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**NATIONAL REPORT
DEVELOPMENT OF EDUCATION IN
THE REPUBLIC OF MACEDONIA**

**MINISTRY OF EDUCATION AND SCIENCE
BUREAU FOR DEVELOPMENT OF EDUCATION**

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of Republic of Macedonia***

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1. A REVIEW OF THE EDUCATIONAL SYSTEM AT THE END OF THE 20TH CENTURY

1.1. Main reforms and innovations of the educational system

Educational system's legal framework

The current system of education and upbringing and its development are founded on the bases of the 1991 Constitution of Republic of Macedonia and the particular Pre-school, Primary, Secondary and High Education Acts. Every person has the right to educate. The education is available to everyone under equal conditions. Primary Education is obligatory and free (Article 44 of the Constitution). With the new Constitution, the rights of the citizens to

establish private educational institutions for all the educational degrees, except for the Primary, are also regulated. The University is granted autonomy.

In the last decade, a new way of organising, financing and managing of the educational system was established. The upbringing and educational institutions, according to their activities, are more and more emphatically affirmed as citizens' services – public institutions.

The educational system is in the process of intense changes, especially regarding the organisation and the education performance in the schools. The enlargement of the scope of generations and the improving of the efficiency of the regular schooling is evident. A key factor for the changes in the educational system activities is the Ministry of Education and Science, which is, first and foremost, creating a climate for initiatives, as well as conditions for motivating the institutions and their staff to take active part in the planned education restructuring and innovating. These trends are supported by the help of and the co-operation with UNESCO, the Council of Europe, OECD, UNICEF, Institute Open Society Macedonia, World Bank, European Training Foundation (ETF) and the PHARE program, World Health Organisation, CRS – Catholic Relief Services in the Republic of Macedonia, foundations of the Governments of Holland, USA, Great Britain, and other institutions.

The Pre-school education, unlike the other educational levels, is organised by two Ministries, depending on the location of the activity: the Ministry of Education and Science, and the Ministry of Labour and Social Politics.

The Pre-school education is organised for children from 1 to 6 years old. In the last decade, especially in the last few years, the priority lies in taking care of the children in the Pre-school classes and in the Kindergartens in the year prior to the beginning of the Primary education.

This practice will continue until the introducing of the obligatory 9-year schooling, when the Primary School will be prolonged for a year – from the present 8 to 9 years. The schooling and the programs for the 6-year old children (in the Kindergartens and in Pre-schools)

will become an integral part of the obligatory Primary Education. According to the law, the children with special needs, as well as the children from the poorer families, are taken care of in the Kindergartens.

The Kindergartens and the Pre-school facilities are financed with funds from the budget of the Republic, but also with participation of the parents (for the care, the food and the other material expenses), as well as with donations from other sources. The standards for financing are sanctioned by the Ministry of Labour and Social Politics. The parents with low income do not pay anything for the care and the food for their children in the Kindergartens.

The Republic of Macedonia's Bureau of Education Development makes the programs for educational and upbringing work, and monitors their realisation.

Primary Education is obligatory and it lasts for 8 years; it is realised in the Primary Schools. As a rule, the children (6 to 7-year olds) go to Pre-school facilities in the year before they start with the Primary Education. Except in the Primary Schools, the law allows for the Primary Education of the children with special needs to be realised in Health Institutions, Correctional-Educational Homes, in Schools or Classes for pupils with special educational needs, as well in Institutions for Adult Education. Educational and upbringing activities are organised in Primary Music and Ballet Schools, too.

The main task of the Primary Education is for the pupils to get basic knowledge and to prepare for further schooling and life in the community.

Primary Education is free for the pupils. Depending on their income, the parents pay a certain amount for textbooks and other educational materials. In the last few school years (since 1997/98), the children are given free textbooks (from 1st to 8th grade). Most often, the parents pay for the school food expenses themselves, while the expenses for transport (for the pupils living further than 5 km away from the school) are covered from the budget of the Republic.

In the last decade, the Secondary Schools realise Grammar-school, Secondary Specialisation Education, Secondary Art Education and Secondary Education for Pupils with Special Needs programs.

Secondary Education is regulated with a special Act from 1995. Namely, with the changes in the Act for Secondary Education from 1991, Republic of Macedonia has reinstated Grammar-school education, with which the traditional interest for this kind of education was regenerated.

The Secondary Schools educate the youth from 15 to 18 or 19 years of age. The expenses for the teaching in the Secondary Schools are covered by the Government. Adults can easily obtain Secondary Education in the public schools, but they pay their expenses themselves. After 1995, private Secondary Schools are also established. The Secondary School education can last two, three or four years, and it trains for employment or further education at the Colleges and the other Academic institutions.

For the enlisting of pupils in Secondary Schools, a public competition is announced, containing information for the pupils. The pupils apply in the school of their choice. In case a greater number of pupils has applied, the choice is made according to their grades. The pupils who are not admitted in the first round, apply again in the schools with free places for admittance.

There is high education only for medicine and agriculture sciences. The studies last for two years. The organisation of the courses and the students' rights are no different than in the Academic Institutions.

The Higher Education is founded on the basis of the 1991 Constitution and the Higher Education Act from June 2000. With article 46 of the Constitution, the Universities are granted autonomy, while the conditions for founding, executing and terminating of their activities are given with the Higher Education Act.

The Higher Education is organised in a wide network of Faculties and Institutes with four-year long studies. On some of the Faculties and Institutes the studies last longer, but not longer than 6 years (Medicine, Stomatology, Electrotechnics, Architecture etc.). The Faculties and the Institutes organise studies for professional training of the students and scientific research work in many areas.

According to the Act, post graduation studies are also organised – obtaining of a Master's Degree. These studies are finalised with a defence of a Master of Arts dissertation. Except for Master's Degree studies, there are also specialist studies. The title of Doctor of Philosophy is obtained by defending a Doctor's dissertation.

In order to be admitted to Higher Education studies, the candidates have to have a Grammar-school degree, or some other kind of four-year Secondary Education degree. For studying Arts or Sports, the candidates have to demonstrate special skills and talent.

The conditions for admittance for post graduate studies mostly have the criterion of average studies' grade, while in some programs, the achievements and professional or business success of the candidates is taken into account.

Every year in March, a competition for admittance to the University is announced, with the most crucial information about the courses, the number of places for admittance, the conditions, the procedures and the time-table for admittance. The competition is prepared by the Universities, by suggestion of the Academic Institutions, and with accordance with the Government of Republic of Macedonia. There are also competitions for admittance to post graduate studies, for which special commissions of the autonomous Faculties and Institutes are in charge of the procedures.

The funds for Higher Education are provided by the Government. The Academic Institutions can obtain other funds from other sources, according to the Act and depending on their work programs.

The students don't pay tuition for studies at State Faculties and Institutes. The students who cannot be admitted (according to the criteria) within the Government regulated quotas,

as well as the part time students and the students of post graduate studies, pay for the studies themselves. The amount of the tuition is determined by the Faculties and the Institutes, according to the rules brought by their organs and the Ministry.

The Government also invests in grants and student credits, which are mostly used by the students and the pupils from the lower social strata, as well as the talented students and pupils in various areas.

Organisation, Structure and Management

Management in the Educational System

The Ministry of Education and Science is responsible for the national politics in the sphere of education and science. Other than the regulation of financing, its main tasks lie in the management of the State Institutions and the control of the regularity of their work. The Ministry prepares the regulations for education and science, and it is responsible for their enforcing. The Ministry is headed by a Minister, who is helped by a state secretary.

The Bureau of Education Development (BED) functions as a part of the Ministry, and it has a legal person status. This institution is mainly in charge for the making of the curricula, for professional inspection of the schools and for training of the education personnel for the changes in the curricula. Lately, the BED has also taken the responsibility of evaluation of the pupils' success in the Primary and Secondary Education.

The State Educational Inspectorate (as an organ within the Ministry) inspects the enforcement of the legal and other regulations in the Educational System on all levels.

The Pedagogical Service is responsible for reviewing of the curricula, the textbooks and the other projects in the Primary and the Secondary Education.

Management of the Kindergartens is under the auspices of the Managing Boards in which there are representatives from the founder of the Kindergarten, from the employed personnel, the children's parents, and the local communal selfgovernment where the Kindergarten is located. In accordance with the Children's Protection Act, from the year 2000 the funds for the functioning of the Kindergartens are obtained from: the budget of the Republic, the clients, the profit from the sale of their own products and services, budgets of the units of local selfgovernment, foundations, gifts, legates, bequests, and other sources.

There are Schools Boards in the Primary Schools, too. The members of the School Boards are usually delegated from the personnel and the parents. Representatives from the local selfgovernment and the founder of the school are also participating in them. Therefore, communication between the school, the community, and the Ministry is possible. In the more developed communes, the schools connect and collaborate with the local institutions. The Secondary School Boards are also made up from representatives from the founder of the school, the pupils' parents and the personnel.

