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SECURITY DIALOGUES

ФИЛОЗОФСКИ ФАКУЛТЕТ - СКОПЈЕ
ИНСТИТУТ ЗА БЕЗБЕДНОСТ, ОДБРАНА И МИР

БЕЗБЕДНОСНИ ДИЈАЛОЗИ

СПИСАНИЕ ОД ОБЛАСТА НА БЕЗБЕДНОСТА, ОДБРАНАТА И МИРОВНИТЕ НАУКИ

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EDUCATIONAL MODELS AS PEDAGOGICAL SUPPORT OF SAFE SCHOOLS IN URBAN ENVIRONMENTS

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Abstract: The improvement of the quality of education is a current issue that can be researched from several aspects, among which one of the essential indicators is to ensure a safe climate and environment in an educational context. The sustainable educational concept for safe schools is being promoted in the paper through research of the influence of the educational extracurricular models, as a pedagogical support for reducing violence among pupils of different ethnic, urban and cultural backgrounds. The results from the research that was carried out give answers in the form of final findings of the set research questions, such as: the representation, frequence and types of project models in primary schools, which aim to strengthen the safe environment in the schools in the urban environments. The research objective was focused on the assessment of the influence of the educational models that are implemented as extracurricular project activities, on raising awareness of the pupils for a safe school climate in the urban environments.The issue was analyzed through empirical research, as well as through a qualitative and quantitative analysis of the relevant documentation and the results of the target groups included. Because of the multidimensional and specific setup of the research, the analysis contains the views and the needs of the relevant stakeholders in the educational process. In this paper, the focus is put on the results from the research of the pupils' views.The hypothetical frame shows that the educational models influence the strengthening of the educational concept for ensuring a safe school environment in the urban context.
Keywords: Educational models, safe schools, urban environment, pupils, violence

Introduction:

Although constantly present, violence and all its forms of manifestation dramatically actualized at the beginning of the 21st century, finding a place in school curricula, discipline and above all in empirical studies. However, despite the strengthening of research in this domain, there is a surprising lack of theoretical and empirical guidelines to direct efforts to promote scientific approaches and the practical application of remediative and prophylactic solutions in the school environment. School violence and climate in a developmental context puts this research in a place where a variety of theoretical understandings of a wide range of modalities of violence and

its manifestation in the school are merged. This research paper presents a stimulation and support for other researches in this area. Therefore, it can be concluded that it is a matter that has aspirations to ascertain, but also to open up a series of important questions from the domain of school violence in our country. The obtained results from the evaluation survey suggested that the modalities and the attitudes of students of the high school student population for school violence are present in our schools. The obtained results from the evaluation research suggests on a conclusions about the modalities and the attitudes of students from the high school student population for school violence, present in our schools.

Contents of the paper
Analysis and interpretation of the results obtained from the examination of students attitudes

In the framework of this survey, a total of 356 secondary school students from 6 municipalities on the territory of the Republic of Macedonia were interviewed. According to the analyzed data, 69% of the respondents came from the urban environment, compared to 27.2% coming from rural areas (Table 1).

Table No. 1			
Question no. 2: Place of residence			
	f	%	V%
City environment	245	68.8	71.6
Rural environment	97	27.2	28.4
Unanswered	14	3.9	
N=	356	100	100

Of the surveyed respondents, 58.4.% were female and 41.6.% of the respondents were male. The target group is involved in the implementation of the project "Safe Schools" and "Peer Mediation". The survey is targeted in the direction of obtaining relevant data suitable for quantitative and qualitative analysis of the attitudes of the students from different municipalities for implementing the project models.

