the largest number of Roma students study in Macedonian.
- The students who study in Macedonian are the most frequent students in the bilingual schools, whereas the students who study in Albanian are the most frequent students in the trilingual schools. The same is valid for both the primary and the secondary schools.
- A large number of primary schools which are officially registered as bilingual or trilingual do not provide for immediate contact among the students who study in different languages of instruction. One reason for that is that part of them ensure their multilingualism by including satellite schools while the central school only works in one language. Another reason is that not all languages of instruction are offered across all the grades of instruction. So, the number of multilingual schools (which totals 26% of the total number of primary schools) is decreased in half (to 13%) when one needs to take into consideration only the schools which provide for students from all languages of instruction offered at the school to study under the same roof throughout all of the years of instruction.



## COMPARISONS AMONG SCHOOLS USING PARAMETERS FOR INTERETHNIC INTEGRATION IN THE EDUCATION

1. There is awareness that schools should have a democratically elected and active school community and a functional Parent Council. That is seen from the fact that the schools (both primary and secondary) report that they have such bodies, although it is generally known that in most cases there is no understanding of what it means to democratically establish such bodies or what meaningful action of both student and parent bodies in the school means.
2. The most training cycles directed towards improving the interethnic relations in R.M. have been conducted with teachers and school support staff from multilingual schools, then with ones from monolingual schools from heterogeneous municipalities, and the least with ones from monolingual schools from homogeneous municipalities. Monolingual primary schools working in Macedonian language of instruction have been greater users of such training cycles than monolingual primary schools working in Albanian language of instruction.
3. Multicultural iconography is not a very common sight in the schools. It is seen more in the primary than in the secondary schools and more in the bi/trilingual schools than in the monolingual schools. Nevertheless, in half of the multilingual schools which have prominently placed visual material, it is written or supported mainly in the language of the ethnic community to which it refers. Such conditions do not contribute to the creation of an appropriate atmosphere of acceptance of multiculturalism at the school level.
4. In the schools with a significant number of Roma students (above 10%), activities which facilitate their integration in the school are not always undertaken. In a large number of cases, iconography which is important for the ethnic identity of Roma people is missing, and the students are not provided with an opportunity to learn about the history and culture of the Roma people more than what has been provided in the course books. Only the projects realized in the majority of these schools, which mainly provide for additional instruction for the Roma students, can contribute to their keeping in the educational system, but it is questionable how much they can contribute to the acceptance of the Roma students by their peers.
5. Nearly all schools have listed that they actively cooperate with the municipality, but not all consider that in their municipality there are sufficient efforts made to ensure joint activities with students from different languages of instruction. The most of such efforts are registered by bi/trilingual schools, then monolingual schools from heterogeneous municipalities, while the least by monolingual schools from homogeneous municipalities. The schools attribute the absence of sufficient efforts in the mentioned direction mainly to the non-existence of interest by their municipality.
6. The cooperation among the schools is more present among the primary schools than among the secondary schools. Monolingual schools cooperate far more with schools working in the same language of instruction as theirs, and very little with schools working in a language of instruction different than theirs. Although the majority are ready to accept such cooperation at the initiative of another school, most monolingual primary and secondary schools working in Macedonian language of instruction would prefer a school working in Turkish or Serbian when compared with a school working in Albanian. The primary schools working in Albanian would prefer a school working in Macedonian, whereas the secondary schools – in Turkish. Moreover, monolingual schools see cooperation mainly through the prism of activities intended for the students, although a solid part of the monolingual secondary schools would prefer to avoid such activities.

Answers to the question: **Is there, in the halls and the other common spaces in your school, prominently placed visual material which is important for the identity of the different ethnic communities?**

		NO	YES
primary schools	HeM-2/3 nl	29.4 (25)	70.6 (60)
	HeM-1 nl	63.3 (100)	36.7 (58)
	HoM-1 nl	78.3 (64)	21.7 (18)
secondary schools	HeM-2/3 nl	55.2 (16)	44.8 (13)
	HeM-1 nl	79.2 (19)	20.8 (5)
	HoM-1 nl	79.1 (35)	23.9 (11)

[the table shows percentages, accompanied (in parentheses) by the corresponding number of schools]

## COMMON ACTIVITIES IN BILINGUAL/TRILINGUAL SCHOOLS

1. Most of the multilingual schools state that they organize the instruction space and time-wise so that they would enable the students from different languages of instruction to study together (in the same building and in the same shift) and to have conditions for direct mutual contact.
2. When discussing the language used in notices, there is a tendency, when students from different languages of instruction study at the same building, the building to have characteristics of a bi/trilingual school, whereas when they study apart, each building to look like a monolingual school.
3. The Teaching Staff Councils in multilingual schools are mainly held in the presence of the teachers from all languages of instruction present in the school. Separate Teaching Staff Councils by language of instruction are found more in the secondary than in the primary schools.
4. In the majority of multilingual primary schools, the school support staff completely covers all the available languages of instruction, whereas in the majority of multilingual secondary schools, it covers only the language of instruction (or languages of instruction) in which the majority of students in the schools study.
5. In the greatest majority of multilingual schools there are no joint classes in any of the subjects. Where there is such occurrence, that is most often the case with the subject of physical education.
6. There is a strong tendency to represent both primary and secondary multilingual schools as “good subjects”, illustrating the situation with the extracurricular activities in the direction which overlaps with the objectives of the IIEP, for which all the schools were aware that it is the implementer of the research. Therefore, the majority of schools claim that: (a) they regularly realize school clubs or other similar organized extracurricular activities, and with mixed groups of students from the different languages of instruction, (b) they have sports teams composed mainly of students from the different languages of instruction, (c) the students from the different languages of instruction go together on excursions – at the same place and at the same time, (d) in the celebrations of the school day, the students from the different languages of instruction perform together, with a jointly prepared mixed program and with a mixed sequence of languages, (e) the students from the different languages of instruction celebrate their primary/secondary school graduation night together, and (f) the students from the different languages of instruction celebrate events together, regardless of whether the celebration refers to a common motive or some motive which is important for the ethnic identity of the students from one language of instruction. The field research is expected to provide a check for the truthfulness of the data gathered in this way.

## AWARENESS ABOUT THE NEED FOR INTERETHNIC INTEGRATION IN THE EDUCATION

1. Almost all schools (both primary and secondary) reckon that the contact among the students who study in different languages of instruction is important in order for the students to learn how to live together and cooperate in R.M. as their common motherland. It is expected that the contact would influence the most the decreasing of the negative ethnic stereotypes and prejudices about *the others*.
2. A convincing majority of schools perceive the cooperation among the teachers from the different languages of instruction as important for their professional development and the improvement of the interethnic relations in R.M. Numerous benefits are expected from their cooperation: professional learning from one another, decreasing the negative ethnic stereotypes and prejudices about *the others* and providing a model of behavior for the students.
3. The schools are mainly divided around whether the students who follow instruction in Macedonian should be given the opportunity to study Albanian or Turkish at school. The idea is not supported by the majority of the schools with Macedonian language of instruction, and is supported by the majority of schools with Albanian language of instruction. The most often mentioned reason why it should not happen is the overburdening of the students with classes from the other subjects, and the reason why it should happen is the facilitating of the communication with the fellow citizens who speak those languages.

4. A convincing majority of the schools share the opinion that the school should enable the students who follow the instruction in another language to learn Macedonian well. This opinion is agreed upon by not only the majority of schools with instruction in Macedonian, but also by the majority of schools with instruction in Albanian. The dominant listed benefit from it would be the facilitation of the communication with the fellow citizens on the whole territory of the country.
5. The need for the students to learn about the history, culture and tradition of the other ethnic communities in R.M. more than it is provided in the course books has been observed the most by the bi/trilingual schools (both primary and secondary), and the least by the monolingual schools from homogeneous municipalities. It is more present in the schools with instruction in Albanian than in the schools with instruction in Macedonian.

