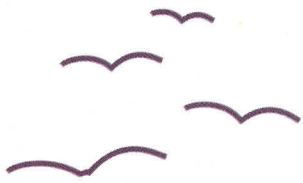
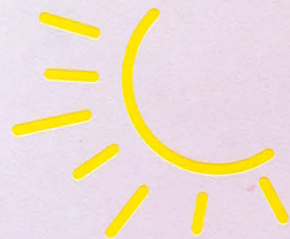


REPUBLIC OF MACEDONIA
Ministry of Education



EDUCATION FOR ALL
(Report - 2000)



Skopje, August 1999

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PART I

1. GENERAL AIMS AND ASSIGNMENTS

a) General remarks

Republic of Macedonia is a new country, acquiring its independence in 1991 after the disintegration of former SFR Yugoslavia, having been its federal unit (republic). This means that our country, as a self-independent country was not a participator in the World Conference on *Education for all* held in Jomptien in 1990. In addition, the concrete content of Jomptien documents (world declaration on *Education for all* and frame plan for action on satisfying general educational needs) for some time was not known to the professional and general public in our country but just their basic ideas. However, from these conclusions cannot be taken that in the past ten years, in R. Macedonia it was not working on the development and improvement of basic education (kinder garten, elementary education)¹. On the contrary in that period a serious attention on improvement of kinder garten and primary upbringing and education was paid. Actually, that was not made systematically, according to previously prepared plan with clear defined aims (based on Jomptien Declaration and Plan for action), but the activities were more planned and realized during all decade. It means, that it is about innovation and changes of different nature in kinder garten and primary upbringing education and not for specially conceived project-program and *Education for all* activities plan. But this does not mean that the aims and assignments of kinder garten and primary upbringing education, considered since 1990 and now on, do not comply with the aims of *Education for all* declaration in great deal. We can even say that during this period the world trends at primary education are followed and efforts are made for them to become reality for all.

We hope that a short chronological activities review in the field of primary education, some years before and first years of decade mentioned herein, will present, in the best way, what is done and why acted in that way.

¹ Pre-school upbringing and education in R.Macedonia is organized for children from 1-7 years age
- Primary education lasting 8 years and this is compulsory for all children aged from 1-15 years. It is organized in two cycles: class teaching (I-4 grade) for pupils from 7- 10 years and subject teaching (5-8 grade) from 11 to 15 years.

b) Preparation activities

In the period from 1985 to 1990, in R. Macedonia analyses on its own experiences in the development of kinder garten and elementary upbringing and education were made, as well as on the trends of education development in other countries in Europe and throughout the world. This was done with only purpose, these analyses to be used as a base for future development on planning of education in our country. For that purpose the Republican Bureau of education and upbringing advancement prepared many analyses and report.² It is true that these analyses were not comprehensive and not always detailed, but somehow they were a starting base for identification of priority aims and planing of activities for achieving them. Then, the Republican Bureau of education and teaching advancement prepared some material on program nature³, proposing concrete activities, first of all, on improving the quality in teaching - educative work in preschool, primary and secondary teaching and education. However, in that time our society was under intensive process of transition, as well as the disintegration of the federal state of SFRY, due to which, the attention to education activities, was preoriented, only temporary, to activities of different nature. Namely, significant and dynamical, political, economical, social, cultural and other changes in our country, at the beginning of the 90-ies imposed the need of urgent and interventional changes in education for its adaptation to society changes (see T. 9 part II).

² Analysis on realized advancement of primary upbringing and education in R.Macedonia in period 81/85, RIAEU(Republican Institute for Advancement of Education and Upbringing) Skopje, 1985

- Report on research "Valorization of program for upbringing-educational work in pre school teaching and education, RIAEU, Skopje - 1988
- Report on research "Cooperation of pre-school organization with public society RIAEU, Skopje - 1988
- Report on evaluation of programs on mathematics and foreign languages in primary upbringing and education, RIAEU, Skopje - 1989
- More characteristic tendencies to modernization of primary upbringing and education in some countries in the world and in ours, RIAEU, Skopje - 1989
- Developing trends of education in UNESCO documents, European Council, OECD and European Community, RIAEU, Skopje - 1991

³ Program on expansion of didactic-methodic innovations in primary and secondary education, RIAEU, Skopje - 1987

- Midterm program (1991-95) for skill improvement, RIAEU, Skopje 1990
- Basic directions for improvement of primary and secondary upbringing and education concept, RIAEU, Skopje - 1990
- Principles of program on elaboration of middle-term programs on professional and pedagogic-psychological improvement of teaching and educational cadres, RIAEU, Skopje - 1991.

c) Planned activities

More organized and systematic approach to planning of future development of the basic education in R. Macedonia, started by constituting of the first government of independent Macedonia in 1991. The government, in its mandatory period program in June 1991, determined the basic directions on changes and development of preschool and primary teaching and education. Besides other things, it includes the following:

“ The basic orientation of the future strategy for development of education in the Republic is the transition from its extensive to intensive development being an imperative of modern and better living. Thus, changes in the structure and organization of the teaching and educative system as regards to reduce the curriculum volume referring to historical data and facts, emphasizing inclusion of modern scientific contents conceived according to contemporary pedagogical requirements; strengthening the development in the process of thinking activities of students being applied in the advancement of their intellectual abilities, extending teaching methods and norms and introducing modern teaching technology; democratization of the relationship teacher-student being in function of formation the student personality and his preparation for life in a democratic society; making a modern way and procedure in controlling grades and advancement of student and other school results will be made.

Modernization and development of teaching- educative system will be oriented to:

1. Continuation of advancement and development of teaching-educative work activities in preschool teaching and education institutions with tendency to extend the inclusion of children and total scope of generation before going to school having preschool teaching education and connecting it with primary teaching education with regard to subject matters, forms and methods of teaching and educational work.

2. Dominant importance in changes will be given to compulsory primary education, i.e. the segment of the system being regulated by the constitution and Law on Obligation certain age generations, providing funds completely from the Republic. In this way, primary school will be enabled to retain its essential features – obligation, non-selectivity, uniformity according to institutional scope of compulsories, difference to the interest and abilities, non-selectivity regarding continuation of educational process and universality per its content.

Activities on literating and adults additional education, by creating possibilities and conditions for their implementation in regular primary schools will continue through certain forms.

Engagements in activities, in sense of teaching and education system of children retarded in their psychic and physical development will continue. Special attention will be paid to make additional forms of education of children, citizens

and workers of Republic of Macedonia, being on temporary employment and stay abroad.

Majority of changes in education will be realized as long-term process beginning even this year. This will be a process of creating a new, modern system providing much better education. This specially refers to changes in educational technology, of which modernization, besides material conditions, permanent advancement of teaching staff is of essential importance”.

At that time, need for detailed and comprehensive qualitative changes in educational system in a whole, was felt explicitly. This was proved at the discussion-consultative meeting at the Ministry of Education and Sports activities. In July 1992 with representatives from: Ministry of Science and Development, Chamber of Economy, Macedonian Academy on Science and Arts, Teacher's Colleges, Commission on Education at Assembly of R. Macedonia etc. Meeting was held to exchange opinions and gave suggestions how to proceed with analysis of the existing educational system and preparation of project for its modernization.

After few months preparations, in November 1992, at the Ministry of Education and Sports Activities, by a decision of the Minister, a Commission for development and innovating education in R. Macedonia was established. Its duty was to organize and conduct the work referring to elaboration of global projection on advancement of education in the coming period. Working group within the commission and Educational Institute of Macedonia, in My 1994, offered three versions of global projection⁴ on advancement of pre-school, primary and secondary education in R. Macedonia.

However, the Commission and, of course, the Ministry, in spite of persistent insist by Educational Institute of Macedonia failed to study and finish seriously the offered work versions and accept an advanced document on education.

Prolongation of elaborating an advanced document on educational system in our country, as well as the lack of determined plan on activities, slowed down the process of innovating pre-school and primary teaching and education just for a while. In these circumstances at the Ministry and Educational Institute of Macedonia the belief, that there is no time to wait, (but not to rush either), was prevailing and that selection of priority issues could be made – particularly ones that would not depend on new systematic solutions, presenting at the same time real innovation – innovations of which need and perspective will not be disputable. Such innovations could be searched primarily in the scope of educative technologies and other didactic and methodic aspects of teaching-educative work. However, there are still open issues regarding; who will * prepare

⁴ - N. Petrov: Global projection on development, transformation and innovation of teaching and educational system in Republic of Macedonia, Skopje 1994

- T. Stojanovski and others: Global projection on advancement of preschool, primary and secondary education, RIAEU, Skopje 1994
- K. Poposki and others: Global projection on changes and advancement of preschool, primary and secondary upbringing and education in R. Macedonia, RIAEU, Skopje 1994

and propose possible innovations; what cadre and institutions would conduct it, under what schedule some innovative actions will be implemented, how required financial funds would be provided etc. etc. Anyway, previously made preparations, permanent contacts and help made by representatives of foreign non-government and international organizations (UNICEF, East-European Partnership, SOROS, World Bank and others) were valuable experiences and solid base for selection, defining and implementation of some projects on pre-school and primary education.

*Thus, from the beginning of school year 1994/95 the implementation of project **Active teaching – interactive teaching** at class teaching, then in discipline and full-time teaching groups at primary school started. Then followed projects such as: **European net of schools on health improvement** (from beginning of 1995); **Modernization of education of handicapped children and youngsters** (since 1996); **Step by step at/to pre-school teaching; step by step to class teaching education; descriptive grading of students in first, second and third grade; Integration of retarded children at primary school; Economic education of youngsters; Understanding and settlement of conflicts; Games on settlement conflicts; Qualifying of students on independent learning; education on civil society; Step forward; Project on early intervention; Approaches to visual thinking; By reading and writing to critical view; UNESCO - net of associated schools; Cooperation between school and family; Promotion of human values; Corrected (reduced in volume) curricula on primary education; New Act on primary education in 1995 and new curricula on primary education in 1996.***

Another try on total, clear and long-term planning of education advancement in R. Macedonia, made in the last year deserves attention and remark. This was made by Macedonian Academy on Science and Arts (MASA) who in 1997 elaborated National strategy, where education is a part of it. In this document considered by the Government as global developing trends referring to pre-school and primary education were determined the following:

“ 1. Further democratization of teaching and education concerning:

- Creating assumptions for optimal development of each subject in relation to its possibilities, abilities and interests with special accent on talented;*
- Giving equal opportunities for education regardless to sex, social and material status, religious or national belonging;*
- Decentralization of teaching and education activity managing system, increase of local administration interference, high inclusion of parents and other interested citizens, teachers, pupils, students into managing bodies of institutions.*

2. Increase of formal education of youngsters and adults level by:

- Increase of the scope by regular teaching and education of whole population in any education degree and developed system of andragogy forms of education;*

3. Improvement and efficiency of teaching and education on all levels.

This strategic issue in development of teaching and education in our country, is in fact determination of standards for ascertainment of improvement and efficiency of teaching and education.

4. *Detection and elimination of conditions and elements producing functional illiteracy”.*

Obviously, this document also includes only certain general education determinations, which is understandable, having in mind its nature.

The brief summary of planned and current changes in preschool and primary teaching and education in Republic of Macedonia in the last decade, showed that in spite of all difficulties conditioned by society transition, process on modernization and improvement of basic education started. What is more important, majority of these changes are completely in the spirit of World declaration on education for All and the Frame plan for action on satisfying the basic learning requirements.

2. STRATEGY AND/OR SCHEME FOR WORK

In preparing suggestions for individual activities and projects, as well as their implementation, different strategies were practiced, depending on what activities were involved (changes, innovations) and who was responsible for them. However, since changes as already mentioned, were not introduced on the basis of unique plan (program) for innovation on preschool and primary teaching and education, it is not conceived and defined even one strategy on conducting activities for set up aims. But, if it means that principle of introducing some changes, depending on and according to them in full, could not be observed, it might not be understood that, for their implementation many different and incompatible strategies were applied. In one of the versions *on Global projections on changes and advancement of preschool, primary and secondary education in Republic of Macedonia*⁵, proposed by EIM (Educational Institute of Macedonia), in 1994, methodological approach (strategy) for defining and practical application of changes was proposed. It reads:

“The entire progress of activities – from the first preparations on changes, till their actual implementation – has to pass through following global phases:

*1. **Diagnostic stage**, including monitoring and studying (critical analysis) of existing educational system characteristics and the effects of its functioning.... Integral part of the first stage is the study of modern and advanced educational systems characteristics in some European countries and in the world. (...)*

⁵ K. Poposki and others: Global projection on changes and advancement of preschool, primary and secondary upbringing and education in R. Macedonia, EIM, Skopje 1994

2. Designing stage, i.e. modelling (creation) changes and planning of development of education. (...)

3. Performance stage or practical implementation of changes being accepted. For this stage determinations for ... well conceived step by step (small) changes are important, to be implemented by natural dynamics through all stages (preparative, applicative, evolutionary) – according to the design; mutually conformed and complementary to other changes, requirements, and possibilities of the society; without frontal actions, but changes in sufficient volume with fixed priority according to determined criteria.(...)

4. Monitoring and evaluation of the progress of changes, for evaluating the effects and confirming or negating the innovatory actions' correctness. (...)

As an integral element of this strategy are also considered complete, objective and in due time giving information to the professional and other publicity about changes and creation of favorable social climate in the society for their acceptance. (...)

The fact itself that, great number and more significant projects were initiated and conducted by the Educational Institute of Macedonia, in conformity with the Ministry of Education and Physical Culture, showed that the strategy of their performance for practice, were created and defined by the same bodies. Thus, the strategy described was observed to great extent. This also refers to other initiators and responsible persons and performers of certain projects (schools, institutes, non-government organizations and individuals). They applied strategies similar to those practiced by Educational Institute of Macedonia and Ministry for Education and Physical Culture.

However, we can say that, dominant strategy applied in conducting changes and achievements of their goals in the past years, is so called approach "downward – upward", i.e. "normative – re-educative strategy", practiced in all action – innovative projects. Thus, consideration was taken, specially about the following elements: informing about all interested subjects (principals, teachers, parents and others) about content and goals of innovation; voluntary participation in implementation; establishing equal cooperative relations between pupils included in the projects; permanent mutual informing and negotiation; establishing of school cooperation with wider circles etc. Of course, all this was followed by necessary skilled advancement of anyone included in the projects, thus perceiving real values of innovations. Therefore, Educational Institute of Macedonia, from time to time announced public notices on registering schools for participation in projects, by selection under determined criteria. This strategy appeared to be of many advantages regarding motives for accepting innovations, although in practice, temporary with certain subjects also, other motives prevailed, but not the ones connected with innovation values, i.e. qualitative aspects, being offered to those that is organized for – pupils.

To some activities (projects, innovations) well known "strategy upward downward" or forcing the changes from the aspect of (political) power or authority was applied. It was acted in that way when introducing revised or new curricula in teaching and other teaching-educative work in primary school in 1995/96 school

year, when frontally – in all 8 grades, so called reduced programs were applied as in the next 1996/97, when application of new curricula from the 1 grade started. In the same way was acted for textbooks and skilled advancement of teachers in relation to these changes. Such an approach of mentioned kind of changes (introducing new curricula) is considered with us as quite normal and the only correct way, even it was not thought about another strategy, that in other countries (including ours in secondary education), there are other approaches too. It seems that teachers, principals and other professional workers in schools, are used to introducing such important changes, so they “accept” it.

It is similar to strategies used for monitoring of projects, implementation process and for evaluation of progress in achieving the goals. As a rule, teams of many projects foresee and realize continuous process of self-assessment, preparing reports on certain stages. (*Active teaching- interactive teaching, descriptive grading, health improvement schools, step by step, modernization of educating retarded children and youngsters* and others). In addition, some projects (*Active teaching, interactive teaching*), from time to time (in 1996 and 1998) were engaged independent assessors from other countries (Great Britain, R.Slovenia) or training of school teams on self-assessment was conducted. Contrary to this, no monitoring of realization and evaluation of effects of the largest project “*Implementation of new curricula in class teaching and primary education*” was organized.

Such differences in applied strategies for implementation, monitoring and evaluation of projects’ effects (i.e. program on innovation of primary education) temporally even not well organized were subject of discussions among responsible persons of the projects. As a result of that, importance of strategy is more and more understood and more and more considered what strategy will be selected. Therefore, the approach “downward upward” i.e. “normative-reeducative strategy”, is more frequently applied and rarely the approach “upward downward” or strategy for forcing changes by power.

3. DECISIONS AND CONDUCTING THE PROJECT

At the beginning, both, ideas and projects were rear and were coming mainly from the Educational Institute of Macedonia, so there was no need felt for any special procedure for their approval, conducting, and coordinating. Therefore, all decisions on starting certain projects or changes were made by the Ministry of Education and Physical Culture on proposal of Educational Institute of Macedonia. Each innovation, from aspect of skill, was elaborated and designed by relevant groups (teams) at Educational Institute of Macedonia and then approved by the Ministry of Education and Physical Culture for their implementation. However, soon, numerous and of different kind initiatives on certain innovations (projects) were launched by schools, scientific and other institutions, various non-government and international organizations. Sometimes their implementation was conducted without required conformity with the other

institutions or, even, without consent of Ministry of Education and Physical Culture and Educational Institute of Macedonia getting an impression of uncontrolled project making and chaos in their introducing and conducting. It was one of the reasons for the Ministry of Education and Physical Culture to enact special Book of Rules⁶ on work of primary school under experimental program. By Book of Rules first was defined that “under experimental program is being understood practical test on teaching contents, forms, methods, aids and other elements for improvement and innovation of teaching – educative system and existing pedagogic practice and the determined: procedure on project approval, obligations for their recension, providing necessary funds, way of monitoring effects, presentation of report on implementation to Educational Institute of Macedonia and Ministry of Education and Sports Activities, etc. Thus, officially was confirmed that the Ministry is responsible for all decisions regarding projects or other activities being innovation or significant change in primary education.

However, very soon was realized that there was also a need of something else. Namely due to variety of projects being offered, there was a need for coordination of their conducting, as well as comprehensive, professional – scientific assessment of their goals. Thus, within the Ministry, a special group – Commission was formed consisting of university professors, extending school teachers and professional workers from the Ministry and Institute. Its duty was to assess the suitability of new projects and direct their implementation in practice. However, the Commission did not operate at all, except for two meetings held. It seems that the main reasons for Commission not to operate were: non-clear defined competencies, unprovided organizational, technical and material conditions for its operation and insufficient engagement by the Ministry.

4. COOPERATION IN THE PROJECT

Preschool and primary teaching and education in Republic of Macedonia is state's obligation. The state has dominant role in organizing and providing necessary conditions for high quality teaching – educative activity (services). According to existing regulations, preschool and primary teaching and education is performed in institutions (kinder gartens and primary schools) established and financed by the state. Ministry of Education takes care of primary education on state level, and Ministry of Labor and Social Policy of preschool teaching and education. Local authorities and other organizations and institutions, for time being, have no obligations and competencies in arrangement of preschool and primary teaching and education. However, this does not mean that there are no possibilities for their engagement in various activities for development of basic education in cooperation with educational authorities and kinder gartens and schools themselves, as state's care is not strictly limited to what is realized in

⁶ “Official Gazette of RM”, number 35 of 15 July 1996

institutions established by it. On contrary, process of cooperation and establishment of partnership among various subjects, willing to contribute, in a way, for development and improvement of basic education in Republic of Macedonia, especially was significant in last 5-6 years.

Primarily, this can be said for government institutions themselves – Ministry of Education, Ministry of Labor and Social Policy, Ministry of Health and, recently, Ministry of youngsters and sports. These and other government institutions and organizations more frequently realize mutual projects and other activities regarding primary education. Many other professional and social organizations in country as: National technique of Macedonia, Red Cross of Macedonia and Olympic Committee have also established cooperation with primary schools.

Since 1993 onwards, different institutions of United Nations, and other international, and non-government organizations from other countries too, establishing partnership with Government and Ministry of Education of Republic of Macedonia are more and more present in Macedonia. They have significant contribution to programming (offering) and implementation of many projects of which content covers large part of goals contained in Declaration on Education for All adopted in Jomtien. This kind of cooperation is established with UNICEF, World Health Organization, World Bank, East-European Partnership, CERS – catholic services – Open Society Institute Macedonia – SOROS and others.

Similar kind of cooperation is established between Ministry of Education and Government institutions from other countries (culture centers, informative centers or embassies) of some countries (USA, G.Britain, France, Germany, Holland, R.Slovenia and others).

5. INVESTMENTS SINCE 1990

Difficult economic conditions created in our country, in process of privatization of social capital, neighborhood wars, embargoes from north and south, caused very difficult economic conditions: bankruptcy of many companies, increase of unemployment, over 300 000 citizens, increased number of families existing on social support, continuous decrease of gross national product etc. These negative movements reflected on education too.

The period from 1990 till first half of 1994 was characterized by enormous inflation in the country. Although revalorization on education funds was regularly made, but by rate less than the inflation one, education standard was getting worse rapidly.

Upon fictive stabilization of economic trends, since second half of 1994, the trend of gross national product continued to go down and by that investment in material base of education too.

As a result from difficult economic situation in the country, the finalization of preschool primary teaching and education (in its all forms: regular education, adults education, special education, primary musical and ballet education etc.) showed negative trends in:

a) *Remuneration of teachers* in 1999 remains the same as in 1990. Salaries of all employees in primary education are determined by the national budget, according to unique criterion: conditionally unqualified worker – CUW (according to education degree and past labor). In spite that inflation shows growth of 2-3% rate in last 5 years, salaries remain on same level as 8 years ago. This means that standard of employees in primary education is continuously decreasing, and they are the worse paid in category of civil servants.

b) *Economic basis on primary education* slowed down modernization processes in this field. Planned actions in progress on supplying schools with modern teaching aids and modern teaching technology are completely stopped in the recent years. In this period the Ministry financially supported improvement and modernization of certain forms of teaching work only. These projects mostly are financed by foreign sources and international organizations.

Movement of primary education funds in past period are shown by the data given in table 5 enclosed herein (indicators 7 and 8). They show that primary education expenses, *expressed as percentage of GNP*, since 1991 to 1997 were continuously decreased and recorded negative trend of 0,90% with tendency to decrease in next two years as well.

Increase of public expenses as a part of GNP in 1991 for primary education (3,58%) was due to increased inflation of few thousand percents.

Current public expenses per pupil in primary education, expressed as GNP per capita, since 1990 to 1997 amounted to 25, 00% in 1991, with continuous decrease in following years, reaching 16,98% in 1997.

Current public expenses in primary education, as percentage of GNP in R. Macedonia, compared to other countries in the world, showed low rate but not the lowest. Due to low GNP per capita in Macedonia, expenses of primary education as a part of GNP per capita showed high percent, however in past 8 years and the next two, until economic trends are improved in country, primary education will continue to stagnate in respect to consumption, if the state does not change its policy regarding it.

Public expenses on primary education in Republic of Macedonia *expressed as percent of total current expenses on education*, in period of 1990 – 1999 record variation in range of 55, 04% to 50,73%.

Since 1990 – 1999, the percentage of funds on primary education, out of total funds on education in our country continuously decreases. This is as a result to restrictive policy on public consumption, favoring consumption of secondary and high education and rapid decrease of number of pupils enrolled in primary education.

Previously stated reasons for decrease on enrolling pupils in primary education, resulted in increase of public expenses per pupil of 0,05 den.* in 1990 to 15,55 den in 1997.

Public expenses per pupil presented in Table 5, enclosed herewith, column 9, expressed in denars in the first years (1990, 92, 93) showed some variation, due to enormous inflationary movements in economy of the country.

Upon stabilization of entire state in the country, public expenses per pupil started to decrease, thus reaching the level of 16, 98 denars in 1997. This indicator should not be considered absolutely correct, since all investments in primary education were not calculated in it, as help by foreign organizations and states, and schools' own incomes. But since these funds are too small, they would not have significant reflection on indicators under Table 5.

Investment funds structure, that is, the investment in primary education in Republic of Macedonia, in the last three years, could be seen by the following review*.

Table No.1 Structure and extent of funds in primary education

Number	Purpose	% extent of total funds		
		1997	1998	1999
1.	Employees' salaries	76,98	76,14	74,16
2.	Compensations (food and transport)	11,03	11,00	12,08
3.	Funds for current and investment maintenance, investments and equipping	3,66	3,39	3,29
4.	Funds for pupils' standard	4,05	3,93	4,41
5.	Material expenses: electricity, water, garbage tax, PTC –costs, supply of textbooks, etc.	4,28	5,54	6,09

As it can be seen from the above table, that the largest part of funds on primary education, that is 86 % from total funds is distributed for salaries for the employees of that activity.

Low percentile part of total funds for investment in primary education, puts this activity in very difficult position. This trend in last ten years continues to make conditions difficult for normal work regarding space. As a result of low part on earmark investment, 70% of school facilities have to be reconstructed and revitalized, because they do not meet basic requirements for educational work.

From these reasons, the Government of Republic of Macedonia, for the period 1999 – 2001 has worked out a Program on Investment in public department of Republic of Macedonia with a special accent on primary education by engagement of funds from foreign banks and donators.

Current earmark investments amounts to about 600 Den. Per pupil. This investment amount is too low for primary education.

In the school year 1998/99, all pupils included in primary education were supplied with free of charge schoolbooks. This will continue in the following school years.

Two years upon independence of Republic of Macedonia, since 1993, certain number of specialized foreign organizations with their won funds got involved in implementation of various projects in beginning of teaching education. Projects financed by foreign organizations were referring to:

- introducing innovations into teaching programs and advancement of teaching work;

- better supply of visual aids and teaching technology;

- advance training of teaching personnel;

- financing project on interethnic relations, tolerance among pupils, education on protection of mines, of natural catastrophes, etc.

- improvement of conditions regarding space, inventory and equipment in schools and kinder gartens, as well as other kind of technical support;

- support on publishing activity for children in educational beginning and kinder gartens.

- With support for educational beginning of Republic of Macedonia were included many international government and non government organizations from many countries as: UNICEF, UNESCO, Open Society Institute - Macedonia, World Bank, World Health Organization, CRS, Equilibrium, Governments of Great Britain and Japan, American Information Center, Peace Corpus through Embassy of USA.

PART II

6. REALIZED IMPROVEMENT ON IMPLEMENTATION OF GOALS AND ASSIGNMENT (1990 – 1999)

6.1. EARLY CHILDH' S DEVELOPMENT AND CARE

Preschool teaching and education in our country in relation to many European countries, covers quite a long period of early childhood (from 6 months to 6 years) which is good, especially with respect to possibilities for children of all preschool ages to be included in. On the other hand, since this is not compulsory, primary education starts relatively late (at 7 years age), many children are not included in organized teaching and education, for a long time in preschool period, which for some of them means untaking the possibilities for optimal development stimulation.

In Republic of Macedonia, there is unity of teaching education and care of preschool children, included in organized preschool teaching and education, being a modern approach to care for development of children in preschool period.

Teaching and educational activity of preschool institutions is regulated by the Law on preschool teaching and education dated 1983, and the preschool organizations are under the competence of two ministries: the Ministry of Labor and Social Policy and Ministry of Education. During the period of existing of the only self-administrative interested community for preschool primary teaching and education and social care for children, child's development and care was functioning successfully, but by canceling SAIC in 1991 and conversion of preschool institutions and teaching groups in semi-day stay at primary schools, financed by and under competence of the Ministry of Labor and Social Policy, many misunderstandings occurred between the competent ministries about their authorities, responsibilities, and mutual cooperation. More concretely, some people at the Ministry of Labor and Social Policy tried to treat preschool institutions, exclusively as social institutions, relevant equipment and didactic material was not financed, and no seminars and professional meeting of teachers and workers were financed and provided too, thus causing decrease of interest and improvement of teaching-educational work to 1994/95 school year, when the project "step by step" started with series of professional seminars, financed by Open Society Institute - Macedonia.

Organizationally, in same preschool institution, children of all ages are included (from 6 months to 2 years in nursery groups; from 2 to 5 years in kindergarten; and from 5 to 7 in preschool groups). This provides for children not to

change the setting and often educators too, from their first arrival in preschool institution until their need. This is especially important for emotional development and socialization of children of this age, which in many European countries is not arranged in this way.

Net of preschool organization and scope of children

In the period after the II World war, till the end of the 90-ies, the number of preschool organizations and children in them increased continuously. Parents' interest in taking care and teaching children at nurseries and kinder gartens, in many places was higher than the number of available facilities. This was due to needs of employed parents and their economic possibilities to pay children' stay, and their participation very often was small in respect to their economic possibilities. On the other hand, there was social view of organized preschool teaching and education as the best way for teaching the child in the spirit of proclaimed social values and efforts were made to provide conditions for scope of as many as possible number of children. Thus in 1990/91 school year, 37.377 children were included in 1894 educative groups, and the attention was mostly paid to organization of work in teaching groups with all day stay (till 11 o' clock a.m.) which is understandable in regard to needs of employed parents. However, the scope percentage in preschool organization was 23,40% of preschool age children, which is a low percent in relation to developed European countries and proclaimed aims in our country.

Due to worsening of social economic conditions after 1991, number of scoped children in preschool organization decreased. In 1993/94 school year, in 1815 teaching groups, 35.866 children, such as: 2.932 in nurseries, 9.070 of upbringing groups in kinder garten from 2 to 5 year; 3.813 children in group of 5-7 years of age and 20.051 children in teaching groups with semi-day stay (5-7) meaning that 66,5% of total children enrolled in preschool teaching and education were covered by the form in the year before starting school.

Unfortunately, from year to year, percentage of children included in preschool organizations slowly drops down, in spite of state permanent engagement to increase the number of children covered by some form of preschool education. So, for ex. "Program on out-institutional form of social arrangement and activity with children of preschool age", but, due to inadequate support and financing it was not experienced massively. Small number of preschool organizations in Macedonia establish other out-of-institutional forms, as for ex. organizing teaching-educational work at hospital, for children being on medical treatment for long period and field kinder garten. But, although number of children regularly or temporarily covered by this forms of work is not high, it is evident that their educational effects are great, allowing us to use these experiences to improve our preschool teaching. In the last 3 years, parents with children of 3-5 years age, have need for their children to stay 2-3 hours in regular educating groups. Children have need for teaching and education, play and

communication with other children, but there are parents of lower social status who cannot pay whole day stay or, it is about parents who have need just of this scope of form.

Main reason for decrease of children's scope in preschool organizations is the fact that the Ministry of Labor and Social Policy, competent for financing of these institutions does not participate in expenses for children whose parents are social cases

Today preschool facilities are not entirely used, meaning that there are possibilities of extending the scope of children by various forms of preschool teaching and education.

Most frequent form for preschool teaching and education was – teaching-educative work in the year before starting school. Thus in 1990/91, 72% of children from 5-7 years were included in teaching groups at kinder garten and primary school. These data point to increased interest of parents and children in teaching groups where teaching-educative activity dominates. The percentage of children covered by this form varies from 94,24% at Berovo and Vinica to 10,33% at Makedonski Brod, 13,50% at Gostivar and 20% at Tetovo (Table No. 12). One of major reasons for incomplete scope of teaching-educative work in the year before starting school, according to details from a study made by Educational Institute, is the fact that this form of work is not being regulated by law as compulsory.⁷

After 1993, 53 teaching groups were established at primary schools in West Macedonia and this trend continues gradually from year to year. Indicators show that by rational utilization of the space in insufficiently used facilities, work in shifts, implementation of adopted "*Program on minimum socially organized teaching and education of children in the year before their starting school*", the conditions in this field can be improved.

In principle, groups are organized under criterion of children's age. However, there are tries project groups to include children aged 3-7. Experiences are quite positive (mostly younger children are progressing faster, while with older children the sense of protecting relation and responsibility toward younger children is strengthening).

Preschool institutions have all space conditions anticipated by the Regulation on space. All facilities are purposely constructed with good space functionality. Equipment of exterior space, at some more than half of preschool institutions complies with the regulations on space and equipment, while at 32% of institutions partly complies with.

Equipping with aids for teaching-education work till 1995 was very bad, but by furnishing 218 groups at first, and 200 teaching groups more, next year, by Open Society Institute - Macedonia, the situation is significantly improved. However, furnishing of rooms for groups with semi-day stay at primary school is far worse.

⁷ "Teaching-Educative work with children in year before starting primary education" (analysis), RIAEU, Skopje, 1991

All of organizations responsible for taking care and education of children are public and operate according to uniform programs. Small number of private organizations, working with preschool children are registered for work in other activities and thus they are out of professional supervision over their work.

Preschool teaching and education is conducted in four languages (Macedonian, Turkish, Albanian and Serbian) depending on language belonging of the child. This solution is according determinations of right to mother's language of education, even that it makes preschool teaching and education significantly more expensive.

In past years, there was a group working in French language (French kinder garten) owing to interest showed by parents.

Programs – contents and methods of work

Teaching-educative work is realized according to **4 types of programs**⁸. Such program variety intends to meet different needs of children and parents and respect conditions and economic possibilities in certain regions. All programs were worked out by the end of 80-ies and beginning of 90-ies.

Out of four stated programs, mostly the program on all day and semi day children stay is realized. Such situation is due to insufficient compliance of programs with the needs of children and parents, as well as to undeveloped system on support (financial, professional etc.) of existing program variety.

