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## Interethnic Integration in Education Project

# **REPORT FROM THE ELECTRONIC SURVEY ON THE IMPLEMENTATION OF IIEP**

**September 2016**

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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 Working group of the Ministry of Education and Science and implemented in collaboration with the Macedonian Civic Education Center, as a leader of the project.

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## **RESEARCH METHODOLOGY**

### **Questionnaire for Data Gathering**

The questionnaire composed for the conduction of the electronic survey contained questions that provide general information on the schools and questions that ask schools to describe the situation concerning inter-ethnic integration aspect. There were several additional questions which required evaluation of the effects of the IIEP activities. The entire questionnaire was composed of the same questions for all schools, except some additional questions for multi-language schools and schools which include at least 10% of students that belong to the ethnic minorities (e.g. Roma, Vlachs Turkish, Serbian, Bosnian students that do not study in their mother tongue).

### **Data Gathering Procedure**

The access to the internet page for filling out the questionnaire was enabled through separate link stated on the MoES web page (<http://mon.gov.mk/index.php/2014-07-23-14-03-24/vesti-i-nastani/1365-elektronsko-istrazivanje-ucilishta>) which was sent to each school. In the mail, each school was given guidance on how to access the questionnaire via Internet and a unique password which enabled them to log in so as to fill out the questionnaire was sent. In addition, written letter with information about the survey and invitation for participation signed by the Minister of Education and Science was attached to the mail. The questionnaire was open for electronic administration in the period of June 27<sup>th</sup> till – July 8<sup>th</sup> 2016, with additional two weeks extension.

After accessing the Internet page and completing the introductory questions, the school was automatically directed to the most appropriate set of questions based on the answers regarding the available language/s of instruction in the school, the percentage of ethnic minority students and the school statement about involvement in IIE activities.

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 turns, and, if necessary, to correct the answers until the school announces that the filled out questionnaire is considered final.

The progress with the filling out of the questionnaire 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. Unlike last year, when the errors and the requests for technical support were more frequent, this year, administration went more smoothly.

## Schools Included in the Research

Since 2015, IIEP was introduced in all primary and secondary schools in the country, and consequently, the electronic questionnaire was offered to all schools and filled out by almost all of them. 93% out of the total number of 447 schools responded to the questionnaire (94% out of 347 primary and 88% out of 100 secondary schools).<sup>1</sup> Only 20 primary and 12 secondary didn't answer the questionnaire, although they were additionally invited. Among them, five are primary schools with two/three-languages of instruction (4MA, 1MT) and 15 are one-language schools (8M, 7A), while four secondary schools are multi-language (3MA, 1MAT) and eight are one-language schools (8M). Since all of them constitute 7% of all schools in the country, it is not expected that their absence from the research will have considerable impact on the results.

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

			Primary School		Secondary School	
			number	percentage	number	percentage
multi-language schools		MAC-ALB	49	52,7	19	63,3
		MAC-TUR	20	21,5	4	13,3
		MAC-ALB-TUR	16	17,2	7	23,3
		MAC-ALB-SRB	1	1,1		
		MAC-ALB-BOS	1	1,1		
		MAC-SRB	2	2,2		
		TUR-ALB	3	3,2		
		MAC-BOS	1	1,1		
		<b>Total</b>	<b>93</b>	<b>28,4</b>	<b>30</b>	<b>34,1</b>
one-language schools	all	MAC	178	76,1	51	87,9
		ALB	54	23,1	7	12,1
		TUR	2	0,9		
		<b>Total</b>	<b>234</b>	<b>71,6</b>	<b>58</b>	<b>65,9</b>
	from homogenous municipalities	MAC	73	86,9	41	93,2
		ALB	11	13,1	3	6,8
		TUR	0			
		<b>Total</b>	<b>84</b>	<b>25,7 (35,9)</b>	<b>44</b>	<b>50 (75,9)</b>
	from heterogeneous municipalities	MAC	105	70,0	10	71,4
		ALB	43	28,7	4	28,6
		TUR	2	1,3		
		<b>Total</b>	<b>150</b>	<b>45,9 (64,1)</b>	<b>14</b>	<b>15,9 (24,1)</b>
<b>Total of all schools</b>			<b>327</b>	<b>78,8</b>	<b>88</b>	<b>21,2</b>
			<b>415</b>			

<sup>1</sup> At the end of the 2015/16 school year, there are 10 more schools than there were at the end of 2014/15 school year. Compared to the sample used in the 2015 electronic survey, this year sample contains 11 more schools: 1 two-language secondary school and 10 one-language schools (9 primary+1 secondary school).

For the purposes of this research, municipalities are classified either as homogeneous or heterogeneous, depending on the presence of one or more languages of instruction<sup>2</sup>. Thus, if all schools (primary or secondary) in the municipality are with one and the same language of instruction, the municipality is considered homogeneous. On the other hand, if there are at least two languages of instruction within the same municipality, the municipality is regarded as heterogeneous. This division is more relevant for one-language schools, since multi-language schools are, by definition, located in heterogeneous municipalities.

Table A. displays that the majority of the schools are organized around one language of instruction. Domination of one-language schools in Macedonia is evident among secondary schools (66%), and even more obvious among primary schools (72%). On the other hand, there are only two primary schools in Turkish; in all other cases, Turkish as a language of instruction exists in multi-language schools (in 42% of the primary multi-language schools and 37% of the secondary multi-language schools). Around 75% of all multi-language schools are restricted to students that study either in Macedonian or in Albanian. Macedonian appears as a language of instruction in 97% of the two/three-language primary schools and in all of the two/three-language secondary schools, whereas Albanian is represented in 75% of the primary and in 87% of the secondary multi-language schools. Serbian is present only in 3 and Bosnian in 2 two/three language primary schools, and both are completely absent from secondary education.

Table A. points to the fact that more than 60% of the primary and less than 25% of the secondary one-language schools are located in heterogeneous municipalities. Macedonian language is the only language in vast majority of primary and secondary schools from both kinds of municipalities, but the share of primary and secondary schools in Albanian among one-language schools is bigger within heterogeneous municipalities.

Table B. displayed on the next page contains additional data about multi-language schools. It summarizes the distribution of languages of instruction according to the percentage of students who attend the classes in the given language. The data shows that the majority of two-language schools are organized around one very dominant language of instruction (either Macedonian or Albanian), whereas a light language unbalance exists in most of the three-language schools (mainly in favor of Macedonian). Schools with balanced representation of the two/three languages of instruction are mainly those that offer Macedonian and Albanian, or Macedonian, Albanian and Turkish.

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<sup>2</sup> The same municipality could be classified as homogeneous with regard to the languages of instruction that are in use in its secondary schools, but heterogeneous with regard to the languages of instruction that are operational in its primary schools.

**Table B.** Detailed description of the multi-language schools included in the research\*

		Primary School	Secondary School	
multi-language schools	MAC-ALB	MA balance	6	2+4
		MA light	5	2
		MA extreme	17	8
		AM light	7	1
		AM extreme	14	2
			<b>49</b>	<b>19</b>
	MAC-TUR	MT balance	1	
		MT light	1	
		MT extreme	16	3
		TM extreme	2	1
			<b>20</b>	<b>4</b>
	MAC-ALB-TUR	MAT balance	6	1
		MAT light	1	1
		ATM extreme	1	
		TMA light	2	
		AMT light	4	4
		AMT extreme	2	1
		<b>16</b>	<b>7</b>	
	MAC-ALB-SER	MAS light	1	
		<b>1</b>		
	MAC-SER	MS extreme	1	
		SM extreme	1	
			<b>2</b>	
	TUR-ALB	TA extreme	2	
		AT extreme	1	
			<b>3</b>	
	MAC-ALB-BOS	ABM extreme	1	
	<b>1</b>			
MAC-BOS	BM extreme	1		
		<b>1</b>		
<b>TOTAL</b>		<b>93</b>	<b>30</b>	

\* In the multi-language schools, the order of languages of instruction is arranged according to the number of students: *balance*-balanced number of students (40-60%); *light* - the first language dominates lightly (30-70%); *extreme*- the first language dominates extremely (over 70%)

Data from Table C.1. reveal that only 32% of all primary-school students from the sample study in multi-language schools<sup>3</sup>. More of the remaining primary-school students come from one-language schools that are located in heterogeneous municipalities (45% vs. 23% that are located in municipalities where all primary schools use the same language of instruction). Intra-language comparisons indicate that primary-school students that study in Albanian (31% of the total number of primary-school students) are almost equally distributed between one-language (primarily from

<sup>3</sup> Compared to the last year data, this year total number of primary-school students in the school sample is smaller for about 3900, but the distribution of students between multi-language and one-language schools has remained almost unchanged.

heterogeneous municipalities) and multi-language schools (more than half of them from Macedonian-Albanian language schools). Three quarters of primary-school students that study in Macedonian attend one-language schools (more in heterogeneous than in homogeneous municipalities). A small portion of primary-school students study in Turkish, and a minor portion study in Serbian or Bosnian.

**Table C.1.** Distribution of primary school students according to the language of instruction

Primary-school students	MAC	ALB	TUR	SRB	BOS	total
<b>in multi-language schools</b>	<b>24.663</b>	<b>26.891</b>	<b>4.985</b>	<b>115</b>	<b>311</b>	<b>56.965</b>
MAC-ALB	12.595	15.741				28.336
MAC-TUR	6.797		1.520			8.317
ALB-TUR		1.138	1.051			2.189
MAC-SER	37			81		118
MAC-BOS	37				150	187
MAC-ALB-TUR	5.025	8.307	2.414			15.746
MAC-ALB-SER	154	97		34		285
MAC-ALB-BOS	18	1.608			161	1.787
<i>% within multi-language schools</i>	<b>43,3</b>	<b>47,2</b>	<b>8,8</b>	<b>0,2</b>	<b>0,5</b>	<b>100</b>
<i>% out of respective language</i>	<b>21,1</b>	<b>47,6</b>	<b>87,8</b>	<b>99,1</b>	<b>100,3</b>	<b>31,7</b>
<b>in one-language schools</b>	<b>92.397</b>	<b>29.596</b>	<b>691</b>			<b>122.684</b>
<i>% within one-language schools</i>	<b>75,3</b>	<b>24,1</b>	<b>0,6</b>			<b>100</b>
<i>% out of respective language</i>	<b>78,9</b>	<b>52,4</b>	<b>12,2</b>			<b>68,3</b>
<b>from homogenous municipalities</b>	35.604	5.538				41.142
<i>% within HoM 1-lang. schools</i>	86,5	13,5				100
<i>% out of respective language</i>	30,4	9,8				22,9
<b>from heterogeneous municipalities</b>	56.793	24.058	691			81.542
<i>% within HeM 1-lang. schools</i>	69,6	29,5	0,8			100
<i>% out of respective language</i>	48,5	42,6	12,2			45,4
<b>total</b>	<b>117.059</b>	<b>56.488</b>	<b>5.676</b>	<b>116</b>	<b>310</b>	<b>179.649</b>
<i>% out of respective language</i>	65,2	31,4	3,2	0,06	0,17	100

Analysis of data presented in Table C.1 and C.2 reveals that the overall teacher-students ratio in multi-language primary schools is 1:10,7 and in one-language primary schools is 1:10,8. Further comparison of obtained figures for primary education shows that the teacher-students ratio for Turkish language of instruction is over the total average (1:12,6). The ration for Macedonian language of instruction is more favorable in multi-language schools (1:9) than it is in one-language schools (1:11,7), whereas the same ratio for Albanian language of instruction is more favorable for one-language schools (1:8,5) than it is for multi-language schools (1:13). It leads to the assumption that, on the average, it is more comfortable to additionally engage primary-school teachers in from Macedonian language classes in multi-language schools and those form Albanian language classes in one-language schools.



**Table C.2.** Distribution of primary school teachers according to the language of instruction

Primary-school teachers	MAC	ALB	TUR	SRB	BOS	total
<b>in multi-language schools</b>	<b>2.751</b>	<b>2.071</b>	<b>386</b>	<b>28</b>	<b>21</b>	<b>5.257</b>
MAC-ALB	1.393	1.211				2.604
MAC-TUR	847	0	106			953
ALB-TUR		110	74			184
MAC-SER	19	0	0	21		40
MAC-BOS	16	0	0	0	4	20
MAC-ALB-TUR	452	639	206			1.297
MAC-ALB-SER	18	18	0	7		43
MAC-ALB-BOS	6	93	0	0	17	116
<i>% within multi-language schools</i>	<b>52,3</b>	<b>39,4</b>	<b>7,3</b>	<b>0,5</b>	<b>0,4</b>	<b>100</b>
<i>% out of respective language</i>	<b>25,9</b>	<b>37,3</b>	<b>85,4</b>	<b>100,0</b>	<b>100,0</b>	<b>31,5</b>
<b>in one-language schools</b>	<b>7.888</b>	<b>3.475</b>	<b>65</b>			<b>11.428</b>
<i>% within one-language schools</i>	<b>69,0</b>	<b>30,4</b>	<b>0,6</b>			<b>100</b>
<i>% out of respective language</i>	<b>74,1</b>	<b>62,7</b>	<b>14,4</b>			<b>68,5</b>
<b>from homogenous municipalities</b>	3.247	538				3.785
<i>% within HoM 1-lang. schools</i>	85,8	14,2				100
<i>% out of respective language</i>	30,5	9,7				22,7
<b>from heterogeneous municipalities</b>	4.641	2.937	65			7.643
<i>% within HeM 1-lang. schools</i>	60,7	38,4	0,9			100
<i>% out of respective language</i>	43,6	53,0	14,4			45,8
<b>total</b>	<b>10.638</b>	<b>5.545</b>	<b>452</b>	<b>28</b>	<b>21</b>	<b>16.684</b>
<i>% out of respective language</i>	63,8	33,2	2,7	0,17	0,13	100

Table D.1<sup>4</sup> indicates that more secondary-school students study in one-language schools (mainly in municipalities with one language of instruction) than in multi-language schools (mainly Macedonian-Albanian language schools). The greatest portion of secondary-school students from Macedonian language classes study in one-language schools located in homogeneous municipalities, whereas the same share of secondary-school students from Albanian language classes are enrolled in multi-language schools. All secondary-school students that study in Turkish attend multi-language schools.

The average teacher-students ratio for secondary schools (Table D.2. compared to Table D.1) is far more favorable for multi-language schools (1:6) than it is for one-language schools (1:11,7). It is due to the very low ratio that applies to the Macedonian language classes of the multi-language schools (1:5 as compared to 1:10,8 for the Albanian-language classes). The teacher-students ratio for one-language schools is again more favorable for Macedonian-language schools (1:11,4) than it is for the Albanian language schools (1:13,7). Therefore, on the average, secondary-school teachers from multi-language schools (especially from Macedonian language classes) are more available for additional activities than their colleagues from one-language schools (especially those that teach in Albanian).

<sup>4</sup> Compared to the last year data, this year total number of secondary-school students that study in Albanian is 11% higher; for students that study in Macedonian it is 2% lower, and for those that study in Turkish it is 27% lower. The total difference between the two school samples is about 500 students in favor of this year.

