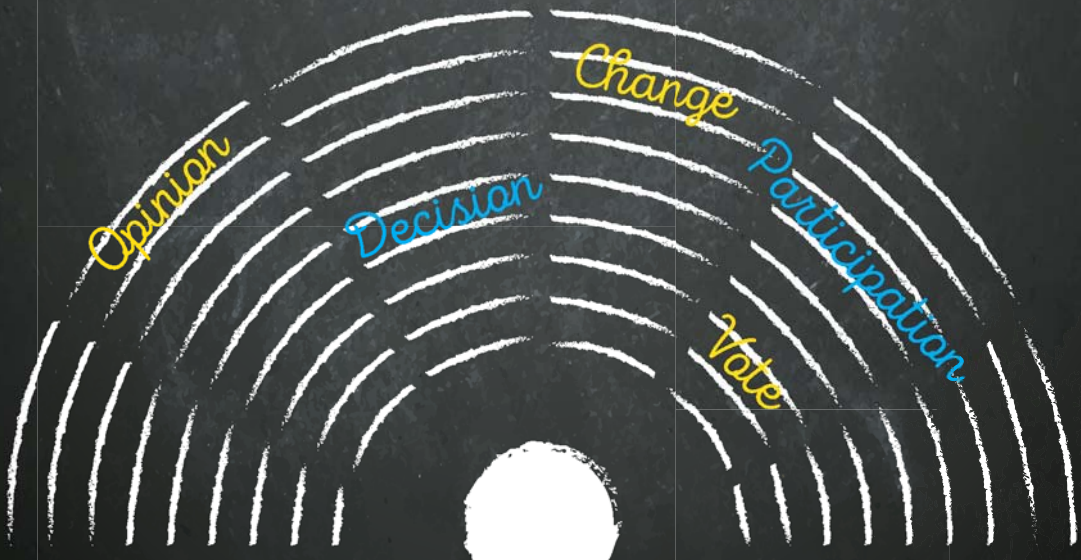




[RESEARCH]

**PARTICIPATION**  
**OF THE HIGH**  
**SCHOOL STUDENTS**  
**IN DECISION**  
**MAKING PROCESS**  
**IN THEIR SCHOOLS**





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## INTRODUCTION

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This research is a result of the project “Strengthening of the high-school councils” implemented by the Konrad Adenauer Foundation and Leaders for Education, Activism and Development (LEAD)<sup>1</sup> Association, which started in August, 2015. The project covered 5 high schools (SUGS “Nikola Karev”, SUGS “Georgi Dimitrov”, SUGS “Orce Nikolov”, SGGUGS “Zdravko Cvetkovski” and SUGS “Rade Jovcevski Korcagin”) on the territory of Skopje, with a main goal to strengthen the participation of the students in decision making processes within the high schools.

Our experience, so far, tells us that results on more levels are evident, if students are in a supporting environment, are encouraged to participate and have motivation and energy to do so. Higher engagement of the students led to improved communication with the school authorities and overall a more pleasant atmosphere in schools.

Working with schools and students directly, we perceived the need of conducting a national research like this, in order to analyze the current situations, to realize the possible needs of the students and school authorities, and to suggest measures and activities that would give them an answer by making a foundation for developing the participation of the students in making decisions, and in the future as well.

The research is supposed to serve as a tool for the relevant institutions to have more specific insight in students’ and school authorities’ needs, to answer the needs with appropriate legislative, amendments and measures in order to improve the students’ participation, also taking actions to encourage the students to participate in making decisions by high schools themselves as well.

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<sup>1</sup> From August 2015 to December 2015 the project was implemented with the CSO “Youth Can”.

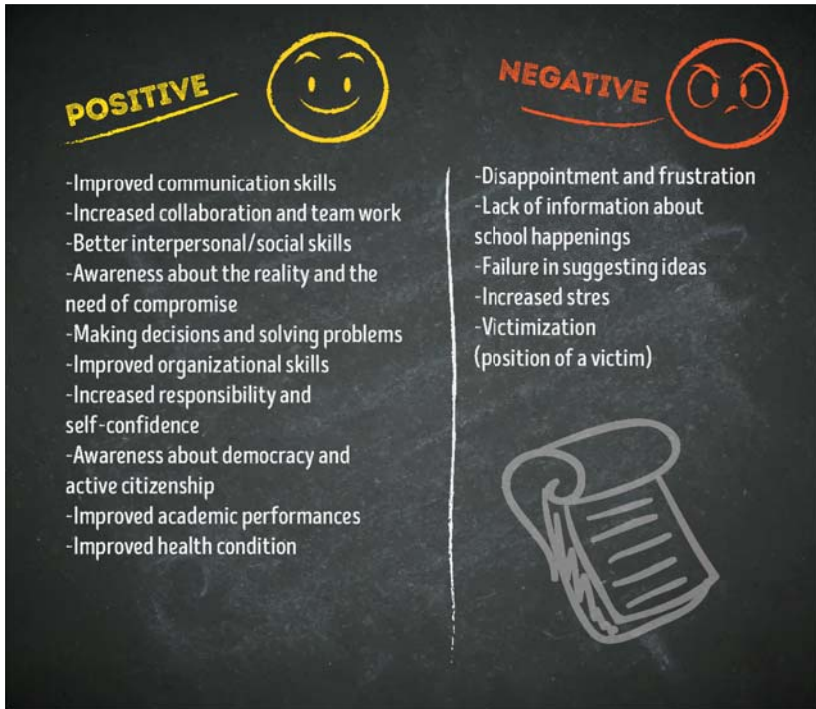
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**WHAT DOES YOUTH AND  
HIGH SCHOOL PARTICIPATION  
MEAN AND HOW IS IT  
GUARANTEED?**

Youth participation in decision making process is one of the predictors of how much the youth are civically aware, but also if the system allows them to be involved, consulted and to influence the decisions which concern them directly. Within these frameworks, the high school participation is not an exception. According to Adam Fletcher, meaningful participation implies to "a process which includes the students in each phase of the educational process in order to stimulate their desire for education, society and democracy"<sup>2</sup>.

Additionally, Ursula Mager and Peter Nowak in their publication have researched the positive and negative effects of participation and the lack of participation on young peoples' life<sup>3</sup>.