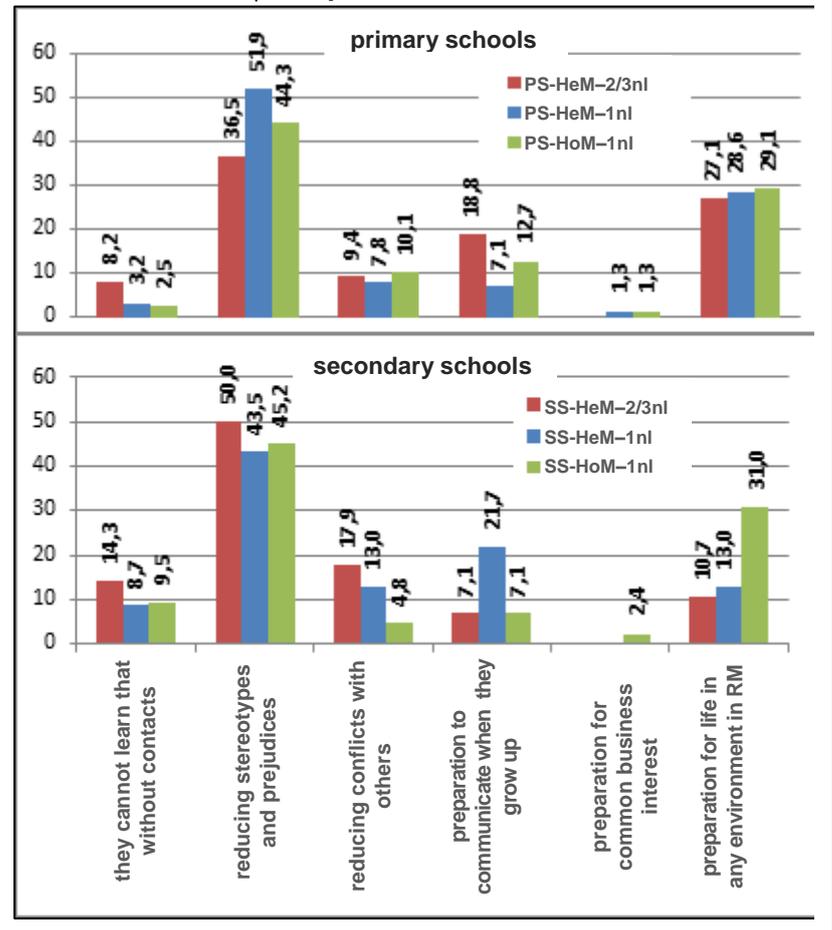
Answers to the question: **Do the majority of teachers from your school reckon that the contact between the students who study in different languages of instruction is important so that students could learn to live together and cooperate in R.M. as their common motherland?**

		NO	YES
primary schools	HeM-2/3 nl	0	100 (85)
	HeM-1 nl	2.5 (4)	97.5 (154)
	HoM-1 nl	4.8 (4)	95.2 (79)
secondary schools	HeM-2/3 nl	3.4% (1)	96.6 (28)
	HeM-1 nl	4.2% (1)	95.8 (23)
	HoM-1 nl	8.7% (4)	91.3 (42)

[the table shows percentages, accompanied (in parentheses) by the number of schools which answered in the indicated manner]

Answers to the question: **Why is contact between the students who study in different languages of instruction important?**

[percentage of primary schools (above) and secondary schools (below) which reckon that contact is important]



## CONCLUSIONS ABOUT THE OPINIONS AND ATTITUDES OF THE TEACHERS AND THE PARENTS

(results from the field research-1)

### EVALUATION OF THE RELATIONS AMONG THE STUDENTS AND THE TEACHERS FROM THE DIFFERENT LANGUAGES OF INSTRUCTION

- The teachers and the parents agree about the thought that the relations among the students from the different languages of instruction are unsatisfactory with regard to most of the measured indicators.

The training/preparedness of students to live and work together does not depend on whether the students study in a monolingual or a bi/trilingual school, although in multilingual schools there is greater communication (more contacts) among them, but also more mutual conflicts.

From the perspective of the teachers and parents of students who study in Turkish, the image of the relations among the students from the different languages of instruction is the most positive, whereas the teachers and parents from the Macedonian language community differ from the ones from the Albanian community mainly since they reckon that among the students from the different linguistic groups there is more communication and contacts, but also more stereotypes and prejudices for one another.

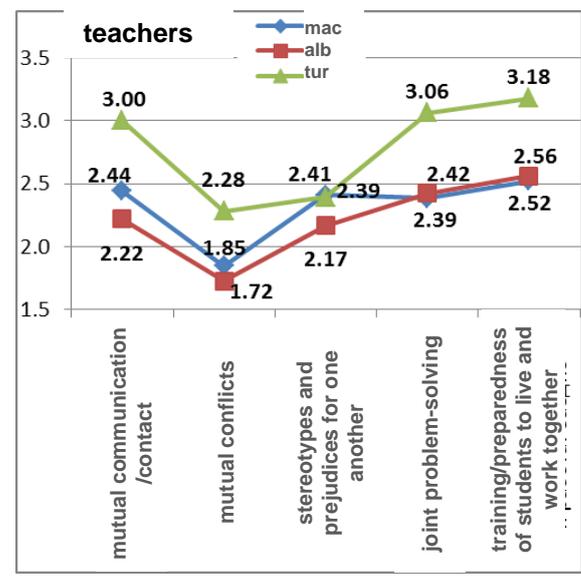
Both the teachers and parents from the monolingual and from the bi/trilingual schools wish the relations among the students and the teachers who study/instruct in different languages of instruction to be much better than what they are like now in terms of all the evaluated aspects, but the teachers and the parents of the students who study in Macedonian would like a greater improvement of the existing situation than the teachers and parents of the students who study in Albanian regarding the majority of the evaluated aspects.

- In multilingual schools, the presence of communication among the teachers who conduct instruction in different languages, their participation in joint resolving of problems and their preparedness to live and work together is convincingly more articulated. At the same time, teachers from monolingual schools have fewer conflicts with teachers from schools with another language of instruction, but also less articulated stereotypes and prejudices towards the others.

The teachers from multilingual schools experience their relations with colleagues from the other languages of instruction as better according to all aspects than the relations among their students. However, it is considered that the students from monolingual schools have greater interaction with their peers who study in another language than their teachers have with their colleagues who teach in a school in another language, which is followed by greater occurrence of mutual conflicts and stereotypes/prejudices.

The teachers, regardless whether they work in monolingual or multilingual schools, and whether they teach in Macedonian or Albanian, wish that their relations with the colleagues from the other languages of instruction and the relations among the students from the different languages of instruction would improve and reach the same level.

**Current situation regarding several aspects of the relations among the students who study in different languages of instruction according to the teachers [average marks on the scale from 1=very slightly present to 4=strongly present]**



### ACTIVE ACCEPTANCE OF MULTICULTURE

- It is generally acceptable to both teachers and parents of students who follow instruction in Macedonian to learn Albanian or Turkish at school, and the students who follow instruction in another language to learn Macedonian.

The majority of teachers who conduct instruction in Albanian reckon that the students with Macedonian language of instruction should also learn Albanian or Turkish in school. Most parents of the students who attend instruction in Albanian or Turkish agree with them, mostly because that is expected to facilitate communication. The ones who do not agree, as a main argument, state the fact that all students are required to learn Macedonian.

Most teachers who conduct instruction in Macedonian reckon that the students who study in another language should learn Macedonian well. Most parents from all three language groups agree with them with the explanation that it would facilitate communication among all, on the whole territory of R.M. The teachers and parents who do not agree state the need for acquiring the mother tongue as a priority.