Management bodies of the Universities are: the University Senate, the Rector, and the

Rector's Office. The highest management and experts' body of a University is the University Senate, composed of representatives from the Higher Education and Scientific Establishments which constitute the University. The members of the Senate are elected by direct and secret vote from the professors, the scientific advisors, and the students. A certain number of members are elected by the associated members of the University, too. The Senate is elected for a mandate of four years. The Rector and the Pro-rectors take part in the Senate's work.

Management bodies of a Faculty are: the Educational Scientific Council, the Dean and the Faculty Management. Management bodies of a High Professional School are: the Educational Council, the Director, and the Management of the High Professional School.

The private Higher Education Establishments and Universities may also have other bodies with rights and obligations defined by their Constitutional Act.

We are fundamentally determined that the organisation, structure and management of the educational system should correspond to the social changes and to the needs and the development of the students.

Organisation and Structure

Pre-school institutions help the parents to accommodate and upbringing the children, make conditions for socialisation, and supports the sensory, psychomotoric, intellectual and emotional development of the children. In most of the Kindergartens and Pre-schools there are modern conditions for taking care and upbringing of children, determined by the standards. They have special space for upbringing work, eating and resting. Children from both sexes spend their time together in common rooms, where they take part in different free and educational activities.

The Kindergartens have the choice of whole day stay program for the children (which means staying from 6 to 9 hours a day), or half day stay program (4 to 6 hours). During the last five years the parents are showing greater interest in one to two hours stay in the Kindergartens (during the concentrated educational-upbringing activities). In the densely populated city areas the Kindergarten work to 11 hours a day, except Saturdays, Sundays, and national Holidays. The main principle is accommodating to the working engagement of the parents. In the remote parts, Pre-school facilities for the children in the year prior to the first school year are more developed, and they are usually located in the Primary Schools.

The children in the Kindergartens are usually distributed according to the age into homogenic groups. So, according to the present regulations, the number of the children in a group is determined according to their age (in the groups for children up to 3 years of age the number is limited to 15 children, while for the older kids the number is limited to 25 children). The pedagogues are planning and realising the educational-upbringing work, while the nurses are helping with the upbringing and the taking care of the children. The pedagogues and the nurses are usually working with the same group of children for five years.

The upbringing and educational process in the Kindergartens and the Pre-schools is realised in Macedonian language. For the members of the minorities, the educational-upbringing work is realised on the language of the minority (Albanian, Turkish, or Serbian), according to the nationality of the children.

In the Primary Education, special care is dedicated to the development of the school network within the local communities, and on the national level. The Primary Education consists of two cycles, every one of them lasts for four years: The first cycle – Class Education – for pupils from 1st to 4th grade; and the second one – Subject Education – for pupils from 5th to 8th grade.

The lessons for all the subjects from 1st to 4th grade are taught by one teacher (the class teacher of the class), whereas in the Subject Education (from 5th to 8th grade) there are separate teachers for one or two related subjects, according to the curriculum. Special teachers are also teaching the foreign languages in the 4th grade.

The school year begins on the 1st of September, and ends on 31st of August the next year. The summer brake lasts eight to nine weeks in July and August. In Republic of Macedonia, in the last decade, winter and spring brakes were also introduced. The classes are held from Monday to Friday. A class consists of maximum 34 pupils. The teaching classes last for 45 minutes. The school year consists of 38 weeks for holding classes and for other educational and upbringing work. The classes are most often held until noon, while the work day begins from 7:30 or 8 o'clock. Depending on the spatial conditions, a great number of schools, because of the limited space, hold classes in two shifts (for the pupils from 1st to 4th grade before noon, and for the others afternoon, or vice versa, depending on the conditions). So, in 2001, approximately 40% of the pupils, or 105 000 pupils, attended classes in two shifts. After the classes, other forms of extracurricular activities for the pupils are organised (extra and additional classes, free pupils' activities etc.).

In the Secondary Education, the network of schools which realise programs for grammar-school and three and four-year professional education is more organised. In the last decade, the process of separation of the schools with strictly grammar-school education has begun. The number of pupils in a class shouldn't be larger than 34 pupils. In most of the Secondary Schools, the classes are held in two shifts (usually, the pupils are attending classes two weeks before noon, and two weeks in the afternoon).

In the Secondary Schools, the school year begins on the 1st of September, and lasts until the 31st of August the next year. The summer break for the pupils is in July and August, and lasts for eight or nine weeks. There are also winter and spring breaks for the pupils. The classes are held for 38 weeks during the school year, while the classes for the pupils in their last year of Secondary School are held for 35 weeks. In the Professional Education Schools the classes may be held for 42 weeks. The classes are held from Monday to Friday, usually from 7:30 or 8 AM until the afternoon. In the schools with two shifts, the classes last until late in the afternoon. A

teaching class lasts for 45 minutes, while for the practical education, the class is 60 minutes long. For the adults, the Secondary Education is organised through consultations and giving exams in six terms: in June, August, October, December, February, and April.

The classes for natural sciences professional and practical subjects are held in special classrooms. The teachers choose the pedagogical methods themselves, and lately, the using of methods which help the pupils in their autonomous work is more present.

In the last decade, the Higher Education is organised within two Universities. The legal procedure for opening of one private University is still not finished.

In the Higher Education the study year lasts from the 1st of October until the 30th of September the next year, and it is divided in two semesters. The organisation forms of the studies (the courses, the seminars, the practical courses, etc.) last for 20 to 30 hours a week during the 30 weeks of the academic year. The details about the organisation of the studies are determined by the Faculties and Institutes' Statutes, and with the calendar of the study year, while the time-table of the study classes is accustomed to the conditions and the students' needs.

The curricula are defined by the Educational Councils. They are confirmed by the Faculties and Institutes' Councils (which consist of representatives from the professors, the students, and the broader community).

At the end of their studies, after passing all of the exams, the students are required to pass a degree.

After finishing the studies, the students acquire a profession, according to the program of their studies, for example: Engineer's Degree, Professor's Degree; or the academic vocation of the specific art is named (Academic Painter, Musician, Drama Actor, etc.).

Post Graduation Studies last for at least three semesters. The candidates who pass the required exams, have the right to defend a Master's Theses. The right for taking a Doctoral Theses is obtained after the finished Master's Degree and the defence of the Master's Theses (or specialisation in the field of Medicine and a defended Theses on a Master's level), and with the new Act, also with the finishing of the doctoral studies, which last for at least two years.

The title Doctor of Philosophy (Art, Medicine) is obtained after a public defence of the Doctoral Theses.

Politics, Methods and Instruments for Evaluation of Education

In the Primary Schools, a systematic following of the general development of the pupils is organised. The grading of their knowledge and the development of their skills is done by numeral grades from one to five. The schools make year reports about the activities and the achievements of the teachers in the classes for the obligatory, the elected and the

facultative subjects, for the extra and additional classes, the free pupils' activities, as well as their broader pedagogical work.

In the last few years, projects for evaluation in the Primary Education have been developed. With them, knowledge is obtained about the objectivity of grading of the knowledge, the skills and the other achievements of the pupils. For this purpose, the standardised instruments for external measuring in the class education are already used. The results from this kind of evaluation are of great benefit for the evaluation of the curricula and the learning strategies.

The project for descriptive grading of the knowledge and the skills of the pupils from the 1st, 2nd, and 3rd grade is under way for several years. This project is realised with the support of the Holland Institute for Educational Evaluation CITO and the Government of Holland.

The advantages of this way of grading (analyticity, more adequate informing of the parents about the achievements of their children, abandonment of the usual categorising of the pupils' success, inciting and respecting of the individualisation and the stage by stage realising of the tasks in the education, etc.) are the key argument for its introducing in the practice. On that basis, the procedures for changes in the Act for regulating of the descriptive grading are under way.

In the modernisation of the evaluation, the involvement of Republic of Macedonia in the international study PISA PLUS, by which the skills and the knowledge of the pupils are graded at the end of the obligatory education in three areas: reading literacy and understanding of written materials; mathematics literacy, and literacy for the natural sciences' subjects (Physics, Chemistry, and Biology) is especially significant. With this project, our country is one of the 32 nations of the OECD. The results of the research are used for taking a sight in the level of the basic knowledge

and skills of the pupils, for modernisation of the curricula; for defining of the educational standards, and professional training of the teaching personnel.

Of great importance for the evaluation of the Primary Education is the participation of Republic of Macedonia in the International Evaluation of the Education Achievements Association (IEA), which is preparing an international study (PIRLS) that is focused on three aspects connected with the reading skills; the process of understanding; the reasons the pupils read, and the habits and attitudes towards reading. The aims of reading enablement are evaluated by tests, whereas the habits and the attitudes of the pupils towards reading are learnt by questionnaires for the pupils, for the class teacher, the director of the school, and the pupils' parents. The participation of Republic of Macedonia in PIRLS is by recommendation and with financial support by World Bank and the Government of Holland.

Our participation in the project TIMSS-R, International Study for achievements in mathematics in natural sciences of the pupils from 4th to 8th grade in 41 states, has a similar function, and it is also organised by IEA. This study also provides information for the conditions for learning mathematics and the natural sciences' subjects. 174 Primary Schools

with Macedonian and Albanian classes, 701 teachers of the subjects Physics, Chemistry, Biology or Geography, 174 Mathematics teachers and 5347 pupils from 8th grade participate in this project in Republic of Macedonia.