**Table D.1.** Distribution of secondary school students according to the language of instruction

Secondary-school students	MAC	ALB	TUR	total
<b>in multi-language schools</b>	<b>14.130</b>	<b>12.569</b>	<b>986</b>	<b>27.685</b>
MAC-ALB	10.749	8.403		19.152
MAC-TUR	1.556		403	1.959
MAC-ALB-TUR	1.825	4.166	583	6.574
<i>% within multi-language schools</i>	51,0	45,4	3,6	100
<i>% out of respective language</i>	31,7	67,0	100,0	43,0
<b>in one-language schools</b>	<b>30.482</b>	<b>6.187</b>		<b>36.669</b>
<i>% within one-language schools</i>	83,1	16,9		100
<i>% out of respective language</i>	68,3	33,0		57,0
<b>from homogenous municipalities</b>	23.058	1.161		24.219
<i>% within HoM 1-lang. schools</i>	95,2	4,8		100
<i>% out of respective language</i>	51,7	6,2		37,6
<b>from heterogeneous municipalities</b>	7.424	5.026		12.450
<i>% within HeM 1-lang. schools</i>	59,6	40,4		100
<i>% out of respective language</i>	16,6	26,8		19,3
<b>total</b>	<b>44.612</b>	<b>18.756</b>	<b>986</b>	<b>64.354</b>
<i>% out of respective language</i>	69,3	29,1	1,5	100

**Table D.2.** Distribution of secondary school teachers according to the language of instruction

Secondary-school teachers	MAC	ALB	TUR	total
<b>in multi-language schools</b>	<b>2.816</b>	<b>1.161</b>	<b>367</b>	<b>4.343</b>
MAC-ALB	1.249	773		2.022
MAC-TUR	1.287	0	308	1.595
MAC-ALB-TUR	280	388	59	726
<i>% within multi-language schools</i>	64,8	26,7	8,5	100
<i>% out of respective language</i>	51,2	72,0	100,0	58,1
<b>in one-language schools</b>	<b>2.685</b>	<b>452</b>		<b>3.137</b>
<i>% within one-language schools</i>	85,6	14,4		100
<i>% out of respective language</i>	48,8	28,0		41,9
<b>from homogenous municipalities</b>	2.100	92		2.192
<i>% within HoM 1-lang. schools</i>	95,8	4,2		100
<i>% out of respective language</i>	38,2	5,7		29,3
<b>from heterogeneous municipalities</b>	585	360		945
<i>% within HeM 1-lang. schools</i>	61,9	38,1		100
<i>% out of respective language</i>	10,6	22,3		12,6
<b>total</b>	<b>5.501</b>	<b>1.613</b>	<b>367</b>	<b>7.480</b>
<i>% out of respective language</i>	73,5	21,6	4,9	100

Data in Table E. reveals that 78,5% of the total of 93 multi-language primary schools have satellite units. Half of them (49%) have more than one language of instruction in the central unit, and the other half (51%) are multi-language schools only because their satellite unites provide instruction in a language that differs from the one represented in the central unit. It indicates that half of the

primary schools do not offer inter-language interaction on daily basis, and act as rather one-language than two/three language schools.<sup>5</sup>

**Table E.** Multi-language primary schools with satellite units<sup>6</sup>

<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>
<b>MAC-ALB</b>	15	20	35
<b>MAC-TUR</b>	6	14	20
<b>ALB-TUR</b>	1	1	2
<b>MAC-SER</b>	1	1	2
<b>MAC-ALB-TUR</b>	11	1	12
<b>MAC-ALB-SER</b>	1		1
<b>MAC-ALB-BOS</b>	1		1
<i>total</i>	36	37	73

**Table F.** 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 school years

<i>Languages of instruction in the school</i>	<i>WITH 2/3 languages of instruction in all school years</i>			<i>WHITHOUT 2/3 languages of instruction in all school years</i>			<b>TOTAL</b>
	<i>schools without satellite units</i>	<i>central schools (without their satellite units)</i>	<i>total</i>	<i>schools without satellite units</i>	<i>central schools (without their satellite units)</i>	<i>total</i>	
<b>MAC-ALB</b>	11	14	<b>25 (51%)</b>	3	21	<b>24 (49%)</b>	<b>49</b>
<b>MAC-TUR</b>		2	<b>2 (10%)</b>		18	<b>18 (90%)</b>	<b>20</b>
<b>ALB-TUR</b>		1		1	1	<b>2 (66,7%)</b>	<b>3</b>
<b>MAC-SER</b>		1	<b>1 (33,3%)</b>		1	<b>1 (50%)</b>	<b>2</b>
<b>MAC-ALB-TUR</b>	4	10	<b>14 (87,5%)</b>		2	<b>2 (12,5%)</b>	<b>16</b>
<b>MAC-ALB-SER</b>					1	<b>1 (100%)</b>	<b>1</b>
<b>MAC-ALB-BOS</b>		1	<b>1 (100%)</b>				<b>1</b>
<b>MAC-BOS</b>	1		<b>1 (100%)</b>				<b>1</b>
<i>Total</i>	<b>16</b>	<b>29</b>	<b>45 (48,4%)</b>	<b>4</b>	<b>44</b>	<b>48 (51,6%)</b>	<b>93</b>

<sup>5</sup> Last year there were much more multi-language primary schools with only one language of instruction in the central school (71% out of 75).

<sup>6</sup> There are only three two-language (Macedonian/Albanian) secondary schools that have satellite units, and in one of them both languages of instruction are present in the central school, while in two of them students in the central school study in one language.

Further analysis of the multi-language primary schools (Table F.) indicates that a bit more than half of these schools do not provide instructions in all school languages throughout all school years – they function as two-language schools only in the first school years (at elementary level) and continue as one-language schools for the rest of the school years. It applies to almost all of the Macedonian-Turkish language primary schools, as well as to half of the Macedonian-Albanian language primary schools. It further narrows the possibility for daily interaction between teachers and students from different languages of instruction.<sup>7</sup>

**Table G.** Teaching arrangement in terms of buildings in multi-language schools  
(only central buildings for those that have satellite units)

<i>Languages of instruction in the school</i>	<i>Primary Schools</i>			<i>Secondary Schools</i>			<i>total</i>	
	<i>2/3 buildings</i>	<i>one building</i>	<i>total</i>	<i>2/3 buildings</i>	<i>one building</i>	<i>total</i>	<i>2/3 buildings</i>	<i>one building</i>
<b>MAC-ALB</b>	12	37	49	5	14	19	17	51
<b>MAC-TUR</b>	3	17	20	1	3	4	4	20
<b>ALB-TUR</b>	1	2	3				1	2
<b>MAC-SER</b>		2	2				0	2
<b>MAC-ALB-TUR</b>	7	9	16	3	4	7	10	13
<b>MAC-ALB-SER</b>	1		1				1	0
<b>MAC-ALB-BOS</b>		1	1				0	1
<b>MAC-BOS</b>		1	1				0	1
<i>Total</i>	<b>24 (26%)</b>	<b>69 (74%)</b>	93	<b>9 (30%)</b>	<b>21 (70%)</b>	30	33	90

When it comes to the space arrangement of the teaching process in the multi-language schools (Table G), data show that in the majority of primary and secondary schools, students from all school languages study in one building. There are still multi-language schools that function in more than one building. In 13 of the total of 24 primary schools and in 4 out of the total of 9 secondary schools of this kind, all school languages are represented in all school buildings, whereas in 4 (out of 24) primary schools and in 3 (out of 9) secondary schools, students are divided in different buildings based on the language of instruction. Among the remaining multi-language schools with 2/3 buildings there are variations: in one/two buildings students are “mixed” while in the other building/s all students study in the same language (e.g. MAC-ALB in one and only ALB in the other), or there is another combination of languages represented in the other building/s (e.g. MAC-ALB in one and ALB-TUR in the other).

When it comes to the time arrangement of the teaching process in the multi-language schools (Table H), it is noticeable that in majority of primary schools and even in more of the secondary schools, students attend classes in two or three shifts. In 35 out of 66 multi-language primary schools and in 15 out of 26 multi-language secondary schools with more than one shift, students from all school languages study in “mixed” language shifts, whereas in only 15/5 of these schools (primary/secondary), shifts are defined along language line. In the rest of the schools, one shift is homogeneous and the other is “mixed”.

<sup>7</sup> Data from the last year survey showed that 62% of the total of 93 multi-language primary schools did not have all school languages represented in all teaching years.

**Table H.** Teaching arrangement in terms of shifts in multi-language schools

<i>Languages of instruction in the school</i>	<i>Primary Schools</i>			<i>Secondary Schools</i>			<i>total</i>	
	2/3 shifts	one shift	<i>Total</i>	2/3 shifts	one shift	<i>total</i>	2/3 shifts	one shift
<b>MAC-ALB</b>	38	11	<b>49</b>	17	2	<b>19</b>	<b>55</b>	<b>13</b>
<b>MAC-TUR</b>	10	10	<b>20</b>	3	1	<b>4</b>	<b>13</b>	<b>11</b>
<b>ALB-TUR</b>	3		<b>3</b>			<b>0</b>	<b>3</b>	<b>0</b>
<b>MAC-SER</b>	1	1	<b>2</b>			<b>0</b>	<b>1</b>	<b>1</b>
<b>MAC-ALB-TUR</b>	12	4	<b>16</b>	6	1	<b>7</b>	<b>18</b>	<b>5</b>
<b>MAC-ALB-SER</b>	1		<b>1</b>			<b>0</b>	<b>1</b>	<b>0</b>
<b>MAC-ALB-BOS</b>	1		<b>1</b>			<b>0</b>	<b>1</b>	<b>0</b>
<b>MAC-BOS</b>		1	<b>1</b>			<b>0</b>	<b>0</b>	<b>1</b>
<i>Total</i>	<b>66</b> <i>(71%)</i>	<b>27</b> <i>(29%)</i>	<b>93</b>	<b>26</b> <i>(87%)</i>	<b>4</b> <i>(13%)</i>	<b>30</b>	<b>92</b>	<b>31</b>

Only 22 out of 93 multi-language primary schools and none of the one-language schools provide teaching Albanian language as elective subject for students that do not study in Albanian. A total of 1635 students attend these classes; 84% of them are from classrooms with Macedonian language of instruction.

## RESULTS

The electronic survey report is based on comparisons between the schools with two/three languages of instruction and the schools with one language of instruction mainly divided into two categories: one-language schools from heterogeneous municipalities and one-language schools from homogeneous municipalities. Within each of these categories, additional comparisons are made between primary and secondary schools.

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 and/or in the text.

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

1. Do schools provide conditions for implementation of the IIEP activities?
2. Have schools implemented IIEP activities? In which areas are these activities more successfully implemented?
3. How do schools evaluate the impact of the implemented IIEP activities?

After the analysis of data obtained from the electronic survey was performed, the results implied that schools might have reported joint activities that have not actually happened either due to the unclear meaning of the types of the activities listed in the questionnaire, or because of the need to present that they have done more, mainly to manifest their commitment to inter-ethnic integration in education. In order to verify the information on joint activities obtained from the schools, the team of CHRRCR experts in cooperation with the MoES members visited a sample of schools and talked about the implemented activities with the SIT members.

The verification sample consisted of the following 12 schools, two from each category of primary and secondary schools:

	Primary Schools, municipality (language)	Secondary Schools, municipality (language)
One-language HoM	Kultura, Lipkovo (A) H. T. Karpoš, Rankovce (M)	Sv. Kliment Ohridski, Ohrid (M) Ismet Jashari, Lipkovo (A)
One-language HeM	Vuk Karadžić, Kumanovo (M) Forina, Gostivar (A)	Sami Frasher, Kumanovo (A) Jovče Tesličkov, Veles (M)
Multi-language	Panajot Ginoski, m.Butel, Skopje (MA) Kiril Pejčinović, Tearce (MAT)	Dr. Ibrahim Temo, Struga (MAT) Dimitar Vlahov, Skopje (MAT)

The schools from the verification sample were visited in September 2016. During the visits, SITs were asked to describe and show evidence of the implemented activities in order to help the project team understand what was actually done and how it was done. The obtained results are presented in the appropriate spots of the report and highlighted in yellow (as it is done here).

<b>Providing Conditions for Implementation of the IIEP Activities</b>
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### School Integration Teams

Only 12 schools (primary-schools: 1MT+5M+2A; secondary schools: 1MA+1M+1A+1MAT) answered that they do not have School Integration Team (SIT) established, but nevertheless half of them have had either individuals or professional services coordinate the implemented IIEP activities.

**Table 1.1.** IIEP activities implemented by the SITs (out of schools with established SIT)

	Primary Schools			Secondary Schools			Total (403)
	one-lang. HoM (80 total)	one-lang. HeM (147 total)	multi- lang. (92 total)	one-lang. HoM (42 total)	one-lang. HeM (14 total)	multi- lang. (28 total)	
Participation in training at school level	78 (97,5%)	140 (95,2%)	84 (91,3%)	36 (85,7%)	14 (100%)	28 (100%)	380 (94,3%)
Preparation of action plans for introducing IIEP activities in the School Annual Plan	75 (93,8%)	129 (87,7%)	83 (90,2%)	34 (80,9%)	10 (71,4%)	24 (85,7%)	355 (88,1%)
Coordinating and monitoring the implementation of planned activities	75 (93,8%)	115 (78,2%)	78 (84,8%)	33 (78,6%)	10 (71,4%)	23 (82,1%)	334 (82,9%)
Coordinating and organizing activities for continuous professional development of school staff	42 (52,5%)	73 (49,6%)	45 (48,9%)	20 (47,6%)	4 (28,6%)	12 (42,8%)	196 (48,6%)
Carrying school self-evaluation of the activities implementation	52 (65%)	94 (63,9%)	61 (66,3%)	23 (54,8%)	9 (64,3%)	18 (64,3%)	257 (63,8%)
Planning of IIEP activities	75 (93,8%)	123 (83,7%)	80 (86,9%)	32 (76,2%)	11 (78,6%)	25 (89,3%)	346 (85,8%)
Coordinating and participating in the activities with partner school/s	53 (66,3%)	105 (71,4%)	61 (66,3%)	27 (64,3%)	7 (50%)	17 (60,7%)	270 (67%)
Initiating and coordinating activities for involving parents in the activities	59 (73,8%)	94 (63,9%)	73 (79,3%)	26 (61,9%)	6 (42,8%)	15 (53,6%)	273 (67,7%)
Providing communication and cooperation with relevant stakeholders in the municipality and/or BDE	42 (52,5%)	80 (54,4%)	50 (54,3%)	22 (52,4%)	5 (35,7%)	15 (53,6%)	214 (53,1%)
Implementation of activities in cooperation with the School Board	33 (41,3%)	69 (46,9%)	50 (54,3%)	19 (45,2%)	5 (35,7%)	14 (50%)	190 (47,1%)
<b>Total</b>	<b>584</b>	<b>1.022</b>	<b>665</b>	<b>272</b>	<b>81</b>	<b>191</b>	<b>2.815</b>

When asked which IIEP activities have been implemented by the existing SIT (Table 1.1.), almost all schools answered that they participated in training at school level and a vast majority of schools (over 80%) replied that they were included in introducing the IIEP activities in the School Annual Plan,

planning these activities and coordinating and monitoring their implementation. In the least of schools (slightly below 50%), SITs dealt with the joint professional activities and cooperated with the School Board with regard to IIEP activities.

