

## REPORT

### ON THE APPLICATION OF THE 1960 CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION OF THE REPUBLIC OF MACEDONIA

Macedonian multicultural society requires by the educational institutions, on each level, to be the active promoters of the following values development of joint living among students, respecting the differences among the population, their culture, language and traditions. The school has responsibility to raise student's awareness for their cultural background and also for rising the interest for learning of the cultural heritage of other communities.

#### 1. Non-discrimination in education

1.1. The Republic of Macedonia in the frame of UNN human rights protection, including the Convention and the Recommendation against discrimination in Education, has adopted in its the legislation the following obligations from: International package for civil and political rights International package for economical, social and cultural rights, Convention for elimination of all forms of discrimination against women, against afflicts and other severe inhuman and humiliating conducts, Convention for the rights of persons with disabilities, Convention for human right and fundamental freedom, revised European Social Charter and Framework convention on national minorities protection and others.

In accordance to the Article 9 of the Constitution of the Republic of Macedonia "all citizens are equal concerning the freedom and rights regardless the nationality, gender, race, religion, language, social background and economic status"

Also, the Article 44 of the Constitution guarantees that all citizens have right to have equal access to education under the same conditions. The primary education in duration of 9 school years, starting from 6 to 15 years is compulsory and free of charge.

The secondary education in duration of 3 or 4 school years, is compulsory and free of charge (in public schools).

The Article 2 of the Law on Primary Education stipulates that each child has right on primary education. The discrimination on the basis of nationality, gender, race, skin color, national, political religion, language, social background and economic status is forbidden. In the primary schools are strictly forbidden any kind of political and religious activities and exposition of political and religious symbols..

The Article 3 of the Law on Secondary Education stipulates that the secondary education is compulsory, and that every student has equal rights for secondary education. The discrimination on the basis of nationality, gender, race, skin color, national, political religion, language, social background and economic status is forbidden. Article 7 of the Law on Secondary Education stipulates that in the secondary schools all political and religious activities and exposition of political and religious spots are forbidden.

1.2 According to the provisions of the Law on Primary Education and the Law on Secondary Education, parents or guardians are obliged to fulfill the obligation their children to regularly attend the primary

and secondary school. The fine for not fulfilling this obligation is 300 to 400 EUR for primary education and 600 to 800 EUR for secondary education.

The teaching instruction in primary and secondary education in the Republic of Macedonia is provided on Macedonian and its Cyrillic alphabet. For the members of the major ethnic communities (Albanians, Turks, Serbian) the teaching instruction is organized on their mother tongue. Also the children from the other minor ethnic communities: Bosnaks, Vlahos, Romas have rights to learn its mother tongue through the elective subject Language and Culture from III to IX grade of primary education.

For the children of the citizens of the Republic of Macedonia who resided abroad and have come back to start or continue the primary education, the schools are obliged to offer them the assistance in learning their mother tongue ( Article 7, line 2 of the Law on primary education).

The children with foreign citizenship or children without citizenship have right on primary and secondary education under the same conditions as the children citizens of the Republic of Macedonia.

The primary education may be organized in the health institutions, juvenile detention centers and prisons, (Article 10, line 2).

The children with special educational needs have rights to individual assistance to complete primary and secondary education.

Pursuant to the Article 172 of the Law on Primary Education and Article 109-a of the law on Secondary Education is foreseen fine up to 1.200 Euro for the primary school or the teacher and up to 1.600 Euro for the secondary school or the teacher in case of discrimination or physical or mental torture of the pupils. Also the Laws foresees certain fine for the parents whose child had done any of the above mentioned conduct to harm the teacher or other child.

The other national politics which regulate discrimination protection and which guarantee the rights on primary and secondary education:

- Law on prevention and protection against discrimination from 2010,
- Law on equal opportunities for men and women , from 2012;
- Concept of nine years primary education
- National action plan for gender equality for 2013-2016
- National strategy for equality and non discrimination 2012-2015
- Strategy for integrated education “Steps toward the integrated education”

## **2. Equal opportunities for education**

2.1. Concerning the all above mentioned we note that any kind of discrimination in the primary and secondary education is forbidden and for any violation are prescribed huge fines.