The educational system, especially high school education, attracts a lot of attention in the past 5 years, primarily with the legal amendments provided by the Government of Republic of Macedonia (for example external testing, implementation of new programmes etc.)

<sup>2</sup>Fletcher, Adam, "Meaningful Student Participation – a guide to inclusive school change", 2003, pg.5

<sup>3</sup>Mager Ursula, Novak Peter "Effects of student participation in decision making at school. A systematic review and synthesis of empirical research", 2011, pg. 45



According to the biggest European high school union OBESSU<sup>4</sup>, the right for joining on any level of education must be guaranteed by the law. In the Declaration on high school students' rights, which passed in 2006 year in Ohrid, **"in every school should exist legally approved student council, democratically chosen by the high school students"**<sup>5</sup>.

Furthermore, the right of participation should also be guaranteed by the law, and with that **"high school students must have an influence on the content of their lectures, methods of lectures, educational content and books"**<sup>6</sup>, as well as "high school students must have equal influence as teachers in the **decision making process at school**"<sup>7</sup>.

## WHAT IS THE LEGISLATIVE FRAMEWORK IN MACEDONIA?

Not being legally regulated is the main characteristic of the high school organizing in Macedonia. The Law on High School Education doesn't provide an Article with which will guarantee high school participation. Furthermore, in Macedonia does not exist legitimate high school organization/union that represents high school students on a national level. There are two high school organizations which exist just on paper (High School Students Union and High School Union), but according to the Central Register of Republic of Macedonia both have stagnant status.

The only document of the state where High School organizing and participating is mentioned is Strategy for Educational Development 2016-2020, drawn up by The Ministry of Education and Science. In the draft version of the Strategy, in the section for challenges, is emphasized that "The support for democratic participation of the students remains constantly unsatisfactory"<sup>8</sup>. Furthermore, in the action plan of the strategy, identified as priority 4.2 is **"Strengthen the functioning of the students' authorities on the school level"**, in doing so, the Ministry anticipated to conduct an analysis about the opportunities for promotion of the participative process throughout student's bodies and involving the adopted recommendations in the legislative<sup>9</sup>. Also, the Ministry of Education and Science provides **"conducting a pilot projects of the supporting**

<sup>4</sup>OBESSU is a platform about collaboration among the state's high school unions, which are active all around Europe. It is founded in 1975 in Dublin. For more information visit the following link - <http://www.obessu.org/>

<sup>5</sup>Declaration and guide for high school students, 2014, Youth Educational Forum, pg. 11

<sup>6</sup>Ibid, pg. 11

<sup>7</sup>Ibid, pg. 11

<sup>8</sup>The full operative version of the document about the Strategy for Educational Development is available on the following link (<http://mon.gov.mk/images/PRVA-Rabotna-Verzija-na-Strategija-za-obrazovanie-MK.pdf>)

<sup>9</sup>Strategy for Educational Development of Republic of Macedonia 2016-2020, pg. 100

**mechanisms and monitoring the functioning of the students' authorities in 5 schools",** but there is neither a deadline, nor financial implication inclined.

## **HOW HIGH SCHOOL STUDENTS ACT IN THEIR OWN SCHOOLS?**

In the absence of legal regulation and legitimate representative authorities, for now the only form of high school organizing is within the framework of every high school, which decides the way how it will be regulated. According to the latest research, conducted by the Ombudsman, in order to ensure the right of the students to participate in the decision making processes, 61 high-school in Macedonia, have somehow regulated the student's participation, mostly through Rules of Procedures and Annual working programs, and just a few of them within the Statute of the school, contrary to 42 high-school which haven't formally regulated the high school participation<sup>10</sup>.

Almost in all schools predominate a representative form of student association and the most common is through the class representatives, who later choose representatives of every generation, as well as president and vice-president (in some schools also secretary and bursar). Although, they are similar by form and structure, these authorities have different names in different high schools, among which are: School Community, Student Community, Students' Union, Youth Acting Body, Youth Organization, Presidential Union etc.

## **OBJECTIVE AND METHODOLOGY OF THE RESEARCH**

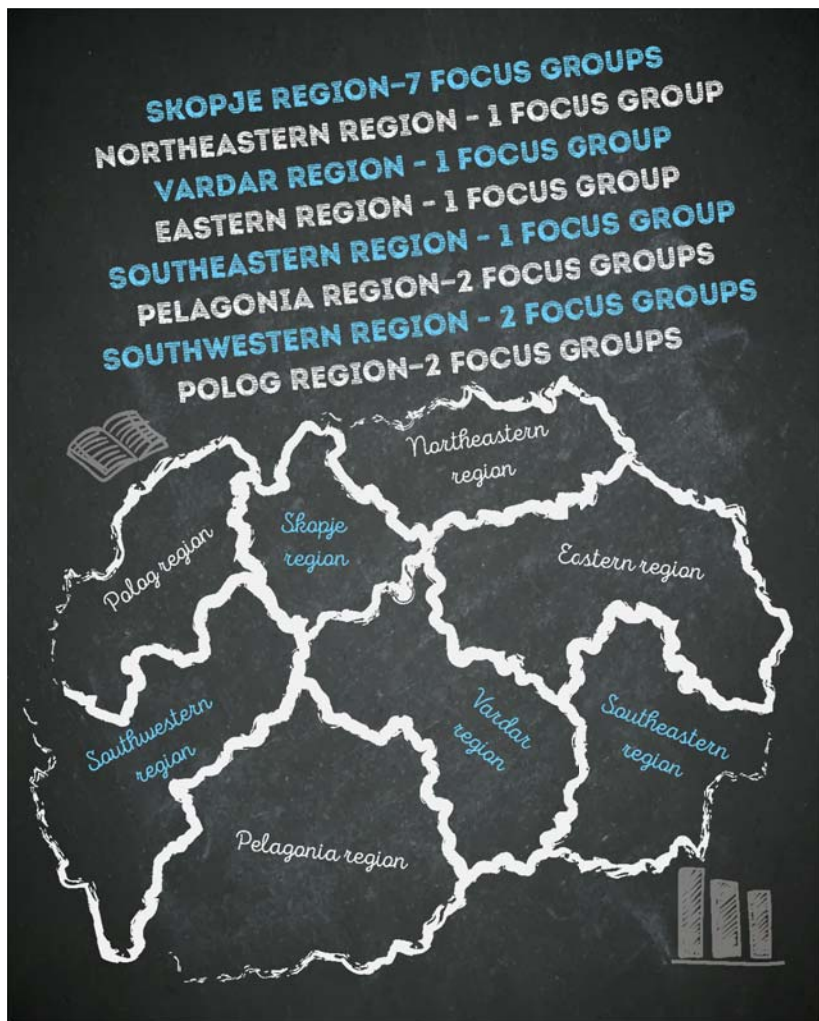
The actual situation and variety in the student organizing in different high schools in Republic of Macedonia imposed the need to acquire more concrete information about students' participation in the decision making process in their student environment. In that direction the Konrad Adenauer Foundation in cooperation with the nongovernmental organization Leaders for Education, Activism and Development (LEAD), conducted a research on a national level, over a period of October/December, 2016, using two types of approaches:

