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Interethnic Integration in Education Project

REPORT FROM
THE ELECTRONIC SURVEY
ON THE IMPLEMENTATION OF IIEP
INCLUDED SCHOOLS IN FIRST AND
SECOND PHASE

October 2014

The survey was conducted by
Center for Human Rights and Conflict Resolution

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

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METHODOLOGY

Schools Included in the Research

The electronic survey was conducted in all schools included after the inception training of the School Integration Team. Those schools are designated pilot and second phase schools, and they represent schools where IIEP activities are expected to be implemented. The total number of included schools is presented in the Table A.

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

Table A. Description of the schools included in the survey

Category of school	Language of instruction	Primary schools	Secondary schools
Two/three-language schools	MAC-ALB	38	10
	MAC-TUR	16	2
	ALB-TUR	1	0
	MAC-SER	3	0
	MAC-ALB-TUR	5	1
	MAC-ALB-SER	1	0
	<i>total</i>	64 (35,0%)	13 (32,5%)
One-language schools	MAC	82	22
	ALB	36	5
	TUR	1	0
	<i>total</i>	119 (65,0%)	27 (67,7%)
	TOTAL	183 (100%)	40 (100%)

89,5% out of 249 schools, filled-out the questionnaire (91,0% out of 201 primary and 83,3% out of 48 secondary schools). 17 primary and 9 secondary schools were not included although they were specially invited on several occasions. 11 of them are two/three-language and 15 are one-language schools (Table B.). Since they constitute 10,5% of all schools covered with the first and second phase of IIEP their absence from the research does not have a significant impact on the results.

The table B. contains data for two/three-language schools including information about the represented languages ordered according to the percentage of students who attend the classes in the given language. The most of the two-language schools (48 schools) are comprised of mac-alb, where the majority of them have balanced number of students. There is almost an equal number of schools with mac-alb (where the Macedonian language is dominant), respectively alb-mac (where the Albanian language is dominant) languages of instruction. This indicates that in 38 two-language

schools with Macedonian and Albanian language of instruction the number of students who learn in Macedonian, respectively in Albanian language is almost equal. Most of the three-language schools (6) are alb-mac-tur, a fact which indicates that the most of students learn in Albanian classes, then in Macedonian classes, and the least in Turkish language classes. If we sum up the data from the table, we see that 51,9% out of all included multi-language schools the most dominated language of instruction is Macedonian, then follows Albanian as dominant in 28,6%, and Turkish in 2,6% (or total 2 schools).

Table B. Detailed description of the schools included in the research

Representation of language of instruction in two-three language schools ¹		Primary school		Secondary school	
		number	percent	number	percent
MA	MA balance	4	6,3	5	38,5
	MA light	7	10,9	1	7,7
	MA extreme	10	15,6	2	15,4
	AM light	4	6,3	1	7,7
	AM extreme	13	20,3	1	7,7
MT	MT light	2	3,1		
	MT extreme	13	20,3	2	15,4
	TM extreme	1	1,6		
MAT	MAT balance	2	3,1		
	MAT extreme			1	7,7
	AMT light	2	3,1		
	AMT extreme	1	1,6		
MAS	MAS extreme	1	1,6	0	0
MS	MS balance	1	1,6		
	MS extreme	1	1,6		
	SM extreme	1	1,6		
TA	TA extreme	1	1,6	0	0
Total 2/3 language		64	35,0	13	32,5
	MAC	82	68,9	22	81,5
	ALB	36	30,3	5	18,5
	TUR	1	0,8		
Total one language		119	65,00	27	67,70
Total		183	100	40	100

The table C. provides data for two/three-language schools that have regional units. Their number is 50 (48 primary and 2 secondary) and represents 65% of the total number of multi-language schools (75% from primary and 15% from secondary schools). The table shows that 56% (total 28) of them

¹ The order of language of instruction is according to the number of students: *balance*-balanced number of students (40-60%); *light* - lightly dominated the first language (30-70%); *extreme*- extremely dominated the first language (over 70%)

are counted as two-language or three-language, due to the fact that the instruction in the regional schools is in a language that is different from the language of instruction in the central school. The most of them (14 of total 28) are schools which are counted for two-language (with Macedonian and Albanian instruction) although the instruction in the central school is in one language of the two, while in regional schools the other language is represented.

Table C. Multi-language schools with regional units

<i>Languages of instruction in the school</i>	<i>with 2/3 languages of instruction in the central school</i>	<i>with one language of instruction in the central school</i>	<i>total</i>
MAC-ALB	10PS+2SS	14	24+2SS
MAC-TUR	5	11	16
MAC-SER	1	2	3
MAC-ALB-TUR	4		4
MAC-ALB-SER		1	1
<i>total</i>	22	28	50

Table D. Multi-language primary schools with different languages of instruction in the same organizational unit which differ according to whether they offer the represented languages of instruction in all teaching years or not

<i>Languages of instruction in the school</i>	<i>WITH 2/3 languages of instruction in all teaching years</i>			<i>WHITHOUT 2/3 languages of instruction in all teaching years</i>		
	<i>schools without regional units</i>	<i>central schools (without the regional ones)</i>	<i>total</i>	<i>schools without regional units</i>	<i>central schools (without the regional ones)</i>	<i>total</i>
MAC-ALB	11	17	28	3	7	10
MAC-TUR	0	2	2	0	14	14
ALB-TUR	0	0	0	1	0	1
MAC-SER	0	1	1	0	2	2
MAC-ALB-TUR	1	2	3	0	2	2
MAC-ALB-SER					1	1
<i>total</i>	12	22	34	4	26	30

The table D provides data that demonstrate how many multi-language primary schools where the students have an opportunity to learn in the same building (total 64), provide instruction in two/three represented languages during all teaching years allowing direct contact between students of all represented languages and all ages. The shown data indicates that in 30 of them the two/three languages usually are represented only in the lower grades, and then, students in subject teaching grades in two-language schools learn only in one language, respectively in only in one/two languages in the three-language schools. In the remaining 34 primary schools the instruction is provided in all

represented languages in all teaching years. Most of these schools are two-language, with instruction in Macedonian and Albanian language (28). At the same time, the data also show that the most of two-language schools that provide instruction in Turkish language in the same building with other language do not have instruction in the two languages during all teaching years (15 versus 2 which have). For schools with regional units the data is valid only for central schools.

Table E. Total number/percentage of students according to the category of school and language of instruction

	Language of instruction		Primary schools				Secondary schools			
			per language of instr.		Total		per language of instr.		Total	
			number	%	number	%	number	%	number	%
Two-three language schools	MAC-ALB	MAC	9.768	43,7	22.331	60,7	6.844	49,8	13.733	84,9
		ALB	12.563	56,3			6.889	50,2		
	MAC-TUR	MAC	6.768	86,1	7.863	21,4	1.700	85,7	1.984	12,3
		TUR	1.095	13,9			284	14,3		
	ALB-TUR	ALB	69	35,8	778	2,1			//	0,0
		TUR	709	64,2						
	MAC-SER	MAC	324	57,4	564	1,5			//	0,0
		SER	240	42,6						
	MAC-ALB-TUR	MAC	1.421	28,7	4.953	13,5	331	73,6	450	2,8
		ALB	3.231	65,2			47	10,4		
		TUR	301	6,1			72	16,0		
	MAC-ALB-SER	MAC	151	54,3	278	0,8			//	//
		ALB	89	32,0						
		SER	38	13,7						
	TOTAL	MAC	18.432	50,1	36.767	36,8	8.875	54,9	16.167	44,1
		ALB	15.952	43,4			6.936	42,9		
TUR		2.105	5,7	356			2,2			
SER		278	0,8	/			0,0			
One-language schools	MAC	41.978	66,5	63.134	63,2	13.988	68,4	20.452	55,9	
	ALB	20.742	32,9			6.464	31,6			
	TUR	414	0,7							
TOTAL	MAC	60.410	60,5	PS 99.901		22.863	62,4	SS 36.619		
	ALB	36.694	36,7			13.400	36,6			
	TUR	2.519	2,5			356	1,0			
	SER	278	0,3			0	0,0			

The analysis of data from the regional schools show that in three schools with Macedonian and Albanian language of instruction students in the central school learn in one language, while students in the regional school learn in the other language of instruction which is less dominant.

From the table E the structure of students according to the language of instruction in all included schools to IIEP can be seen. So, it shows that in one-language and multi-language schools the most

represented language of instruction is Macedonian (60,5% in primary and 62,4% in secondary schools), then follows the Albanian language of instruction (36,7% in primary and 36,6% in secondary schools) and the least represented are the Turkish (2,5% in primary and 1,0% in secondary schools) and Serbian (in only 0,3% of primary schools) languages of instruction.