### Training for IIE activities

**Table 1.2.1.**  
Schools represented in trainings for IIE activities in the last 4/5 years

	Primary Schools (PS)	Secondary Schools (SS)
One-language HoM	78 (92,9%)	41 (93,2%)
One-language HeM	139 (92,7%)	13 (92,9%)
Multi-language	84 (90,3)	28 (93,3%)

According to data displayed in Table 1.2.1, almost all schools (through their representatives) have participated in at least one IIEP training during the last 4/5 years. Eleven multi-language schools (9 PS+2 SS) and 21 one-language schools (17 PS+4 SS) have not been included in trainings, mainly because (as they say) they have not been informed about the training opportunities. Only eight of them (3 multi-lang. + 5 one-lang.) say that they do not need training, and among the rest of them there are more that state that the whole school staff should be trained (7 multi-lang. + 10 one-lang.) and less (1 multi-lang. + 6 one-lang.) that believe that training is needed just for the interested teachers.

**Table 1.2.2.** Ethnic background of the participants in IIEP trainings (number of participants from each ethnic group followed by number of schools they come from)

			MAC	ALB	TUR	SER	ROM	VLA	BOS	other	total
Primary Schools	One-lang. HoM	staff	1.608	0	150	0	0	0	0	0	1.758
		schools	70	3	8	0	0	2	2	0	85
	One-lang. HeM	staff	2.394	0	445	43	0	0	0	0	2.882
		schools	108	20	41	12	3	7	2	7	200
	Multi-lang.	staff	1.285	10	759	164	0	0	3	0	2.221
		schools	77	7	60	37	2	4	10	0	197
Secondary Schools	One-lang. HoM	staff	1.109	0	40	0	0	0	0	0	1.149
		schools	39	4	2	3	0	4	1	1	54
	One-lang. HeM	staff	408	0	27	0	0	0	0	0	435
		schools	39	4	2	3	0	4	1	1	54
	Multi-lang.	staff	812	0	573	52	0	0	0	0	1.437
		schools	27	3	23	10	1	0	0	0	64
total		staff	7.616	1.994	10	259	0	0	3	0	9.882
		schools	360	136	41	65	6	21	16	9	654
%	Out of staff		77,1	20,2	0,1	2,6	0,0	0,0	0,0	0,0	100
	Out of schools		55,0	20,8	6,3	9,9	0,9	3,2	2,4	1,4	100

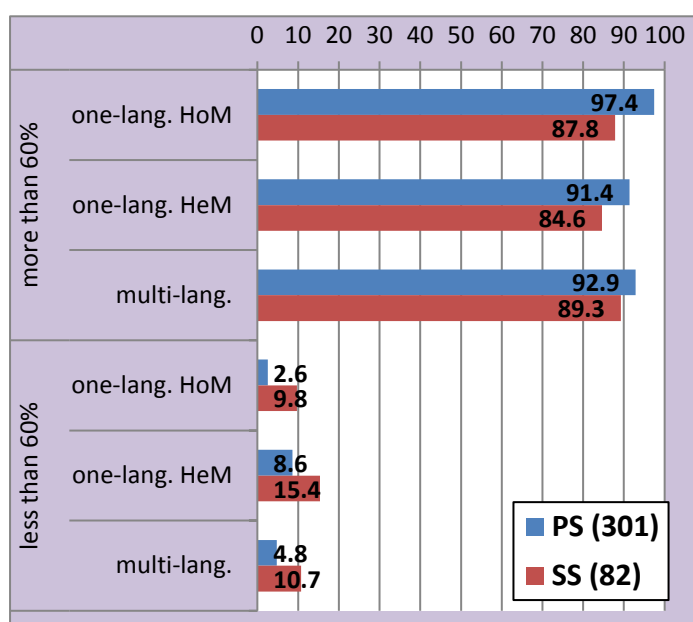
According to schools, a total of 9.882 participants took part in the IIEP trainings. As expected, vast majority of the participants (82%) are teachers, and the rest are: professional service staff (548), members of the school management (459) and Schools Board members (773). 69,4% of the training participants come from primary schools and 30,6% from secondary schools. 63% of them work in



one-language schools and 37% in multi-language schools. Among them, female participants are far more represented (68%) than male participants (32%). The representation of women is even higher among primary school participants (71%) than among secondary school participants (62%).

Ethnic background of the training participants is presented in detail in Table 1.2.2. In summary, 77% of the participants are ethnic Macedonians that come from 55% of the participating schools and 20% are ethnic Albanians, which come from 21% of the participating schools. The ratio between participants from these two ethnic groups does not correspond to their overall share among the school staff.

Graph 1.2 indicates that the vast majority of schools (slightly more among the primary than secondary schools) find the IIE trainings useful for more than 60% of their employees. In other words, the trainings have contributed for the majority of school staff to better understand and accept the need for interethnic integration in education.



**Graph 1.2.**

Usefulness of the IIE training for the school staff (out of schools with trained staff)

Out of 301 primary schools that participated in IIEP trainings, only 26% (18 multi-lang.+59 one-lang.) believe that their staff does not need additional training. The same opinion is shared by 41% of the secondary schools (25 multi-lang.+9 one-lang.). Still, the majority of schools (more among primary than among secondary ones) claim that their newly employed staff and/or interested teachers would require additional training.

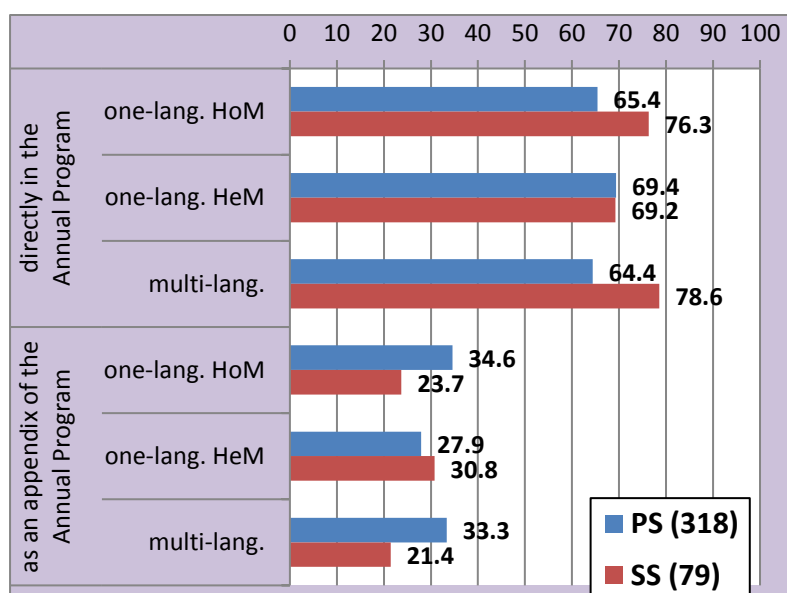
### School documents

Between 89-95% of schools have declared that their mission/vision is adapted to reflect the school commitment for interethnic integration in education. However, as Table 1.3. displays, the review of the actual school missions and visions indicate that these percentages are lower, but still confirm that the majority of schools from all categories have revealed their commitment to IIE activities in their missions/visions.

**Table 1.3.**  
Schools that have adapted their vision/mission to reflect their commitment to the IIE activities

	Primary Schools	Secondary Schools
One-language HoM	57 (67,9%)	33 (75%)
One-language HeM	99 (66%)	9 (64,3%)
Multi-language	61 (65,6%)	20 (66,7%)

Almost all schools (97% of one-language and 97% of the multi-language primary schools; 88% of one-language and 93% of the multi-language secondary schools) reported to have included IIEP activities in their School Annual Plans. Graph 1.3. indicates that more of these schools have incorporated IIEP activities directly into the plans, while the rest of them have prepared an official addendum to the plans. Direct inclusion of IIEP activities in School Annual Plans is more frequent among secondary than among primary schools.



**Graph 1.3.**  
How are the IIEP activities included in the School Annual Plans (out of schools that have IIEP activities included)

### School Boards

Majority of multi-language schools (74,2% among the primary schools and 76,7% among the secondary schools) have members of all language communities represented in their School Board. It is supposed that School Boards in these schools are more sensitive to the need for interethnic integration activities than are the boards in multi-language schools that actually function as one-language bodies.

It is interesting to point that more men than women participate as School Board members (76% vs. 24%). This ratio is 75%:25% in primary schools and 77%:23% in secondary schools. However, the ratio within all multi-language schools is much less in favor of male members (60%:40%) and even less (52%:48%) among one-language schools, mainly because one-language primary schools from homogeneous municipalities are an exception (54% of the members are women).

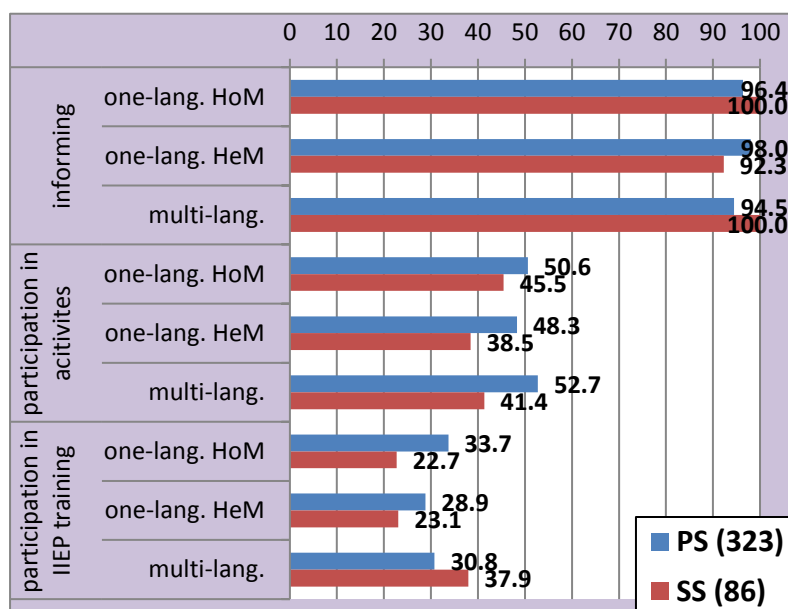
Data from Table 1.4 demonstrate that the average representation of ethnic Albanians in the boards (25%) is lower than the portion of the students that study in Albanian within the total number of students (around 30%), while the average representation of ethnic Turks (3%) reflects the portion of

the students that study in Turkish. Thus, the overall representation of all other ethnicities including Macedonian is a bit higher than the portion of the students that study in Macedonian.

**Table 1.4.** Ethnic background of School Board members

	Primary Schools			Secondary Schools			Total
	one-lang. HoM	one-lang. HeM	multi-lang.	one-lang. HoM	one-lang. HeM	multi-lang.	
<b>MAC</b>	754	948	439	454	104	212	2.911
<b>ALB</b>	153	420	288	35	46	103	1.045
<b>TUR</b>	1	26	79	3	1	22	132
<b>ROM</b>	6	9	6	1			22
<b>SER</b>	4	23	12	2	4	6	51
<b>VLA</b>	0	1	2	6			9
<b>BOS</b>	0	6	17	1			24
<b>others</b>	0	23	5	5		2	35
Total	<b>918</b>	<b>1.456</b>	<b>848</b>	<b>507</b>	<b>155</b>	<b>345</b>	<b>4.229</b>

When asked whether School Board members are familiar with the IIEP activities, almost all schools (99% of the one-language schools and 98% of the multi-language schools) have given affirmative answer. Results in Graph 1.4. indicate that in almost all cases their school boards are informed about the IIEP activities. Additionally, there are school board members that have learned about the IIEP through participating in the activities or in trainings. More of the primary than of the secondary schools notify that their board members have participated in IIEP activities.



**Graph 1.4.**

How are Schools Boards informed about IIEP activities (percentages out of schools that delivered the information to their boards)

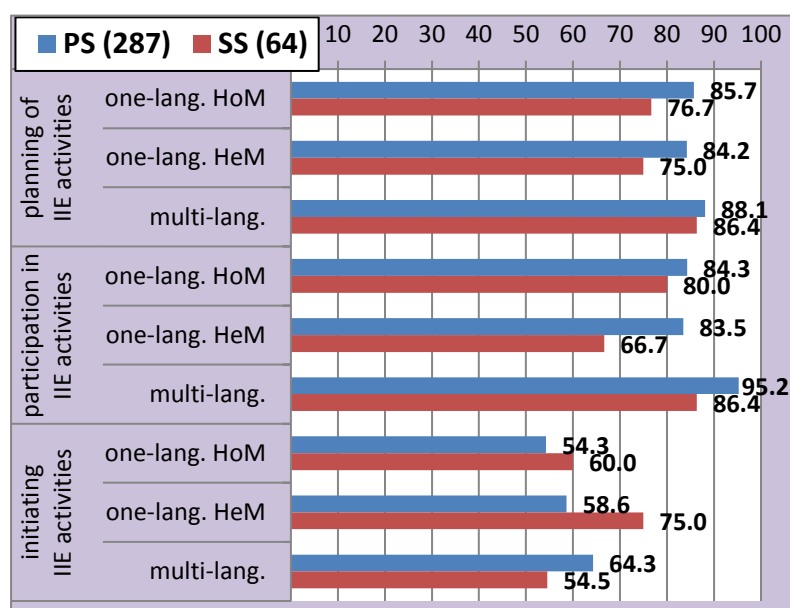
## Parent's Council

Out of 10,259 parents that participate in Parents' Council, 53% are men and 47% are women. The difference in favor of men is smaller in primary schools (52%-48%) than in secondary schools (56%-44%). Only in one-language schools the difference is slightly in favor of women (49% males/51% females) due to the gender composition of councils in one-language schools located in homogeneous municipalities, while in multi-language schools the representation of men is the highest (61% vs. 39% for women).

**Table 1.5.** Ethnic background of Parents' Council members

	Primary Schools			Secondary Schools			Total
	one-lang. HoM	one-lang. HeM	multi-lang.	one-lang. HoM	one-lang. HeM	multi-lang.	
<b>MAC</b>	1.833	2.548	1.300	420	177	386	6.664
<b>ALB</b>	283	975	950	13	47	295	2.563
<b>TUR</b>	13	87	283	7	2	44	436
<b>ROM</b>	30	163	38	6	2	10	249
<b>SRB</b>	8	55	24	1	10	6	104
<b>VLA</b>	2	6	8	3	0	0	19
<b>BOS</b>	8	15	65	1	1	8	98
<b>others</b>	2	84	32	5	0	3	126
<b>Males</b>	922	2.053	1.647	237	115	462	5.436
<b>Females</b>	1.257	1.880	1.053	219	124	290	4.823
<b>Total</b>	<b>2.179</b>	<b>3.933</b>	<b>2.700</b>	<b>456</b>	<b>239</b>	<b>752</b>	<b>10.259</b>

Data from Table 1.5 show that the overall percentage of ethnic Albanian parents (25%) is below the share of Albanian language students in the total number of students, while the portion of ethnic Macedonian parents is higher (65%) than the share of Macedonian language students, especially when having in mind that most of the students from the minority ethnic communities study in Macedonian.



**Graph 1.5.**

How are Parents' Council members involved in the IIEP activities (out of schools that have involved Parents' Councils in IIEP activities)

Even more of the multi-language schools (89% among the primary and 93% among the secondary schools) have Parents' Council with members of all language communities represented in the school. A high percentage of schools (88% of primary and 73% of secondary ones) have managed to provide cooperation with Parents' Council over IIEP activities. As presented in Graph 1.5, more of the multi-language schools have involved council's members in planning of and participating in IIE activities than in initiating this kind of activities. Initiating activities has also been less represented form of cooperation with parents in all one-language schools, except in secondary schools from heterogeneous municipalities.