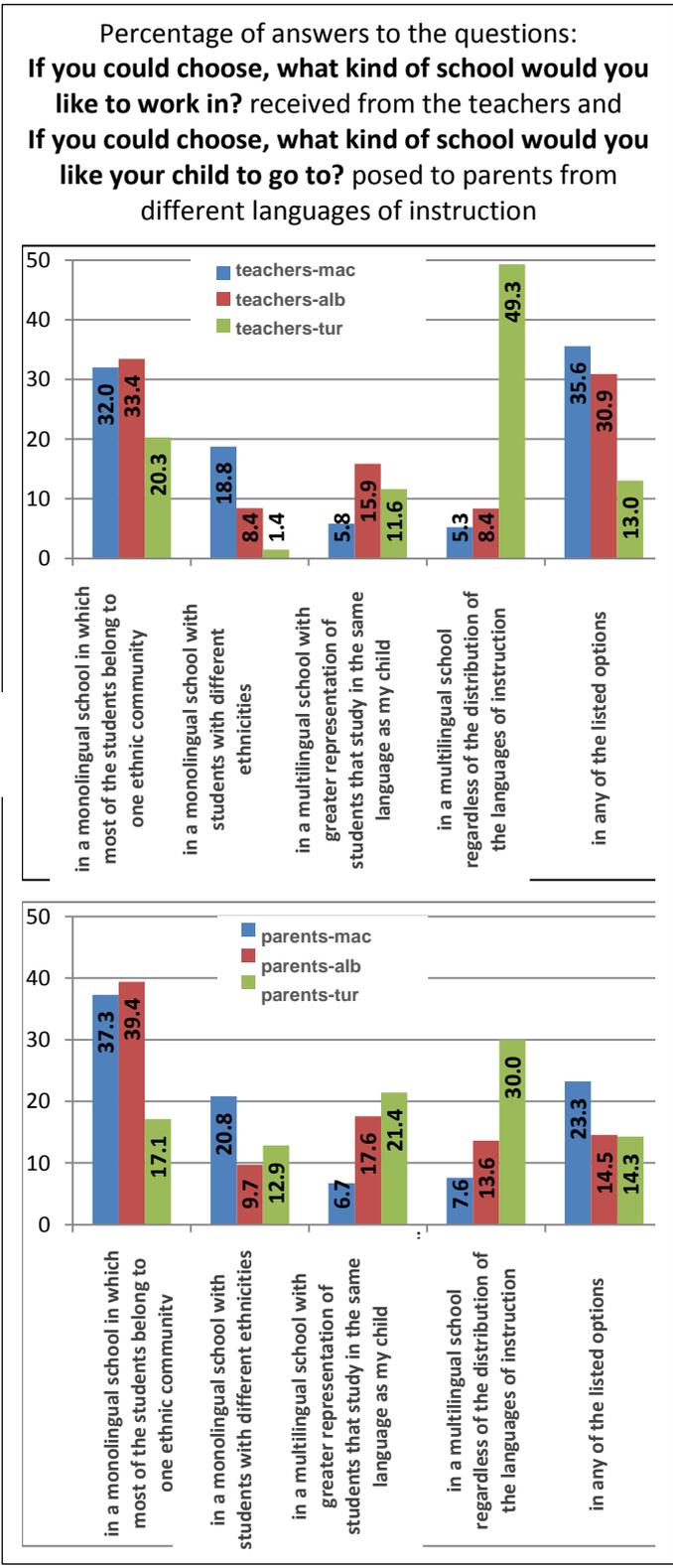
Hence, the learning of Albanian or Turkish by the students who attend instruction in Macedonian is considered as a benefit mainly of the Albanian ethnic community, whereas the acquiring of Macedonian by the students who study in other languages of instruction is considered mainly of the representatives of the other ethnic community.

- The teachers from all the language groups are divided regarding whether the students should or should not learn more about the history, culture and tradition of the other ethnic communities in R.M.

Ones reckon that it is important to ensure the mutual familiarization and respect, while others that the students are already overburdened with other content, and that they could learn that out of school as well, only if they wanted.

- The number of teachers, and even more the number of students from the classes in Macedonian, Albanian, and Turkish in the multilingual schools would drop even more if a choice of the kind of school to enroll (i.e. to work in) would be allowed.

The majority of teachers from monolingual schools would like to stay and work in a monolingual school and the majority of parents of their students would like their children to study in monolingual schools. Both the former and the latter give preference to ethnically homogeneous schools.



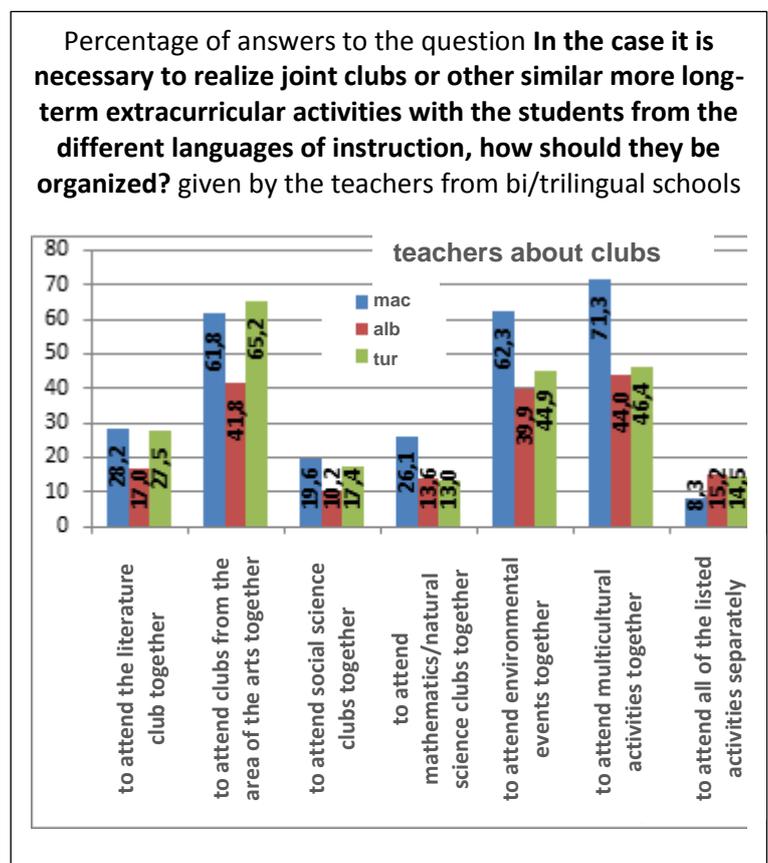
The majority of teachers from multilingual schools would not mind to continue to work in “mixed” schools, whereas nearly half of the parents of their students, if they could choose, would enroll their children in monolingual schools.

The percentage of teachers and parents from the different language communities who prefer bi/trilingual schools is smaller than the percentage of distribution of teachers and parents from these schools in the sample of respondents.

**READINESS FOR JOINT ACTIVITIES WITH LINGUISTICALLY MIXED GROUPS OF STUDENTS**

- In multilingual schools, the possibility for joint activities is more acceptable to the teachers from all the present languages of instruction than it is the case with the parents of their students, which cannot be said about the monolingual schools.

Among the teachers from the bi/trilingual schools, the most numerous are the ones to whom it is acceptable: (a) the students from the different languages of instruction to do joint projects in the frames of the compulsory subjects and to have joint classes in physical education, (b) in the frames of the school to realize joint multicultural clubs, clubs from the area of the arts (e.g. fine arts, choir, drama club, photography) and ecological club, (c) all or most sports teams in the school to be “mixed”, with nearly equal representation of students from the different languages of instruction, (d) the students from the different languages of instruction to go together to all picnics and excursions, (e) the celebrations on the occasion of the school day to be marked by a joint performance in which the students from the different languages of instruction who jointly prepared a “mixed” program, with mixed sequence of languages, would participate (e) the students from the different languages of instruction to celebrate their primary/secondary school graduation nights together, and (f) the holidays of one ethnic community to be jointly celebrated.



Even when it comes to joint activities including students from monolingual schools with instruction in different languages, the situation is fairly optimistic. More numerous are the teachers from these schools to whom it is acceptable: (a) their students to do joint projects with students from a school with another language of instruction in the frames of at least one of the mandatory subjects, (b) to organize clubs or other similar activities which enable communication (face to face and/or online) of their students with students from a school with instruction in another language, (c) to cooperate with a school with another language of instruction, if not by performing with a “mixed” sports team, then through joint matches with schools with other languages of instruction, (d) to organize joint picnics and excursions with a school with another language of instruction, and (e) the celebrations to include performances which illustrate the multiethnic character of R.M. and students from another school and with a different ethnic background to participate in them.

- **Both teachers and parents list the financial means as the greatest obstacle for the realization of the joint activities with the students from the different languages of instruction.**

Financial means are considered to be the greatest obstacle even for those activities in multilingual schools, the joint realization of which does not require any additional financial cost (such as: having joint classes in physical education, establishing of “mixed” sports teams, going to picnics and excursions together, and joint performances in celebrations). In the multilingual schools, the temporal/spatial organization, the differences in the language of instruction and the differences in the interests/needs are experienced as smaller obstacles to the implementation of joint activities, although their role in each of the listed situations is not excluded. On the other hand, in monolingual schools, for a large number of potential joint activities with schools working in another language of instruction, the linguistic difference is mentioned as an additional obstacle.

- **The evaluation of the feasibility of joint activities with students from different languages of instruction differs depending on whether it is provided by the teachers or the parents, whether it refers to multilingual or monolingual schools, and depending on the language community which provides it.**

The teachers from the Macedonian language of instruction classes from multilingual schools are greater optimists when it comes to the realization of the joint activities with the students than the parents of their students. In reference to the Albanian language classes, the parents are greater optimists than the teachers of their children. The comparison on the linguistic grounds shows that the respondents (both parents and teachers) from the Macedonian language classes are more optimistic than the respondents from the classes in Albanian, while there is a tendency for the teachers and parents from the Turkish language classes to be the most optimistic.