Table F. Total number/percentage of the students according to the category of school and language of instruction

Category of school	ethnicity	Primary schools			Secondary schools			
		Satellite school			Satellite school			
		no	yes		no	yes		
			central school	satellite school		central school	satellite school	
Two-three language schools	Mac	35,1	61,9	60,7	48,8	57,0	59,0	
	Alb	50,8	50,3	63,5	48,9	67,0	67,0	
	Tur	13,1	22,0	35,4	9,0			
	Rom	10,7	11,5	23,3	3,6	2,5	7,0	
	Ser	1,3	22,3	8,2	2,5	13,0		
	Bos	4,3	49,5	1,0	3,7	1,0		
	Vla	1,0	4,0	1,5				
	oth	35,1	2,9	20,0	1,8			
Nr. of school		16	48		11	2		
One-language schools	MAC	Mac	87,2	86,1	88,8	87,0		
		Alb	4,6	3,2	7,0	6,0		
		Tur	2,8	6,1	25,4	5,7		
		Rom	11,9	9,9	34,0	2,2		
		Ser	2,1	12,2	22,4	4,2		
		Bos	8,3	3,0	91,0	5,2		
		Vla	2,0	2,0		1,4		
		oth	6,3	29,5	64,0	7,8		
	Nr. of school		35	47		22		
	ALB	Alb	95,0	100,0	99,0	99,0	100,0	100,0
		Rom	5,0		1,0	1,0		
	Nr. of school		13	23		4	1	
	TUR	Tur	100,0					
Nr. of school		1						

From the table F it can be seen that the percentage of representation of students who learn in Macedonian and Albanian language in two-three language schools is not allocated equally according to the fact if there is any regional school or not. In schools without regional units learn higher proportion of students who attend classes in Albanian language, while in schools with regional units, the representation percentage is more equal. The situation is similar in the secondary schools where the percentage of Macedonian and Albanian students in the two kinds of schools is more equal. If this data is compared to the data for representation of students according to the language of

instruction, we can conclude that a large number of students from different ethnic groups learn in Macedonian language of instruction. This is more obvious in one-language schools where it is seen that in one-language schools with Macedonian language of instruction a high percentage of students from different ethnic groups learn (nearly 11%). Furthermore, the data that Roma and Turkish students in the most cases are located in regional schools is noticeable. .

Questionnaire for data gathering

The questionnaire composed for the conduction of the electronic survey contained questions about general information for the schools and questions about how schools "see" the situations in their school in inter-ethnic integration aspect. There were several additional questions which required making a comparison between the situation before the involvement of the schools in IIEP and after their involvement. The entire questionnaire was composed of the same questions except some additional questions for multi-language schools and schools which include 10% Roma students.

Data gathering procedure

The access to the internet page for filling out the questionnaire separate link stated in the IIEP web page ([IIEP-electronic survey](#) for primary and [IIEP-electronic survey](#) for secondary schools) to each school was sent. In the mail, 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. In addition written invitation, sent on behalf of the Bureau for Development of Education, was attached to the mail. The questionnaire was open for electronic filling out in the period of June 20th –30th 2014 at the mentioned webpage.

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).

All preventive measures were taken 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 is 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.

RESULTS

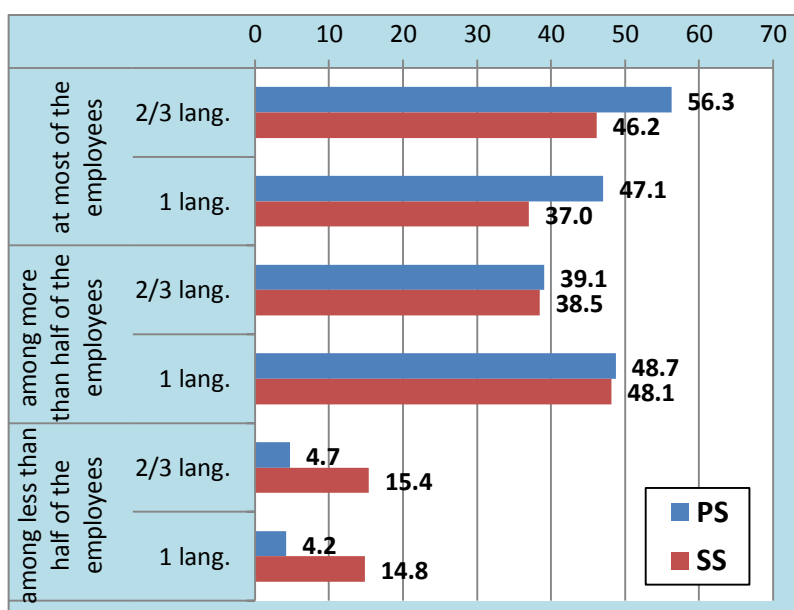
The electronic survey report is based on comparisons between the schools with two/three languages of instructions and the schools with one language of instruction, and within each of these category there are comparisons between primary and secondary schools. For those questions that refer to a specific category of schools (two/three language schools, or schools with at least 10% of Roma students), the comparisons are limited to the possibilities defined by the obtained results.

When the obtained results refer to a situation in most of the schools, they are presented in terms of percentages in either graphs or tables; when the results refer to a limited number of schools, they are shown as frequencies in tables.

The obtained results are grouped in several sections that aim at answering the following questions:

1. Do schools provide conditions for implementation of the IIEP activities? Have schools implemented IIEP activities?
2. Have schools developed an atmosphere for endorsing the IIEP activities?
3. Has IIEP influenced schools to actively accept the Republic of Macedonia as a multiethnic society?

Providing conditions for implementation of the IIEP activities



Graph 1.1.

Answers to the question: **Did the training within the IIEP contribute in the preparation of the employees in the school for implementation of the activities for improving the interethnic relations in the RM?** (percentage of all schools)

The Graph 1.1 shows that in almost all schools in the first and second phase, the trainings within the IIEP has contributed almost at all or at least at a larger number of the employees to be prepared for the implementation of the activities towards improvement of the interethnic relations in the RM. Thus, the percentage of the trained participants is the highest in the multi-language primary schools, and the lowest in the one-language secondary schools. There wasn't a single school to report that the training didn't have the desired effects among the employees, but in eight primary (out of 183) and in six secondary (out of 40) schools less than half of the employees were trained, five of which are multi-language, and nine are one-language schools (four with Albanian and five with Macedonian language of instruction).

Table 1.1. Answers to the question: **Has the school established partnership with another school within the IIEP?** (schools that answered with YES)

	RS	SC
Multilanguage	49 (76,6%)	6 (46,2%)
One-language	109 (91,6%)	20 (74,1%)

Almost all of the one-language primary schools and almost three quarters of the one-language secondary schools of the first and the second phase have established partnership with schools with another language of instruction, that is prerequisite for implementing of the joint activities with students/teachers with other language of instruction (Table 1.1). At the same time, three quarters of the multi-language primary schools and almost half of the multi-language secondary school have established partnership with other schools, apart from the fact that most of them individually implement joint "mixed" activities (Table 1.1 and Table 1.2). Among the one-language primary schools that didn't establish partnership six are with Macedonian and one is with Albanian language of instruction. On the other hand, also among one-language secondary schools six are with Macedonian and one is with Albanian language of instruction.

<i>Without partnership: 15 multi-lang. and 10 one-lang. PS 7 multi-lang . u 7 one-lang. SS</i>		PS	SS
Our school is two/three language and there is no need of partnership with other school	2/3 lang	9	6
	1 lang		
Lack of will for cooperation among the potential partner schools	2/3 lang	4	
	1 lang .	3	3
Lack of financial support for cooperation with a partner school	2/3 lang		1
	1 lang	2	2
Lack of financial stimulus for the teachers	2/3 lang		
	1 lang	1	1
Spatial distance of the partner schools	2/3 lang	1	
	1 lang	3	1
Lack of time for cooperation with the partner school	2/3 lang	1	
	1 lang	1	

*Table 1.2. Answers to the question: **Why hasn't been partnership established with other school within the IIEP?** (number of schools without partnership)*

In conclusion, most of the schools (even 10) that does not have partner school claim that the reason for that is unwillingness of the potential partner schools to cooperate, then follows the spatial distance of the partner schools (for five schools) and lack of financial support (for five other schools) as most important reason (see Table 1.2).

