

**Assessment of Irregular School Attendance
and Dropout Among Refugee Children in
Macedonia**

Refugee Education Project

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1. Research methodology

1.1. Introduction

As a result of the Kosovo crisis, since the year of 1999 there are 3172 refugees still staying in our country, out of which 2953 are accommodated in Skopje, while the rest 219 are accommodated in other towns in Macedonia. The biggest number of the refugees that are staying in Skopje, 1537 are accommodated in the Collective Centers Suto Orizari and Katlanovo while 1416 are accommodated in families in the area of the Skopje city.

Considering the fact that their residence in our country is relatively long, it is understandable that the international organizations should take interest and care in the educational level of the children refugees at the age of 7-14, who must be included in primary schools.

The Convention for children rights, ratified by the Republic of Macedonia, clearly points out that every child has the right to be educated. Hence, the obligation for further work in the direction of providing conditions for education of all children that are at a certain age. In the above mentioned Convention, in the article 28, the need of taking measures for initiation of regular attendance to schools and reducing the number of children that drop out of school should be specially pointed out.

Bearing in mind the experiences we have had in following the scale of attendance during the past several years, with special stress on the school year of 2001/2002, when in the primary schools in the area of Skopje city, 425 students were enrolled in the schools out of which 232 finished the school year, made us think and analyze the existing condition, in order to gain a complete overview of the factors that condition the situation.

1.2. Subject of the research

The surveys that were carried out here in our country, and in the world, show that the conscience about the educational right, its role, and its meaning is on a lower level in developing countries, especially in vulnerable communities.

Basing on the previous experiences we can point out that this phenomenon is even more present with pupils-refugees from FRY.

The subject of this research is to identify the reasons for irregular school attendance and drop out of the refugee pupils.

1.3. Aim of the research

The aim of this research is to discover the educational status of the Roma pupils refugees from FRY at the age of 7-14, and analyze the reasons for the irregular school attendance and drop-out.

1.4. Objectives of the research

- a) To understand and to present the educational status of the Roma pupils, refugees from FRY, from the aspect of their school attendance, that is to say, whether they attend school regularly, irregularly, have dropped out or have never attended school.
- b) To understand the differences in irregular attendance and drop-out between male and female children.
- c) To investigate possible differences in attendance and drop-out, between Roma and Ashkali pupils.
- d) To investigate possible differences in the attendance and drop-out, taking into consideration the language of instruction.
- e) To see whether the accommodation (collective centre, family) influences the attendance and drop-out.
- f) To understand, how the family structure (complete, incomplete) influences the attendance and drop-out.
- g) To make an overview of the reasons that condition attendance and drop-out.
- h) To confirm the influence of the teachers' relation for the irregular attendance and drop-out.
- i) To make an overview about the way the examinees that attend school irregularly or have dropped out of school, use their free time.
- j) To come to know what is the vision that the examinees that attend school irregularly and those that have dropped out, have about themselves.
- k) To see what is the attitude of the children towards other children from their peer group that have dropped out of school.
- l) To confirm the educational level of the parents of children aged 7-14.
- m) To examine parents' attitudes and opinions concerning the education of their children.
- n) To examine the attitude of the parents when considering the education of girls.

1.5. Target groups

The research focused on the following target groups: the Roma refugees at the age of 7-14 and their parents, accommodated in the area of Skopje where 93% of the total number of refugees settled in Macedonia, are placed.

1.6. Organization of the research

The research was carried out in two phases: field part or the phase of collecting data and phase of processing the data.

In the first phase data was collected by using a questionnaire that was given to children at the age of 7-14 and their parents. Considering the fact that part of the examinees speaks only Albanian language, the questionnaires were prepared in Macedonian and Albanian language. This phase of the research was realized in June 2002, and it covered the locations where the biggest number of the refugees is accommodated.

- a. Collective Center Suto Orizari
- b. The settlement Suto Orizari
- c. The settlement Topaana
- d. The Collective Center Katlanovo

- e. The settlement Zlokukjani
- f. Village Idrizovo
- g. Village Ognjanci
- h. Village Trubarevo

The realization of this phase was unselfishly supported by **UNHCR**, the mobile teams of **ARC** from the Rosh Center in Suto Orizari, the teachers from the Collective Center Suto Orizari, the educators from **MICS** and the social worker from the Collective Center Katlanovo, Ms. Olivera Radovik.

In the second phase the data received for both of the target groups was entered into tables and expressed through numbers and percentages. Because the possibility of analysis of the mutual relations between the studied indicators emerged, we considered that it would be of importance to present part of the data in percentages.

The period of processing the data lasted for 15 days during the months July and August 2002.

2. Results from the research and their interpretation

Considering the fact that data that are necessary for realization of the set goal are gained from two sources (the children and their parents), their presentation will be displayed in the manner that first, the data gained from the questionnaire for the children that are concerning the whole educational status will be presented and analyzed, as well as the evaluation of the reasons for the irregular attendance and drop-out.

Then, the presentation of the results gained from the questionnaire for the parents, will give a picture of the influence of the parents' attitudes and opinions connected to the educational status of their children.

2.1 Presentation and analysis of the results from the questionnaire for the children

The questionnaire covered 289 children at the age of 7-14, from the previously mentioned locations in the area of Skopje. The structure of the sample includes:

Table 1. Children at the age of 7-14

CC SutoO	Settlement Suto O.	CC Katlanovo	Idrizovo	Ognjanci	Trubarevo	Zlokucani	Topaana	Total
148	51	46	4	3	7	9	21	289
51.20%	17.65%	15.92%	1.38%	1.04%	2.42%	3.11%	7.27%	100%

The biggest number of the children questioned was from the Collective Center Suto Orizari, a location accommodating 36.88% from all refugees in the area of Skopje.

2.2. Educational status

The educational status of the children was being viewed from the aspect of their school attendance.