In the period after 1990, the experiences with checking of the knowledge and the skills of the pupils of the 8th grade, with the help of standardised knowledge tests for Maternal Languages, Mathematics and some natural sciences, contributed to building of the bases for modernisation of the evaluation system. The Bureau of Education Development, in co-operation with the Primary Schools, provides a special contribution to the development of the evaluation system.

In the Secondary Education, basically, the evaluation is a responsibility of the teachers. The Secondary schools' teachers grade the pupils' knowledge and the other achievements within the subjects and in the practical classes. With every grading, the pupils get grades for the oral answers, the written tests, the exercises, the experiments, etc., on the scale from one to five. At the end of the classes, for every pupil the general success is determined, taking in account all the subjects' grades.

The Secondary School education is rounded up with the passing of the final exam. The pupils who want to continue with studies, or want to find an employment, take these exams. Within the frames of the legal regulations, the pupils who have shown continued excellent success during the four-year Secondary Education are exempted from these exams.

The pupils in the schools with three-years schooling take a final exam with practical work. They acquire the right to employment, or to continue their education with four-years programs, usually in a corresponding profession.

Since 1996, in one Grammar-school in Republic of Macedonia, the classes are held according to the International Graduation Program for pupils from third and fourth year. With this program, the pupils learn six subjects from the third and fourth year, and they take exams for them. The grading is taking part internally and externally, according to the standards of the International Graduation. The experience with this program, especially with the external grading, has a great significance for the forming of the evaluation system in grammar-schools education.

Purpose and Characteristics of Changes in Education

In Republic of Macedonia, during the last decade, reforms in the social, political, and economics system are enforced simultaneously, and that has great repercussions for the economic, social, and cultural development. Therefore, these processes are also present in the educational politics, so a great number of expert teams and groups continually work on the design of the new Educational System. In that aspect, priorities are:

- Rationalisation of the curricula on all levels (eliminating of the overwhelming textbooks' content, which was present for a long time);

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- Establishing of greater autonomy of the educational institutions and the teachers (especially for the choice of the content, the sources for learning, the way and the methods of the educational process, etc.)
 - Establishing of greater harmony of the aims, content and methods in the education with the development characteristics of the pupils and the students;
 - Defining of realistic and accomplishable aims with which connecting of practice with theory is achieved (with accent on the function of practical training);
 - Enlarging of the chances for out of school education, with equalling the status of the regular and the part-time pupils;
 - Strengthening of the integration of the educational institutions with the other segments of the social life (Cultural Institutions, Local Government Bodies, Non-governmental Organisations, parents, etc.).

These global purposes are accepted by all partners in the society.

To be more concrete, in the **Pre-school Education and Upbringing**, the content and the methods of work are accustomed to the development characteristics of the children. For the key areas, there are framework programs, while the methods of work in the Kindergartens are different. The Educational-upbringing areas are separated, but the activities with the children are often integrated with their play. Except the content that is regulated with the framework

programs, the pedagogues also realise other content, depending on the individual children's needs. The Kindergartens usually do not lack different didactical means and materials. The space is equipped in accordance with the standards, so the children can play and learn on their own. During the work, the active methods of learning are used more and more often.

In the **obligatory Primary Education**, the application of the new curricula, made according to the principles of democracy and respect of the development characteristics of the children, is under way: improving of the efficiency, practising of basic general education standards; integration of children with development difficulties, developing of the co-operation between the pupils, teachers and parents, and connecting with the local environment.

The Primary Education contents regard Language and Literature, Mathematics, Natural Sciences, Social Sciences, Technical Education and Information Technology, Sports, Health and Art Education.

The curriculum is structured from obligation subjects, optional and facultative subjects. The extra classes are organised for pupils who have temporary difficulties with learning, in order not to fall behind with the contents and tasks in one or more classes. Additional classes are organised for pupils who have results above average, and are confirmed with their skills and talents for certain classes.

In the free activities and tournaments the pupils represent their achievements in certain areas. The Pupils' Associations, the production and other social benefit work, and the school excursions have an important function in organising of the life and the work

of the school

In the **Secondary Education**, the PHARE Reform of the Secondary Professional Education and Training Program, which is realised in Republic of Macedonia since 1998, has special importance. 20 pilot schools are encompassed with this program, in which new curricula and programs in 10 general professions (Agriculture and Veterinarian, Engineering, Electrotechnics, Development and Geodesy, Traffic, Catering and Tourism, Economics and Law, Trade, Health, Graphics, and Textile) are realised in practice. The basis of redefining of the professional and the educational profiles are the preliminary analyses of the labour market, the projected development of certain educational profiles and professions, the similarity of the jobs and professions, the general nomenclature of professions, the international standard classification of professions ISCO 88, the personnel, material and special conditions in the schools, and the pupils' interest.

A characteristic feature of these changes is the emphasis not only on the significance of the general education and specialisation theory subjects, but also on the practical training in laboratories, school workshops, and production lines in enterprises. The number of the pupils in the educational groups is corresponding with the equipment the schools have, whereas the educational process involves individual tasks and homework, as well as practical work on production lines. Lately, the process of making contracts between the pupils, the school and the firm is affirmed, and special care is taken for more adequate equipment of the schools for realisation of the specialisation theory classes and practical classes.

The changing of the curricula in the other forms of Secondary Education (Grammar-School, Art School, Education of persons with special needs, Adult Education, etc.) is also under way.

1.2. Realized Education Development in the last decade

In the period after 1991, with the constitution of the first Government of the independent Republic of Macedonia, the global development directions for the Pre-school and Primary Education were defined, especially regarding:

- Further democratisation of the upbringing and education (with creating conditions for individual development; providing equal education opportunities; decentralisation of the system of management and directing in the educational-upbringing field);
- Upgrading of the formal education level of the youth and adults (through enlargement of the involvement of the population in all levels of education);
- Upgrading of the education quality and efficiency (with determining of standards for evaluation of the quality and efficiency);
- Discovering and eliminating of the reasons which influence the population's illiteracy.

Approach to Education and Realizing of the Right to Educate

In the Pre-school Education area, because of the deteriorated socio-economic conditions, the number of children attending Kindergartens and Pre-schools is in decline (especially in the whole-day care groups). Although an

Organising of Non-institutional Ways of Working with Pre-school Children Program has been passed, because of the unregulated financing, only a small number of pre-school organisations in Republic of Macedonia started enrolling children for periodical educational-upbringing work with the so-called Kindergarten on Wheels.

The most developed form of Pre-school Education and Upbringing is the educational-upbringing work with children in the year prior to the first school year. The research made by the Bureau of Education Development in 2001 showed that the number of children going to Kindergartens and Pre-schools in the year prior to the first school year has been increased. The realisation of the Development Project of the Bureau of Education Development is under way, with financial support of UNICEF, and it includes obligatory involvement of all children ages 5-7 in the organised educational-upbringing activity. With this project, new groups for children, with provided equipment, materials and means, are established in the Primary Schools, and the training of the personnel is in its completion phase. The new groups will start working in the school year 2001/2002.

Pre-school Education and Upbringing is taught in Macedonian, and in the languages of the minorities, depending on the ethnicity of the children. In the inclusion of the children in the Pre-school Education and Upbringing, there is no discrimination on the basis of ethnicity, social status or religion.

In the Primary Education, the tendency of enrolling children in the 1st grade not only of the children that have reached the age of 7, but also of the children which have 6 years and 4 or more months until the end of the calendar year, depending on the parent's will, is present for a longer period of time. Official data show that more than 20% from the children in 1st grade are 6 years and some months old, while some 75% are 7 years old.

For enlarging of the rate of enrolled children in the public schools in the 1st grade, constant care is taken for expanding of the school network, for organised transport to the schools, for upgrading of the quality of classes and of the way of promoting the children to higher classes.

The rate of enrolled pupils in Primary Schools, in relation to the percent of the children in the population who are at official school age (7 to 14 years old) has reached 96% in the last decade. The global relation between male and female children shows that there is equality in their schooling.

With rational usage of the school network, there is a constant upgrading of the involvement of the children in the Albanian and Turkish language classes, while for the

Macedonian and Serbian language classes, the number of pupils is in a constant decline, because of the lower birth rate.

In the Secondary Education, in spite of the limited material resources, the tendency of a constant growth of inclusion of pupils who continue their schooling in some kind of Secondary School is evident in the period after 1990. The percentage of pupils in the Grammar-school Education is growing, as well as in the Professional four-year Education. The interest in programs for Special Professional Education lasting two or three years is in decline. This state of affairs is conditioned not only by the undeveloped school network, but also by the tradition of educating for a longer period of time, and the graduated pupils' limited chances for employment.

The Professional Training Courses last for various periods (usually several months), but always less than a year. This activity is especially developed with the Worker's Universities. There is a constant trend of opening of new courses that enable training of candidates for various professions. These courses are intended for Grammar-School pupils and other candidates that want to obtain practical skills for some kind of profession.

In the last decade, the Faculties and High Schools are attended by regular and part-time students. Approximately 27% of the school generations go to studies after graduation from Secondary School. The conditions and the criteria for enlisting new students are suggested by the Academic Institutions, and they are co-ordinated on the Universities' level, according to the Government programs.