Programs, although considered equal are very concretized, limiting the performers to individualize the work to great extent and respect more children's needs. Particularly, teaching contents are specially concretized. Program's developing assignments are insufficiently emphasized.

Programs contain recommendations pointing to quite rigid organization of the day with emphasize on health –hygienic activities.

Vocationally oriented activities in program are separated in great deal from free ones, probably with aim not to overload the child with contents and way of work characterized for the school. In practice it resulted in discontinuation of activities, both in contents and methods.

The field of work with parents is insufficiently worked out and is not given an importance being attributed it by the latest approaches of organizations in teaching-educative work with children.

The program does not include instructions on the way of following evaluation of implementing set up goals and methods of work applied.

The play, as basic method of work with children is clearly emphasized in programs, since it is main activity of preschool children and better way of spontaneous learning. Efforts are made to apply this in practice too.

⁸ - "Program on teaching-educative activity at preschool teaching and education", RIAEU, Skopje 1982

- "Program on minimum socially organized preschool teaching and education in year before starting school", RIAEU, Skopje, 1991

- "Program on out-of-institutional form of socially organized activities with children of preschool age" RIAEU, Skopje, 1991

Personnel

Pedagogists who have at least two year post-secondary school qualification with relevant direction and pedagogy - medicine nurses completing secondary school with relevant orientation, or earned additional qualifications for work with preschool children, according to the regulations of Law on preschool teaching and education, may work with children of preschool age. Majority of employees in kinder gartens meets these requirements. These are quite high educative standards for personnel in regard to many European countries, which is a good base for future development of preschool teaching and education. Conversion of teachers' colleges into faculty of pedagogy will improve the educational structure of future educators.

According to our knowledge, with reference to education of educational personnel so far, much attention should be paid on method of work on musical education, methods of work with parents and children's creativity development.

Work of two adults with equal group of children, with quite different working obligations (pedagogy – medicine nurse and education), from aspect of education and organizational work, is not the most relevant solution.

Although there was no organized system of permanent personnel education in preschool organizations, in so far practice are almost all of them included in forms of permanent education organized by Educational Institute, and in majority of preschool organizations there is developed system on internal advancement. Due to insufficient cooperation between kinder gartens and primary schools, as well as among neighboring schools, educators working with preschool groups at primary schools were often out of professional advancement internal forms.

Monitoring, supervise and management

Law regulations, uniformity of contents and forms and centralization of financing, facilitate the supervise and management of preschool institutions. Double law regulations and duality in competencies in conditions of insufficient cooperation between ministries, in recent years, caused some confusion in the professional supervise, control over other fields of work and giving opinions on selection of directors in preschool institutions.

Quality improvement of preschool teaching and education

The period of transition, immediately upon independence of Macedonia, negatively reflected on activities at preschool teaching and education. During that period (since 1991 to present day) new acts for regulation of preschool teaching and education and care on early child's development are not enacted. The Educational Institute of Macedonia, being an organ within the Ministry of Education, prepared *Principles of programs in preschool teaching and education*,

supported by professional publicity, and in 1998 accepted by the Minister of Education, but were not officially enacted, because the enactment of the Act is (was) expected. They were prepared on the basis of system analysis and current practice of preschool teaching and education and new trends in the world. The activities referring to improvement of preschool teaching and education quality (on which very often opinion of Educational Institute was asked for) were in conformity with determinations of that material.

The greatest quality changes in preschool teaching and education occurred in the period from 1995 – 1998 under influence of program *Step by step* realized by professional support of *George Town University* from Washington and financial support of Open Society Institute - Macedonia. Program goals referred to children at that period were:⁹ pointing out of each child's individuality; possibility of selecting activity corners; active learning, as well as aims of children to: think critically; be able to select; discover and settle problems by themselves, be creative; develop imagination, take care of community, their country and environment.

The program in 1995/96 school year was realized only in preschool organizations and in 1996/97 in kinder garten groups (year before starting school) at primary schools as well.

Table No.2: Number of groups and children in program step by step in preschool teaching and education

	1994/95	1995/96	1996/97	1997/98	1998/99
in kinder gartens					
groups	18	200	334	404	454
children	450	5020	8350	10100	11350
in nurseries					
groups			102	148	184
children			2550	3700	4600
Total					
Groups	18	200	436	552	638
Children	450	5020	10900	13480	15950

*- Number of children is not quite correct – it is estimated on the basis of average number of children in group.

The details (although not precise) show that number of children covered by this program is increased 35 times within 4 years, owing to interest of kinder gartens and schools in acceptance of this program and readiness of financier to support it. Percentage of children scoped in this program is about 50% of all children included in preschool teaching and education.

⁹ According to *Program Activities Step by step* in the period 1994 – 1998, Open Society Institute Macedonia – worked out for needs of this report and S. Kiradjoska (manager of the project) 1999, Project, *Step by step, Child, No.1 page 10 – 11.*

Regional distribution of kinder gartens (there are only in urban settings) operating under this program covers the entire territory of the country.

Number of village schools in which program is realized (25) in regard to total number of schools in rural setting, is 15%, being significantly small referring to number of urban ones (48) – 27% out of total number of schools in town. By such distribution, it has not been acted much in the spirit of declaration *Education for All*, as many indicators show, that more attention has to be paid to children of rural settings for improvement of quality at all, including preschool teaching and education.

Table No. 3: *National structure of preschool children in program step by step per years of inclusion*

	1994/95	1995/96	1996/97	1997/98	1998/99
Total children	450	5020	3113	1719	1330
Macedonians	359	4824	2717	1329	1190
Serbs	8	37	41	24	20
Albanians	68	115	82	127	36
Turks	7	18	42	9	4
Gypsies	7	14	150	225	69
Others	4	12	21	15	11

It is evident that the program *Step by step* covers children of *all nationalities in Republic of Macedonia*, although not in relevant proportion to their total number.

Opinions on effects of this program are obtained in 1996/97 school year by way of questionnaires on exemplar of program performers – educators (88) and questionnaire on exemplar of children's parents (165). Qualitative assessments on effects as seen by realisers, program conductors, counselors of Educational Institute and supervisors of *George Town University* were made on different levels.

To questions (by offered answers in a form of 5 –degree scale) referring to **changes on children**, over 90% of educators reported agreement on: children come to kinder gartens with pleasure, they are independent and feel good upon completion of their duties. Over 90% of educators, also agreed that the program enables children to think critically, make choice, detect and settle problems by themselves, strengthen creativity and self-confidence, develop imagination, take care of environment and community, love their country, acquire new knowledge and be independent. Over 90% of educators agreed that children covered by *Step by step* program have greater progress in respect to **cognitive development** and **socialization** than other children. In addition, such number of educators agrees that these children will be well prepared for first grade.¹⁰

¹⁰ *Evaluation of program Step by step 1996/97*, Open Society Institute , Macedonia

Almost all (over 97%) out of questioned parents agree that their children liked going to kinder garten, learned to be more independent and would be well prepared for starting first grade. Also, over 95% of questioned parents agreed that their children, after participating in *Step by step* program learned to make choice, became more creative, had richer imagination, they were more communicative, took care of hygiene, were more independent, had good relations with parents and friends. Large number of questioned parents (between 90 and 95%) considered that their children were able to detect and settle problems, had increased education activity and were more responsible. 81% of parents agreed that their children started to think critically. A part of them (about 20%) noticed negative changes after inclusion of children in program: that they were more naughty than before, with absence of discipline and egoistic.¹¹ In *Step by step* program great attention was paid to **Inclusion of parents**. 93% of questioned parents visited the play room of their children, all of them were welcomed and informed about the activities of their children in kinder garten. Mostly they watched activity in the playroom, but about 50% of questioned parents in some way and directly were included in the work with children. Large number (70-90%) of questioned parents changed their relation to child at home in a sense of more talking with their children, playing more with them, giving greater freedom and respecting more their interests.¹²

As a result of need for change in work with children in the year before starting school in kinder garten groups at primary schools, where changes already started in 1997/98, the project *Interactive teaching* began to implement. The project was implemented by financial support of UNICEF and professional help by Bishop States College of Lincoln – Great Britain. The project goals focussed to children' development were:¹³ comprehensive development of children; acquiring functional and not facts - graphic knowledge; learning contents important for children's life; individual development.

Details about number of children included are given in table No. 4:

**Table No.4 Number of schools, groups and children
Included in Interactive Learning Project**

	1997/98		1998/99	
	rural	Urban	rural	Urban
Number of schools	4	8	9	27
Number of groups	7	26	17	62
Number of children*	100	650	250	1550

* - The number of children is estimated on the basis of average number of children in a group. All children learn Macedonian language

¹¹ same

¹² same

¹³ G.Mickovska; L. Samardjiska Panova (1999) *Interactive Learning Project*, Child No.1 page 10-11

Schools are relatively well distributed on the territory (less number in southwest and northeast part, but the project is still at the beginning). 5% of total number of schools in rural region and 17% in urban are covered by the project. Such distribution is not in the spirit of *Education for All* declaration, and is owing to strategy for including schools showing their own interest in the project. From same reasons, children educated in Macedonian language are covered only.

Empiric evaluation effects on children development is still not made, and by percipience of educators and counselors it is found out that more can be learned from direct environment, that the presence of research learning activities is increased as well as the quality on children's creation regarding fine arts, music and speech.

Another way of acting on early children's development care, specially of children in rural and subcultural settings without organized form of preschool teaching and education, was the start of two projects on early children's development based on home education: *Step forward* (intended for children from 5-7 years of age) and *Let's grow and learn together* (intended for children from 0-5 years). The first program is conceived at Psychology Institute with Faculty of Philosophy in Skopje, and the other is adapted Life start program from north Ireland.

Both programs are implemented in middle of 1997 by financial support of UNICEF. These programs goals are similar and can be expressed as changes on participators – parents consisting of:¹⁴ cognitive restructuring (acquiring new knowledge, better children's understanding), estimation on own knowledge and education practice; affective balance and emotional development; change in behavior regarding support on children development; better relations with others.

It is expected that such changes with parents will result in stimulation of children development and finally, in their more successful start in school and life.

With the project *Step by step*, 120 families are covered in total, out of which: with 71 families – Macedonian is mother language, with 30 – Albanian, with 11 –Gypsy and with 7 – Bosniac.

486 children in total (204 in urban and 282 in rural setting) are covered by the project *We grow and learn together*. For 335 of them, Macedonian is mother language, for 89 Albanian and for 62 Romany.

Effects of program *Step forward* are observed through changes in intelligence measured by test: drawing on human figure Florence Goodenough and readiness to start school measured by Cetwig maturity test with all children included in the project and by their comparison with results of a control group. On the basis of results obtained, project authors conclude: "... *Step forward* program stimulates the cognitive development of children (memory, perceptive discrimination and intelligence). Stimulative affection on graphic - motoric skills,

¹⁴ O. Murdzeva Skaric (1997) *Step forward- home based program for child development at the age between 5 – 7*, Faculty of Philosophy – Skopje.

as well as fine motoric is also observed, being of great importance for overcoming problems in writing”¹⁵

Fieldwork on the project *We grow and learn together* started in June 1998 and so far only self-evaluation of work by realisers is made. Taking into consideration the short period and heterogeneity of families, general statements are, those positive effects are already noticed with majority of families.

In 1994, the program *Step by step* referred to children of lower social classes too, when 450 children coming from families of this status from 8 towns in Macedonia were covered.

Program features were: emphasizing individuality of each child, possibility for choice of activity and inclusion of families. Children included in this program did not pay for the stay, and kinder gartens were furnished with high standard space equipment and qualified personnel. Majority of these children remained in somehow changed *Step by step* program till starting school. *Step by step* program during entire time of its realization took care for inclusion of children, from lower social groups, specially gypsy children (see table No. 2).

Actions taken on stimulation early child development with children previously not covered by any forms of teaching-educative work were significant as sprouts of new practice. Though the number of children covered so far in respect to needs, is too small (these programs include about 700 children, 120.000 children aged 3 – 7 are not covered by preschool and education).

In the spirit of recommendations of International Commission of UNESCO for education in XXI century, according to which, one of education principles is to learn to live together, in preschool teaching and education in Macedonia, besides the existing determinations of programs in promotion understanding and respecting others, in 1998/99 a pilot program *Mosaic* – Macedonian-Albanian groups in kinder gartens started. Program goals are: ¹⁶ increase of self-respect and respect of others; establishment of mutual confidence and correlation; acquiring communication skills, cooperation; affirmation and constructive settlement of conflicts; learning language of other ethnic groups.

3 mixed groups in 3 kinder gartens (2 in Skopje and 1 in Kumanovo) were formed. At the beginning the interest of children of Macedonian nationality was not at the expected level. Since the first year of implementation is in progress, there are still no indicators on effects of groups in which program is being implemented as anticipated.

¹⁵ O. Skaric Murdzeva (1999) *Step forward* – annual report July 1997- July 1998, Faculty of Philosophy, UNICEF, Skopje

¹⁶ Project on Settlement of Ethnic Conflict – activities 1994 –1998.

6.2. PRIMARY EDUCATION

6.2.1. Basic rules and principles on compulsory education

Tradition on respecting rights to education of citizens in our country, more than 5 decades is deeply founded in practice of educational institutions and the highest legislation. Thus, by new Constitution of Republic of Macedonia adopted in 1991, citizens have right to education. Education is available to everyone under equal conditions. Primary education is compulsory and free (Art. 44). According to Constitution, by the Law on primary education, enacted in 1995, in details are determined citizen rights and the ways of realizing compulsory education, as well as organization and duration of compulsory primary education. In this part of educative system, following characteristics are distinguished: *Compulsory education is equalized with primary education; it lasts 8 years; primary education is compulsory for all children, aged 7-15 as a rule (Article 3 of Law); citizens after mentioned age, who did not complete their primary education, have right to complete their compulsory education at institutions for education of adults.*

Primary education is conducted, except in regular public primary schools, in health facilities, correction homes, in special primary schools or classes for children with special educative needs, as well as in institutions for education of adults too. Educative activity on children is organized in primary music and ballet schools.

In wide net of primary school for compulsory education and other forms of primary education of adults, *Common rules on organization of school* are practiced. It is understood that pedagogy standards on qualifications and experience of teaching personnel, curriculum, common rules on pupil rights, parents obligations and rights etc. These basic rules make the cohesion power of educative system.

Efforts are being made to pay more attention to processes of so called internal democratization. In schools, very often is practiced direct close communications among pupils, teachers and parents. Interest in education of talented pupils is also emphasized. For these pupils, in spite of modest material resources, additional forms of teaching, consultations are being introduced, and individual, independent work is being supported too. In this way, their fast improvement and stimulation in total educative system is being promoted.

There are projects in progress in primary schools for introducing descriptive marking of pupil's grade and establishing system on grading pupils and teachers. New experience will help to pay more attention to discovering of actual ways and criteria for observing general development of pupils, giving grades on their knowledge, skills and abilities. Experience and new records will be introduced in teaching process and standards for leveling the scope and content of teaching subjects and methods, recommended by curricula etc. These changes are of common benefit for higher compatibility of this part of our educative system with education on this level in developed countries.

Compulsory education is structured according to pupils age and experience, but according to experience and needs of adults too, when it is a matter of persons requiring completion of their education. The basic goal of primary school education and teaching is focused on development of culture on oral and written expression, understanding of appearances, processes and laws of nature and society, people's life and work, but also to adoption of principles of science, techniques, technological development, arts, culture, physical and health education.

Curricula include contents on rights and obligations of citizens, development and affirmation of Republic of Macedonia as democratic country, people's health, ecology, human relation between youngsters and their preparation for life in a family and wide community.

By special care, conditions are being made to conduct teaching in school in children mother's language. This principle is being realized consistently for more than five decades, not only in compulsory education, but also in other forms for completion of adults' education. Members of nationalities (children, youngsters and adults) acquire in schools knowledge and skill of expression, care and develop their identity and national characteristics. Flexibility in programming and selecting teaching subjects, give more and more guarantee to introduce contents on lingual and cultural characteristics of all nationalities.

Primary school, by its subject program, enables pupils of nationalities to understand culture and be fluent in the official language of Republic of Macedonia.

At the same time, with general care of education, both in past decades and this period too, being subject to this report, continues care on organizing study groups, specially at the Faculty of Pedagogy in Skopje, training teaching personnel on teaching in schools in Macedonian language and in languages of national minorities (Albanian, Turkish and Serbian), as well as education of adults. Beside study groups at Faculty of Pedagogy in Skopje, studies on training teaching personnel for teaching in Macedonian, Albanian, Turkish and Serbian language and literature for many decades are organized at certain cathedra and institutes on Ss. Cyril and Methodius University in Skopje. But besides these study groups from the field of language and literature (Macedonian, Albanian, Turkish and Serbian), large number of Macedonian students and of national minorities too, are included in other scientific teaching institutes at the University of our Country. Upon completion of studies these personnel are engaged in teaching other subjects (history, mathematics, physics, chemistry, technology etc.) in classes and schools where speaking language is Macedonian, Albanian, Turkish and Serbian.

6.2.2. School cycles and rules on organizing teaching

Teaching from first to fourth grades in compulsory education is organized and conducted, as a rule, by one teacher, and for pupils from fifth to eighth grade more teachers are engaged. Law allows, from first to fourth grades for teaching

some subjects, besides the teacher, another teacher to be engaged too. These teachers can be included in teaching certain skills or physical education and teaching in foreign languages, only on obtained approval from relevant Ministry. Pupils and teachers in education groups, are not being changed till fourth grade inclusive, so that teaching is conducted by one teacher (class teacher). In higher grades (from fifth to eighth) although efforts are made to keep pupils in education groups of class teaching (from first to fourth grade), new classes are also being formed (education groups). For conducting of teaching, some teachers on one or two related subjects are included. This practice was introduced and maintained since the period before the 60-ies, when there was a great lack of skilled teachers on discipline teaching (primary secondary education).

Respecting determined democratic principles of the Constitution and Law, as regards children of Albanian and Turkish nationality, for more than five decades, not only from first to fourth grade, but on other disciplines covered by curriculum on fifth to eighth grade too, teaching is conducted on their mother's language. Serbian children have same rights. In addition, as already mentioned, it is practiced, curricula to be extended by contents on informing and cherishing their cultural values. With regard to objective needs children in schools learn Macedonian language as official language of Republic of Macedonia.

In districts settled by citizens of different nationality, in schools separate classes with children of same national belonging are formed, where teaching is conducting in children mother's language. In educative groups for certain out-of-teaching activities, it is practiced children of different national belonging to be included.

Schools are organized as separate educative institutions. In hill-mountainous rural settlements, small schools with pupils from first to fourth grade and in some cases from first to sixth are being established. Regarding their organization they belong to experienced primary schools. In settled areas with small number of pupils, so called combined classes in schools are being formed, where due to small number of children one teacher conducts teaching with children from first to fourth grade. These children continue their further education in higher grades (from fifth to eighth) in developed schools. If there is a need, transport to school is organized.

As a rule, pupils from region schools, continue their education in the nearest developed primary school (with classes from I to VIII grade). This way of connection is easy practiced. In fact, region schools regarding organization belong to bigger primary schools. But, where there is not sufficient number of pupils to open region school in small settled areas, then transport for pupils is organized to the nearest developed school. In that sense, depending on changes in basic school net, number of pupils using transport to school changes. For ex. in 1990 only 1.408 pupils from I to IV grade used transport, and 8 years after, in 1998, their number increased to 2.545 pupils. In same period the number of pupils from V - VIII grade using transport increased from 8.622 to 12.094 pupils.

Skilled bodies in primary school are: teaching and class counsels and class teachers.

For regularity of work in schools, primarily school authorities education inspectors are taking care. Professional supervision of teaching is under competence of Educational Institute of Macedonia. For enforcement of law regulations in compulsory education some departments of Ministry of Education are responsible.

Primary schools independently enact annual programs on work. Teachers and professors form skilled actives per classes and on school level.

In compulsory primary school, pupils from higher grades form their own communities. Pupils may select their delegates to take part in teacher's counsels when actual issues are considered regarding grade or some other problems of pupils.

The principal is managing organ of primary school. **School Boards** consisted of representatives from teachers, parents, school founders and local administration are the highest managing body. They determinate school working programs, and give previous opinion to the Minister on appointing and realizing the principal.

In primary schools **counsels of parents** are formed, selected from pupils' parents. The parents' counsel observes, considers and gives opinion on performance of teaching-educative work in school. Counsels of parents delegate their representative in school board from pupils' parents, and in that way they participate in school management.

6.2.3. Organization of school year

For long period school year at primary schools was organized in traditional way. Experience shows that the number of working days, to great extent depends on climate conditions, school space and other things. Teaching starts on 1 of September, each year, and the first semester ends about 15 of January when winter vacation for pupils starts. In second teaching lasts from 1 of February to 10 of June, and summer vacation for pupils continues till 1 of September.

Anyway, starting from 1994/95 school year, schools practice more flexible calendar of pupils' vacation. By new teaching calendar, winter and summer vacation for pupils remain same and further on. For example, winter vacation in 1999/2000 school year pupils will use it at the beginning of January, i.e. from 4 January till 15 January inclusive. But pupils will have 4-5 days more holidays, in April during Eastern holidays. Summer vacation remains the same, from 11 June to 31 August.

6.2.4. Structure and content of teaching-educative activity in primary school

Activity in primary education in Republic of Macedonia, since 1990, that is since its constitution of independent sovereign state in 1991, continued to be

realized according to then actual program document *General program structure with curriculum for primary teaching and education*, as well as curricula from 1980.

Structure of teaching-educative activity at primary school, according to this document, is in fact, **teaching-educative activity** (regular teaching per disciplines and teaching educative fields and teaching in courses, additional teaching, as well as class-teacher lesson) **out- of- teaching activity** (free pupil's activities and manufacture and other socially useful work) **and other professional pedagogy activity** (health protection and education, public and cultural activity and observing and improvement of teaching-educative activity in school.

In May 1995, as continuity of started activities on complying of curricula with socio-political changes in the country, as well as due to necessary deideologization, and reduction of overload pupils program, **changes were made to general program structure, by enacting new document titled as Plan and programs on teaching-educative activity in primary school.**

Teaching-educative activity, by this document covers the following special areas: teaching, out-of-teaching educative activities, cultural and educative activities at school in local settings (instead of public and cultural activity) and observing, improvement and evaluation of teaching-educative activity.

Teaching-educative activity, determined by curriculum of 1995 includes: compulsory teaching per teaching discipline and fields; facultative teaching (per teaching discipline and short duration); another kinds of teaching with various didactic functions (additional).¹⁷ By enacting new law – the actual Law on primary education (announced in "Official Gazette of R. Macedonia" No.44/95), conditions were created for preparation of new program document on content and organization of teaching-educative activity at primary school.

Thence, **in June 1996, document on program principles was enacted, titled: Primary education-content and organization of teaching-educative activity**, which started to be applied from 1996/97 school year.

The structure of teaching-educative activity at primary school, according to Program principles, consists of "Teaching under compulsory, selected and facultative disciplines, additional teaching, out-of-teaching pupils activities, care for pupils health, cooperation with local facilities, observing, evaluation and improvement of teaching-educative work, planning of educative and teaching work in primary school and pedagogy training of teaching personnel."¹⁸

The presence, structure of teaching disciplines and other characteristics of teaching activity are determined by Curriculum, being an integral part of the mentioned program document.¹⁹

¹⁷ See enclosure No.1 *Curriculum on teaching at primary school, according to GPSof 1995*

¹⁸ "Primary education – contents and organization of teaching-educative activity", MEPE and EIM, Skopje, June 1996, page 17.

¹⁹ See enclosure No. 2 *Curriculum on primary school, according to GPS of 1996.*

Characteristics of the plan

The present Curriculum, that is, **Curriculum of 1996**, in the scope of the document on general program structure, titled: "Primary education – contents and organization of teaching and educative activity", features with following significant characteristics:

- *The teaching subjects presented, according to Status are learned as compulsory, selective and facultative.*

The teaching under compulsory disciplines is determined as basic content of primary school, being in fact the foundation on continuation of secondary education. Therefore this category includes the majority of teaching disciplines – total 8 in class teaching and 13 in discipline teaching.

By selective disciplines, pupils are enabled to enlarge and deepen knowledge and to develop their individual abilities on particular teaching disciplines. Out of this group of disciplines, only one teaching discipline is presented in grade teaching (the first foreign language) with two lessons in IV grade, and in discipline teaching: the second foreign language (from V - VIII grade), informatics (in VII and VIII grade) and technical education (also in VII and VIII grade).

Facultative teaching is presented to meet the interest of pupils in learning Vlach, Gypsy or other languages of national minorities (beginning from II grade); handwork in III and IV grade; as well as fine arts and musical education, sports and traffic education (from V - VIII grade).

* *Selection of teaching disciplines*, number and kind, is made on basis of defined goals and assignments of primary education for acquiring basic knowledge and skills on the field of: language and literature; mathematics; natural and social sciences; technical education; physical and health education and fine arts.

* *By the curriculum, number of lessons for additional and extra teaching is determined too*, as significant didactic models of teaching, being compulsory both for school and its personnel.

By new curricula a try is made to increase efficiency of primary education, in conformity with modern tendencies on planning and programming of education, especially from aspect of:

* Leaving rigid curricula in which is strictly determined the list of compulsory subjects

* Reduction of common compulsory teaching subjects number and increase of space on selective compulsory and facultative disciplines (contents);

* Leaving models of curricula with large number of disciplines and making possibilities for large presence of integrative program fields.

* Creating conditions for large variety and possibility for pupils to be included in free another out-of-teaching activity;

* Creating conditions and possibilities, part of education content to be determined more flexibly and by schools themselves, according to wishes and

possibilities of pupils and in agreement, that is, with significant autonomy of local authorities.

Characteristics of teaching programs

At present teaching from first to third grade in primary schools is conducted under new programs adopted in 1996, and from fourth to eighth under programs of 1980. In fact, these are two different approaches to programming of teaching-educative work or two models of teaching programs that would lead to two different teaching concepts.

Teaching programs of 1980 have the following structure:

- * *Teaching goal on discipline*, being usually too general, as a rule, refers to entire program, that is, to all grades in which that subject is learned;

- * *Teaching assignments*, being some kind of concretization of the general goal, since they also refer to entire teaching program;

- * *Operative assignments*, being considered (or at least imagined) as operative goals, and are given either to entire program in one class or per separate contents (topics) within the program of one class;

- * *Contents of relevant field or science discipline*, as a rule they are given in more details, according to some logic order (systematization) and for each relatively encompassed entirety (topic, field) number of lessons on learning and other activities (learning, practicing, testing etc.);

- * *Explanation of program*, giving brief instructions on implementation of program.

Basic characteristics of the strategy applied at work out these programs are:

From teleological aspect they are socio-centrally oriented. It means that at defining general goal of education, it is started from the interest of society, i.e. the state. The goal on development of pupil personality is its socialization (and professionalization - at higher degree of education) from position of maximum social benefit to state, through its organs, is the one which determines also the goal and content of education. By the programs, the goal determines not just what would be learned, but also in what scope (number of lessons), and under what order etc.

Such programming of teaching process, actually, presents closed curriculum. This approach does not respect concrete circumstances under which teaching is being conducted, that is, it underestimates possible limits and selectivity coming out from these circumstances in implementation of official (planned program). Thus programs are unified, equal to all – not respecting individual differences with pupils. It can be said, that these programs belong to so called *by contents oriented concept of programs*.

Curricula of 1996 and 1997 started to be implemented since 1996/97 school year, in first grade (and since 1999/2000 they will be implemented in fourth grade as well).

Concept of these programs and their structure differs from the previous one. They contain:

- * *General goal of teaching on relevant discipline*, similar to previous programs;

- * *Teaching assignments*, following general goal and in some programs refer to teaching as a whole - for all grades where the discipline is presented, and in some assignments are given per grades;

Innovation in these programs is the structure of the third part. Here for each encompassed entirety (topic): *contents, knowledge and abilities, as well as aids and activities* of program are given in parallel. In fact, major innovation and significant quality of programs is the part (column) titled as *knowledge and abilities*. Practically they are a kind of operative goals of program (teaching), in which, at the same time, the results as final goal and content to be learned are given. "To learn more on little - to teach how to learn", more and more is emphasized as being more important than acquiring some volume of knowledge on facts only. Such orientation on changes programs contents leads to higher thoughtful connection (systematy) of knowledge, then to more significant presence of so called process knowledge, that is, knowledge on methods, procedures and techniques of acting (more skill than knowledge on facts), as well as knowing the methodology to come to knowledge, establishment of critical attitude and realizing relativity of knowledge, as well as for its qualification in practical application.

Second innovation also significant, are aids and activities, proposing to be used to reach the goal of teaching process;

- * *New element of this programs are catalogues on elementary knowledge of abilities or notions*, that pupils should recorded after learning relevant program. They can be understood as a try to offer some kind of educative standard on teaching each discipline.

However, it should be said that these programs also have the weakness of previous one. They also do not leave space at all, to teacher and pupils to be able to program, at least, a part of contents by themselves. This means that in our country, we have again just state program in teaching. On state level textbooks are approved, that must be complied with curricula, even many other texts, such as: children's magazines, test on knowledge etc. On local and school level there is no programming of teaching process.

Out-of-teaching activities

Aut-of-teaching – educative activity is presented in all normative and program documents on primary teaching and education so far, as an integral part of teaching –educative work in primary school. The term itself "out-of-teaching

activity" shows that contents and activities of this field are realized out of teaching, that is, out of the time determined for teaching-educative work with pupils within individual teaching disciplines.

By actual program document of 1996, status of out-of-teaching activity has: free pupils' activities, competitions, communities, manufacture and other social useful work and excursions. Other field realized also out-of-teaching are: care of pupil's health, cooperation with local setting, and observation, evaluation and improvement of educative and teaching work.

Through free pupils' activities, school has to create suggestions on individualization of teaching-educative process and meeting and cherishing individual interests and abilities of pupils. Therefore, depending on school development, many activities are being organized such as: free activities on enlargement of pupils' knowledge, on certain teaching disciplines; cultural and arts; working-manufacturing; free technical and free sports activities. Within each kind of free activity, large number of various sections and other interested groups are being organized. Some sections and groups are united in larger pupils' associations - organizations, clubs, cooperatives etc., and part of them are connected with relevant associations in local settings (mountain climbing associations, ecology association, Red cross etc.). Pupils, according to their wishes, interests and possibilities, are voluntarily included in the work of free activities,

Pupils' competitions are activities through which they show their achievements in teaching and other teaching and educative fields. They are organized on school level (on certain teaching disciplines and other fields) among schools, municipalities, regions and states.

Pupils' communities are significant segment of pupils' organization of life and work in school. Through them they alone or together with teachers or parents, take part in settlement of issues and problems arising from pupils' collective and propose measures on improvement of conditions on work, pupils' grade etc.

Manufacturing and other socially useful work of pupils present activity being mostly performed in school and local facilities. Through activities of this field pupils develop love and positive attitude towards physical labor and work at all, sense of responsibility, persistence, tidiness in performing their duties, respecting others labor, cooperation and mutual help in work, and other positive, social and human features as well.

Pupils' excursions are organized to extend and deepen knowledge of pupils on certain teaching-educative fields, as well as for sporting, recreation and other kind of pedagogy organizations of pupils' free time.

By realization of other fields on out-of-teaching educative activity (care for pupils' health, cooperation with local facilities, as well as observation, evaluation and improvement of teaching-educative activities, school creates conditions and prerequisites for better organization and quality of teaching-educative work and affirmation of school as teaching-educative institution.

So far experience in determination of primary school activity internal structure, as in previous one, also in actual general program structure shows that out-of-teaching activities play significant role in the process of individual development of pupils' affinities and abilities. Through this field, efforts are made for pupils to feel the real life, life in which they will be actively included, after their school completion.

6.2.4. Efficiency on primary education

Before we start to analyze available data on efficiency of primary education, it is necessary to determine the notion on efficiency more closely. The analysis understands notion efficiency as a degree of pupils' successful advancement and achievement in primary teaching and education goals.

This report uses data from official statistic services at Bureau of Statistics of Republic of Macedonia, Ministry of Education, Educational Institute of Macedonia, and pedagogy documentation and evidence on primary school.

A. Number of persons subject to primary school prescription

Gross and net rate of enrolled pupils in I grade in primary school

For a long period of time there is a tendency to enroll in first grade, not just children of seven years age, but also those being of six years and four or more months by the end of calendar year, if their parent wish to do that. Official details show that more than 20% of children in first grade are of six years and few months age, while about 74 % are of 7 years age. However, some number of pupils in first grade is of eight, nine, ten or more year's age. According to these data, each year the total number of gross enrolled pupils in first grade is significantly higher than number of seven years old children (on 30 June each calendar year, as per official data). From analysis of the latest indicator (table 5), we can state that the net rate of enrolled pupils in first grade of pupils subject to primary school prescription, of seven year's age, is too low, ranging even under 80%. However, this is due to the fact that about 20% of generation enroll in first grade one year earlier.