## Partnerships

The total number of schools that established partnership with other school/s adds up to 78% (out of the total of 415 schools). Table 1.6.1 demonstrates that the highest percentage of schools with established partnership/s belong to the category of one-language schools located in heterogeneous municipalities which corresponds fully to the needs and opportunities. At the same time, multi-language schools (that most of the time can implement IIEP activities on their own) serve to one-language schools as a convenient opportunity for partnership/s (more between primary than between secondary schools). Compared to the 2014/15 survey data, the percentages of schools that have established partnerships have increased, especially among one-language primary schools from homogeneous municipalities (from 70% to 80%) and one-language secondary schools from heterogeneous municipalities (from 75% to 86%).

**Table 1.6.1.**  
Schools that have established partnership  
with other school/s within the IIEP

	Primary Schools	Secondary Schools
One-language HoM	67 (79,8%)	29 (65,9%)
One-language HeM	129 (86%)	12 (85,7%)
Multi-language	71 (76,3%)	16 (53,5%)

There are schools that established more than one partnership. It becomes visible when data from Table 1.6.2. is compared with data from Table 1.6.1.: a total of 364 partnerships have emerged from involvement of 267 primary schools, and 81 partnerships have arisen from the participation of 57 secondary schools. Among primary schools, the highest share in the total number of partnerships belongs to one-language schools from heterogeneous municipalities, whereas among secondary schools, the one-language schools from heterogeneous municipalities participate with the smallest portion (Table 1.6.2.). It reflects more or less the existing distribution of schools within the total sample.

**Table 1.6.2.**  
Partnerships established  
within the IIEP

	Among Primary Schools	Among Secondary Schools
One-language HoM	76 (20,9%)	31 (38,3%)
One-language HeM	163 (44,8%)	23 (28,4%)
Multi-language	125 (34,3%)	27 (33,3%)

Further analysis of the number of established partnerships leads to the results presented in Table 1.6.3. It signifies that more than half of all schools in the country (57,1%) have established partner relations with only one school, but there is still a noteworthy portion of schools (more among primary than among secondary ones) that have 3-5 partnerships (5% of all schools). It is interesting that those partnerships include mostly multi-language schools, which most of the time do not require partnerships to implement joint activities.

**Table 1.6.3.** Schools with established partnerships versus the number of established partnerships

		Primary Schools (327)	% out of respective school category	Secondary Schools (88)	% out of respective school category	Total number of schools with partnership
with 1	one-lang. HoM	59	70,2	27	61,4	237
	one-lang. HeM	99	66,0	7	50,0	
	multi-lang.	36	38,7	9	30,0	
with 2	one-lang. HoM	7	8,3	2	4,5	66
	one-lang. HeM	28	18,7	3	21,4	
	multi-lang.	22	23,7	4	13,3	
with 3-5	one-lang. HoM	1	1,2			21
	one-lang. HeM	2	1,3	2	14,3	
	multi-lang.	13	14,0	3	10,0	

Table 1.6.4 describes the schools that are left without partnership, with regard to their languages of instruction. In fact, 22 primary and 14 secondary multi-language schools do not need partnerships for implementing joint IIE activities. However, the 38 primary and 17 secondary one-language schools cannot carry out joint activities without entering into partnership with a school with another instruction language. Most of them are Macedonian language schools; there are only four primary and one secondary one-language schools that have not established partnership.

**Table 1.6.4.**  
Schools without partnership

		Primary School	Secondary School
one-language HoM	MAC	16	14
	ALB	1	1
one-language HeM	MAC	18	2
	ALB	3	
multi-language	MAC-ALB	9	7
	MAC-TUR	6	3
	MAC-ALB-TUR	6	4
	MAC-ALB-SRB	1	

The main reasons why schools did not engage in partnership/s vary from one to the other category of schools (Table 1.6.5). For almost all of the secondary multi-language schools and for vast majority of primary multi-language schools it is the fact that they do not need partnership in order to implement IIEP activities. About half of the one-language primary schools from heterogeneous municipalities consider the physical distance from the potential partners as the major barrier, while half of the other categories of schools blame the potential partner schools for lack of good will for cooperation. The other half of the one-language secondary schools from heterogeneous municipalities point to

the lack of time as a major obstacle. The results show that the financial support (both for school and teachers) is mentioned as a major factor by a negligible percentage of schools.

**Table 1.6.5.** Reasons for absence of partnership (schools without partnership)

	Primary Schools			Secondary Schools			Total (91)
	one-lang. HoM (17 total)	one-lang. HeM (21 total)	multi- lang. (22 total)	one-lang. HoM (15 total)	one-lang. HeM (2 total)	multi- lang. (14 total)	
Lack of willingness for cooperation among potential partner schools	10 (58,8%)	6 (28,6%)	3 (13,6%)	7 (46,7%)	1 (50%)	1 (7,1%)	28 (30,8%)
Lack of time for cooperation with partner school		2 (9,5%)		1 (6,7%)	1 (50%)		4 (4,4%)
Lack of financial support for cooperation	1 (5,9%)	3 (14,3%)		3 (20%)			7 (7,7%)
Lack of financial incentives for teachers	1 (5,9%)		2 (9,1%)	1 (6,7%)			4 (4,4%)
Physical distance to potential partner schools	5 (29,4%)	10 (47,6%)		3 (20%)			18 (19,8%)
Our school is multi-language – we do not need partnership with another school			17 (77,3%)	0 (0)		13 (92,9%)	30 (33%)

### General implementation of the IIE activities in the schools

**Table 2.1.1.**  
Schools that have implemented IIE activities in partnership (2015/2016 school year)

		Primary Schools	Secondary Schools
Out of all schools	One-language HoM	56 (66,7%)	16 (36,4%)
	One-language HeM	102 (68%)	8 (57,1%)
	Multi-language	54 (58,1%)	12 (40%)
Out of schools with partnership/s	One-language HoM	56 (83,6%)	16 (55,2%)
	One-language HeM	102 (79,1%)	8 (66,7%)
	Multi-language	54 (76,1%)	12 (75%)

The first part of Table 2.1.1. (*out of all schools*) demonstrates that a bigger portion of primary than of secondary schools managed to implement IIE joint activities with their partner school/s in the school year 2015/2016. The same finding emerged from the data obtained from the 2014/15 survey, but the cross-year comparison shows a tendency for decreasing the engagement of schools in implementation of joint activities with partner school/s. Among primary schools, it applies especially to multi-language schools (former 73% dropped to current 58%) and one-language schools from heterogeneous municipalities (from 80% to 68%); among secondary schools the decrease is most visible for one-language schools from homogeneous municipalities (from 54% to 36%).

The second part of Table 2.1.1 (*out of schools with partnership/s*) reveals that there are still many established partnerships, especially among secondary schools that did not work. Although there are more established partnerships in 2015/16 compared to the previous school year, there are definitely less functional ones. The percentages of primary schools with established partnerships that implemented joint activities has dropped for 9-24% (it was 93% for one-language schools and 100% for multi-language schools); for secondary schools the significant drop is for one-language schools in homogeneous municipalities (from 85% to 55%) and multi-language schools (from 93% to 75%).

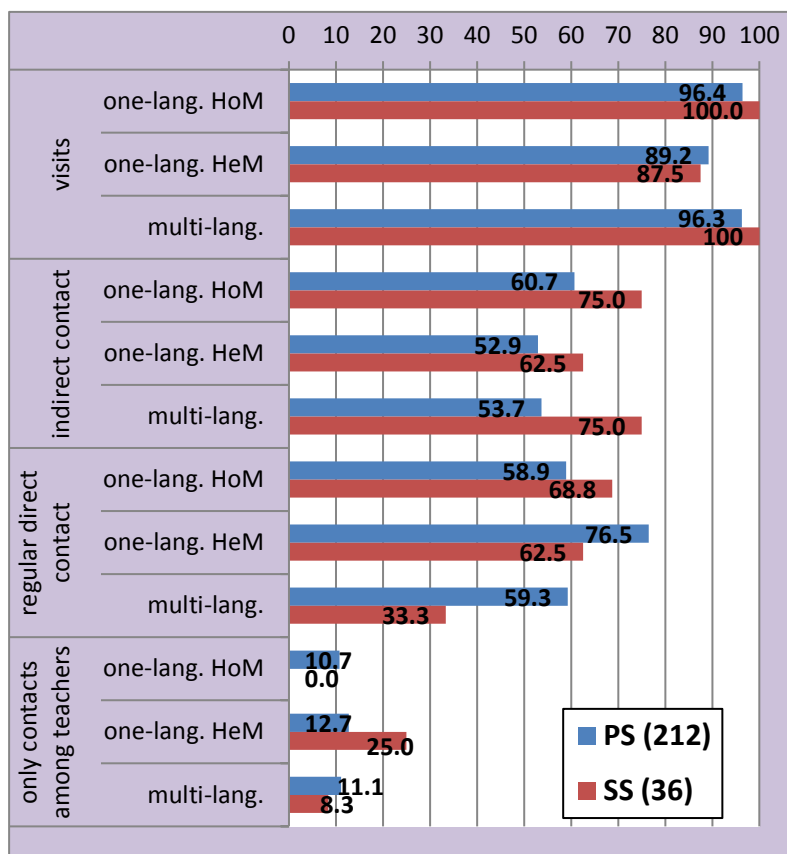
**Table 2.1.2.** Reasons for absence of active partnership (schools with established partnership/s, but without implementation of joint activities in all or some partnerships)

	Primary Schools			Secondary Schools			Total (114)
	one-lang. HoM (15 total)	one-lang. HeM (38 total)	multi- lang. (30 total)	one-lang. HoM (14 total)	one-lang. HeM (7 total)	multi- lang. (10 total)	
Lack of teachers' willingness to engage in joint activities		2 (5,3%)		1 (7,1%)			3 (2,6%)
Lack of partner school/s' willingness for cooperation	2 (13,3%)	7 (18,4%)	2 (6,7%)	1 (7,1%)	1 (14,3%)		13 (11,4%)
Lack of time for cooperation with partner school	3 (20%)	6 (15,8%)	3 (10%)	1 (7,1%)	1 (14,3%)	1 (10%)	15 (13,2%)
Lack of financial support for cooperation	7 (46,7%)	21 (55,3%)	20 (66,7%)	10 (71,4%)	4 (57,1%)	8 (80%)	70 (61,4%)
Lack of financial incentives for teachers	2 (13,3%)	2 (5,3%)	5 (16,7%)	1 (7,1%)	1 (14,3%)	1 (10%)	12 (10,5%)
Inappropriate selection of partner school	1 (6,7%)						1 (0,9%)

When asked why they haven't implemented IIEP activities with the partner school/s (Table 2.1.2.), most of the schools (including primary and secondary as well as one-language and multi-language schools) answered that it is due to shortage of financial support for cooperation. Only few one-language schools dated to admit that the major reason is the lack of their teachers' willingness to implement joint activities.

Graph 2.1. illustrates how schools with functional partnerships effectuated their cooperation with partner school/s. Presented results indicate that almost all of the schools from all three categories (both primary and secondary) paid visits to the partner school/s, and the least of them reduced their cooperation to contacts between teachers only. At the same time, indirect contacts through electronic devices appear as pretty frequent forms of cooperation, especially between secondary-schools. At the same time, regular encounters appear to be most often among one-language primary schools from heterogeneous municipalities and the least present among multi-language secondary schools.





**Graph 2.1.**  
Different forms of cooperation between partner schools (out of schools with active partnership/s)

**Table 2.1.3.** Relations among the established partnership/s, implemented IIE activities and implemented joint student activities during 2015/16 school year

	Schools with established partnership			Schools that implemented IIE activities in partnership			Schools that implemented joint student activities				
	total	one	two-three		total	one	two-three		total	one	two-three
<b>YES</b>	324	238	86	<b>YES</b>	248	182	66	<b>YES</b>	243	179	64
				<b>NO</b>	76	56	20	<b>NO</b>	5	3	2
				<b>YES</b>	19	0	19	<b>YES</b>	19	0	19
				<b>NO</b>	57	56	1	<b>NO</b>	57	56	1
<b>NO</b>	91	55	36					<b>YES</b>	35	0	35
								<b>NO</b>	56	55	1
<b>total</b>	<b>415</b>	<b>293</b>	<b>122</b>		<b>324</b>	<b>238</b>	<b>86</b>		<b>415</b>	<b>293</b>	<b>122</b>
YES	324	238	86		248	182	66		297	179	118
NO	91	55	36		76	56	20		62	114	4

Table 2.1.3 contains summary of data that illustrates the general situation concerning implementation of IIEP activities at school level. It shows that there are schools that have not formed partnerships and such that have not implemented IIEP activities in partnership even though they have had established partnership/s, but have carried out joint activities with “mixed” groups of students on their own. It is possible to happen in multi-language schools and sometimes in one-language schools with a considerable presence of ethnic minority students. Further analysis of obtained data reveals that 87% of the schools with partnership/s had carried out IIEP activities in

previous years (compared to 76,5% for the last 2015/16 school year). Additional 34 schools without partnership for the last school year had functional partnership/s in the previous years and additional 67 schools that did not implement IIEP activities during the current school year, had done that through functional partnership/s in previous school years. 93% of the schools that did not have functional partnership/s during the current school year declare that they will make it functional in the next school year.

### Implementation of Joint Activities with Students

According to the data in Table 3.1.1, joint student activities took place in more of the primary, than secondary schools. In fact, among primary schools, they were implemented mainly in schools located in heterogeneous municipalities (both one-language and multi-language), whereas among secondary schools they were most present in multi-language schools.

**Table 3.1.1.**  
Schools that have implemented joint activities with “mixed” groups of students (out of all schools)

	Primary Schools	Secondary Schools
One-language HoM	53 (16,2%)	16 (18,2%)
One-language HeM	102 (31,2%)	8 (9,1%)
Multi-language	91 (27,8%)	27 (30,7%)

The Table 3.1.2. shows that more of the joint activities with “mixed” groups of students were implemented in partnership/s than within schools. This difference is more visible among primary than among secondary schools. However, among multi-language schools, most of the joint activities involved only their own students that study in different languages of instruction.

**Table 3.1.2.**  
How joint student activities were implemented (out of primary/secondary schools that implemented joint student activities)

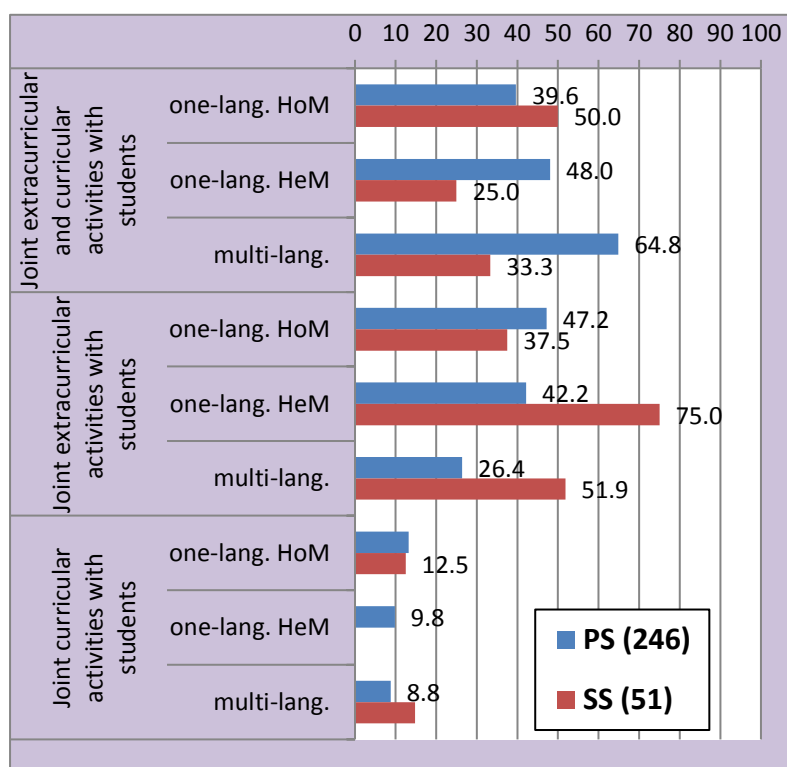
		Primary Schools (246)	Secondary Schools (51)
in partnership	one-lang. HoM	53 (21,5%)	16 (31,4%)
	one-lang. HeM	102 (41,5%)	8 (15,7%)
	multi-lang.	13 (5,3%)	0
within the school	multi-lang.	51 (20,7%)	19 (37,3%)
in both ways	multi-lang.	27 (11,0%)	8 (15,7%)

When asked whether the joint activities with students implemented in/by their school satisfy the requirement for working with language balanced groups, the majority of all one-language schools (between 66%-75%) and less of the multi-language schools (53% among primary and 44% among secondary) answered that all their joint activities were implemented as required. Most of the other schools say that a bigger portion of their joint activities were according to the criterion, and only 5 one-language and 13 multi-language schools have said that only a smaller part of their joint activities deviated from the criterion. Just 4 multi-language schools (2 PS + 2 SS) confessed that almost all joint activities with their students were run in language unbalanced groups.