The interest in studies is greater than the projected number of new students almost every academic year. Because of this, a significant number of students enlist with paying participation for the studies in the last few years.

The criteria for enlisting are equal for the regular and the part-time students. In the process of evaluation of the candidates, if the number of candidates from other ethnicities is less than 10%, candidates with lower results from the nationalities are accepted, in order to complete this percentage (but only if they have reached at least 60 from the possible 100 points). This measure contributes to the improvement of the ethnic structure of the students every year.

Upgrading of the Education Quality

In the period after 1994, with the Step by Step Program, which is realised with expert support of the George Town University of Washington, and the financial support from the Institute Open Society Macedonia, the process of upgrading of the quality of the educational-upbringing work in the Pre-school Institutions has begun. These changes offer many opportunities to the children for choosing activities, active learning, critical thinking, resolving of problems by themselves, being creative and for development of imagination, as well as for taking care of the community and their environment. Except in the Kindergartens

in the school year 1996/97, the Step by Step Program is expanded to the Pre-school groups, involving the children in the year prior to the first school year. In 1998/99, this project has involved 640 groups with 16,000 children in the Kindergartens and in the Pre-schools. With this Program, more than 50% from the children in the Kindergartens

on all the territory of Republic of Macedonia are involved. The Step by Step Program involves children of different nationalities.

The already begun trend of changes in the education-upbringing work with the children in the year prior to the first school year is greatly supported by the Interactive Learning Project. This Pre-schools Project is financially supported by UNICEF and the Bishop Grosseteste College from Lincoln, Great Britain. The purpose of changes is creating presuppositions for complete development of children: adopting functional, not factographic knowledge, adopting knowledge with their own personal experience, practising activities and contents connected with the children's life, strengthening of the children's trust in themselves, and their individual development. With this project, in the year 2000, some 74 Pre-school groups in the Primary Schools in Republic of Macedonia, with 2,400 children, have been involved.

Within the Step by Step Program, 120 families from Macedonian, Albanian, Roma and Bosniac nationality have been involved in 1997. The purpose of this program was preparing of the parents for better understanding of their children who haven't attended Kindergarten or Pre-school, and preparing for attending Primary School. The We Learn and Grow Together with Our Parents Project has a similar purpose, and it has been realised with families from Macedonian, Albanian, and Roma nationality (486 families).

Since 1998, the realisation of the Inclusion of Children with Special Needs in the Public Schools Project has begun. With this Project, 5 Primary Schools were involved at first, and then additional 13 Kindergartens. The purpose is to create more adequate conditions for involving of children with special needs (children with problems in their psycho-physical development, emotional problems, children without parents, children with problems with learning, as well as specially talented children) in the regular upbringing groups in the Kindergartens and in the Primary Schools. This Project helps with the changing of parents' attitudes towards the inclusion of their children in the regular educational groups, and with the broadening of the public sensitivity. The same Project is expanding on the Primary Schools that are realising the Active Education – Interactive Learning Project.

Within the frames of the Education for All Program, a subproject for Education for Roma Children in the year prior to the first year of school is prepared in 2001. This Project is realised with the financial support of UNICEF. Its basic purpose is for the Roma children to learn the Macedonian language, to improve their socialisation, and to adopt working and other cultural habits and basic educational knowledge in accordance with the National Program for Educational-Upbringing work with the children in the year prior to the first school year.

After the passing of the Primary Education Act in 1995, greater changes in the curricula

in the Primary Schools have been made. With these changes, a proportional accent is put on the intentions and the didactic shaping of the curricula, so the dividing lines between the scientific, art and technical knowledge would be determined. The ways and the steps of realisation of the classes and the learning are also attended to. The choice of the teaching means and the activities of the pupils should be in accordance with the other structural elements of the classes (intentional, thematic, methodical, antro-psycho-social and socio-cultural status of the pupils).

Serious attempts are made for perfecting of the system of following and grading of pupils, and for concrete planning of the complete activity of the school.

There are qualitative changes in the work with the children in the Primary Schools, too. In that sense, the Active Education – Interactive Learning Project is most widely spread. It is realised with the financial help of UNICEF and the expert help of the Bishop Grosseteste College in Lincoln, Great Britain. The changes in the education are focused on the following components: all-encompassing general development of the pupils (instead of accented cognitive development); adopting of functional knowledge; motivation and personal choice in the learning process; and accomplishing of higher standards in the quality of the classes and the pupils' knowledge.

18,600 pupils attending Macedonian, Albanian and Turkish language classes were involved with this Project in 2000.

Within the Class education, a more extensive Step by Step Project is realised, intended to improve the quality of the education and learning, with expert help of George Town University from Washington and financial help from the Institute Open Society Macedonia. Its concrete purposes are:

- Upbringing of a person that learns all their life;
- Creating of a learning environment which will be based on mutual respect and democratic principles;
- Securing continuity in pupils' development and in the educational work;
- Enabling of all children to adopt scientific, art, ethical, and practical skills for successful participation in a democratic society.

5,100 pupils from Macedonian, Albanian and Turkish language classes have been involved with this Project in the year 2000.

The changes in the didactic shaping of the Class education, which were introduced under the influence of the Active Education – Interactive Learning and Step by Step Projects, demanded some changes in the Class education, too. Therefore, in this school year (2000/2001), the project activities in the schools where it was realised were expanded to the 6th grade.

The Approaches to Visual Thinking Project, that is realised with funds from the Institute Open Society Macedonia, has also contributed to the changes. Its purpose is training of teachers

for creating learning situations that enable development of divergent thinking and the pupils' capabilities for thinking and communication through discussions about works of art, which also contributes to their esthetical development. Around 1,000 pupils were involved in this Project in the period 1997-2000.

The With Reading and Writing to Critical Thinking Project had respective influence in the improving of the quality of the educational work in Primary Schools. It determines several aims for pupils' development: Development of pupils' critical thinking skills; taking responsibility for one's own learning; co-operation with others, and adopting of the concept of learning through the whole life. The teachers that have passed the training for application of the critical thinking techniques use them in the education process in the situations where they think that it is appropriate. The funds for this Project were provided by the Institute Open Society Macedonia. 2,000 pupils were involved with this Project.

The Games for Conflict Resolution Project had some contribution, too. Its purpose is contributing to creation of a community in which the children will try to openly communicate and resolve all the visible conflicts. The program for this Project was conceptualised by the Skopje Philosophical Faculty Institute for Psychology, and it is financed by the Government of Switzerland. In 1997, the Project was realised in 20 Primary Schools, and in 1998 it was extended to another 26 schools. So, in 1998/99, 70 schools with around 5,700 pupils with Macedonian and Albanian language classes were involved with the project. This program was more present in the regions with ethnically mixed population.

The European School Network for Health Improvement Project was realised in the Primary Schools in the period after 1995. Its main characteristics in Republic of Macedonia are: Improving of the mental and emotional health through active participation of pupils in the school life, and preparing of the school for preventive reaction to crisis situations. The Project is realised with financial help from the World Health Organisation, UNICEF, and some Non-governmental Organisations. This year, 23 Primary Schools with approx. 16,000 pupils were involved with the Project. These schools are evenly distributed on the territory of Republic of Macedonia.

In the last decade, the changes in the content of the Secondary Education were initiated within the frames of the PHARE Program for Reforming of the Professional Education and Training. The activities of this Program are in relation with the improving of the spatial conditions and the equipment in the schools, and especially of the conditions for practical training, constant perfecting of the school personnel; establishing standards for the educational process in relation with the changes of the curricula; following and evaluation of the pupils' success; and connecting with the social partners interested in the Professional Education. The need for re-evaluating of the number of educational profiles in the Secondary Schools from the aspect of economics and functionality has also been actualised.

From the school year 1997/98, an experimental education program was realised

in one Grammar-school in Skopje, known under the name of PEKSNAS. In the school year 2000/2001, 100 pupils were involved with this education, 47 in the third, and 55 in the fourth grade.

Basic characteristics of the experimental classes were the following:

- The educational content is chosen by every pupil individually;
- The risk of pupil's failure is minimised;
- The textbooks and the literature used are world renown, and are made according to the latest educational methodological standards;
- All the activities of the Project are carefully programmed.
- The teacher acquires a role of an instructor;
- Pupil's grading is done according to special rules;
- Pupil's creativity, their freedom of thinking and choice is emphasised to the maximum.

This year, changes have been introduced in the curricula of the Grammar-school Education, too. This process will be intensified in the years to come.

1.3. Experiences from the Education Changes and Reforms

In the last decade, the changes in the Education are mainly in the area of extending the number of children on all levels of education; conceptualising of contemporary solutions for the curricula, especially for the Primary and the Secondary Education; modernisation of the contents and the methods in the educational-upbringing work; democratisation of the educational process in accordance with the needs of the society and the common interest of the pupils and their parents.