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<sup>10</sup>Specific report on the condition with estimating and attaining the child's right to participate in making decisions in high school around Republic of Macedonia, August, 2016, pg. 30

- Qualitative approach, through focus groups
- Quantitative approach, by conducting a field surveys

Throughout the qualitative approach, 17 focus groups were conducted, covering a representative number of 152 students from all 8 statistic regions in Macedonia with representation of 52% males and 48% females:



Through quantitative approach, from the total number of students in Republic of Macedonia, which is 80 295<sup>11</sup>, a representative sample was designed, according to the students' representation in all eight statistic regions in Macedonia. The total number of the examinees, who were randomly chosen, was expected to be N=471, with 95% level of confidence and 4,5 interval of confidence. With the field survey, 470 examinees were covered, from whom 47, 9% were male, and 51, 3% were female and 4 (0, 8%) other gender.

10

The analysis of the conducted research sums up the results from the qualitative analysis (focus groups) and quantitative analysis (field survey) in the following 5 areas:

1. Students' satisfaction with the life as high school student;
2. Existing forms of organizing and acquaintance of the high school students;
3. Taking collective actions;
4. Consultation within the decision making processes;
5. Challenges and taking actions.

At the same time, the data from all eight statistic regions in Republic of Macedonia, is compared in the analysis (Skopje, Northeastern, Eastern, Vardar, Southeastern, Pelagonia, Southwestern and Polog) in order to obtain a detailed picture, but also to adapt the possible measures for intervention on the model of the different areas. However, this publication contains only the analysis which are summarized on the national level. Detailed analysis by regions you can find on the web-pages of the Konrad Adenauer Foundation ([www.kas.de/mazedonien](http://www.kas.de/mazedonien)) and LEAD Association ([www.lead.org.mk](http://www.lead.org.mk)).



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<sup>11</sup>Official information by the State Statistics Office – [www.stat.gov.mk](http://www.stat.gov.mk)

ABC



**HOW MUCH ARE STUDENTS  
SATISFIED WITH THEIR  
SCHOOL LIFE?**

## QUALITATIVE ANALYSIS

Students answered this question starting from different aspects of their high school life. Students in gymnasiums, were mostly focused on the curriculums, which are assumed as extensive, as well as the teaching itself, about which they said that is concentrated on the students' knowledge validation, it isn't motivational, it doesn't stimulate their personal growth and the usage ineffective methods.

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Often was mentioned that the school staff have unequal attitude towards the students, especially when it comes to grading. Moreover, students aren't pleased with how much the school authority's care about their needs. As a reason for that, it is often referred to the extent of the curriculums. Within the framework of the teaching, a large number of the students mentioned that there is a lack of studying conditions, especially in technical schools, where students stated that the needs for their vocation aren't provided, to be more specific for performing the practical assessments.

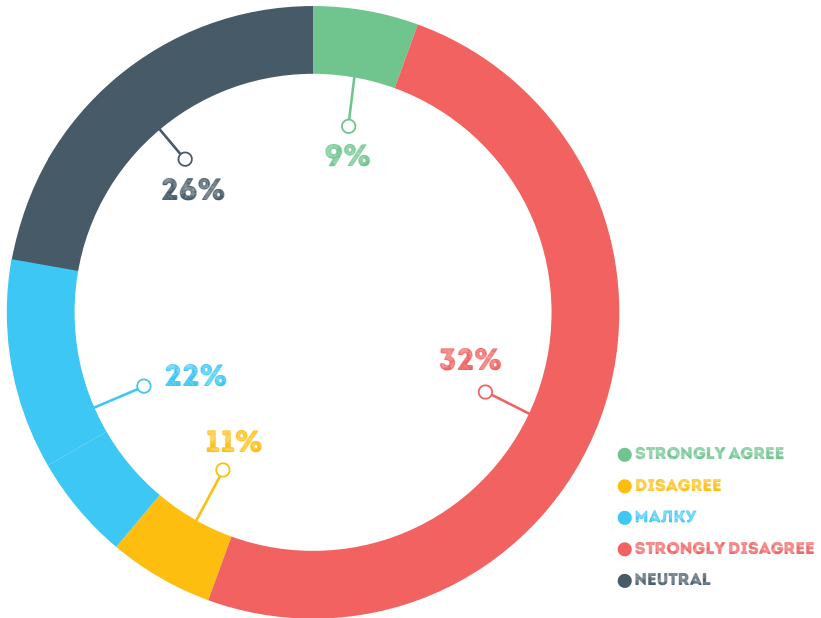
In the bigger cities, students mentioned the presence of extracurricular activities, which offers the opportunity to involve the students, while in the smaller cities it is noticed the absence of this kind of activities.

Many of the students said that more spare time is needed, during the process of education, in order to provide more socialization and cooperation between the students, and more opportunities for their involvement in extracurricular activities.

## QUANTITATIVE ANALYSIS

On the national level, according to the information acquired from the survey, presented in the *graphic 1*, a larger number of students aren't at all (32%) or are little (22%) introduced with the students' rights. Only 9% of the examinees are highly, and 11% are partially introduced with students' rights. The rest 26% of the examinees are neutral about this question.