One of the responsible bodies for protection of the rights against any discrimination is the Commission for protection against discrimination established under the Law on prevention and discrimination from 2010.

The Ministry of education and science adopted the Program TA, Program TB, Program TG and Program TD – building and reconstruction of the school building in the urban and rural areas for the period 2013-2015 to ensure equal quality of the primary and secondary education for all children.

- Table of GDP for education 2012-2015

	2012	2013	2014	2015
GDP	466,703,000,000	501,891,000,000	525,620,000,000	560,148,000,000
Budget of MES (total)	21,192,403,000	22,486,464,000	22,161,993,000	22,480,368,000
% of participation in the total budget of MES in GDP	4.54%	4.48%	4.22%	4.01%
MES Budget (basic budget)	17,011,450,000	17,845,521,000	17,583,938,000	18,413,806,000
% of participation of the total budget of MES in GDP	3.65%	3.56%	3.35%	3.29%

The data on GDP are obtained from the Ministry of Finance – indicators 03.2016, concluded with 2015 are official data of DZS. GDP for 2016 is MMF projections.

Budget of Primary Education 2012-2014 including T – Investments in education

Planned funds for the programs in the MoES Total Budget 2012-2014 година

	2012	% of particip in the MoES Budget	2012 (re-balance)	% of particip in the MoES Budget	2013	% of particip in the MoES Budget	2013(re-balance)	% of particip in the MoES Budget	2014	% of particip in the MoES Budget
<b>MoES Total Budget</b>	<b>21,740,439,000</b>	<b>100.00%</b>	<b>21,096,553,000</b>	<b>100.00%</b>	<b>21,567,071,000</b>	<b>100.00%</b>	<b>22,206,964,000</b>	<b>100.00%</b>	<b>22,387,158,000</b>	<b>100.00%</b>
2 Primary Educ.	570,996,000	2.63%	546,969,000	2.59%	566,946,000	2.63%	565,398,000	2.55%	588,198,000	2.65%
T – Investments in education	607,528,000	2.79%	511,028,000	2.42%	613,799,000	2.85%	799,799,000	3.60%	785,532,000	3.54%
(TA+TB)- Primary school Construc. +Reconstr. Of primary schools	147,102,000	0.68%	144,102,000	0.68%	180,102,000	0.84%	193,102,000	0.87%	186,102,000	0.84%

- - Funds in percentages of the TA Program –construction of primary schools in rural areas, comparing the foreseen funds of TA Program 2013-

2013

29,65 % of the total fund of the Program for 2013, spent for the schools in rural areas

2014

33,53 % of the total fund of the Program for 2014, spent for the schools in rural areas

2015 (first six months period)

8,35 % of the total fund of the Program for 2015, spent for the schools in rural areas

- Percentages - funds of the TB Program –reconstruction of primary schools in rural areas , comparing the foreseen funds of TB Program 2013-

2013

29,42 % of the total fund of the Program for 2013, spent for the schools in rural areas

2014

69,8 % of the total fund of the Program for 2014, spent for the schools in rural areas

2015 (first six months period)

40,7 % of the total fund of the Program for 2015, spent for the schools in rural areas

**2.2., 2.3.**The primary education is compulsory and every child on the age of 6 should be enrolled in primary schools. The provision of the Law on primary education stipulates the fine for the parents or guardians, who have not fulfilled this legal obligation.

The secondary education is compulsory. The provision of the Law on secondary education stipulates the fine for the parents or guardians, who have not fulfilled this legal obligation.

The students who completed 16 years of age are ceased from the obligation for attending regular primary education. In some exceptional cases, upon the parent or guardian request and the expert opinion, the student who complete 16 years of age may continue the education up to 17 years.

The important program documents concerning measures and activities in the combat with discrimination are the following:

- National strategy for the development of education 2005- 2015 defines the actions and measures for strengthening the ethnic and cultural cooperation among the ethnic communities as the important challenge of the educational system. The Strategy emphasizes that the integration should start from preschool age and requires special attention to curricula and text – books, The Strategy debates in the direction of finding common issues among the ethnic groups for strengthening the internal cohesion.