Table 2. Attendance of the children at the age of 7-14

Educational status	Locations								Total
	CC Suto O.	Settlement SO	CKatlanovo	Idrizovo	Ognjanci	Trubarevo	Zlokucani	Topaana	
Never attended	6	19	4	1	1	4	6	12	53
%	4.05	37.25	8.69	25.00	1.33	57.14	66.67	57.14	18.34
Dropped out	42	16	18	/	/	/	1	7	84
%	28.38	31.37	39.14	/	/	/	11.11	33.33	29.06
Regularly attend	82	14	20	3	2	3	1	2	127
%	55.41	27.45	43.48	75.00	66.67	42.86	11.11	9.53	43.94
Irregularly attend	18	2	4	/	/	/	1	/	25
%	12.16	3.39	8.69	/	/	/	11.11	/	8.66
Total	148	51	46	4	3	7	9	21	289
%	100	100	100	100	100	100	100	100	100

1. Based on the data presented one can notice that only (43.94%) from the total number of refugee children, at the age of 7-14, attend school regularly. Most of them are settled in the Collective Centres, or in host families in the municipalities where the number of refugees is small. Having in mind that free textbooks, transportation and snack is being provided for each child, this percentage should really concern us.

2. The percentage of children that irregularly attend school (8.66%) is substantially lower than the percentage of those that have dropped out (29.06%).

3. It is very interesting to be mentioned that we have huge percentage of refugees who never attended school (18.34%). Those are the children settled in host families in the municipality of Suto Orizari, as well as in the other municipalities where their number is big.

Bearing in mind that the objective of the research is to analyze the causes for irregularity in attending school or dropping out and the fact that we need additional analyses of the conditions where the refugees used to live in order to gain insight of the reasons for not attending school at all, in the further presentation we will stress the data for the children who irregularly attend school or have dropped-out although, in order to gain view of the whole picture about the conditions of specific issues in certain parameters (gender, nationality, language of instruction, accommodation and the family structure) complete data will be presented.

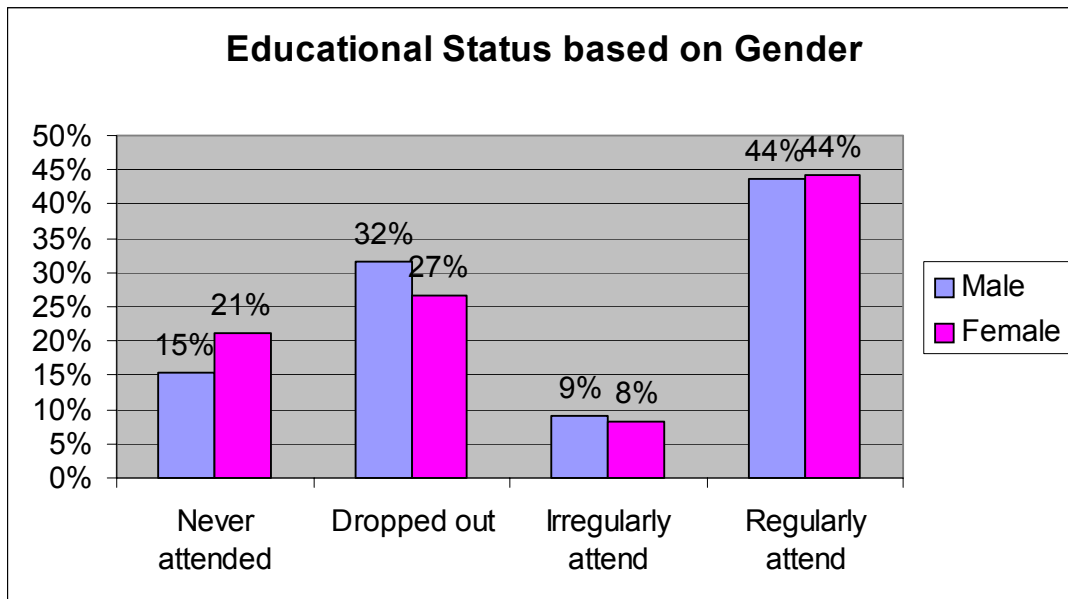
The data about the children who regularly attend school, will be mostly used as reference for the perseverance of certain conclusions.

2.2.1. The gender structure of the examinees a factor for irregular attendance or drop-out

Table 3. Educational status of the children at the age of 7-14 according to the gender structure

Gender	Locations																Total		
	CC SutoO.		Settle-ment SO		CC Katlanovo		Idrizovo		Ognjanci		Trubarevo		Zlokucani		Topaana		M	F	T
	M	F	M	F	M	F	M	F	M	F	M	F	M	F					
Never attended	3	3	6	13	3	1	/	1	/	1	3	1	4	2	3	9	22	31	53
%	4.17	3.95	23.07	52.00	13.64	4.17	/	100	/	33.33	75.00	33.33	57.16	100	37.50	69.23	15.43	21.08	
Dropped out	22	20	8	8	10	8	/	/	/	/	/	/	1	/	4	3	45	39	84
%	30.55	26.31	30.77	32.00	45.46	33.34	/	/	/	/	/	/	14.28	/	50.00	23.08	31.69	26.53	
Regularly attend	38	44	11	3	7	13	3	/	/	2	1	2	1	/	1	1	62	65	127
%	52.78	57.89	42.31	12.00	31.81	54.16	100	/	/	66.67	25.00	66.67	14.28	/	12.50	7.69	43.67	44.21	
Irregularly attend	9	9	1	1	2	2	/	/	/	/	/	/	1	/	/	/	13	12	25
%	12.50	11.85	3.85	4.00	9.09	8.33	/	/	/	/	/	/	14.28	/	/	/	9.15	8.16	
Sub-total	72	76	26	25	22	24	3	1	/	3	4	3	7	2	8	13	142	147	289
%	100	100	100	100	100	100	100	100	/	100	100	100	100	100	100	100	100	100	
Total	148		51		46		4		3		7		9		21		289		

M- male / F- female



1. Following the data from the table, we can notice that there is an almost equal intercession between male and female examinees, the difference between them is (1.73%) in favor of the female examinees.