The image is different in monolingual schools in Macedonian and Albanian. The comparison between teachers and parents shows that the teachers from both types of schools are greater pessimists than the parents of their students. The comparison on the basis of the language shows that the teachers who teach in Albanian language of instruction are greater optimists than the teachers who teach in Macedonian, just like the parents whose children learn in Albanian are greater optimists than those whose children learn in Macedonian.

Judging according to the obstacles, the teachers from bi/trilingual schools see the smallest problem in the realization of joint performances and the establishing of “mixed” sports teams, and the greatest in the implementation of joint picnics/excursions. For the parents of their students, there is no joint activity which could be separately mentioned as the most or the least problematic for realization.

The teachers from the monolingual schools are the most optimistic ones when it comes to the realization of joint sports activities, while all others see them as less feasible. According to the parents of their students, apart from the joint sports activities, the least hindrances would exist to the realization of multicultural events, while the most would exist regarding the implementation of joint school clubs.

- **Both in monolingual and in bi/trilingual schools, the greatest interest for joint activities is attributed first to the management, and then to the teachers.**

In multilingual schools, the greatest interest for joint activities is attributed by the teachers to the management first, and then to their colleagues, regardless of the language in which they teach. The teachers from the Albanian language of instruction classes perceive the lowest level of interest in all subjects (teachers, parents, students, management), while the teachers from the Turkish language classes, the highest. If the interest for realization of joint activities identified in the school management is excluded, the Macedonian language of instruction teachers attribute the highest interest to themselves, and the lowest interest to the parents and students from the classes in Albanian language of instruction. The opinion of the teachers from the Albanian language of instruction is a “mirrored image” – they attribute the highest interest to themselves, and convincingly the lowest interest first to the parents, and then to the students from the classes in Macedonian language of instruction. The teachers from the Turkish language of instruction idealize the image of their community – they state that both they, and the students they are teaching and their parents express exceptionally great interest, while they attribute the lowest and equal interest to the parents of the children from the classes held in Albanian and Macedonian.

In monolingual schools, the management and the teachers are considered to be the most interested about the majority of joint activities. The parents are experienced as the least interested ones by the teachers from both the Macedonian and the Albanian languages of instruction, which is generally agreed upon by the parents themselves. In general, consistent differences in the interest expressed by the respondents from the Macedonian language schools and those from the Albanian language schools have not been observed.

## READINESS FOR COOPERATION AMONG THE TEACHERS WHO CONDUCT INSTRUCTION IN DIFFERENT LANGUAGES

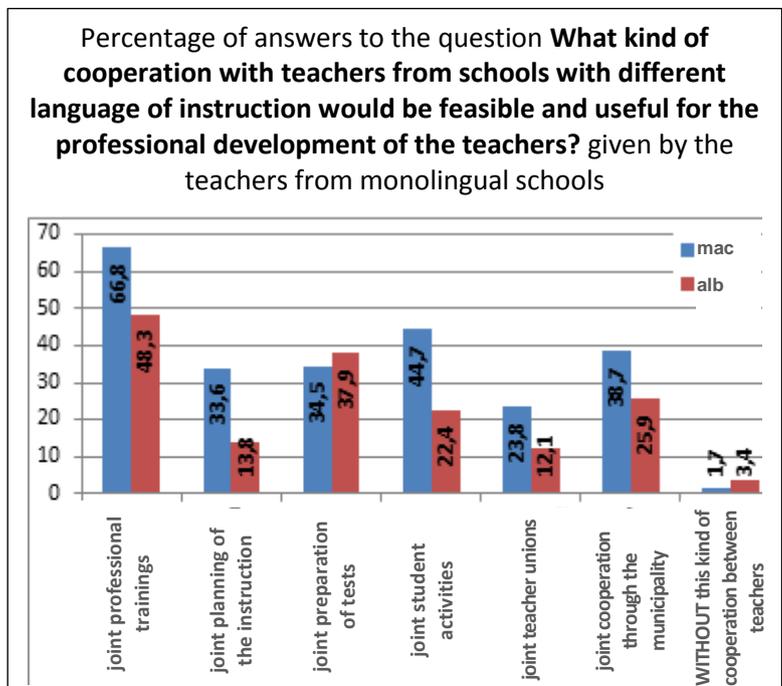
- **The majority of teachers from bi/trilingual schools consider the cooperation with their colleagues from the other languages of instruction as potentially useful and feasible in the realization of common activities with the students dedicated to multicultural understanding and joint projects with the students, but also in the exchange of teaching materials.**

Financial means are mentioned as convincingly the greatest obstacle to the realization of mutual cooperation, far greater than the spatial and temporal organization, the language differences and the interest and needs. The opinion that it would be useful and feasible if the teachers would attend together all meetings of the teaching bodies (Teaching Staff Councils, Professional Committees) dominates among the teachers.

The greatest interest for all forms of cooperation in bi/trilingual schools is attributed first to the school managements, then to the teachers themselves. While doing so, the teachers from the Albanian and Macedonian languages of instruction classes attribute the greatest interest to the colleagues from their “own” language of instruction, and the smallest to the students and parents from the “other” language of instruction. At the same time, the teachers from the Turkish language of instruction classes attribute the greatest interest of all the subjects from their own language community.

- **The most numerous teachers in the monolingual schools are the ones who consider the participation in joint activities with the students dedicated to multicultural understanding and joint professional development events as useful and feasible forms of cooperation among the teachers from the schools with different languages of instruction.**

They consider the financial means and the differences in the language as the greatest obstacles to cooperation. The greatest interest for such cooperation is attributed first to the management, and then to the teachers, too, while the teachers from the schools in Albanian language of instruction note greater presence of interest in these subjects than the teachers from the schools in Macedonian language of instruction.



## READINESS OF THE PARENTS FOR ACCEPTING JOINT STUDENT ACTIVITIES

- **The teachers and the parents from the monolingual and bi/trilingual schools are aware that they should be active participants in the joint activities among the students from the different languages of instruction.**

The majority of parents from monolingual schools in Macedonian and Albanian are aware that they should not only support cooperation with another school with instruction in another language, but they should also participate in the realization of the activities through which such cooperation would be manifested. The same goes for most parents from multilingual schools (from all languages of instruction), who show awareness of the need for their participation in the realization of activities with linguistically/ethnically “mixed” groups of students. The majority of parents from the classes in Macedonian and Albanian also reckon that the members of the Parent Council should strive to improve the quality of the instruction for all students, regardless of their linguistic/ethnic background, and those whose children study in Turkish that they should focus above all on the quality of the instruction of the students from the language of instruction/ethnic background of their own children.

## READINESS FOR MEETING OF OTHER PRECONDITIONS FOR ACCEPTING INTERETHNIC INTEGRATION

- **The teachers from the multilingual schools are aware of the need to create a multicultural climate in the schools.**

When discussing organization of the instruction in multilingual schools, the majority of the teachers from all languages of instruction are aware that in order to improve the school atmosphere and environment, students of the same age and from all the available languages of instruction should study in each shift and in all the halls and/or floors of the school building.

By the teachers from all languages of instruction, it has been observed that both the information and the notices in the multilingual schools should be displayed in all the languages of instruction at the same time, regardless of who they are referring to. When discussing about visual material

displayed in the common space in the school, the opinion that it should contain nearly equal number of texts and images referring to the different ethnic communities which are significantly represented in the school and should consist mainly of student works or texts/illustrations from the area of literature, fine arts and/or tradition, but not from the area of history, is dominant among the teachers. At the same time, all the languages of instruction should be equitably represented in the visual material (translated into all languages and written with the same font size).

- **The teachers from monolingual schools are not aware of the need for creating a multicultural climate in the schools.**

Considering the teachers from monolingual schools, their awareness is not strongly articulated that the iconography in the common space in the school should reflect the multiethnic character of R.M., which is more articulated in teachers from the schools with Albanian language of instruction, than in those from the

Percentages of answers to the question  
**In the case it is necessary to work on improving the school atmosphere and environment, how should the shifts be organized?** given by the teachers from bi/trilingual schools

When distributing the students into shifts, to ensure that in each shift there are students of the same age who study in all the available languages of instruction	48.0
When distributing the students into shifts, to ensure that in each shift there are students who study in different languages of instruction, without insisting for them to be of the same age	18.0
When distributing the students into shifts, to take into consideration the practical needs in the school more than the distribution of the languages of instruction	29.5

schools in Macedonian language of instruction. At the same time, both the former and the latter mainly agree around the fact that all texts displayed on the walls in the halls should be written only in the language in which the instruction in the school is conducted.