- National strategy for equality and non discrimination, 2012-2015, gives particular emphasizes on rising the awareness for compulsory education focusing on prevention of particular reasons for drop-outs of male and female pupils, especially among Roma population.

The Strategy Steps towards the integrated education in the educational system of the Republic of Macedonia focused its activities on improvement of the multy-ethnic reality in the country through increasing communication, cultural tradition sharing and understanding among the different ethnic communities, adjustment of the curricula and text-books with introduction of the concept of tolerance, intercultural communication, introducing the languages of the community in the school curricula, training of teachers on the methodology of such language with special attention on the language of the smaller communities.

Special attention was given to the curricula and text-books( especially for history, geography and language learning), to adaptation the concept of tolerance, intercultural communication and understanding.

National action plan on gender equality 2013 – 2016 aiming at awareness rising, amendments on the existing legislation and establishing standard for protection and sanctioning the gender based violence. One of main goal is strengthening the capacities of professional structures in all institutions from different sectors, as it is the education.

Concerning gender equality, in the Republic of Macedonia primary and secondary education is compulsory for every child, female and male, with equal rights and requirements. This kind of discrimination in our country is almost not exiting.

- Strategy on decrease the school violence, 2012-2015. The Bureau on development of the education trained expert teams and councils of parents for development of their social and emotional skills for prevention and reduction of physical and cyber violence and made revision of the text – books concerning the contents of violence, discrimination and respect of the differences. Also, have been adopted Protocol on diminishing school violence and Joint protocol for action in accidents on domestic violence
- National strategy on decreasing poverty and improving the social exclusion in the Republic of Macedonia, 2010 – 2020 emphasizes the more important measures and actions such as: motivating the schools to accept children from social marginalized groups living in other regions, stimulating bigger school enrolment rate in the kindergartens for achieving better knowledge for the of start primary education, cooperation with NGOs and parents, motivating the regular school attendance, students and parents counseling, campaign for school non violence, training of teachers, employment of psychologies, pedagogues and special need teachers, rehabilitation of schools, improving teaching resources, accessible aisles for disabled children.

In this context have been done the adjustment of the curricula to the students years of age, for learning the language of the community, providing functional classification of the children with disabilities and their inclusion in special classes and schools only when it is necessary for their overall development,

adaptation of the infrastructure of the regular primary and secondary schools to the needs of the disabled children, adjustment of the computer software and providing additional financial benefits for the municipalities and regular schools who admit special needs children and for special teachers.

### **3.1. Universal primary education**

In the recent decade in the Republic of Macedonia has been donee imminence progress toward the improvement of the education in providing universal approach to primary education. The key change is transition of eight year to nine year of compulsory primary education.

In the Republic of Macedonia the primary education is provided on Macedonian language and its Cyrillic alphabet. The students member of the other ethnic communities ( Albanians, Turks, Serbs) have the overall teaching instruction on their mother tongue and alphabet. Also the smaller ethnic communities: Bosniaks, Vlahs, Romas have right to learn their mother tongue through the elective subjects from 3<sup>rd</sup> to 9<sup>th</sup> grade : Language and culture of Bosniaks, of Vlahs and of Romas.

For the children of the citizens of the Republic of Macedonia who stayed abroad and returned, the primary school is obliged to help them to learn their mother tongue end to be included in the process of primary education.

The children with foreign citizenship or children without it who reside in the Republic of Macedonia have equal right on primary education as the children citizens of the Republic of Macedonia. If needed, the primary education may be organized in the health and social institutions, detention centers and prisons

Children with special educational need have rights on individual assistance for achieving primary education.

All above mentioned measures provided by the State offer guaranty for the rights to have open access and free of charge education.

Universal right to primary education is guaranteed by:

The Constitution of the Republic of Macedonia, Laws on Primary Education, on students standards, on Bureau of the development of education, on Pedagogical Service, on School Inspection on children rights, National program for of the development of education, Concept on nine years primary education.

The Law on Primary education is connected with the laws on Marriage and Labor concerning the legal age for completion the primary education, right on marriage and right on entering into employment.