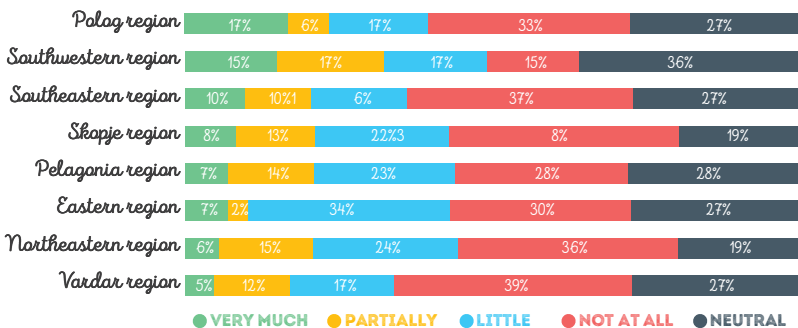
# KNOWLEDGE ABOUT STUDENT RIGHTS



Graphic 1

From the results, it is clearly noticed that most of the students, or 54% of them, aren't or are little familiar with their own rights. Also, a high percentage (26%) are neutral about this question, and only 20% shared that have partial or high knowledge about their own rights.

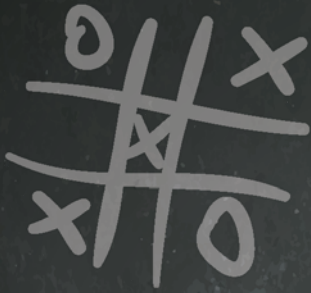
## KNOWLEDGE ABOUT STUDENTS' RIGHTS



Graphic 2

Regarding the regional situation, only 9% of the students in the Eastern region have knowledge about their rights, and that is twice less than the average on national level. On the other hand, students from Polog and Southwestern region are above the national average, which again represents a low percentage with 19% in the Polog and 32% in the Southwestern region.





**WHICH HIGH SCHOOL  
ORGANIZING  
MODELS EXIST AND  
HOW MUCH THE  
STUDENTS ARE  
ACQUAINTED  
WITH THEM**

## QUALITATIVE ANALYSIS

According to the students, included in the focus groups, most often they are organized in students' representative bodies, so called School/High school communities. Students stated that these are informal bodies within the high schools, whose structure is mostly consisted of the presidents and vice-presidents of each class.

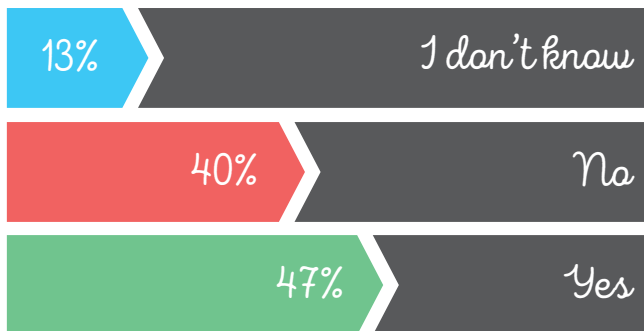
In almost every school, students said that these authorities are informal and that their status isn't regulated within the internal documents of the school. Moreover, they said that the school and the students still haven't established functional mechanism for this bodies to work. The structure of this bodies, as well as its functioning is different in different regions in the country.

Students were referring to the great need of strengthening these bodies and their positioning in school's structures, as exclusive bodies that represent the students and that provide students' participation.

## QUANTITATIVE ANALYSIS

According to the information provided from the surveys, which are shown in the *graphic 3*, we can notice that less than half of the interviewed (47%) think there is a body that represents the students' interests.

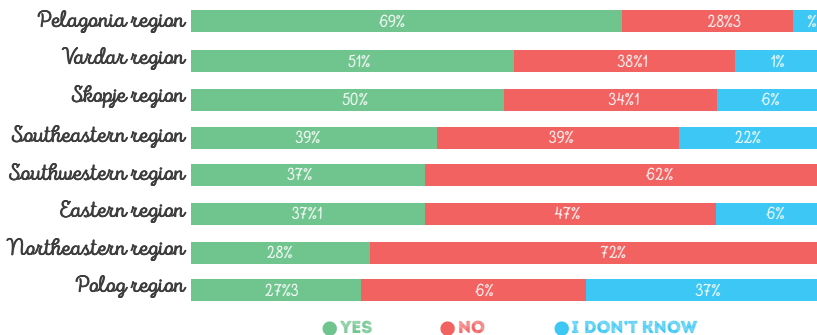
### IS THERE A STRUCTURE THAT REPRESENTS STUDENTS' INTERESTS



Graphic 3

On a national level the situation is following: Northeastern and Polog Region are almost 20% under the average, meaning that only 28% of the students in the Northeastern and 27% of the students in the Polog think that there isn't any body representing their interests. Also, there is an interesting situation in the Pelagonia Region, where high 69% of the students think that such body exists.

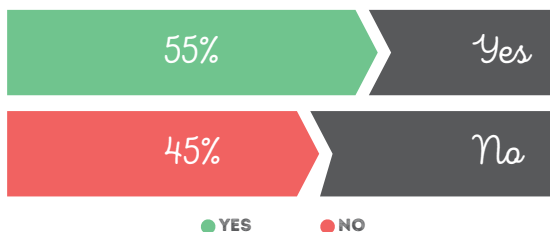
## IS THERE A BODY THAT REPRESENTS STUDENTS' AUTHORITIES



Graphic 4

In the following question, the majority of the students, 55% in total, are familiar with the president of the representative body, at the schools where there is one. The rest of the students, 45% in total, aren't introduced with the president of the students' representative body, showing a high percentage, if it is considered that he is mostly chosen by students themselves.

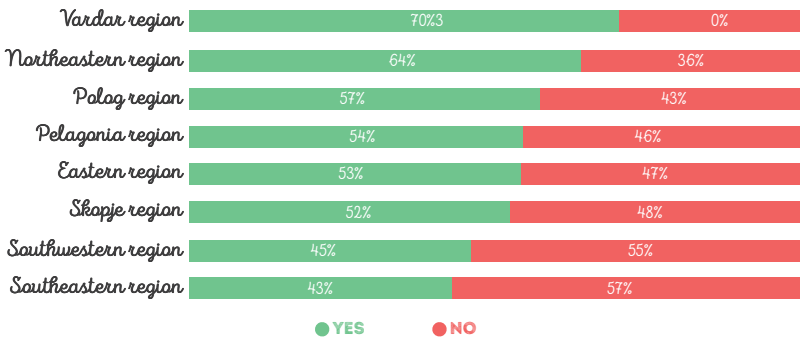
## DO YOU KNOW WHO IS THE PRESIDENT OF THE STUDENTS' REPRESENTATIVE BODY AT YOUR SCHOOL?