Table no. 2			
Question no. 1 : City in which your school is located			
	f[5]	%	V%[6]
Gostivar	53	14.9	14.9
Kichevo	20	5.6	5.6
Prilep	84	23.6	23.6
Skopje	89	25.0	25.0
Struga	34	9.6	9.6
Tetovo	76	21.3	21.3
N=	356	100	

Considering the fact that the project models are realized in multiethnic environments, it is expected that the respondents will correspond with this feature. Of the 356 students surveyed, 58% are of Macedonian nationality, 36.2% are of Albanian nationality, 3.7% are part of Turkish nationality, and 2.5% of respondents reported that they belong to the category - others. (Table 3)

Table no. 3			
Question no. 6: Nationality			
	f	%	V%
Macedonian	205	57.6	57.6
Albanian	129	36.2	36.2
Turkish	13	3.7	3.7
Other	9	2.5	2.5
N=	356	100	

Of the surveyed students, the highest percentage is in secondary vocational education (76%), 23% of students are part of secondary school gymnasium education, and only 6% of the sub-sample is from secondary arts education. (Chart 1)

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[5] f (frequency),мк:фреквенција
[6] V% (Valid Percent),мк:валиден процент

Type of secondary education in which you study
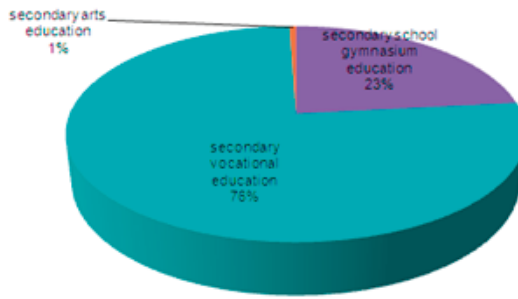
Chart No. 1 Students frequency by type of secondary education

If we analyze the success of the students who are active participants and "consumers" of the project activities, and also take into account the fact that the selection of students for participation in the project models is most often done by the professional services of their schools in consultation with the class managers, evident are the data that point to the conclusion that a significant factor in the choice of students is the student's levels of achievement from the previous year, expressed in percent 54% of the students are with excellent level, 28% achieved very good level, against the students who achieved good level in the previous year (16%), ie sufficient level (2%).

Success from the previous school year
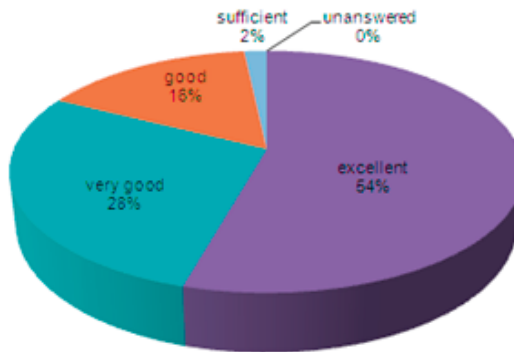
Chart no. 2 Percentage frequency of students levels of achievement

These data point to a number of questions and dilemmas that deserve serious further analysis and re-examination of the attitudes and opinions of the relevant subjects that make the selection of students. The question arises: Are excellent students have been chosen as a model of nonviolent behavior or maybe these students have more developed leadership abilities among students, compared to students with lower achievement. Secondly, the question arises - can the choice of students start with a "dose of prejudice" towards students with lower learning

achievement-that the one who manifests violent behavior can not meet the requirements for strengthening the concept of safe schools by manifesting nonviolent behavior?

The frequency of students in the survey by gender resulted in 42% of male vs. 58% of female students. Table No.4

Table no. 4 Question no. 5. Gender			
	f	%	V%
Male	148	41.6	41.6
Female	208	58.4	58.4

From the data of the seventh question from the first part of the questionnaire, data are obtained on whether students use public transport to the school. This data is directly related to the potential opportunities for manifesting various types of violent behavior, such as: physical, psychological and bullying. Most of the students reported (67%) that they use public transport, despite the statements of 33% of the students who stated that they do not use public transport home-school-home. (Table 5)

Table no. 5 Question no. 7: Do you use transportation to get to school?			
	f	%	V%
Yes	238	66.9	66.9
No	118	33.1	33.1