In the area of Pre-school Education and Upbringing, the passing of the new Act has been awaited for a long time. That was the main reason for the slowing down of the changes in the curricula structure. Therefore, the expected changes for provision of more adequate support and a greater involvement of the pre-school age children with organised forms of education and upbringing were not completely achieved; the more adequate satisfying of the different children's and parents' needs was also not accomplished; nor the modernisation of the work and a greater quality of the pre-school education and upbringing for all children; the professional development of the personnel in the

Pre-school Education and Upbringing; and the rational using of the resources (space, equipment, personnel etc.). This requires an intensification of the changes in the Pre-school Education in the following period.

In the Primary Education and Upbringing, there are common curricula. In the last decade they have suffered big changes for a more complete realisation of the minorities rights for involvement in the education on their mother tongue for all subjects. A step in that direction is the improving of the classes with introducing new models of programming of the content of the subjects, especially in the area of Maternal Languages, Art Education, Musical Education,

Nature, Society, and History, with more emphases on contents that relate to the language, the culture, the traditions and the other values of the nationalities. Also, more successful models of curricula, textbooks, instruction books and other school literature have been created.

The educational policy for including of the pupils in the maternal language classes (Macedonian, Albanian, Turkish, and Serbian), and the learning of the Macedonian language by the pupils from the other nationalities has contributed to achieving of significant results in the realisation of the national rights in education in the last decades. Meanwhile, special care is given to the equipping of the schools with textbooks and literature, which are free for the pupils from all nationalities in the last few years.

For the schools with Albanian, Turkish and Serbian language classes, there are adequate teachers with corresponding professional and pedagogical education that speak the children's maternal language.

Also, the textbooks for the Primary Education for all the classes, as well as for the general education subjects in the Secondary Education, according to the curricula, are published on the languages of the nationalities (Albanian and Turkish).

Generally speaking, during the conceptualisation of the curricula in the last decade, the following resolutions were followed:

- The pupils should learn common subjects in which the broader interest of the education in Republic of Macedonia is expressed, while for the optional and facultative curricula and the free activities, the special interest of the pupils should be considered.
- Disburdening of the curricula of certain classes (making them less extensive) and respecting of the criteria which are used in the countries with richer tradition in education (especially in the defining of the curricula, the preparing and the publishing of the textbooks etc.). Those are the significant prepositions for supporting of the process of Primary Education transformation, and its greater compatibility with this kind of education in the European countries.

The new curricula and textbooks are more adequate to the pupils' development psycho-physical capabilities. However, a complete system of evaluation of the curricula, the textbooks, the work of the personnel, and the other collaborators in the schools for learning of the relevant information has not been established yet.

The general impression is that the resolvement of the identified weaknesses of the Secondary Education, which relate to the following aspects, is a very slow process:

- Harmonising of the education with the social and economic development and the labour market needs;
- Establishing new criteria for professional education and training (for improving of the education quality); especially with defining of conditions for realisation of the practical classes for certain professions and areas; restructuring of the school network,

and improving of the material and technical conditions in the schools;

- Greater integration of the general theoretical and practical education;
- Preparing of new textbooks;
- Provision of educational means and other necessary material for supporting of the new education and learning strategies in the professional education and training;
- Greater involvement of the social partners, especially in the professional education;
- Establishing of a new way of financing, managing and organisation of the educational system;
- Creating of possibilities for the young people to look for employment immediately after schooling;
- Expanding of the chances for part-time education with equalling of the status of the regular and part-time students, and for permanent education.

Part of the stated problems and difficulties are resolved within the PHARE Reforms in the Professional Education and Training Program. However, not only in the schools included in this Program, but also in the wider Secondary Education, there is still no modern evaluation system for the pupils' achievements and the working effects of the teachers, of the other collaborators, of the curricula, of the textbooks etc. With the new changes in the regulations and the content of the graduation and final exams in the Professional Schools and Grammar-Schools, a process of establishing new objective criteria for evaluating in the Secondary Education is expected to begin.

1.4. Main Problems and Challenges

The projections for changes in the Pre-school, Primary, and Secondary Education were unfolding in very difficult socio-economic conditions in the last decade. The process of socio-economic transition caused crisis not only in the economy, but also in the other public activities, and in the education as well. All this had unfavourable repercussions on the effects and the quality of the changes in education.

In that sense, the aim every child to be involved in some kind of pre-school education and upbringing before going to school was progressing slowly. The process of connecting of the Pre-school with the Obligatory Education and Upbringing was also slowed down. There are no integrative programs for satisfying various children's and parent's needs. Because of the differences in the understanding of the function of the Pre-School Education, the process of educational-upbringing work curricula improvement (with introduction of situation oriented program for educational and upbringing work in Kindergartens as places for dwelling and learning of children) has also been slowed down. The affirming of the need for enrichment of children's immediate participation in various Kindergarten activities is also missing. The

process of re-evaluating of the personnel's basic training and establishing of a more flexible system for their professional perfection are also progressing very slowly. In this segment of the educational system, the large number of children in the educational groups is still a problem, and the process of connecting the Kindergartens with the local environment, and the co-operation with the parents is also progressing more slowly.

In the Primary and Secondary Education, there is the danger of repeated facing with negative repercussions that have stemmed from two key problems:

- Lack of basic preparation and co-ordination of the changes not only on the level of certain educational system segments;
- Lack of material prepositions for reforms in the education and lack of more favourable social climate regarding the education development.

The aforementioned realisations stress out the need for intensifying of changes in these parts of education, not only regarding the curricula, but also regarding the establishing of a system for enabling the personnel for education quality improvement, establishing a system for evaluation of the pupils' and schools' achievements; evaluating of the personnel's work; evaluating of the curricula and the textbooks in order to improve their quality and achieving of the European Union countries' standards. These complex tasks show the need for the subsequent changes in education to be in accordance with the special projects for different parts of the educational system on scientific basis. Having that in mind, a much broader activity and co-operation with the expert institutions, schools, economic associations and other social factors and non-governmental organisation should be developed.

It is necessary to re-evaluate the model of educational institutions' management, especially on the basis of the experiences from the last decade and the practice in other countries. There is also a need for a new system of education financing, again with application of our experience and the experience from the developed countries, as well as for improving of the personnel's motivation with establishing of criteria for the work tasks and for their salaries.

2. CONTENTS OF EDUCATION AND THE LEARNING STRATEGIES FOR THE 21ST CENTURY

2.1. Development of Educational Programs and Principles of Class Programming

In Republic of Macedonia, the curricula are a key segment in the organisation of the educational and upbringing work in the schools. According to the curricula, the teachers approach the operationalisation of the educational process basic stages which come out from the very nature of learning and education. The teachers ask and offer adequate answers to the question: Why is education organised and with what intentions? A learning subject is worked

on. A selection of methods and means for supporting of the learning in accordance with the development (age) characteristics of the learning subjects is done.

From the methodological point of view, the classes consist of six real segments: intentions (purposes); contents (themes); teaching forms and methods; educational means; antropo-psychological characteristics of the pupils (dispositions, capabilities, experience, sex, age, etc.), and socio-cultural conditions (family and class environment, informal age groups, school regulations, school working program, immediate and broader environment, nationality and religion, etc.).

Special attention is given to the planning of the classes. The teachers make their own classes and learning preparations. There is the usual practice of teachers doing their own additional analysis for the preparations and realisation of what has been planned, and what has been realised, what has been objective, and what has been missed

according to the preparations, conditions and the possibilities, as well as for the realisation of the classes. Often, these analyses have effect in the practice, especially in the realisation of the other educational content and activities.

In fact, with the classes preparation, the teacher has the obligation to predict the key elements of the educational process, together with the alternatives for them. The situations in which differentiated behaviour of the pupils, or when different interests, capabilities and foreknowledge can be justifiably expected, should be taken into special account.

For a longer period of time, the evaluation of the classes was almost completely a responsibility of the teacher and the school bodies, with the purpose of providing timely control of the achievements, but also eliminating of the mistakes, difficulties and subsequent failure that can occur in the educational process.

This positive experience has maintained a key determination for evaluation of the classes. In the last decade, a need for establishing of standards for following of the pupils' general development has emerged in the schools. For usage of objective treatment, standardised knowledge tests, and control papers for autonomous work for grading of their knowledge and the development of skills. These treatments may be used in the beginning, when the pupils enlist in the school, or after finishing of particular cycles. For this purpose, there are already standardised tests (for evaluating of the level of pupils' knowledge in certain areas of class education, as well as for particular subjects that are included in the Secondary Education graduation exams). The results from these summary (external) evaluation of pupils' knowledge and skills in the education will be used as a criterion for evaluation of the schools' and teachers' work, and they will also be of great importance for curricula perfection.

In the curricula and learning strategies development, the following didactical rules are paid special attention to:

- Concrete intentions (purposes) definement;
- Motivation for the classes improvement;

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- Finding of knowledge structure in the educational content;
 - The pupils should make progress on their own;
 - Abandonment of the extended emphasis on memorising of facts, definitions, rules, etc.
 - Realisation of the integrative function and the class differentiation through the educational content;
 - Creating of horizontal and vertical connectivity of the related subjects content with its structuring;
 - Keeping in mind the specific characteristics of the subject or of a group of subjects during the classes.