Pursuant to Law on Primary education the students of the age of 16 and student with special educational needs up to 20 years have ceased the legal obligation to attend regular primary education. In special cases, on the parent's request and teacher opinion, the student is permitted to complete the primary education on the age of 17.

According the Law on marriage minor children, under the age of 18, have no legal right to conclude marriage, unless obtained special permit.

The Labor law forbids labor for children under the age of 15 or for those who have not completed the primary education, only allows participation in the activities stipulated by Law, which are harmless on their health, for skills development, education etc., such as: cultural and arts activities, sport events and marketing, but no longer than four hours per day.

Recent experiences from the educational practice have shown necessity of better systematic solutions and problem solving in direction of bigger participation in the educational process of the children from the streets, children from socially vulnerable families, from juvenile detention centers and health institution.

We are taking activities to identify all difficulties and find constructive solutions by multifunctional and multiinstitutional joint approach by the relevant governmental bodies such as the Ministry of education and Sciences, Ministry of Labor and Social Policy, Ministry of Health, Ministry of interior, Ministry of Exterior.

Such joint approach and experience exchange, (and if possible some other foreign states experiences also), should result in strengthening the capacities and flexibility in problem solving.

To overcome the other problems, as it is school attendance by vulnerable groups we are facing in the overall process of education, we should also strengthen the politics of demography to better support the living conditions in the small rural settlements and small rural schools where cost of free education are higher.

### **3.2. Secondary education**

The secondary education is compulsory for all children with completed primary nine years education and is available free of charge. The provisions of Law on Secondary Education prohibits any kind of discrimination, regardless of nationality, gender, race, religion, language, social background and economic status.

In the Republic of Macedonia the secondary education is provided on Macedonian language and its Cyrillic alphabet. The students member of the other ethnic communities have the overall teaching instruction on their mother tongue and alphabet.

The children with foreign citizenship or children without it who reside in the Republic of Macedonia have equal right on secondary education as the children citizens of the Republic of Macedonia.

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According to the Law on marriage of minor children, under the age of 18, have no legal right to conclude marriage, unless obtained special permit.

### **Conditional cash transfer program ( 2010- ongoing)**

The Ministries of Education and science and Labor and social policy have designed a Conditional Cash transfer program for the secondary school children that come from families users of social financial assistance.

The program aims to improve access and quality of education for students and at the same time help student retention rate and decrease drop out rates.

More specifically, this program provides additional cash benefits for students, conditioned on enrollment and attendance in secondary education and aims to increase the number of students enrolled in secondary education from households beneficiaries of social financial assistance, thus facilitating the roll out of the compulsory secondary education in the country.

This program is funded by loan that the Government obtained from the World bank in 2009, and the program itself rolled out in 2010. The program is implemented by the Ministry of labor and social policy, relying on the reporting done by the teachers in all high schools all over Macedonia.

### **Reform on VET schools**

#### **Modernization of 2 and 3 year Secondary Technical Vocational Education and Training (TVET)**

Within the twinning project: "Support of the modernization of the educational and training system" and under the drafted standards for occupations and of professional qualifications, have been reformed 13 schools with two and three years curricula and 52 programs. The reform of the rest of the curricula of three years vocational schools is still ongoing (deadline is the end of 2018). In addition to this Project, it is in procedure concluding the Contract for providing the school equipment of the schools where the reformed curricula are in implementation with the total amount of 862.940 Euros. Within the Framework Program and in close cooperation with the school, the Center for vocational education and training, based on technical specification, prepared survey of the present equipment, identified the needs for additional equipment or up-grading of the present and supply of new school equipment. In accordance with the EU procedure we expect to publish the Public Call until 15 August and the equipment to be delivered to schools until 15 May 2017.

#### **Modernization of 4 year Secondary Technical Vocational Education and Training (TVET)**

Within the framework of the Skills Development and Innovation Support Project (SDISP), one of the crucial components refers to the modernization of technical education and to the activities which lead to building a basis of a modern and efficient system of 4-year secondary technical and vocational education and training (TVET), which includes enhancing the relevance of the standards and curricula for the labour market, improving the cooperation between the vocational education schools and the business sector (the industry) and incorporating mechanisms for a quick response to the labor market



demands adapting to changes in the market and in the demographic situation.