In terms of examining students' attitudes about the frequency of violence in their schools relevant to the conceptual layout of the project models, specifically for promotion of the concept of "safe schools", data have been obtained that show that almost half of the students declare that in their school there is no"never" violence (61.2%), almost three times less than the respondents (17.3%) reported that they saw violence several times during the year. Almost identical is the percentage of students' statements that indicate that the violence is present "several times a month", ie "daily" (10% and 8%), and only 4% say that the violence is present "once a week". Regarding the type of violence, students in the first place emphasize psychological and verbal violence, as opposed to sexual violence that is ranked as lowest. As occasional violence that occurs in their school life, single out vandalism and bullying. (Table 6)
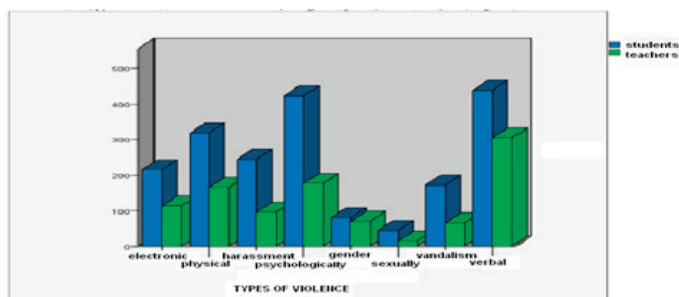
Chart 3 Ranking of the types of violence according to students and teachers

Table no. 6
II - part
   Question no. 1: How often do the above types of violence occur in your school?

		N	%	C%[7]
Frequency of types of violence	Never	1479	61.2	427.5
	Several times a year	418	17.3	120.8
	Several times a month	234	9.7	67.6
	Once a week	93	3.8	26.9
	Daily	192	7.9	55.5

   It is very correctly for the research to pointing out that the researchers' expectations regarding the question: Where do violence occur (different types) "go in an unexpected direction", that is, the classroom is the most pointed place where the violence takes place, contrary to the expectations that it should be the "safest" organized unit. The data review indicates that 37% of the students mark the classroom, the second place in the occurrence of the violence is stated "near the school" and in the "school yard", followed by "school hall" and "public transport". (Table 7)

Table no.7
   Question no. 2: Where do these types of violence occur?

		N	%	C%
Where did the violence occurr?	Classroom	438	36.7	143.1
	School hall	163	13.6	53.3
	Schoolyard	223	18.7	72.9
	Near the school	228	19.1	74.5
	In public traffic	143	12.0	46.7

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[7]   C% mk: percentage of the case

Within the quantitative part of the research, the question arises in the context of the mechanisms for recognizing the violence and encouragement for reporting by the students. Half of the respondents (53%) answered that they have the ability to recognize and report violence, and 15.2% have no ability to recognize and report violence.

Do students have mechanisms for recognizing violence and encouragement for reporting?
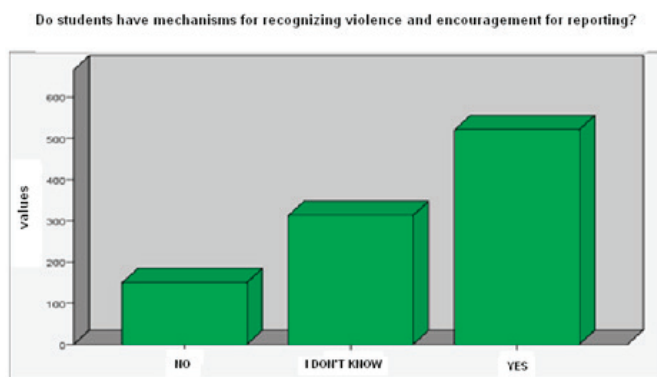
Chart no. 4

Chart no.4 Frequency of students according to possession of mechanisms for recognizing violence and encouragement for reporting

We should not overlook the fact that indicates that there is uncertainty among high school population with regard to this issue. (Chart 4). **Hence the conclusion is that in the future, it is necessary to work on this component of the project models, that is, working on strengthening the abilities of the students for getting to know and recognizing the different types of violence, as well as their encouragement in taking the next adequate steps.**