## **SUPPORT FROM THE MUNICIPALITY**

- **The assistance and the support from the municipality to the monolingual and bi/trilingual schools are not as big as the teachers would like them to be.**

It is the most present when it comes to participation in the sports activities at the municipal level, and the least present when one needs to cooperate with schools from another municipality. Monolingual schools have greater support for their participation in sports and art activities at the municipal level, and multilingual schools in their cooperation with other schools outside of the municipality. The insufficient assistance of the municipality in the securing of cooperation with other schools inside and outside of the municipality is felt the most by the teachers who conduct instruction in Albanian, and the least by the teachers who conduct instruction in Turkish.

## **CONCLUSIONS ABOUT THE OPINIONS AND ATTITUDES OF THE STUDENTS, PRINCIPALS AND THE SCHOOL SUPPORT STAFF**

### **(results from the field research-2)**

#### **CONTACTS BETWEEN THE STUDENTS FROM THE DIFFERENT LANGUAGE/ETHNIC COMMUNITIES**

- **The majority of Macedonian students and the majority of Albanian students from monolingual schools do not have contacts with one another, and the declared wish to increase the contacts is different depending on the ethnic background of the students and on whether the school which they go to is located in a heterogeneous or a homogeneous municipality.**

The lack of contacts with students from other languages of instruction is attributed by the Macedonian and Albanian students from monolingual schools to the physical distance between the schools, or to the different languages that they speak. The few individuals who stated that they have friends from the other ethnic group in fact talk more about superficial acquaintances than about closer friendships.

Among the Macedonian students from homogeneous municipalities, regardless of the age, there is no mood for more contacts with students who learn in Albanian language of instruction, which they attribute to the characteristics of the *Other* – the Albanians do not or cannot speak Macedonian, are not very pleasant for socialization by nature, have with them very few things in common, and are even dangerous and aggressive towards the Macedonians, who feel unsafe, under threat, and scared in their presence. On the other hand, the Albanian students from homogeneous environments reckon that the more intensive socialization with all the other ethnic groups is welcome and useful, especially with the ethnic Macedonian, because of the opportunity to practice Macedonian, but also because of the opportunity for the Macedonians to learn some Albanian.

*“We cannot have contact with Macedonians since we haven’t met any. And we don’t speak Macedonian.”*

[female student, monolingual primary school, heterogeneous municipality – ALB.]

*“We will have contact if the other students speak Macedonian. If they speak a language that we don’t understand – we cannot communicate with them. They should understand Macedonian.”*

[male student, monolingual secondary school, homogeneous municipality – MAC.]

*“If we socialize with Macedonians, we will learn Macedonian better, and Macedonians will learn some Albanian, too.”*

[male student, monolingual primary school, heterogeneous municipality – ALB.]

In heterogeneous municipalities, almost all the students from the monolingual primary schools, both Albanians and Macedonians, state that they would like to have more contacts with students who study in the other language of instruction, although they do not undertake anything more than rare individual initiatives in order for those contacts to become more frequent.

Secondary school students from monolingual schools from heterogeneous municipalities state that they only have sporadic opportunities to meet with peers from other ethnic communities, in the frames of different joint project activities, seminars or camps, but those contacts usually last only while the activity lasts. If they continue the communication at all, it is conducted over the social networks, and only in individual exceptions through face to face meetings. In such cases, the two sides, apart from Macedonian, sometimes resort to speaking English together.

Evident prejudices among the Macedonian students in the monolingual schools exist towards the Roma people, who they experience as uncultured, uncivilized and aggressive since they steal, shout, fight, offend and hate the Macedonians. That is manifested as fierce resistance towards having more contacts with

Roma people – in Macedonian students there is fear from the alleged violent behavior of the Roma people, which they cannot control otherwise, than to avoid them.

- **The parents and the teachers from monolingual schools do not discourage students from “their own” language of instruction to have contacts with students from the other ethnic communities.**

Macedonian students from monolingual schools witness that a great part of their parents implicitly or explicitly convey the message that socializing with Albanians may be dangerous because of the possibility of conflicts, but also that it is inappropriate because of the differences in the faith, culture, the system of values and the way of life. Among the Albanian students dominate the ones who say that their parents do not encourage them or talk them out of socializing with children from another ethnic background from Macedonia, but that they openly emphasize the importance of socializing with Albanians from abroad.

Regarding the question about the role of the parents, the perspective of the principals and the representatives of the school support staff in the schools working in Macedonian is ambivalent, and ranges from fear that the including of students from other ethnic groups in the instruction and the extracurricular activities would be met with the greatest resistance from the parents and that they are the ones who need psychological preparation for such a thing, to stating that the majority of parents would support it since “they are already completely aware of the indispensability for the youth from different ethnic backgrounds to live together in this country”. In the schools working in Albanian language of instruction, the support from the parents regarding the socialization with the other ethnic groups, especially with Macedonians, mainly due to the opportunity for them to learn Macedonian, is more relied on.

The dominant opinion among all the students, regardless of the age and the ethnic background, is that the teachers do not have a negative attitude towards the socialization with children from another ethnic background, which is either manifested by avoiding the topic (in the schools working in Albanian) or through verbal messages that they should socialize, respect one another, i.e. they should not insult one another, fight (in the schools working in Macedonian).

The principals and the school support staff representatives are certain that the teachers and the school in general influence the students so that they could build a positive image of the students from the other ethnic groups. According to them, the teachers constantly advocate for cohabitation and tolerance, but the possibility for their positive influence over the children is limited because there are many negative influences coming from the media or the parents, and even due to the inappropriately written course books.

*“Well, we live in the same country, same town, after all – why wouldn’t we have contacts.”*  
[female student, monolingual primary school, heterogeneous municipality – MAC.]

- **The majority of students from multilingual schools who follow the instruction in different languages have mutual contacts which are mainly incidental and superficial and show a different desire for intensifying the contacts depending on the stereotypes and prejudices which are dominant.**

In multilingual schools, there is not a single strategy for distributing the students from the different languages of instruction in the school buildings and floors, i.e. in the shifts. Apart from the rare exceptions, one gets the impression that the school management makes attempts for maximal reduction of the possibilities for meeting of the students from the different languages of instruction, which is especially true for the Macedonian and Albanian students.

Nevertheless, the majority of students in multilingual schools agree that they have contacts with students from other ethnic communities in the school, and not in different common clubs, project activities, training sessions, shared physical education instruction and other diverse extracurricular activities. However, the contacts among the students from all languages of instruction of both researched age groups are fairly formal, incidental, and superficial.

The Macedonian students from multilingual schools manifest the least mood for deepening or expanding their friendships with Albanian students, and the most numerous and the most vocal are the ones who openly say that they would like to have as little contact as possible with their Albanian peers. They blame the Albanian students for such a situation, and consider their behavior as provocative, offensive, unfriendly,

uninterested, dominant, aggressive, impulsive, biased, and additionally they are afraid of possible verbal and physical conflicts with them. The same stereotypical characteristics of the Albanian students are also listed by the Roma students as an argument why they do not want to socialize with them.

On the other hand, Albanian students state that it would be good to have more contacts with Macedonians, mainly because of mastering the language. The ones who refuse to have contacts point towards the fact that isolation would be the best way to prevent conflicts which are caused by Macedonian students, who are experienced as historical enemies and who insult them because they have a very bad opinion of the Albanians.

Part of the Macedonians, who study in environments where there are Turkish people, express mood for more intensive socialization with them, because Turkish people are fair, collaborative and do not provoke. Macedonians who study in schools where there are Egyptians would like to have more contacts with them, since they like them because they live their life in an easy and carefree way, do not insult the Christian religion and speak Macedonian, and even more because they are their allies in the conflicts with the Albanians. They do not show particular interest, or exceptional distance, regarding more socialization with the Roma students.

*"My friends are all Macedonians. They do not care which ethnic background I am from, they care if I am good and they do not care if I study or have Fs or As, they always socialize with me."*

[female student, multilingual primary school – ROM.]

*"Neither do they like us, nor do we like them."*

[male student, multilingual primary school – ALB.]

*"Just like our teachers teach us to socialize with Albanians, their teachers should also teach them to socialize with us"*

[female student, multilingual primary school – MAC.]

Albanian students, for the most part, would like to have more contacts with Turkish students from their school. Few Albanians who live in the environments where there are Egyptians would like to have more contacts with them, due to very trivial reasons, such as the demonstration of respect towards everyone. The Egyptian students are not so skeptical towards Albanians and want to teach them Macedonian, and they to learn Albanian from them.