More specifically the aim of this reform of modernization of the 4 year secondary TVET is to develop and design new:

- Concept for modernization of the Secondary Technical and Vocational Education and Training
- methodology for the development of occupational standards and provision of technical assistance for the development of the occupational standards,
- methodology for the development of standards of qualification and provision of technical assistance for the development of the standards of qualifications,
- methodology for the development of educational profiles and plans and provision of technical assistance for the development of the educational profiles and plans ,
- methodology for the development of competency –based curriculums and pertinent modules and provision of technical assistance for the development of the competency –based curriculums and pertinent modules.
- Detailed technical specification for every TVET school for the equipment required for adequate ‘in school’ practical training, based on the the new curricula requirements.

The new modern and efficient secondary TVET system will be characterized by delayed tracking of students into vocational pathway, increased relevance of the standards and curriculum for the labour market and improved mechanisms for school-industry collaboration. The new model will lead to the transformation of the secondary TVET from the narrow occupational to a more general and broader technical education and eventually to result in greater labour market relevance and transferability of skills, and increased flexibility in secondary TVET provision.

### **3.3. Higher Education**

The higher education is developed on the universal educational level and it is a target for the majority part of the population through traditional forms or through different and constantly increased forms of long life learning. There is increasing development of the correlation between the systems of higher education and research and innovation. The quality of education is the main issue. It is of big interest for the Republic of Macedonia to offer competitive higher education in all existing scientific fields and to strive towards achieving the highest international standards of most important interests.

The student needs and expectation and higher education opportunities focused on students, have become issues which have important influence on the higher education..

Within the European and Worldwide framers are noticeable the tendencies for increased participation of the private sector in the higher education financing. As in some countries, the institution of higher education in our country make decisions on changes for the costs for studies and on the ways of granting scholarships for talented students regardless of nationality, gender, race, religion, language, social background and economic status

The instruments for state regulation of the higher education are mainly requirements for better quality and organization of supervision on the adjustment, assessment on the performance of the institution of higher education and providing the clear state policy of financing, based on the results of the achievements and public interests.

Concerning this, the institutions of higher education have full autonomy on the content and the organization of the curricula and research.

The article 7 of the Law on Higher Education stipulates that all citizens, including foreign citizens and the person without citizenship who completed four years of secondary education and passed the state examination (matura) have right, under the same conditions, to higher education and the principal of equality and indiscrimination is guaranteed.

The Article 108 stipulates that the institution of higher education by its legal documents, makes decision on procedure for enrolment and selection of the students and guarantee equality to all candidates regardless race, skin color, gender, language, religion, political or other belief, ethnical, national or social background, etc.

The Article 103 stipulates that the teaching language at the institutions for higher education is Macedonian, but the students from other ethnic communities have right to study on their language. The Law provides state financings for the institutions of higher education on the language of the ethnic communities who comprise at least 20% of the overall population, such as the Albanian community.

The Government of the Republic of Macedonia, on the proposal submitted by the public institution of higher education in order to facilitate the access to higher education makes decision for additional quota for enrolment at the public institution for higher education for the students from the minor ethnic communities ( Serbs, Vlachs, Romas, Turks, Bosniacs)

In-service teacher training for preschool and primary education beside on Macedonian, also is offered on the languages of the major ethnic communities. For the teachers for secondary education the university organizes studies on didactical methodical subjects on the languages of the ethnic communities.

The studies for in- service teacher training at the public institutions for higher education are organized on Macedonian and Albanian language (regulates by the Article 103), and on the languages of the ethnic communities who due to expression, nurturing, and development of the identity and other particularities, have right some of the study programs to be organized on their language.

According to the data of the State Statistical Office, there were 59 865 enrolled students in the Republic of Macedonia in the academic year 2015/2016. The number of enrolled female students was 32 837 or 54.9%.

### **3.4. Adult education and lifelong learning**

In 2005 it was adopted the Program for the development of education in the Republic of Macedonia 2005 – 2015, in which one chapter is devoted to development of adult education in the context of lifelong learning.

In January 2008 was adopted the Law on Adult Education. Based on it, in November 2008 the Government of the Republic Macedonia founded the Center for Adult Education (AEC) and have been drafted regulations, by-laws from the Law on Adult Education.