With the class programming, these things should also be taken for granted:

- To apply (change, combine), depending on the other education elements, the various forms of class work: frontal, group, partner, and individual work;
- **Direct treatment** should be applied in the methodical activities in the education when there is no mediator between the teacher and the pupil: for the lessons, there should be discussions, demonstration, illustrations etc.; and **indirect treatment**, when the teacher influences the pupil through planned situations (experiments, laboratory work, games, etc.).
- Modernising of the forms of following, testing and grading of the achievements. In the following period, the determination for the teacher and the pupil to follow and evaluate their work will be kept. The main purpose is control and regulation of the curricula realisation, and curricula defined purposes and tasks. But, also, to define the standards and the instruments for external objective evaluation of pupils and teachers.

The framework curricula is the basic document and instruction book for the classes.

Except the things that were mentioned in the education strategies, greater attention will be paid to providing of educational means. Their basic function is to make learning easier, and to enhance the capabilities and skills development.

Programming in Preschool Education

According to the present legislative, Pre-School Education and Upbringing framework programs for educational-upbringing work with the children prepared by Government Commissions are used. The pedagogues in the Kindergartens and Pre-schools are competent for their upgrading, depending on the conditions for social learning, as well as for organising of the Kindergartens and Pre-schools. In addition, it is necessary to create conditions for learning

with immediate participation in the different activities corresponding with the child's level of development and interests in the Kindergartens during the next decade. The methods of work in the Kindergartens should be accustomed to the children's development characteristics.

The educational and the upbringing areas are separated, so the upbringing work is done integrated with the play. The children acquire knowledge through their own intellectual and motor activity.

Except for the contents regulated by the framework programs, the pedagogues also practice other contents, according to the conditions, and have at their disposal different didactical toys for children. The space is equipped according to the standards, so the children can autonomously play and learn every day.

The educational-upbringing work in the Pre-schools and Kindergartens evaluation is a responsibility of the pedagogues, the parents, and the Bureau of Education Development.

The expert training is a right and an obligation of every pedagogue in the Kindergartens. But, the care for further training should also be a responsibility of the Bureau of Education Development. These rights and obligations should be regulated by law, and it is determined that the participation of the candidates in the professional training should be respected as a criterion for career advancement.

The work in the Kindergartens and in Pre-schools should be evaluated on the basis of achievement indications regarding:

- Health care (mental and physical); emotional stability; self-dependence; positive image of oneself and one's environment; social interaction; communication and free expression; curiosity; spontaneity; initiative and creativeness of the children.

Programming in Primary Education

The new concept of content and organisation of the educational-upbringing work in Primary Schools has been passed in 1996, and from the same year the new curricula have been gradually introduced in the work. The concept and the curricula were prepared by special commissions consisting of experts for particular subjects, teachers from the schools, and advisors from the Bureau of Education Development.

The curricula, in accordance with the suggestions by the Bureau of Education Development, have been revised by the Pedagogical Service, and are enacted by the Minister. In the following period, the professional responsibility of the pedagogical services should be strengthened.

CLASS EDUCATION



Note: This curricula also applies for the Albanian, Turkish, and Serbian Languages classes

* Depending on the pupils' needs, additional classes are held for one or two hours a week

 Image2.gif

SUBJECT EDUCATION

Note: This curricula also applies for the Albanian, Turkish and Serbian Languages classes

* In 6th or 7th grade, the pupils choose at least one subject, while they can select up to two optional subjects

The class teacher holds one class a week, 40 minutes long, with all the pupils from the class.

The curricula contain:

- General education purpose for the corresponding subject,
- Class tasks, with which the general purpose is made concrete (in some curricula they apply to the education as a whole, from 1st to 4th grade according to the frequency of the subject, and for some subjects, the tasks are given separately for the particular classes);
- For every completed theme from the curricula, the content, the knowledge, the capabilities, and the means and activities are given;
- Catalogues of basic knowledge and capabilities or terms which the pupils should adopt during the classes.

In the education programming strategy, the demands for active adoption of knowledge by the pupils are emphasised. However, these curricula, although they are process, development and content wise oriented, are not based on standards that are empirically tested. In them the knowledge (as content) and the capabilities, including the skills, habits, and attitudes, are expressed with terms which show expected achievements, processes and activities.

The Free Pupils' Activities are usually programmed and organised with the pupils from the 5th grade onward. The pupils are from different grades, and their activities include different scientific, technical, sport, art and other activities. Thus, the personal interest of the pupils should have the utmost priority (e.g., for the selection of the activity

in the School Choir, Orchestra, Drama Group, Poetry Group, etc.). These activities are planned for the whole educational year long, and care is taken for every pupil to participate in at least one free activity.

For the pupils who lag behind classes, additional classes are organised (compensating education). The pupils who have some difficulties with the material during the school year can easily take part in these classes.

For the talented pupils, starting from the 4th grade and in the following grades, the school takes the responsibility of organising extra classes. With these classes, the pupils broaden and deepen their knowledge, or prepare for interschool, intercommunal and other tournaments. The teachers will continue with individual class preparation and preparing of their own plans for articulation of the educational process in the future.

According to the new curricula, the teachers have the opportunity to program the material for the classes, to choose the teaching methods and means by themselves, to make a selection of textbooks and other sources of teaching. The school provides the curricula and the instruction timely, so the teachers can regularly use them in the teaching practice.

The evaluation of the educational and upbringing work in the schools includes several segments:

The teachers grade the pupils for all the subjects with grades from one (1) to five (5). The oral answers, the written tests, the art, the technical and other practical creations are graded

numerically, together with the project activities and demonstrations. At the end of the school year, the grades from the subjects of every pupil are summarised, including the grades from the written tests, and a general grade of the pupil's success is formed.

The general success grades are "excellent", "very good", "good", "satisfying" and "non-satisfying". In the process of grading, beside the teachers, at the end of the school year the other members of the teaching collective also participate.

The pupils usually pass to higher grade. The pupils from 5th to 8th grade, who have non-satisfying grades in one or two classes, go to additional classes, and if they don't show satisfying success, they take a corrective exam in August, before the beginning of the school year. If the pupil doesn't pass the corrective exam, or if they don't show up for the exam with a justifiable reason, stays in the same grade. The school's Teacher's College decides for the keeping of the pupil in the same grade.

After finishing of the 8th grade, the pupils get a certificate for completed Primary Education with the grades from the last grade. The grades are the basic criterion for the enlisting of the pupils in the Secondary Schools, as well as for applying for grants.

The pupils with special needs for music and ballet go to additional classes. The Education for these curricula is organised by special Primary Music and Ballet Schools.

Programming in the Secondary Education

In the Secondary Education, there are curricula for professional education and training, as well as other professional courses. The curricula for the Secondary Education have two key purposes: preparing of the candidates for studies at the corresponding departments on the Faculties and Institutes, and providing enough knowledge and skills for employment in the industries, trade, catering and other professions the pupils have chosen. Special skills and practical experience is obtained by the pupils with voluntary engagement which is practised with the first employment.

The curricula lasting for three or four years are most common. After graduating from a three-year program for professional education, the pupils may continue with their education for a year, with a curricula for a technician, or in another kind of four-year Professional Education (with passing of differentiating exams). With the curricula that last for four years, at the end of the schooling the pupils take a final exam or graduation exam. The final or graduating exam in the professional education depends on the kind of curricula that has been taught. The certificates from the four-year Secondary Schools grant the right for participating in competitions for the corresponding studies. A larger number of pupils exercise this right.

The curricula for the Secondary Professional Education include general education subjects, professional theory classes and practical work.

 Image3.gif

CURRICULUM

For the professional profile of **Electrical technician – electronics technician** for four-year professional education and training