2. In the case of the irregular attendance as well as in the case of the drop-outs the percentage of male children is higher than the percentage of female children. This trend can be noticed in each of the locations especially in the Collective Centres. The fact that the percentage of female children regularly attending school is higher than the male children supports the previous conclusion. Considering the fact that only 19 (6.57%) from the total number of examinees are from the upper grades the presented percentage is concerning only the students from the lower grades.

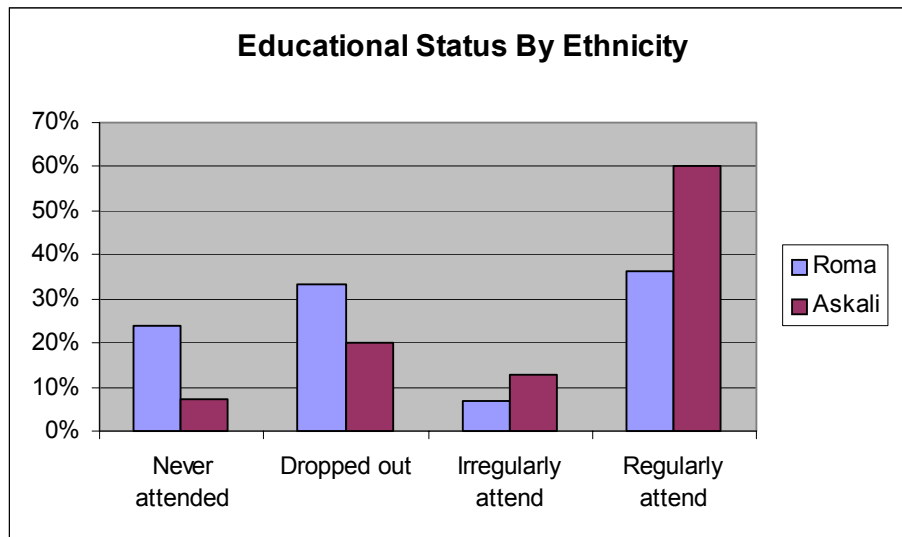
3. Other important fact is that the percentage of female children that never attended school (21.08%) is higher than the percentage of male children who never attended school (15.43%), this difference is especially high in the locations where the number of refugees settled in host families is highest.

2.2.2. National structure of the examinees as a factor for irregular attendance and drop-out

Table 4. Educational status of the children at the age of 7-14 according to the national structure

Nationality	Locations																Total		
	CC Suto O.		Settle-ment SO		CC Katlanovo		Idrizovo		Ognjanci		Trubarevo		Zlokucani		Topaana				
	R	A	R	A	R	A	R	A	R	A	R	A	R	A	R	A	R	A	T
Never attended	6	/	19	/	3	1	/	1	/	1	1	3	6	/	11	1	46	7	53
%	6.82	/	37.26	/	12.50	4.55	/	25.00	/	33.33	50.00	60.00	66.67	/	55.00	100	23.71	7.37	
Dropped out	31	11	16	/	10	8	/	/	/	/	/	/	1	/	7	/	65	19	84
%	35.23	18.33	31.37	/	41.67	36.36	/	/	/	/	/	/	11.11	/	35.00	/	33.51	20.00	
Regularly attend	41	41	14	/	11	9	/	3	/	2	1	2	1	/	2	/	70	57	127
%	46.59	68.34	27.45	/	45.83	40.91	/	75.00	/	66.67	50.00	40.00	11.11	/	10.00	/	36.08	60.00	
Irregularly attend	10	8	2	/	/	4	/	/	/	/	/	/	1	/	/	/	13	12	25
%	11.36	13.33	3.92	/	/	18.18	/	/	/	/	/	/	11.11	/	/	/	6.70	12.63	
Sub-total	88	60	51	/	24	22	/	4	/	3	2	5	9	/	20	1	194	95	289
%	100	100	100	/	100	100	/	100	/	100	100	100	100	/	100	100	100	100	
Total	148		51		46		4		3		7		9		21		289		

R- Roma / A- Ashkali



1. According to the data in the table one can see that the percentage of Roma children who have dropped-out (33.51%) is higher than the percentage of Askali who dropped-out (20.00%).
2. Observed from the aspect of irregular school attendance the percentage of Roma that irregularly attend school (6.70%) is smaller than the percentage of Askali (12.63%) that irregularly attend school. This trend represents the situation in all of the locations.
3. As far as the regular attendance is concerned pupils Askali are more regular than the Roma ones.

2.2.3. The language of instruction as a factor for irregular school attendance or drop-out

Table 5. Educational status of the examinees according to the language of instruction

Teaching language	Locations																Total		
	CC SO		Settle SO		CC Katl.		Idrizovo		Ognjanci		Trubarevo		Zlokucani		Topaana		M	A	T
	M	A	M	A	M	A	M	A	M	A	M	A	M	A					
Dropped out	29	13	15	1	8	10	/	/	/	/	/	/	1	/	7	/	60	24	84
%	56	14	48	100	40	45	/	/	/	/	/	/	33	/	77	/	51	20	
Reg. attend	16	66	14	/	11	9	1	2	/	2	2	1	1	/	2	/	47	80	127
%	31	72	45	/	55	40	100	100	/	100	100	100	33	/	22	/	40	67	
Irreg. attend	6	12	2	/	1	3	/	/	/	/	/	/	1	/	/	/	10	15	25
%	11	13	6	/	5	13	/	/	/	/	/	/	33	/	/	/	8	12	
Sub-total	51	91	31	1	20	22	1	2	/	2	2	1	3	/	9	/	117	119	236
%	100	100	100	100	100	100	100	100	/	100	100	100	100	/	100	/	100	100	
Total	142		32		42		3		2		3		3		9		236		

M- Macedonian teaching language / A- Albanian teaching language

1. In relation to the language of instruction, it can be pointed out that the percentage of the children who attend Macedonian speaking classes and have dropped-out (51.28%) is higher than the percentage of those who attend classes in Albanian (20.17%).