**Table 3.1.3.** Reasons for absence of joint student activities (schools without implementation of these activities)

	Primary Schools			Secondary Schools			Total (118)
	one-lang. HoM (31 total)	one-lang. HeM (48 total)	multi-lang. (2 total)	one-lang. HoM (28 total)	one-lang. HeM (6 total)	multi-lang. (3 total)	
Lack of partner school/s' willingness for cooperation	12 (38,7%)	11 (22,9%)		10 (35,7%)	1 (16,7%)	1 (33,3%)	<b>35 (29,7%)</b>
Lack of teachers' willingness to engage in joint activities		2 (4,2%)	1 (50%)	1 (3,6%)			<b>4 (3,4%)</b>
Lack of time for cooperation with partner school	4 (12,9%)	4 (8,3%)		3 (10,7%)	3 (50%)		<b>14 (11,9%)</b>
Lack of financial support for implementation of joint activities	7 (22,6%)	20 (41,7%)		10 (35,7%)	1 (16,7%)	1 (33,3%)	<b>39 (33,1%)</b>
Lack of financial incentives for teachers	3 (9,7%)	1 (2,1%)	1 (50%)	1 (3,6%)	1 (16,7%)		<b>7 (5,9%)</b>
Inappropriate selection of partner school						1 (33,3%)	<b>1 (0,8%)</b>
Physical distance to partner schools	5 (16,1%)	10 (20,8%)		3 (10,7%)			<b>18 (15,3%)</b>

As Table 3.1.3 indicates, reasons for absence of joint activities with “mixed” groups of students vary from one category of schools to another. Only two of the listed reasons are indicated by most of the schools within three different categories of schools and both are external: one is lack of partner school’s willingness for cooperation and the other is lack of financial support for implementation of joint activities.



**Graph 3.1.** Kinds of joint student activities implemented in partnership and/or within school (out of the total number of activities in the respective school category)

Results from Graph 3.1 uncover that extracurricular activities with students from different languages of instruction have been more popular than the curricular activities, but half of the primary schools that have implemented joint activities declare that they have included both extracurricular and curricular activities. At the same time, half of their secondary-school counterparts were focused on extracurricular activities only.

### Joint Extracurricular Activities with Students

**Table 3.2.1.** Kinds of joint extracurricular activities with students, implemented in partnership and/or within the school (out of schools that implemented joint activities)

	Primary Schools			Secondary Schools			Total (266)
	one-lang. HoM (46 total)	one-lang. HeM (92 total)	multi- lang. (83 total)	one-lang. HoM (14 total)	one-lang. HeM (8 total)	multi- lang. (23 total)	
field trips	17 (37%)	41 (44,6%)	55 (66,3%)	4 (28,6%)	4 (50%)	15 (65,2%)	136 (51,1%)
visits	33 (71,7%)	71 (77,2%)	52 (62,7%)	12 (85,7%)	5 (62,5%)	9 (39,1%)	182 (68,4%)
performances	25 (54,3%)	53 (57,6%)	65 (78,3%)	9 (64,3%)	3 (37,5%)	15 (65,2%)	170 (63,9%)
proms	2 (4,3%)	6 (6,5%)	24 (28,9%)	0	0	9 (39,1%)	41 (15,4%)
celebrations/ social activities	6 (13%)	12 (13%)	16 (19,3%)	2 (14,3%)	1 (12,5%)	3 (13,0%)	40 (15%)
ecological actions	10 (21,7%)	29 (31,5%)	58 (69,9%)	2 (14,3%)	1 (12,5%)	14 (60,9%)	114 (42,9%)
activities in local community	4 (8,7%)	13 (14,1%)	36 (43,4%)	1 (7,1%)	0	10 (43,5%)	64 (24,1%)
multicultural activities	32 (69,6%)	62 (67,4%)	64 (77,1%)	7 (50%)	4 (50%)	17 (73,9%)	186 (69,9%)
free student activities	19 (41,3%)	43 (46,7%)	52 (62,7%)	7 (50%)	4 (50%)	11 (47,8%)	136 (51,1%)
sport events	27 (58,7%)	55 (59,8%)	64 (77,1%)	6 (42,9%)	3 (37,5%)	13 (56,5%)	168 (63,2%)
humanitarian activities	0	7 (7,6%)	28 (33,7%)	0	0	10 (43,5%)	45 (16,9%)
Multicultural workshops	7 (15,2%)	20 (21,7%)	30 (36,1%)	1 (7,1%)	2 (25%)	8 (34,8%)	68 (25,6%)
student clubs	10 (21,7%)	26 (28,3%)	36 (43,4%)	1 (7,1%)	0	8 (34,8%)	81 (30,5%)
sport teams	19 (41,3%)	44 (47,8%)	46 (55,4%)	4 (28,6%)	5 (62,5%)	14 (60,9%)	132 (49,6%)
<b>Total</b>	<b>211</b>	<b>482</b>	<b>626</b>	<b>56</b>	<b>32</b>	<b>156</b>	<b>1563</b>

Table 3.2.1 illustrates the joint extracurricular activities with students in the sample of schools that report to have implemented them. According to the presented data, joint visits, multicultural activities, sport events, and performances took place in the majority of primary schools (over 55%), while joint ecological actions, field trips, and free student activities were additionally carried out only in the majority of multi-language primary schools. In general, similar figures are obtained for multi-

language secondary schools that implemented joint extracurricular activities, while the figures from the small number of one-language secondary schools in this sample are not that consistent. Among long-term joint extracurricular activities (Multicultural workshops, student clubs and sport teams), only joint sport teams were reported to exist in more than half of the multi-language schools from this sample (both primary and secondary) and in one-language secondary schools from heterogeneous municipalities.

Further analysis of the implementation of joint extracurricular activities with students based on the percentages drawn from the total number of activities within the respective school category shows that joint visits are the most represented (at least 15%) among all activities that took place in one-language schools (both primary and secondary), while there is no activity that is so typical for multi-language schools.

Table 3.2.2. reveals that the average numbers of meetings dedicated to joint extracurricular activities are the highest in multi-language schools (both primary and secondary) when students-participants come from different languages of instruction within the school. As expected, among one-language schools, the average number of encounters is higher for schools located in heterogeneous municipalities than for those in homogeneous municipalities. However, the average number of one-language schools' encounters realized in partnership is pretty high for both primary and secondary schools.

**Table 3.2.2.**  
Numbers (and averages) of realized encounters for joint extracurricular activities with students

		Primary Schools	Secondary Schools
one-lang. HoM	In partnership	151 (3,5)	47 (3,4)
one-lang. HeM	In partnership	517 (5,7)	55 (6,9)
multi-lang.	In partnership	176 (4,8)	21 (2,6)
	within the school	725 (9,9)	234 (10,2)

A total of 16.974 students participated in the joint extracurricular activities with students. 50,6% of them are girls and 49,4% are boys. Gender balance is obeyed in one-language and multi-language primary and secondary schools.

**Table 3.2.3.**  
Students from different languages of instruction that participated in joint extracurricular activities (out of the total number of included students in primary/secondary schools)

		Primary Schools (221)	Secondary Schools (45)
<b>MAC</b>	one-lang	4.556 (83,1%)	647 (87,4%)
	multi-lang.	3.855 (48,8%)	1.523 (53,3%)
<b>ALB</b>	one-lang	910 (16,6%)	93 (12,6%)
	multi-lang.	2.934 (37,2%)	1.132 (39,6%)
<b>TUR</b>	one-lang	16 (0,3%)	
	multi-lang.	958 (12,1%)	204 (7,1%)
<b>SER</b>	one-lang		
	multi-lang.	36 (0,5%)	
<b>BOS</b>	one-lang		
	multi-lang.	110 (1,4%)	
total	one-lang	5.482	740
	multi-lang.	7.893	2.859

According to Table 3.2.3, 83%/49% of all students-participants from one-language schools (primary/secondary) and 87%/53% of all students-participants from multi-language schools (primary/secondary) are from Macedonian language of instruction. Considered in total numbers, students-participants that study in Macedonian cover 63%/60% of the total number of students that participated in joint extracurricular activities in primary/secondary schools. Under the assumption that the declared figures are correct, the conclusion is that most of the “mixed” groups were dominated by students that study in Macedonian.

Among the total number of 3.549 teachers that implemented joint extra-curricular activities, 64% are women and 36% are men. Similar gender ratio applies to teachers-implementers from all categories of primary and secondary schools.

**Table 3.2.4.**  
Teachers from different languages of instruction that implemented joint extracurricular activities with students (out of the total number of included teachers from primary/secondary schools)

		Primary Schools (221)	Secondary Schools (45)
MAC	one-lang	1.112 (80,3%)	135 (78,5%)
	multi-lang.	781 (51,8%)	278 (57,4%)
ALB	one-lang	269 (19,4%)	37 (21,5%)
	multi-lang.	549 (36,4%)	183 (37,8%)
TUR	one-lang	4 (0,3%)	
	multi-lang.	162 (10,7%)	23 (4,8%)
SER	one-lang		
	multi-lang.	12 (0,8%)	
BOS	one-lang		
	multi-lang.	4 (0,3%)	
total	one-lang	1.385	172
	multi-lang.	1508	484

Table 3.2.4 indicates that teachers from Macedonian language of instruction are generally overrepresented among teachers that implemented joint extracurricular activities with students (65% in total). They constitute 65% of primary-school teachers and 63% of secondary-school teachers. Language balance exists among teachers from multi-language schools (with 53% of MAC teachers), whereas a highest unbalance is present among one-language school teachers (with 80% of MAC). This figures might be a product of either repeated involvement of the same teachers of other languages of instruction (especially from Albanian language) in more than one joint extracurricular activities with students, or outnumbered involvement of Macedonian instruction teachers in the implementation of these activities.

Table 3.2.5 displays that in general, around 10% of the students (both from primary and secondary schools) that study in Macedonian or in Albanian were included in the joint extracurricular activities. The percentages of teachers-participants that teach in these two languages is higher (more among primary- than secondary-school teachers), even though they fall in the range between 17-27%.

**Table 3.2.5.**

Portion of teachers/students from different languages of instruction that participated in joint extracurricular activities with students (out of the total number of students/teachers in the schools that implemented joint extracurricular activities)

		Primary Schools (221)	Secondary Schools (45)
MAC	students	8.411 (11,4%)	2.170 (9,1%)
	teachers.	1.893 (27%)	413 (17%)
ALB	students	3.844 (9,1%)	1.225 (9,7%)
	teachers.	818 (24%)	220 (19%)
TUR	students	974 (19,7%)	204 (26,3%)
	teachers.	166 (42,3%)	23 (32,7%)
SER	students	36 (31,1%)	
	teachers.	12 (43,2%)	
BOS	students	110 (35,4%)	
	teachers.	4 (18,7%)	
total	students	13.375 (11%)	3.599 (9,6%)
	teachers.	2.893 (26,6%)	656 (17,9%)

*Results from the verification visits show that:*

- Schools define only the act of visiting a partner schools as a visit, while the activities within the organized visits are listed additionally, regardless of whether they were conducted with the same group of students or with different groups. In reality, visits include joint activities that are either implemented in the same group of students or distributed between different very small groups (with or without joint introductory/closing activity with participation of all students that constitute the original “mixed” group).
- Schools do not differentiate between multicultural activities, Multicultural workshops and the so called autonomous multicultural activities – as a result, schools often select all three types when referring to the same activity that is therefore counted three times. Instead of signifying activities with multicultural contents that are implemented in one-language settings, the autonomous “multicultural” workshops most often refer to either realization of workshops from the Life Skills Education program (which normally do not have multicultural content) or including multicultural contents in regular classes.
- When schools state that they have a mixed sport team, it actually refers to organizing short-term sport activities with “mixed” sport teams. Real “mixed” sport teams that exercise regularly during the school year are almost absent. It refers to multi-language schools too, even though many of these schools claim that the physical education classes are held jointly (in the same space at the same time).
- When schools report about having joint long-term clubs (секции), there is no evidence in the schools that can verify this statement.
- In general, the stated joint field trips were conducted according to the required criteria.
- The numbers of students and teachers reported to be included in the activities on the questionnaire differ from those reported during the verification visit, even though there aren’t rules when these figures are higher or lower.
- In one-language partner activities, the language balance in the “mixed” groups is usually adhered, but in multi-language schools the majority of the activities are with unbalanced number of students (usually the whole class is included and the domination of the language depends on the number of students).

- No school has a written document that contains the number of the conducted joint encounters, and there is no common understanding about what should be counted as a separate meeting.

### Joint curricular activities with students

Results presented in Table 3.3.1 demonstrate that the most represented kind of joint curricular activity among one-language and multi-language schools are various kinds of short-term activities that take place within regular classes. A small percentage of primary schools have reported that they had implemented outdoor classes which is a form of long-term activity. Long-term curricular activities (to be implemented as regular elective subjects) are reported to be present in many of the secondary schools that have had joint curricular activities.

**Table 3.3.1.** Kinds of joint curricular activities with students implemented in partnership and/or within the school (out of schools that implemented joint activities)

	Primary Schools			Secondary Schools			Total (179)
	one-lang. HoM (28 total)	one-lang. HeM (59 total)	multi- lang. (67 total)	one-lang. HoM (10 total)	one-lang. HeM (2 total)	multi- lang. (13 total)	
Activities within regular classes	18 (64,3%)	41 (69,5%)	58 (86,6%)	5 (50%)	2 (100%)	13 (100%)	137 (76,5%)
Projects within regular subjects	19 (67,9%)	39 (66,1%)	41 (61,2%)	7 (70%)		5 (38,5%)	111 (62,0%)
Outdoor classes (in primary schools)	4 (14,3%)	9 (15,3%)	19 (28,4%)				32 (17,9%)
Project activities (in high-schools)				5 (50%)	1 (50%)	6 (46,2%)	12 (6,7%)
Free classes (in vocational schools)				3 (30%)	1 (50%)	1 (7,7%)	5 (2,8%)
Practical teaching (in vocational schools)				3 (30%)		1 (7,7%)	4 (2,2%)
<b>Total</b>	<b>41</b>	<b>89</b>	<b>118</b>	<b>23</b>	<b>4</b>	<b>26</b>	<b>301</b>

Table 3.3.2 signifies that there were much less meetings within joint curricular activities with students than within extracurricular ones. Presented data indicate that the average numbers of encounters for joint curricular activities with students are higher for the multi-language schools than for the one-language schools, confirming the expectations that it is more feasible to carry out joint curricular activities in schools that host different instruction languages, than between schools, each hosting one instruction language.