At the same time, the majority of Albanians who study in environments where there are Roma people would not like to have more contacts with them since they are mean by nature and in their behavior, but also because they feel them as allies of Macedonians against them. Reciprocally, the majority of Roma students blame Albanians for having a problem with the ethnic background of the Roma people, their religious determination as Muslims (!) and their language, but also for considering the Roma people to be dirty, and the socialization with them shameful.

- **The parents and teachers from the multilingual schools are contradictory in the messages which they convey to "their" students regarding the need for contacts with the students from the other ethnic communities.**

According to the Albanian and Turkish students, their parents are positively inclined or at least do not have anything against the possible contacts of their children with students who study in another language of instruction, but the advice they give them convey certain reserve which gets expressed in the request to keep a safe distance from them. The Albanian parents even advise their children not to provoke Macedonians and to avoid conflict situations. As a counterpart to that, the parents of Macedonian students warn their children to be careful in their contacts with Albanians and to withdraw every time some problem appears.

Similar skepticism is manifested by Macedonian parents towards Roma students, as well, when they instruct their children not to develop deeper contacts with them and to only maintain contacts which are indispensable at school. The Roma parents, on the other hand, encourage their children to socialize with students from the other ethnic groups because of the need for friends among the socially more powerful.

The management and the school support staff in the schools are fairly contradictory regarding the question of the role of the parents. On the one hand, they say that among the parents the most numerous ones are the parents who encourage their children to establish contact, while on the other hand, it is exactly

the parents who they single out as the main obstacle to the possible steps in the improvement of the interethnic integration.

*“They (the teachers) tell us to socialize, but when we see that such things happen (conflicts), they tell us to stand aside and not to mix.”*

[male student, multilingual secondary school – MAC.]

*“(Our parents) tell us to be cautious, not to provoke first, to stand aside...”*

[male student, multilingual secondary school – ALB.]

*“My parents want me to socialize with Albanians so that we wouldn’t have conflicts. They also tell me to learn Albanian because nowadays wherever you go, the ones who can speak Albanian will succeed better and that every Albanian will hire their people at work. Both to socialize with them and to learn more Albanian.”*

[male student, multilingual primary school – ROM.]

In the eyes of the students, in nearly all schools, the teachers from all languages of instruction do not discourage their students to have contact with their peers from the other ethnic groups, but their encouraging verbal messages are not experienced by the students especially authentically.

The principals and the school support staff show a tendency of idealizing the influence of the teachers on the attitudes and the behavior of the students, constantly pointing out specific teachers who are exceptionally motivated to work with the children and that is why they initiate and realize joint activities with students from different languages of instruction even during the weekends. They are convinced that the role of the teachers is of great importance, since in conditions of (according to

them) inappropriate course books, the kinds of opinions the students will build about the others mainly depend on the teacher. However, they admit that even in their teaching staffs there are teachers who are not for interethnic cooperation and they sometimes manifest that latently, and sometimes openly.

## ATMOSPHERE OF ACCEPTANCE OF INTERETHNIC INTEGRATION IN THE SCHOOL

- **The provocations, insults and interethnic conflicts are related with the possibility for contact among the students from the different ethnic communities.**

In monolingual schools, such as the ones both from a homogeneous environment, and from a heterogeneous environment, the insults, provocations and conflicts on ethnic grounds are not part of the everyday school life. This is mostly attributed to the absence of contacts between the students from different languages of instruction, but the management in the heterogeneous environments shows optimism that the situation would be similar even when the schools would be multilingual, since they believe in the way in which they have raised the students in the tradition of good interethnic relations in the environment.

In multilingual schools, there are such provocations and conflicts, and the leading ones are directed from Albanians towards Macedonians. Macedonians similarly respond to the Albanians, but only in the primary schools (in the secondary schools, they mainly manifest the distance by ignoring), and such messages directed towards the Turkish or the Roma are incidental and, according to the students, mainly originate from their Albanian peers. In some schools, Albanians have experienced provocations and threats from Roma students, as well.

*“The older ones haven’t had a very good experience with Macedonians and have had problems, but we should not let those problems influence the present relation. We should leave aside the hatred which existed before.”*

[female student, monolingual secondary school, homogeneous municipality – ALB.]

*“The society forces us to be more communicative and better with the Turkish people because we live in the same places, we go to the same schools, in the same class, we sit next to each other. We feel them as closer, as compared with the Albanians. Because we are together every day.”*

[female student, monolingual secondary school, homogeneous municipality – MAC.]

The students from all ethnic groups deny or minimize their own responsibility and the possible harm from the negative messages towards the other ethnic group, and attribute these occurrences to the bad characteristics of the students from the other ethnic group. They reckon that their teachers' answer is most often not completely appropriate (i.e. it is biased), although, indisputably, they recognize their effort to calm down the tensions.

The school managements perceive such events as normal, inevitable, and not very important, and attribute them above all to the possibility for physical closeness between the students from the different languages of instruction.

- **The students, and similarly, the management, reckon that the interethnic relations can be improved through organizing of different joint curricular and extracurricular activities, but, at the same time, the possibility for reduction of the tensions is often sought in greater isolation of the ones from the others (using different shifts, buildings etc.)**
- **The students and the management reckon that the teachers do not have anything against interethnic tolerance and integration, and in multilingual schools they can serve as a model for positive identification when it comes to communication with other ethnicities.**

The students see the majority of teachers as inclined towards the maintaining of the interethnic cohabitation and as cooperative with the teachers who work with the students from the other language(s) of instruction.

The management and the school support staff have the same impression and reckon that the majority of teachers would be ready to cooperate in activities which are created for a better interethnic cooperation (both in monolingual and in multilingual schools).

In the majority of multilingual schools, the Teaching Staff Councils are ethnically heterogeneous, and only in some the meetings are held in more languages than one. The School Boards are mixed in only around half of the schools. In the majority of schools, mixed professional committees function as well.

*“Through the cooperation, the teachers from the different languages of instruction see the problems and the needs together, and if they functioned individually – they could not learn from one another.”*

[management, multilingual school – MAC.]

- **In all the schools (both monolingual and multilingual), life skills education is conducted incidentally, and if such type of instruction is at all held, then the methodology is inappropriate.**

The students in all the schools are mainly interested in having life skills education classes and reckon that they could be useful for the improvement of the interethnic relations.

The management and members of the school support staff are not always inclined to reveal the real situation with the conducting of these classes, and when they admit that the instruction is rarely realized, they attribute it to the fact that the class teachers are too busy with other responsibilities.

- **The students are left too narrow a space for democratic decision-making and practicing of democracy in the school life.**

The students mainly have the impression that they can freely express themselves, but are more skeptical with regard to the possibility to participate in the decision-making. The class president is elected in different ways, mainly secretly, but not without the influence of the class teacher everywhere. The role of the president is understood as an intermediary between the teachers and the students. Somewhere the students know about the existence of school communities, but they are rarely clear about their role or familiar with their activities.

According to the school managements, there is no case where a school community does not function, and in the multilingual schools they confirm that it has a heterogeneous ethnic composition everywhere.

## COMMON ACTIVITIES OF THE STUDENTS/THE TEACHERS FROM THE DIFFERENT LANGUAGE/ETHNIC COMMUNITIES

- **For the students from the monolingual primary schools, the readiness for cooperation with a school working in another language of instruction greatly depends on what the ethnic background of the peers they would collaborate with is.**

The greatest resistance to common activities is shown by Macedonian students towards Albanian peers. Both Macedonians and Albanians consider the cooperation with their Turkish peers as more desirable. In the secondary schools, only a small part of the students express a wish to have future common activities with peers from other ethnic groups.

- **In multilingual schools, where there are already some common activities in a different scope and manner, there is a high degree of agreement that more common activities are not desirable.**

The common sports activities, competitions in different teaching subjects, more long-term mutual visits and exchange of students, joint excursions, humanitarian actions, music, ecological, and drama clubs are considered as appropriate forms of conducting cooperation in monolingual schools. In multilingual schools, the greatest mood shared by all ethnic groups exists only for joint sports teams, and joint school clubs are acceptable to some degree, while the least acceptable are the joint primary/secondary school graduation celebrations and excursions. The students explain this under “differences in the tastes, traditions and needs”, but also because of preventing possible conflicts.

Those students who state that common activities are desirable mainly think that they are useful for better familiarization with the others and are a possibility to decrease interethnic tensions. For the Albanians, Turkish and Roma, one of the perceived benefits is the learning of the language, while for the Macedonians, the learning of the Albanian language is one of the most serious barriers to such activities. All the students who do not mind the organization of common instruction activities consider that it would not be a problem for them to be guided by teachers from both languages of instruction.