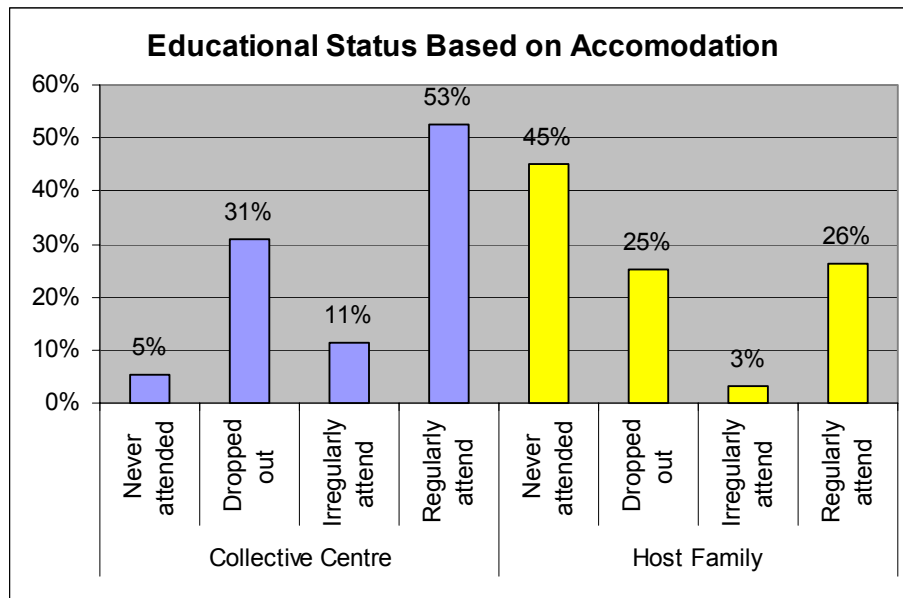
2. Whilst, in the case of irregular school attendance, the percentage of those who irregularly attend the Albanian teaching classes is higher than the percentage of examinees who irregularly attend Macedonian teaching classes.

2.2.4. The type of temporary accommodation as a factor for irregular school attendance or drop-out

Table 6. Educational status of the children according to the type of their temporary accommodation

Accommodation	Locations								Total		
	Suto Oriz.		Katlanovo	Idrizovo	Ognjanci	Trubarevo	Zlokucani	Topaana	CC	HF	T
	CC	HF	CC	HF	HF	HF	HF	HF	CC	HF	T
Never attended	6	19	4	1	1	4	6	12	10	43	53
%	4.06	37.26	8.70	25.00	33.33	57.14	66.67	57.15	5.15	45.26	
Dropped out	42	16	18	/	/	/	1	7	60	24	84
%	28.38	31.37	39.13	/	/	/	11.11	33.33	30.93	25.26	
Regularly attend	82	14	20	3	2	3	1	2	102	25	127
%	55.40	27.45	43.47	75.00	66.67	42.86	11.11	9.52	52.58	26.32	
Irregularly attend	18	2	4	/	/	/	1	/	22	3	25
%	12.16	3.92	8.70	/	/	/	11.11	/	11.34	3.16	
Sub-total	148	51	46	4	3	7	9	21	194	95	289
%	100	100	100	100	100	100	100	100	100	100	
Total	199		46	4	3	7	9	21	289		

CC- Collective center
 HF- Host family



1. The percentage of examinees accommodated in the Collective Centers that have dropped out (30.93%) is significantly larger than the percentage of pupils that have dropped out of school and are accommodated in host families (25.26%).
2. The case is the same with those that irregularly attend classes, (11.34%) from them are accommodated in the Collective Centers, whilst only (3.16%) are accommodated in host families.
3. Special attention deserves the fact that (45.26%) of the children settled in host families mostly in Suto Orizari and Topaana never attended school.

2.2.5. The family structure as factor for irregular school attendance or drop-out

Table 7. Educational status of the examinees according to the family structure

Family	Locations																Total		
	CCSO		Settlement SO		CCKatlanovo		Idrizovo		Ognjanci		Trubarevo		Zlokucani		Topaana				
	C	I	C	I	C	I	C	I	C	I	C	I	C	I	C	I	C	I	T
Never attended	6	/	15	4	4	/	1	/	1	/	4	/	3	3	7	5	41	12	53
%	4.51	/	36.58	40.00	9.09	/	25.00	/	33.33	/	66.67	/	50.00	100	46.67	83.33	16.27	32.43	
Dropped out	37	5	15	1	17	1	/	/	/	/	/	/	1	/	6	1	76	8	84
%	27.82	33.33	36.58	10.00	38.64	50.00	/	/	/	/	/	/	16.67	/	40.00	16.67	30.16	21.62	
Regularly attend	73	9	10	4	19	1	3	/	2	/	2	1	1	/	2	/	112	15	127
%	54.89	60.00	24.39	40.00	43.18	50.00	75.00	/	66.67	/	33.33	100	16.67	/	13.33	/	44.44	40.54	
Irregularly attend	17	1	1	1	4	/	/	/	/	/	/	/	1	/	/	/	23	2	25
%	12.78	6.67	2.45	10.00	9.09	/	/	/	/	/	/	/	16.66	/	/	/	9.13	5.41	
Sub-total	133	15	41	10	44	2	4	/	3	/	6	1	6	3	15	6	252	37	289
%	100	100	100	100	100	100	100	/	100	/	100	100	100	100	100	100	100	100	
Total	148		51		46		4		3		7		9		21		289		

C- complete family / I - incomplete family

1. Based on the data presented we can notice that the number of children who live in complete families 252 is bigger than the number of children living in incomplete family 37.