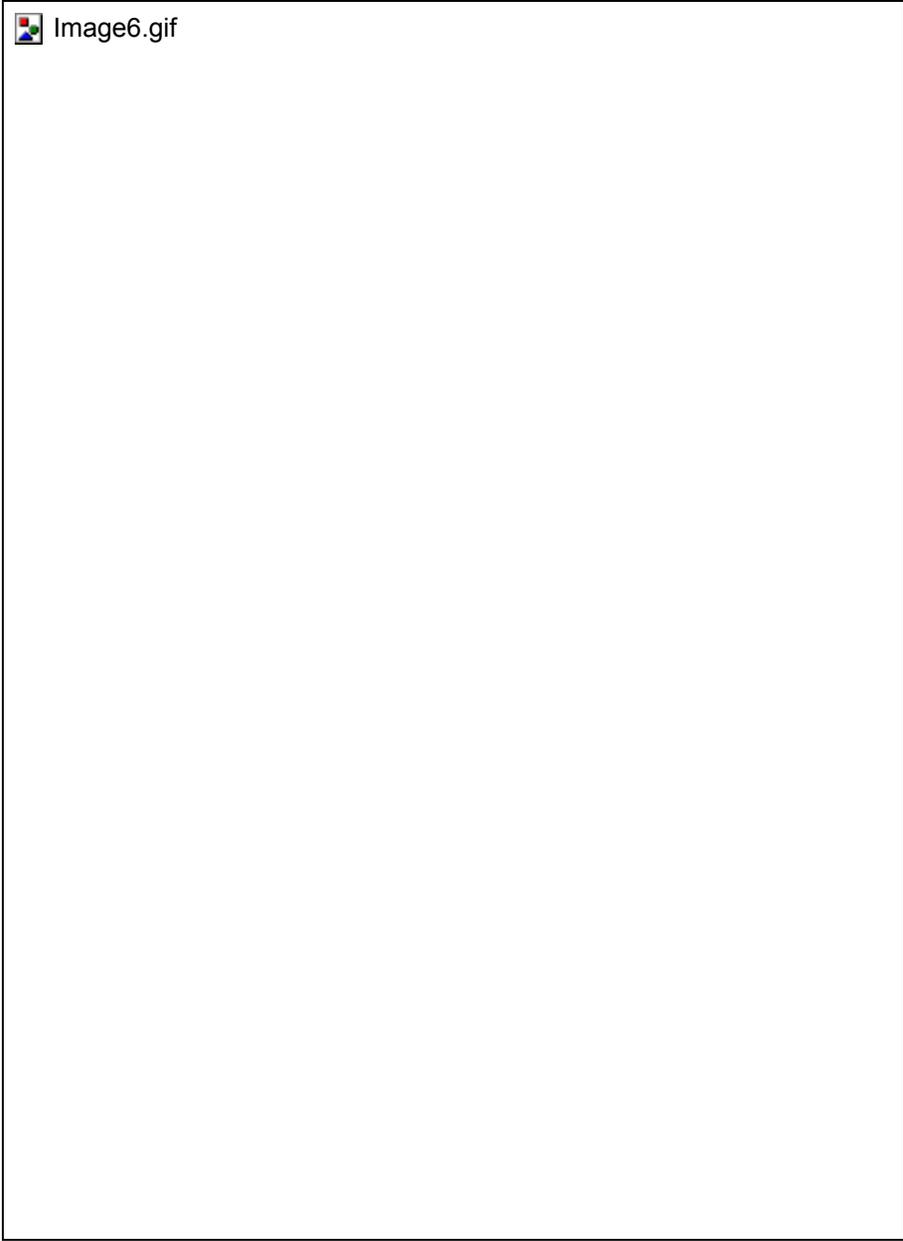
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CURRICULUM

For the Educational Profile **Medical Nurse** for four-year Professional Education and Training



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and Natural Sciences, and Mathematics. The pupils will choose the optional subjects according to their capabilities, interest, as well as determination for studies. The education for the optional subjects is organised and harmonised depending on the conditions at the particular School.

In the Grammar-School Education, the content of the Graduation Exam is also determined. This Exam includes a Common Part, an Optional Part, and a Graduation Theses. With the obligatory part, the subjects Macedonian Language and Literature are included (for the pupils from the nationalities, also Albanian or Turkish Language and Literature) and the First Foreign Language or Mathematics (the pupil may choose). The optional part of the Graduation Exam consists of two subjects that the pupil chooses on their own. The pupil prepares the Graduation Theses on his own, with the instruction of a teacher – mentor, while the defence is made orally before a adequate commission. The knowledge and the skills of the candidates on the Graduation Exam are checked written and orally, depending on the nature of the subject, while the grading is done externally and internally.

In the Secondary Education, the teachers grade the pupils' knowledge and the other achievements in the classes and the practical education. During every grading, the pupils get grades for the oral answers and the written tests. The scale of the grades is from one (1) to five (5). One (1) is the negative grade. At the end of the school year, the general success of every pupil is determined, for which the individual grades are taken into account. For the pupils for which the education is not held semestrally or annually, the general success is determined after the completion of the education. The pupils pass into the next grade if they have obtained positive grades from all the classes, and if they have fulfilled the other conditions predicted with the curricula. The pupils with up to two negative grades take a corrective exam. The pupils who have been graded negatively on the corrective exam do not pass the year.

2.2. Visions for Programming of the Education in the next decade

The Pre-school Education and upbringing has to realise two important functions: creating of conditions for development of the child's person, and helping the parents in the care and upbringing of their children, as well as to contribute to the upbringing in the family. For the educational and upbringing work in the pre-school institutions it is necessary to prepare new framework programs.

The basis of the programming of the upbringing work should be the developing characteristics of the different age groups. Also, the capabilities and the skills of the pedagogue and his co-operation with other expert workers from and out of the Kindergarten have a great significance.

The general purposes are:

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- Care for preserving of the health (mental and physical);
 - Emotional stability;
 - Positive image of oneself and their environment;
 - Social interaction;
 - Communication and free expression;
 - Curiosity;
 - Spontaneity and initiative;
 - Creative characteristics of the person;

- Teaching the children to learn.

The upbringing work should be structured as an open and flexible process considering the contents and the organisation. The condition should be improved, and most adequate solutions are:

- Opening of greater number of private Kindergartens;
- Short forms of stay in the Kindergarten (3 to 5 years a day);
- Reducing of the number of children in the groups;
- Qualitative connecting and including of the parents in the upbringing work;
- In the next period, all the children should be included in some form of pre-school upbringing, one year prior to the first school year.

All the greater changes should be introduced experimentally, with expert supervision.

Educational and upbringing work in the Primary Education has special social significance for creating conditions for healthy development for every pupil.

The Primary School has the following functions:

- To provide basic knowledge for all the pupils, according to modern psychological and pedagogical standards;
- To enable choice of additional knowledge for all the pupils;
- To help the pupils with difficulties with adopting of knowledge;
- To offer activities for the pupils in the free time;
- To enable professional informing, counselling and directing;
- To offer free time activities;
- To take care of the health, as a basic precondition for the educational and upbringing activities.

It is necessary to perform the Educational and upbringing work in the school:

- In adequate conditions (meaning spatial, equipment, and feeding standards);
- In adequate ways (psychologically didactical principles);

- With adequate organisational forms (meaning survey of educational subjects, time-table, school order, etc.)

The Primary School should provide conditions for co-operation with the parents and the broader social community.

In the Secondary Education, the basic principles for restructuring of the curricula come out of the development of Republic of Macedonia and the determination for satisfying the European standards for education quality. The Secondary Education is based upon the national and universal values. It is taking care for the bringing up of the level of youth culture, their enrichment with scientific and technological knowledge, productive role in the country, and continuing of the education as a permanent life process.

It is taken into consideration that:

- Knowledge is the greatest resource;
- In the industrial production, there is a tendency of incorporating a greater amount of knowledge in every product, and reducing the quantity of energy and raw materials for a production unit;
- There is an expansion of the technologies and the employment in the area of information processing and conveying;
- As a result of the development of the information technology and robotics, a number of jobs have been reduced or diminished in many areas; for example: in the routine interventions and operations, in more simplified editing, drawing and drafting; and
- The number and the profile of the skilled workers is changing quickly, so there is a need for them to be more adaptable, to have expert knowledge and to be creative.

So, the basic presuppositions for realising of the aims in the Secondary Education are:

- General and technological-social defining of the jobs (with emphasis on the tertiary activities);
- New determinations for the professional knowledge (reshaping of the professional profiles in the nomenclature for certain professions) with providing of mobility for adopting to the new technological and working processes, and certain specialised professions;
- To make efforts to acquire knowledge for employment (technologically final knowledge) and for basic professional knowledge, as a basis for the high and the higher technical and other professional education (on the basis of the changes in the education profiles);

-
- Making of educational profiles for the basic (pillar) professions in all the areas of the work; determining of the educational needs and providing of education only on the basis of finished and socially verified educational profiles.
 - Enhancing of the educational standards which will enable the youth to acquire broader general professional education, which leads to a stronger enabling for employment;
 - Division of the high and higher education to: University Education for development of science, research work, and Arts; and applicative scientific areas;

The structure of the Secondary Education is based upon the global educational upbringing aims which are defined as preparing of the young generations for equal successful inclusion in the further education, enabling for permanent education, and the other tasks in the social life. Among them, there is special significance for the following tasks:

- Support of the creative critical thinking and development of abilities for problem resolution, etc.;
- Application of analyses, synthesis and evaluation of knowledge;
- Getting used to communal (team) work;
- Developing of positive self-confidence in the youth;
- Developing of the realisations about the interdependence and interaction of nature and society, and their reflections on the development of civilisation;
- Developing of the youth abilities for creativity, experiencing and evaluating of the esthetical-art works;
- Helping the youth to acquire their own philosophy, civic values and culture of living.

The curricula for certain types of Secondary Education have to enable differentiating from the aspect of the period of education, the type of education, the type of finalisation (Final Exam, Graduation Exam); and the options for the pupils, depending on their interests and capabilities.