Graphic 5

The results for each of the regions, indicate a difference in Vardar Region, where students are mostly familiar with the the president of the body (70%), and after that, also with high percentage is the Northeastern region (64%). Lowest level of familiarization is in Southeastern (43%) and Southwestern (45%) Region.

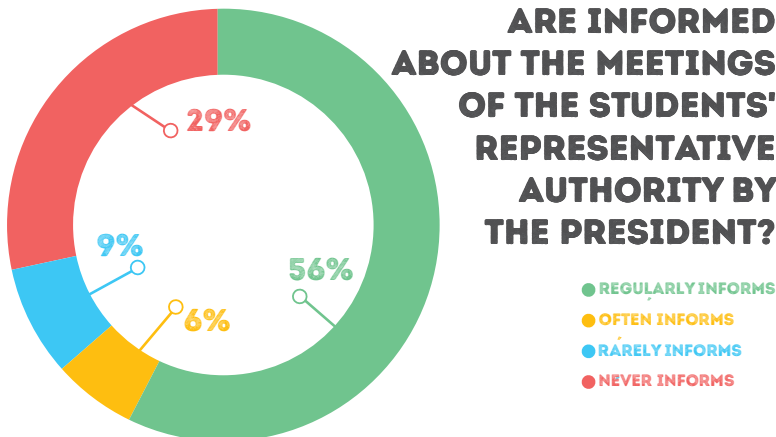
## DO YOU KNOW WHO IS THE PRESIDENT OF THE STUDENTS' REPRESENTATIVE AUTHORITY AT YOUR SCHOOL?



Graphic 6

The class presidents mostly inform the students about the meetings of the representative body, where 62% in total declared that they regularly or often get the information. On the other hand, 36% of the students are never or rarely informed.

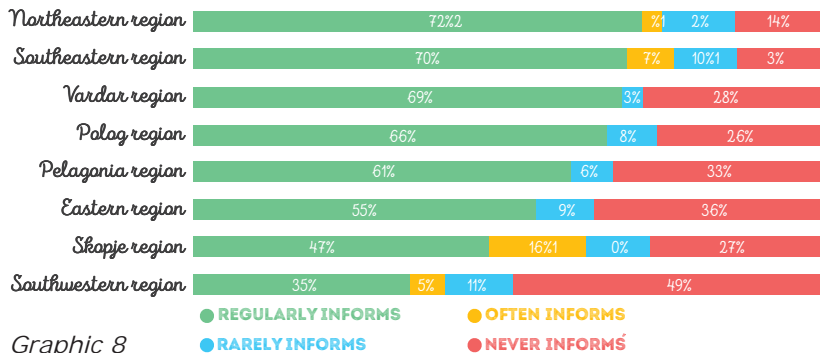
## HOW OFTEN YOU ARE INFORMED ABOUT THE MEETINGS OF THE STUDENTS' REPRESENTATIVE AUTHORITY BY THE PRESIDENT?



Graphic 7

In terms of regional differences, most informed are the students from Northeastern Region with 72%, followed by students from Southeastern Region with 70% and Vardar Region with 69%. On the other hand, far above the national average are the students from the Southwestern Region, where only 35% of the students are regularly informed and Skopje Region where 46% of the students are informed by their presidents.

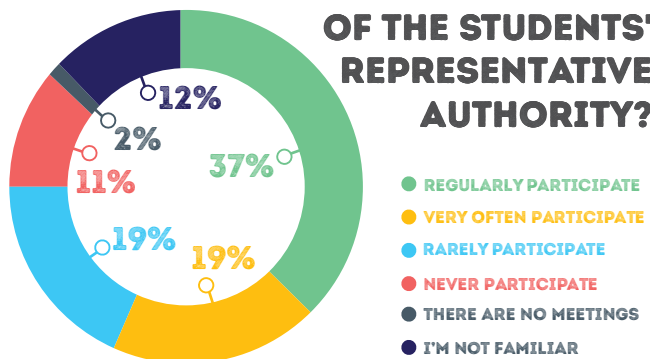
### HOW OFTEN YOU ARE INFORMED ABOUT THE MEETINGS OF THE STUDENTS' REPRESENTATIVE AUTHORITY BY THE PRESIDENT?



Graphic 8

Following question is about the regular attendance of the presidents on the meetings of the representative bodies. Cumulatively 56% of the students consider that presidents participate frequently (37%) and very often (19%) on these meetings. Opposing this, 30% of the students consider that presidents participate rarely, or don't participate at all. Significant percentage (12%) aren't familiar with the fact if the president do or not participate on the meetings.

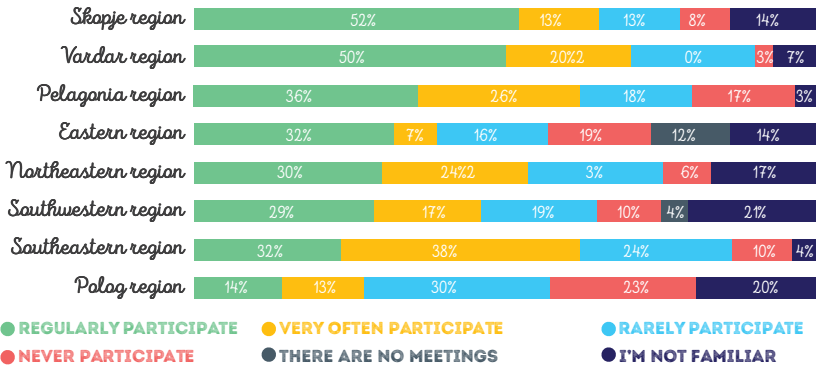
### HOW OFTEN THE PRESIDENT PARTICIPATE ON THE MEETINGS OF THE STUDENTS' REPRESENTATIVE AUTHORITY?



Graphic 9

The situations regarding this questions, varies in different regions in the country. Therefore, the class presidents from the Vardar Region are most frequent on the meetings, where 70% of them frequently or very frequently participate, then follows the Skopje Region, where 65% frequently or very frequently participate. On the other hand in the Polog Region we have opposite situation where only 27% of the presidents frequently or very frequently participate on these meetings. There is a higher average in the Southwestern Region with 46% and Eastern Region with 39%. It is also interesting to mention that even in three regions (Northern, Polog and Southwestern) the percentage of the students who are not familiar with how often presidents participate on the meetings is considerably higher.