<i>With partnership: 49-2/3 lang. and 109-one lang. PS 6-2/3 lang. and 20-one lang. SS</i>		PS	SS
with 1	2/3 lang	30	4
	1 lang	95	17
with 2	2/3 lang	12	1
	1 lang	12	2
with 3	2/3 lang	6	1
	1 lang	1	1
with 4	2/3 lang		
	1 lang	1	
with 5	2/3 lang	1	
	1 lang		
TOTAL	2/3 lang	77	9
	1 lang	126	24

*Table 1.3. Answers to the question: **How many schools your school has established partnership with?** (percentage of schools with partnership)*

Results shown in Table 1.3. indicate that among the multi-language schools with established partner relations, there are some that established partnerships with more than one school (19 of total 49 PS and 2 of total 6 SS), probably to satisfy the needs for partnerships of one language schools. Among them, there is one primary school that has established five partnerships. On the other hand, the overwhelming majority of one-language schools (95 out of 109 primary and four out of 20 SS) have established a partnership with only one school, although among them there is one primary school (with language of instruction in Turkish) with four partnerships.

**The Implementation of the IIEP Activities in the Schools
- Joint activities -**

Table 2.1. Answers to the question:
Have the school implemented joint activities with the partner school? (schools that answered with YES)

	PS	SS
multi-language	45 (91,8%)	4 (66,7%)
one-language	95 (87,2%)	15 (75,0%)

Table 2.1 shows that the partnerships function well in most of the cases. Among the schools that hasn't implemented any joint activities with the partner school are 17 primary (4 multi-language: 1 with Macedonian and Albanian, 1 with Macedonian and Serbian and 2 with Macedonian and Turkish languages of instruction; and 13 one-language: 4 with Albanian and 9 with Macedonian language of instruction) and 20 secondary schools (2 multi-language: 1 with Macedonian and Albanian and 1 with Macedonian and Turkish languages of instruction and 5 one-language: 1 with Albanian and 4 with Macedonian language of instruction). Viewed from another angle, (Table 2.2) the percentage of functional partnerships is higher in the primary schools than in the secondary, while this refers to almost all multi-language primary schools

Table 2.2. Answers to the question:
Has the school implemented joint activities with the partner school? (answers with YES of the total number of partnerships)

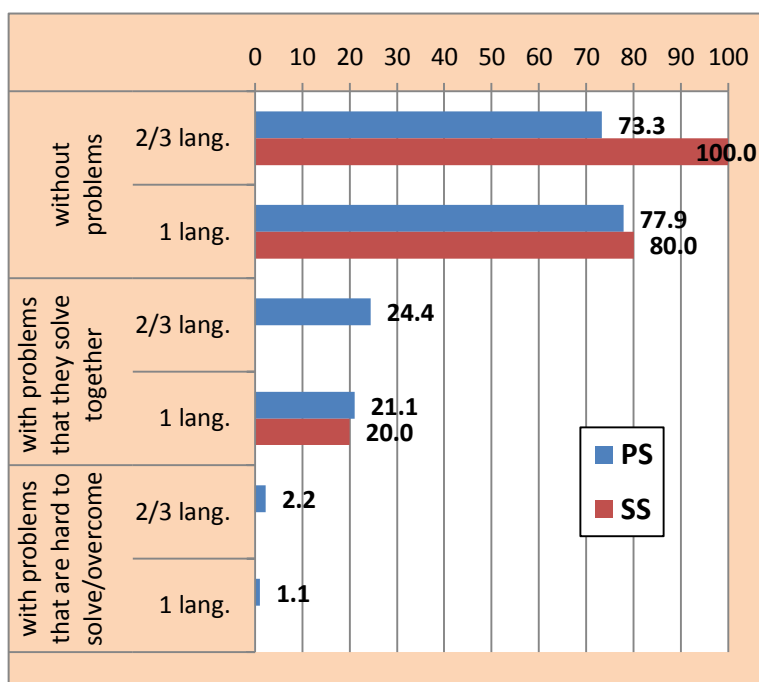
	PS	SS
multi-language	73 (94,8%)	7 (77,8%)
one-language	111 (88,1%)	18 (75%)

		PS	SS
lack of financial support for implementing joint activities	2/3 lang	1	1
	1 lang	3	2
lack of financial incentives for the implementers of activities	2/3 lang		
	1 lang		1
lack of interes/will among the teachers	2/3 lang	1	
	1 lang		
resistance by parents to involve their children in the joint activities	2/3 lang		
	1 lang	1	
lack of will for cooperation among the potential partner schools	2/3 lang		
	1 lang	1	1
lack of time for cooperation with the partner school	2/3 lang	2	1
	1 lang	8	2
inappropriate choice of the partner school	2/3 lang		
	1 lang	2	

Table 2.3.
Answers to the question:
Why aren't there any conducted joint activities with the partner schools? (number of schools without joint activities)

On question why schools didn't implement any joint activities with their partner schools (Table 2.3), most of the schools (even 3 multi-language and 10 one-language) answered that their decision is a result of a lack of time for cooperation with the partner school. Another reason mentioned by more schools is the lack of financial support for the implementation of joint activities. (2 multi-language and 4 one-language schools). The other reasons were mentioned by one or two schools. When asked

on another occasion to state whether they intend to implement joint activities with the partner school in future, all received answers were affirmative.



Graph 2.1. Answers to the question: **What is the cooperation with the partner school/partner schools like?** (percentage of the schools that have conducted joint activities)

		PS	SS
good management	2/3 lang	12	1
	1 lang	24	4
good readiness of teachers for the joint activities	2/3 lang	17	2
	1 lang	35	5
previous positive experience with the partner school	2/3 lang		
	1 lang	6	
spatial proximity of partner schools	2/3 lang	4	
	1 lang	2	
good technical and organizational prerequisites	2/3 lang		1
	1 lang	7	3

Table 2.4. Answers to the question: **What's the secret of good cooperation with partner schools?** (schools that have conducted joint activities and do not have any problems with the cooperation)

Table 2.5. Answers to the question: **What are the most common problems?** (schools that have conducted joint activities and do not have any problem in cooperation)

		PS	SS
lack of financial support for the activities	2/3 lang	8	
	1 lang	15	2
lack of financial incentives for the implementers of activities	2/3 lang	3	
	1 lang	1	
lack of interest/will among the teachers	2/3 lang	1	
	1 lang		
resistance by parents	2/3 lang		
	1 lang	2	
lack of time for cooperation	2/3 lang		
	1 lang	3	1

All multi-language schools involved in the survey (64 primary and 13 secondary) stated that they individually have implemented joint activities with students in their schools, involving students of

different languages of instruction. More of them think it is a result of the good management in the school and the good readiness of the teachers, while a smaller number think it is a result of the previous positive experience in the implementation of the joint activities. (Table 2.6)

	PS	SS
good management	18	6
good readiness of teachers for the joint activities	17	2
previous positive experience with the partner school	10	1
good technical and organizational prerequisites	2	

Table 2.6.

Answers to the question:

What is the secret of successful implementation of the joint activities in your school? (number of multi-language schools)

From the total number of multi-language schools, 17 primary and 4 secondary has said that they face problems in the process of implementation of the joint activities with their students. The schools have mentioned different reasons for the problems, the most common are: the lack of time and/or space for the implementation of the joint activities, the lack of financial support, or the lack of financial incentives for the implementers of activities (Table 2.7)

Table 2.7.

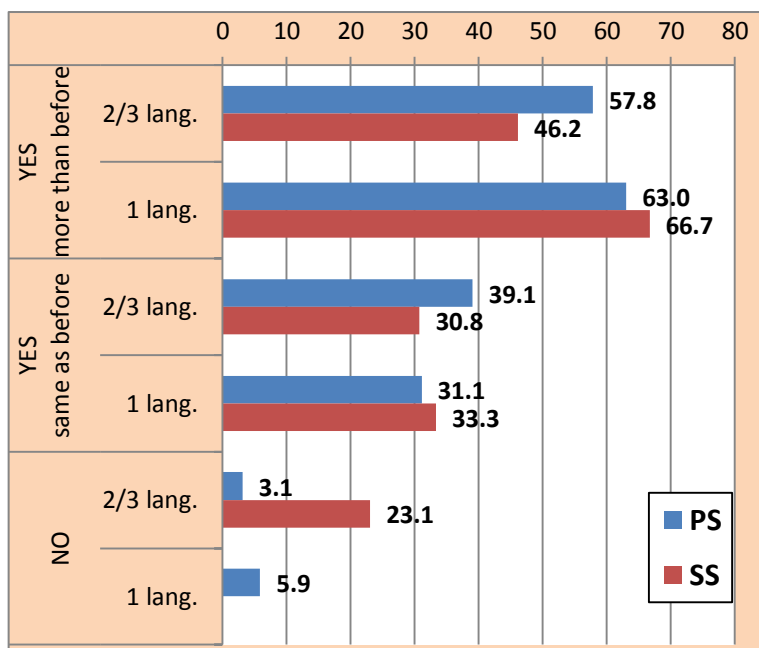
Answers to the question:

What are the most common problems in the implementation of the joint activities in the school? (number of multi-language schools with problems)

	PS	SS
lack of financial support for the implementation of the joint activities	5	1
lack of financial incentives for the implementers of activities	4	2
lack of interest/will among the teachers	3	
resistance by parents to involve their children in the joint activities		
lack of time and space for the implementation of the joint activities	5	2

The Implementation of the IIEP Activities in the Schools - Cooperation with municipality -

Graph 2.2 shows that more schools from the first and second phase, after their inclusion in the IIEP, have strengthened the cooperation with the municipality regarding the activities for Interethnic Integration in Education that is mostly seen among the one-language secondary schools, and least among the multi-language secondary schools. Still, about a third of the schools continued the cooperation with the municipality at the same level. Only 2 multi-language primary schools (with Macedonian and Albanian language of instruction), 7 one-language primary schools (with Macedonian language of instruction) and 3 two-language secondary schools (with Macedonian and Albanian language of instruction) didn't cooperate with the municipality regarding the activities for interethnic integration in education.