2. In the case of irregular attendance and in the case of drop-outs the percentage of children coming from a complete family is higher than the ones coming from incomplete families.

2.2.6. Reasons for irregular school attendance and drop-out

According to the reasons for irregular school attendance and drop-out the examinees presented the following attitudes and opinions:

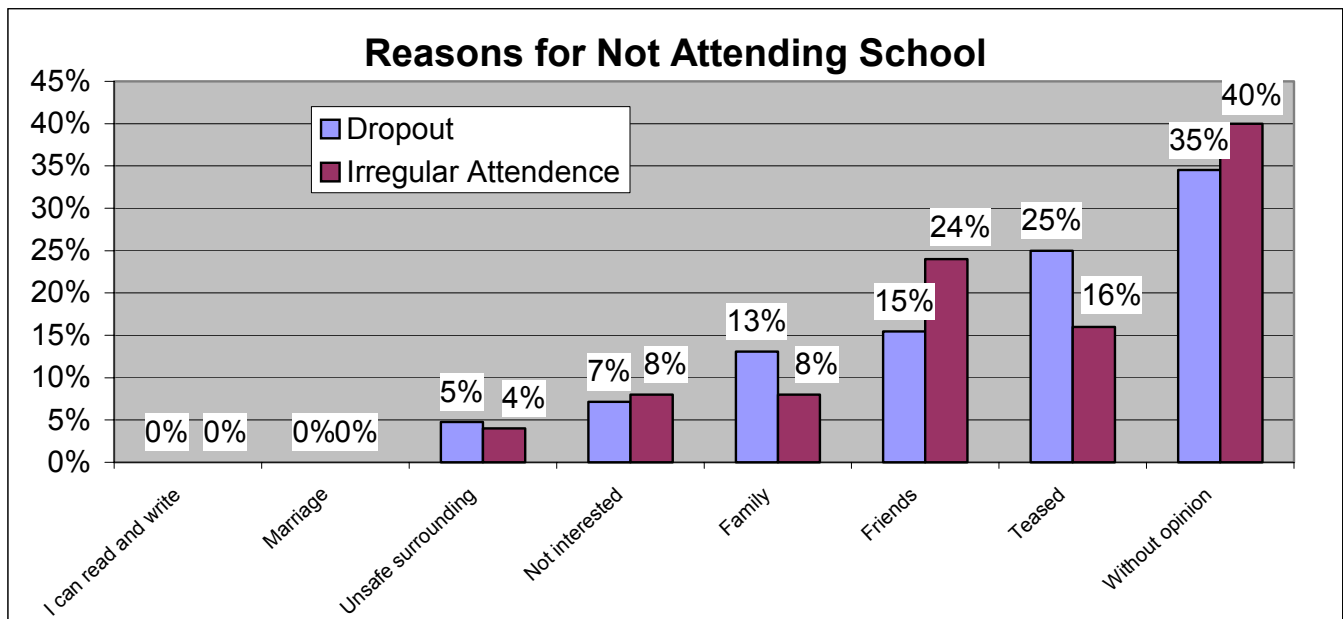
Table 8. Reasons for irregular school attendance and drop-out

Reasons	Locations																Total		
	CCSO		Settlement SO		CCKatlanovo		Idrizovo		Ognjanci		Trubarevo		Zlokucani		Topaana				
	*	**	*	**	*	**	*	**	*	**	*	**	*	**	*	**	*	**	
My family does not allow me	7	1	3	1	1	/	/	/	/	/	/	/	/	/	/	/	/	11	2
	16.67	5.56	18.57	50.00	5.56	/	/	/	/	/	/	/	/	/	/	/	/	13.10	8.00
My friends do not go also	9	5	1	/	3	1	/	/	/	/	/	/	/	/	/	/	/	13	6
	21.43	27.78	6.25	/	16.67	25.00	/	/	/	/	/	/	/	/	/	/	/	15.48	24.00
I can read and write, that is enough	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
The school is not at a safe surrounding	/	/	/	/	4	1	/	/	/	/	/	/	/	/	/	/	/	4	1
	/	/	/	/	22.22	25.00	/	/	/	/	/	/	/	/	/	/	/	4.76	4.00
I am being teased by the other children	7	/	4	1	10	2	/	/	/	/	/	/	/	1	/	/	/	21	4
	16.67	/	25.00	50.00	55.55	50.00	/	/	/	/	/	/	/	100	/	/	/	25.00	16.00
I am not interested	3	2	1	/	/	/	/	/	/	/	/	/	1	/	1	/	/	6	2
	7.14	11.11	6.25	/	/	/	/	/	/	/	/	/	100	/	14.29	/	/	7.14	8.00
I got married	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Without opinion	16	10	7	/	/	/	/	/	/	/	/	/	/	/	6	/	/	29	10
	38.09	55.55	43.75	/	/	/	/	/	/	/	/	/	/	/	85.71	/	/	34.52	40.00
Total	42	18	16	2	18	4	/	/	/	/	/	/	1	1	7	/	/	84	25
	100	100	100	100	100	100	/	/	/	/	/	/	100	100	100	/	/	100	100

* examinees that have dropped out / ** examinees that irregularly attend school

1. When we think about the issue of irregular school attendance, if we do not consider the fact that (40%) of the examinees accommodated in the Collective Center Suto Orizari did not specify concrete reason for that, the examinees that irregularly attend school as a main reason point out the influence of their peer group (24%) and the attitude of the other children from the school, for whom (16%) from they point out that have been teasing them.
2. In order to gain overview in the framework of the conditions in the school, we examined the attitude of the children towards the teachers' attitudes towards them. Out of 25 examinees that irregularly attend school only 21 answered this question or (84%). 61.91% of them consider that the teachers treat the refugees in the exactly same manner as they treat the other pupils, (33.33%) consider that the teachers pay greater attention to the refugees in comparison to the other pupils and (4.76%) consider that the teachers do not pay any attention to them at all.