### HOW OFTEN THE PRESIDENT PARTICIPATE ON THE MEETINS OF THE STUDENTS' REPRESENTATIVE BODY?



Graphic 10



$\sqrt{3}$



**HOW MUCH STUDENTS  
ARE COLLABORATING  
AND GETTING SUPPORT  
FROM THE SCHOOL  
AUTHORITIES**

A+

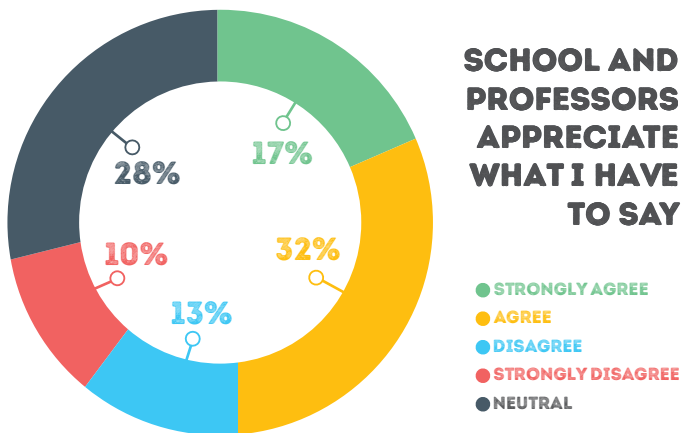
## QUALITATIVE ANALYSIS

According to the students from all the regions and their attitudes, the collaboration between students and school structures is very low. That collaboration is established mostly between students and teachers, while the other school authorities almost never collaborate with the students. Primarily, the collaboration refers to the activities which are within the school and school's clubs, or those resulted by the curriculums. These activities are initiated by professors who are responsible for particular sections and clubs, professors who voluntarily organize some activities or professors who are responsible for some annual activities, like patronage, the national day of the tree etc. Professors mostly initiate and coordinate these activities, and students only participate. Very rarely, there are activities which are initiated directly by the students.

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## QUANTITATIVE ANALYSIS

In the *graphic 11* are shown the attitudes of the students all around the country regarding the statement how much the school and professors appreciate what students have to say. From the data, it can be noticed that the majority of the students agree with this statement, from who 32% said that they partially agreed, and 17% that they completely agree. Interesting is the fact that 28% of the students in total declared as neutral regarding this question.



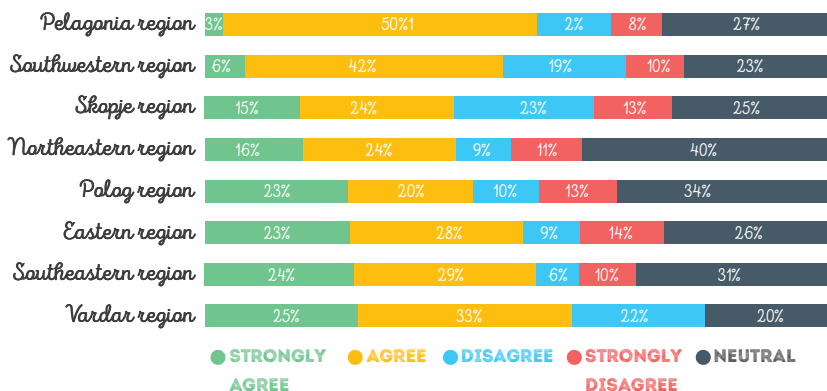
Graphic 11



The following *graphic 12*, shows the attitude of the students from different regions about this statement, acquired through the conducted surveys. From the analysis, it can be noticed that students from Vardar Region are the most pleased with how much the school and professors appreciate the student's opinions (in total 58% either strongly agree or agree).

In Skopje Region we can notice a highest dissatisfaction, where 23% of the students slightly agree with the statement, while 13% don't agree at all with this statement, followed by the Northeast Region with 16% who strongly agree and 24% agree. In this region a large amount of students 40% are neutral regarding this question.

## SCHOOL AND PROFESSORS APPRECIATE WHAT I HAVE TO SAY



*Graphic 12*



**HOW DECISIONS IN  
SCHOOLS ARE MADE AND  
WHO INFLUENCES THEM**



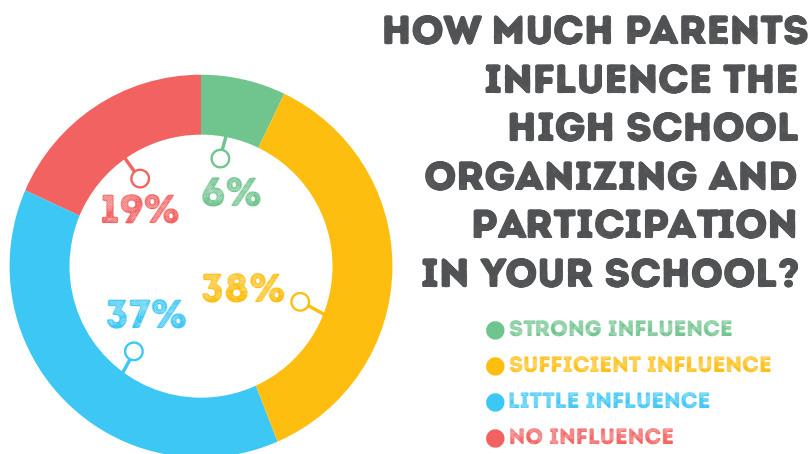
## QUALITATIVE ANALYSIS

Almost without exception, Macedonian high school students think that the director is the most influential in making the decision within the school. Only in rare cases and at low number of schools was stated that the teacher's council has equal influence, with exception of Skopje Region, where the psychological-pedagogical service is more involved regarding the other regions. Students think that they are never or rarely consulted, and that they are only informed about the decisions by the authorities, after the decision is made. Decisions for which are the students usually consulted are about the organization of the prom night, organization of the excursions and the school uniforms.

It is interesting to be mentioned that high school students think that School communities almost never participate in the consultative and decision making process.