<b>Table 3.3.2.</b>		Primary Schools	Secondary Schools	
Numbers (and averages) of realized encounters for joint curricular activities with students	one-lang. HoM	In partnership	65 (2,4)	26 (2,6)
	one-lang. HeM	In partnership	352 (6,0)	3 (1,5)
	multi-lang.	In partnership	102 (3,4)	7 (2,3)
		within the school	479 (8,1)	108 (8,3)

A total of 7341 students from 154 primary schools and 2203 students from 25 secondary schools participated in joint activities. In general, students-participants were pretty balanced. The only unbalance



can be found among secondary school students, where 54% of the participants were boys. Gender comparisons between teachers show that among the 1485 included teachers, 63,5% are women and 36,5% are men. Similar ratio applies to teachers from one-language and multi-language schools, as well as to teachers from primary schools. Only among teachers that teach in secondary schools the gender unbalance is significantly lower (58,5% women vs. 41,5% men).

**Table 3.3.3.**  
Students from different languages of instruction that participated in joint curricular activities with students (out of the total number of included students in primary/secondary schools)

		Primary Schools (154)	Secondary Schools (25)
<b>MAC</b>	one-lang	2.440 (81,2%)	397 (88%)
	multi-lang.	2.137 (49,3%)	942 (53,8%)
<b>ALB</b>	one-lang	559 (18,6%)	54 (12%)
	multi-lang.	1.553 (35,8%)	764 (43,6%)
<b>TUR</b>	one-lang	6 (0,2%)	0
	multi-lang.	514 (11,9%)	46 (2,6%)
<b>SER</b>	one-lang	0	0
	multi-lang.	18 (0,4%)	0
<b>BOS</b>	one-lang	0	0
	multi-lang.	114 (2,6%)	0
total	one-lang	3.005	451
	multi-lang.	4.336	1.752

According to Table 3.3.3, 81%/88% of all students-participants in joint curricular activities from one-language schools (primary/secondary) and 49%/54% of all students-participants from multi-language schools (primary/secondary) are from Macedonian language of instruction. Considered in total numbers, students-participants that study in Macedonian cover 62%/61% of the total number of students that participated in joint curricular activities in primary/secondary schools. Under the assumption that the declared figures are correct, it appears that students that study in Macedonian have been overly represented in the “mixed” groups, not among those that come from one-language schools, but also among those that study in multi-language schools.

**Table 3.3.4.**  
Teachers from different languages of instruction that participated in joint curricular activities with students (out of the total number of included teachers in primary/secondary schools)

		Primary Schools (154)	Secondary Schools (25)
<b>MAC</b>	one-lang	561 (72,9%)	67 (74,4%)
	multi-lang.	351 (49,1%)	170 (64,9%)
<b>ALB</b>	one-lang	207 (26,9%)	23 (25,6%)
	multi-lang.	271 (37,9%)	85 (32,4%)
<b>TUR</b>	one-lang	2 (0,3%)	0
	multi-lang.	78 (10,9%)	7 (2,7%)
<b>SER</b>	one-lang	0	0
	multi-lang.	5 (0,7%)	0
<b>BOS</b>	one-lang	0	0
	multi-lang.	10 (1,4%)	0
total	one-lang	770	90
	multi-lang.	715	262

Results in Table 3.3.4 indicate that there was also a language unbalance in teachers' participation in the joint curricular activities with students in favor of Macedonian language. Macedonian language teachers constitute 73%/74% of the participants from one-language schools (primary/secondary) and 49%/65% of the participants from multi-language schools (primary/secondary). In total, 61%/67% of all primary/secondary school participants come from those teaching in Macedonian.

Table 3.3.5. illustrates that the average of 8% of the primary-school students (more among Macedonian language students and less among Albanian language students) and 13% of secondary-school students (more among Albanian language students and less among Macedonian language students) were included in the joint curricular activities implemented in their schools. Much higher percentage of participants can be found among students that study in languages of the minorities, like Serbian and Bosnian. When the percentages of teachers-participants are compared, it appears that there are more among those that teach in primary schools than among those that teach in secondary schools (18,5% vs. 11%). Here, the Macedonian-Albanian language ratio reflects the one that applies to students-participants.

**Table 3.3.5.**  
Portion of teachers/students from different languages of instruction that participated in joint curricular activities with students (out of the total number of students/teachers in the schools that implemented joint curricular activities)

		Primary Schools (154)	Secondary Schools (25)
MAC	students	4.577 (9%)	1.339 (10,8%)
	teachers.	912 (19%)	237 (9,3%)
ALB	students	2.112 (6,1%)	818 (18,2%)
	teachers.	478 (16,8%)	108 (24,8%)
TUR	students	520 (12,5%)	46 (15,3%)
	teachers.	80 (24,6%)	7 (2,2%)
SER	students	18 (44,8%)	
	teachers.	5 (28,1%)	
BOS	students	114 (36,7%)	
	teachers.	10 (46,7%)	
total	students	7.341 (8,2%)	2.203 (12,8%)
	teachers.	1.485 (18,5%)	352 (10,7%)

*Results from the verification visits show that:*

- In general, the implemented joint regular teaching classes are always conducted through less than five hours and always with selected groups of students (not with the whole classes). When it comes to curricular activities and curricular projects, it is unclear whether they covered an actual curricular content, there is no record on how many students were included and how many encounters were organized.
- Joint outdoor classes do not always imply what the official rules for their implementation require (carrying out curricular activities out of school, in duration of at least three days). Thus, each activity implemented in the natural out-of-school environment is considered as an outdoor class.
- It cannot be verified that the long-term curricular activities in secondary schools that should be considered as regular subjects, are implemented on regular basis.

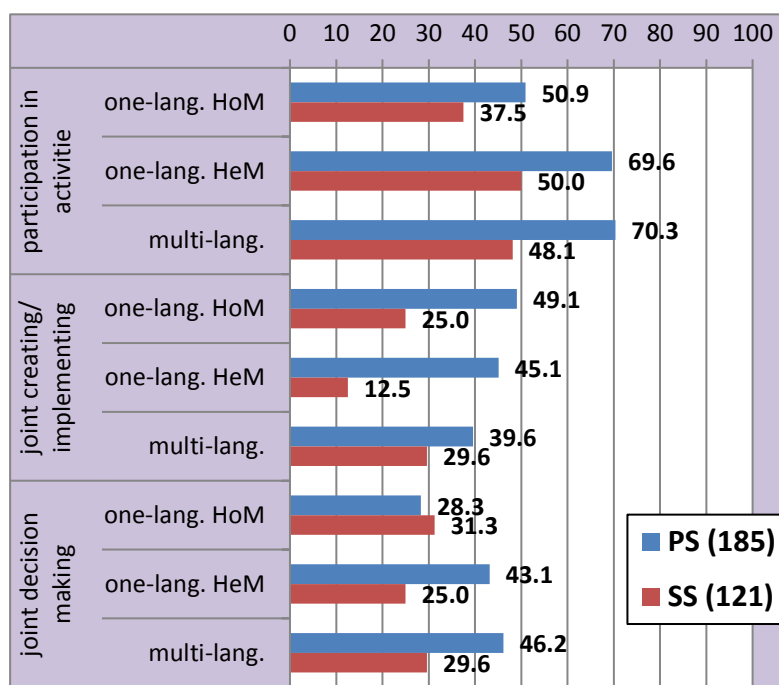
## Parents' Participation in Joint Student Activities

Data from Table 3.4.1 reveals that majority of schools (both primary and secondary) that have implemented joint student activities have included parents in the implementation. Portion of one-language schools with active parents is slightly higher for those located in heterogeneous municipalities than for those from homogeneous municipalities. When portions for primary and secondary schools are contrasted, it appears that parents have been active in more primary than in secondary schools, especially when one-language schools from homogeneous municipalities and schools with more than one language of instruction are compared.

**Table 3.4.1.**  
Schools with parents that participate in joint student activities (out of schools with joint activities with students)

	Primary Schools (246)	Secondary Schools (51)
One-language HoM	45 (84,9%)	11 (68,8%)
One-language HeM	90 (88,2%)	7 (87,5%)
Multi-language	80 (87,9%)	20 (74,1%)

According to the results presented in Graph 3.4., majority of primary and secondary schools located in municipalities with two/three instruction languages have had parents participate in the joint student activities. The other two forms of parents' involvement (in joint creating and implementing and/or joint decision making) took place in more of the active primary than secondary schools.



**Graph 3.4.**  
Forms of parents' involvement in joint student activities (out of schools that have implemented these activities)

Table 3.4.2 reveals that 18 schools did not even invite parents to engage in joint activities with students. Additional 17 schools claim that their parents are not interested to cooperate around IIEP activities, while 9 schools say that their parents are not interested to cooperate with the school in any kind of activity.

**Table 3.4.2.** Reasons why parents were not included (out of schools that implemented joint student activities without parents' involvement)

	Primary Schools			Secondary Schools			Total (44)
	one-lang. HoM (8 total)	one-lang. HeM (12 total)	multi- lang. (11 total)	one-lang. HoM (5 total)	one-lang. HeM (1 total)	multi- lang. (7 total)	
Not invited	6	5	3	0	1	3	18 (40.9%)
Lack of interest to cooperate around IIEP activities	2	7	3	3	0	2	17 (38,6%)
Lack of interest to cooperate in any kind of activity	0	0	5	2	0	2	9 (79,5%)

*Results from the verification visits show that:*

- In most cases, there are no official records for parents' participation in joint activities with students.
- When it comes to the participation of parents, the indication of their involvement in decision-making mainly refers to obtaining parents' consent for conducting joint activity/s.

### Implementation of Joint Professional Activities for Teachers

When asked if their teachers had been included in activities for professional development with colleagues from another language of instruction (Table 4.1.), majority of schools from heterogeneous municipalities (more among multi-language than among one-language schools) gave affirmative answer. As expected, most of the one-language schools from one-instruction language municipalities (61% among primary and secondary schools) answered negatively. The data also indicate that most of the multi-language schools had such experience within their own school.

**Table 4.1.**  
How joint professional teacher activities were implemented (out of all schools)

		Primary Schools (327)	Secondary Schools (88)
in partnership	one-lang. HoM	33 (39,3%)	17 (38,6%)
	one-lang. HeM	86 (57,3%)	4 (28,6%)
	multi-lang.	9 (9,7%)	1 (3,33%)
within the school	multi-lang.	52 (55,9%)	19 (63,3%)
in both ways	multi-lang.	12 (12,9%)	5 (16,7%)

Results in Table 4.2 indicate that 50% of the joint activities for professional development of primary-school teachers and 70% of the same activities intended for secondary-school teachers took place in multi-language schools. In general, the most represented kinds of these activities among primary and secondary schools are: joint development of lesson plans, exchange of teaching materials and participating in joint trainings or professional bodies.

**Table 4.2.** Different kinds of joint professional activities (out of schools that reported having these activities)

	Primary Schools			Secondary Schools			Total (238)
	one-lang. HoM (33 total)	one-lang. HeM (86 total)	multi- lang. (73 total)	one-lang. HoM (17 total)	one-lang. HeM (4 total)	multi- lang. (25 total)	
Developing lesson plans	16 (48,5%)	50 (58,1%)	56 (76,7%)	8 (47,1%)	3 (75%)	22 (88%)	155 (65,1%)
Designing tests and other assessment instruments	7 (21,2%)	23 (26,7%)	40 (54,8%)	3 (17,6%)	1 (25%)	17 (68%)	91 (38,2%)
Participating in joint trainings/professional bodies	19 (57,6%)	43 (50%)	54 (74%)	5 (29,4%)	1 (25%)	19 (76%)	141 (59,2%)
Visiting and observing classes	6 (18,2%)	28 (32,6%)	42 (57,5%)	6 (35,3%)		9 (36%)	91 (38,2%)
Exchange of teaching materials	18 (54,5%)	50 (58,1%)	56 (76,7%)	12 (70,6%)		20 (80%)	156 (65,5%)
Solving problems in the community	5 (15,2%)	11 (12,8%)	32 (43,8%)	3 (17,6%)	1 (25%)	15 (60%)	67 (28,2%)
Total	71	205	280	37	6	102	701

Among 3523 teachers from 192 primary schools and 1478 teachers from 46 secondary schools that participated in joint activities for professional development, more than 60% are women (68% within primary- and 60% within secondary-school teachers). According to data in Table 4.3, more than half of the teachers engaged in joint professional activities come from the pool of those that teach in Macedonian. As expected, among teachers from other instruction languages, those that teach in Albanian are the most represented, while those that teach in Serbian and Bosnian are in insignificant numbers.

**Table 4.3.**  
Teachers from different languages of instruction that participated in joint professional activities (out of the total number of included teachers in primary/secondary schools)

		Primary Schools (192)	Secondary Schools (46)
MAC	one-lang	911 (69,4%)	153 (60,2%)
	multi-lang.	1.117 (50,5%)	743 (60,7%)
ALB	one-lang	396 (30,2%)	101 (39,8%)
	multi-lang.	928 (42%)	440 (35,9%)
TUR	one-lang	6 (0,5%)	
	multi-lang.	142 (6,4%)	41 (3,3%)
SER	one-lang		
	multi-lang.	15 (0,7%)	
BOS	one-lang		
	multi-lang.	8 (0,4%)	
total	one-lang	1313	254
	multi-lang.	2.210	1.224

According to Table 4.4, the average percentage of teachers involved in any kind of joint professional activity is rather high (37% for primary- and 30% for secondary-school teachers). Inter-language comparisons indicate that the percentages of included teachers that teach in Albanian is higher than the percentages for teachers that teach in Macedonian, and this difference is much bigger among secondary-school teachers.

**Table 4.4.**

Portion of teachers from different languages of instruction that participated in joint professional activities (out of the total number of teachers in the schools that implemented this kind of activities)

	Primary Schools (192)	Secondary Schools (46)
<b>MAC</b>	2.028 (34,8%)	896 (27,4%)
<b>ALB</b>	1.324 (38,7%)	541 (40,6%)
<b>TUR</b>	148 (51,1%)	41 (12%)
<b>SER</b>	15 (54%)	
<b>BOS</b>	8 (37,4%)	
total	3.523 (36,8%)	1.478 (29,9%)

*Results from the verification visits show that:*

- Typically, the professional cooperation between teachers from different languages of instruction is reduced to planning joint activities with students, and the meetings conducted in that regard are counted as professional cooperation.