Table 5: Structure of pupils enrolled in first grade by age

School Year	Children in 7 year age	En-rolled pupils in I grade	Number and percentage of pupils per age					
			5 year %	6 year %	7 year %	8 year %	9 year %	10 seap % and over
1994 total	32703	34935	10 - 0,03	7891 - 22,6	25520-73,0	947 - 2,71	359 - 1,03	208 - 0,60
m.	16812	18270	5 - 0,03	3964- 21,7	13407-73,4	630 - 3,45	205 - 1,13	119 - 0,66
f.	15891	16665	5 - 0,03	3927- 23,6	12113-72,7	317 - 1,91	154 - 0,93	89 - 0,54
1996 total	32099	32466	36 - 0,11	7765- 23,9	23858-73,4	584 - 1,80	135 - 0,42	88 - 0,28
m.	16552	16866	20 - 0,12	3920 -23,8	12518-74,2	295 - 1,75	69 - 0,41	43 - 0,26
f.	15547	15600	16 - 0,11	3845 -24,6	11340- 72,7	289 - 1,86	66 - 0,43	45 - 0,29
1997 total	31531	31959	4 - 0,02	7327 - 22,9	23896- 74,8	586 - 1,84	71 - 0,23	75 - 0,24
m.	16316	16683	4 - 0,03	3728 - 22,4	12556- 75,3	324 - 1,95	33 - 0,20	20 - 0,12
f.	15215	15276	0 - 0,00	3599 - 23,6	11340- 74,2	262 - 1,72	38 - 0,25	50 - 0,33

Sources: Bureau of Statistics of Republic of Macedonia, special publications per year accordingly

Percentage of new entrants to I grade having been attended programs before starting school

In past period there was a great interest by parents and local authorities in inclusion of children in preschool teaching and education in the year before starting school. At first, the interest was emphasized more urban settings and later in rural ones. However, increase of number of children in preschool institution depends on social and economic state in the Republic and families. Development of institutional preschool education was stimulated by the general knowledge on its function for socialization of children, their physical health, intellectual development and civil values, on one hand, and the needs for equalization of children's preparation to follow teaching in school, on the other. This need is particularly actual in Republic of Macedonia, due to social and educative and cultural differences in family status and experience of children.

The data from the period 1994-1998 showed that there was some trend towards increase of percent of children who before starting school (aged 3-5) were included in public kinder gartens. For ex. this increase ranged from 36,19% in 1994 to 51,52% in 1998, that is, with male children from 35,3% to 49,1%, and with female from 37,2% to 54,0%. However, the scope of children in development programs in the year before starting school, showed slight decrease from 52,8% in 1994 to 47,7% in 1998. Decrease with male children in these programs was higher and ranged from 53,4% in 1994 to 45,4% in 1998, while with female the scope was almost on same level (from 51,3% to 50% in same period). Due to

these states, measures should be taken for large investments in expansion of net of institutions, especially those, which can contribute to increase scope of children in development programs in the year before starting school. (See enclosure T- 2 , indicator 2).

Rate of children' s inclusion In primary school

Reached rates of enrolled children to first grade at official school age, on one hand, and improvement of conditions for education by expansion of school net, organized transport to school, better quality of teaching and the way of advancement to higher grade, on the other, had key importance on increase of rate of generation scope in compulsory education. Till preparing this report, we have provided official records just for three years showing the trend of participation in primary school of children belonging to population of official school age for primary education.

Table 6: *Rate of generation's scope*

School Year	generations of official school age (7-14 years)	pupils of all aged groups (I-VIII gr.) gross number	Pupils of official school age (I-VIII gr.) net number	% of gross enrolled pupils	% of net enrolled pupils
1994					
total	266295	261105	252970	98,06	95,00
m.	136529	134922	130777	98,83	95,79
f.	129766	126183	122192	97,24	94,17
1996					
total	264769	259594	251537	98,05	95,01
m.	136031	134449	130342	98,84	95,82
f.	128738	125145	121195	97,21	94,14
1997					
total	260240	257942	250309	99,12	96,19
m.	133932	133650	129729	99,79	96,87
f.	126308	124292	120580	98,41	95,49

Source: Bureau of Statistics of R. Macedonia, special publications.

The rate of enrolled pupils from all aged groups reaches almost 100%, but with respect to children belonging to population of official school age (from 7 - 14 years) in 1997 the scope rate in primary schools reached 96,2%. Ratio between male and female children showed in global that equality in their education in

primary schools was being observed. However, analysis on data for education of children in urban and rural settings revealed that there were oscillations not only regarding rates for children scope at official school age, but also between male and female children. For ex. rates of enrolled pupils of all aged groups in urban settings in 1997 was over 105%, while in rural settings was significantly lower, i.e. 91,3%. Also, the ratio of enrolled male children in schools of all aged groups reached 106% rate in urban settings, and 91,9% in rural ones. There were significantly large differences with enrolled female children, reaching 104,5% rate in urban, while in schools in rural settings the rate was on the lowest level of 85,6%.

Similar ratios appeared in the scope of children belonging to population of official school age for primary education, for ex. in 1997 percentage of children in primary school from generations of official school age reached 96,2%, i.e. 96,9% of male children and 95,5% of female. In urban setting the scope of children from generations of official school age was 102,3%, and separately for male 95,5% and female 101,4%. In rural settings, these rates were explicitly lower. Children scope of generations at official school age amounted to 88,5% (male 88,9%, female 83,0%). (See enclosure, table 4).

Above-mentioned data showed that the focus points of unfavorable conditions in realizing children' right to compulsory education were still in rural settings. Further analyses may identify more precisely the districts in which such problems on compulsory education exist.

States of school network and number of pupils

In past decades, in Republic of Macedonia large material funds were invested on expansion of school network and increase of children's scope. However, since our analysis was focused to data on last decade only, being a period in which due to limited material funds, very slow expansion of not only the school network but also slowly or not at all, significant steps were taken on improvement of equipment of other conditions for organization of teaching and work in schools. Anyhow, by rational use of poor available funds and time, especially by large engagement of teachers, pupils and their parents, certain increase in scope and efficiency in education of generation was achieved.

The mentioned estimates are proved by enclosed data.

Table 7: Primary schools, pupils and teachers in Republic of Macedonia

School year	Number of schools	Pupils			Number of teachers	Number of pupils to one teacher
		Total	Female	Male		
1990/91	1067	266813	128597	138216	12976	20,6
1991/92	1053	261127	126276	134851	13044	20,1
1992/93	1050	258955	125119	133836	12961	20,0
1993/94	1048	258671	125120	133551	13040	19,9
1994/95	1045	260197	125644	134553	13191	19,8
1995/96	1046	259515	125310	134205	13254	19,6
1996/97	1045	258587	124817	133770	13310	19,5
1997/98	1043	256275	123629	132646	13376	19,2

Source: Bureau of Statistics of Republic of Macedonia, statistic publications on relevant years.

In Republic of Macedonia there are 350 primary schools as legal entities. Table No. 7 shows the number of facilities in which teaching is performed.

According to presented data, in the past years, number of school facilities where teaching was conducted, due to migration of population resulted in rapid decrease of number of children in hill-mountain settlements and closing of schools.

General trend towards decrease of total numbers of pupils in primary education is characteristic for last decade. According to data shown in 1998 in primary schools there were 10.538 pupils less compared to basic year of our analysis (1990) or separately, number of female children decreased for 4969, and for male 5570. However, according to language in which teaching was conducted, there were changes, which differed from the general tendency. Actually, in primary schools the number of pupils teaching on Macedonian and Serbian language decreased, while teaching in Albanian and Turkish showed increase. These changes are shown in the following summary.

Table 8: Number of schools and pupils under teaching languages

School year	Macedonian l.		Albanian l.		Turkish l.		Serbian l.	
	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools
1990/91	188051	828	72121	279	5432	55	1209	15
1991/92	185085	814	69950	281	5084	54	1008	15
1992/93	183044	809	69952	280	5172	54	787	13
1993/94	182185	807	70320	282	5368	54	798	14
1994/95	182465	806	71490	281	5491	54	751	14
1995/96	181049	806	72124	282	5612	54	730	14
1996/97	178705	802	73352	283	5865	55	665	14
1997/98	175534	801	74122	282	5938	55	681	14
Relatio 1990/1997	94,0	97,0	103,0	101,0	110,0	100,0	57,0	94,0

Most remarkable is the decrease of pupils' number teaching in Macedonian language, being total 12.517 pupils, or annual average of about 1500 pupils, while in teaching in Serbian is about 43%. On the other side, increase of pupils teaching in Albanian total amounted to 2000, or in average 250 pupils a year. In teaching in Turkish, number of pupils increases each year for 63 pupils.

B. Achieved results in teaching

Marking of pupils and their advancement to higher grade

Regulations on grading of pupils knowledge in primary school and conditions for advancement are determined by the Act on primary education and Book of Rules on marking, advancement, passing examinations and praises, awards and pedagogical measures for pupils. Mentioned regulations include system on grading pupil's knowledge under teaching discipline and their behavior during teaching year. Marks for pupil's grade per teaching disciplines are expressed in figures.²⁰ Pupil's behavior or their mark for behavior in school and local surrounding is expressed descriptively by words: Extraordinary, good and unsatisfactory.

Pupils having positive grades on all subjects, acquire right to regular advancement in education. Average grade is determined by teachers' , that is, class counsel in accordance to grades on compulsory disciplines.

By general criteria on marking pupils from I to IV grade, procedure on passing to next grade is introduced. But, by this procedure is understood additional obligations for teachers, pupils and school. During school year, pupils having more than one negative mark are obliged to attend additional teaching. In this way of work, teachers and school take care of children who need help.

Marking and advancement to higher grade (from V to VIII grade) of pupils in discipline teaching is made by other criteria . According to new Act, pupils having three or more negative grades at the end of school year, remain in same class, and those with one or two negative grades are addressed to additional teaching in June. If they do not reach positive grade by additional teaching, they are addressed to correction examination. Makeup examinations are held in second half of August before Examination Boards. If pupils fail in makeup examination, then they remain in the same grade.

Upon enactment of new Act, it is practiced, pupils in first grade (but only in first semester) and pupils from V grade (only in first quarter) to receive no grades. However, teachers follow their development and communicate with their parents, By these procedures, in children's adaptation period, more information

²⁰ As: excellent (5); very good (4); good (3); satisfactory (2) and unsatisfactory (1)

on their characteristic features, level of knowledge, and their intellectual and social development, in general, are being collected in school.

Present system on grading has very positive influence on pupils' advancement rate, especially at elementary teaching, but in some way at discipline teaching too.

These rates are proved by data containing in the following summaries

Table 9: Rates on pupils' advancement

School year	Number of pupils at the end of school year	Pupils having Positive grades Per each discipline		Pupils repeating same class	
		number	%	number	%
1990/ 91	266813	259901 - 97, 41		6912	- 2, 59
1991/92	261127	254191 - 97, 39		6936	- 2, 61
1992/93	258955	251995 - 97, 34		6960	- 2, 66
1993/94	258671	253019 - 97, 84		5652	- 2, 16
1994/95	260197	254764 - 97, 92		5433	- 2, 08
1995/96	259515	256737 - 98, 94		2778	- 1, 06
1996/97	258587	256324 - 99, 13		2263	- 0, 87
1997/98	256275	254293 - 99, 23		1982	- 0, 77

Source: Statistics reports by the Bureau of Statistics of Republic of Macedonia, per year accordingly.

It is evident the general increase of number of pupils showing positive grades in all disciplines. However, their number especially increased since 1995/96 school year, so that percentage of pupils repeating the class decreased to 1,06% and this trend continues in the following years. The number of pupils remaining in same grade in 1997/98 amounted almost to minimum.

Following table shows general advancement of pupil to higher grade in one school year for both educative cycles (class and discipline teaching).

Table 10: Rates of general advancement in a school year

School year	Class teaching					Discipline teaching					
	I	II	III	IV	I-IV	V	VI	VII	VIII	V-VIII	I-VIII
90/91	96,5	98,6	98,8	99,0	98,2	95,0	96,9	96,5	98,3	96,6	97,4
91/92	97,0	98,5	98,8	98,9	98,3	95,5	96,5	96,0	97,7	96,4	97,4
92/93	96,8	98,3	98,7	98,8	98,1	95,3	96,8	96,3	97,8	96,5	97,3
93/94	97,0	99,0	99,3	99,4	98,6	95,9	97,2	96,9	98,3	97,0	97,9
94/95	97,1	99,0	99,3	99,4	98,7	96,0	97,3	97,1	98,5	97,2	98,0
95/96	99,3	99,7	99,7	99,8	99,6	97,3	98,5	98,3	99,2	98,2	99,0
96/97	99,6	99,8	99,8	99,8	99,8	97,5	98,6	98,6	99,5	98,5	99,2
97/98	99,7	99,9	99,9	99,9	99,8	97,8	98,8	98,8	99,4	98,7	99,3

Source: Statistic reports by Bureau of Statistics of Republic of Macedonia per year accordingly.

As we already stated, regulations on grading and criteria in advancement of pupils reflect on general passing to higher grade. In the period from 1991 to 1995, in first cycles of compulsory education (in class teaching from I to IV grade) percentage of pupils repeating first grade (it was significant the percent of 4,5% in 1990/91 and 3% in 1994/95). After enacting the new Act, 1995 when possibility for passing pupils to higher grade was given, there was remarkable improvement in advancement from I to II, but also with pupils of other grades. Thus, in 1997/98 almost maximum passing was achieved, not just from I to II, but also with higher grades too (II, III, and IV).

General data in advancement of pupils in class teaching show that passing of children from IV to V class and decrease of grade and passing to V class is central point for longer period of time. For ex. (1990/91, in III grade 5% of pupils repeated the class; in 1994/95, 4% and in 1997/98 2.2%). After enactment of the Act, improvement in passing in this educative cycle is also evident. In last few years' number of pupils having positive grades in all disciplines in III grade increases, advancement of children in higher grades is improved too. Especially the percent of pupils completing VIII grade is high. If in 1990/91, 98,3% of pupils had positive marks in all disciplines and they passed the eighth grade and compulsory education, in 1997/98 99,4% of pupils in this grade showed positive marks.

Anyway, without detailed research it would be difficult to determine strictly the influence of particular factors on advancement of pupils in higher grade of primary school. According to data from schools it is realized that on these positive tendencies, on one side, evidently positive influence has regular organization of additional teaching on disciplines in which pupils have difficulties in learning. But, taking into consideration general improvement of passing in class teaching as well, according to advancement of pupils in higher grades, on one side, and how evidently general grade is improved, on the other side, following conclusion can be made: **first**, these positive tendencies come out from established criteria on enrolment of pupils in secondary schools, according to which bigger chances have always pupils who reached higher general continuous grade in all disciplines; **second**, in the period after 1990, due to well known criteria on enrolment in secondary school, there were general opinions with pupils and their parents continuously to improve grade, being marked by figures during the school year; **third**, most probably this general image can be changed if new regulations and criteria are established for grading on basis of summing grading, specially of grade of pupils in higher classes in compulsory school; **fourth**, due to present situation, it is not possible to make out relevant marks on grade of pupils not just in regional schools, but chances are limited to more relevant qualitative marks in grade of pupils under separate cycles of compulsory education, and it is quite understandable that it is difficult to compare marks to other countries.

Advancement of pupils from generations in compulsory education

From each generation of children enrolled in first grade, certain number falls behind during education at school, and a part of them, of various reasons terminate their teaching. This mostly happens due to low grade or other social-economic problems in family.

Anyhow, with regard to specific conditions in our country, for longer period number of pupils from generations in primary school reduces, due to insufficient development of school net. This appearance is most characteristic for pupils in class teaching, and due to distance of living place of children from developed schools with classes from V to VIII grade. Additionally, difficult economic conditions in schools and families, being present for long period, contribute to slow change of opinions on the role of education with significant number of parents. With some parents, there are still present opinions that it is enough for female children to complete IV grade only, due to which the number of their decrease is high.

In certain periods, the regular advancement of pupils in primary school, as stated, was determined by strict criteria and regulations on evaluation of school grade too. This was confirmed, not only in the previous period, but also in last decade. Practically, till enactment of new Act (1995) in primary schools, more

selective criteria were applied, and according to it, schools make efforts to enable pupils to complete primary education by passing grade.

Advancement of pupils from generations is connected Th the volume and complexity of the textbooks. So, in many cases curriculum and teaching assignments are on higher level than real abilities for great number of children. These ambitions of curricula and textbooks makers are source for many problems in advancement of pupils during education. Difficulties in advancement of children at school occur also due to insufficient help to those children who had problems in adopting curriculum, which is limited due to great number of pupils in a class.

Problems stated are still actual, and our analysis shows that the high percentage of pupils from generations fall behind regular education further on. Th is especially characteristic for advancement of generations from IV to V grade.

In enclosed summary of tables, rates of pupils regularly advancing to higher grade for seven generations; rates of pupils reaching fifth grade; and rates of pupils from generation completing VIII grade are presented.

Table 11: Rates of generation's advancement in primary school

Generation School year	Advancement in higher grade								Pupils completing VIII grade	
	I	II	III	IV	V	VI	VII	VIII		
1983/84	No.	35142	35248	34869	34492	32971	32120	30995	30114	29697
	%	100,00	100,3	99,2	98,1	93,9	91,4	88,2	85,7	84,5
1984/85	No.	35142	34413	34278	33887	32285	31887	30324	29575	28679
	%	100,0	97,9	97,5	96,4	91,9	90,7	86,3	84,1	81,6
1985/86	No.	34761	34436	34164	33857	32506	31649	30683	29250	28782
	%	100,0	99,0	98,2	97,4	93,6	91,0	88,2	84,1	82,8
1986/87	No.	35022	34763	34236	33800	32317	31700	30261	29259	29071
	%	100,0	99,2	97,8	96,5	92,3	90,5	86,4	83,5	83,0
1987/88	No.	35244	34873	34212	33765	32117	31126	30206	29605	29494
	%	100,0	98,95	97,0	95,8	91,2	88,3	85,7	84,0	83,7
1988/89	No.	34769	34726	34036	33645	32091	31175	30446	30041	29871
	%	100,0	99,8	97,9	96,7	92,3	89,6	87,5	86,4	86,0
1989/90	No.	34536	34330	33913	33047	31809	31417	30955	30535	30522
	%	100,0	99,4	98,2	95,7	92,1	90,9	89,6	88,4	88,3
1990/91	No.	34271	34062	33205	32934	32136	31636	31273	30945	30741
	%	100,0	99,3	96,8	96,1	93,8	93,7	91,2	90,3	89,7

Table No.12

Pupils included in the project *Active Teaching – Interactive Learning*

School Year	number of schools	Number of pupils										Total			
		Urban					rural					Maced.	Alban.	Turk.	Total
		Macedonian	Albanian	Turkish	Macedonian	Albanian	Turkish	Macedonian	Albanian	Turkish					
1994/95	4	529				77	36				606	36		642	
1995/96	21	4060	182	26		400	93				4460	275	26	4821	
1996/97	29	6128	427	28		992	285			6	7120	712	34	7866	
1997/98	44	7001	483	31		1184	285			6	8185	768	37	8990	
1998/99	52	13287	649	69		2492	2262			6	15779	2911	75	18570	

Table No. 13

Schedule of statistically important correlation of examining the results of the project *Active Teaching – Interactive Learning* in favor of project, i.e. control schools

	whole example	rural		Urban	Macedonian	Albanian	male	female
		3	3					
knowledge	4	3	3	3	3	3	4	3
	2	3			2	1		1
divergent thinking	3	2	2	2	1		1	1

On the basis of reconstruction of generations, received assessment on advancement of pupils in the first educative cycle show that the rate of efficiency to fifth grade reaches 93,9% for the generation in 1983/84 school year; lower rate 91,9% of 1987/88 school year; while with pupils of 1990/91 generation, the advancement rate is almost on the same level as with pupils of 1983/84 school year generation. According to this, significant number of pupils repeat the first or the next grades during education. For ex. more expressive is the number of pupils repeating the first grade (721 pupils of 1984/85 school year generation and 209 pupils of 1990/91 school year generation).

But far higher number of pupils from generations fail to pass from fourth to fifth grade. For ex. 1983/84 school year generation – 1521 pupils; 1985/86 – 1602; 1987/88 – 1648 and of 1990/91 school year generation – 789 pupils.

Significant number of the pupils who fail to pass from first to second, as well as in the next grades till fifth, terminate their education. So, from 1984/85 generation from first to fifth grade, 596 pupils terminate their education; 1985/86 – 720 pupils; 1986/87 – 1000 pupils; 1987/88 – 1200 pupils; 1988/89 – 1400 pupils; 1989/90 – 1400 and from 1990/91 – 1100 pupils.

By reconstruction of generations, assessments are received on advancement of pupils in second educative cycle, from fifth to eighth grades (primary-secondary education). Data show that the rate of efficiency is lowest with pupils of fifth grade. For ex. from 1983/84 school year generation, 851 pupils repeated fifth grade, or 2,59%; in the following 1984/85 – 398 or 1,24%; 1985/86 school year – 857 or 2,64%; 1986/87 – 617 or 1,91%; 1987/88 school year – 991 or 3,09%; 1988/89 – 916 or 2,86%; 1989/90 – 392 or 1,24% and from 1990/91 school year generation 500 pupils or 1,56%.

Out of pupils failing to reach sixth grade, significant number terminates their education, since they repeated once or more times during education or from other reasons. For ex. from 1983/84 school year generation in fifth grade, 396 left school or 1,21%; 1984/85 – 607 or 1,88%; 1985/86 – 420 or 1,30%; 1986/87 – 633 or 1,96%; 1987/88 – 467 or 1,46%; 1988/89 – 283 or 0,89%; 1989/90 – 183 or 0,58% .

Records given above show one negative tendency more. Large number of pupils repeats also VIII grade or leaves school. But the number of these pupils varies from year to year. For ex. from 1983/84 school year generation, in eighth grade 730 pupils revoked, 1984/85 – 504; 1985/86 – 343; 1986/87 – 176; 1987/88 - ; 1988/89 – only 96 pupils ; and from 1989/90 school year generation 189 pupils did not complete eighth grade with their generation.

Cumulative data on advancement of generation in first and second cycle at compulsory education (from first to eighth grade) show that the rate of efficiency ranges from 85,7% for 1983/84 school year generation to 84,0% for pupils from 1987/88 school year generation. For the last three generations this rate increases to 86,4% for 1988/89 school year generation, and to 90,3% for 1990/91 school year generation.

However, due to certain percent of pupils who repeat eighth grade too, rates of pupils who complete straight regular eight-year compulsory education

are lower. For ex. this rate for 1983/84 school year generation amounts to 84,9%, while for 1990/91 school year generation increases to 89,7%.

Collective data on advancement of generations show that certain number of pupils of each generation repeat once or more times during the-eight year education and a number of them revoke school. Actually, from 1983/84 school year generation, 5445 pupils were late in their regular education or 15,5%; 1984/85 school year - 6463 or 18,4%; 1985/86 – 5979 or 17,2%; 1986/87 – 5951 or 17,0%; 1987/88 – 5750 or 16,3%; 1988/89 – 4898 or 14,0%; 1989/90 – 4001 or 11,7% and from 1990/91 school year generation – 3326 pupils or 10,3%.

Grade from aspect of quality

In Macedonia there are no external measurements on pupils grade in class teaching (I-IV) grade. Quality of pupils' grade is evaluated on the basis of marks given by teacher on each teaching discipline and on the basis of overall grade at the end of school year presenting the average grade on all teaching disciplines. Teachers at marking make criteria, which are mainly statistical and differ, in great deal from teacher to teacher. However, in spite of that, their marks are official and recognized indicators on quantity and quality of pupils' grade.

Quality on pupils' grade, besides teachers, is followed by the counselors of Educational Institute of Macedonia through direct observation of teaching, discussions with teachers and through objective measurements of pupils' exemplar. These outcomes during past 10 years - period from class teaching pointed to satisfactory level of pupil's knowledge quantity on teaching disciplines, but quality did not satisfy. It was found out that knowledge was consisted of facts, transient, insufficiently applicable and useful in everyday life. As a result of these outcomes, realization on many projects started with aim to improve quality of education at class teaching and quality on pupils' grade.

First, by starting time (1994) and the largest by the number of pupils included, is the project *Active teaching – interactive learning*. The project was realized by financial support of UNICEF and skilled support of Bishop Goseteste College of Lincoln – Great Britain. Project goals referring to development of children are:²¹

- acquiring functional knowledge (understanding of notions; processes, principles and their application);
- comprehensive instead of emphasized cognitive development;
- learning contents important for actual life;
- Great personal choice of learning (what and how to learn);
- Setting high standards on quality and development of self-confidence of being possible to be achieved.

Schools (and teachers) were included in the project voluntary, but only those satisfying certain criteria: to have relevant qualifications, many teachers

²¹ * - S.Adamcevska; G. Mickovska; I.Leskovski; L.Gorgioska; N. Zoroski; (1998), *Active teaching – interactive learning – revision of project, Educational Institute of Macedonia, Skopje.*

from generation to wish entering the Project, parents to accept their children to work under new method procedures. Interest of schools was greater than possibilities of skilled team to include qualified teachers. After first pilot year, project was extended in two ways: by including new schools and new classes in existing schools. Number of pupils covered by the project in 1998/99 school year amounted to 14% of total number of pupils from I to IV grade (see table No. 12). The scope of pupils following teaching in different languages is:

Teaching in Macedonian language	-	17%	of pupils
Teaching in Albanian language	-	7%	of pupils
Teaching in Turkish language	-	2%	of pupils
Teaching in Serbian language	-	0%	of pupils

Such distribution of scope according to teaching languages is not in the spirit of the declaration *Education for all*, and is due to small interest of schools with teaching in languages of national minorities to be included in the Project. This is especially characteristic for the first years, when they were waiting for the results and then decide on changing the ways of work. By development of the Project, national structure of pupils changes in favour of nationalities (for ex. in the first year 94% of pupils in Project followed teaching in Macedonian language and in the last year 84% - see table No.13, and in 1999/2000 school year new 84 classes (about 2,500 pupils) will be included in Albanian language).

The ratio of included children from schools in urban and rural districts is less favorable to schools from rural districts in relation to total number of pupils from urban district, i.e. from rural one. This also is due to great inactivity of schools in rural district when acceptance of innovation is in question.

Pupils' results are measured through tests of knowledge, divergent and logic thinking, parents' attitudes and teachers' opinions. Researches were made on exemplar of pupils in the Project and compared to outcomes from exemplar of pupils from schools not being included in the Project, but with similar structure of pupils and working conditions in school. With regard to large number of indicators, only the most global tendencies are being given herein.²²

Educational grades of pupils in Project globally taken are higher than grades of pupils not included in the Project.

At the end of 1995/96 and 1996/97 school year, knowledge of pupil on key teaching disciplines were tested (mother language, mathematics and natural and social sciences) in first grade (1995/96 and 1996/97 school year) by tests on knowledge. 43 correlations, in total are received among test results and IN/OUT of Project. 33 of them are statistically important and 23 are in favour of pupils included in Project. (See table No. 12). In questionnaires among teachers (225 questioned teachers teaching in 1997/98 school year), 56% of them answered

²² * - Data are taken from following reports on implementation of Project: - *Annual report on mplementation of project – organization, creating methods and effects*, Educational Institute of Macedonia, Skopje, 1995; - *Project Active teaching – interactive learning – Annual report on II developing stage*, Educational Institute of Macedonia, Skopje, 1998.

contribution to esthetic development.²⁶ Activities in the scope of the Project are performed once a week, in duration of 1 hour out of regular teaching. The project is initiated and financially supported by Open Society Institute - Macedonia.

The project started in 1997 considering as pilot year and when 6 classes of I grade were included of about 180 pupils. In the first year of the Project (1997/98 school year) 31 classes from 14 schools were included, with total 699 pupils. All schools were in Skopje, which is not in the spirit of the declaration *Education for all*, but the strategy for further development provides expansion of project in other regions too (in 1998/99, 4 primary schools from two large towns each in Macedonia – Veles and Prilep are already included).

The so far following of the program effects, is done through observation of activities by professional team and through questionnaire with teachers – releasers. According to responses of questionnaire, teachers mostly recorded the following **pupils' changes in thinking**.²⁷

- they think freely	87% ²⁸
- they give facts to justify their thinking	65%
- they use experience from these lessons to other disciplines	52%
and following changes in pupils' behavior:	
- higher self-confidence	94%
- mutual respect, and respect of other opinions	84%
- capable to listen	77%
- free expression at discussions	74%
- joy	71%
- increased activity	55%

The project **By reading and writing with critical thinking** includes the following assignments for development of pupils.²⁹

- to think critically;
- to take responsibility for its learning;
- to cooperate with others;
- to follow the conception for all-life learning.

Teachers who have passed training on application of techniques for critical thinking within the Project, apply them to all teaching classes when they consider them relevant.

The Project is initiated and financially supported by Open Society Institute - Macedonia.

Implementation of project started in 1997/98 in four primary schools of 4 big towns in Macedonia, two teachers of each school were included, working with approximately 2000 pupils, out of which 100 pupils were from class teaching. By

²⁶ *Approaches to visual thinking, report on 1997/98 school year*, Open Society Institute Macedonia, Skopje, 1998

²⁷ same

²⁸ Changes recorded by more than half of teachers are given only

²⁹ *By reading and writing to critical thinking – Report on 1997/98 school year*, Open Society Institute Macedonia, Skopje, 1998.

expansion of the Project, next year one school more from Skopje and one from rural district were included in. This is due, first of all, to practical reasons (easy communications with skilled team, bigger schools enabling easy expansion of idea, but was not in conformity with the strategy for declaration *Education for all*, recommending good quality education for all and paying special attention to subcultural settings.

The followance of the program effects so far, is done through observation of activities by professional team and through questionnaire with teachers, realisers and exemplar of pupils. To questions referring to effects of the Project upon **development of pupils**, following opinions of teachers were received:³⁰

- | | |
|--|-------------------|
| • pupils are active, creative and think critically | 83% ³¹ |
| • pupils learn independently | 33% |
| • pupils overcome contents easier | 27% |
| • pupils cooperate mutually more | 27% |

About 2/3 of pupils considered that it was increased the following: independent work at class, cooperation with class pupil, long memory of knowledge and adoption of it with ease, interest in expanding acquired knowledge. 86% of questioned pupils have stated some positive change by the new way of work, and only 13% have stated negative effects.³²

In the spirit of more adequate achievement of one of important goals of learning: to live together (being one of the four markers of learning – to know, to work, to be and live together, according to UNESCO documents, and to great extent in our new program documents too), being of special importance in our multiethnic and multicultural state is the project ***Plays for settlement of conflicts***. The Program has three main goals:³³

- to induce children's awareness and sense of conflicts through understanding the factors that cause, stimulate and maintain, but also those who help children to settle conflicts;
- to enable children to recognize and analyze internally approaches being replacement for violence as a reaction to conflict situation;
- to contribute to development of community in which children will try to communicate openly regarding settlement of all kind of visible conflicts.

Program is realized with pupils of IV grade once a week during the school year.

Program is conceived by professors of Psychology Institute at Faculty of Philosophy in Skopje, and financed by the Swiss government through non-government organization *Search for common base*.

Implementation of program started in 1996/97 school year in 20 primary schools. In 1997/98, 20 schools more were included, and in 1998/99 total number

³⁰ same

³¹ Changes recorded by more than 25% of questioned teachers are stated only.

³² By the questionarie were covered 88 pupils without given age.

³³ Violeta Petroska – *Beska Plays for settlement of conflicts*, Faculty of Philosophy, Skopje

of included schools is 70 with total 5710 pupils, 4008 of which learn in Macedonian language, and 992 in Albanian language. 61 out of totally included schools are from urban, and 9 from rural districts. 30 schools are from Skopje or surrounding villages. Schools voluntary report inclusion in the program. According to data in expansion of program, it may be concluded that, within short period of time it included 20% of schools, being more presented in districts with mixed ethnic structure of population and number of included children from the most numerous (Albanian) minority approaches to its number of population.

The effects of the program are followed by the professional team of the Project for settlement of ethnic conflicts within which, the *Program Plays settlement of conflicts* is realized, and through self-evaluation of program realisers. According to their recognition³⁴ "children loved classes devoted to *Plays for settlement of conflicts*.... Interest was most probably caused by contents arising out of children's everyday life", resulted in "change in the behavior of children towards more collaborative against competitive. Children themselves said that conflicts have not stopped, but now they look on them differently and they end differently. ...comments of psychologists/pedagogists that there are changes with children who gradually become less authoritative, and at the same time communicate better. Many of class teaching teachers say that positive changes are noticed with children in their behavior in other classes too. ... It is noticed that out of teaching children try to settle their mutual problems by themselves and that the negative leaders are not followed blindly any more, and their activities are critically considered."

In primary schools in Macedonia, in past period, the project *European net of school promoting health* was implemented too. The goals of schools included in this network are: "achievement of healthy life style for whole school population through development of environment, contributing to improvement of health. This offers possibilities and requires engagement on providing safe and healthy social and physical environment."³⁵ The project in Macedonia is focussed to development and acquiring knowledge, attitudes, assurances, perceptions, values, self-confidence, image of oneself, influence of physical and pschyo-social environment on developing responsibility of each individual for its own health through forming healthy life style, as well as stimulation of taking care for environment and social community.³⁶ Main characteristics of the model on promoting health in schools in Macedonia are:

- participation of pupils in school life;
- promotion of mental and emotional health;
- preparation of school for psychological preventive reaction in crisis situations.