3. As far as drop-out is concerned, the largest number of examinees that have dropped out (34.52%) do not give realistic reason, (25%) of them answered that the other children were teasing them, (15.48%) say that their friends do not go to school as well, and (13.10%) that their family does not let them go to school.
4. Only (13.09%) from the total number of examinees that have dropped out answered the question about the treatment by the teachers, out of which (72.73%) consider that the teachers treat the refugee children in the same manner as they treat the other children in the class, (18.18%) consider that the teachers pay greater attention to the refugees in comparison to the other children and (9.09%) consider that the teachers do not pay any attention to them at all.



2.2.7. The way of using the free time as a factor for irregular school attendance and drop-out

Since we were trying to gain a total picture that would present the reasons for irregular school attendance and drop-out we considered that the information about how the children spend their free time would help us clarify some of the conditions:

Table 9. Ways of using the free time among the pupils that have dropped out or irregularly attend school

Free time	Locations																Total	
	CC SO		Settlement SO		CC Katlanovo		Idri zovo		Ognjan ci		Tru barevo		Zlokucani		Topaana		*	**
	*	**	*	**	*	**	*	**	*	**	*	**	*	**	*	**	*	**
I am working	7	3	/	/	1	/	/	/	/	/	/	/	/	/	1	/	9	3
%	16.67	16.67	/	/	5.56	/	/	/	/	/	/	/	/	/	14.29	/	10.71	12.00
I am helping at home	17	7	6	1	7	1	/	/	/	/	/	/	1	/	/	/	31	9
%	40.48	38.89	37.50	50.00	38.89	25.00	/	/	/	/	/	/	100	/	/	/	36.91	36.00
I am begging	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
%	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
I am going for a walk	13	5	7	1	1	3	/	/	/	/	/	/	/	1	1	/	22	10
%	30.95	27.77	43.75	50.00	5.56	75.00	/	/	/	/	/	/	/	100	14.29	/	26.19	40.00
I am studying and doing my homework	/	3	/	/	7	/	/	/	/	/	/	/	/	/	/	/	7	3
%	/	16.67	/	/	38.89	/	/	/	/	/	/	/	/	/	/	/	8.33	12.00
Other	5	/	3	/	2	/	/	/	/	/	/	/	/	/	5	/	15	/
%	11.90	/	18.75	/	11.10	/	/	/	/	/	/	/	/	/	71.42	/	17.86	/
Total	42	18	16	2	18	4	/	/	/	/	/	/	1	1	7	/	84	25
%	100	100	100	100	100	100	/	/	/	/	/	/	100	100	100	/	100	100

* examinees that have dropped out / ** examinees that irregularly attend school

1. On the question about their free time, the largest percentage of the examinees that irregularly attend school (40%) answered that they go for a walk, and nearly the same percent (36%) answered that they help at home, while only (12%) from the examinees answered that they study and do their homework.

2. In order to find out the vision of the examinees about themselves in the future, we asked them about their future plans, that is to say, what do they plan to do in their lives. These are the results that we collected: (48%) from those that irregularly attend school answered that they are going to work at home, (20%) that they are going to get married, (16%) that they are going to sell at the

grocery market, (12%) answered “other” without specifying what they mean under that, and (4%) answered that they are going to work in other people’s houses.

3. Regarding the question about their free time, the biggest number of the examinees that have dropped out (36.91%) answered that they work at home, (26.19%) that they are going for a walk, while the fact that (8.33%) answered that they are studying and writing homework is concerning the examinees from the Collective Center in Katlanovo and is a result of the organized forms of school support.

4. When talking about their further plans (28.57%) from the examinees that have dropped out answered that they will be beggars, (22.62%) that they are going to get married, (19.05%) that they are going to be sellers at the grocery market, the exactly same percent answered “other”, (7.14 %) that they are going to work in other people’s houses, (3.57%) that they are going to be babysitters.

5. A data that is important to be pointed out is the attitude of the examinees towards the question about school drop-out. 203 or (70.24%) from the total number of examinees, answered this question, out of which (76.85%) consider that those who have dropped out should go back to school, (40%) think that the pupils should decide for themselves whether they are going to go back to school or not, and (3.45%) from the examinees, most of them (85%) from the group of children that have never attended or have already dropped out, consider that the students that have dropped out should not go back to school.

2.2.8. Concluding acknowledgements and conclusions

We gained interesting data from the questionnaire for the pupils which enlightened certain dilemmas concerning the reasons for irregular school attendance and drop-out, on the part of the Roma refugee pupils from FRY. The same data could be used as a starting ground in the intention of providing safe access to education for everybody.

If we try to summarize the results gained with the questionnaire for the children, we can conclude that:

1. The percentage of pupils who are in any way out of the regular educational system (56.06%) is higher than the percentage of those who regularly attend school (43.94%). Between the children who regularly attend school the biggest percentage represent the ones settled in Collective Centres, and in host families on the location where the number of refugee families is very small and they are completely integrated in the society.
2. The percentage of female children who drop-out is smaller. They are more regular than the male children. We are only concerned by the fact that the number of female children who are enrolled in school is very small.
3. The percentage of Roma who drop-out is much higher than the percentage of Ashkali who drop-out whilst the Askali are more irregular in the attendance.
4. When talking about the language of instruction, significant number of the children whose mother tongue is Roma attend Albanian speaking classes. The percentage of the pupils who attended the Macedonian teaching classes and have dropped out is higher (51.28%), whilst the pupils who attended Albanian teaching classes are more irregular in attendance.