- **In nearly all primary multilingual schools there are some joint activities with the students, but they vary in scope and intensity from school to school.**

In some primary multilingual schools there are joint clubs, somewhere a part of the events and/or sports teams are common, and very rarely the students are taken to joint primary/secondary school graduation celebrations and excursions. In the secondary schools, there are even fewer common activities.

*“We have many benefits, we have walked a very thorny road, and only we know that, but the other schools have no idea how to reach such results, a positive climate, cooperation, etc. So, I am proud to be in this school. In the other schools there are prejudices, stereotypes and negative influences spread, but when they would try and open up like us here, all of it would be overcome...”*

[management, multilingual primary school – MAC.]

In general, the students have an impression that such common activities are not something useful or attractive. They have had the best experiences with the multiculture clubs, different project activities, but also from mixed sports teams, although the opinions about them are divided.

- **In the responses to the questions regarding the current common activities, the management and the school support staff are characterized by a tendency to idealize the conditions on the one hand, but also to be reserved about taking subsequent steps on the other.**

Common school clubs and teams that function excellently are mentioned, but on the other hand, contrary to such positive experiences, there is fear from taking more radical steps, such as for instance, organizing of joint classes, excursions or primary/secondary school graduation celebrations. The management and the school support staff explain the division in the activities with practical limitations to the possibility to realize joint excursions and other activities, or with different preferences of the students from the different ethnic communities, especially with regard to the travel destinations or the music for the graduation celebrations. This tendency is more notable in the secondary schools than in the primary schools.

## COOPERATION WITH OTHER SCHOOLS AND THE MUNICIPALITY

- **In the majority of monolingual primary schools, the management and the school support staff state that they cooperate with several schools inside and outside of the municipality, most often with the same language of instruction as the language in which the instruction is conducted in their school.**

The instances of cooperation among the monolingual primary schools from the country are mainly short-term, initiated by the municipality or by external projects and are brought down to communication between the teachers, with limited contacts among the students. On the other hand, nearly all primary schools are especially proud of their cooperation with schools outside the country.

- **The majority of bi/trilingual primary schools state that they cooperate with at least one school from the same municipality.**

The cooperation of the multilingual schools with other schools consists of organizing joint activities with the students, which are mainly a result of externally initiated projects which are realized in the schools.

- **The secondary schools have a much smaller mutual cooperation than the primary schools.**

None of the secondary monolingual schools reports about cooperation with another school. Some of the multilingual secondary schools have cooperation with other secondary schools, which is sporadic and mainly at the level of the managerial staff, the school support staff and the teachers, whereas it includes contact between the students much more rarely.

- **The managements from all the schools state that there is good cooperation with the municipality, which is manifested as financial support that the municipality provides.**

The cooperation with the municipality is mainly reduced to the provision of moral support to the schools (gives approvals for projects, does not hinder the initiatives of the schools and attends events that the school organizes). The municipalities involve the schools in the activities which are organized at the municipal level, from time to time secure partial financial assistance for transport costs or for some infrastructural investments for which the school has received funds from other sources as well.

## OVERALL FINDINGS AND RECOMMENDATIONS

The overall findings from the baseline survey are grouped in five areas and presented under the title *What is the current situation*. Recommendations for improvement of the situation are listed in each area, after the description of the current situation.

### NEED FOR INTERACTION

#### What is the current situation?

1. Most students in primary and secondary education attend monolingual schools that do not offer the opportunity for interaction between students that study in a different language of instruction. When it comes to secondary school students that attend monolingual schools, their opportunity to get in touch with their peers that study in different languages is even smaller, given that there are often no secondary schools with a different language of instruction in the municipality in which the school is situated. Unlike them, most of the primary school students, that do not meet peers with other languages of instruction in their school, can notice their presence in their municipality. The opportunity for direct contact between students with different languages of instruction, who study in multilingual primary schools, is not always guaranteed - in a good portion of these schools, students from different languages of instruction are divided into separate buildings, which are located in different settlements (satellite schools versus central) or in different neighborhoods. An additional factor that complicates things is that, even when the students study under the same roof, they can be divided in different parts of the building or divided in different shifts.
2. Compared to the monolingual schools, multilingual schools are perceived as a space where conflicts occur more often, but also as a place with more pronounced mutual stereotypes and prejudices, which is quite expected if we take into consideration that very little is done to empower students with different languages of instruction with skills for productive interpersonal communication and constructive conflict resolution.
3. Teachers, parents, and even students, have an ambivalent attitude towards the direct contact among students with different languages of instruction. On one hand, since they perceive it as a source of inter-ethnic tensions and conflicts with an ethnic dimension, many would gladly avoid it. On the other hand, they are aware that the students from different ethnic/linguistic communities can get to know each other and learn to work together only through direct interaction in the educational process.
4. The direct contact between students from various linguistic/ethnic communities is difficult because they are overwhelmed with stereotypes and prejudices regarding *others*, which are manifested explicitly, when they openly attribute certain characteristics/behaviors of students from other ethnic groups, or implicitly, when they express their feelings and worries that may arise from such contacts. As a result, Macedonian and Albanian students are viewed as representatives of two opposing sides. Macedonians see Albanians mainly as dangerous and active enemies, while Albanians see Macedonians mainly as harmless and helpless opponents. Roma are seen as antisocial, primitive and "criminal", and Turks are seen as neutral and harmless. Additionally, diversity is appreciated only on a declarative level, while in practice, it is used to increase the distance and transfer the responsibility to the *Other*.

**The situation can be improved by:**

- Increasing the opportunity for direct contact between students that study in different languages of instruction, not only in the multilingual schools, but also between the monolingual schools with different languages of instruction (for example, by forming partnerships between monolingual schools with different languages of instruction).
- Providing that the contact between students with different languages of instruction is systematically structured, opposed to unorganized or spontaneous (through organized and well planned joint events and extracurricular activities).
- Implementing activities through which students with different languages of instruction will get to know each other and will learn about each other through direct communication (for example, instead of just going to a “joint” field trip in the same place and at the same time, they can participate in joint activities, which have been planned in advance, during the field trip).
- Improving teachers’ competencies to recognize stereotypes and prejudice, and react in every situation where they are being manifested.
- Improving the competencies of the technical staff and the teachers for constructive conflict resolution.

**JOINT STUDENT ACTIVITIES****What is the current situation?**

1. Two-three language schools not only have more opportunities to offer joint activities with ethnically/linguistically “mixed” groups of students, but some of them truly use those opportunities. However, the idealized picture that the school management wishes to portray (with partial support from the teachers), in regards to how most of the multilingual schools implement most of the extracurricular activities (and even some of the curricular activities, such as the gym classes) in this manner, this is not confirmed by the students, who recognize only occasional and partial attempts. The most common and, at the same time, most desired are the types of activities that are implemented in conditions that can be easily controlled (for example, small groups of students selected according to narrow scope of interests/abilities, such as sports teams) and/or are seemingly joint, although in fact they are parallel, (for example, multicultural performances with separate parts, each in their own language). Activities that are based on socializing (such as the primary school prom/secondary school prom night or the excursions and field trips) are rarely organized with ethnically/linguistically mixed groups of students due to the lack of willingness to accept the common foundations and the genuine respect for diversity.
2. There is awareness, in the monolingual schools, of the social value of the joint activities of students from schools with different languages of instruction. However, not only that these activities are not implemented, but they are also undesired by the students, who are very prepared, with the help of the adults, to rationalize why these activities are risky and/or unachievable.
3. The largest number of the joint activities with ethnically/linguistically “mixed” groups of students are initiated and financed by external organizations and implemented in the form of projects. Most of them, even when they produced visible positive results, lasted only during the timeframe of the projects, which contributes to the opinion that the joint activities are mainly imposed by the school management and cannot be implemented without additional finances.
4. On one hand, most of the teachers say that the joint activities with students with different languages of instruction are needed, that they themselves are interested to have them, but, on the other hand, they are not always willing to bear the responsibility for their successful implementation. The teachers teaching in Macedonian and Albanian transfer the responsibility for the lack of existence (or scarce existence) of the joint activities of parents and students, and consider the *other* ethnicity more accountable for this situation. The teachers teaching in Turkish show a tendency to portray their role as the most positive, and shift the responsibility for the absence of such activities equally to parents and children from classes in Macedonian and Albanian language. On the other hand, the parents from multilingual schools are more skeptical than their children’s teachers in regards to the implementation of

the joint activities with students, opposed to the parents of the students that attend monolingual schools, which show greater optimism than the teachers themselves do.