### Implementation of Other IEP Activities

#### Multicultural Iconography

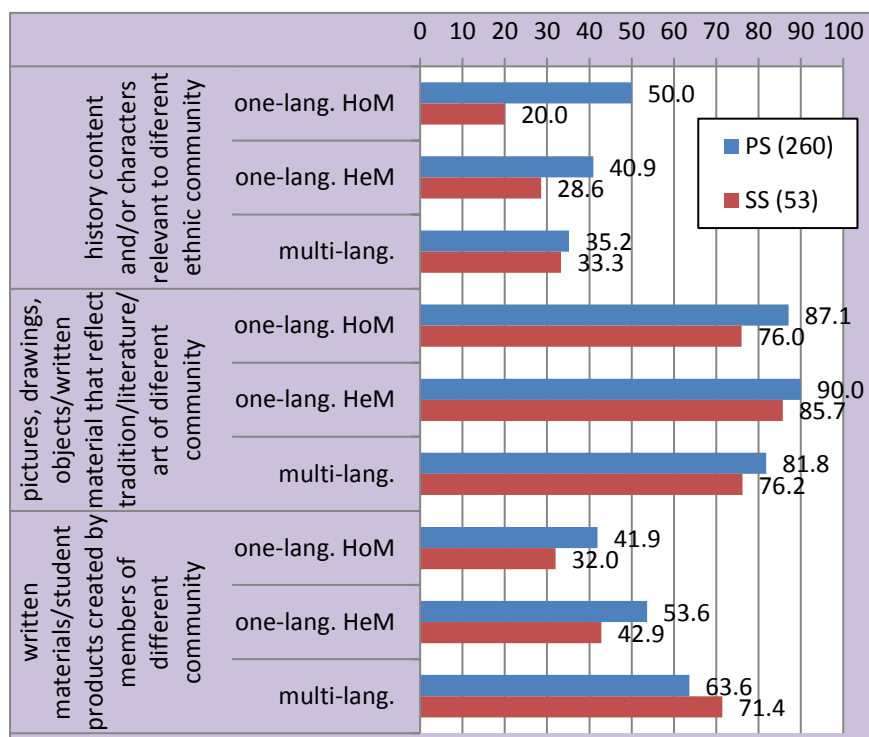
Table 5.1.1. demonstrates that most of the schools (especially multi-language primary schools) claim that their school iconography contains material that is not only relevant for the identity of the different ethnic communities that live in the country, but also present them in a balanced way. Among one-language secondary schools, there is a high portion of those that do not have multicultural iconography simply because all their students study in one language.

**Table 5.1.1.** Presence of visual material relevant for the identity of the different ethnic communities that live in RM (percentage of all schools)

	Primary Schools			Secondary Schools			Total (415)
	one-lang. HoM (84 total)	one-lang. HeM (150 total)	multi- lang. (93 total)	one-lang. HoM (44 total)	one-lang. HeM (14 total)	multi- lang. (30 total)	
YES-balanced presence	44 (52,4%)	73 (48,7%)	64 (68,8%)	21 (47,7%)	7 (50%)	14 (46,7%)	223 (53,7%)
YES-mild unbalance	18 (21,4%)	37 (24,7%)	24 (25,8%)	4 (9,1%)		7 (23,3%)	90 (21,7%)
YES-extreme unbalance	4 (4,8%)	4 (2,7%)				2 (6,7%)	10 (2,4%)
NO-no need		5 (3,3%)	3 (3,2%)	3 (6,8%)		6 (20%)	17 (4,1%)
NO-one-language school	18 (21,4%)	31 (20,7%)	2 (2,2%)	16 (36,4%)	7 (50%)	1 (3,3%)	75 (18,1%)

As Graph 5.1 reveals, a vast majority of primary and secondary schools that have multicultural iconography on their walls, ensure it by displaying pictures, drawings, objects and/or written material that reflect the tradition/literature/art of different communities. In addition, a majority of multi-language schools display written materials and/or other products created by students from different

ethnicity as well. On the other hand, history content and/or characters relevant for different ethnic communities are visible in a big portion of one-language schools.



**Graph 5.1.** Content of the visual material that refers to different ethnic communities (out of schools with balanced or mildly unbalanced multicultural iconography)

**IIEP Activities in Schools with Ethnic Minorities**

Data in Table 5.2.1 demonstrates that there are 33 primary and 13 secondary schools in the country with a significant ethnic minority (over 10% of the total number of students) that do not study in their mother tongue. Many of them have Roma minority and/or Turkish minority students, but there are also schools with other ethnic minorities present.<sup>8</sup>

**Table 5.2.1.** Schools with significant presence of ethnic minorities that do not study in their mother tongue

	Primary Schools	Secondary Schools
ROM	15	5
ROM & TUR	3	1
TUR	8	2
TUR & BOS	1	1
ALB		1
BOS	4	
EGY	1	
SER	1	
VLA		1
others		2
	<b>33</b>	<b>13</b>

<sup>8</sup> Out of the total of 33 primary schools with significant portion of ethnic minorities, only 9 provide elective classes on Language and Culture of Roma/Turks/Vlachs/Bosnians. At the same time, 28 of the primary schools and 10 of the secondary schools with ethnic minorities have implemented joint activities.

According to data presented in Table 5.2.2 it appears that minority students are included in most of the joint activities that are implemented in their school. However, it is interesting that almost all schools (both primary and secondary) with minority students have included them in school performances.

**Table 5.2.2.**  
Kinds of joint activities that include minority students (out of schools with significant presence of ethnic minority/ies that included them in joint student activities)

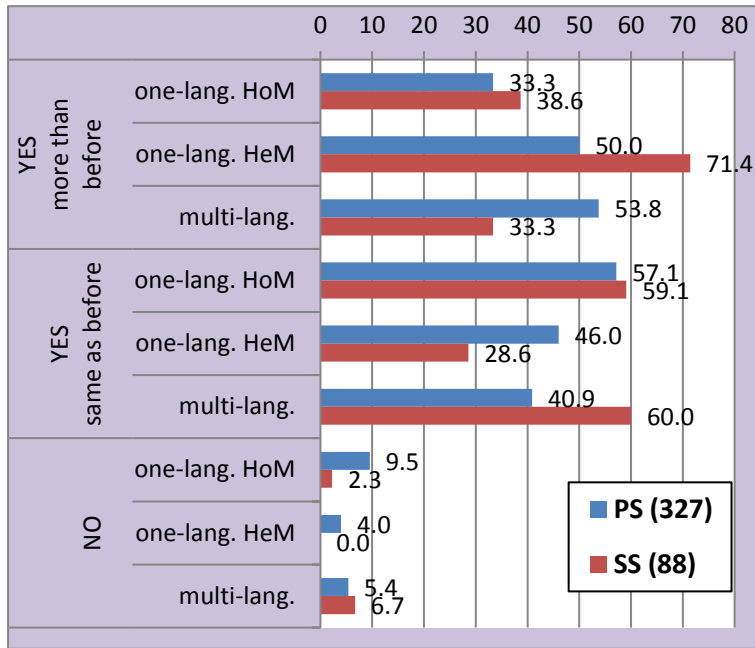
	<b>Primary Schools (28)</b>	<b>Secondary Schools (10)</b>
Field trips	21 (75%)	5 (50%)
Performances	25 (89,3%)	9 (90%)
Celebrations/social activities	11 (39,3%)	5 (50%)
Ecological actions	22 (78,6%)	6 (60%)
Events in local community	12 (42,9%)	7 (70%)
Multicultural workshops	25 (89,3%)	6 (60%)
Free student activities	20 (71,4%)	8 (80%)
Sport activities	22 (78,6%)	7 (70%)
Humanitarian actions	16 (57,1%)	4 (40%)
Student clubs	19 (67,9%)	7 (70%)
Sport teams	16 (57,1%)	3 (30%)
Activities in regular classes	13 (46,4%)	4 (40%)
Projects within regular classes	11 (39,3%)	5 (50%)
Field teaching (in PSs)	13 (46,4%)	
Sport teams	21 (75%)	5 (50%)
<b>Total</b>	<b>264</b>	<b>77</b>

### Cooperation with the Municipality

According to Graph 5.3.1, after introduction of the Project for Inter-ethnic Integration in Education, at least half of the primary schools from heterogeneous municipalities and majority of the one-language secondary schools located in heterogeneous municipalities have strengthened their cooperation with the municipality regarding the IIE activities. The other categories of primary and secondary schools have just continued the cooperation that was established before IIEP. The portion of schools without cooperation with the municipalities regarding IIE activities is negligible.

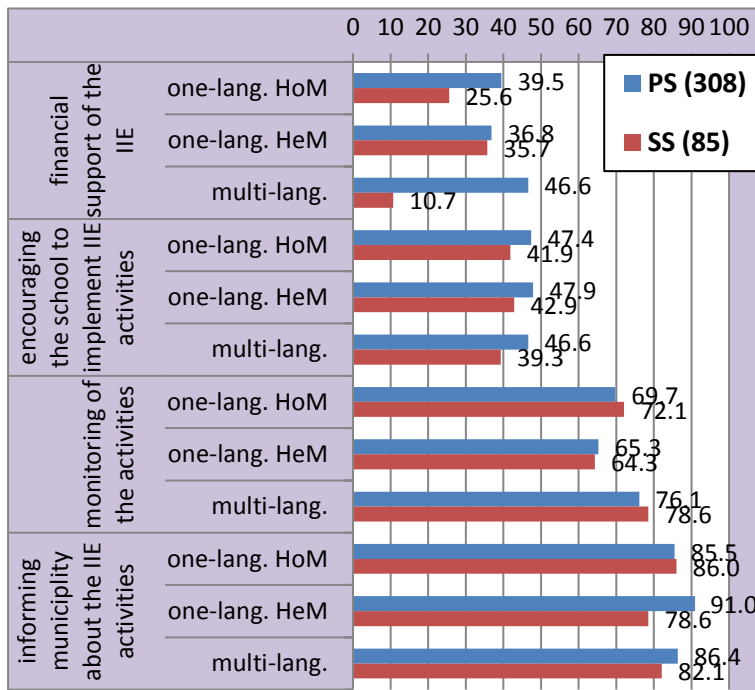
Graph 5.3.2. indicates that the most common form of cooperation with municipality is informing it about the IIE activities that were carried out in the school. It is also significant that the majority of schools have included the municipality in monitoring their IIE activities. A big portion of schools get encouragement from their municipality to implement IIE activities but it is not always followed by financial support.





**Graph 5.3.1.**

Active cooperation of schools with the municipality regarding the IIE activities (out of all schools)



**Graph 5.3.2.**

Forms of cooperation with municipalities regarding the IIE activities (out of schools that have cooperation)

<b>Impact of the IIEP Activities</b>
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**Table 6.1.** Usefulness of joint student activities for the relations between students from different ethnic/language groups (out of schools that implemented these kinds of activities)

	Primary Schools			Secondary Schools			Total (297)
	one-lang. HoM (53 total)	one-lang. HeM (102 tot.)	multi- lang. (91 total)	one-lang. HoM (16 total)	one-lang. HeM (8 total)	multi- lang. (27 total)	
Reducing negative ethnic stereotypes/ prejudices	42 (79,2%)	63 (61,8%)	55 (60,4%)	11 (68,8%)	5 (62,5%)	18 (66,7%)	194 (65,3%)
Improvement of inter-ethnic/ language contact	9 (17,0%)	32 (31,4%)	26 (28,6%)	4 (25%)	2 (25%)	9 (33,3%)	82 (27,6%)
Reducing inter-ethnic/language conflict	2 (3,8%)	7 (6,9%)	9 (9,9%)	1 (6,3%)	1 (12,5%)	0	20 (6,7%)
Not useful for students' inter-ethnic/language relations	0	0	1 (1,1%)	0	0	0	1 (0,3%)

**Table 6.2.** Usefulness and feasibility of different kinds of joint student activities for the relations between students from different ethnic/language groups (out of schools that implemented these kinds of activities)

	Primary Schools			Secondary Schools			Total (297)
	one-lang. HoM (53 total)	one-lang. HeM (102 tot.)	multi- lang. (91 total)	one-lang. HoM (16 total)	one-lang. HeM (8 total)	multi- lang. (27 total)	
Joint field trips	4 (7,5%)	13 (12,7%)	13 (14,3%)	1 (6,3%)	3(11,1%)	3 (37,5%)	37 (12,5%)
Mutual visits	15 (28,3)	14 (13,7%)	17 (18,7%)	8 (50%)	2 (7,4%)		56 (18,9%)
Joint performances/ celebrations	2 (3,8%)	9 (8,8%)	10 (11%)	2(12,5%)	2 (7,4%)		25 (8,4%)
Joint ecological actions		3 (2,9%)	2 (2,2%)				5 (1,7%)
Joint multicultural activities	17 (32,1%)	27 (26,5%)	21 (23,1%)	3 (18,8%)	8 (29,6%)		76 (25,6%)
Joint free student activities	6 (11,3%)	5 (4,9%)	9 (9,9%)	1 (6,3%)	4 (14,8%)	2 (25%)	27 (9,1%)
Joint sport activities	2 (3,8%)	12 (11,8%)	7 (7,7%)	1(6,3%)	3 (11,1%)		25 (8,4%)
Joint actions and projects	3(5,7%)	8 (7,8%)	8 (8,8%)			2 (25%)	21 (7,1%)
Joint long-term clubs		2 (2%)	2 (2,2%)			1 (12,5%)	5 (1,7%)
Joint activities within regular classes	1 (1,9%)	1 (1%)	1 (1,1%)		2 (7,4%)		5 (1,7%)
Joint project activities	3 (5,7%)	6 (5,9%)	1 (1,1%)		2 (7,4%)		12 (4%)
Joint Free classes (in VET schools)							0
Joint Practical teaching (in VET schools)					1 (3,7%)		1 (0,3%)

Only one multi-language primary school out of all 297 schools that implemented joint activities with “mixed” groups of students has answered that these activities are not beneficial for the relations between students that study in different languages. As Table 6.1 indicates, majority of schools (both primary and secondary from all three categories) stated that the joint activities are most useful for reducing the negative ethnic stereotypes and prejudices, a smaller portion that these activities help most in improvement of the contact, and the smallest portion that they are most beneficial for reduction of the conflict between students from different languages of instruction.

Data from Table 6.2 signifies that when the answers from all schools are taken together, the most popular joint activities appear to be joint multicultural activities, mutual visits, and joint field trips. At the same time, the curricular activities as well as the long-term activities that are supposed to be the most useful for the inter-ethnic/language relations between students, are perceived as such by the least of schools. Among multi-language schools that implemented joint activities, multicultural activities are most popular at primary-school level, whereas joint field trips are the most popular at secondary-school level.

**Table 6.3.**  
Contribution of IIE activities on a scale from 1=*not at all* to 5=*a lot* (out of all schools)

		Primary Schools (327)	Secondary Schools (88)
Improvement of inter-ethnic/language relations between teachers	one-lang. HoM	3,7	3,2
	one-lang. HeM	3,8	3,6
	multi-lang.	3,8	4,1
Improvement of inter-ethnic/language relations between students	one-lang. HoM	4,0	3,4
	one-lang. HeM	3,9	4,1
	multi-lang.	4,0	4,0
Improvement of inter-ethnic/language relations between parents	one-lang. HoM	3,4	3,0
	one-lang. HeM	3,4	3,3
	multi-lang.	3,5	3,2
Improvement of the general school atmosphere	one-lang. HoM	3,7	3,5
	one-lang. HeM	3,7	3,6
	multi-lang.	3,9	3,6
Improvement of inter-ethnic/language relations within the municipality	one-lang. HoM	3,3	3,3
	one-lang. HeM	3,8	3,6
	multi-lang.	4,1	3,5

When evaluating the contribution of the inter-ethnic integration activities to different aspects of school life (Table 6.3), schools in general have found them useful. All but one of the obtained mean values are over the mid-point on the assessment scale (3,0), which indicates more than medium improvement in all evaluated aspects due to implementation of IIE activities. On the average, primary schools show a tendency to value the activities higher than secondary schools. There is also a tendency for schools from heterogeneous municipalities (both one-language and multi-language) to find the activities more valuable than the one-language schools from homogeneous municipalities. However, the obtained mean values for the impact on inter-ethnic/language relations between students are the highest and those for the impact on inter-ethnic/language relations between their parents are the lowest.