## QUANTITATIVE ANALYSIS

Throughout the quantitative research, high school students were asked about how much parents influence the school's decisions, regarding the fact that Parent's Council is a part of the school's authorities. The data are presented in *graphic 13*.



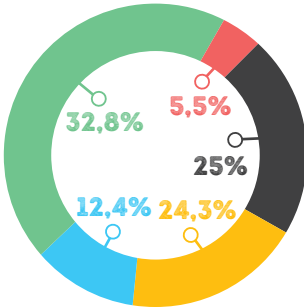
*Graphic 13*

According to students, parents don't have particularly high influence in the decision making processes in the schools. Cumulatively, 56% of students think that parents have little, or don't have influence at all. On the other hand, only 6% estimated that they have strong influence, while 38% that they have sufficient influence.

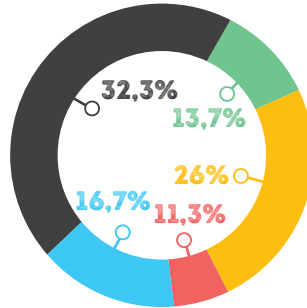
Furthermore, students had a chance to share their thoughts about few statements related with making decisions. They are presented in *graphic 14*.

## ON A SCALE FROM 1 TO 5, HOW MUCH YOU AGREE WITH FOLLOWING STATEMENTS?

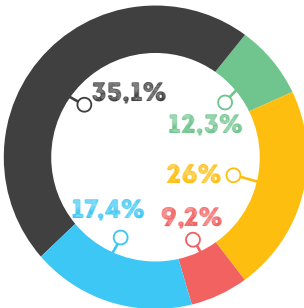
**I FEEL FREE TO REACT WHEN I  
DON'T LIKE A CERTAIN DECISION**



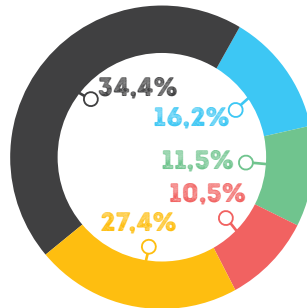
**STUDENTS ARE INDEPENDENTLY  
RAISING INITIATIVE FOR ADOPTION  
OF A CERTAIN DECISION**



**STUDENTS AGREE WITH THE DECISIONS  
MADE BY SCHOOL AUTHORITIES**



**DECISIONS MADE BY SCHOOL AUTHORITIES  
RESPOND TO THE NEEDS OF STUDENTS**

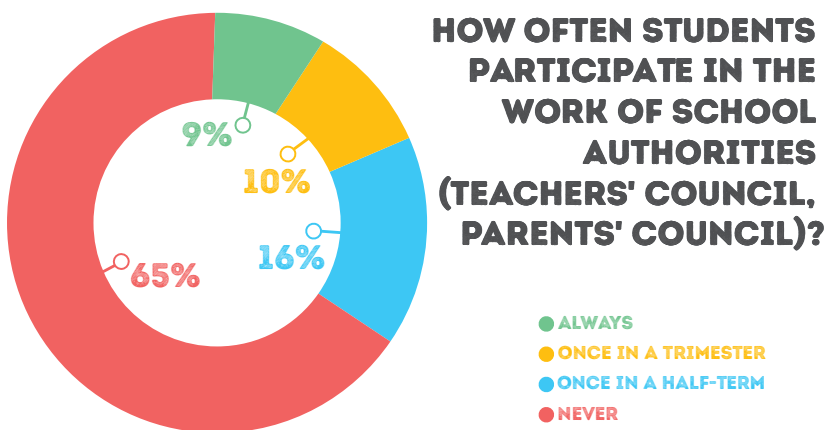


● STRONGLY AGREE    
 ● AGREE    
 ● DISAGREE    
 ● STRONGLY DISAGREE    
 ● NEUTRAL

*Graphic 14*

Majority of the students, almost 60%, feel very or enough free to react when they don't like some decision. On other hand, only 40% of the students claim that they initiate making a decision by themselves. Also, only 38% agree with the decisions of the school services, while 38, 9% think that the decisions by school authorities answer students' needs. It is interesting to observe that the majority of the students were neutral about this question.

Also in the *graphic 15* we can see the presence of the students in the school authorities' work.

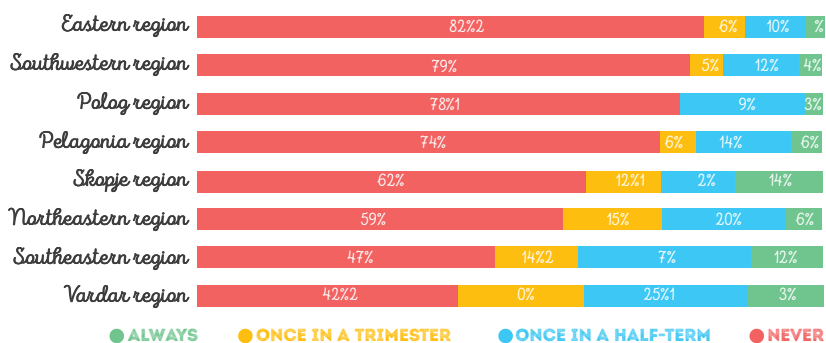


*Graphic 15*

Regarding the results, the absence of the students in the school's managing authorities can be clearly noticeable, where even 68% have never participated in the work of this authorities, 16% answered that they participate once in a half-term, 10% participate once in a trimester, while 7,7% always participate.

Comparing the regions, students mostly participate in the working of the authorities in Eastern Region 81%, Southwestern Region 78% and Polog Region 77%, whose difference is twice higher from Vardar and Southeastern Region, where students mostly participate in the work of school's authorities with 42%.

## HOW OFTEN STUDENTS PARTICIPATE IN THE WORK OF THE SCHOOL AUTHORITIES (TEACHERS' COUNCIL, PARENTS' COUNCIL)



Graphic 16



**WHAT CHALLENGES  
STUDENTS ARE  
CONFRONTED WITH  
AND DO THEY TAKE ACTIONS**



## QUALITATIVE ANALYSIS

High school students from Macedonia are confronted with many challenges within the schools. However, what is a common issue is the relationship between student-professor and the way of lecturing the subject by the teachers. Namely, students think that teachers are missing the pedagogical approach, while they appear authoritatively towards the students and use outdated teaching methods. Additionally, showing a favor to some of the students was pointed out as a problem in few regions, as well as inconsistent criteria in student's evaluation by professors.