The students were asked a question through which was examined their perception of their personal safety in the school. More than half of the students (60% V) regard the school as a safe environment, despite the classmates who reported that they do not feel safe, that is, they are not sure about their safety in schools, expressed in percentages (23.2% V) or (18% V) who " do not know "whether they are safe in schools. When analyzing these data, the eight percent (8%) of students who did not answer this question at all should also be considered. These data correspond with the students' attitudes regarding the frequency of violence, which are analogous related to the sense of personal safety in the school. On the other hand, the reason for the insecurity and the absence of personal security in the school can be asked in the statement of 37% of the students who say that the violence occurs in the classroom. (Table 8)

Table no. 8 Question no. 3: Do you feel safe at school?			
	f	%	V%
No	76	21.3	23.2
I don't know	58	16.3	17.7
Yes	193	54.2	59.0

An individual review of the question by which the ways in which students behave in situations of violent behavior among them are detected suggests that they most often apply two alternatives. In large percentage (68.1%) they apply mediation among the involved parties and in the situations of violent behavior inform the school teams for safe schools (32%).

Exactly such approaches and this kind of abilities are expressed among students who were involved in the project "Peer Mediation" and are part of the teams.

These data are in favor of establishing the benefits of the project activities and the developed competencies for "positive transfer" in practical situations.

The summary review of the results of the question by which students' attitudes about the impact of the extracurricular activities provided by the project "Safe Schools" and "Mediation among peers" for prevention of violent behavior are examined, show that 28.4% of the students reported that the same have a sufficient influence, but on the other hand with a close score of (27.1%) reported that they are not sure about the impact of the activities in which they participate in the prevention of violent behavior. There is also an attitude of students expressed in percentage of 12.6%, who consider that this type of activity has no influence at all in preventing violent behavior.

Table no. 9 Question No. 6: The impact of extracurricular activities with students from different ethnic communities, as part of the project models "Safe Schools" and "Mediation among peers" for the prevention of violent behavior.				
		N	%	C %
Extracurricular activities provided by the project	No influence at all	621	12.6	184.3
	Not enough influence	501	10.2	148.7
	I'm not sure	1336	27.1	396.4
	Enough influence	1397	28.4	414.5
	Huge influence	1066	21.7	316.3

The research re-introduces issues related to the original conceptual layout of the project models. Namely, in extracurricular activities (sports competitions and fair play tournaments, training on topics of non-violent communication, organized school days dedicated to nonviolence, posters, school clubs for mediators, etc.), through which in a creative and immediate way

models of nonviolent behavior should be promoted, students are actually active stakeholders and participants.

This established project cycle is accompanied by the need in the future by the organizers and implementers of the project models (professional services and teachers) to work on raising the awareness of students for applying the principles of the project models in everyday life.

Conclusion:

From the summary qualitative analysis of the data, it can be concluded that the students were involved in a number of extracurricular activities that have the greatest influence in re-solving interethnic conflicts and in improving security in the school. The analysis shows that the most common are the mediation trainings organized by the OSCE Office in Skopje, followed by other trainings, seminars and workshops: sports activities, USAID project for interethnic integration in education; debates about safe schools; lecturing on human trafficking, peace and tolerance; debates on prevention of violence, week of different cultures; inter-ethnic camp for prevention of intercultural violence; project for intercultural exchange; safety lectures - MOI; exchange of students among cities; clubs for mediators; days against discrimination; creating page on the school website; PHV- promoting human values; poster making, etc.

From the numerous data regarding the realization of the project activities and their in-fluence on the students, a wide range of answers is received, which ultimately directs to the general conclusion that students express satisfaction with the overall project concept and their treatment in the same. Forty-five per cent of students ticked the statement "I'm satisfied" and 19% "I am very satisfied", compared to 5% of students who ticked they are "not at all satisfied", when they were answering the question of how satisfied you are with the project models "Safe Schools and Mediation Among Your Peers".

In this part of the analysis, it is necessary to emphasize the fact that in the project model "Mediation among the peers" are not included all the respondents from the research, which, on the other hand, are fully included in the project model "Safe Schools". This is an argument that justifies the attitude of that category of students (17.4%) who reported that they are not familiar with the project models, and "symptomatic" is the data of 3.4% of the students who did not answer this question at all.