5. As far as the temporary accommodation of the children is concerned, both in the cases of irregular attendance and dropping out, the percentage of examinees accommodated in the Collective Centers is significantly larger than the percentage of examinees accommodated in host families.
6. When talking about the family structure, the percentage of examinees coming from complete families that have dropped out or irregularly attend school is significantly larger than the percentage of examinees that have dropped out or irregularly attend school and come from incomplete family.
7. The largest number of the examinees that have dropped out or irregularly attend school do not have realistic reason for that.
8. When talking about the treatment of the teachers, both the examinees that have dropped out and the ones that irregularly attend school answered that they are pleased with the treatment of the teachers and certain percentage of the examinees (33.33%) from the ones that irregularly attended school and (18.18%) from the ones that dropped out, pointed out that the teachers treat the refugees better than the other pupils.
9. The biggest part of the examinees that irregularly attend school (40%) answered that in their free time they go for a walk, while the examinees that have dropped out (36.91%) pointed helping in the house as their main reason for the drop-out and the begging as a way of contribution to the family budget.
10. 76.85% from the total number of examinees think that the pupils who have dropped out should go back to school.

2.3. Presentation and analysis of the results from the questionnaire for the parents

193 parents, refugees from FRY who have children at the age of 7-14 were given questionnaires. The results gained from the data processing will be presented and discussed on the basis of the objectives given.

Table 10. Parents who have children at the age of 7-14

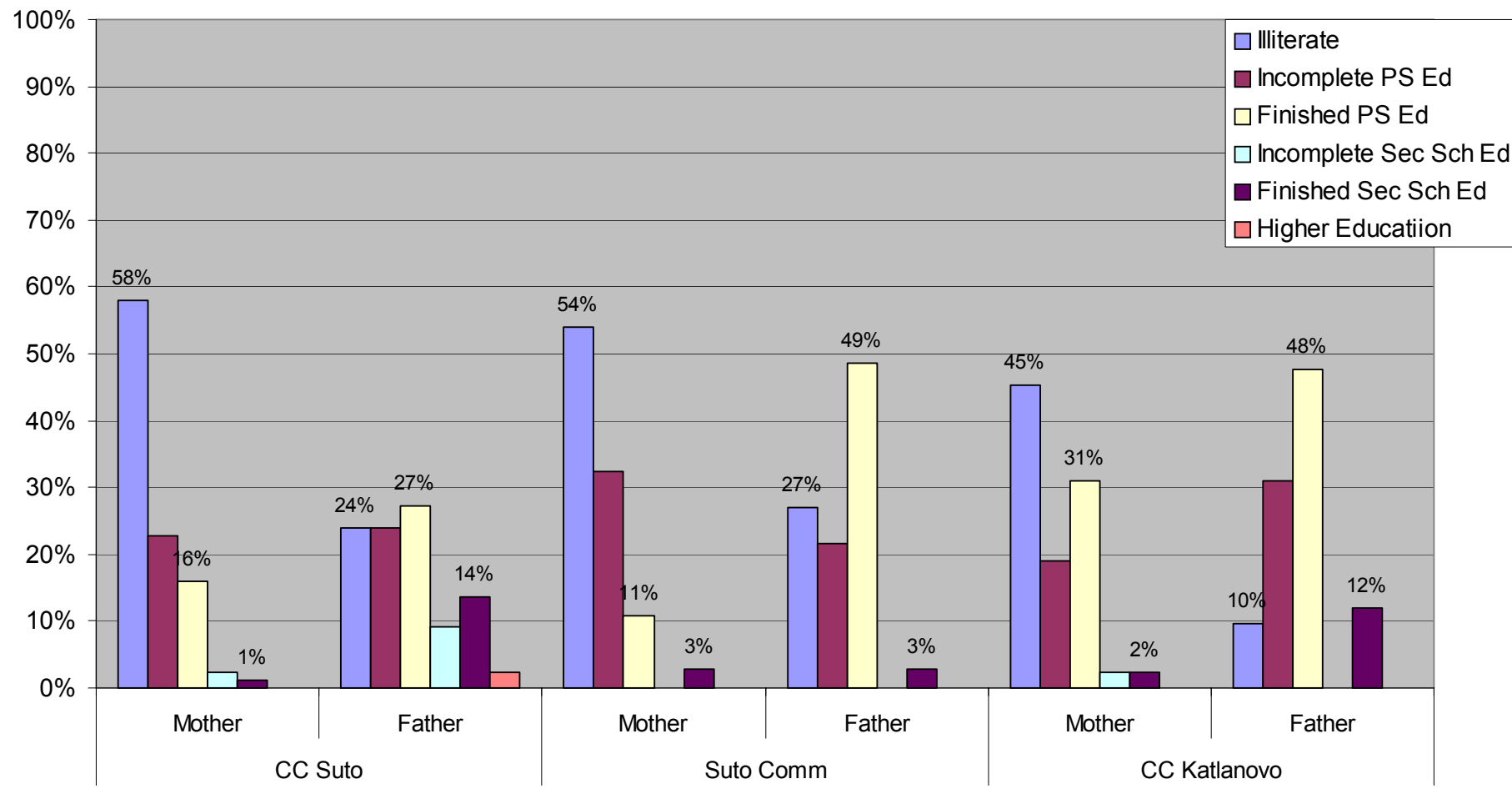
CC SO	Settlement SO	CC Katlanovo	Idrizovo	Ognjanci	Trubarevo	Zlokucani	Topaana	Total
88	37	42	5	2	3	5	11	193
45.59%	19.18%	21.77%	2.59%	1.04%	1.56%	2.59%	5.68%	100%