³⁴ All quoted recognitions are taken from *teaching-educative program Plays for settlement of conflicts - report on implementation of program in 1997/98 school year*; Project on settlement of ethnic problems, Faculty of Philosophy, Skopje

³⁵ *The European Network of Health Promoting Schools, WHO, CE, CEC, 1993*

³⁶ V. Simoska; Project *The European Network of Health Promoting Schools in Macedonia - conceptual base*, Faculty of Philosophy, Psychology Institute, Skopje, 1998

On the basis of the European project and by help of experts from West-European countries (Great Britain, Denmark and Norway), the concept of Macedonian project is elaborated by Project experts. The Project is implemented by financial support of World health organizations, UNICEF and some non-government organizations.

Implementation of the Project started in 1995 at 10 primary schools with around 9.000 pupils. In 1998, 23 primary schools were included in it, with about 16.000 pupils.³⁷ School network equally covered the territory of the Republic, where only 4 from 23 schools were in rural district.

The followance of the Project's effects was done through supervision by experts and self-evaluation of realisers. Knowledge of the effects was not yet summarized, and reports of supervision meetings and other procedures pointed to: improvement of school atmosphere through active participation of pupils and development of democratic procedures in making decisions.

All mentioned projects, being realized in this period at primary schools in Macedonia, although not being a part of previously designed state strategy for advancement of education quality, are based on similar, modern psychological and pedagogical principles and in conformity with current world trends on what is understood under good quality education. The child and its development and learning is the focus of all projects. More of them have holly approach to children development. Such compatibility of projects on advancement of early education quality of children (preschool and class teaching) in great extent is due to the fact that in almost all projects, on certain way, are included experts from developed countries, and that more of the projects are implemented in other countries too, primarily from Central and East Europe. All projects are managed by domestic teams respecting specificities of our educative system and incorporating its advantages into them, being possible since it is a matter of developing projects.

For more of the projects, systematic, and partly qualitative indicators are missing regarding included teachers, pupils and specially in connection with effects achieved on development of pupils, in comparison with goals set up, with achievements of schools out of projects etc.

C. Teaching personnel education

Teaching and other personnel have specific working status at schools and other educative institutions, as educators in children programs in the year before starting school, class teachers, discipline teachers, skilled associates (pedagogist, psychologist, social worker, librarian.).

Educators included in children program in the year before starting school, mostly have completed two years studies on Faculty of Pedagogy for educators, and also more teachers for class teaching and discipline teaching (over 70% of

³⁷ Stated number of pupils is the total number of pupils in schools and is assumed that influence of changes on school introduced by the Project, more or less should refer to all pupils.

total number of teachers and professors in primary schools) have completed two years studies (after secondary school) on Faculty of Pedagogy, on class study groups for class teaching or discipline teaching. Qualifications of discipline teachers enable them to conduct teaching in two similar disciplines (from natural, i.e. social sciences or languages). Lately general principle prevails, teachers and educators in primary schools to have university education, and in that respect, besides increasing the educative qualifications of teachers, changes on curricula for teachers - professions are made too.

General trend towards advancement of qualifications and skilled background of teachers is confirmed, on one side, by the increase of school personnel with university education, and by decrease of number of teachers with secondary education on the other. This process runs by the outflow of personnel fulfilling the conditions for retirement.

Table No.15: *Teachers according to education degree*

School year	total	university		2 years post secondary sc.		secondary		other	
		No.	%	No.	%	No.	%	No.	%
1994	13693	2419	17,67	9881	72,16	1389	10,15	4	0,03
1995	13758	2509	18,24	9951	72,33	1298	9,44	0	0,00
1996	13858	2679	19,34	9943	71,75	1220	8,81	16	0,12
1997	13937	2763	19,83	10022	71,91	1142	8,20	10	0,08

Source: Bureau of Statistics of Republic of Macedonia, publications per year accordingly.

It is evident that the educative structure of teachers in class teaching is being improved, so that in 1996 out of 5674 teachers in total, 1079 or 19,0% are with secondary education, 4327 or 76,3% with completed study at Faculty of Pedagogy; and 268 teachers or 4,8% with university education (four years study for class teachers).

In discipline teaching out of 7428 teachers in total, 5648 or 76,1% are with two-year post secondary school qualifications (two year study for teachers); 1708 or 23,0% are with university education (four years study for teachers), and with other kind of education 72 or 1,0%. Other profiles of skilled workers and educators, total 473 (pedagogists, psychologists, sociologists etc.) have completed four-year study at relevant high educative institutions - universities.

Further analysis of details shows that differences per educative structure of teachers at primary schools in urban and rural settings gradually decrease. For

ex. in 1994 at schools of urban districts 9,5% of teachers were with secondary education or retained the right to conduct teaching, while the same year in rural districts the percentage of these teachers reached 14,4%. Four years after, in 1997, number of teachers with secondary education at schools in urban settings was decreased, so that their percentile participation in the total number amounted to about 6% and 10,7% in rural settings.

Trend towards improvement of teachers qualifications was induced by enactment of new Act dated 1995. By this Act legally binding commitment was established for new teachers and associates at school being employed for first time, after one year to pass qualifying examination according to program determined by the Minister of Education on proposal of Educational Institute of Macedonia. Besides this, great attention was paid to prepare teachers for conducting teaching according to new programs. For this purpose seminars and counseling were held where key ideas on teaching were discussed and new ways of work of almost all teaching disciplines were demonstrated. Professional meetings with school principles and other skilled personnel, as well as with educators' councilors of Educational Institute of Macedonia were practiced.

For improvement qualification structure of teaching personnel, capacities of high education institutions are being expanded. By these measures especially is improved enrolment at each academic year of number of students belonging to national minorities living in Republic of Macedonia, primarily from Albanian and Turkish nationality.

In this regard studies are intensified on Faculty of Pedagogy in Skopje (4 year duration) in Albanian and Turkish for qualifying new class teachers and advance the education level of existing teachers in class teaching at schools of Albanian and Turkish language. At Faculty of Pedagogy in Skopje, studies in Albanian and Turkish for educators in preschool institutions are also intensified. These measures will help to increase the scope of children of Albanian and Turkish nationality by the programs before starting primary school in coming years.

According to number of pupils to one teacher from 1994 – 1997, the average rate, will be changed positively, in global, For ex. in 1994 there were 20 pupils to one teacher; in 1997 some more than 18 pupils. Anyhow in urban settings where there was large concentration of school binding commitments, stated rate was lower, ranging in average from 23 pupils to one teacher in 1994, to some more than 21 pupils in 1997. In rural districts there were 17 pupils, in average to one teacher in 1994, and 15 pupils in 1997.

6.3. EDUCATION OF CHILDREN WITH SPECIAL EDUCATIVE NEEDS (SEN)

The period from 1991-1999 to be covered by the report is one of the most difficult for Macedonia.³⁸ In context of such reality, Social Protection Department makes great efforts to meet the needs of citizens, especially children. International non-government organizations, among which: UNICEF, Open Society Institute - Macedonia, East European partnership and others have great contribution to above.

Children with special needs are one of the most vulnerable groups in our society and in others, as well, but to meet their needs, rights and freedom they have to be understood and accepted.

Data on number of children with SEN

In Republic of Macedonia there is no evidence on people with difficulties, or there is no specific government body for more precise data. For now, there is no way to follow information on state level. Even if there is, it does not mean that valid data will be received, because many children with (SEN) live with their families and are not included in any service offering help.³⁹

Statistic and evidence is partly regulated by Book of Rules⁴⁰ for categorization and evidence of retarded persons.

Children with noticed difficulties in their development mostly are referred to Commission on categorization (classification and evidence) consisting of following experts: pediatrician, psychiatrist, psychologist, social worker and expert dealing with defectives - handicapped.⁴¹

Such system of diagnosing and categorizing appeared to be improper, formal. This system reflects some of dominant attitudes towards children with difficulties and points out the negative stereotypes, and "sticks etiquette" on children, from which it is almost impossible to escape from. According to book of rules on categorization and evidence, children (persons) are being classified in

³⁸ The period of last decade for Macedonia is a period of economic embargoes, and the consequences from wars on former Yugoslav regions are almost dramatical in respect to economic situation. All this resulted in real explosion of poorness. Unemployment reaches 45% of total population capable to work, and more than 60.000 families depend on social health.

³⁹ For no covering of children in some settings, family mentality (culture, educative, social and economic status, child sex, even the ethnic belonging had decisive influence.

⁴⁰ It is estimated that there are about 18.000 (retarded children and adults) in the Republic. However, this figure cannot be considered as valid.

The Book of rules on categorization and evidence is an Act enacted on Republican level in 1973. According to Book of rules, persons are classified in the following categories: with eye problems (blind and slightly blind) with ear problems (deaf and slightly deaf), problems in voice and speech, mental retardation, with physical defects, chronically ill with disturbed behaviour and many defects (combined).

⁴¹ Defectology is a science being studied on university level, and student learn theoretical field on: medicine, psychology, pedagogy etc; and the focus is set on the problem (defect)

one of these categories, with mental retardation; defects in hearing, speech seeing, body defects, chronic diseases and combined defects.

The question of detection is closely connected with diagnosing. Upon the influence of modern human ideas, selective importance of diagnosis is left behind. The aim of diagnosis, actually, should be making individual plan on preparing these children for normal life on the basis of individual estimation of child special needs.

Services and conditions offered to children, as a result of estimation on their individual needs, would be more flexible and take into account attitudes and opinions of the parent not being practice till now.

Care on early development of children with special educative needs (SEN)

a) Care on children of 0 to 3 years age

The Ministry of Health and Ministry of Labor and Social Policy and their services are responsible for state policy from health protection aspect on total children population and in that respect there is no any discrimination, and thus, there are many positive regulations on children with special needs.⁴²

Detection of children with problems in their development is the first and most important ring of the complexed rehabilitation system. This enables early intervention consisting of complexed approach, including the family too. Without any doubt, if the help is relevantly offered, additional difficulties are being avoided, and the situation "does not slip from hand". Counseling institutions on development are considered as the most suitable for early detection and followance of child's state, with possibility to intervene on time, if necessary. The work starts from delivery ward, and continues on relation family-counseling institution on development. This concept is being partially realized in the Republic, just in three counseling institutions on development within primary health protection.⁴³

Early detection of children with special needs, in the Republic is not on the required level, and besides other reasons, following should be mentioned;

- early detection of children and early intervention are not on country health policy level;
- Insufficient coordination among health services, families and services from social policy field;
- insufficient health education and information of parents.

⁴² Many normative solutions in Macedonia are identical or very close to those in west societies. Problems arise when they have to be put into effect consistently.

⁴³ This counselling institution on development (three) are located in Skopje (two) and in Bitola (one).

a) Care for children from 3 to 7 years age

In the care for children of this age, besides the Ministry of Health, the Ministry of Labor and Social Policy, as well as the Ministry of Education participates too.⁴⁴

For children with special educative needs, one of these options is available:
- to visit kinder gartens, together with all children; in "regular kinder gartens", but in special groups; in special institutions or schools.

For these children, the year before starting school, can be organized in special schools also, as "preliminary class".

The scope of children with special needs in kinder gartens is extremely low, due to many reasons, but as key ones we would point out the following:

- stereotypes towards children with special educative needs (SEN) being present with all subjects involved in the process (principals, teachers, parents) etc. Very often parents do not accept the idea their children to be at kinder gartens together with children with SEN, showed by the questionnaire made in three kinder gartens in Skopje (1997). Out of 189 questioned parents, mainly of age of 35, half of which were of university education, 60% reported negatively towards children with SEN and their acceptance in "regular" kinder gartens.

As main reasons for such discriminatory attitudes, parents pointed the feelings that these children impelled to them, as anxiousness, fear, aggression, sadness, and very rear love. These feelings were especially present with mothers of "healthy" children, and as lower parents' educative status so more tolerant towards these children they become.

It was more than necessary to make something in the country in this respect. The Ministry of Labor and Social Policy, in cooperation with Ministry of Education, organized campaign for following problems and needs of children with SEN and their families. Media were included in the action too. All activities were financially supported by UNICEF.

In the Republic, only 60 children are covered by organized treatment in specialized institutions, under relevant categories (for children with defects in seeing, hearing, and children with more serious defects in learning). All of the institutions are located in Skopje. As regards to the scope of children in kinder gartens (their integrity) the situation is very difficult.⁴⁵

Although complete inclusion means taking into account of all aspects having influence on general experience of children personal life, it seems that this is forgotten. It is more than clear that if children are not allowed socialization far

⁴⁴ Ministry of Education, that is, Educational Institute of Macedonia is competent authority on preparing programs and professional control of kinder gartens and nursery schools (year before starting school), for whole children population through relevant counsellors.

⁴⁵ In 1997 all kinder gartens in Republic of Macedonia were questioned, with to see how many children with SEN are integrated in them. 50 kinder gartens were questioned, out of which 17 in Skopje, and 33 in province. Only 27 answered the questionnaire, 7 kinder gartens reported that they never accepted children with SEN because their kinder gartens are only for healthy children.

back in the kinder gartens, it would be difficult to expect their successful integration in school and wider.

Out of 50 questioned kinder gartens, only 20 have accepted children with SEN, 77 children, in total, 52 male and 25 female, out of which only 8 belong to national minorities. According to calendar age, the scope is as follows: - from 2-3 years – 14 children; from 3-4 years – 10; from 4-5 years – 21 children; from 5-7 years – 32 children.

60 children, out of total number of children (77) of children, come from poor families.

Institutions which negatively responded to the questionnaire (7) have stated the following as main reasons: - kinder garten is intended to healthy children only; lack of professional worker (person working with defective children); resistance by parents of healthy children.

Reasons mentioned above regarding not accepting children with SEN could be estimated more as subjective. Actually, kinder gartens are opened as much as their managers will allow.

Primary education of children with special educative needs

Ministry of Education and its professional services is competent for education of children with SEN too.⁴⁶ When education of children with SEN is considered globally, positive estimate on past period will be given, if we start from the following:

- the education of children is integral part of Act on Primary Education and general educative system;
- differential net of specialized institutions is established;
- financial system is determined.

Key points in which education of children with SEN showed weaknesses are the following:

- poor coverage of these children by compulsory primary education;
- poor schools with insufficient special aids and tools for work;
- insufficient and no systematic professional advancement of teaching personnel;
- insufficient support on integration and inclusion of these children in regular local schools, almost by all factors involved in education.

At organizing primary education for children with SEN⁴⁷ long-term aims on educative policy for entire children population is taken into consideration.

⁴⁶ It should be admitted that at moment rights of children with SEN are not being realized in conformity with Statute. Integration is one of the key points reflecting almost all of weaknesses in education of these children

⁴⁷ Act on primary education comprises the term "children with difficulties in their development", while in professional communication the term "children with special educative needs" (SEN), is used more being in accordance of declaration from Salmanka, in 1994.

Besides this, specific rights and needs in respect to conditions for acquiring primary education are taken into account.

The primary school, as a rule, should be acquired in the place of living, local school. Many children with SEN do not have this right. Even today one third of covered children are educated in special facilities (schools), though according to the Act, these options are available:

- to be educated in local schools;
- in special (special classes) at local schools;
- in special schools or special institutions.

For children with more serious difficulties in their development, being accommodated in special institutions there is no organized education. Unfortunately, these are so called "forgotten children".⁴⁸

Scope of children with SEN

Although primary education is compulsory, it is a fact that just small numbers of these children are included in it. It is estimated that the scope is not higher than 15%.

Besides the others, the following factors influence on this unfavorable situation: not obeying the Act on primary education; inefficiency of local services; local schools being not ready to respond to special educative needs. Very often parents themselves are reason for this situation, being indifferent towards education of their children.⁴⁹

There are valid data on the scope of children in primary education, and are received each academic year from school reports.

By analysis on scope of children with SEN at special schools and classes in the last decade, it may be stated that the same scope is about 1400 pupils. Highest scope was noted in 1990/91 school year, including 1900 pupils.

In the academic 1989/90, 1747 children, in total were included in primary education, 1165 male, and 582 female out of which 95,3% completed the class. From all children included in above mentioned academic year (1989/90) 1286 children lived in their families and 461 in boarding school.

In the last years some decrease was noted, pointing out that there was certain openness of regular schools in acceptance and integration of these children. The exact number of integrated children in the Republic is not known, except for two towns – Skopje and Tetovo, 300 in Skopje and 110 in Tetovo. Since August 1998 the project "Integration of children with difficulties at learning

⁴⁸ The problem is in the normatives of these institutions isolating automatically the Ministry of Education from participation in education of these children. For them, competent ministries are Ministry of Health and Ministry of Labour and Social Policy.

⁴⁹ Many parents, mainly gypsies are not interested in the future of their children. In this ethnic group, but with Albanian also natality is at the highest rate in the last ten years. On the other side, the educative status of parents, specially of mothers is low, understanding unemployment too. Almost all children beggars are gypsy.

in regular schools” started to be implemented. It is anticipated the project to last till June 2001, being subject to assessment from outside assessors, with financial, technical and professional support by UNICEF, UNESCO and University of Manchester – Great Britain, and the holder of the project is the Educational Institute of Macedonia. For start five schools are involved, 4 in Skopje, one in Bitola. Mainly it is a matter of children with difficulties at learning in regular schools, thus enabling their participation, through better access to all institutions of the system, in the society.

Network of schools – facilities

Global conception in respect of network, during developing period, specially at the beginning of 60-ies mainly was based on huge, isolated and strictly specialized institutions according to kind and degree of difficulties. Most of the institutions are of Republican character and located in Skopje. Thus, out of 10 special institutions and schools for primary education, 6 are located in Skopje, 2 in Strumica, 1 in Bitola and 1 in Veles, while network of primary regular schools 28, with organized special or so called special classes (groups, classes) is distributed on the territory of 25 municipalities in the Republic.

Material – technical equipment of schools – facilities

Space, equipment and teaching aids should present functional, architectural and pedagogic entirety enabling children active attitude towards teaching, learning, resulting in higher efficiency in education. Majority of schools (facilities) do not meet these expectations, even some of them being under necessary standards. Therefore, in few words can be said: schools, mainly, are poor, with insufficient special aids and tools, although government and many other humanitarian organizations make efforts to improve the situation.

Personnel

Dominant personnel in primary education for children with SEN is the personnel working with defective persons. Besides teachers – persons working with defective children, teachers qualified on discipline they teach are included also.

In academic 1989/90 in Republic of Macedonia, in primary education for children with SEN, were included 213 teachers in total, 144 persons working with defective children – teachers, 69 discipline teachers. Classes do not include more than 9 pupils, in average.

It can be said that, in largest number of school there is professional service usually consisted of logopedi psychologist and social worker.

In spite of formal education of personnel, there is an urgent need of permanent, professional and methodical improvement.

Traditional teaching methods in Macedonia, are far too theoretical and do not include sufficient practical teaching. It seems that the personnel do not dispose of practical skills to release teaching from emphasized verbalism and make it more attractive, and learning more efficient. Regarding this the Republic has a need of additional and professional foreign help, although regarding this first step is already made. Within reform activities in the field of education of our Republic, the following project can be included too "Modernization of education of mental retarded persons" lasting for two years, actually, according to agreement signed by Ministry of Education, EEP, UNICEF and Educational Institute of Macedonia, as responsible for the project. The work started in February 1996 and ended in 30.09.1998, by direct participation of two experts – volunteers from EEP (East –European Partnership). 13 institutions, in total, were involved in the project, including pupils with special educative needs, or 700 pupils and 102 teachers. The main goal of the project was: training of personnel and work out of new curricula still being implemented as pilot – programs.

Curricula

Curricula on pupils with SEN come out from national curricula with relevant adaptation. Therefore, they have almost the same faults and weaknesses, being: insufficient didactic establishment, unclear defined goals, thus they have no basis on scientific evaluation. When preparing the curriculum, it's necessary to classify "educational ideal" in three goal groups:

- humanistic being maximum personalization of the individual;
- social including inter personal relations making the structure and function of social community;
- economic, referring to persons' professional training, in function of social production increase

Knowledge of Educational Institute of Macedonia and the experience of teachers and wider professional publicity, ambiguously point to urgent need of change (improvement) on curricula, and indeed, changes have been made many times so far. However, the most serious innovation in that respect it may be considered the one made within the project "modernization of education of persons with defects in their development in Republic of Macedonia.

Anyhow, not neglecting the importance of curriculum, as one of the most significant element in teaching process, the key is still in training the personnel.

Experience so far, showed that: it is impossible to improve theory and practice, if scientifically based evaluations of each segment in education are not primarily applied and if practitioners are not trained at the same time on transfer of the results from scientific researches to practice. Without this, some more essential progress cannot be expected.

Future strategy for primary education on children with SEN

- Revision of current system on categorization and its substitution with “assessment of special educative needs”, and the key role should be taken by the Ministry of Education (experts in this field);

- to work out efficient strategy and forms of early children care.

In this respect it is necessary to work out and apply Portridge system in our Republic too;

- priority of children with SEN at enrollment in kinder gartens, to be supported by legislative;

- to develop the system on information parents about necessity for education of these children too, to work on great sensibility of public on problems and needs of children with SEN and their families;

- country should pay more attention to children with SEN through engagement of local services, which have to offer adequate support to families;

- to establish real partnership between schools and parents;

- to establish real professional partnership between special and so called regular school;

- to induce the present process of revisioning curricula, teaching practice, as well as personnel training. In this respect all projects being financially and professionally supported by international organizations (UNICEF, UNESCO, EEP) should be backed.

- Active and constant support should be given to policy of integrating children with special needs in local schools.

6.4. PRIMARY EDUCATION OF ADULTS

Norms on primary education of adults

The state and function of primary education and teaching of adults are regulated by relevant act within the unity of primary teaching and education of children, youngsters and adults. Primary education of adults since 1990 to July 1996 was regulated by the Act on preschool and primary education and teaching, by provisions decidedly referring to primary education of adults. From the content of Act provisions specially referred to primary education of adults, comes out that it includes persons older than 15 years and the goal of primary education of adults was to enable them to acquire primary education in conformity with working and life experience and practical knowledge necessary for personal and social life. Although the Act enabled inclusion of adults in primary education process, somehow the provisions showed certain riggidness, due to which some limitatiions in organization and realization of the basic goals and assignments of this kind of education were felt in immediate practice.

Relevant indications imposing assurance that the Act and provisions regulating primary education of adults are obsolete and have to be modified and

innovated by actual innovations being imposed from society by themselves, resulted in enactment of the new Act on primary education (“Official Gazette” No.44/1995”). At the same time Book of rules on criteria and way of conducting primary education was made (“Official Gazette” of R. Macedonia No. 35/1996) containing rules and principles in which primary education of adults is stated as integral part of teaching-educative system of R. Macedonia with concrete norm requirements according which this activity is being organized. By book of rules certain faults of previous regulations are overcome, enabling primary education of adults in its organizational scope to be flexible, open for each adult willing to literate himself, or to complete his primary education.⁵⁰ In this way primary education of adults justifies its function and realizes its basic goals and assignments.

Indicators on illiterate population

Having in mind the number of illiterate population in R. Macedonia in the last ten years (table 16 and 17), we can state that primary education of adults in the Republic only partially fulfills its function.

Table 16: *illiterate population in R. Macedonia after the census of 1991- older than 11 years age*

	Total	male	female
Total population according to census	1361470	685748	675722
Total illiterate population	79425	19673	59752

Table 17: *illiterate population in R. Macedonia after census of 1994 – older than 11 years age*

	Total	male	female
Total population according to census	145082	721082	732485
Total illiterate population	86415	19945	66470

⁵⁰ Under Art. 4 line 6 of Book of rules of criteria and way of conducting primary education of adults (“Official Gazzatte” No. 35-15 June 1996) possibilities are given at any time of school year for adults to be included in the educative process of adaptable teaching. Also under Art. 4 line 1, number of visitors in educative groups at regular teaching is limited, thus enabling andragogy conditions for undisturbed realization of basic goals and assignments of teaching.

If we compare indicators of census in 1991 and 1994 we can see that illiteracy in R. Macedonia, instead of decreasing trend shows tendency on increase, including mostly young people of working ability, where women are prevailing, an evidence which specially worries. This is conditioned by the fact that there are still social settings with traditional and conservative attitude towards education of the woman (table 11).

Table 18: Illiterate population in R. Macedonia on age of 15 to 24 years according to national structure after census of 1994

	Macedonians	illiterate	Albanians	illiterate	Gypsies	illiterate
15 to 20 years of age						
Total	99627	337	44052	409	4818	738
Male	50831	188	22416	140	2572	292
female	48796	149	21636	269	2246	446
20 to 24 years of age						
Total	93792	361	42146	449	3846	582
male	48223	181	20977	103	2051	186
female	45569	180	21169	346	1795	396

These states of illiterate population in R. Macedonia, in the last ten years increase even more the necessity of organized, systematic and suitable primary education of adults which at the beginning of 21 century will contribute to further elimination or alleviate the illiteracy, maintenance of literacy and functional literacy.

School network on education of adults

Mostly teaching-educative works in primary school for education of adults are classes within the scope of regular primary schools and workers universities. In recent years number of schools performing this education have downward trend (table 19).

Table 19: Number of facilities for primary education of adults in last ten years

	1	2	3	4	5	6	7	8	9
School year	89/90	90/91	91/92	92/93	93/94	94/95	95/96	96/97	97/98
Number of facilities for primary education of adults	28	25	19	18	18	17	17	17	21

Reasons for increase number of schools for primary education of adults are many, primarily conditioned by changes being occurred in social political life in the Republic, small interest of visitors due to having no possibilities for employment, working organizations fighting to survive are not interested in education of their workers, spontaneous enter of private capital and others. Main educative center for primary education of adults is Skopje, where this kind of education is more present in relation to other towns in the country. The school for primary education of adults in Skopje, is central school with many regional units. In last two years, increased interest by part of the Albanian population is shown in literating and completion of primary education, thus resulting in opening of new groups. Primary education of adults is also organized and performed in last ten years in house of correction "Idrizovo" and Tetovo too. In the province of R. Macedonia primary education of adults is performed in the scope of workers university, and from time to time it is organized in regular primary schools, mostly in rural settings, depending on interest and number of visitors and material conditions.

Primary education of adults, being performed in the scope of worker's university is decreasing in last ten years, or from year to year has a tendency of stagnation. Continuing performance of primary education of adults in last ten years is realized by worker's universities in the following towns: Bitola, Kumanovo, Tetovo, Stip, Kavadarci, Veles, Ohrid, Prilep, Kocani and Probistip. Worker's university in Strumica started to perform this kind of education two years ago, while in Sveti Nikole primary education of adults disappeared in the last two years.⁵¹

It pleases the fact that in last 1997/98 school year there was a slight increase of centers on primary education of adults.

Adults included in educative process

Primary education of adults includes visitors older than 15 years, who due to any reason left regular education or did not attend primary education at all, having acquired elementary literacy for the first time or completed primary education.

If we compare number of included visitors per school years, in primary education of adults, in the last ten years, we can note that it oscillates between rapid decrease and slight increase in the last three years.

⁵¹ Towns in R. Macedonia where primary education of adults is not performed, Struga, Debar, Berovo, Demir Hisar, Valandovo, Vinica, Gostivar, Delcevo, Makedonski Brod, Kratovo, Kriva Palanka, Krusevo, Negotino and Radovis.

Table 20: *Number of visitors included in primary education of adults per school years*

School year	Total number of visitors	female
1989/90	1981	726
1990/91	1417	483
1991/92	951	219
1992/93	871	166
1993/94	971	162
1994/95	993	177
1995/96	1009	196
1996/97	1127	309
1997/98	1682	651

Reasons for decrease of visitors number in primary education of adults are of social economic character, but also in indolent attitude of regular primary schools, municipalities, social - political and working organizations neglecting more and more their obligation and insufficient engagement in taking activities regarding identification and animation of adults on literacy and completion of primary education.

With reference to the scope of these visitors, according to national structure, it can be said that mostly visitors of Albanian and Macedonian nationality are included, then Gypsies etc. It is indicative that, the majority of illiteracy population of R. Macedonia is in the west part of the Republic, and exactly in that part of Macedonia, primary education of adults is not organized or is insignificantly present.

In last ten years, large numbers of included visitors are adults who were pedagogically neglected in the school they previously attended, as well as in the family where they live. Most of them are socially, emotionally immature, very often with under average or average intelligence.

The scope of visitors in primary education of adults is almost never constant, since the problem of leaving school is present. Reasons for leaving school are found in visitors being insufficiently motivated to learning, having existential problems, large number of them are returnees from abroad etc.

Primary education of adults as it is, is not yet in function of needs and therefore it does not induce motivation to include large number of visitors.

Program principles on primary education of adults

Teaching-educative work with adults is implemented according to Plan and program on teaching – educative activity of primary education and teaching of adults.

In principle, program contents present reduced volume of curricula being implemented in primary schools, enabling shortening of duration of primary

education, choice of disciplines and fields of study, as well as functionality of teaching content.

Teaching-educative contents are divided into eight educative cycles in the course of four years. Curricula consist of three parts, such as: common, selective and facultative part. Thus, possibilities are given to teaching educative work to apply andragogy-didactic combination and many organizational models of studying, which adults may choose.

Teaching is mostly of frontal character. In school they only listen to teaching, while at home they have to learn lessons and pay more attention to pragmatically of what is learned.

New social and political changes occurred in R. Macedonia, transition and democracy, then application of new conception on regular primary education, new book of rules on criteria and way of performing primary education of adults and modern andragogy knowledge actualize the need of new modern curricula at primary education of adults, fulfilling their justification and function with those to whom they are intended.⁵²

Teaching personnel in schools for primary education of adults

In last ten years as the number of schools and groups of primary education of adults were falling, the number of teachers performing teaching at this kind of education was falling too (table 21). In reference to personnel, it can be said that schools on primary education for adults are satisfactorily equipped.

Table 21: *Teaching personnel in primary education of adults in last ten years*

School year	Total number of teaching personnel in primary education of adults	Full-time teaching personnel
1989/90	128	120
1990/91	106	86
1991/92	87	71
1992/93	82	64
1993/94	75	63
1994/95	75	62
1995/96	73	64
1996/97	80	71
1997/98	97	66

⁵² For this purpose at Educational Institute of Macedonia, commission is formed for making of new curricula on primary education of adults being in progress.

In last few years, it is present the occurrence of personnel's revoking, that is, transfer to working position guaranteeing greater existence security. Therefore, in practice teachers without any experience in teaching and elementary andragogy background is included, having negative influence on teaching practice in education of adults. Teaching personnel working at primary education of adults seems to be almost forgotten, they are not motivated neither financially nor morally, not paid accordingly, and very often are considered as surplus labor. In education.

Globally it can be assessed that the need of teaching personnel in primary education of adults is satisfactory, but the problem of professional andragogy advancement is still present.

Organization and conditions of work in primary schools of adults

Teaching in primary education of adults was implemented, in last ten years as regular and adaptable. Regular teaching having been implemented by full number of lessons according to curricula being in function, and visitors were obliged to attend teaching regularly, when grading was made.

Adaptable teaching is intended for those visitors acquiring education by passing examinations. Basic forms for adaptable teaching are patronage teaching (arranged from I to IV educative cycle) and consultative-instructive teaching (arranged from V to VIII educative cycle).

By practice in last ten years was found out that large number of visitors attend regular teaching justified by the fact that in primary education of adults, majority of visitors are adults, and having in mind that fact that large number of visitors when including in primary education of adults, have lack of elementary literacy, ability for independent use of textbooks and other additional literature, being primary prerequisite for visit of temporary and consultative-instructive teaching.

By data received from annual reports on work on facilities where teaching of primary education of adults is performed, it can be find out that regular teaching gives best results, which is understandable, since through long term cooperation between teacher and visitor it becomes apparent the entire andragogy interaction and coaction between visitors and teachers.

This does not mean that attention should not be paid to other educative models of which the basic and final andragogy purpose is training for independent learning. This specially refers to those visitors being employed and who do not have enough time to attend lessons every day.

For smooth implementation of primary education of adults, as specific educative activity, certain andragogy-didactic, methodical and pedagogical conveniences and conditions have to be satisfied. Exactly in this respect there are many problems and faults. One of the problems is the lack of textbooks on

certain disciplines, and if they are, there is no conformity with andragogy-didactic requirements and some contents of textbooks.⁵³

Big problem is the lack of spelling-book, teachers of literacy groups are forced to use spelling-book from regular teaching and with great difficulties and efforts manage to fulfill teaching contents. Textbooks in practice are amortized, out of date, as in the last ten years no even one textbook intended for primary education of adults is prepared.

Time of shift and consultations under which teaching with adults is being performed, as one of the essential andragogy requirement, is completely fulfilled in practice. Actually, teaching and consultation are performed in time intervals (afternoon or morning) depending on needs and possibilities of visitors.

Material-technical and space conditions in schools where teaching of adults is performed, hardly meet the minimum andragogy requirements and there are no innovation in teaching practice and technology due to lack of financial and material funds and conditions. In addition, in last ten years, in the period of transition in primary education of adults, not even one modern project in connection with teaching-educative work with adults was realized.

Employees in this kind of education try and make efforts, within their possibilities and conditions to provide as much as possible andragogy conveniences for smooth and in time performance of teaching educative work.

Managing with institutions for education of adults

As andragogy managers are considered directors of institutions dealing with primary education of adults and leaders of educative groups. Educative groups leaders have many responsibility as: participating in formatting groups, providing necessary conditions for start of groups work, offering help to visitors, helping regarding evidence, providing suitable conditions for teaching, eliminating unexpected difficulties etc.