**The situation can be improved by:**

- Increasing the awareness of both teachers and parents of the need for joint activities that are based on direct contact between students with different languages of instruction, not only in multilingual schools but between monolingual schools with different languages of instruction as well.
- Providing conditions for joint activities that will be implemented often enough and will last long enough, in order to ensure that the contacts between students with different languages of instruction develop into interpersonal relations that are deeper and do not have just formal value (that develop into socializing and friendship, instead of remaining just superficial acquaintanceship).
- Implementing joint activities that lead towards a mutually desired goal, whose accomplishing depends on the joint collaboration between students from different ethnic/linguistic groups, i.e. implementation of such joint activities that result with joint product reached through a cooperative process (for example, while implementing each aspect of a joint research project, the students cooperate in linguistically/ethnically “mixed” groups and the activity cannot be completed unless all members of the group participate).
- Avoiding joint activities that allow for students from one ethnic/linguistic group to perceive themselves as less valuable than the representatives of the other group, or as unequally treated compared to the *others* (for example, while working with linguistically “mixed” groups, to avoid imposing only one of the languages of instruction, or allowing for the group to be dominated by students with one language of instruction).
- At first, implementing joint activities with the support of the influential teachers from the school and with the participation of influential students (in order to provide an appropriate identification model and to popularize such activities among students and teachers), and then expanding them to all teachers and students in the school
- Increasing teachers' competences in multilingual and monolingual schools to implement “real” joint activities with linguistically/ethnically “mixed” groups of students, that will take into account not only the need for sharing the product of the activity, but also the need to work together during the whole process of preparation of the product (for example, to include students with all languages of instruction, that work together in preparation of their parts of the performance, in all parts of the school performances).

## **TEACHER COOPERATION**

**What is the current situation?**

1. Teachers themselves (regardless of whether they work in multilingual or in monolingual schools), are aware that the relationships with their colleagues, who teach in *another* language, should be improved both in terms of interpersonal communication, and in terms of solving common problems and readiness to live and work together.
2. Most of the teachers from multilingual schools find the implementation of joint multicultural activities, the joint projects with students and the mutual exchange of teaching materials, as a useful and feasible form of cooperation between colleagues with different languages of instruction. In the monolingual schools, there is a dominant opinion among teachers that, besides the joint activities, focused on multicultural understanding, the joint professional trainings are also a feasible form of mutual cooperation.

3. There is a dominant opinion among the teachers in multilingual schools that the cooperation between teachers with different languages of instruction would improve if all of the teaching bodies in the school would function as joint bodies.

**The situation can be improved by:**

- Strengthening the capacities of teachers with different languages of instruction for mutual professional cooperation, in the frames of the multilingual schools themselves, but also between monolingual schools with different languages of instruction.
- Advancing the role of teachers' professional teams in providing professional cooperation among teachers with different languages of instruction, both within multilingual and between monolingual schools.
- Strengthening the capacities of teachers in multilingual schools, which teach in different languages of instruction, for mutual cooperation and working in the interest of all students, regardless of their language/ethnicity.
- Ensuring, wherever possible, that the trainings for improvement of the competencies of teachers, who teach in different languages of instruction, are implemented in linguistically/ethnically "mixed" groups and in a cooperative atmosphere.
- Increasing the opportunities for exchange of professional experience and teaching materials among teachers from different school, teaching in different languages of instruction, through the use of Internet and other forms of ICT.

## **ATMOSPHERE AND ACCEPTANCE OF INTERETHNIC INTEGRATION**

**What is the current situation?**

1. Monolingual schools are presented mainly as mono-cultural, ethnically homogenous units, regardless whether they are located in a monolingual or multilingual surrounding. This is directly visible through the visual material posted in the main hall and the other hallways in the school building, which inevitably reflects the identity of the group whose language is used in the school. In a small number of cases, when the school is attended by a considerable number of students from another ethnicity, their identity is partially reflected as well. The multicultural iconography is more often seen in multilingual schools. However, even when such visual material is posted in the school building, it mainly refers to the ethnic/linguistic communities present in the school and is mainly in the language of the ethnic community whose identity it is targeting.
2. Students are left with very little space for democratic decision-making and practice of democracy in the school life, despite the fact that schools report that they have democratically elected and active student bodies. Students testify that the selection of class/grade president is not always without the influence of the teacher responsible for that class/grade, and that this teacher's role is understood as intermediary in the relation teachers-students. In some schools the students are introduced to the existence of the school community, but they rarely understand its role and/or are introduced to its activities. Students generally have the impression that they can freely express themselves, but are skeptical regarding the possibility to participate in the decision making
3. There is a lack of active acceptance of the multicultural/multiethnic reality of RM. This can be seen through the fact that learning Turkish or Albanian by students that study in Macedonian is considered a benefit mainly for the members of the Albanian ethnic community, while learning Macedonian by students that attend schools with the other languages of instruction is considered a need mainly for the members of the Macedonian ethnic community. At the same time, members of one and the other ethnic/linguistic community are divided over whether students should or should not learn more about the history, culture and traditions of different ethnic communities in Macedonia – part of them believe that it is important to ensure mutual understanding and respect, while others believe that students, if they want to, can learn these things outside of school.

4. Most schools (both monolingual and multilingual) do not use the opportunities offered by the *Life skills education*, that aims to teach students to respect diversity and accept multicultural reality. The workshops on this subject, aimed at improving students' skills, are implemented sporadically and, when they are implemented, the methodology is inappropriate.

**The situation can be improved by:**

- Adjusting the iconography on the school walls to the multicultural and multiethnic reality in the country, by including visual material that is meaningful for the joint identity of all citizens in RM, but also to the identities of each ethnic/linguistic community living in RM.
- Providing democratic participation of the students in the school by respecting the democratic principles in forming the student bodies and their participation in decision making for all issues that are of direct interest for the students.
- Raising the awareness of teachers and parents for the need of students that do not attend classes with Macedonian language of instruction to learn Macedonian in school, but also of the need for the school to provide conditions for the students that attend classes with Macedonian language of instruction to learn some of the local languages as well (mainly Albanian and Turkish).
- Providing regular and continuous implementation of the *Life skills education* program according to the proper methodology, in order to create conditions for successful implementation of the joint activities with students with different languages of instruction.

## **COOPERATION WITH PARENTS, MUNICIPALITY AND OTHER SCHOOLS**

**What is the current situation?**

1. Most parents from monolingual schools in Macedonian and Albanian are aware that, not only that they should support the collaboration with another school with a different language of instruction, but that they should also participate in the implementation of the activities that are part of that collaboration. The same is valid for most of the parents from multilingual schools, who demonstrate awareness for the need to not only support but also participate in the implementation of activities with ethnically/linguistically "mixed" groups of students. In reality, teachers view parents as the stakeholder who is least interested in organizing joint student activities and, at the same time, most students agree that the parents do not discourage them, even though they are not always willing to support these activities.
2. The collaboration between schools occurs more frequently between primary schools, opposed to secondary schools. Monolingual schools that have this collaboration implement it mainly with schools with the same language of instruction as their own. Although most schools demonstrate willingness to accept collaboration with a school with a *different* language of instruction, they still have their preferences that are best expressed by the students themselves. For the students from monolingual primary schools, the willingness for collaboration with a school with a different language of instruction is highly dependent of the ethnicity of the peers with which they would collaborate. In this manner, Macedonians demonstrate the greatest resistance for joint activities with Albanian peers, while both groups find the collaboration with Turkish peers more desirable. At the same time, only a small portion of the secondary school students express a desire for joint activities with peers from *other* ethnic groups.
3. Almost all schools say that they collaborate actively with the municipality, but not all of them think that enough effort is invested in their municipality in order to organize joint activities with students with different languages of instruction. The largest effort is reported by the schools with two/three languages of instruction, then the monolingual schools in heterogeneous municipalities, while the monolingual schools in homogenous municipalities report the smallest effort. In addition, the cooperation with the municipality mainly consists in giving moral support to the schools and/or providing (from time to time) partial financial assistance for activities.

**The situation can be improved by:**

- Forming and maintaining partnership relations between monolingual schools with different languages of instruction, in order to ensure student participation in joint activities with ethnically/linguistically “mixed” groups.
- Strengthening the role of the municipality in forming and maintaining the partnership relations between monolingual schools with different languages of instruction, located in the same or in different municipalities.
- Strengthening the role of the municipality in the implementation of the joint activities between students with different languages of instruction in two/three language schools.
- Including parents in the planning and implementation of the joint activities with ethnically/linguistically “mixed” groups of students in the multilingual and monolingual partnered schools.
- Strengthening the capacities of parents, whose children attend multilingual schools, for mutual collaboration and working in the interest of all students, regardless of their language and ethnicity.