Table 6.4 signifies that the vast majority of schools (all categories and both primary and secondary) do not believe that ceasing the activities for inter-ethnic integration in schools will affect the inter-ethnic/language relations between students, between teachers, or between parents. In the context of the findings about the impact of these activities on the relations between the different participants in the education process, these results most probably mean that the IIE activities has improved the relations to a degree that it would be hard to change. In general, the relations attained between teachers from different instruction languages are considered as stable by most of the schools.

**Table 6.4.** What is expected to happen with the relations between students/teachers/parents from different instruction languages if the IIE activities are terminated (out of all schools)

		Primary Schools (327)			Secondary Schools (88)		
		better	the same	worse	better	the same	worse
students	one-lang. HoM	6 (7,1%)	68 (81%)	10 (11,9%)	2 (4,5%)	38 (86,4%)	4 (9,1%)
	one-lang. HeM	13 (8,7%)	122 (81,3%)	15 (10%)	1 (7,1%)	12 (85,7%)	1 (7,1%)
	multi-lang.	10 (10,8%)	68 (73,1%)	15 (16,1%)	2 (6,7%)	24 (80%)	4 (13,3%)
teachers	one-lang. HoM	6 (7,1%)	64 (76,2%)	16 (16,7%)	2 (4,5%)	37 (84,1%)	5 (11,4%)
	one-lang. HeM	12 (8%)	114 (76%)	24 (16%)	1 (7,1%)	11 (78,6%)	2 (14,3%)
	multi-lang.	7 (7,5%)	61 (65,6%)	25 (26,9%)	4 (13,3%)	21 (70%)	5 (16,7%)
parents	one-lang. HoM	6 (7,1%)	65 (77,4%)	13 (15,5%)	2 (4,5%)	37 (84,1%)	5 (11,4%)
	one-lang. HeM	9 (6%)	122 (81,3%)	19 (12,7%)	1 (7,1%)	11 (78,6%)	2 (14,3%)
	multi-lang.	9 (9,7%)	64 (68,8%)	20 (21,5%)	2 (6,7%)	25 (83,3%)	3 (10%)

## CONCLUSIONS

### 1. Providing conditions for implementation of the IIEP activities

- Almost all schools have functional SITs that primarily engaged in setting the stage for introducing joint activities with “mixed” groups of students and ensuring the implementation of these activities.
- For the last 4/5 years the majority of teachers from almost all schools have undergone some kind of training for inter-ethnic integration in education.
- The majority of schools from all categories have revealed their commitment to IIE activities in their missions/visions and incorporated IIEP activities into their Annual Plans.
- School Boards from almost all schools are informed about the IIEP activities and in some cases their representatives have participated in IIE trainings and/or IIEP activities.
- A high percentage of schools (more among primary than among secondary ones) have managed to provide cooperation with Parents’ Council over IIEP activities.
- Majority of schools have established partnership with other school/s with different language of instruction. The most represented among them are one-language schools located in heterogeneous municipalities, and multi-language schools have offered to serve to one-language schools as a convenient opportunity for partnership/s. Half of the schools have established partner relations with only one school, but a small portion of them (mainly multi-language schools) have 3-5 partnerships.

### 2. General implementation of the IIE activities in the schools

- The majority of schools that engaged in partnership/s have managed to make the partnership functional. However, there are still many established partnerships, especially among secondary schools that did not work. Although there were more established partnerships in 2015/16 compared to the previous school year, there are less functional ones. Most of the multi-language schools without effective partnership do not find the partnership necessary for implementing IIE activities, and one-language schools have various excuses, from blaming the partner school to pointing at the physical distance or lack of time.
- Partnership for almost all of the schools from all three categories (both primary and secondary) was made effective through visits paid to the partner school/s. Regular encounters with partner schools have been most often among one-language primary schools from heterogeneous municipalities and the least present among multi-language secondary schools.

### 3. Implementation of joint activities with students

- Joint student activities took place in more of the primary, than secondary schools. Among primary schools, they were implemented mainly in schools located in heterogeneous municipalities (both one-language and multi-language), whereas among secondary schools they were most present in multi-language schools.
- Lack of partner school/s’ willingness for cooperation and lack of financial support are considered as main reasons for absence of joint activities with students by most of the schools.

- Most of the implemented joint activities with students are short-term extracurricular activities, such as: joint field trips, performances, multicultural activities and sport events. One-language schools tended to implement them during visits to the partner school/s, whereas majority of the multi-language schools managed to involve only their own students that study in different languages of instruction.
- Joint curricular activities were rare even among multi-language schools. When they existed, it was more in a form of short-term activities that did not include whole classrooms and were probably conducted outside of regular classes.
- On the average, “mixed” groups of students were unbalanced in favor of those that study in Macedonian and teachers from Macedonian language of instruction are generally overrepresented among teachers that conducted the joint activities with students.
- In general, around 10% of the students (both from primary and secondary schools) that study in Macedonian or in Albanian were included in the joint extracurricular activities. The percentages of teachers-participants that teach in these two languages are higher.
- Majority of schools that have implemented joint student activities have included parents in the implementation. Schools without parents’ involvement are those that either did not invite them or have uninterested parents for participation in this kind of activities.

#### **4. Implementation of joint professional activities for teachers**

- Only around half of the schools (both primary and secondary) have reported their teachers’ involvement in joint professional activities. Around one third of teachers from these schools were involved in any kind of joint professional activity, and among them, the portion of teachers that teach in Albanian was higher than the portion of those that teach in Macedonian.
- Majority of the joint activities for teachers’ professional development took place in multi-language schools.
- Typically, the professional cooperation between teachers from different languages of instruction, especially between those that come from one-language schools, was reduced to planning for implementation of joint activities with students.

#### **5. Implementation of other IIEP activities**

- Majority of the schools claimed that their school iconography contains material that is relevant for the identity of the different ethnic communities that live in the country. Most of them reported that this iconography is displayed in a balanced way.
- Schools with significant percentage of ethnic minority students that do not study in their mother tongue (mainly with Roma minority and/or Turkish minority students) had included these students in most of the joint activities that are implemented in their school (almost all schools have included them in school performances).
- Almost all schools have cooperation with their municipality regarding the IIE activities. They are informed about these activities that were carried out in the school and in many cases are included in monitoring these activities. A big portion of schools get encouragement from their municipality to implement IIE activities, but it is not always followed by financial support.

## 6. Impact of the IIEP activities

- All schools (but one) that implemented joint activities with “mixed” groups of students have answered that these activities are beneficial for the relations between students that study in different languages. Majority of schools stated that the joint activities are most useful for reducing the negative ethnic stereotypes and prejudices, a smaller portion that these activities help most in improvement of the contact, and the smallest portion that they are most beneficial for reduction of the conflict between students from different languages of instruction.
- The most popular joint activities appear to be joint multicultural activities, mutual visits, and joint field trips, while the long-term activities that are supposed to be the most useful for the inter-ethnic/language relations between students, are perceived as such by the least of schools.
- In general, schools believe that these activities have improved different aspects of school life. On the average, primary schools show a tendency to value the activities higher than secondary schools. There is also a tendency for schools from heterogeneous municipalities (both one-language and multi-language) to find the activities more valuable than the one-language schools from homogeneous municipalities.
- It is perceived that IIE activities have made the greatest impact on inter-ethnic/language relations between students, less on the relations between teachers, and the least on the relations between parents.
- The vast majority of schools do not believe that ceasing the IIE activities in schools will affect the relations between students/teachers/parents from different languages of instruction probably because they are convinced that the relations have already been improved to a degree that it would be hard to change.

## **JOINT ACTIVITIES BEFORE AND AFTER THE IIEP**

### **Findings and Recommendations**

Findings that follow compare the results of the electronic survey conducted in 2016 with the results from the baseline study. Recommendations that accompany the comparisons propose changes in the education system that will ensure sustainability of the joint activities that already proved to be effective.

1. Before the project started, one-language schools were not engaged in joint activities with students from different languages of instruction. In general, students, teachers and parents did not consider these activities as useful and desirable.

The IIEP managed to involve majority of one-language schools (especially primary schools) to establish partnership with another school with a different language of instruction and implement joint activities mainly during a visit that engaged their students in various short-term activities with peers that study in another language of instruction. IIEP have trained teachers from most of one-language schools to implement these activities and provide conditions for their students (with parents' support) to participate in joint activities which were often conducted in another school, and even in another municipality.

It is highly recommended that these partnerships are supported by the system:

- One-language schools' engagement in joint activities with students should be officially recognized and praised by local and central authorities, and included in the school integral evaluation.
  - One-language schools should be encouraged and supported by local and central authorities to promote in public their commitment to implementation of joint activities with students.
  - Individual teacher's involvement in organizing and implementing joint activities should be officially considered as a part of her/his professional development.
  - Visits to other schools followed by joint activities with students might get external financial support provided by MoES and/or municipalities or might be included in the field trips that are regularly organized by schools without external funding.
  - Only activities (curricular or extracurricular) that expose students to explicit contents about culture and tradition (including language) of *the other* ethnic communities that live in RM can be considered as multicultural activities even when implemented in one-language settings (apart from joint activities that are multicultural merely by including students from different cultural background).
2. Before the IIEP, some two/three-language schools occasionally participated in projects that initiated and carried out joint activities with students from different languages of instruction. The most common and, at the same time, most desired were those types of activities that took place in easily controlled conditions (e.g. small groups of students selected according to narrow scope of interests/abilities) and/or appeared as joint when in fact were executed in parallel (e.g. multicultural performances with separate pieces, each in one's own language). Regular out-of-school activities that require direct contact (such as excursions and field trips) were rarely organized with ethnically/linguistically mixed groups of students.

With their inclusion in IIEP, majority of the multi-language schools started to implement joint activities with "mixed" groups of their students that study in different languages, and/or some of them served



as partners to one-language schools in implementing these activities. Short-term joint activities (mainly extracurricular and sometimes curricular) remain the most popular forms of joint activities, but now the involvement of students and teachers is much higher, although not high enough. Unlike before, schools are now considered responsible for implementation of joint activities – they initialize, plan and implement them, even though not always following the preset requirement that assure maximum effects (e.g. language/ethnic balanced “mixed” groups, equal treatment of languages, frequent encounters, and inter-ethnic cooperation that lead to joint product).

It is highly recommended that multi-language schools are additionally supported by the system for implementing joint activities with students:

- Multi-language schools’ engagement in joint activities with students (in partnership or autonomously) should be officially recognized and praised by local and central authorities, and included in the school integral evaluation.
  - Multi-language schools should be encouraged and supported by local and central authorities to promote in public their commitment to implementation of joint activities with students.
  - Whenever possible, the short-term extracurricular activities that are regularly carried out in multi-language schools (e.g. public performances, field trips, sport events) should be recognized (by municipalities, inspectors) only if conducted as joint activities with students from all school languages.
  - Individual teacher’s involvement in organizing and implementing joint activities should be officially considered as a part of her/his professional development.
  - Multi-language schools should get additional support for implementing long-term extracurricular and/or curricular activities. For example, teachers that implement long-term joint activities (either curricular, such as joint English classes, or Project Activities/Free Classes in secondary schools, extra-curricular, like Multicultural Workshops or students’ clubs) on regular basis (an hour weekly during the whole semester) could have them included in the quantity of required classes for full time engagement.
3. Before introduction of IIEP, teachers in general were not willing to bear the responsibility for implementation of joint activities with students. In fact, teachers lacked competences to work with “mixed” groups of students and implement joint activities in a productive and safe way. As a result, most parents and students believed that these activities are unattainable even in multi-language schools. Most of the teachers from different languages of instruction (both from one-language and multi-language schools) did not cooperate over professional issues and the only occasions when they could meet were sporadic subject-based joint trainings for professional development.

Within IIEP all schools in the country (both one-language and multi-language primary and secondary schools) received didactic material for implementation of joint activities with students and their teachers got an opportunity to acquire competences for implementation of these activities through trainings received either directly from the project team in a language/ethnic “mixed” setting, or indirectly, from their trained colleagues in their own school setting. Trainings increased basic capacities of many teachers to jointly plan and implement activities with “mixed” groups of students and strengthened their readiness to engage in such activities. Additionally, IIEP has encouraged teachers to involve in other professional activities related to curricula teaching, but this effort has had only limited results.

It is highly recommended that the system provides pre-service and continuous in-service training for teachers to implement joint activities with students and the teachers receive system's support to involve in inter-language cooperation around activities for professional development:

- One of the requirements for teachers that work or apply to work in multi-language schools should be to have competences for planning and implementation of joint activities with students.
  - MoES (through BDE) is responsible to provide regular in-service trainings for developing and improving such competences in teachers (from both one-language and multi-language schools) and also to force teacher training institutions to include such competences in their curricula.
  - Participation in in-service trainings aimed at developing such competences in teachers should be considered as part of professional development and taken into account in the assessment of teachers.
  - In order to strengthen professional cooperation between teachers from different languages of instruction, all in-service trainings for teachers supported and provided by the MoES and its institutions should be carried out in multi-language settings.
4. Before the IIEP, most of the teachers were aware of the potentials of joint activities for interethnic relations between students, but still avoided them. In general, teachers, parents, and even students perceived joint activities as risky and unattainable because direct contact between students from different ethnicities/languages of instruction was seen as a potential source of inter-ethnic tensions and inter-ethnic conflicts. Students (and the surrounding adults) were not only overloaded with ethnic stereotypes and prejudices towards outgroup members, but were also ready to manifest them openly. Therefore, multi-language schools (compared to one-language schools) were seen as a space where conflicts occur more often and ethnic stereotypes and prejudices were manifested more regularly. In order to prevent such unwanted situations, many of the multi-language schools narrowed the opportunities for direct inter-ethnic/language contact between students and divided students (and teachers) from different languages of instruction into separate shifts or separate buildings/parts of the same building.

IIEP managed to not only push teachers and students to experience joint activities, but also make teachers believe in the effectiveness of these activities for improvement of inter-ethnic/language relations between students/teachers/parents from different languages of instruction, as well as for improvement of the overall school atmosphere. Joint activities are seen as most useful first of all for reducing the negative ethnic stereotypes and prejudices and then for strengthening the inter-ethnic/language contact and decreasing the inter-ethnic conflicts between students.

What IIEP have not managed to accomplish is to influence the time/space organization of multi-language schools. Schools that divided students in different shifts or buildings along language/ethnic lines have maintained the same organization. It continues to prevent direct contact between students from different languages of instruction and also complicates planning and implementation of joint activities and discourages teachers from engaging in them.

It is highly recommended that the system takes measures that will maximize the impact of joint activities and cease the existing parallelism in multi-language schools:

- Central and local authorities should develop mechanisms to have joint activities implemented according to the criteria that ensure maximum effects (ethnically/linguistically balanced "mixed" groups of students, equal status of languages, cooperation towards joint product/s, and as many as possible regular encounters).
- Central and local authorities should develop mechanisms to terminate the existing partial or full physical separation between students (and teachers) from different languages of instruction in

multi-language schools. Instead of distributing students to different shifts or buildings/part of the school building according to the language of instruction, the grade/year criteria could be applied in both primary and secondary schools (younger students in one shift/building, and older students in the other).