Graph 2.2.

Answers to the question:

Does the school actively cooperate with the municipality regarding the activities for interethnic integration in education?

(percentage of all schools)

For more than half of the schools that have established cooperation with the municipality, the cooperation is consisted of encouraging the schools to implement activities for interethnic integration in education and initiating activities for interethnic integration that include the school. (Table 2.8) The least present part of the cooperation proves to be providing financial support for the implementation of such activities.

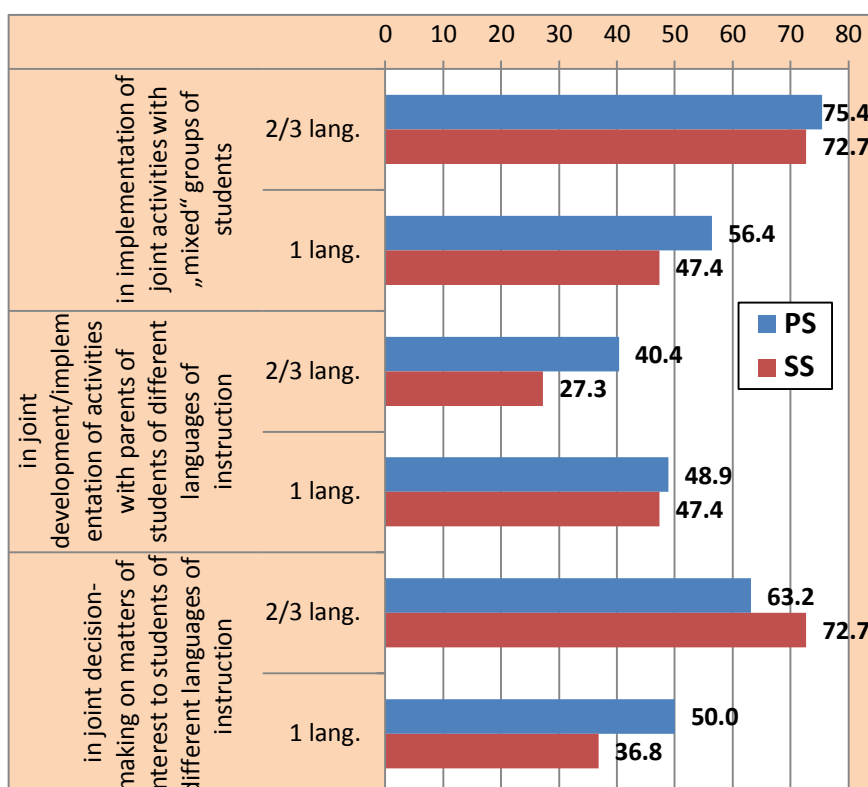
Table 2.8. Answers to the question: **What kind of cooperation is established with the municipality?** (percentage of schools that cooperate with the municipality)

		PS	SS
financial support for the implementation IIE activities	2/3 lang	22,6	20,0
	1 lang	22,3	7,4
initiating activities for interethnic integration that include the school	2/3 lang	54,8	60,0
	1 lang	55,4	55,6
encouragement of the schools to conduct activities for interethnic integration in education	2/3 lang	56,5	60,0
	1 lang	60,7	74,1
other kind of cooperation	2/3 lang	29,0	30,0
	1 lang	22,3	25,9

**The implementation of the IIEP Activities in the Schools
- Cooperation with the parents -**

Table 2.9. Answers to the question:
Are there parents involved in the joint activities?
(percentage of schools that answered with YES)

	PS	SS
multi-language	89,1	84,6
one-language	79,0	70,4



Graph 2.3.
Answers to the question:
What does the involvement of the parents consist of?
(percentage of schools that have parents involved)

The results in the Table 2.9 show that more than three-quarters of the schools answered that the parents of their students are involved in the joint activities, whereas the percentage of the multi-language schools that claim this, is higher than the percentage of the one-language schools (primary and secondary). The results in the Graph 2.3 show that in the multi-language schools (primary and secondary) most common forms of parents' involvement are in implementation of joint activities with "mixed" groups of students and in joint decision-making regarding the questions of interest to the students of all languages of instruction. When it comes to one-language schools, almost half of them (primary and secondary) stated that their parents participate in joint development and/or implementation of activities with parents from the school with another language of instruction. In addition, half of the primary one-language schools state that their parents are involved in joint decision making regarding the questions of interest to the students of different languages of instruction.

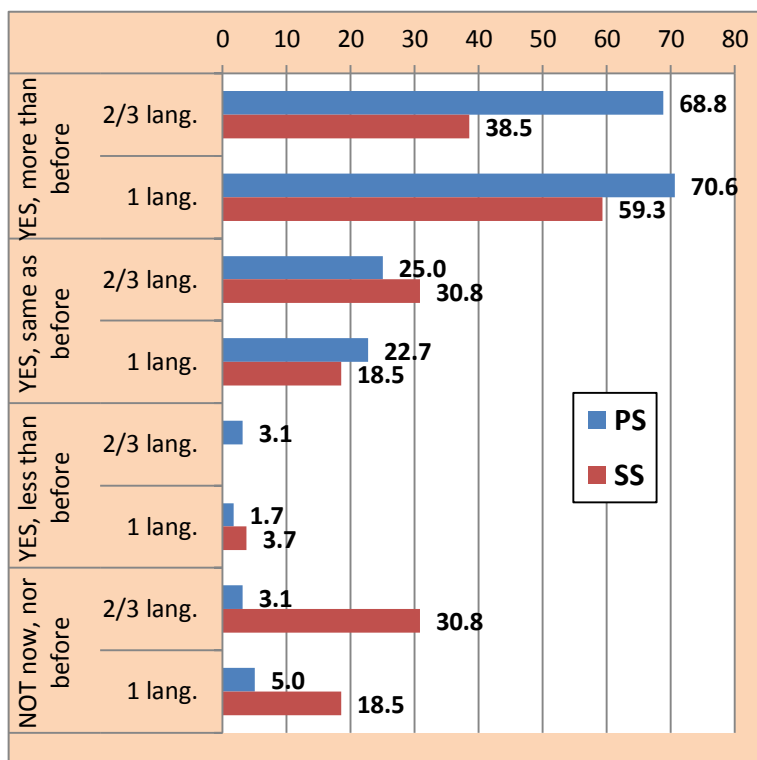
There are two main reasons why the parents of the students in one-language schools (primary and secondary) are/are not involved in the joint activities: either they haven't been invited or they haven't shown any interest for cooperation in the activities for multiethnic integration (Table 2.10).

On the other hand, the multi-language schools that don't have parents involved in the joint activities, claim that their parents aren't interested in cooperation in IIE activities or aren't interested in any kind of cooperation with the school.