Andragogy managers should have pedagogic experience, dispose knowledge on andragogy, psychology and sociology, but in practice majority of managers of institutions for education of adults, are of completed faculty of pedagogy and relevant experience, but without andragogy background, in spite of existence of professors on andragogy within the studies on pedagogy.

In practice, number of andragogy leaders of educative works is variable depending on number of visitors and groups being formed each school year.

Mostly andragogy managers (directors or group leaders) are of teaching education and certain experience, but here also the problem to tight andragogy specialty impossible to be acquired in R. Macedonia, is still present.

⁵³ Textbooks on biology, geography and history are based on previous curriculum on primary education of adults (1997), so there is disagreement between contents of existing curriculum and conceptual foundation of some textbooks.

Also, in the last ten years seminars on this kind of teaching-educative personnel, are missing, so this complex andragogy function is left to those dealing with andragogy management who are capable, skill and conscious.

Following and advancement of teaching-educative activity in schools for primary education of adults

The followance of quality of teaching-educative work with adults is performed through the following forms:

- consulting work of relevant counselors from Educational Institute, andragogy managers of institutions for education of adults and pedagogists, psychologists in primary schools for education of adults.

Direct pedagogic inspection on this important teaching-educative field are made due to lack of relevant professional literature, material assets and improper attitude of employees towards this activity.

There is a great need of introducing various forms to improve quality of teaching in any respect.

Grading of pupils in primary education is by marks from 1 to 5 made by teacher, on the basis of written and oral control of knowledge. Grading and knowledge control is often made by same didactic style as with children, but under more tolerant criteria. All activities in teaching-educative practice with adults are directed to achievement effective results in literating and completing primary education of adults. In reference to social and aged structure of visitors, covered by primary education of adults in R. Macedonia, it can be estimated that grade in global is at the lowest level. The grades of visitors, besides individual possibilities, depend on material and technical conditions in educational facilities, teaching aids, and disposal of textbooks and other andragogy conveniences. Negative sides in this domain reflect on visitors' grades to depend mostly on teacher's engagement and motivation of visitors to gain results. Although average grade, mainly, ranging from 2,30 to 2,90, anyhow encourages detail received as information from practice: there are some visitors who achieve solid results in primary education of adults, then they continue to secondary school and rarely to high educative institutions.

6.5. EDUCATION TO BETTER LIFE

That people learn during entire life, that they learn many things out of formal organized education, that they learn always when they are motivated (they feel need) and wherever there are conditions for learning or are stimulated by their surrounding, in the last few years was manifested in practical way in many surroundings of our country as well. Evidence to that are following facts: rapid expansion of many different forms of informal education, organized by private companies, including large number of children (foreign languages courses,

computer courses etc); increased number of weekly or monthly publications intended for children and adults and significant expansion of network, that is, printed and electronic media.

All these changes, compared to the past, in the last few years, in great extent enriched their offers of various educative contents. At the moment there is no knowledge on structure of educative contents, but general the impression is, that each potential user may find something for himself. Contrary to this, at the same period, it seems that libraries have difficulties, primary due to dramatically decreased possibilities for enlargement of their holdings with new editions. The state helps both, but media have priority due to market conditions under which they offer their services.

In the lack of complete indicators on broadcast and rubrics on all media, we give review only on Macedonian radio-television (MRTV) covering the whole territory of the country, i.e. its programs being emitted to all. Within the scope of its annual program MTV special accent puts on educative component of contents planned to present during the year through both media: radio and television.

Macedonian radio, in spite of not having specialized educative broadcasting on First and Second channel, the educative function is realized through entire program being emitted on these two channels.

Out of total program, being emitted on the First program – Radio Skopje, 6% is of educative orientation, while on the Second channel – Radio Herc, 5%. Third channel on Macedonian radio, so called radio culture can be considered entirely educative, as it is specialized on communication with contents from the field of science, culture and arts with confirmed values, which of different reasons (language barriers, lack of foreign literature, small number of specialized newspapers etc.) are not approachable to Macedonian publicity.

In the program structure and orientation of Third program, significant place takes the following and affirmation of the results of scientific and arts creations. Form of presentation are different: from emitting extracts of artistic parts, additional programs, discussions, through talks with creators and participants, till critical reviews and recensions of scientific and artistic creations.

In the program of national minorities languages educative contents are also being emitted: in the program of Albanian and Turkish language there are specialized educative emissions, while in program in Vlach, Gypsy and Serbian language, educative function is performed throughout entire program.

On Macedonian television, educative program is presented in a great deal, total presentment of educative contents of whole program emitting on MTV varies from year to year ranging between 7% and 11%.

The educative program of MTV covers emissions from science, general educative emissions and school program. Besides this specialized educative program, MTV performs its educative function also through emission of informative program being presented with 8%.

Regular estimation on MTV popularity, also refers to the reactions of the publicity to educative program. Most important are the results from questionnaire research on school program, according to which popularity of this program in working day

reaches 13% (and/ or 247. 000 viewers of total population). On Saturday, when usually parts of programs being emitted during the week are repeated, the viewing then is almost two times greater, reaches 24% (and/or 456.000 persons of total population in R.M). Viewing school program is greater in the morning hours when it is primarily emitted, while in the afternoon viewing drops down.

At planning of school emissions, school program editorial staff cooperates with schools, adapt them according to curricula and try to respond directly to part of requirements set by school as elementary educative institution. It happens, very often, television emissions to be included directly in teaching on certain disciplines. On the other hand, part of program projects is being realized by direct participation of the school. Further plans of editorial staff include even deeper cooperation with schools in future.

Although it is known, that all media have educative emissions, that is program of various contents, there is no research on the question how many potential users are satisfied by the offered emissions. In R. Macedonia there is a Board, who besides other competencies, temporary follows program on radio and television broadcasts in the country, but without knowledge so far about their educative programs. For time being, estimate on suitability and quality of the contents offered by media is left to users themselves.

7. EFFICIENCY OF STRATEGY, SCHEME AND PROGRAMS ON EDUCATION FOR ALL

As mentioned in introduction, in spite of few tries, R. Macedonia, during the passing decade, did not manage to develop and adopt long term state policy and strategy for development on teaching-educative system as a whole, and for preschool primary teaching and education as well. Besides many professional scientific reasons to do that, this time – in our example – there was one more - independence of R, Macedonia. This was an opportunity for education also, to continue or, better say, to start development according to its own strategy.

Failure of tries to define developing strategy and plan concrete activities, specially for improvement of qualitative aspects of preschool and primary education, it is not only the result of insufficient persistence of those working on that temporary, as well as of other subjective weaknesses, but also of a line of objective difficulties through which our country is passing through in this period (transition of society with all problems occurred, wars in neighborhood and wide region, economic blockades etc.). Difficulties mentioned above, absorbed so much the strength, attention and assets, that only care on providing most necessary conditions for normal performance of teaching educative activities was left.

This was the greatest problem on planned and systematic run of the education development. Instead of that, in the past ten years, numerous and various processes in innovation modernization of preschool and primary

education were going on without having previously clear idea (goal) on changes on the whole. However, this should not be understood as complete lack of vision regarding development of education in Republic of Macedonia. This is proved by projects of action-developing researches type and other activities realized in past years, and which by their nature, to great extent, were consistent and referred mostly to higher quality of education.

It appeared to be that strategy for introducing changes “downward upward”, gradually and by necessary preparations is much more successful than strategy for imposing changes from upward and without previous solid preparations. All weaknesses of this strategy became evident particularly in two cases. The first case was application of new curricula in 1996/97 school year onwards. This time was shown also, that it is not enough to change programs only and expect change of the school practice automatically. Even it could be said that introduction of new programs did not cause some serious attention in school practice and wider in professional – scientific and other publicity. Such an impression is gained, at least, due to the fact that, even that class teaching is performing according to new programs for three years, there are still no noticeable critical reports either positive, or negative. On the contrary, impression remains that many teachers implement new curricula on the old way. To change goal of teaching, contents (programs and textbooks) and, at the same time, not to change the organization and way of implementation of teaching process, means no changes at all. This comes to conclusion that didactic reform of our primary school of which the goal is better education of pupils, cannot be carried out just by change of programs and textbooks, regardless of methods (way) of their practical implementation. Practice is changing by the way on which it is understood, meaning that practitioners themselves, through critical self-reflection, change their practical activity too. Change in programs is not single and (and administrative) act. On the contrary, their real implementation, that is, change in didactic concept of practical performance of teaching is long-term process. It supposes providing for many other prerequisites (training of teachers, change of their implicit theories on teaching, change of attitudes towards certain values of education and similar), and not just new programs and textbooks.

There are no real changes in teaching practice without changes in performers of teaching-educative activity, in teachers and other subjects. It is not possible to expect such changes just by few days seminars, as arrangement for implementation of new curricula. The basic problem, this process of teachers' training to last longer and be refined is the lack of financial funds in professional training on about 5.000 teachers (professors).

More illustrative is the try, according to same procedure (by higher directive) to implement the provisions of Book of rules on schedule of teachers' working time within forty-eight hours working week, and which also was prepared and adopted without any consultations with practitioners. Actually, just after two years application – meaning obligation for teachers to stay every day at school (on duty) six hours (necessity for better teaching), the decision on its validity was withdrawn.

Contrary to previous negative experience, application of strategy on action innovations enabled to start in preschool and primary education the real process of their internal (didactic) innovation. As an evidence on this, examples with projects “active teaching-interactive learning” in kinder gartens, class teaching and discipline teaching (physics) can be mentioned, then “step by step” in preschool institutions and class teaching in primary school, the projects “modernization of education of handicapped children”, “schools for health improvement” etc. To the success on these and similar projects, besides other, financial and professional support by UNICEF, Open Society Institute – Macedonia, World Health Organization and others make their contribution. Independent evaluators from abroad, reported positively about them.

8. MAIN PROBLEMS

Difficulties and problems arising out of the process of planned activities implementation were stated in some parts of the report, being typical just of certain aspects or part of system on preschool and primary education. Herein, it is about problems and difficulties being of common nature and are serious troubles, specially on comprehensive, long-term and better projects in innovation and reformation of preschool, and primary teaching and education.

One of the most important reasons, slowing down, making heavier and often hindering the progress in achievement of goals set on innovation and modernization of preschool and primary teaching and education in Republic of Macedonia, is the one referring to material and financial states in the country and, of course, to education. Here we have in mind: the lack of school space in certain places, due to which many schools work in two (some even in three) shifts; old unfunctional furniture and other equipment; having no modern teaching aids and lack of financial funds for most necessary material costs in teaching, maintenance of buildings and equipment, in hygiene etc. If we take into consideration that hardly 14% of total funds for primary education are intended for maintenance, investments and all other expenses, then it is quite clear, under what material-technical conditions the teaching and other teaching-educative work is performed. They are indeed, unfavorable, drastically worsened and, even more important, without any prospective to be improved soon. Therefore, difficulties of same nature will follow our education, in coming period, undoubtedly.

There is similar situation in respect to providing funds for salaries of employees in preschool and primary teaching and education. They are very low, even insufficient to satisfy their regular everyday existential needs, although about 86% of total funds intended for primary education is spent on salaries and other compensations of employees. Many of employees are inforced to earn additional income doing other jobs too, thus neglecting their professional improvement and advancement. It destimulatively affects their enlarged and

prolonged engagements in schools, being necessity when it is about changes and innovation in teaching educative process.

On the other hand, lack of financial funds is a reason for reduction of programs on permanent professional advancement of teacher and other staff. Many of ideas and planned activities, are not realized at all, or they are realized partly on lower level, just because of insufficient informing and readiness of staff, having no possibilities to attend seminars (workshops) and other forms of professional advancement. However, it must be mentioned here, that in many schools much attention is not paid even to internal advancement requiring not so much funds.

With reference to improvement of professional competence of teaching and managing staff, still one more serious difficulty is present in our country. It is a matter of lacking professional literature. In last ten years, hardly 10 to 15 editions, being of use to teachers, are issued annually. Periodical publications for educators and teachers, also, are in small number and their publishing is not regular. At the same time, almost entirely, the inflow of professional literature from other countries (especially from former Yugoslav Republics, being present in sufficient number ten years ago) is stopped. What is more, it is a real rarity to find publication out of rich world production of literature for teachers, translated in Macedonian. All this is the basic reason for slow penetration of new ideas and, even more, for permanent self-education of teachers, without which there is no qualitative teaching. If we add that recently skilled support by professional services regarding it, was very rare or not at all, as well as poor cooperation among teaching-educative practice and high educational institutes (universities), qualifying staff for preschool and primary teaching and education, it is even more evident that kinder gardens and schools, that is, educators, teachers and other staff, very often were left to themselves to find their own way and improve practice.

All above mentioned states, appeared to be fertile ground in certain surroundings (schools, kinder gardens and other facilities), professional and wider publicity in the country for development and prevalence of unfavorable social climate towards changes in education. It seems that besides all other objective and subjective difficulties and weaknesses, this obstacle is most difficult to overcome. If it is taken into consideration that various stereo types, implicit understandings and theories, as well as other assurances by which the existing culture is characterized, many educational institutions are tough and resist to changes in short run, so they will be considered as problem No.1 in future. Rhythm and volume of future changes and innovations in preschool and primary education in our country, will be conditioned in future not only by rate of overcoming objective obstacles, but also by the way in which states, conditioned primarily to subjective factors, will be changing.

9. & 10. PUBLIC SENSIBILITY POLITICAL, WILL AND NATIONAL CAPACITY

Period covered by this report is specific in respect of the real states in our preschool and primary education. It completely complies with transition and crisis period of our society development, therefore changes in education are closely linked with the social ones. That's why, it is better to talk about changes in education from two aspects or about two kinds of changes and two sub-periods in which they were going on. On the basis of the above said, estimates on engagement of the most responsible organs in the country on development of education (Government, Ministry of Education with all of its services, high educative and scientific institutions and other local and non government organizations) and on level of achievement of goals of those two sub-systems (preschool and primary) in our educative system can be more accurate and more objective reported. This requires summarized chronological review on basic education in this decade.

It is known that the need of changes in education in any country is almost constantly present. However, this need is specially actualized when social development dynamics, as well as of education itself is disturbed, when dynamics of social development, as well as of education itself is disturbed and, when complementarity and established compliance between educational needs of society and its individuals, and services offered by education is lost. Such was the situation in our country at the beginning of this decade, and partly still is. Important and dynamic political, economic, cultural, social and other changes in our country (leaving socialist self-managing relations and planned/contractual economy, that is, acceptance of pluralism in property relations and in political life, market economy, inclusion into European and world integration processes, economic crisis, expansion of public information media etc.), contributed to fast articulation of necessary changes in education. Sometimes this need of changes is so urgent and strictly expressed that education is not in position to respond accordingly.

Due, exactly to these reasons, in 1991 the process of adaptation of basic education to the changes in society started, being very intensive during the first 2 – 3 years. Changes of this kind include:

- changes in financing and management of education occurred by ceasing of self-managing community of interest, as well as taking over of competencies from municipalities in 1991 and their entire transfer to one center – Ministry of Education and Physical culture, that is Ministry of Labor and Social Policy (for preschool teaching and education);

- changes in status and role (competencies) of some institutions and organs of special importance for education (Educational Institute of Macedonia) in 1991 which competencies are still not quite precisely defined;

- Many other changes of normative nature, among which enactment of the Act and Book of rules on primary education in 1995.

Herein are also included changes and adaptation referring to some aspects of curricula, being caused by social-political, and not by professional-scientific reasons (new programs in history, geography, sociology, new obligatory literature, exclusion of Serbo-Croatian language etc.).

To this group of changes it is characteristic that:

- they, mainly do not refer, to quality of teaching-educative work, but may have indirect influence on that too;

- their holders (proposers, elaborators) are competent state and other organs, institutions, that's why it is said that these changes are introduced from "up";

- application of this kind of changes is compulsory for all schools, and usually is frontal – at the same time they are being introduced successively per degrees and years;

- Many of mentioned changes, made in this period, are of temporary character. They most probably will not remain such in stabilization period, following after transitional one. It could be said, even that, some of them will not remain, at all in the structure of future new solutions being offered for overcoming the crisis.

It means that this kind of changes satisfy only some needs set by society for schools and education as a whole. It is about changes of necessary adaptation of education to changes in society, and not reform of educative system.

As by-occurrences, characteristical for the beginning of such crisis and transition period, through which our education passed, should be mentioned frequent disobeying the regulations as: unsuitable keeping pedagogic records and documentation, improper election of school principals, change of teaching language, boycott of teaching in Macedonian (as official language of the country) in some schools with teaching in languages of nationalities etc. There were problems with arrangement of refugees' education, requiring urgent solution.

Therefore, it could be said that the process of transformation of teaching and educative system in our country, including preschool and primary education still has to be articulated and intensified, because not only that in this category of changes their critical volume and quality is not achieved to speak about reform, but for now they are out of serious consideration many issues of similar nature or they are still being opened. As such we consider following:

- * issue on moving age limit for starting of compulsory (primary) education at six years, that is, compulsory inclusion of children from 6 – 7 years in kinder garten, preliminary grade or first grade;

- * total duration of primary (compulsory) education and its structure (cycles), on which may depend the network (organization, size and management) of primary schools;

- * competence of local administration in the field of preschool and primary education, as well as the status and competencies of Educational Institute of Macedonia and Republican Council of Pedagogy.

- * perspective on some kinds of organizations of teaching-educative work in primary schools as: full time teaching, prolonged stay, outside teaching etc. (full time teaching, for ex. it cannot and must not be a privilege only to small part and, as a rule, to well-off and only to children from towns);
- * duration and organization of school (teaching) year (possibilities for more rational calendar);
- * possibilities to use alternative textbooks and other sources of knowledge;
- * estimation (evaluation) of effects from teaching-educative work;
- * scientific-research work for the needs of education;
- * transformation of system of basic education of teaching-educative personnel and creation of quality system of permanent (lifelong) improvement of them;
- * further internal (didactic) innovation and reformation of teaching-educative work in kinder gartens and primary schools etc.

Evidently, numerous are the issues that have to be considered and, what is more important, it is about issues which settlement mostly depends on the quality of education itself. Their raising is initiated by reasons of different nature, stimulating innovation in basic education, which include professional – scientific factors, as: own knowledge and experience from critical analysis of values and weaknesses of existing teaching-educative practice; experience of other countries and international organizations and associations dealing with education problems; achievements of science in general, primarily of those of which studying field is education.

Changes caused by this kind of reasons refer to essence of education process and directly reflect on its quality and effects therefrom. They are connected with relations in school itself, and behavior of participants in teaching-educative process (teachers, pupils and other subjects, having its direct or indirect influence).

It is very important to say that, changes of this nature in preschool and primary teaching and education in our country started even in the middle of this decade, when innovational projects were gradually and frequently initiated (mentioned above).

In contrast to first group, this group of changes in our setting seemed to be not yet well accepted, although being essential for qualitative aspects or so called internal transformation of schools. That's why, the character of these changes and dynamic of already started innovation process are insufficiently articulated, somehow they are running slowly. This is caused mainly due to following reasons:

- **first**, lack of detailed and comprehensive analysis on past developing process and experience from that, or more exactly, because partial analyses and knowledge are not sufficiently accessible to wide professional publicity, as well as those interesting estimates within schools themselves are rear or incomplete;
- **second**, the fact that there is a very big variance between more emphasized needs of the practice for new ideas to come out from traditional and

routine frames, on one hand, and flow of these ideas into our setting from the rich treasury of world pedagogic thought, rapidly creating and offering the model of modern teaching, on the other.

- **third**, that in our conditions it is not found (or better say it is not well known) the way – trend as already well studied and proved innovations of relevant field to be incorporated into the practice, instead of lying closed in office drawers of scientific workers or on the shelves of institutions' libraries;

- **fourth**, may be decisive, as for this kind of changes, as a habit and by inertia of past times, initiative and permission is expected to be launched by someone from "up", "from outside" instead of being made by schools – teachers themselves

In addition, in past years there was no organized, scheduled presentation of plans for action before professional and other public in the country. At the same time somehow extorted, greater publicity was given to issues referring to settlement of misunderstandings in and to education caused by political motives, resulting in very rear provoking discussions with government about development and other essential issues on preschool and primary teaching and education.

11. FUTURE POLITICAL ORIENTATIONS

This report, that is, the estimate on level of achievement of *Education for all* goals in 2000 in R. Macedonia has strictly determined goals:

- on the basis of collected data analysis to obtain complete picture on progress made in achievement of *Education for all* goals from the conference in Jomtien in 1990 or – more exactly to set deviations from planned:
- knowledge of the estimate to serve competent subjects to establish future priorities of this project and strategies, which promises to overcome reasons and stimulate and accelerate the progress, meaning revision of action plans and proposals within the project in R. Macedonia in the coming period.

In that sense, the Government of Republic of Macedonia, the Ministry of Education, in cooperation with other competent and interested subjects, on the basis of these analyses, as well as knowledge of experience from development of educational system in other countries and knowledge of education sciences, will proceed to elaboration of strategy for education development in R. Macedonia in approaching period.

Within the scope of mutual strategy, separate strategies for sub-systems in preschool and primary teaching and education will be elaborated too.

Globally, basic and most significant intentions and ideas of structural changes and didactic innovation in this part of teaching-educative system, of most necessary prerequisites (conditions, resources) of their operation and

practical implementation are presented herein. All other details will be worked out in separate strategies.

1. Structural and organizational changes in preschool and primary teaching and education system

On the basis of many indicators, the knowledge, that in our country as well necessary suppositions are gradually being imposed for the need of structure changes in the system of preschool and primary teaching and education, is more and more strengthening. It is considered that in the next years it will be necessary:

a) Present age limit for compulsory inclusion of children in primary education to be moved from 7 to 6 years, thus enabling children be included earlier in process of their systematic teaching and education.

b) Inclusion of compulsories from six years age in compulsory (primary) education means its extension from eight to nine years, thus giving possibility for different, scientifically based and suitable internal structure of educative periods. It seems better to introduce three cycles: from I-III, IV-VI and from VII-IX grade instead presents two cycles (class teaching from I-IV and discipline teaching from I-VIII grade).

c) Above mentioned structural changes present other kind of organization of teaching-educative work in primary schools with possible changes in their network. In respect to this, it would be necessary to revise the perspective, especially of all-day teaching. Efforts will be made to provide longer stay of all pupils in primary schools, having conditions for it, being a very important condition for good quality education.

2. Changes and improvements in programming of teaching-educative process in preschool and primary teaching and education

Having in mind the fact that the program in teaching-educative work with preschool aged children is outdated (from 1980), as well as the fact that new programs in primary school were not previously controlled, very soon will be necessary to:

a) prepare, test (evaluate) and introduce in practice new program in teaching-educative work with children with preschool age, that is, several programs, with purpose to enable application of different models of teaching and education organizations for children of preschool age;

b) proceed with following and evaluating curricula in primary education and, on the basis of received knowledge of evaluation, to prepare necessary corrections and improvements;

c) intensify process started on introduction of new programs for children educative needs, that is, to accelerate their elaboration and application on entire population of pupils with SEN;

d) due to structural changes (inclusion of children of 6 years age), as well as results from evaluation of present programs in preparing and introducing new curricula in primary education of adults.

At elaboration of new curricula, following principles will be taken into consideration:

- programming of teaching-educative work to be focused more to purpose and development of processes than on its their contents;
- plans and programs in teaching and other teaching-educative work in their structure, besides compulsory, to contain selective compulsory and facultative disciplines, fields and activities, being possible for needs and interests of certain settings and group of pupils, to be satisfied in great extent;
- plans and programs to be flexible and opened for possible changes and amendments by schools, that is to provide greater decentralization and autonomy in programming of primary education by participation of teachers, parents and other subjects;
- plans and programs regarding content and time period to be dimensioned in such way not to surpass psycho-physical abilities of pupils, i.e. not being source and reason for their overloading. In that sense, it is desirable for final grades (eighth, ninth) per separate disciplines to offer programs on different complexity levels.
- Programs in teaching and other teaching-educative work to contain measurable standards considering international comparative standards and levels (qualities) of knowledge and skills;
- curricula to instruct to suitable, primarily, active methods of teaching and learning and teaching aids (educative technology), offering pupils high quality education;
- plan and programs in teaching-educative work of primary education to take into consideration so called “European dimension of education”;
- holistic approach towards learning and development in programs, that is, relevant presence of all aspects of pupils’ personality development (cognitive, socio-emotional, psycho-motoric) to be more emphasized.
- Civil education contents to be introduced in the programs.

3. Strengthening of personnel professional competence

Starting from indisputable fact that personnel (teachers, educators, managers, supervisors, and other professional and technical services, are the

most important factor and holder of changes in education, in next period priority care will be given to advance their level of professional competence. Therefore:

a) it will be worked on development and implementation of relevant system of permanent professional advancement of all personnel working in preschool and primary teaching and education;

b) Various programs in professional advancement satisfying the needs and interests of teaching-educative managing, supervising and other professional personnel, will be prepared and offered;

c) Publication of original and translated professional literature and periodicals intended for educators, teachers, and other personnel in preschool and primary teaching and education will be stimulated and supported and conditions for literature being approachable to anyone interested in its own professional advancement will be provided;

b) System of work advancement and relevant reward to personnel, depending on their achieved working results, will be developed and introduced.

4. Followance, evaluation and direction of development

In the coming period serious attention will be paid on systematic – scientific followance of preschool and primary teaching and education development, on evaluation on achievements and on orientation of their development. For this purpose:

a) continuous collection, arrangement and processing of all valid and relevant information on work and development of preschool and primary teaching and education according to international standards will be organized. In this way solid base (data bank) of analyzing states and taking relevant corrective and developing action will be provided;

b) great attention will be paid to systematical research of preschool and primary teaching and education, not just through stimulation of scientific institutions, but also through qualifying kinder gartens and schools for self-appraisal according to determined methodology and criteria;

c) activities in development and introduction of modern system of followance and evaluation of achievements of all subjects included in teaching-educative process (educators, teachers, pupils, managing personnel and schools and kinder gartens as organizations) will continue and accelerate.

To achieve the above mentioned goals (a, b, c) special organizational units (classes, centers, etc.) in existing institutes competent in education will be established, with possibility to become independent organizations in future.

5. Changes (improvements) in financing and managing preschool and primary teaching and education

With aim to improve material and financial situation of institutions for preschool and primary teaching and education, as well as to promote their managing, it will be proceeded with:

a) changes in legal and other law regulations regarding financing of preschool and primary teaching and education with purpose to provide large inflow of funds for new investments, material expenses, and employees' salaries as well;

b) changes and adjustment of regulations to enable necessary decentralization in management, some competencies to be transferred gradually to local (regional) authorities, or to kinder gartens and schools themselves, as well as to allow participation of different non government and other organizations.

6. Normative (law) regulation of changes in system of preschool and primary teaching and education

Due to obsolescence of the Law on preschool teaching and education and on the basis of knowledge from practice, realization of some projects, as well as planed structures, another changes in sub-systems of preschool and primary teaching and education it will be necessary to:

a) as soon as possible to prepare and enact new act on preschool teaching and education or unique act on preschool teaching and education and social protection of children:

b) proceed with changes in existing law regulation on primary education.

7. Other activities

Within strategies on development of preschool and primary teaching and education, concrete activities will be proposed and taken with aim:

a) to increase inclusion of children in all kinds and forms of organized preschool teaching and education, and especially of children in rural settings and of national minorities.

b) to raise legal possibility for stimulation of opening private institutions of preschool teaching and education;

c) to enlarge inclusion of pupils' compulsories in primary education, of children with SEN and of adults without complete primary education;

d) to support existing projects in preschool and primary teaching and education and stimulate the start of new projects regarding improvement of their quality;

e) to expand and strengthen cooperation and partner relations between kinder gartens and primary schools, on one hand, and all other subjects (parents, faculties of pedagogy, non government organizations, international organizations etc.), on the other;

f) to make efforts for establishment great cooperation with public media for their inclusion in planned activity;

g) to extend and strengthen cooperation with other countries and international organizations, taking care of children and their education;

h) to form national (state) council, as consultative expert organ for education in R. Macedonia.

Part of activities mentioned herein, being elements of future strategy will be additionally elaborated and operated in separate strategies for preschool and primary teaching and education, and as about others, will be determined; a) holders (realisers); b) terms planned for implementation; c) funds and other conditions required for their successful implementation and d) way of following implementation and evaluation of achievements.