2.3.1. Educational level of the parents

Table 11. Educational level of the parents

Location	Parent	Illiterate	Incomplete PS Ed	Finished PS Ed	Incomplete Sec Sch Ed	Finished Sec Sch Ed	Higher Education	Total
CC Suto	Mother	58%	23%	16%	2%	1%	0%	50
	Father	24%	24%	27%	9%	14%	2%	50
Suto Comm	Mother	54%	32%	11%	0%	3%	0%	50
	Father	27%	22%	49%	0%	3%	0%	50
CC Katlanovo	Mother	45%	19%	31%	2%	2%	0%	50
	Father	10%	31%	48%	0%	12%	0%	50
Irdzvo	Mother	40%	40%	20%	0%	0%	0%	50
	Father	0%	20%	40%	0%	40%	0%	50
Ognianci	Mother	50%	0%	50%	0%	0%	0%	50
	Father	0%	0%	100%	0%	0%	0%	50
Truberevo	Mother	33%	67%	0%	0%	0%	0%	50
	Father	0%	0%	100%	0%	0%	0%	50
Zlocuchani	Mother	100%	0%	0%	0%	0%	0%	50
	Father	0%	60%	20%	0%	20%	0%	50
Topaana	Mother	45%	55%	0%	0%	0%	0%	50
	Father	18%	55%	9%	0%	18%	0%	50
Summary	Mother	54%	26%	17%	2%	2%	0%	50
	Father	19%	27%	37%	4%	12%	1%	50
	Total	37%	26%	27%	3%	7%	1%	100

Education of Parents in Three Selected Locations



When filling in the questionnaire, each parent gave data about their spouse as well, so we have data about 386 parents.

1. As we can see from the table, all fathers at all the locations have higher level of education than the mothers. Most of the mothers (26.94%) are without any education, while most of the fathers (18.93%) have completed primary education.

2.3.2. Parents's attitudes towards the need of regular school attendance

It was very important for this research to gain insight is the parents' attitude towards the need of regular school attendance for their children.

Table 12. Parents' attitudes towards the necessity of regular school attendance

Attitudes	Locations								Total
	CCSO	Settlement SO	CCKatlan ovo	Idrizovo	Ognjanci	Trubarevo	Zlokucani	Topaana	
The future is in education	64	14	37	4	2	3	5	6	135
%	72.73	37.84	88.09	80.00	100	100	100	54.54	69.95
It is enough for them to know how to read and write	19	7	/	/	/	/	/	1	27
%	21.59	18.92	/	/	/	/	/	9.09	13.99
It is not safe and I prefer to have him/her at home	/	5	4	/	/	/	/	/	9
%	/	13.52	9.53	/	/	/	/	/	4.66
I need him/her to help at home	5	1	/	/	/	/	/	/	6
%	5.68	2.70	/	/	/	/	/	/	3.11
He/her should earn money	/	1	/	/	/	/	/	/	1
%	/	2.70	/	/	/	/	/	/	0.52
It is their choice	/	1	1	/	/	/	/	/	2
%	/	2.70	2.38	/	/	/	/	/	1.04
Without opinion	/	8	/	1	/	/	/	4	13
%	/	21.62	/	20.00	/	/	/	36.37	6.73
Total	88	37	42	5	2	3	5	11	193
%	100	100	100	100	100	100	100	100	100

1. Most of the parents (69.95%) answered that the future lies in the education. It is interesting to point out that this attitude is being largely supported by the parents in all of the locations.

2.3.3. Parents's attitudes towards the education of girls

Table 13. Parents attitude towards the education of girls - should they go to school

Attitudes	Locations								Total
	CCSO	Settlement SO	CCKatlanovo	Idrizovo	Ognjanci	Trubarevo	Zlokucani	Topaana	
Yes	85	31	42	4	2	3	5	11	183
%	96.59	83.78	100	80.00	100	100	100	100	94.82
No	3	6	/	1	/	/	/	/	10
%	3.14	16.22	/	20.00	/	/	/	/	5.18
Total	88	37	42	5	2	3	5	11	193
%	100	100	100	100	100	100	100	100	100

1. It was very important for this research to gain understanding of the parent's attitude towards the education of female children. Extremely high number of parents (94.82%) answered that the girls should go to school, but only (24%) answered why they consider that to be correct. They think that it is important for the girls to finish their primary education, and for any further education it would depend on the situation (whether they would have the capacity, whether they would get married etc.).

2. Although, only (5.18%) of the examinees consider that girls should not attend school, when asked (why?), they answered that girls should stay at home.

3. In order to gain confirmation about these attitudes expressed from part of the parents, we asked them how do they react in situations when their children ask for some help for some questions with regard to the school. The largest number of them (58.55%) answered that they help them, (33.16%) answered that they do not know how to help them, (1.04%) that they are not interested in helping, and (7.25%) that they do not have the time for it.

2.3.4. Concluding acknowledgements and conclusions

1. Based on the results gained we can conclude that the educational level of the parents is low, considering the fact that (36.53%) never attended school, (26.42%) haven't completed primary education, (26.94%) have completed primary education, (6.73%) have completed secondary education and only (0.53%) higher education.
2. Relatively large percentage of parents claim that the future lies in the education.
3. High number of parents (94.82%) considers that the education of girls is as equally important as the education of boys.

3. Recommendations and suggestions

1. Creating conditions for more general integration of the refugee pupils within the framework of the primary schools that they attend, through initiation and realization of different activities inside the schools.
2. Creating support and help programs in the process of studying that would follow the interests and needs of the children and would contribute in creative usage of their free time.
3. Realization of educational programs with the parents (having in mind the high percentage of parents that have no education at all, they should be made literate), so that they could have the opportunity to feel the value of the education themselves, and be in the position to justify their attitudes.
4. Creating conditions for the parents, especially those that are accommodated in the Collective Centers, to express their resistance toward the education of their children, knowing that the influence of the opinion of the group of parents or the peer group is significant.