Table 2.10.
Answers to the question:
Why aren't/weren't the parents involved?
(number of schools that don't have parents involved)

		PS	SS
were not invited	2/3 lang		
	1 lang	11	3
are not interested in cooperation in IIE activities	2/3 lang	4	1
	1 lang	11	3
are not interested in any kind of cooperation with the school.	2/3 lang	3	1
	1 lang	3	2
TOTAL	2/3 lang	7	2
	1 lang	25	8

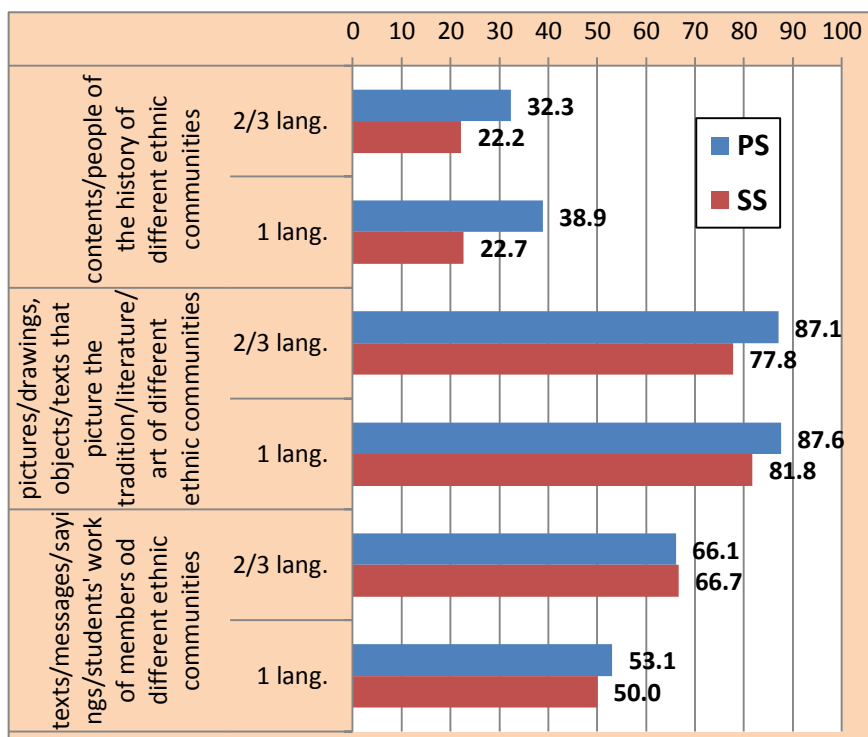
**The Implementation of the IIEP Activities in the Schools
- Multi-cultural iconography -**



Graph 2.4.
Answers to the question:
Is there in the halls and other common areas in the school any prominent visual material relevant for the identity of the different ethnic communities that live in the RM? (percentage of all schools)

Graph 2.4 shows that the involvement in the IIEP contributed more in the primary schools (one-language and multi-language) to increase the fund of prominent visual material, which is not a case in the secondary schools. The iconography in the secondary schools has become more multi-cultural after the inclusion in the IIEP. A very unexpected fact is that the percentage of the multi-language secondary schools that improved the iconography is almost two times smaller from the total

percentage of those that weren't affected by the involvement in the IIEP, and almost one-third of them have multi-cultural iconography as well as before, and the a third doesn't have any.



Graph 2.5.
Answers to the question: **What does the prominent visual material that refers to different ethnic communities consist of?** (percentage of the schools that have such kind of material)

According to the Graph 2.5 the multicultural iconography in most of the schools consists of pictures, drawings, objects and/or texts that reflect the tradition, literature and/or art of different ethnic communities. Then there are texts, messages, sayings and/or students' works of members of different ethnic communities, least present are contents and/or people of the history of different ethnic communities. Interestingly, according to the statements of the schools, except for the last type, the other two types of visual content material are equally representation between multi-language and one-language schools.

The Implementation of IIEP Activities in the Schools with Roma students

In 15 primary schools (8 of total 64 multi-language and 7 of total 119 one-language) and one multi-language secondary school (of total 13), the percentage of Roma students' participation in the total number of students is at least 10% . All these schools claim that they implement joint activities in which Roma students and students who are not Roma participate.

Table 2.11. Answers to the question: **Is there any visual material in the halls and other common areas relevant to the identity of the Roma community?** (Schools with Roma students)

		PS	SS
THERE IS, more than before	2/3 lang	5	
	1 lang	5	
THERE IS, same as before	2/3 lang	3	1
	1 lang	2	

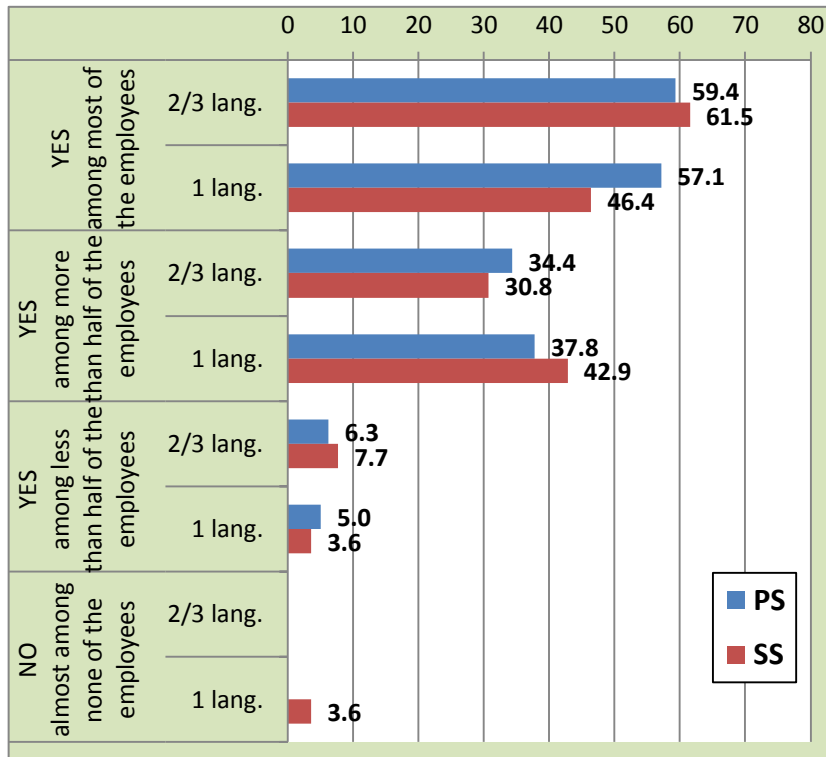
All these schools claim that there is a visual material in the halls and other common areas relevant to the identity of the Roma community (Table 2.11). The Table 2.12 points that on the walls of the only

secondary schools with a significant representation of Roma students, there are texts, messages, sayings and/or students' works made by members of the Roma ethnic community, while on the walls of the most of the primary schools with Roma students there are pictures, drawings, objects and/or texts of the Roma ethnic group' tradition, literature and/or art. .

Table 2.12. Answers to the question: **What does the prominent visual material relevant to the identity of the Roma community consist of?** (schools with Roma students)

		PS	SS
contents and/or people from the history of the Roma ethnic community	2/3 lang		
	1 lang	1	
pictures, drawings, objects and/or texts about the tradition, literature and/or art of the Roma	2/3 lang	7	
	1 lang	7	
texts, messages, sayings and/or students' work by the members of the Roma ethnic community	2/3 lang	2	1
	1 lang	5	

The Acceptance of the IIEP Activities



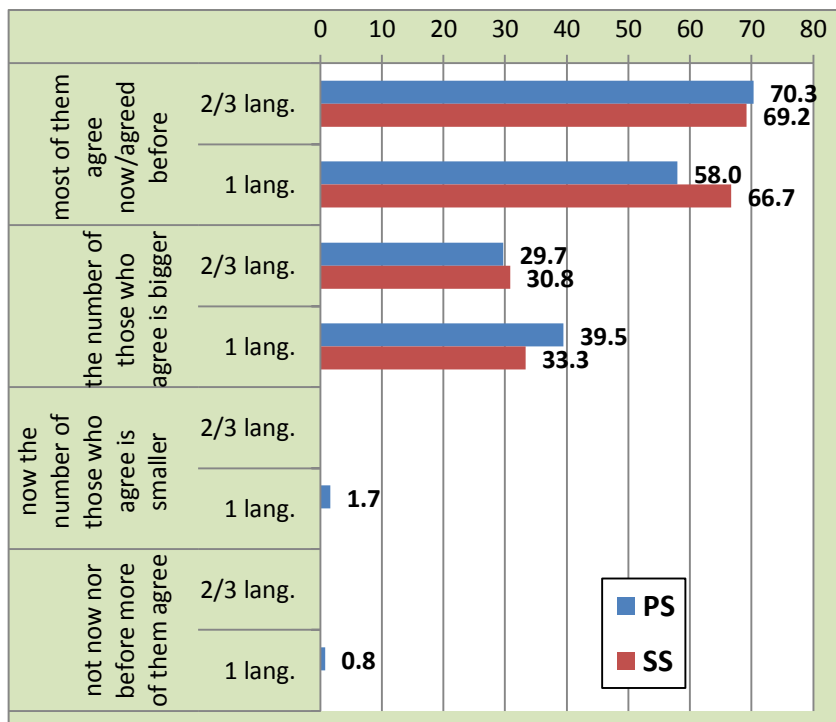
Graph 3.1.