ANNEX

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes ¹

Country:		Republic of Macedonia					Year:	
Col.1		Col.2	Col.3	Col.4	Col.5	Col.6	Col.7=Col.3/Col.6	Col.8
Add Province		Enrolment			Official age-group ² population (or 3-5 years)	GER (Gross enrolment ratio)	Gender Parity Index	
		Total	Pre-schools (3-5g)	Others ¹				
NATIONAL (The whole country)	TOTAL (MF)	16.630	16.630		90.492	18.38	1.0	
	Male (M)	8.153	8.153		43.784	18.62		
	Female (F)	8.477	8.477		46.708	18.15		
Province 1	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 2	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 3	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 4	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 5	TOTAL (MF)							
	Male (M)							
	Female (F)							
Urban areas	TOTAL (MF)	13.890	13.890		48.069	28.90	1.0	
	Male (M)	6.839	6.839		23.338	29.30		
	Female (F)	7.051	7.051		24.731	28.51		
Rural areas	TOTAL (MF)	2.740	2.740		42.423	6.46	1.0	
	Male (M)	1.314	1.314		20.446	6.43		
	Female (F)	1.426	1.426		21.977	6.49		

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old:

Starting age: Ending age:

Data sources:

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes¹

Country:

Republic of Macedonia

Year:

1996

Col 1	Col 2	Col 3	Col 4		Col 5	Col 6	Col 7=Col.3/Col.6	Col 8
			Enrolment					
Add Province		Total	Pre-schools (3-5g)	Others ¹	Official age-group ² population (or 3-5 years)	GER (Gross enrolment ratio)	Gender Parity Index	
			NATIONAL (The whole country)	TOTAL (MF)				17.178	17.178		92.194	18.63	1.0
	Male (M)	8.406	8.406		44.667	18.82		
	Female (F)	8.772	8.772		47.527	18.46		
Province 1	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 2	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 3	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 4	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 5	TOTAL (MF)							
	Male (M)							
	Female (F)							
Urban areas	TOTAL (MF)	14.673	14.673		48.798	30.07	1.0	
	Male (M)	7.160	7.160		23.695	30.22		
	Female (F)	7.513	7.513		25.103	29.93		
Rural areas	TOTAL (MF)	2.505	2.505		43.396	5.77	0.9	
	Male (M)	1.246	1.246		20.972	5.94		
	Female (F)	1.259	1.259		22.424	5.61		

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old:

Starting age:

6 months

Ending age:

7 years

Data sources:

Republican Bureau of Statistics

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes ¹

Country:		Republic of Macedonia				Year:	1995	
Col.1 Add Province	Col.2	Col.3	Col.4 Enrolment		Col.5 Others ¹	Col.6 Official age-group ² population (or 3-5 years)	Col.7=Col.3/Col.6 GER (Gross enrolment ratio)	Col.8 Gender Parity Index
		Total	Pre-schools (3-5g)					
NATIONAL	TOTAL (MF)	17,492	17,492			93,900	18.63	1.0
(The whole country)	Male (M)	8,483	8,483			45,400	18.69	
	Female (F)	9,009	9,009			48,500	18.58	
Province 1	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 2	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 3	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 4	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 5	TOTAL (MF)							
	Male (M)							
	Female (F)							
Urban areas	TOTAL (MF)							
	Male (M)							
	Female (F)							
Rural areas	TOTAL (MF)							
	Male (M)							
	Female (F)							

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old:

Starting age:

Ending age:

Data sources:

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes ¹

Country:

Republic of Macedonia

Year:

1994

Col 1 Add Province	Col 2	Col 3	Col 4 Enrolment		Col 5	Col 6 Official age-group ² population (or 3-5 years)	Col 7=Col 3/Col 6 GER (Gross enrolment ratio)	Col 8 Gender Parity Index
			Total	Pre-schools (3-5g)					Others ^{1}
NATIONAL (The whole country)	TOTAL (MF)	14,695	14,695			95,226	15.43	1.0
	Male (M)	7,067	7,067			45,980	15.37	
	Female (F)	7,628	7,628			49,246	15.49	
Province 1	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 2	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 3	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 4	TOTAL (MF)							
	Male (M)							
	Female (F)							
Province 5	TOTAL (MF)							
	Male (M)							
	Female (F)							
Urban areas	TOTAL (MF)							
	Male (M)							
	Female (F)							
Rural areas	TOTAL (MF)							
	Male (M)							
	Female (F)							

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old:

Starting age:

6 months

Ending age:

7 years

Data sources:

Republican Bureau of Statistics

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes ¹

Country: **Republic of Macedonia** Year: **1993**

Col.1 Add Province	Col.2	Col.3		Col.4		Col.5	Col.6	Col.7=Col.3/Col.6	Col.8
		Total	Enrolment	Pre-schools (3-5g)	Others ¹					GER (Gross enrolment ratio)	Gender Parity Index
NATIONAL (The whole country)	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Province 2	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Province 3	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Province 4	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Province 5	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Urban areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old:

Starting age: Ending age:

Data sources:

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes¹

Country:

Republic of Macedonia

Year:

1992

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7=Col.3/Col.6	Col.8
Add Province	TOTAL (MF)	Enrolment			Official age-group ² population (or 3-5 years)	GER (Gross enrolment ratio)	Gender Parity Index
		Total	Pre-schools (3-5g)	Others ¹			
NATIONAL (The whole country)	Male (M) Female (F)	..... .....	..... .....	..... .....	..... .....	..... .....
Province 1	TOTAL (MF) Male (M) Female (F)						
Province 2	TOTAL (MF) Male (M) Female (F)						
Province 3	TOTAL (MF) Male (M) Female (F)						
Province 4	TOTAL (MF) Male (M) Female (F)						
Province 5	TOTAL (MF) Male (M) Female (F)						
Urban areas	TOTAL (MF) Male (M) Female (F)						
Rural areas	TOTAL (MF) Male (M) Female (F)						

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old:

Starting age: 6 months

Ending age: 7 years

Data sources: Republican Bureau of Statistics

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes ¹

Country:		Republic of Macedonia				Year:	1990
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7=Col.3/Col.6	Col.8
Add Province		Enrolment			Official age-group ² population (or 3-5 years)	GER (Gross enrolment ratio)	Gender Parity Index
		Total	Pre-schools (3-5g)	Others			
NATIONAL (The whole country)	TOTAL (MF)	.....	.....		.....
	Male (M)	.....	.....		.....
	Female (F)	.....	.....		.....
Province 1	TOTAL (MF)						
	Male (M)						
	Female (F)						
Province 2	TOTAL (MF)						
	Male (M)						
	Female (F)						
Province 3	TOTAL (MF)						
	Male (M)						
	Female (F)						
Province 4	TOTAL (MF)						
	Male (M)						
	Female (F)						
Province 5	TOTAL (MF)						
	Male (M)						
	Female (F)						
Urban areas	TOTAL (MF)						
	Male (M)						
	Female (F)						
Rural areas	TOTAL (MF)						
	Male (M)						
	Female (F)						

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old:

Starting age: Ending age:

Data sources: Republican Bureau of Statistics

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country: **Republic of Macedonia**

Year: **1998**

Col.1 Add Province	Col.2	Col.3 New entrants to Grade 1	Col.4 Public	Col.5 Private ²	Col.6 New entrants with ECD experience				Col.7 Private ²	Col.8 Percentage of new entrants with ECD experience			Col.9=Col.8/Col.3 Total 3-5	Col.10=Col.7/Col.4 Public 3-5	Col.11=Col.8/Col.5 Private ²	Col.12 GER 3-5	Gender Parity Ind GER 6-7
					Total 3-5	Total 6-7	Public 3-5	Public 6-7		Total 3-5	Total 6-7	Public 3-5						Public 6-7
NATIONAL (The whole country)	TOTAL (MF)	32 283	32 283	0	16 630	15 389	16 630	15 389	0	51.51	47.7	51.51	47.7	0.0	1.1	1.1	
	Male (M)	16 602	16 602	0	8 153	7 544	8 153	7 544	0	49.11	45.4	49.11	45.4	0.0			
	Female (F)	15 681	15 681	0	8 477	7 845	8 477	7 845	0	54.06	50.0	54.06	50.0	0.0			
Province 1	TOTAL (MF)																
	Male (M)																
	Female (F)																
Province 2	TOTAL (MF)																
	Male (M)																
	Female (F)																
Province 3	TOTAL (MF)																
	Male (M)																
	Female (F)																
Province 4	TOTAL (MF)																
	Male (M)																
	Female (F)																
Province 5	TOTAL (MF)																
	Male (M)																
	Female (F)																
Urban areas	TOTAL (MF)	17 900	17 900		13 890	10 698	13 890	10 698	0	77.60	59.77	77.60	59.77		1.0	1.0	
	Male (M)	9 172	9 172		7 051	5 413	7 051	5 413	0	76.88	59.02	76.88	59.02				
	Female (F)	8 728	8 728		6 839	5 285	6 839	5 285	0	78.36	60.55	78.36	60.55				
Rural areas	TOTAL (MF)	14 383	14 383		2 740	4 691	2 740	4 691	0	19.05	32.61	19.05	32.61		1.0	1.2	
	Male (M)	7 430	7 430		1 426	2 259	1 426	2 259	0	19.19	30.40	19.19	30.40				
	Female (F)	6 953	6 953		1 314	2 432	1 314	2 432	0	18.90	34.98	18.90	34.98				

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data sources : **Republican Bureau of Statistics**

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period)¹

Country: Republic of Macedonia		Year: 1997														
		Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9 = Col.6/Col.3	Col.10 = Col.7/Col.4	Col.11 = Col.8/Col.5	Col.12			
Add Province		New entrants to Grade 1			New entrants with ECD experience			Percentage of new entrants with ECD experience			ECD experience		Gender Parity Index			
		Total	Public	Private ²	Total 3-5	Total 6-7	Public 3-5	Public 6-7	Private ²	Total 3-5	Total 6-7	Public 3-5	Public 6-7	Private ²	GER 3-5	GER 6-7
NATIONAL	TOTAL (MF)	31.959	31.959	0	17.178	15.288	17.178	15.288	0	53.75	47.8	53.75	47.8	0.0	1.0	1.0
(The whole country)	Male (M)	16.683	16.683	0	8.772	8.139	8.772	8.139	0	52.58	48.8	52.58	48.8	0.0		
	Female (F)	15.276	15.276	0	8.406	7.149	8.406	7.149	0	55.03	46.8	55.03	46.8	0.0		
Province 1	TOTAL (MF)															
	Male (M)															
	Female (F)															
Province 2	TOTAL (MF)															
	Male (M)															
	Female (F)															
Province 3	TOTAL (MF)															
	Male (M)															
	Female (F)															
Province 4	TOTAL (MF)															
	Male (M)															
	Female (F)															
Province 5	TOTAL (MF)															
	Male (M)															
	Female (F)															
Urban areas	TOTAL (MF)	17.928	17.928		14.673	10.878	14.673	10.878	0	81.84	60.68	81.84	60.68		1.0	1.0
	Male (M)	9.352	9.352		7.513	5.713	7.513	5.713	0	80.34	61.09	80.34	61.09			
	Female (F)	8.576	8.576		7.160	5.165	7.160	5.165	0	83.49	60.23	83.49	60.23			
Rural areas	TOTAL (MF)	14.031	14.031		2.505	4.410	2.505	4.410	0	17.85	31.43	17.85	31.43		1.1	0.9
	Male (M)	7.331	7.221		1.259	2.426	1.259	2.426	0	17.17	33.09	17.44	33.60			
	Female (F)	6.700	6.700		1.246	1.984	1.246	1.984	0	18.60	29.61	18.60	29.61			

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data sources : **Republican Bureau of Statistics**

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country: **Republic of Macedonia**

Year: **1996**

Col/1	Col/2	Col/3	Col/4	Col/5	Col/6						Col/7						Col/8		Col/9 = Col/6/Col/3		Col/10 = Col/7/Col/4		Col/11 = Col/8/Col/5		Col/12	
					New entrants to Grade 1		New entrants with ECD experience		Public 3-5		Public 6-7		Private ²		Public 3-5		Public 6-7		Private ²		Public 3-5		Public 6-7		Private ²		GER 3-5	GER 6-7
Add Province		Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²				
NATIONAL (The whole country)	TOTAL (MF)	32,466	32,466	0	17,492	15,334	17,492	15,334	0	53,88	47,23	53,88	47,23	0,0	53,42	48,00	54,38	52,81	54,38	52,81	0,0	0,0	1,0	1,1		
	Male (M)	16,866	16,866	0	9,009	8,096	9,009	8,096	0	53,42	48,00	53,42	48,00	0,0	53,42	48,00	54,38	52,81	54,38	52,81	0,0	0,0				
	Female (F)	15,600	15,600	0	8,483	8,238	8,483	8,238	0	54,38	52,81	54,38	52,81	0,0												
Province 1	TOTAL (MF)																									
	Male (M)																									
	Female (F)																									
Province 2	TOTAL (MF)																									
	Male (M)																									
	Female (F)																									
Province 3	TOTAL (MF)																									
	Male (M)																									
	Female (F)																									
Province 4	TOTAL (MF)																									
	Male (M)																									
	Female (F)																									
Province 5	TOTAL (MF)																									
	Male (M)																									
	Female (F)																									
Urban areas	TOTAL (MF)	18,694	18,694	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	9,773	9,773	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	8,921	8,921	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	13,772	13,772	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	7,093	7,093	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	6,679	6,679	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data sources : **Republican Bureau of Statistics**

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period)¹

Country: **Republic of Macedonia** Year: **1995**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6			Col.7			Col.8			Col.9 = Col.6/Col.3			Col.10 = Col.7/Col.4			Col.11 = Col.8/Col.5			Col.12			
					New entrants to Grade 1			New entrants with ECD experience			Percentage of new entrants with ECD experience			Private ²			Public 3-5			Public 6-7				Private ²		
Add Province	TOTAL	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	GER 3-5	GER 6-7
NATIONAL	TOTAL (MF)	34.017	0	34.017	17.285	14.695	17.285	17.285	14.695	17.285	17.285	14.695	17.285	17.285	14.695	17.285	17.285	14.695	17.285	17.285	14.695	17.285	17.285	14.695	0.0	0.0
(The whole country)	Male (M)	.....	0	.....	8.825	7.628	8.825	8.825	7.628	8.825	8.825	7.628	8.825	8.825	7.628	8.825	8.825	7.628	8.825	8.825	7.628	8.825	8.825	7.628	1.0	1.0
Province 1	Female (F)	.....	0	.....	8.460	7.067	8.460	8.460	7.067	8.460	8.460	7.067	8.460	8.460	7.067	8.460	8.460	7.067	8.460	8.460	7.067	8.460	8.460	7.067	2.0	2.0
Province 2	TOTAL (MF)																									
Province 3	Male (M)																									
Province 4	Female (F)																									
Province 5	TOTAL (MF)																									
Urban areas	Male (M)																									
Rural areas	Female (F)																									

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data sources : Republican Bureau of Statistics

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country:

Republic of Macedonia

Year:

1994

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9=Col.6/Col.3	Col.10=Col.7/Col.4	Col.11=Col.8/Col.5	Col.12					
Add Province		New entrants to Grade 1			New entrants with ECD experience			Percentage of new entrants with ECD experience			GER 3-5	GER 6-7				
		Total	Public	Private ²	Total 3-5	Total 6-7	Public 3-5	Public 6-7	Private ²							
NATIONAL	TOTAL (MF)	34.191	34.191	0	12.372	18.060	12.372	18.060	0	36.18	52.82	36.18	52.82	0.0	1.1	1.0
(The whole country)	Male (M)	17.809	17.809	0	6.278	9.509	6.278	9.509	0	35.25	53.39	35.25	53.39	0.0		
	Female (F)	16.382	16.382	0	6.094	8.551	6.094	8.551	0	37.20	52.20	37.20	52.20	0.0		
Province 1	TOTAL (MF)															
	Male (M)															
	Female (F)															
Province 2	TOTAL (MF)															
	Male (M)															
	Female (F)															
Province 3	TOTAL (MF)															
	Male (M)															
	Female (F)															
Province 4	TOTAL (MF)															
	Male (M)															
	Female (F)															
Province 5	TOTAL (MF)															
	Male (M)															
	Female (F)															
Urban areas	TOTAL (MF)	19.752	19.752		.....	.....	.....	.....	0							
	Male (M)	10.267	10.267		.....	.....	.....	.....	0							
	Female (F)	9.485	9.485		.....	.....	.....	.....	0							
Rural areas	TOTAL (MF)	14.439	14.439		.....	.....	.....	.....	0							
	Male (M)	7.542	7.542		.....	.....	.....	.....	0							
	Female (F)	6.897	6.897		.....	.....	.....	.....	0							

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data sources :

Republican Bureau of Statistics

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country:		Republic of Macedonia											Year:	1993									
Col.1	Col.2	Col.3	Col.4		Col.5	Col.6			Col.7			Col.8	Col.9=Col.6/Col.3			Col.10=Col.7/Col.4	Col.11=Col.8/Col.5	Col.12					
			Public	Private ²		Total	3-5	6-7	Public	3-5	6-7		Private ²	Total	3-5				6-7	Public	3-5	6-7	Private ²	GER 3-5	GER 6-7
Add Province		Total	Public	Private ²	Total	3-5	6-7	Public	3-5	6-7	Private ²	Total	3-5	6-7	Public	3-5	6-7	Private ²	Total	3-5	6-7	GER 3-5	GER 6-7
NATIONAL	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 2	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 3	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 4	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 5	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Urban areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data sources : Republican Bureau of Statistics

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country:

Republic of Macedonia

Year:

1992

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9=Col.8/Col.3	Col.10=Col.7/Col.4	Col.11=Col.8/Col.5	Col.12	
Add Province		New entrants to Grade 1			New entrants with ECD experience			Percentage of new entrants with ECD experience			Gender Parity Index	
		Total	Public	Private ²	Total 3-5	Total 6-7	Public 3-5	Public 6-7	Private ²		GER 3-5	GER 6-7
NATIONAL (The whole country)	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 2	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 3	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 4	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 5	TOTAL (MF)											
	Male (M)											
	Female (F)											
Urban areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data sources : Republican Bureau of Statistics

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country: Republic of Macedonia		Year: 1991										
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9 = Col.6/Col.3	Col.10 = Col.7/Col.4	Col.11 = Col.8/Col.5	Col.12	
Add Province	TOTAL (MF) Male (M) Female (F)	New entrants to Grade New entrants with ECD experience					Percentage of new entrants with ECD experience					Gender Parity Index GER 3-5 GER 6-7
		Total	Public	Private ²	Total 3-5	Total 6-7	Total	Public 6-7	Private ²	Public 3-5	Public 6-7		Private ^{2}
NATIONAL	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(The whole country)	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 2	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 3	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 4	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 5	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Urban areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrollment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data sources: Republican Bureau of Statistics

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country: **Republic of Macedonia**

Year: **1990**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9 = Col.8/Col.3	Col.10 = Col.7/Col.4	Col.11 = Col.8/Col.5	Col.12
Add Province	New entrants to Grade 1	Percentage of new entrants with ECD experience		GER 3-5	GER 6-7	Private ²	Total 3-5	Total 6-7	Public 3-5	Public 6-7	Gender Parity Index
		Total	Public								
NATIONAL (The whole country)	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 2	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 3	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 4	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 5	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Urban area	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Data sources: **Republican Bureau of Statistics**

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country:		Republic of Macedonia										Year: 1997	
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12		
Add Province		New entrants of all ages		Private ¹	Total	New entrants of primary school		Private ¹	School entrance age population	AIR (Apparent intake rate)	NIR (Net intake rate)	Gender Parity Index	
		Total	Public			Public	AIR					NIR	
NATIONAL	TOTAL (MF)	31.959	31.959	0	23.896	23.896	0	31.531	101.36	75.79	1.0	1.0	
(The whole country)	Male (M)	16.683	16.683	0	12.556	12.556	0	16.316	102.25	76.96			
	Female (F)	15.276	15.276	0	11.340	11.340	0	15.215	100.40	74.53			
Province 1	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 2	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 3	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 4	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 5	TOTAL (MF)												
	Male (M)												
	Female (F)												
Urban areas	TOTAL (MF)	17.928	17.928	0	13.126	13.126	0	16.860	106.33	77.85	1.0	1.0	
	Male (M)	9.352	9.352	0	6.945	6.945	0	8.719	107.26	79.65			
	Female (F)	8.576	8.576	0	6.181	6.181	0	8.141	105.34	75.92			
Rural areas	TOTAL (MF)	14.031	14.031	0	10.770	10.770	0	14.671	95.64	73.41	1.0	1.0	
	Male (M)	7.331	7.331	0	5.611	5.611	0	7.597	96.50	73.86			
	Female (F)	6.700	6.700	0	5.159	5.159	0	7.074	94.71	72.93			

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education : Children being 7 years of age till calendar year

Data sources : Republican Bureau of Statistics

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country:

Republic of Macedonia

Year:

1996

Col.1 Add Province	Col.2	Col.3 New entrants of all ages			Col.6 New entrants of primary school entrance age ²			Col.9 School entrance age population	Col.10 = Col.3/Col.9 AIR (Apparent intake rate)	Col.11 = Col.6/Col.9 NIR (Net intake rate)	Col.12 Gender Parity Index	
		Total	Public	Private	Total	Public	Private				AIR	NIR
NATIONAL (The whole country)	TOTAL (MF)	32,466	32,466	0	23,858	23,858	0	32,099	101.14	74.33	1.0	1.0
	Male (M)	16,866	16,866	0	12,518	12,518	0	16,552	101.90	75.63		
	Female (F)	15,600	15,600	0	11,340	11,340	0	15,547	100.34	72.94		
Province 1	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 2	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 3	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 4	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 5	TOTAL (MF)											
	Male (M)											
	Female (F)											
Urban areas	TOTAL (MF)	18,694	18,694	0	13,324	13,324	0	17,649	105.92	75.49	1.0	0.9
	Male (M)	9,773	9,773	0	7,063	7,063	0	9,114	107.23	77.50		
	Female (F)	8,921	8,921	0	6,261	6,261	0	8,535	104.52	73.36		
Rural areas	TOTAL (MF)	13,772	13,772	0	10,534	10,534	0	14,450	95.31	72.90	1.0	1.0
	Male (M)	7,093	7,093	0	5,455	5,455	0	7,438	95.36	73.34		
	Female (F)	6,679	6,679	0	5,079	5,079	0	7,012	95.25	72.43		

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education :

Children being 7 years of age till calendar year

Data sources :

Republican Bureau of Statistics

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country:		Republic of Macedonia										Year: 1995							
Col.1	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7	Col.8		Col.9	Col.10=Col.3/Col.9		Col.11=Col.6/Col.9		Col.12	
		Total	Private ¹	Public	Private ¹	Total	Public	Private	Public	Private	School entrance age population	AIR (Apparent intake rate)	NIR (Net intake rate)	AIR	NIR	Gender Parity Index			
NATIONAL (The whole country)	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 2	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 3	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 4	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 5	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Urban areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education : Children being 7 years of age till calendar year

Data sources : Republican Bureau of Statistics

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country: **Republic of Macedonia**

Year: **1994**

Col.1 Add Province	Col.2	Col.3			Col.4			Col.5			Col.6			Col.7			Col.8			Col.9	Col.10= Col.3/Col.9	Col.11= Col.8/Col.9	Col.12	
		Total	Public	Private ¹	Total	Public	Private	Total	Public	Private	Total	Public	Private	School entrance age population	AIR (Apparent intake rate)	(Net intake rate)	NIR	AIR	NIR					
NATIONAL (The whole country)	TOTAL (MF)	34.935	34.935	0	26.520	25.520	0	14.384	14.384	0	18.413	18.413	32.703	106.83	78.04	78.12	1.0	1.0	1.0					
	Male (M)	18.270	18.270	0	13.407	13.407	0	7.577	7.577	0	9.493	9.493	16.820	108.62	79.71	79.82	1.0	1.0	1.0					
	Female (F)	16.665	16.665	0	12.113	12.113	0	6.807	6.807	0	8.920	8.920	15.881	104.87	76.23	76.31	1.0	1.0	0.9					
Province 1	TOTAL (MF)																							
	Male (M)																							
	Female (F)																							
Province 2	TOTAL (MF)																							
	Male (M)																							
	Female (F)																							
Province 3	TOTAL (MF)																							
	Male (M)																							
	Female (F)																							
Province 4	TOTAL (MF)																							
	Male (M)																							
	Female (F)																							
Province 5	TOTAL (MF)																							
	Male (M)																							
	Female (F)																							
Urban areas	TOTAL (MF)	20.037	20.037	0	14.384	14.384	0	18.413	18.413	0	18.413	18.413	32.703	106.83	78.12	78.12	1.0	1.0	1.0					
	Male (M)	10.454	10.454	0	7.577	7.577	0	9.493	9.493	0	9.493	9.493	16.820	110.12	79.82	79.82	1.0	1.0	1.0					
	Female (F)	9.583	9.583	0	6.807	6.807	0	8.920	8.920	0	8.920	8.920	15.881	107.43	76.31	76.31	1.0	1.0	0.9					
Rural areas	TOTAL (MF)	14.898	14.898	0	11.172	11.172	0	14.290	14.290	0	14.290	14.290	15.881	104.25	78.18	78.18	1.0	1.0	0.9					
	Male (M)	7.816	7.816	0	5.866	5.866	0	7.319	7.319	0	7.319	7.319	15.881	106.79	80.15	80.15	1.0	1.0	0.9					
	Female (F)	7.082	7.082	0	5.306	5.306	0	6.971	6.971	0	6.971	6.971	15.881	101.59	76.12	76.12	1.0	1.0	0.9					

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education : **Children being 7 years of age till calendar year**

Data sources : **Republican Bureau of Statistics**

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country: Republic of Macedonia		Year: 1993										
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10=Col.3/Col.9	Col.11=Col.6/Col.9	Col.12	
Add Province		New entrants of all ages		Private	Total	New entrants of primary school entrance age ²		School entrance age population	AIR (Apparent intake rate)	NIR (Net intake rate)	Gender Parity Index	
		Public	Private			Public	Private				AIR	NIR
NATIONAL	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(The whole country)	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 2	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 3	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 4	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 5	TOTAL (MF)											
	Male (M)											
	Female (F)											
Urban areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education : Children being 7 years of age till calendar year

Data sources : Republican Bureau of Statistics

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country:

Republic of Macedonia

Year:

1992

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10=Col.3/Col.9	Col.11=Col.8/Col.9	Col.12	
NATIONAL (The whole country)	TOTAL (MF) Male (M) Female (F)	New entrants of all ages			New entrants of primary school entrance age ²			School entrance age population	AIR (Apparent intake rate)	NIR (Net intake rate)	Gender Parity Index	
		Total	Public	Private ¹	Total	Public	Private				AIR	NIR
Province 1	TOTAL (MF) Male (M) Female (F)											
Province 2	TOTAL (MF) Male (M) Female (F)											
Province 3	TOTAL (MF) Male (M) Female (F)											
Province 4	TOTAL (MF) Male (M) Female (F)											
Province 5	TOTAL (MF) Male (M) Female (F)											
Urban areas	TOTAL (MF) Male (M) Female (F)											
Rural areas	TOTAL (MF) Male (M) Female (F)											

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education : Children being 7 years of age till calendar year

Data sources : Republician Bureau of Statistics

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Col.1	Col.2	Col.3		Col.4		Col.5		Col.6	Col.7		Col.8		Col.9	Col.10 = Col.3/Col.9 AIR (Apparent intake rate)	Col.11 = Col.6/Col.9 NIR (Net intake rate)	Col.12	
		Total	Private	Public	Private	Total	Public		Private	School entrance age population	AIR	NIR					
NATIONAL (The whole country)	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 2	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 3	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 4	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 5	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Urban areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education : **Children being 7 years of age till calendar year**

Data sources : **Republican Bureau of Statistics**

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country:

Republic of Macedonia

Year:

1990

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10 = Col.3/Col.9	Col.11 = Col.8/Col.9	Col.12	
Add Province	TOTAL (MF)	New entrants of all ages			New entrants of primary school entrance age ²			School entrance age population	AIR (Apparent intake rate)	NIR (Net intake rate)	Gender Parity Index	
		Total	Public	Private ¹	Total	Public	Private				AIR	NIR
NATIONAL (The whole country)	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....
Province 2	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....
Province 3	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....
Province 4	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....
Province 5	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....
Urban areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education : Children being 7 years of age till calendar year

Data sources : Republican Bureau of Statistics

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country:		Republic of Macedonia										Year:		1997								
Col.1	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7		Col.8		Col.9		Col.10 = Col.3/Col.9		Col.11 = Col.8/Col.9		Col.12		
		Total	Private	Public	Private	Total	Public	Private	Official school-age population ²	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	GER	NER	GER	NER							
NATIONAL (The whole country)	TOTAL (MF)	257.942	0	257.942	0	250.309	250.309	0	260.240	99.12	96.78	1.0	1.0	99.12	96.78	1.0	1.0					
	Male (M)	133.650	0	133.650	0	129.729	129.729	0	133.932	99.79	96.86			99.79	96.86							
	Female (F)	124.292	0	124.292	0	120.580	120.580	0	126.308	98.40	95.47			98.40	95.47							
Province 1	TOTAL (MF)																					
	Male (M)																					
	Female (F)																					
Province 2	TOTAL (MF)																					
	Male (M)																					
	Female (F)																					
Province 3	TOTAL (MF)																					
	Male (M)																					
	Female (F)																					
Province 4	TOTAL (MF)																					
	Male (M)																					
	Female (F)																					
Province 5	TOTAL (MF)																					
	Male (M)																					
	Female (F)																					
Urban areas	TOTAL (MF)	153.123	0	153.123	0	148.731	148.731	0	145.421	105.30	102.28	1.0	1.1	105.30	102.28	1.0	1.1					
	Male (M)	79.342	0	79.342	0	71.443	71.443	0	74.834	106.02	95.47			106.02	95.47							
	Female (F)	73.781	0	73.781	0	71.591	71.591	0	70.587	104.52	101.42			104.52	101.42							
Rural areas	TOTAL (MF)	104.817	0	104.817	0	101.578	101.578	0	114.819	91.29	88.47	0.9	0.9	91.29	88.47	0.9	0.9					
	Male (M)	54.306	0	54.306	0	52.589	52.589	0	59.099	91.89	88.98			91.89	88.98							
	Female (F)	50.511	0	50.511	0	48.989	48.989	0	58.985	85.63	83.05			85.63	83.05							

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age : Starting age : Children that will be 7 years of age till calendar year
 Ending age : Children by expiry of school year being 15 years of age
 Data sources : Republican Bureau of Statistics

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country: **Republic of Macedonia**

Year: **1996**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10 = Col.3/Col.9	Col.11 = Col.6/Col.9	Col.12	
Add Province		Total enrolment (all ages)			Enrolment of official primary school age			Official school-age population ²	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	Gender Parity Index	
		Total	Public	Private ¹	Total	Public	Private ¹				GER	NER
NATIONAL (The whole country)	TOTAL (MF)	259.594	259.594	0	251.537	251.537	0	264.769	98.05	95.00	1.0	1.0
	Male (M)	134.449	134.449	0	130.342	130.342	0	136.031	98.84	95.82		
	Female (F)	125.145	125.145	0	121.195	121.195	0	128.738	97.21	94.14		
Province 1	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 2	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 3	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 4	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 5	TOTAL (MF)											
	Male (M)											
	Female (F)											
Urban areas	TOTAL (MF)	157.772	157.772	0	152.881	152.881	0	150.677	104.71	101.46	1.0	1.0
	Male (M)	81.538	81.538	0	79.062	79.062	0	77.272	105.52	102.32		
	Female (F)	76.234	76.234	0	73.819	73.819	0	73.405	103.85	100.56		
Rural areas	TOTAL (MF)	101.822	101.822	0	98.656	98.656	0	114.092	89.25	86.47	1.0	1.0
	Male (M)	52.911	52.911	0	51.280	51.280	0	58.759	90.05	87.27		
	Female (F)	48.911	48.911	0	47.376	47.376	0	55.333	88.39	85.62		

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age : Starting age : Children that will be 7 years of age till calendar year
Ending age : Children by expiry of school year being 15 years of age

Data sources : Republican Bureau of Statistics

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country:		Republic of Macedonia										Year:		1995				
Col.1	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7	Col.8	Col.9	Col.10=Col.3/Col.9		Col.11 =Col.6/Col.9		Col.12	
		Total	Private	Public	Private	Public	Private	Total	Public	Private	Official school-age population ²	enrolment ratio	enrolment ratio	GER	NER	Gender Parity Index		
NATIONAL (The whole country)	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 2	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 3	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 4	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 5	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Urban areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age : Starting age : Children that will be 7 years of age till calendar year
Ending age : Children by expiry of school year being 15 years of age
Data sources : Republican Bureau of Statistics

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country: **Republic of Macedonia**

Year: **1994**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10=Col.3/Col.9	Col.11=Col.5/Col.9	Col.12
Add Province	Total enrolment (all ages)	Enrolment of official primary school age			Official school-age population ²	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	Gender Parity Index	GER	NER	
		Total	Public	Private ¹							
NATIONAL	TOTAL (MF)	261.105	261.105	0	252.970	252.970	0	266.295	98.05	95.00	1.0
	Male (M)	134.922	134.922	0	130.778	130.778	0	136.529	98.82	95.79	1.0
	Female (F)	126.183	126.183	0	122.192	122.192	0	129.766	97.24	94.16	1.0
Province 1	TOTAL (MF)										
	Male (M)										
	Female (F)										
Province 2	TOTAL (MF)										
	Male (M)										
	Female (F)										
Province 3	TOTAL (MF)										
	Male (M)										
	Female (F)										
Province 4	TOTAL (MF)										
	Male (M)										
	Female (F)										
Province 5	TOTAL (MF)										
	Male (M)										
	Female (F)										
Urban areas	TOTAL (MF)	158.560	158.560	0	153.644	153.644	0	153.506	103.29	100.09	1.0
	Male (M)	81.421	81.421	0	78.933	78.933	0	78.361	103.91	100.73	1.0
	Female (F)	77.139	77.139	0	74.711	74.711	0	75.145	102.65	99.42	1.0
Rural areas	TOTAL (MF)	102.545	102.545	0	99.335	99.335	0	112.789	90.92	88.07	1.0
	Male (M)	53.501	53.501	0	51.854	51.854	0	58.160	91.99	89.16	1.0
	Female (F)	49.044	49.044	0	47.481	47.481	0	54.629	89.78	86.92	1.0

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age : Starting age : Children that will be 7 years of age till calendar year

Ending age : Children by expiry of school year being 15 years of age

Data sources : Republican Bureau of Statistics

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country: Republic of Macedonia

Year: 1992

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10=Col.3/Col.9	Col.11=Col.6/Col.9	Col.12
Add Province	Total enrolment (all ages)	Enrolment of official primary school age			Official school-age population ²	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	Gender Parity Index			
		Total	Public	Private ¹				GER	NER		
NATIONAL (The whole country)	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)										
	Male (M)										
	Female (F)										
Province 2	TOTAL (MF)										
	Male (M)										
	Female (F)										
Province 3	TOTAL (MF)										
	Male (M)										
	Female (F)										
Province 4	TOTAL (MF)										
	Male (M)										
	Female (F)										
Province 5	TOTAL (MF)										
	Male (M)										
	Female (F)										
Urban areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age : Starting age : Children that will be 7 years of age till calendar year

Ending age : Children by expiry of school year being 15 years of age

Data sources : Republican Bureau of Statistics

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country: Republic of Macedonia		Year: 1991										
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10 = Col.3/Col.9	Col.11 = Col.8/Col.9	Col.12	
Add Province	Total enrolment (all ages)	Enrolment of official primary school age		Private ¹	Total	Public		Official school-age population ²	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	Gender Parity Index	
		Total	Private ¹			Public	Private ¹				GER	NER
NATIONAL (The whole country)	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 2	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 3	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 4	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 5	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Urban areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age : Children that will be 7 years of age till calendar year
 Ending age : Children by expiry of school year being 15 years of age

Data sources : Republic Bureau of Statistics

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country: **Republic of Macedonia**

Year: **1990**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10 = Col.3/Col.9	Col.11 = Col.8/Col.9	Col.12	
Add Province		Total enrolment (all ages)			Enrolment of official primary school age			Official school-age population ²	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	Gender Parity Index	
		Total	Public	Private ¹	Total	Public	Private ¹				GER	NER
NATIONAL (The whole country)	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 2	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 3	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 4	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 5	TOTAL (MF)											
	Male (M)											
	Female (F)											
Urban areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age : Starting age : Children that will be 7 years of age till calendar year

Ending age : Children by expiry of school year being 15 years of age

Data sources : Republican Bureau of Statistics

TABLE 5: Indicators 7 and 8 - Public expenditure on primary education as percentage of GNP and of total public expenditure on education (all levels); and Public current expenditure on primary education per pupil as percentage of Gross National Product (GNP) per capita

Country:		Republic of Macedonia									
		Year: 1990 - 1998									
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7 = Col.2+Col.3	Col.8 = Col.3+Col.5	Col.9 = (Col.2+Col.4)/(Col.5+Col.6)			
Year	Public current expenditure on primary education	Total public current expenditure on education	Total enrollment in primary education	Gross national product (GNP)	Total Population	Public current exp. on primary ed. as % of total public current exp. on ed.	Public current exp. on primary ed. as % of GNP	Public current exp. on primary ed. per pupil as % of GNP per capita			
1990	15.575	28.297	266.813	506.212	1.902.603	55.04	3.08	21.94			
1991	33.031	60.622	261.127	920.171	1.915.581	54.49	3.59	26.33			
1992	326.598	599.210	258.955	11.793.904	1.924.902	54.50	2.77	20.58			
1993	1.757.022	3.252.498	258.671	59.164.525	1.932.658	54.02	2.97	22.19			
1994	3.644.160	7.182.691	260.197	146.408.524	1.945.932	50.74	2.49	18.61			
1995	4.214.895	7.903.062	259.515	169.521.332	1.966.033	53.33	2.49	18.84			
1996	4.119.377	7.863.743	258.587	176.444.185	1.983.099	52.38	2.33	17.90			
1997	3.985.722	7.855.420	256.275	182.864.915	1.996.869	50.74	2.18	16.98			
1998	.....	.....	.....	.....	.....	.....	.....	.....
1999	.....	.....	.....	.....	.....	.....	.....	.....
2000 *	.....	.....	.....	.....	.....	.....	.....	.....