Aside from the teaching, school conditions are indicated as a common issue. Firstly the hygiene, especially the toilets and not having any hygienic products inside them. In technical schools there is a lack of instruments and classrooms for practical teaching, while in some schools still there is a heating problem during the winter period.

30 The students in Macedonia, in general, have a lack of interest in taking actions about solving their problems. This kind of apathy, according to students, comes from few reasons: Fear not to be punished and misunderstood by the personnel for taking action and being uninformed; disorganization of the students to procure a change. Almost in every school students believe that there is a fear of taking action, because, as they say, it is possible to confront with lower grades, but also with changed relationship with the professors.

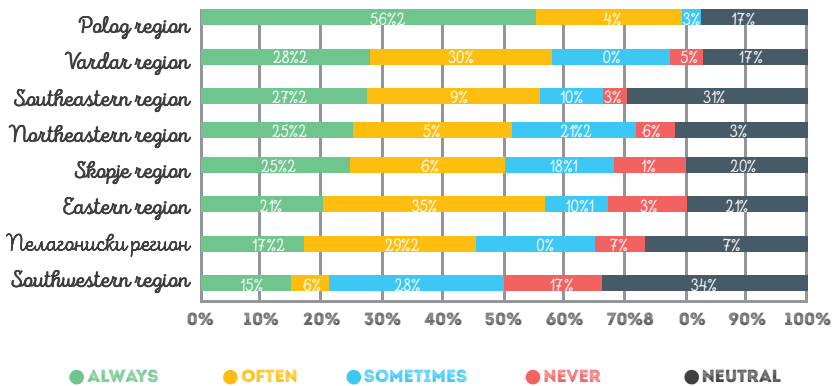
What's in common for all students is the lack of organization while taking actions for solving their problems. First mechanism for communicating about the issues is with the class teachers, where students "complain" while expecting a change. Moreover, they share their problems also to the authorities, as well as the headmaster and deputy headmaster. Just in few cases students shared that they managed to act organized through the School community, and the most of them to perform independently or with a small group of like-minded people.



## QUANTITATIVE ANALYSIS

In this part, students had a chance to answer two statements, on a scale from 1 to 5, where again 1 is the lowest and 5 is the highest rate.

### STUDENTS ARE ENCOURAGED TO EXPRESS THEIR OPINION ABOUT PROBLEMS AT SCHOOL

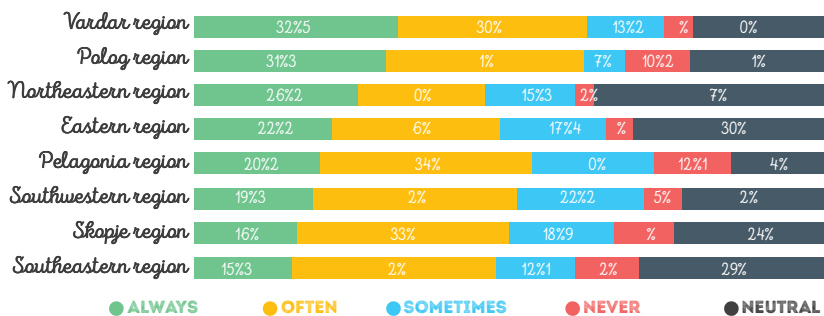


Graphic 17

According to the results, students from Polog Region are mostly encouraged to express their attitudes about the problems and more than 50% answered with the highest grade. On other hand, students from Southwestern Region are least encouraged in this regard, where only 15% answered that they are always encouraged to express their opinion, and 6% stated that they are often encouraged. The rest of the regions are more or less similar, where only Pelagonia and Southeastern Region distinguish and where students have mostly neutral attitude from all other regions in relation to their encouragement.

In terms of how much the students are proactive and try to take actions is presented in the *graphic 18*.

## STUDENTS ARE REACTING AND TRYING TO CHANGE THE DECISIONS WHICH ARE ALREADY MADE AND THEY DON'T LIKE



Graphic 18



## RECOMMENDATIONS



The results from this research have their objective to serve for improvement of the situation and increasing the participation of the high school students in the decision making process. In this direction, we propose the following recommendation:

**For the Ministry of Education and Science:**

- Starting a process for consulting all the concerned, including students, school services, headmasters, the Ministry for Education and Science, the rest of the relevant institutions and the civil organizations about changing The Law on High School Education, where organization and participation of the high school students will be guaranteed;
- The spent time of the professors who are assigned in the high school Councils to be counted in the overall number of classes, which also means an increased financial compensation;
- Creating a program, in cooperation with the Bureau for Educational Development, for building the capacities of the school personnel, for providing a higher high school participation and answering the students' and school's needs;

**For the Schools:**

- Creating a system for evaluating the work of the high school Councils in the schools aiming to continuously increase their efficiency;
- Education and increased informing of the students about their rights and responsibilities within the school, and about the role and credentials of the school authorities while making decisions, throughout instructions for students who are in the students' authorities and professors who are in charge of these authorities;
- Increasing the participation of the high school students and the collaboration between students and students' authorities through presence of students' representative at the meetings of the School board, Teachers' council, but also at the meetings where questions concerning the students are discussed;
- Creating the Annual programme of the high school Councils in collaboration with the students in the period from May to June for the next school year;
- Improvement of the high school students' participation and increasing the collaboration between students and teachers through assigning a professor in charge to provide participation of the high school students and to give support in organizing the students;
- Making a rule of procedures for implementing a democratic election of the class presidents and School community management

- at the start of every year;
- Increasing the students' knowledge about extracurricular activities and to motivate them to take active participation there;
- Holding regular two-days courses at the beginning of the year for the chosen School community management about introducing them with the rules and regulations for the authoritative functioning;
- In cases where schools can afford, to convert a classroom that the high school Councils will use for its activities.

**For the Students:**

- Improving the communication between school authorities and students, and increasing of the informing the students about decisions brought by the school during the meetings of the high school Councils;
- Educating the students about the mechanisms through which they can provide information and reports from the chosen representatives about the working of the high school Councils in their school;
- Establishing cooperation with youth organizations which will conduct courses about soft skills (communication, conducting a meeting, team work, managing with events) for the students in the School community.

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