Answers to the question: **Did the training within the IIEP contribute to the understanding and acceptance of the needs of interethnic integration in education among the employees (teachers, management) (percentage of all schools)?**

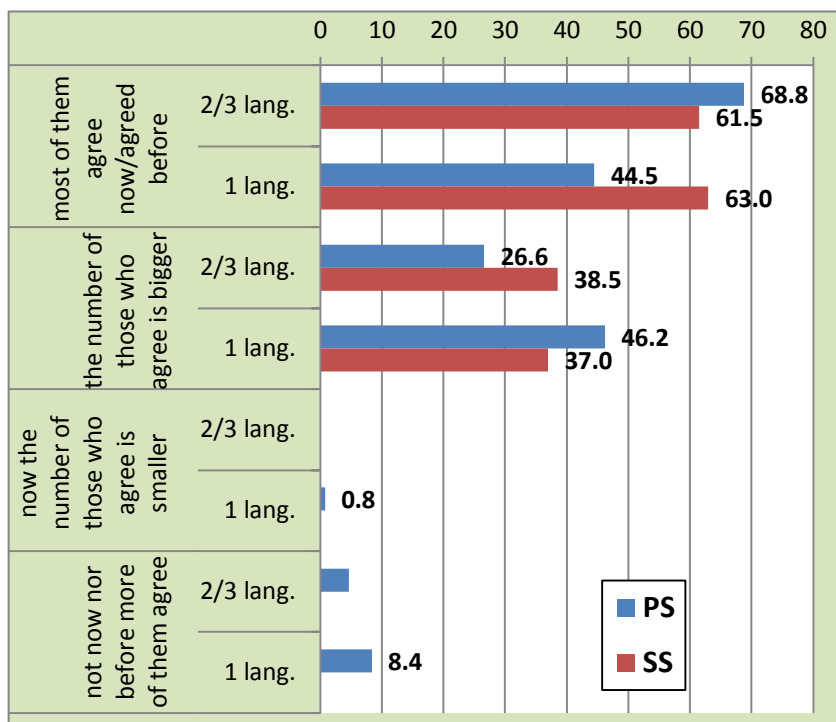
From the results shown on the Graph 3.1 we can conclude that the training within the IIEP contributed in more schools. Almost all of the employees have understood and accepted the need for interethnic integration in education. Two/three-language schools have a bigger benefit than the one-language schools.

A considerable percentage of the schools have more than a half of the employees benefited. Only in 1 one-language secondary school (with Macedonian language of instruction) almost none of the employees have had a benefit of the training.

The Graph 3.2 shows that among multi-language schools (primary and secondary) dominate schools where the most of the teachers even earlier have thought that, in context of the RM, the contact between students of different languages of instruction is very important factor in order to learn to live together and to cooperate. At the same time, in almost one-third of these schools, the number of teachers who consider the contact is important factor has increased after their school was involved in the IIEP. Very similar are the results that picture the situation in the one-language schools (primary and secondary) regarding the acceptance of the importance of the contact between students of different languages of instruction. Still, among them are such schools (3 PS of total 119) where either the number of teachers who think that the contact is important has decreased or dominated over the teachers who even earlier thought that the contact between the students of different languages of instruction is not important in order to live together and cooperate.



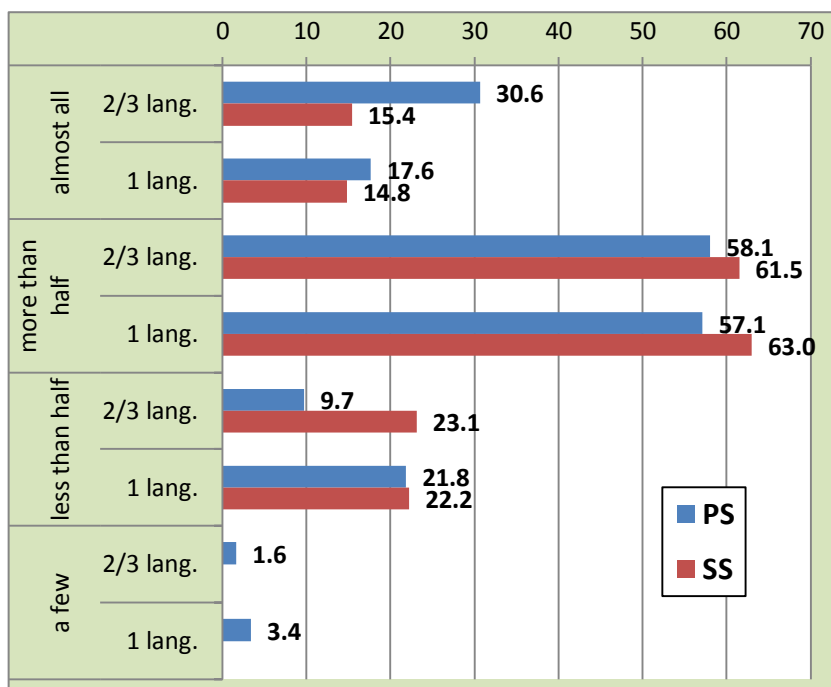
Graph 3.2.
Answers to the question: **Do the teachers in your school think that the contact between students of different languages of instruction is important for the students to learn to live together and cooperate in the RM?** (percentage of all schools)



Graph 3.3.
Answers to the question: **Do the teachers in your school think that the cooperation with teachers of different language of instruction is important for their professional development?** (percentage from all schools)

The results in the Graph 3.3 show that most of the teachers in two/three-language schools (primary and secondary) even before their involvement in the IIEP, have thought that a cooperation with teachers of different language of instruction is important for their professional development. When it comes to one-language schools, the difference between the primary and secondary schools is obvious. While in the most of the one-language secondary schools dominate teachers who are aware of the importance of the cooperation even before the IIEP, the percentage of one-language primary schools, where the most of the teachers has known that before, is almost the same with the

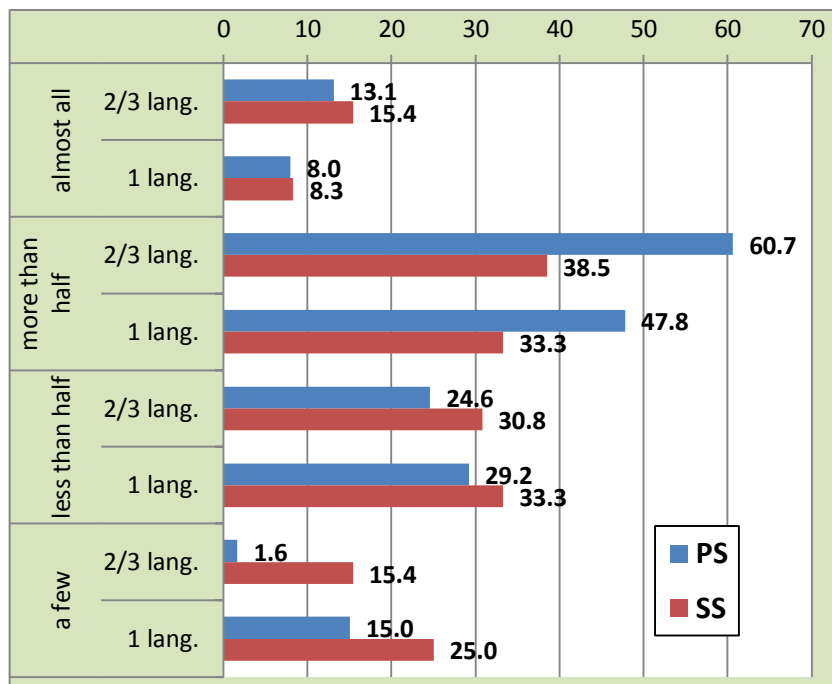
percentage of those who increased their awareness of the benefits of the cooperation between teachers of different languages of instruction for their professional development after including the IIEP. At the same time, among the primary schools there is a majority of teachers who always have believed that the cooperation is important (3 of total 64 multi-language and 10 of total 116 one-language), i.e. after the inclusion in the IIEP, the number of teachers who have accepted the importance of the cooperation has decreased (1 of total 119 one-language with Macedonian language of instruction)



Graph 3.4.
 Answers to the question: **Are there any teachers in your school who want to take part in the implementation of joint activities with students and/or teachers of different languages of instruction?** (percentage of schools that answered with YES)

Only 2 (of total 64) multi-language primary schools of all schools that took part in the survey, answered that they don't have teachers who want to take part in the implementation of the joint activities with "mixed" groups of students and/or teachers of different languages. From the rest of the schools, at least half of the teachers were interested (Graph 3.4). At the same time, there are schools (primary and secondary) that answered that less than a half of the teachers want to be part of joint activities with "mixed" groups of students (the least represented among them are multi-language primary schools). Also there are schools where all the teachers are interested (the most represented among them are multi-language primary schools). Still, 5 of total 183 primary schools (4 one-language: 3 with Macedonian, 1 with Albanian language of instruction) said that a very small number of teachers are interested in joint activities with students or teachers of other language of instruction.