Note: Data should refer to actual expenditure in national currency. Please indicate by means of a footnote if otherwise.

Data sources : Republican Bureau of Statistics

* Forecast

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards^{1, 2}

Country: **Republic of Macedonia**

Year: **1997**

Col/1 Add Province	Col/2	Col/3 Number of primary school teachers		Col/4 With academic qualification	Col/5 Certified to teach	Col/6=Col.4/Col.3 Percentage of primary school teachers		Col/7=Col.5/Col.3 Certified to teach (2)	Col/8 Gender Parity Index
		Total	With academic qualification			With academic qualification (1)	Certified to teach (2)		
NATIONAL (The whole country)	TOTAL (MF)	13 937	12 785	1 152	91.73	8.27	1.1	0.6	
	Male (M)	6 272	5 597	675	89.24	10.76			
	Female (F)	7 665	7 188	477	93.78	6.22			
Province 1	TOTAL (MF)								
	Male (M)								
	Female (F)								
Province 2	TOTAL (MF)								
	Male (M)								
	Female (F)								
Province 3	TOTAL (MF)								
	Male (M)								
	Female (F)								
Province 4	TOTAL (MF)								
	Male (M)								
	Female (F)								
Province 5	TOTAL (MF)								
	Male (M)								
	Female (F)								
Urban areas	TOTAL (MF)	7 188	6 758	430	94.02	5.98	1.0	1.1	
	Male (M)	2 303	2 175	128	94.44	5.56			
	Female (F)	4 885	4 583	302	93.82	6.18			
Rural areas	TOTAL (MF)	6 749	6 027	722	89.30	10.70	1.1	0.5	
	Male (M)	3 969	3 422	547	86.22	13.78			
	Female (F)	2 780	2 605	175	93.71	6.29			

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications:

Teachers and other personnel with secondary education

(b) Certification to teach :

Completed studies for teachers of at least two years or four/duration

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

Republican Bureau of Statistics

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1,2}

Country: **Republic of Macedonia** Year: **1996**

Col.1 Add Province	Col.2	Col.3		Col.4 With academic qualification	Col.5 Certified to teach	Col.6=Col.4/Col.3 Percentage of primary school teachers With academic qualification (1)		Col.7=Col.5/Col.3 Certified to teach (2)	Col.8 Gender Parity Index	
		Total				(1)	(2)		(1)	(2)
NATIONAL (The whole country)	TOTAL (MF)	13.858	12.622	1.236	8.92	91.08	1.1	0.6		
	Male (M)	6.305	5.562	743	11.78	88.22				
	Female (F)	7.553	7.060	492	6.51	93.47				
Province 1	TOTAL (MF)									
	Male (M)									
Province 2	TOTAL (MF)									
	Male (M)									
Province 3	TOTAL (MF)									
	Male (M)									
Province 4	TOTAL (MF)									
	Male (M)									
Province 5	TOTAL (MF)									
	Male (M)									
Urban areas	TOTAL (MF)	7.194	6.724	470	6.53	93.47	1.0	1.0		
	Male (M)	2.312	2.163	149	6.44	93.56				
	Female (F)	4.882	4.561	321	6.58	93.42				
Rural areas	TOTAL (MF)	6.664	5.898	766	11.49	88.51	1.1	0.4		
	Male (M)	3.993	3.399	594	14.88	85.12				
	Female (F)	2.671	2.499	172	6.44	93.56				

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications:

(b) Certification to teach :

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1, 2}

Country:

Republic of Macedonia

Year:

1995

Col/1 Add Province	Col/2	Col/3	Col/4		Col/5	Col/6 = Col 4/Col 3		Col/7 = Col 5/Col 3	Col/8	
			Number of primary school teachers			Percentage of primary school teachers			Gender Parity Index	
		Total	With academic qualification	Certified to teach	With academic qualification (1)	Certified to teach (2)	(1)	(2)		
NATIONAL (The whole country)	TOTAL (MF)	13,758	12,460	1,298	90.57	9.43	1.0	0.6		
	Male (M)	6,323	5,580	743	88.25	11.75				
	Female (F)	7,435	6,880	555	92.54	7.46				
Province 1	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 2	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 3	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 4	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 5	TOTAL (MF)									
	Male (M)									
	Female (F)									
Urban areas	TOTAL (MF)	7,247	6,715	532	92.66	7.34	1.0	1.2		
	Male (M)	2,385	2,226	159	93.33	6.67				
	Female (F)	4,862	4,489	373	92.33	7.67				
	TOTAL (MF)	6,511	5,745	766	88.24	11.76	1.1	0.5		
Rural areas	Male (M)	3,938	3,354	584	85.17	14.83				
	Female (F)	2,573	2,391	182	92.93	7.07				

1. Please specify national standard requirements for primary school teachers in terms of:

(a) Minimum academic qualifications:

Teachers and other personnel with secondary education

(b) Certification to teach :

Completed studies for teachers of at least two years or four/duration

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

Republican Bureau of Statistics

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1,2}

Country: **Republic of Macedonia** Year: **1994**

Col.1 Add Province	Col.2	Col.3		Col.4 Number of primary school teachers With academic qualification	Col.5 Certified to teach	Col.6=Col.4/Col.3 Percentage of primary school teachers With academic qualification (1)		Col.7=Col.5/Col.3 Certified to teach (2)	Col.8 Gender Parity Index	
		Total				(1)	(2)		(1)	(2)
NATIONAL (The whole country)	TOTAL (MF)	13.693	12.300	1.393	89.83	10.17	1.0	0.7		
	Male (M)	6.396	5.602	794	87.59	12.41				
	Female (F)	7.297	6.698	599	91.79	8.21				
Province 1	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 2	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 3	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 4	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 5	TOTAL (MF)									
	Male (M)									
	Female (F)									
Urban areas	TOTAL (MF)	7.248	6.671	577	92.04	7.96	1.0	1.2		
	Male (M)	2.459	2.288	171	93.05	6.95				
	Female (F)	4.789	4.383	406	91.52	8.48				
Rural areas	TOTAL (MF)	6.445	5.629	816	87.34	12.66	1.1	0.5		
	Male (M)	3.937	3.314	623	84.18	15.82				
	Female (F)	2.508	2.315	193	92.30	7.70				

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications: **Teachers and other personnel with secondary education**

(b) Certification to teach : **Completed studies for teachers of at least two years or fours/duration**

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : **Republican Bureau of Statistics**

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1, 2}

Country:

Republic of Macedonia

Year:

1993

Col.1 Add Province	Col.2	Col.3 Number of primary school teachers			Col.5 Certified to teach	Col.6=Col.4/Col.3 Percentage of primary school teachers With academic qualification (1)		Col.7=Col.5/Col.3 Certified to teach (2)	Col.8 Gender Parity Index	
		Total	With academic qualification				(1)		(2)	
NATIONAL (The whole country)	TOTAL (MF)	.....	.....	.....	.....	
	Male (M)	.....	.....	.....	.....	
	Female (F)	.....	.....	.....	.....	
Province 1	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 2	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 3	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 4	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 5	TOTAL (MF)									
	Male (M)									
	Female (F)									
Urban areas	TOTAL (MF)	.....	.....	.....	.....	
	Male (M)	.....	.....	.....	.....	
	Female (F)	.....	.....	.....	.....	
Rural areas	TOTAL (MF)	.....	.....	.....	.....	
	Male (M)	.....	.....	.....	.....	
	Female (F)	.....	.....	.....	.....	

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications:

Teachers and other personnel with secondary education

(b) Certification to teach :

Completed studies for teachers of at least two years or fours/duration

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

Republican Bureau of Statistics

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1,2}

Country: Republic of Macedonia **Year:** 1992

Col.1 Add Province	Col.2	Col.3		Col.4 With academic qualification	Col.5 Certified to teach	Col.6 = Col.4/Col.3 Percentage of primary school teachers With academic qualification (1)		Col.7 = Col.5/Col.3 Certified to teach (2)	Col.8 Gender Parity Index	
		Total				(1)	(2)		(1)	(2)
NATIONAL (The whole country)	TOTAL (MF)	.....	.....	.....	.....	
	Male (M)	.....	.....	.....	.....	
	Female (F)	.....	.....	.....	.....	
Province 1	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 2	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 3	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 4	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 5	TOTAL (MF)									
	Male (M)									
	Female (F)									
Urban areas	TOTAL (MF)	.....	.....	.....	.....	
	Male (M)	.....	.....	.....	.....	
	Female (F)	.....	.....	.....	.....	
Rural areas	TOTAL (MF)	.....	.....	.....	.....	
	Male (M)	.....	.....	.....	.....	
	Female (F)	.....	.....	.....	.....	

1. Please specify national standard requirements for primary school teachers in terms of:

(a) Minimum academic qualifications: Teachers and other personnel with secondary education

(b) Certification to teach : Completed studies for teachers of at least two years or fours/duration

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : Republican Bureau of Statistics

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1, 2}

Country:

Republic of Macedonia

Year:

1991

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6=Col.4/Col.3	Col.7=Col.5/Col.3	Col.8
Add Province	Number of primary school teachers	Total	With academic qualification	Certified to teach	With academic qualification (1)	Certified to teach (2)	Gender Parity Index
		(1)	(2)	(3)	(4)		
NATIONAL (The whole country)	TOTAL (MF)	13,044	11,501	1,543	88.17	11.83	1.0
	Male (M)	6,288	5,428	860	86.32	13.68	0.7
	Female (F)	6,756	6,073	683	89.89	10.11	
Province 1	TOTAL (MF)						
	Male (M)						
	Female (F)						
Province 2	TOTAL (MF)						
	Male (M)						
	Female (F)						
Province 3	TOTAL (MF)						
	Male (M)						
	Female (F)						
Province 4	TOTAL (MF)						
	Male (M)						
	Female (F)						
Province 5	TOTAL (MF)						
	Male (M)						
	Female (F)						
Urban areas	TOTAL (MF)	6,874	6,222	652	90.51	9.49	1.0
	Male (M)	2,429	2,238	191	92.14	7.86	
	Female (F)	4,445	3,984	461	89.63	10.37	
Rural areas	TOTAL (MF)	6,170	5,279	891	85.56	14.44	1.1
	Male (M)	3,859	3,190	669	82.66	17.34	0.6
	Female (F)	2,311	2,089	222	90.39	9.61	

1. Please specify national standard requirements for primary school teachers in terms of:

(a) Minimum academic qualifications:

Teachers and other personnel with secondary education

(b) Certification to teach :

Completed studies for teachers of at least two years or four/duration

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

Republican Bureau of Statistics

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1,2}

Country: **Republic of Macedonia** Year: **1990**

Col.1 Add Province	Col.2	Col.3		Col.4 Number of primary school teachers With academic qualification	Col.5 Certified to teach	Col.6=Col.4/Col.3 Percentage of primary school teachers With academic qualification (1)		Col.7=Col.5/Col.3 Certified to teach (2)	Col.8 Gender Parity Index (1) (2)
		Total							
NATIONAL (The whole country)	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Province 2	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Province 3	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Province 4	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Province 5	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Urban areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....	.....	.....	.....	.....

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications: **Teachers and other personnel with secondary education**

(b) Certification to teach : **Completed studies for teachers of at least two years or fours/duration**

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : **Republican Bureau of Statistics**

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country: **Republic of Macedonia**

Year: **1997**

Col.1 Add Province	Col.2 Total	Col.3 Total enrolment		Col.4 Private ¹		Col.5 Total		Col.6 Total number of teachers		Col.7 Private ¹		Col.8=Col.2/Col.5 Total		Col.9=Col.3/Col.6 Public		Col.10=Col.4/Col.7 Private ¹	
		Public	Private ¹	Public	Private ¹	Public	Private ¹	Public	Private ¹	Public	Private ¹	Public	Private ¹				
NATIONAL (The whole country)	256.275	256.275	0	13.937	13.937	0	18.39	18.39									
Province 1																	
Province 2																	
Province 3																	
Province 4																	
Province 5																	
Urban areas	153.460	153.460	0	7.188	7.188	0	21.35	21.35									
Rural areas	102.815	102.815	0	6.749	6.749	0	15.23	15.23									

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources : **Republican Bureau of Statistics**

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Col.1 Add Province	Country: Republic of Macedonia										Year: 1996						
	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7		Col.8 = Col.2/Col.5		Col.9 = Col.3/Col.6		Col.10 = Col.4/Col.7	
	Total	Total enrollment	Public	Private ¹	Total	Total number of teachers	Public	Private ¹	Total	Total	Public	Private ¹	Total	Public	Private ¹		
NATIONAL (The whole country)	258.587	258.587	0	13.858	13.858	13.858	0	18.66	18.66	18.66	0	18.66	18.66	18.66			
Province 1																	
Province 2																	
Province 3																	
Province 4																	
Province 5																	
Urban areas	155.398	155.398	0	7.194	7.194	7.194	0	21.60	21.60	21.60	0	21.60	21.60	21.60			
Rural areas	103.189	103.189	0	6.664	6.664	6.664	0	15.48	15.48	15.48	0	15.48	15.48	15.48			

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources : Republican Bureau of Statistics

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country: **Republic of Macedonia**

Year: **1995**

Col 1 Add Province	Col 2 Total	Col 3 Total enrolment		Col 5 Total number of teachers		Col 8=Col 2/Col 5 Pupil-teacher ratios			
		Public	Private ¹	Public	Private ¹	Total	Public	Private ¹	Private ¹
NATIONAL (The whole country)	259.515	259.515	0	13.758	13.758	0	18.86	18.86	
Province 1									
Province 2									
Province 3									
Province 4									
Province 5									
Urban areas	158.359	158.359	0	7.247	7.247	0	21.85	21.85	
Rural areas	101.126	101.126	0	6.511	6.511	0	15.53	15.53	

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources : **Republican Bureau of Statistics**

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country:		Republic of Macedonia										Year: 1994						
Col.1	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7		Col.8=Col.2/Col.5		Col.9=Col.3/Col.6		Col.10=Col.4/Col.7		
		Total	Public	Private ¹	Total	Public	Private ¹	Total	Public	Private ¹	Total	Public	Private ¹	Total	Public	Private ¹		
Add																		
NATIONAL	260.197	260.197	0	13.693	13.693	0	19.00	19.00										
(The whole country)																		
Province 1																		
Province 2																		
Province 3																		
Province 4																		
Province 5																		
Urban areas	159.454	159.454	0	7.248	7.248	0	22.00	22.00										
Rural areas	100.743	100.743	0	6.445	6.445	0	15.63	15.63										

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources : Republican Bureau of Statistics

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country:

Republic of Macedonia

Year:

1993

Col. 1 Add Province	Col. 2 Total	Col. 3 Total enrollment		Col. 4 Private ¹	Col. 5 Total	Col. 6 Total number of teachers		Col. 7 Private ¹	Col. 8 = Col. 2/Col. 6 Pupil-teacher ratios		
		Public	Private ¹			Public	Private ¹		Total	Public	Private ¹
NATIONAL (The whole country)	258.671	258.671	0	13.503	13.503	0	19.16	19.16			
Province 1											
Province 2											
Province 3											
Province 4											
Province 5											
Urban areas	160.065	160.065	0	7.295	7.295	0	21.94	21.94			
Rural areas	98.606	98.606	0	6.208	6.208	0	15.88	15.88			

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources :

Republican Bureau of Statistics

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Col.1 Add Province	Country: Republic of Macedonia						Year: 1992		
	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8 = Col.2/Col.5	Col.9 = Col.3/Col.5	Col.10 = Col.4/Col.7
	Total	Public	Private ¹	Total	Public	Private ¹	Total	Public	Private ¹
NATIONAL (The whole country)	258.955	258.955	0	13.375	13.375	0	19.36	19.36	
Province 1									
Province 2									
Province 3									
Province 4									
Province 5									
Urban areas	158.363	158.363	0	7.165	7.165	0	22.10	22.10	
Rural areas	100.592	100.592	0	6.210	6.210	0	16.20	16.20	

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources : Republican Bureau of Statistics

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country: **Republic of Macedonia**

Year: **1991**

Col.1 Add Province	Col.2 Total	Col.3 Total enrolment		Col.4 Private ¹	Col.5 Total number of teachers		Col.6 Public	Col.7 Private ¹	Col.8=Col.2/Col.5 Pupil-teacher ratios		
		Public	Private ¹		Total	Public			Private ¹	Total	Public	Private^{1}
NATIONAL (The whole country)	261.127	261.127		0	13.044	13.044		0	20.02	20.02	
Province 1											
Province 2											
Province 3											
Province 4											
Province 5											
Urban areas	158.593	158.593		0	6.874	6.874		0	23.07	23.07	
Rural areas	102.534	102.534		0	6.170	6.170		0	16.62	16.62	

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources : **Republican Bureau of Statistics**

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country:		Republic of Macedonia										Year:							
		Col.2		Col.3		Col.4		Col.5		Col.6		Col.7		Col.8=Col.2/Col.5		Col.9 =Col.3/Col.6		Col.10 =Col.4/Col.7	
Add Province	NATIONAL (The whole country)	Total enrollment		Total number of teachers		Pupil-teacher ratios		Total		Public		Private		Total		Public		Private	
		Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private		
		266.813	0	266.813	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1																			
Province 2																			
Province 3																			
Province 4																			
Province 5																			
Urban areas		160.671	0	160.671	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas		106.142	0	106.142	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources : Republican Bureau of Statistics

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade ^{1,2,3}

Country:

Republic of Macedonia

Year:

1997

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.12	Col.13
Add Province	TOTAL (MF)	Grade										Average grades 1 to 5	Gender Parity Index
		1	2	3	4	5	6	7	8	9	10		
NATIONAL (The whole country)	TOTAL (MF)	0.4%	0.2%	0.2%	0.2%	2.3%	1.3%	1.3%	0.6%				
	Male (M)	0.4%	0.2%	0.2%	0.2%	2.6%	1.8%	1.7%	0.7%				
	Female (F)	0.4%	0.2%	0.2%	0.2%	2.0%	0.8%	0.9%	0.5%				
Province 1	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 2	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 3	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 4	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 5	TOTAL (MF)												
	Male (M)												
	Female (F)												
Urban areas	TOTAL (MF)	0.3	0.2	0.2	0.2	1.8	0.9	1.0	0.4				
	Male (M)	0.5	0.2	0.2	0.2	2.3	1.3	1.4	0.5				
	Female (F)	0.1	0.2	0.2	0.2	1.3	0.5	0.6	0.3				
Rural areas	TOTAL (MF)	0.6	0.2	0.2	0.2	3.1	1.8	1.8	1.0				
	Male (M)	0.7	0.2	0.2	0.2	3.0	2.2	2.3	1.3				
	Female (F)	0.5	0.2	0.2	0.2	3.2	1.4	1.3	0.7				

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below:

Primary education extends from grade

to grade

to grade

to grade

to grade

Basic education extends from grade

to grade

to grade

to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources:

Republican Bureau of Statistics

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade ^{1,2,3}

Country: **Republic of Macedonia** Year: **1996**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.12	Col.13
	Add Province	1	2	3	4	5	6	7	8	9	10	Average grades 1 to 5	Gender Parity Index
		Grade											
NATIONAL (The whole country)	TOTAL (MF)	0.5%	0.3%	0.2%	0.2%	2.6%	1.4%	1.5%	0.6%				
	Male (M)	0.6%	0.4%	0.2%	0.1%	3.0%	1.4%	1.9%	0.6%				
	Female (F)	0.4%	0.2%	0.2%	0.3%	2.2%	1.0%	1.1%	0.6%				
Province 1	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 2	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 3	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 4	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 5	TOTAL (MF)												
	Male (M)												
	Female (F)												
Urban areas	TOTAL (MF)	0.3	0.3	0.2	0.2	1.8	1.0	1.1	0.3				
	Male (M)	0.3	0.4	0.2	0.2	2.5	1.5	1.6	0.4				
	Female (F)	0.3	0.2	0.2	0.2	1.1	0.5	0.6	0.2				
Rural areas	TOTAL (MF)	0.7	0.3	0.3	0.3	3.8	2.3	2.1	1.1				
	Male (M)	0.8	0.3	0.3	0.3	3.9	2.5	2.3	1.9				
	Female (F)	0.6	0.3	0.3	0.3	3.9	2.1	1.9	1.3				

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below:

Primary education extends from grade to grade

Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources: **Republican Bureau of Statistics**

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade ^{1, 2, 3}

Country: **Republic of Macedonia**

Year: **1995**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.12	Col.13
Add Province		Grade										Average grades 1 to 5	Gender Parity Index
		1	2	3	4	5	6	7	8	9	10		
NATIONAL (The whole country)	TOTAL (MF)	0.8%	0.3%	0.3%	0.3%	2.8%	1.6%	1.8%	0.9%				
	Male (M)	0.9%	0.3%	0.3%	0.3%	2.9%	2.0%	2.3%	0.9%				
	Female (F)	0.7%	0.3%	0.3%	0.3%	2.7%	1.2%	1.3%	0.9%				
Province 1	TOTAL (MF)												
	Male (M)												
Province 2	TOTAL (MF)												
	Male (M)												
Province 3	TOTAL (MF)												
	Male (M)												
Province 4	TOTAL (MF)												
	Male (M)												
Province 5	TOTAL (MF)												
	Male (M)												
Urban areas	TOTAL (MF)	0.3	0.2	0.2	0.1	2.0	1.0	1.3	0.4				
	Male (M)	0.4	0.2	0.2	0.1	2.7	1.4	1.9	0.5				
	Female (F)	0.2	0.2	0.2	0.1	1.3	0.6	0.7	0.3				
Rural areas	TOTAL (MF)	1.5	0.5	0.6	0.6	4.3	2.7	2.6	1.7				
	Male (M)	1.7	0.6	0.7	0.6	3.3	3.0	2.6	1.4				
	Female (F)	1.3	0.4	0.5	0.6	5.3	2.4	2.6	2.0				

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below :

Primary education extends from grade

to grade

Basic education extends from grade

to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : **Republican Bureau of Statistics**

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade ^{1,2,3}

Country: **Republic of Macedonia**

Year: **1994**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Grade				Col.12	Col.13	
							1	2	3	4			5	6	7	8	9	10	Average grades 1 to 5	Gender Parity Index
NATIONAL (The whole country)	TOTAL (MF)	3.0%	1.0%	0.8%	0.7%	4.1%	2.8%	3.0%	1.6%				
	Male (M)	3.8%	1.2%	1.0%	1.0%	1.6%	3.3%	3.8%	1.7%				
	Female (F)	2.2%	0.8%	0.6%	0.4%	3.6%	2.3%	2.2%	1.5%				
Province 1	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 2	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 3	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 4	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 5	TOTAL (MF)												
	Male (M)												
	Female (F)												
Urban areas	TOTAL (MF)	1.9	0.7	0.4	0.3	2.6	1.7	2.0	0.7				
	Male (M)	2.5	0.9	0.5	0.5	3.6	2.4	3.1	0.9				
	Female (F)	1.3	0.5	0.3	0.1	1.6	1.0	0.9	0.5				
Rural areas	TOTAL (MF)												
	Male (M)												
	Female (F)												

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below :

Primary education extends from grade to grade

Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : **Republican Bureau of Statistics**

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade ^{1,2,3}

Country: **Republic of Macedonia**

Year: **1993**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.12	Col.13
Add Province		Grade										Average grades 1 to 5	Gender Parity Index
		1	2	3	4	5	6	7	8	9	10		
NATIONAL (The whole country)	TOTAL (MF)	3.1%	1.1%	0.8%	0.7%	4.1%	2.9%	3.2%	1.8%				
	Male (M)	3.9%	1.3%	1.1%	0.8%	4.7%	3.5%	4.1%	2.2%				
	Female (F)	2.3%	0.9%	0.5%	0.6%	3.5%	2.3%	2.3%	1.6%				
Province 1	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 2	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 3	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 4	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 5	TOTAL (MF)												
	Male (M)												
	Female (F)												
Urban areas	TOTAL (MF)	1.8	0.8	0.5	0.3	2.7	2.0	2.4	1.0				
	Male (M)	2.4	1.0	0.6	0.3	3.8	2.8	3.4	1.2				
	Female (F)	1.2	0.6	0.4	0.3	1.6	2.2	1.4	0.8				
Rural areas	TOTAL (MF)	4.8	1.6	1.2	1.3	6.7	4.5	4.8	3.5				
	Male (M)	5.8	1.9	1.7	1.5	6.4	4.6	5.5	3.6				
	Female (F)	3.8	1.3	0.7	1.1	7.0	4.4	4.1	3.4				

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLETE2.XLS).

2. If data in this table cover basic education, please specify below :

Primary education extends from grade to grade

Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : **Republican Bureau of Statistics**

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade ^{1, 2, 3}

Country:

Year:

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Grade			Col.12	Col.12	Col.13
							1	2	3				4	5	6	7	8	9	10
NATIONAL (The whole country)	TOTAL (MF)	3.3%	1.8%	1.4%	1.3%	4.8%	3.3%	3.8%	2.2%			
	Male (M)	3.6%	2.1%	1.5%	1.3%	5.5%	4.0%	4.8%	2.2%			
	Female (F)	2.8%	1.5%	1.3%	1.3%	4.1%	2.6%	2.8%	2.2%			
Province 1	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 2	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 3	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 4	TOTAL (MF)											
	Male (M)											
	Female (F)											
Province 5	TOTAL (MF)											
	Male (M)											
	Female (F)											
Urban areas	TOTAL (MF)	1.8	1.1	0.8	0.7	3.2	2.0	2.6	1.2			
	Male (M)	2.1	1.4	1.0	0.8	4.2	1.0	3.6	1.4			
	Female (F)	1.5	0.8	0.6	0.6	2.2	1.0	1.6	1.0			
Rural areas	TOTAL (MF)	5.3	2.7	2.3	2.1	7.6	5.7	5.9	4.1			
	Male (M)	5.9	3.0	2.3	1.8	7.6	5.8	6.7	3.8			
	Female (F)	4.7	2.4	2.3	2.4	7.6	5.6	5.1	4.4			

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below :

Primary education extends from grade to grade

Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade ^{1,2,3}

Country: **Republic of Macedonia**

Year: **1991**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.12	Col.13
Add Province	TOTAL (MF)	Grade										Average grades 1 to 5	Gender Parity Index
		1	2	3	4	5	6	7	8	9	10		
NATIONAL (The whole country)	TOTAL (MF)	3.1%	1.5%	1.3%	1.2%	4.6%	3.6%	4.0%	2.4%				
	Male (M)	3.8%	1.9%	1.7%	1.5%	4.6%	4.7%	5.2%	2.9%				
	Female (F)	2.4%	1.1%	0.9%	0.9%	4.6%	2.5%	2.8%	1.9%				
Province 1	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 2	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 3	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 4	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 5	TOTAL (MF)												
	Male (M)												
	Female (F)												
Urban areas	TOTAL (MF)	1.9	1.2	0.9	0.7	3.3	2.5	3.2	1.5				
	Male (M)	2.3	1.6	1.1	0.9	4.4	3.5	4.4	1.9				
	Female (F)	1.5	0.8	0.7	0.5	2.2	1.5	2.0	1.1				
Rural areas	TOTAL (MF)	4.8	2.1	1.7	1.9	6.6	5.4	5.6	3.9				
	Male (M)	5.8	2.7	2.1	2.4	8.9	6.4	6.9	4.5				
	Female (F)	3.8	1.5	1.3	2.4	4.3	4.4	4.3	3.3				

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below :

Primary education extends from grade

to grade

Basic education extends from grade

to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : **Republican Bureau of Statistics**

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade ^{1,2,3}

Country: **Republic of Macedonia**

Year: **1990**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.12	Col.13
	Grade	1	2	3	4	5	6	7	8	9	10	Average grades 1 to 5	Gender Parity Index
NATIONAL (The whole country)	TOTAL (MF)	3.5%	1.5%	1.2%	1.0%	5.0%	3.2%	3.6%	1.7%				
	Male (M)	4.0%	1.9%	1.6%	1.3%	6.4%	4.4%	4.9%	2.2%				
	Female (F)	3.0%	1.1%	0.8%	0.7%	3.6%	2.0%	2.3%	1.2%				
Province 1	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 2	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 3	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 4	TOTAL (MF)												
	Male (M)												
	Female (F)												
Province 5	TOTAL (MF)												
	Male (M)												
	Female (F)												
Urban areas	TOTAL (MF)	2.7	1.2	1.0	0.7	3.9	2.4	2.8	1.1				
	Male (M)	3.1	1.4	1.4	0.9	5.2	3.4	3.9	1.6				
	Female (F)	2.3	1.0	0.6	0.5	2.6	1.4	1.7	0.6				
Rural areas	TOTAL (MF)	4.7	2.0	1.6	1.6	6.9	4.7	5.1	2.8				
	Male (M)	5.2	2.6	2.0	2.1	8.3	6.1	6.6	3.2				
	Female (F)	4.2	1.4	1.2	1.1	5.5	3.3	3.6	2.4				

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below :

Primary education extends from grade to grade
 Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : **Republican Bureau of Statistics**

TABLE 9 : Indicators 13 and 14 - Survival rate to Grade 5 and coefficient of efficiency¹

Country:

Republic of Macedonia

Year:

1990

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
Add Province	Survival rate to Grade 5			Coefficient of efficiency to Grade 5			Coefficient of efficiency in primary education			Gender Parity Index		
	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Survival rate to grade 5	Coef. of efficiency at Grade 5	Coef. of efficiency in primary educ.
NATIONAL (The whole country)	93.8%	.....	.....	93.2%	.....	.....	89.7%	.....	.....	
Province 1												
Province 2												
Province 3												
Province 4												
Province 5												
Urban areas	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

Republican Bureau of Statistics

TABLE 9 : Indicators 13 and 14 - Survival rate to Grade 5 and coefficient of efficiency ¹

Country: **Republic of Macedonia** Year: **1989**

Col.1 Add Province	Col.2 Survival rate to Grade 5		Col.3 Survival rate to Grade 5		Col.4 Survival rate to Grade 5		Col.5 Coefficient of efficiency to Grade 5		Col.6 Coefficient of efficiency to Grade 5		Col.7 Coefficient of efficiency to Grade 5		Col.8 Coefficient of efficiency in primary education		Col.9 Coefficient of efficiency in primary education		Col.10 Survival rate to grade 5		Col.11 Survival rate to grade 5		Col.12 Gender Parity Index		Col.13 Coef. of efficiency in primary educ.			
	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Survival rate to grade 5	Survival rate to grade 5	Survival rate to grade 5	Survival rate to grade 5	Survival rate to grade 5	Survival rate to grade 5	Survival rate to grade 5	Survival rate to grade 5	Survival rate to grade 5	Survival rate to grade 5	Survival rate to grade 5
NATIONAL (The whole country)	92.1%	.....	.....	91.9%	.....	.....	.....	.....	.....	.....	.....	88.4%	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1																										
Province 2																										
Province 3																										
Province 4																										
Province 5																										
Urban areas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).
 2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : **Republican Bureau of Statistics**

TABLE 9 : Indicators 13 and 14 - Survival rate to Grade 5 and coefficient of efficiency¹

Country:

Republic of Macedonia

Year:

1988

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
Add Province	Survival rate to Grade 5			Coefficient of efficiency to Grade 5			Coefficient of efficiency in primary education			Gender Parity Index		
	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Survival rate to grade 5	Coef. of efficiency at Grade 5	Coef. of efficiency in primary educ.
NATIONAL (The whole country)	92.3%	.....	.....	90.7%	.....	.....	86.0%	.....	.....	
Province 1												
Province 2												
Province 3												
Province 4												
Province 5												
Urban areas	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : Republican Bureau of Statistics

TABLE 9 : Indicators 13 and 14 - Survival rate to Grade 5 and coefficient of efficiency ¹

Country: **Republic of Macedonia** Year: **1987**

Col.1 Add Province	Col.2 Survival rate to Grade 5		Col.3 Survival rate to Grade 5		Col.4 Survival rate to Grade 5		Col.5 Coefficient of efficiency to Grade 5		Col.6 Coefficient of efficiency to Grade 5		Col.7 Coefficient of efficiency to Grade 5		Col.8 Coefficient of efficiency in primary education		Col.9 Coefficient of efficiency in primary education		Col.10 Survival rate to grade 5		Col.11 Survival rate to grade 5		Col.12 Gender Parity Index		Col.13 Coef. of efficiency in primary educ.					
	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Survival rate to grade 5	Female (F)	Male (M)	Survival rate to grade 5	Female (F)	Male (M)	Survival rate to grade 5	Female (F)	Male (M)	Survival rate to grade 5	Female (F)	Male (M)	
NATIONAL (The whole country)	91.2%	.....	.....	89.9%	.....	.....	.....	.....	.....	.....	.....	93.7%	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1																												
Province 2																												
Province 3																												
Province 4																												
Province 5																												
Urban areas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : **Republican Bureau of Statistics**