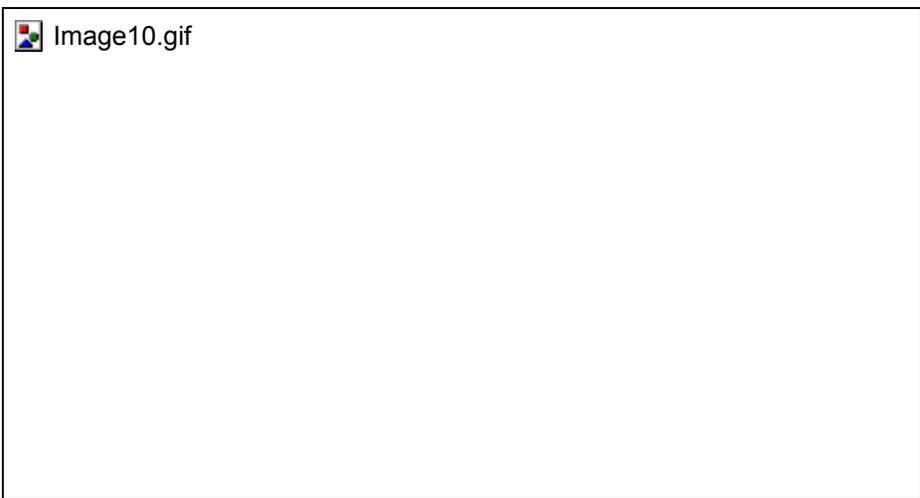
The basic principles for shaping of the curricula for the Secondary Education are:

- Openness of the programs for constant perfection from the aspect of the new scientific, technological and professional knowledge;
- Respect for the changes conditioned by the labour division (as a consequence of the post-industrial and information progress, with gradual substitution of the strictly differentiated professions) which in educational sense means strengthening of the immediate connection of the educational and the professional dimension of the enablement for employment;
- Respecting of the possibilities, capabilities, and interests of the pupils, as well as the contemporary tendencies and strategies in education and learning;

-
- The curricula structure in the Secondary Education is necessary to be flexible, to enable greater individualisation (adopting to the possibilities and the interests of the pupils), and to enable vertical and horizontal flow.
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Republic of Macedonia Educational System Structure in 2001

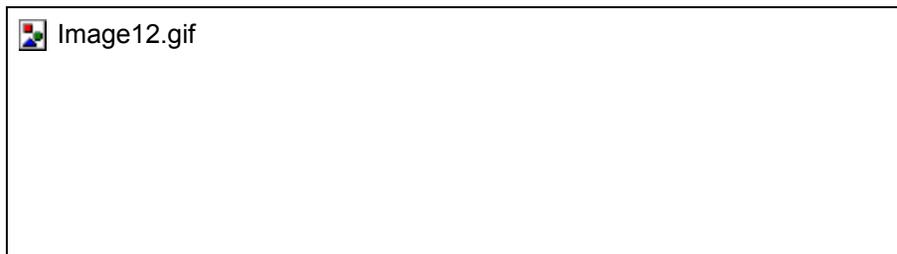


Source: Statistical annual bulletins, Republic of Macedonia
Bureau of Statistics, Skopje



Source: Statistical annual bulletins, Republic of Macedonia
Bureau of Statistics, Skopje

Supplement No. 2



Addition No. 3:

**Number of groups and children in the year prior to the first school year
in 2000/2001**

Source: Republic of Macedonia Bureau of Education Development Research, 2001, Skopje

Addition No. 4:

**Number of groups and children in the year prior to the first school year
According to the education program language**



Source: Republic of Macedonia Bureau of Education Development Research, 2001, Skopje

Addition No. 5:

**Number of children in the year prior to the first school year
National structure**

 Image14.gif

Source: Republic of Macedonia Bureau of Education Development Research, 2001, Skopje

 Image15.gif

Source: Statistical annual bulletins, Republic of Macedonia
Bureau of Statistics, Skopje

Supplement No. 6

 Image16.gif

Supplement No. 7

Source: Statistical annual bulletins, Republic of Macedonia
Bureau of Statistics, Skopje

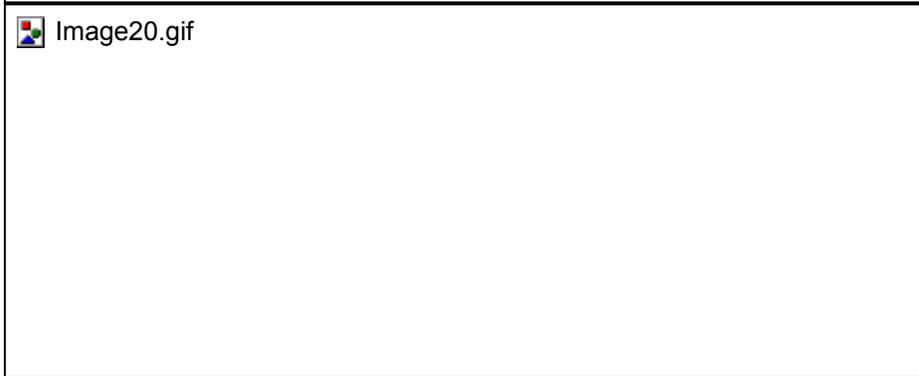
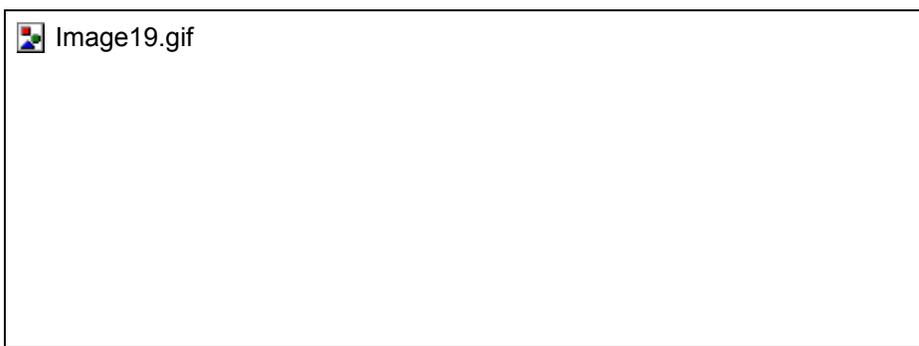
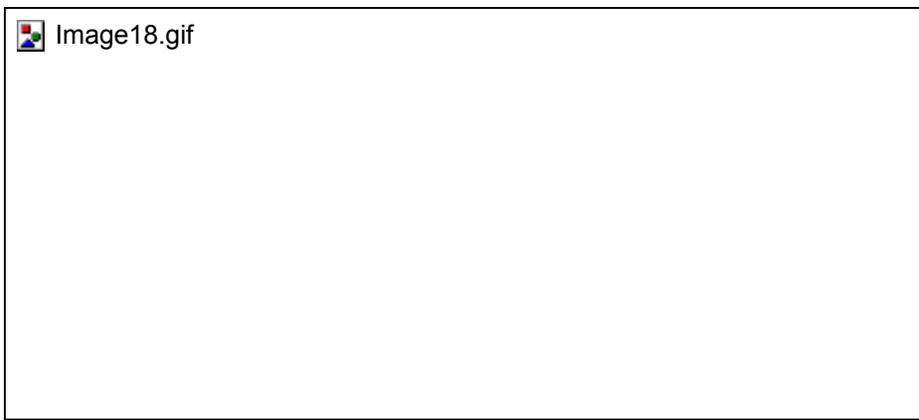
 Image17.gif

Supplement No. 8

Supplement No. 9

Source: Statistical annual bulletins, Republic of Macedonia
Bureau of Statistics, Skopje

Source: Statistical annual bulletins, Republic of Macedonia
Bureau of Statistics, Skopje



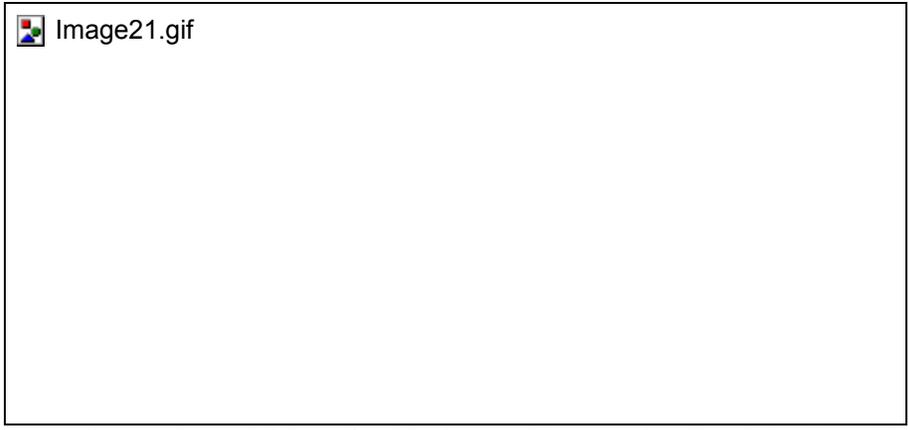
Supplement No. 10

Supplement No. 11

Source: Statistical annual bulletins, Republic of Macedonia
Bureau of Statistics, Skopje
Source: Statistical annual bulletins, Republic of Macedonia
Bureau of Statistics, Skopje

Addition No. 12:

Number of Secondary Schools according to the Education Program Language



Source: Statistical Annual Buletin, Republic Bureau of Statistics, Republic of Macedonia, Skopje

Addition No. 13:

Rate of dropping out of school in Secondary Education



Source: Statistical Annual Buletin, Republic Bureau of Statistics, Republic of Macedonia, Skopje