Additional data analysis shows that with the introduction of IIEP, the number of the interested teachers in participation in the joint activities with "mixed" groups of students in at least two-thirds of the schools (one-language and multi-language primary and secondary) has increased, and only in 3 of total 223 schools involved in the survey (2PS+1SS), that number has decreased.

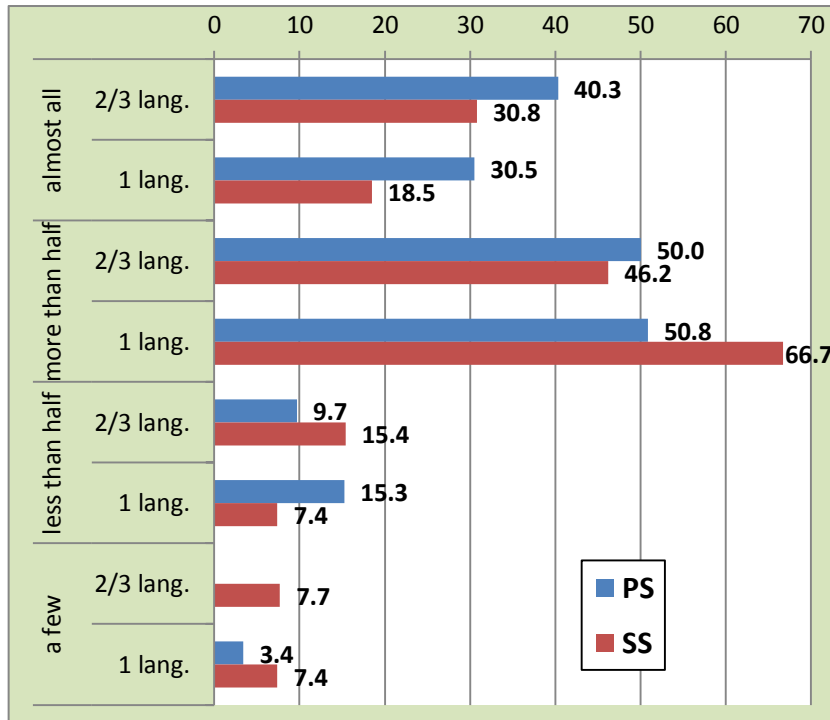


Graph 3.5.

Answers to the question: **Are there any parents in your school who want to include their children in the implementation of the joint activities with students from other language of instruction?** (percentage of schools that answered YES)

When some parents were asked if they are interested to include their children in joint activities with other students from different language of instruction, only 12 out of 223 schools answered negatively (3 multi-language primary: 2 with Macedonian and Albanian and 1 with Macedonian and Turkish language of instruction; 6 one-language primary: 4 with Macedonian and 2 with Albanian language of instruction and 3 one-language secondary schools (with Macedonian Instruction). The Graph 3.5 shows that among the primary schools (more among multi-language than the one-language) dominate those where the majority of the parents show their interest, which is not a case with the secondary schools. Among them, the distribution of the schools with more and less than a half of the interested parents is approximately equal, but also a certain number of schools with very small number of interested parents (more among one-language, than among the multi-language). Additional data analysis regarding the same question says that with more than 0% of the primary and about 50% of secondary schools (one-language and multi-language) parents' interest has increased after the school has joined IIEP. Only in 2 schools (1 multi-language PS+ 1 one-language SS) parents' interest was bigger before.

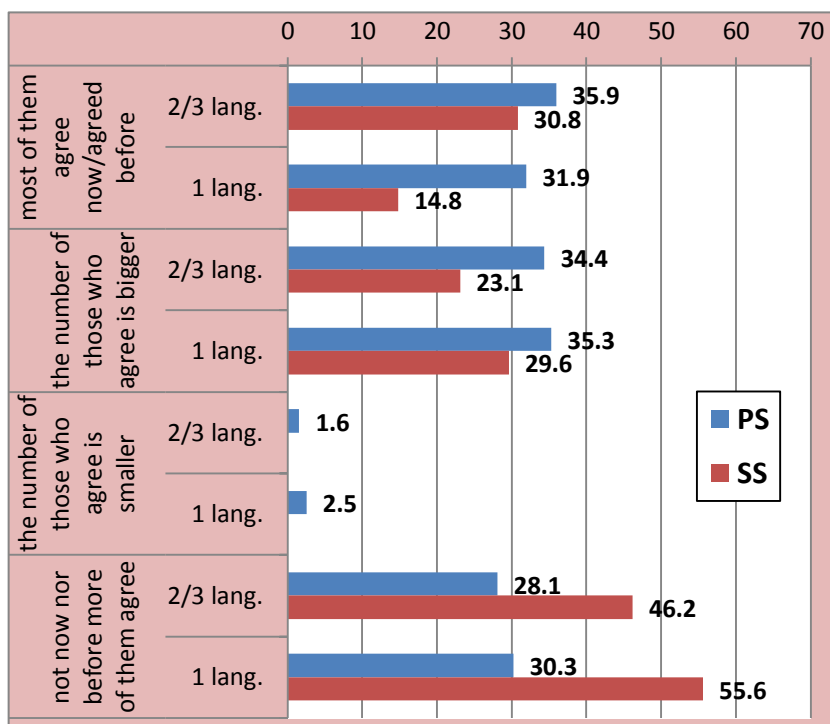
When they were asked if they want their students to participate in the joint activities in "mixed" groups of students from different languages of instruction, only 3 primary schools answered negatively (2 multi-language and 1 one-language). The Graph 3.6 shows that in all other schools prevails the idea that most of the students are interested in participation of such activities which is more common among secondary one-language schools, but also refers to a half of the multi-language schools, as well as half of the primary (one-language and multi-language) schools. The percentage of the schools that claim that almost all of their students are interested in joint "mixed" activities is very high and proves to be true mostly in the multi-language primary schools and the least in the one-language secondary schools. At the same time, among secondary schools (mainly two-three language) there are some that consider their students for not interested in joint "mixed" activities.



Graph 3.6. Answers to the question: **Are there any students in your school interested in joint activities with “mixed” groups of students from different languages of instruction?** (percentage of schools that answered with YES)

With further analysis of the data regarding the same question we come to the conclusion that students from nearly three-quarters of primary schools and almost two-thirds of secondary schools have increased their interest in participating in joint activities in "mixed" groups after the introduction of IIEP and only 1 school (primary one-language with Macedonian language of instruction) argues that such interest is reduced.

Acceptance of the Multi-ethnic Character of the RM



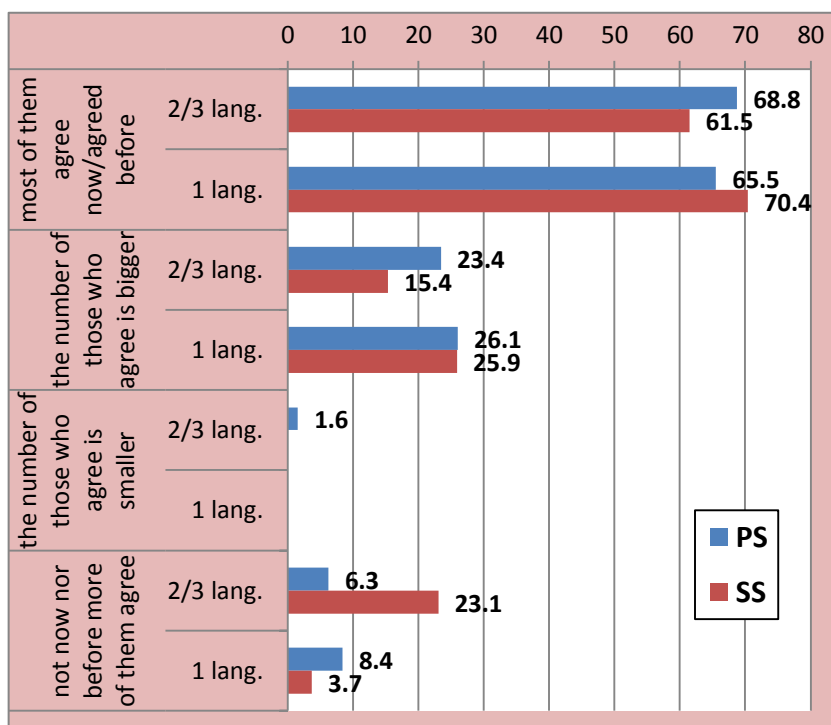
Graph 4.1.
 Answers to the question: **Do the teachers in your school think that the school is obliged to enable the students whose language of instruction is Macedonian to learn another language that is spoken in the RM (such as Turkish or Albanian)?** (percentage of all schools)

The results shown on the Graph 4.1 point out that among the primary schools (one-language and multi-language) there is almost an equal percentage of schools with teachers who always have thought that the school is obliged to enable the students whose teaching language is Macedonian to learn another language that is spoken in RM, and there are teachers who do not think so. Thus, the number of those primary schools (1 multi-language, 1 one-language with Albanian and 2 one-language with Macedonian language of instruction) in which after joining the IIEP the number of teachers who share that opinion is decreased is completely irrelevant.