TABLE 9 : Indicators 13 and 14 - Survival rate to Grade 5 and coefficient of efficiency ¹

Country:

Republic of Macedonia

Year:

1986

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
Add Province	Survival rate to Grade 5			Coefficient of efficiency to Grade 5			Coefficient of efficiency in primary education			Gender Parity Index		
	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Survival rate to grade 5	Coef. of efficiency at Grade 5	Coef. of efficiency in primary educ.
NATIONAL (The whole country)	92.3%	.....	.....	92.0%	.....	.....	83.0%	.....	.....	
Province 1												
Province 2												
Province 3												
Province 4												
Province 5												
Urban areas	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

Republican Bureau of Statistics

TABLE 9 : Indicators 13 and 14 - Survival rate to Grade 5 and coefficient of efficiency¹

Country: **Republic of Macedonia** Year: **1985**

Col.1	Col.2	Col.3		Col.4			Col.5			Col.6			Col.7			Col.8			Col.9		Col.10		Col.11	Col.12	Col.13	
		Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Survival rate to grade 5	Survival rate to grade 5	Survival rate to grade 5				Survival rate to grade 5
Add Province																										
NATIONAL (The whole country)	936.0%	.....	.....	.....	92.9%	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1																										
Province 2																										
Province 3																										
Province 4																										
Province 5																										
Urban areas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : **Republican Bureau of Statistics**

TABLE 9 : Indicators 13 and 14 - Survival rate to Grade 5 and coefficient of efficiency ¹

Country:

Republic of Macedonia

Year:

1984

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
Add Province	Survival rate to Grade 5			Coefficient of efficiency to Grade 5			Coefficient of efficiency in primary education			Gender Parity Index		
	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Survival rate to grade 5	Coef. of efficiency at Grade 5	Coef. of efficiency in primary educ.
NATIONAL (The whole country)	91.9%	.....	.....	91.4%	.....	.....	81.6%	.....	.....	
Province 1												
Province 2												
Province 3												
Province 4												
Province 5												
Urban areas												
			
Rural areas												
			

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :
 Republican Bureau of Statistics

TABLE 9 : Indicators 13 and 14 - Survival rate to Grade 5 and coefficient of efficiency ¹

Country:		Republic of Macedonia					Year: 1983					
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
Add Province	Survival rate to Grade 5		Coefficient of efficiency to Grade 5		Coefficient of efficiency in primary education		Gender Parity Index		Coef. of efficiency in primary educ.			
	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)		Female (F)	Survival rate to grade 5	Coef. of efficiency at Grade 5
NATIONAL (The whole country)	93.9%	.....	.....	93.4%	.....	.....	94.5%	.....	.....	.....	.....	.....
Province 1												
Province 2												
Province 3												
Province 4												
Province 5												
Urban areas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

Republican Bureau of Statistics

TABLE 10 : Indicator 15 - Percentage of pupils having reached at least grade 4 of primary schooling who master a set of nationally defined basic learning competencies^{1, 2, 3}

Country: **Republic of Macedonia**

Year: **1997**

Col 1 Add Province	Col 2	Col 3 - Col 6 Pupils of grade 4 (or another higher grade) who master basic learning competencies				Col 7 Enrollment in grade 4 (or in the corresponding grade)	Col 8 - Col 11 Percentage of pupils who master basic learning competencies				Col 12 - Col 14 Achievement Gender Parity Index			
		Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴		Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴	Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴
NATIONAL (The whole country)	TOTAL (MF)	33,336	33,336	33,336	.....	33,564	99.32	99.32	99.32	99.32	99.32	1.0	1.0	1.0
	Male (M)	17,297	17,297	17,297	.....	17,457	99.08	99.08	99.08	99.08	99.08	1.0	1.0	1.0
	Female (F)	16,039	16,039	16,039	.....	16,107	99.58	99.58	99.58	99.58	99.58	1.0	1.0	1.0
Province 1	TOTAL (MF)													
	Male (M)													
	Female (F)													
Province 2	TOTAL (MF)													
	Male (M)													
	Female (F)													
Province 3	TOTAL (MF)													
	Male (M)													
	Female (F)													
Province 4	TOTAL (MF)													
	Male (M)													
	Female (F)													
Province 5	TOTAL (MF)													
	Male (M)													
	Female (F)													
Urban areas	TOTAL (MF)	19,397	19,397	19,397	.....	19,335	100.32	100.32	100.32	100.32	100.32	1.0	1.0	1.0
	Male (M)	10,129	10,129	10,129	.....	10,112	100.17	100.17	100.17	100.17	100.17	1.0	1.0	1.0
	Female (F)	9,268	9,268	9,268	.....	9,223	100.49	100.49	100.49	100.49	100.49	1.0	1.0	1.0
Rural areas	TOTAL (MF)	13,939	13,939	13,939	.....	14,229	97.96	97.96	97.96	97.96	97.96	1.0	1.0	1.0
	Male (M)	7,168	7,168	7,168	.....	7,345	97.59	97.59	97.59	97.59	97.59	1.0	1.0	1.0
	Female (F)	6,771	6,771	6,771	.....	6,884	98.36	98.36	98.36	98.36	98.36	1.0	1.0	1.0

1. This data sheet should show the latest results of learning achievement tests. In the absence of such tests, please show the number of pupils passing school examinations by subject in columns 3, 4 and 5 under respectively 'Reading/Writing', 'Mathematics' and 'Life skills/others', and the overall number of pupils passing the school examinations, if any, under column 6: 'A.C.S.'

2. Please specify the national norms for:

Reading/Writing: Knowledge and skills for oral expression by using rules on written communication and other one

Mathematics: Knowledge in basic arithmetic operations in multiplying natural numbers and basic geometric figures solid in plain and geometric solids

Life skills/others: Socialization, visual sensitivity, finearts, physical education, proper and harmonical development

(Please specify subject if not the skills)

3. A.C.S. refers to 'Any composite score' i.e. pupils achieving an overall passing score for test results in columns 3, 4 and 5.

4. To the extent possible, the same table may be produced separately for public and private schools.

Data Sources:

Republican Bureau of Statistics

TABLE 10 : Indicator 15 - Percentage of pupils having reached at least grade 4 of primary schooling who master a set of nationally defined basic learning competencies^{1, 2, 3}

Country: **Republic of Macedonia**

Year: **1996**

Col 1	Col 2	Col 3	Col 4		Col 5	Col 6	Col 7	Col 8 - Col 11							
			Reading/ Writing	Mathematics				Life skills/ others	A.C.S. ⁴	Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴		
	Add Province		Pupils of grade 4 (or another higher grade) who master basic learning competencies				Enrolment in grade 4 (or in the corresponding grade)	Percentage of pupils who master basic learning competencies				Achievement Gender Parity Index			
			Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴		Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴	Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴
NATIONAL (The whole country)	TOTAL (MF)	32,385	32,385	32,385	32,385	.....	32,679	99.10	99.10	99.10	99.10	1.0	1.0	1.0	1.0
	Male (M)	16,473	16,473	16,473	16,473	.....	16,688	98.71	98.71	98.71	98.71	1.0	1.0	1.0	1.0
	Female (F)	15,912	15,912	15,912	15,912	.....	15,995	99.48	99.48	99.48	99.48				
Province 1	TOTAL (MF)														
	Male (M)														
	Female (F)														
Province 2	TOTAL (MF)														
	Male (M)														
	Female (F)														
Province 3	TOTAL (MF)														
	Male (M)														
	Female (F)														
Province 4	TOTAL (MF)														
	Male (M)														
	Female (F)														
Province 5	TOTAL (MF)														
	Male (M)														
	Female (F)														
Urban areas	TOTAL (MF)	18,989	18,989	18,989	18,989	.....	19,340	98.19	98.19	98.19	98.19	1.0	1.0	1.0	1.0
	Male (M)	9,686	9,686	9,686	9,686	.....	9,898	97.86	97.86	97.86	97.86				
	Female (F)	9,298	9,298	9,298	9,298	.....	9,442	98.47	98.47	98.47	98.47				
Rural areas	TOTAL (MF)	13,396	13,396	13,396	13,396	.....	13,339	100.43	100.43	100.43	100.43	1.0	1.0	1.0	1.0
	Male (M)	6,782	6,782	6,782	6,782	.....	6,790	99.88	99.88	99.88	99.88				
	Female (F)	6,614	6,614	6,614	6,614	.....	6,549	100.99	100.99	100.99	100.99				

1. This data sheet should show the latest results of learning achievement tests. In the absence of such tests, please show the number of pupils passing school examinations by subject in columns 3, 4 and 5 under respectively 'Reading/writing', 'Mathematics' and 'Life skills/others', and the overall number of pupils passing the school examinations, if any, under column 6: 'A.C.S.'

2. Please specify the national norms for :

Reading/Writing:

Mathematics :

Life skills/others:

3. A.C.S. refers to 'Any composite score' i.e. pupils achieving an overall passing score for test results in columns 3, 4 and 5.

4. To the extent possible, the same table may be produced separately for public and private schools.

Data Sources:

TABLE 10 : Indicator 15 - Percentage of pupils having reached at least grade 4 of primary schooling who master a set of nationally defined basic learning competencies^{1, 2, 3}

Country: **Republic of Macedonia**

Year: **1995**

Add Province	Col 1	Col 2	Col 3 - Col 6			Col 7	Col 8 - Col 11		Col 12 - Col 15	
			Pupils of grade 4 (or another higher grade) who master basic learning competencies			Enrollment in grade 4 (or in the corresponding grade)	Percentage of pupils who master basic learning competencies		Achievement Gender Parity Index	
		Reading/ Writing	Mathematics	Life skills/ others	A.C.S. 4		Reading/ Writing	Mathematics	Life skills/ others	A.C.S. 4
NATIONAL (The whole country)	TOTAL (MF)	32,668	32,668	32,668	.....	32,935	99.19	99.19	99.19	
	Male (M)	16,793	16,793	16,793	.....				
	Female (F)	15,875	15,875	15,875	.....				
Province 1	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 2	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 3	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 4	TOTAL (MF)									
	Male (M)									
	Female (F)									
Province 5	TOTAL (MF)									
	Male (M)									
	Female (F)									
Urban areas	TOTAL (MF)	19,124	19,124	19,124	.....	.....		
	Male (M)	9,960	9,960	9,960	.....				
	Female (F)	9,164	9,164	9,164	.....				
Rural areas	TOTAL (MF)	13,544	13,544	13,544	.....	.....		
	Male (M)	6,833	6,833	6,833	.....				
	Female (F)	6,711	6,711	6,711	.....				

1. This data sheet should show the latest results of learning achievement tests. In the absence of such tests, please show the number of pupils passing school examinations by subject in columns 3, 4 and 5 under respectively 'Reading/writing', 'Mathematics' and 'Life skills/others', and the overall number of pupils passing the school examinations, if any, under column 6: 'A.C.S. 4'.

2. Please specify the national norms for:

Reading/Writing: Knowledge and skills for oral expression by using rules on written communication and other one

Mathematics: Knowledge in basic arithmetic operations in multiplying natural numbers and basic geometric figures solid in plain and geometric solids

Life skills/others: Socialization, visual sensitivity, finearts, physical education, proper and harmonical development

(Please specify subject if not life skills)

3. A.C.S. refers to Any composite score i.e. pupils achieving an overall passing score for test results in columns 3, 4 and 5.

4. To the extent possible, the same table may be produced separately for public and private schools.

Data Sources: **Republic Bureau of Statistics**

TABLE 10 : Indicator 15 - Percentage of pupils having reached at least grade 4 of primary schooling who master a set of nationally defined basic learning competencies^{1, 2, 3}

Country:		Republic of Macedonia										Year:		1994						
Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8 = Col 3/Col 7	Col 9 = Col 4/Col 7	Col 10 = Col 5/Col 7	Col 11 = Col 6/Col 7	Achievement Gender Parity Index									
Add Province		Pupils of grade 4 (or another higher grade) who master basic learning competencies		Life skills/ others		A.C.S. ⁴	Enrolment in grade 4 (or in the corresponding grade)	Percentage of pupils who master basic learning competencies		A.C.S. ⁴	Reading/Writing		Mathematics		Life skills/ others		Reading/ Mathematics		Life skills/ A.C.S. ⁴	
		Reading/ Writing	Mathematics	Mathematics	Life skills/ others			Reading/ Writing	Mathematics		Reading/ Writing	Mathematics	Reading/ Writing	Mathematics	Life skills/ others	Reading/ Writing	Mathematics	Life skills/ others	Reading/ Writing	Mathematics	Life skills/ others	Reading/ Writing	Mathematics	Life skills/ others
NATIONAL	TOTAL (MF)	32.347	32.347	32.347	.....	.....	32.563	99.34	99.34	99.34	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	Male (M)	16.477	16.477	16.477	.....	.....	16.551	99.55	99.55	99.55										
	Female (F)	15.870	15.870	15.870	.....	.....	16.012	99.11	99.11	99.11										
Province 1	TOTAL (MF)																			
	Male (M)																			
	Female (F)																			
Province 2	TOTAL (MF)																			
	Male (M)																			
	Female (F)																			
Province 3	TOTAL (MF)																			
	Male (M)																			
	Female (F)																			
Province 4	TOTAL (MF)																			
	Male (M)																			
	Female (F)																			
Province 5	TOTAL (MF)																			
	Male (M)																			
	Female (F)																			
Urban areas	TOTAL (MF)	19.229	19.229	19.229	.....	.....	19.132	100.51	100.51	100.51	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	Male (M)	9.736	9.736	9.736	.....	.....	9.613	101.28	101.28	101.28										
	Female (F)	9.493	9.493	9.493	.....	.....	9.519	99.73	99.73	99.73										
Rural areas	TOTAL (MF)	13.118	13.118	13.118	.....	.....	13.431	97.67	97.67	97.67	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	Male (M)	6.741	6.741	6.741	.....	.....	6.938	97.16	97.16	97.16										
	Female (F)	6.377	6.377	6.377	.....	.....	6.493	98.21	98.21	98.21										

1. This data sheet should show the latest results of learning achievement tests. In the absence of such tests, please show the number of pupils passing school examinations by subject in columns 3, 4 and 5 under respectively 'Reading/writing', 'Mathematics' and 'Life skills/others', and the overall number of pupils passing the school examinations, if any, under column 6: 'A.C.S.'

2. Please specify the national norms for :

Reading/Writing: Knowledge and skills for oral expression by using rules on written communication and other one

Mathematics : Knowledge in basic arithmetic operations in multiplying natural numbers and basic geometric figures solid in plain and geometric solids

Life skills/others: Socialization, visua sensitivity, finearts, mysical education, proper and harmonical development
(Please specify subject if not life skills)

3. A.C.S. refers to 'Any composite score' i.e. pupils achieving an overall passing score for test results in columns 3, 4 and 5.

4. To the extent possible, the same table may be produced separately for public and private schools.

Data Sources: Republican Bureau of Statistics

TABLE 10 : Indicator 15 - Percentage of pupils having reached at least grade 4 of primary schooling who master a set of nationally defined basic learning competencies^{1,2,3}

Country: **Republic of Macedonia**

Year: **1993**

Add Province	Col 1	Col 2	Col 3 - Col 6			Col 7	Col 8 - Col 11			Col 12 - Col 15				
			Pupils of grade 4 (or another higher grade) who master basic learning competencies				Enrollment in grade 4 (or in the corresponding grade)	Percentage of pupils who master basic learning competencies			Achievement Gender Parity Index			
			Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴	Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴	Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴
NATIONAL (The whole country)	TOTAL (MF)	32,937	32,937	32,937	32,937	33,346	98.77	98.77	98.77					
	Male (M)	16,954	16,954	16,954	16,954	.....							
	Female (F)	15,983	15,983	15,983	15,983	.....							
Province 1	TOTAL (MF)													
	Male (M)													
	Female (F)													
Province 2	TOTAL (MF)													
	Male (M)													
	Female (F)													
Province 3	TOTAL (MF)													
	Male (M)													
	Female (F)													
Province 4	TOTAL (MF)													
	Male (M)													
	Female (F)													
Province 5	TOTAL (MF)													
	Male (M)													
	Female (F)													
Urban areas	TOTAL (MF)	19,740	19,740	19,740	19,740	.....							
	Male (M)	10,168	10,168	10,168	10,168	.....							
	Female (F)	9,572	9,572	9,572	9,572	.....							
Rural areas	TOTAL (MF)	13,197	13,197	13,197	13,197	.....							
	Male (M)	6,786	6,786	6,786	6,786	.....							
	Female (F)	6,411	6,411	6,411	6,411	.....							

1. This data sheet should show the latest results of learning achievement tests. In the absence of such tests, please show the number of pupils passing school examinations by subject in columns 3, 4 and 5 under respectively 'Reading/writing', 'Mathematics' and 'Life skills/others', and the overall number of pupils passing the school examinations, if any, under column 6: 'A.C.S.'.

2. Please specify the national norms for:

Reading/Writing: Knowledge and skills for oral expression by using rules on written communication and other one

Mathematics: Knowledge in basic arithmetic operations in multiplying natural numbers and basic geometric figures solid in plain and geometric solids

Life skills/others: Socialization, visual sensitivity, finearts, musical education, proper and harmonical development

(Please specify subject if not life skills)

3. A.C.S. refers to 'Any composite score' i.e. pupils achieving an overall passing score for test results in columns 3, 4 and 5.

4. To the extent possible, the same table may be produced separately for public and private schools.

Data Sources: Republican Bureau of Statistics

TABLE 10 : Indicator 15 - Percentage of pupils having reached at least grade 4 of primary schooling who master a set of nationally defined basic learning competencies^{1,2,3}

Country: **Republic of Macedonia**

Year: **1992**

Col 1	Col 2	Col 3	Col 4		Col 5	Col 6	Col 7	Col 8		Col 9		Col 10		Col 11		Achievement Gender Parity Index		
			Reading/Writing	Mathematics				Life skills/ others	A.C.S. ⁴	Enrolment in grade 4 (or in the corresponding grade)	Reading/Writing	Mathematics	Life skills/ others	A.C.S. ⁴	Reading/Writing	Mathematics	Life skills/ others	A.C.S. ⁴	Reading/Writing	Mathematics	Life skills/ others
NATIONAL (The whole country)	TOTAL (MF)	32.768	32.768	32.768	.....	.....	33.442	97.98	97.98	97.98	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	16.902	16.902	16.902	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1	Female (F)	15.866	15.866	15.866	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	TOTAL (MF)																	
Province 2	Male (M)																	
	Female (F)																	
Province 3	TOTAL (MF)																	
	Male (M)																	
Province 4	Female (F)																	
	TOTAL (MF)																	
Province 5	Male (M)																	
	Female (F)																	
Urban areas	TOTAL (MF)	19.562	19.562	19.562	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	9.967	9.967	9.967	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	Female (F)	9.595	9.595	9.595	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	TOTAL (MF)	13.206	13.206	13.206	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	6.935	6.935	6.935	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	6.271	6.271	6.271	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. This data sheet should show the latest results of learning achievement tests. In the absence of such tests, please show the number of pupils passing school examinations by subject in columns 3, 4 and 5 under respectively 'Reading/writing', 'Mathematics' and 'Life skills/others', and the overall number of pupils passing the school examinations, if any, under column 6: 'A.C.S.'

2. Please specify the national norms for:

Reading/Writing: Knowledge and skills for oral expression by using rules on written communication and other one

Mathematics : knowledge in basic arithmetic operations in multiplying natural numbers and basic geometric figures solid in plain and geometric solids

Life skills/others: Socialization, visua sensitivity, linearts, mystical education, proper and harmonical development
(Please specify subject if not life skills)

3. A.C.S. refers to 'Any composite score' i.e. pupils achieving an overall passing score for test results in columns 3, 4 and 5.

4. To the extent possible, the same table may be produced separately for public and private schools.

Data Sources: Republican Bureau of Statistics

TABLE 10 : Indicator 15 - Percentage of pupils having reached at least grade 4 of primary schooling who master a set of nationally defined basic learning competencies^{1, 2, 3}

Country:

Republic of Macedonia

Year:

1991

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8 - Col 11 = Col 8/Col 7				Achievement Gender Parity Index								
							Pupils of grade 4 (or another higher grade) who master basic learning competencies		Enrollment in grade 4 (or in the corresponding grade)		Percentage of pupils who master basic learning competencies		Life skills/ others		A.C.S. 4		Reading/ Mathematics		Life skills/ others
Add Province							Reading/ Writing	Mathematics	Life skills/ others	A.C.S. 4	Reading/ Writing	Mathematics	Life skills/ others	A.C.S. 4	Reading/ Writing	Mathematics	Life skills/ others	A.C.S. 4	
NATIONAL (The whole country)	TOTAL (MF)	33,212	33,212	33,212	33,212	34,002	97.68	97.68	97.68		97.68								
	Male (M)	17,041	17,041	17,041	17,041	.....												
	Female (F)	16,171	16,171	16,171	16,171	.....												
Province 1	TOTAL (MF)																		
	Male (M)																		
	Female (F)																		
Province 2	TOTAL (MF)																		
	Male (M)																		
	Female (F)																		
Province 3	TOTAL (MF)																		
	Male (M)																		
	Female (F)																		
Province 4	TOTAL (MF)																		
	Male (M)																		
	Female (F)																		
Province 5	TOTAL (MF)																		
	Male (M)																		
	Female (F)																		
Urban areas	TOTAL (MF)	19,565	19,565	19,565	19,565	.....												
	Male (M)	10,001	10,001	10,001	10,001	.....												
	Female (F)	9,564	9,564	9,564	9,564	.....												
Rural areas	TOTAL (MF)	13,647	13,647	13,647	13,647	.....												
	Male (M)	7,040	7,040	7,040	7,040	.....												
	Female (F)	6,607	6,607	6,607	6,607	.....												

1. This data sheet should show the latest results of learning achievement tests. In the absence of such tests, please show the number of pupils passing school examinations by subject in columns 3, 4 and 5 under respectively 'Reading/writing', 'Mathematics' and 'Life skills/others', and the overall number of pupils passing the school examinations, if any, under column 6: 'A.C.S.'.

2. Please specify the national norms for:

Reading/Writing: Knowledge and skills for oral expression by using rules on written communication and other one

Mathematics: Knowledge in basic arithmetic operations in multiplying natural numbers and basic geometric figures solid in plain and geometric solids

Life skills/others: Socialization, visual sensitivity, finearts, physical education, proper and harmonical development

(Please specify subject if not life skills)

3. A.C.S. refers to Any composite score i.e. pupils achieving an overall passing score for test results in columns 3, 4 and 5.

4. To the extent possible, the same table may be produced separately for public and private schools.

Data Sources:

Republican Bureau of Statistics

TABLE 10 : Indicator 15 - Percentage of pupils having reached at least grade 4 of primary schooling who master a set of nationally defined basic learning competencies^{1, 2, 3}

Country:		Republic of Macedonia										Year:		1990				
Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11	Achievement Gender Parity Index							
Add Province		Pupils of grade 4 (or another higher grade) who master basic learning competencies		Pupils of grade 4 (or another higher grade) who master basic learning competencies		Enrolment in grade 4 (or in the corresponding grade)	Percentage of pupils who master basic learning competencies		Percentage of pupils who master basic learning competencies		Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴	Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴
		Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴		Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴								
NATIONAL	TOTAL (MF)	33.587	33.587	33.587	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(The whole country)	Male (M)	17.235	17.235	17.235	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	16.352	16.352	16.352	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Province 1	TOTAL (MF)																	
	Male (M)																	
	Female (F)																	
Province 2	TOTAL (MF)																	
	Male (M)																	
	Female (F)																	
Province 3	TOTAL (MF)																	
	Male (M)																	
	Female (F)																	
Province 4	TOTAL (MF)																	
	Male (M)																	
	Female (F)																	
Province 5	TOTAL (MF)																	
	Male (M)																	
	Female (F)																	
Urban areas	TOTAL (MF)	19.629	19.629	19.629	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	9.967	9.967	9.967	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	9.662	9.662	9.662	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural areas	TOTAL (MF)	13.958	13.958	13.958	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Male (M)	7.268	7.268	7.268	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female (F)	6.690	6.690	6.690	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1. This data sheet should show the latest results of learning achievement tests. In the absence of such tests, please show the number of pupils passing school examinations by subject in columns 3, 4 and 5 under respectively 'Reading/Writing', 'Mathematics' and 'Life skills/others', and the overall number of pupils passing the school examinations, if any, under column 6: 'A.C.S.'

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Reading/Writing: Knowledge and skills for oral expression by using rules on written communication and other one

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Life skills/others: Socialization, visual sensitivity, finearts, physical education, proper and harmonical development
(Please specify subject if not life skills)

3. A.C.S. refers to 'Any composite score' i.e. pupils achieving an overall passing score for test results in columns 3, 4 and 5.

4. To the extent possible, the same table may be produced separately for public and private schools.

Data Sources: Republican Bureau of Statistics

TABLE 11 : Indicators 16, 17 and 18 - Literacy rates of population aged 15-24 and 15 years old and over, and Literacy Gender Parity Index ¹

Country: Republic of Macedonia

Year: 1994

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7 = Col.5/Col.3	Col.8 = Col.6/Col.4	Col.9 = F%/M%	Col.10 = F%/M%
Add Province		Population		Number of literates		Literacy rate		Literacy Gender Parity Index	
		15+	15-24	15+	15-24	15+	15-24	15+	15-24
NATIONAL	TOTAL (MF)	1454082	314663	1367667	311127	94.06	98.88	0.9	1.0
	Male (M)	721597	160715	701652	159360	97.24	99.16		
	Female (F)	732485	153952	666015	151767	90.93	98.58		
Province 1	TOTAL (MF)								
	Male (M)								
	Female (F)								
Province 2	TOTAL (MF)								
	Male (M)								
	Female (F)								
Province 3	TOTAL (MF)								
	Male (M)								
	Female (F)								
Province 4	TOTAL (MF)								
	Male (M)								
	Female (F)								
Province 5	TOTAL (MF)								
	Male (M)								
	Female (F)								
Urban areas	TOTAL (MF)	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....
Rural areas	TOTAL (MF)	.....	.....	.....	.....
	Male (M)	.....	.....	.....	.....
	Female (F)	.....	.....	.....	.....

1. Definition of literacy used :

Data Sources :

Republican Bureau of Statistics

**REVIEW ON THE COVERAGE OF PRE-SCHOOL EDUCATION CHILDREN (AGE 3-5)
IN THE REPUBLIC OF MACEDONIA 1990/91**

No.	Municipality	%
1.	Makedonski Brod	10,33
2.	Gostivar	13,50
3.	Tetovo	20,0
4.	Kru{evo	30,0
5.	Ki~evo	50,0
6.	Strumica	55,0
7.	Kriva Palanka	56,15
8.	Struga	57,0
9.	Demir Hisar	58,16
10.	Prilep	60,0
11.	Probi{tip	60,0
12.	Debar	60,66
13.	Kumanovo	60,37
14.	Kratovo	63,21
15.	Sveti Nikole	65,0
16.	Radovi{	70,0
17.	Bitola	76,66
18.	Skopje	78,61
19.	Resen	80,23
20.	Ko~ani	87,72
21.	Veles	88,80
22.	Gevgelija	88,81
23.	Valandovo	90,0
24.	Ohrid	90,0
25.	Negotino	90,0
26.	Kavadarci	93,0
27.	Del~evo	93,41
28.	Berovo	94,24
29.	Vinica	94,42

Source: Republic institute for Promotion of Education

CURRICULUM*
in primary school teaching

3.1	Teaching									Total classes
3.1.1	Compulsory teaching per teaching fields and disciplines	Weekly number of classes per grades								
		I	II	III	IV	V	VI	VII	VIII	
A.	Language /arts									
	- Mother language*	6	6	6	4	4	4	4	3	37
	- Macedonian language	3	3	3	3	3	3	3	3	24
	- Foreign language (English, German, French and Russian)	-	-	-	-	3	3	2	2	10
	- Fine arts	1	2	2	2	2	1	1	1	12
	- Music education	1	1	2	1	2	1	1	1	10
B.	Social economic sciences									
	- Sociology	-	-	-	2	-	-	-	-	2
	- Geography	-	-	-	-	1	2	2	2	7
	- History	-	-	-	-	2	2	2	2	8
C.	Natural sciences - mathematics									
	- Knowledge of nature and society	2	2	3	-	-	-	-	-	7
	- Knowledge of nature	-	-	-	2	-	-	-	-	2
	- Biology	-	-	-	-	1	2	2	2	7
	- Chemistry	-	-	-	-	-	-	2	2	4
	- Physics	-	-	-	-	-	-	2	3	5
	- Mathematics	5	5	5	5	5	4	3	3	35
D.	Manufacture – techniques									
	- Basic elements of techniques and manufacture	-	-	-	2	2	2	2	2	10
E.	Physical and health education									
	- Physical education	2	2	2	2	2	2	2	2	16
Total compulsory teaching:		17	18	20	20	24	23	25	25	
F.	Class head lesson	1	1	1	1	1	1	1	1	
3.1.2	Facultative teaching per separate teaching disciplines									
	- Second foreign language					3	3	2	2	
	- Informatics					-	-	1	1	
3.1.3	Other kind of teaching	Being organized according to educational needs and possibilities of pupils and school								

*¹) Discipline on Macedonian language, pupils from national minorities learn on their mother language according to the Act on primary teaching and education.

* Plan and programs in teaching – educative activity of primary school, Ministry of Education and Physical culture and Educational Institute of Macedonia, Skopje, May 1995

CURRICULUM IN PRIMARY SCHOOL *
CLASS TEACHING

Teaching disciplines	Grades							
	I		II		III		IV	
	W	Y	W	Y	W	Y	W	Y
I Compulsory disciplines								
- Macedonian language	5	180	5	180	5	180	5	180
- for pupils of national minorities their mother language: Albanian, Turkish, Serbian	-	-	-	-	2	72	2	71
- Macedonian language for pupils of national minorities								
- Mathematics	5	180	5	180	5	180	4	144
- Nature and Society	2	72	2	72	2	72	-	-
- Nature	-	-	-	-	-	-	2	72
- Society	-	-	-	-	-	-	2	72
- Physical and health education	3	108	3	108	3	108	3	108
- Fine arts	2	72	2	72	2	72	2	72
- Musical education	1	36	1	36	2	72	2	72
Total lessons	18	684	18	648	19-21	684+756	20+2	720+792
							2	
II. Selective disciplines								
- First foreign language	-	-	-	-	-	-	2	72
III. Facultative disciplines								
- Vlach, Gypsy	-	-	1	36	2	72	2	72
- Ecology, handwork	-	-	-	-	2	72	2	72
- Additional teaching	1+1	36+36	1+1	36+36	1+1	36+36	1+1	36+36
- Extra teaching	-	-	-	-	-	-	2	72
- Free pupils' activities	1	36	3	1	1	36	2	72

Note: This curriculum is applied also in classes with teaching on Albanian, Turkish and Serbian language.

- Pupils start to learn first foreign language continuously from IV grade in schools where there are conditions for.
- In dependence of pupils' needs additional teaching is performed by one to two lessons weekly.
- * Primary education – contents and organization of teaching-educative activity, Ministry of Education and Physical Culture and Educational Institute of Macedonia, Skopje, June 1996.

DISCIPLINE TEACHING

Teaching disciplines	Grades							
	V		VI		VII		VIII	
	W	Y	W	Y	W	Y	W	Y
I Compulsory discipline								
- Macedonian language	4	144	4	144	4	144	4	140
- For pupils of national minorities their mother language: Albanian, Turkish, Serbian								
- Macedonian language for pupils of national minorities	3	108	3	108	2	72	2	70
- First foreign language	3	108	3	108	2	72	2	70
- Mathematics	4	144	4	144	4	144	4	140
- History	2	72	2	72	-	-	-	-
- History and civil society	-	-	-	-	2	72	2	70
- Geography	-	-	2	72	2	72	2	70
- Biology	1	36	2	72	2	72	2	70
- Physics	-	-	-	-	2	72	2	70
- Chemistry	-	-	-	-	2	72	2	70
- Technical Education	2	72	2	72	-	-	-	-
- Fine arts	2	72	1	36	1	36	1	35
- Musical education	2	72	1	36	1	36	1	35
- Physical and health education	2	72	2	72	2	72	2	70
Total lessons	22-25	792 900	23-26	828 936	24-26	864 936	24-26	840 910
II Selective disciplines								
- Second foreign language	3	108	3	108	2	72	2	70
- Informatics	-	-	-	-	2	72	2	70
- Technical education	-	-	-	-	2	72	2	70
III Facultative disciplines								
- Vlach, Gypsy and other language	2	72	2	72	2	72	2	70
- Fine arts, Musical education, Sport, Ecology, Traffic education, etc.	1	36	1	36	1	36	1	35
- Additional teaching	2	72	2	72	2	72	2	70
- Extra teaching	2	72	2	72	2	72	2	70
- Pupils' free activities	2	72	2	72	2	72	2	70
- School Chorus from 2-5 lessons weekly (depending on chorus) that is, from 72-180 lessons per year.								
- School Orchestra from 2-4 lessons weekly (depending on orchestra) that is from 72-144 lessons per year.								

Note: This curriculum is applied also in classes with teaching in Albanian, Turkish and Serbian language,

- In V or VII grade, pupils choose at least one selective discipline. They learn selective discipline continuously.
- Class teacher holds one lesson of 40 minutes with pupils of the class.