- Manual for the content, form and procedure for concluding agreement for monitoring the program for adult education;
- Manual for standards of space, equipment of facilities and institutions for adult education;
- Manual for the title, content and form of the certificate of knowledge, skills, abilities and competencies acquired by special programs for adult education;
- Manual for the content and form of the documentation and records issued by the institutions and institutions for adult education;
- Manual for the form, content and manner of keeping the central registry and the registry of municipal institutions and institutions that implement publicly recognized educational programs for adults;
- Manual for the way of verification of special programs for adult education;
- Manual for the way of verification of facilities and institutions for adult education

In 2010 the Council for Adult Education prepared the Strategy for adult education 2010 – 2015, which was approved by the Minister of Education and Science. This document set up the priorities for adult education until 2015.

In 2015, in order to facilitate more active involvement of the adults with unsatisfactory level of primary education in the contemporary social trends, the Center in cooperation with the Ministry of Education and Science and other relevant institutions, prepared the Concept for primary education of adults and Operating plan for active training programs and employment measures and services required by the labor market. The indicators showed that among the population who still practice traditional lifestyle, there is the situation of the high rate of illiteracy and low level of qualification skills, especially among the women, Roma population, persons with disabilities and vulnerable social groups who urgently need to be helped to complete their primary education and obtain some basic qualification skills.

Concerning this, have been undertaken the following concrete measures: trainings for occupations to satisfy the demands on the labor market and trainings of deaf and blind persons to be competitive on the labor market, organized by verified training institution by the Center for adult education.

In some municipalities of the Republic of Macedonia, have been implemented the Project of the Government for completion of the secondary vocational adult education. The goal of Program is reduction of unemployment and up-grading of the careers and rising opportunities for bigger representation in the public institutions. This Program have been carried out in the Municipality of Cair, Aracinovo, Tetovo, Kumanovo and Prilep.

### **3.5 Quality education**

In terms of improving the quality of primary and secondary education, have been undertaken numbers of measures and activities:

### **Innovation of the curricula and educational programs**

Based on the recommendations by the European Parliament and the Council of Europe and the current reforms in the educational system in the Republic of Macedonia in cooperation with Cambridge International Examination Center have been undertaken analyses and revisions of for modernization and improvement of the school curricula. Also in the last year of the primary education, several subjects have been

supplemented with new contents (mathematics, computer science, chemistry, physics, biology, art education) and in some existing subjects were introduced the contents on innovation and entrepreneurship. The renewed curricula is designed in such a way to enable connection with the real life through practical examples and by highlighting the use of some content for future personal and professional development of students. In this context, whenever possible, we take activities to connect the educational process with the business sector (companies, banks, etc.) where students can obtain the skills for practical application of learnt contents at schools.

The reform of the curricula in cooperation with Cambridge International Examination Center will continue in the secondary education starting from September 1, 2017 (the contact with CIE is expected to be signed in October 2016).

In the Republic of Macedonia the primary and secondary education is free of charge and compulsory. The quality is provided through regular process of self-evaluation done by the schools of the period of two years, Integral evaluation of the school done by the State School Inspectorate based on the inspection observation on each three years, monitoring visits done by the Bureau for the Development of Education and results from the external testing of the student achievements

Ministry of Education and Science provides for all student free text-books, and for this purpose are invested up to now 40.000.000 Euros

Students who live far from school more than 2,5 km. are provided with free transportation

The special needs student and its companion are provided with free transportation.

In 2008 Ministry through Government project provided computer for each pupil and teacher and free Internet for each school.

Special needs pupils in 31 primary schools are provided with special assistive technology and are provided special teachers for increasing their inclusion.

In continuity the Expert team for work with special needs student In schools is up-building and strengthening with special teachers with the purpose to be up-graded the capacity with work with such students and increasing the inclusion in the Republic of Macedonia.