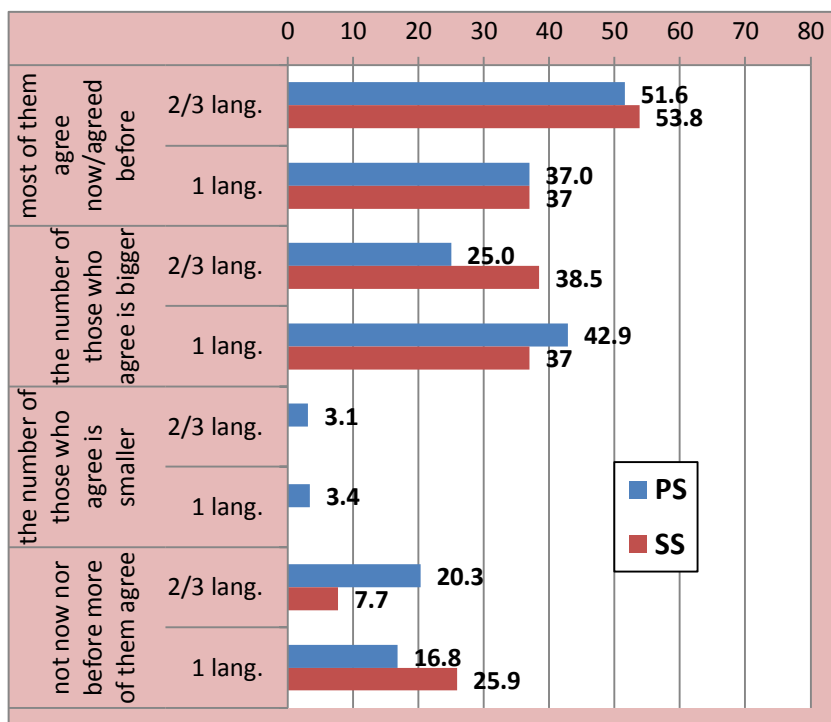
The situation is different when it comes to secondary schools (Graph 4.1). In about half of them (a bit more in one-language SS than in multi-language SS) dominate teachers who didn't change their mind when they were influenced by the IIEP to start thinking that the school is obliged to enable the students with Macedonian language of instruction to learn another language spoken in RM, probably thinking that the question locates the responsibility in secondary school. Yet, with thirty percent of one-language secondary schools, the involvement in IIEP increased the number of teachers who share this view, which corresponds to the percentage of multi-language secondary schools which thought the same even before joining the IIEP.

The data in the Graph 4.2 says that the majority of the teachers of about two-thirds of the primary schools (one-language and multi-language) were aware of the responsibility of the schools to enable the students who do not study in Macedonian, to learn Macedonian well even before the IIEP was introduced. That awareness was a bit more present among teachers of one-language than those from multi-language secondary schools.

At the same time, in 3 multi-language secondary schools the majority of the teachers didn't think then and don't think now that the schools have that responsibility. The same attitude refers to 1 one-language secondary school with instruction in Macedonian and 14 primary schools, among which 10 are one-language schools (8 with Macedonian and 2 with Albanian language of instruction).



Graph 4.2.
Answers to the question: **Do the teachers in your school think that the school is obliged to enable the students who study in another language of instruction that is not Macedonian, to learn the Macedonian language well?** (percentage of all schools)



Graph 4.3.
Answers to the question **Do the teachers in your school think that the students should learn about the history, culture and tradition of the other ethnic communities in the RM more than what is given in the text books?** (percentage of all schools)

The Graph 4.3 shows that in a greater percentage (about a half) of the multi-language schools (primary and secondary) dominate teachers who even earlier were aware of the need for multi-cultural education as it is a case with the smaller percentage (approximately one-third) of one-language schools (primary and secondary). With the involvement in IIEP, the awareness of the need for multi-cultural education spreads more within one-language than within multi-language primary schools and within equal percentage of one-language and multi-language secondary schools. Thus, such attitude is not considered as dominant in 15 multi-language primary schools, in 24 one-

language primary schools (5 with Albanian and 19 with Macedonian language of instruction), as well in 8 secondary schools, among which 7 are one-language (with Macedonian language of instruction).

CONCLUSIONS

1. Conditions for implementation of the IIEP activities are provided in most of the schools from the first and second phase.

- Almost all schools included in the survey claim that due to the IIEP trainings majority of school employees are prepared to implement activities for improvement of interethnic relations in the country.
- Most of the schools have established partnership with other schools (there are 236 partnerships among 184 schools). The percentage of primary schools with established partnership is higher than the percentage of secondary schools, verifying that primary schools are more enthusiastic and more cooperative than the secondary schools. Higher percentage of one-language schools with established partnerships is understandable if taken into account that the two/three-language schools can implement joint “mixed” activities autonomously.

2. Most of the schools have implemented IIEP activities.

- In most cases the established partnerships proved to be effective. Partnerships led not only to implementation of joint activities, but also encouraged cooperation between schools.
- All two/three-language schools declare that they implement joint activities with “mixed” groups of their students from all languages represented in the schools.
- Lack of financial support is highlighted as an obstacle in the inter-school cooperation and implementation of joint activities by schools in partnership. The obstacles that two/three-language schools face in the internal implementation of joint activities, mainly lead to deficiency of time/space, financial support, or financial stimulation for the implementers.
- The credit for successful cooperation between partner schools and effective implementation of joint activities in the two/three-language schools is ascribed mainly to good preparation of teachers and the school management.
- After being introduced to IIEP, most of the schools have intensified their cooperation with the municipality around activities that promote interethnic integration in education. The cooperation consists mainly in encouraging schools to implement this kind of activities and initiating interethnic activities that involve schools. Rarely municipalities provide financial support for implementation of these activities at a school level.
- Most of the schools responded that they have cooperation with parents that is demonstrated through involvement in the implementation of joint activities with “mixed” groups of students. There is more cooperation with parents in the two/three-language schools than in one-language schools (both primary and secondary ones) and parents in two/three-language schools are more engaged in joint decision making about issues of interest to students from all languages of instruction represented in the school.
- After joining IIEP the majority of primary schools (both one-language and two/three-language ones) have increased the quantity of multicultural visual material exposed on the school walls. The iconography in one-language secondary schools has also become more multicultural, that is not the case with two/three-language secondary schools that remained unaffected by IIEP.

- All schools with at least 10% of Roma students report that implement activities where Roma students participate together with non-Roma students. They also claim that after joining IIEP the school iconography included more visual material that is important for the Roma ethnic identity.

3. Majority of schools have developed atmosphere of acceptance for the IIEP activities

- In almost all schools, the IIEP trainings have contributed to understanding and accepting the need for interethnic integration in education by the majority of their employees. However, the two/three-language schools have gained more from the trainings than the one-language schools.
- Schools with majority of teachers who believed even before the introducing of IIEP that the contact between students of different languages of instruction is an important precondition for developing students' competences to live together and cooperate are dominant among both two/three-language and one-language schools. It does not mean that IIEP has not contributed to the increase in their number.
- Even before IIEP was introduced, the majority of teachers from the two/three-language schools (both primary and secondary) understood that cooperation between teachers that teach in different languages is important for their professional development. The IIEP contribution in this area is much more noticeable in one-language schools.
- The majority of schools claim that the most of their teachers are interested to be included in the implementation of joint activities with "mixed" groups of students or teachers due to the IIEP influence.
- Parents' interest to have their children enrolled in joint activities with students that study in other languages has been increased after the schools' involvement in IIEP. However, this interest is more visible in primary than in secondary schools.
- Almost all schools report that the majority of their students are interested to participate in joint activities with "mixed" groups. In most cases, the credit for that goes to IIEP.

4. IIEP has influenced schools to actively accept the Republic of Macedonia as a multiethnic society

- The percentage of secondary-school teachers who still do not agree that schools are responsible to provide teaching of the language of the neighbors to students who study in Macedonian is much higher than the percentage of primary-school teachers with the same attitude.
- Even before IIEP, the majority of teachers have been aware of the school responsibility to make students who study in another language master the Macedonian language.
- After joining IIEP, teachers' awareness for the need to have students learn about the history, culture, and tradition of the other ethnic communities in RM has spread more among teachers from the one-language schools than among those from the two/three-language schools, since majority of the teachers from half of the two/three-language schools have shared the same opinion even before their schools joined IIEP.