The regular primary and secondary schools with special needs children are obliged to establish Inclusive team comprised of the pedagogue or psychologist, teacher and parents who provides consults and recommendations on improved inclusion

### **3.7. Respect for human rights and fundamental freedom**

Beside the provisions in the Constitution and laws on education (primary, secondary and high) the Government undertakes the affirmative measures and prepares and closely follows the implementation

of the appropriate documents for ensuring human rights and for prevention and protection of any kinds of discrimination in education such as:

### **National Strategy for equality and indisiscrimination based on the ethnicity, age, mental and physical disability and gender 2012 -2015**

It is national document with the main objective to improve the status of the most vulnerable categories groups in the society and to provide constant development in the realization of equality and non-discrimination.

In the section 3.4.of the Strategy , concerning the ethnic minorities comprising less than 20% of the overall population are set up five strategic goals: First goal is improving the enjoying of their rights on the national and local level, including the preparing of the Analysis for the state of arts of the ethnic communities education. Here, the special attention is given to the fifth goals- providing the equal opportunities for ethnic communities to housing and equal access to infrastructure, employment and education. Foreseen actions are focused on awareness rising for compulsory education with special emphasize on the specific reasons for drop-outs of both, male and female students, especially among Roma population.

### **Manual for prevention and protection of discrimination in the educational system**

The main goal of this document is to improve and strengthen the cooperation and coordination and to offer appropriate information on all available legislation, responsible institutions and individuals participants in the educational process for providing equal opportunity and possibilities for quality education for all students regardless their religious, gender, ethnic, social or other background.

### **3.8 private education and religious and moral; education**

The provision of the Law on Secondary education stipulate that beside public may be founded as well private secondary schools by local or foreign legal entity base on obtained decision by the Government upon the submitted opinion of the Ministry, Bureau for development of education and Center for vocational education and training

To the students attending the private secondary school with teaching instruction on foreign language, diplomas and transcripts are issued on Macedonian language and its Cyrillic alphabet and on the language of instruction.

According to the official data from the State statistical office there are 16 private secondary schools with total number of 2286 students (which is 2,8% of the total number of students in secondary education)

In the primary and secondary schools are forbidden political and religious activities and exposition of political and religious spots. Pursuant to the Article 172 of the Law on Primary Education and Article 109-a of the Law on Secondary Education is foreseen fine up to 1.200 Euro for the primary school or the teacher and up to 1.600 Euro for the secondary school or the teacher in case of any religious activities and exposition of religious spots in the schools.

According to the official data from the State statistical office there are 2 secondary religious schools with total number of 13 students.

According to the data of the State Statistical Office, there were 59 865 enrolled students in the Republic of Macedonia in the academic year 2015/2016.

The majority of students, 86.8%, were enrolled in **public** tertiary institutions, while 12.8% were enrolled in **private** tertiary institutions.

According to the Law on Higher Education Institutions of Religious Communities, there are 2 religious faculties the Orthodox Faculty of Theology “St. Clement of Ohrid” – Skopje and the Faculty of Islamic Sciences – Skopje. The Orthodox Faculty of Theology and the Faculty of Islamic Sciences perform higher education activity as undergraduate, postgraduate and doctoral studies, as well as scientific and research activity in the field of the theological and Islamic sciences, in accordance with the Law on Higher Education. They have authorization to issue diplomas, certificates and other public documents in terms of the Law on Higher Education. The Orthodox Faculty of Theology and the Faculty of Islamic Sciences may be a component part of the public university as associate member, in accordance with the provisions of the Law on Higher Education. The funds for financing the activity of the Orthodox Faculty of Theology and the Faculty of Islamic Sciences shall be provided besides from the funds of the founders and from the Budget of the Republic of Macedonia, as well as from other sources determined by law. The students enrolled at the Orthodox Faculty of Theology and the Faculty of Islamic Sciences have the same rights and obligations as well as the students of the public higher education institutions.

The total number of enrolled students in the Orthodox Faculty of Theology and the Faculty of Islamic Sciences is 280 which is 0,46% of the total number of enrolled students in public tertiary institutions.

### **3.9. The rights of the minorities**

To national minorities have the following right guaranty by the Constitution and law on education on each level:

- Right on establishing cultural, arts, educational institutions, as well scientific and other associations to express, nurture and develop their identity;
- Rights on education on their mother tongue stipulated by Law
- Rights on free and compulsory primary and secondary education;
- Right on having evidence of the educational documents on the language of instruction, on the community mother tongue
- Right on free textbooks
- Rights on free school public transport
- Rights on free accommodation in the student dormitories
- Right on scholarships for secondary and university students of Rhome population
- State quota of 20% for the enrolment at the institutions for higher education for the Albanians as the major community group
- Rights on the teaching instruction on their mother tongue at the pedagogical institutions for higher education for teachers in the pre-school institutions, primary schools and didactic – methodology subject for secondary school teachers
- State quota for the minor ethnic community groups for enrolment at the institutions for higher education

### **Legal framework**

The Constitution (Article 9, 44.48) and legislative provision guarantee the rights to education regardless of nationality, gender, race, religion, language, social background and economic status.

The State shall guaranty and protect their ethnic, cultural, language and religion identity.

In pursuant to the Amendment VIII on the Article 48 of it, they have legal right to establish cultural, art, educational and scientific institutions and associations in order to express, nurture and develop their identity.

### **Primary Education**

Nine years of primary education are compulsory for children between 6 and 16. The provisions Law on primary education, stipulates that “each child has right on primary education and text-books on their mother tongue and any kind of discrimination based on gender, language, race, skin color, national and social and political status and religion is forbidden.

### **Secondary Education**

Pursuant to law of Secondary Education, Article 3 stipulates that each individual under the same conditions, has right on secondary education. Every kind of discrimination is prohibited, regardless gender, race, skin color, national and social background, political or religious belief etc. According to the Article 4, line 2, For the members of the major ethnic communities (Albanians, Turks, Serbian the teaching instruction is organized and text-books provided on their mother tongue. Also for the members of the other minor ethnic communities: Bosniaks, Vlachs, Romas have rights to learn its mother tongue through the elective subject: Language and Culture.

### **Higher Education**

At the public institutions for higher education for in – service training of teachers for pre-school, primary and for didactical subject for secondary teachers, besides on Macedonian, is provided on the languages of ethnic communities.

Turkish language is taught in 48 primary schools and in 12 secondary schools. At the Faculty of Philology Skopje University there is Department for Turkish Language and teaching in Turkish is organized also at the pedagogical faculties at the two other public universities.

The instruction in Serbian language are organized in 3 primary schools and also at the University Sts. Cyril and Methodius Skopje there has offered study of Serbian language and culture.

The Roma language is thought at 8 primary schools as elective subject and the University Sts. Cyril and Methodius Skopje offers study of Roma language as the optional subject.

The Ministry of education and science wildly supports the activities for increasing the rate of enrolment, attendance and regular completion of the primary and secondary education of Roma children through engagement of educational mediators in 16 municipalities for establishing appropriate link of Roma community with schools. Each year Ministry grants 632 scholarships to Roma secondary (600) and university (32) students and offers support for mentorships and tutorial to facilitate their continuation on the further education.

In 10 primary schools offer as the elective subject Language and Culture of Bosniaks on Bosnian and in 2 schools starting from 2010-2011 has been implemented experimental program on Bosnian as the language of instruction.

The Vlach language is learnt in 11 primary schools throng elective subject Language and Culture of Vlachs.

Also the Vlach language is offered as the elective study program at two public institutions, Faculty of Philology in Skopje and Faculty of Pedagogy in Stip.

National Strategy for equality and non-discrimination, a national document with the aim to be improved the state of art of the most vulnerable categories in the society and to provide sustainable development in the realization of equity and non-discrimination, with setting up 5 strategic goals. The first goal is Improvement of communities rights who comprise less than 20% the total population on the national and local level by preparing analysis of the state of art in the area of education for the ethnic communities. The second goal concerning education is Providing equal opportunities for ethnic communities to housing with equal access to infrastructure, employment and education. For these purposes are foreseen activities focused on awareness rising for compulsory education especially on the particular reasons for drop-outs at female and male, especially of the Roma children.

Also as one of the activity for prevention and protection from discrimination, Ministry and the Roma Associations issued the Manual for providing information on the types of discrimination, on national and international legalization and the roles of the responsible institutions and procedures for solving the cases of discrimination and segregation, including sector of education on each level.