Such results indirectly speak about the character of the project model "Mediation among peers", whose concept is planned and realized numerous trainings and workshops intended for students. They are qualified as very interesting, with a high degree of interactivity in the realiza-tion of content in the field of mediation, topics for which this population shows a high sensitivity, as well as acquiring new acquaintances with students from other schools and from different eth-nicities. Particularly important is the fact that mediation trainings are organized outside of the school, and after active participation, students receive a certificate for participation in training.

These data point to recommendations in the next phases of realization of the project models, the entire project student population to be included in the project model "Mediation among peers".

The students are asked to indicate which subjects have most helped them in planning and realizing the activities of the projects "Safe Schools" and "Mediation among peers ". Most of

them said that it is the subject Ethics, and also the subjects: civic education, Life Skills Education, Sociology, Native language.

From the analysis of student responses, their attitudes regarding their conviction of the purposefulness of the project activities in which they are actively involved are perceived. They say that their activities help to reduce violence, at the same time they have opportunities to get to know and overcome prejudices and stereotypes towards different ethnicities and cultures as a prerequisite for quality coexistence. For the first time, they are informed about how to act in situations when violence is manifested. They say that through their activities they develop abilities to resolve conflicts and daily problems with their peers, receive advice on preventing violence, strengthen their communication skills, especially in the area of non-violent communication, etc.

If these results are approaches to further analysis of the target and content placement of the aforementioned subjects, probably will follow an expected justification regarding the possibility of correlation and integration of corpus contents in the field of multicultural education, non-violent communication and types of communication will probably follow.

Such knowledge, among other things, leads to the detection of the need for further analysis of curricula and curriculum courses Ethics, Civic education, Life Skills Education, Sociology, Native language in the direction of integrating with new content of the aforementioned areas.

The research vision of this research, but also with regard to the basics of the project models, is to determine the students' competence at the level of "awareness" and the practical application of the acquired knowledge and the developed skills in the field of multicultural education in everyday situations.

The relatively high average (60%) of students declared that "sometimes" learned knowledge and acquired skills are applied in everyday life, despite these attitudes are the views of 21% of their classmates who proactively behave in everyday life.

The relevance of these data is in favor of the conclusion of the positive and functional reflection of the "project mission" on the attitudes and behaviors of students in everyday life in multiethnic environments. Following these and other data from the research with the other target groups, which "cross-analyzed" give the same result, the need for continuation and expansion with the realization of the two project models with a wider sample of the high school population, but also for simultaneous starting with the realization in early school age also.

Always open question about the sustainability of project activities is set in this context, and it opens up opportunities for inter-institutional access and treatment in the process of finding the most appropriate responses, translated into solutions.

The summarized results of the students surveyed provide an opportunity to increase their educational needs, expressed as needs for organizing trainings/workshops that will be in function of learning, and in their life in multiethnic environments for preventing and overcoming violent behavior. However, it can be noted that the following topics are most often emphasized: encouraging moral values; ethical tolerance; respect among students; multicultural parties; human trafficking; patterns of behavior outside the school;; "Lets get rid of stereotypes and prejudices"; types of violence and prevention of the same; tolerance (religious); joint production

of traditional clothes; workshop for displaying the consequences of physical and psychological violence; topics for verbal communication; openly talking about violence; exchange of customs; school without stereotypes; nice behavior bon-ton; a society without prejudice - "My safety is your safety" and other suggestions for topics and trainings.

Citing the numerous topics for training and workshops for preventing and overcoming violent behavior by students is not just a "one sheet of analogy" of knowledge in the field, but rather indicates a developed awareness of the students about the need to strengthen their knowledge, development of the moral values necessary for the modern civil society, as practical models for preventing and overcoming violent behavior among peers, regardless of their ethnic "sign".

Their most common suggestions that suggest improvement of the project "Safe Schools" and "Mediation among peers" refer to the need to include more students from their schools, emphasize the need to organize a larger number of workshops in the field of multiculturalism, furthermore, according to their opinions, a greater popularization of the project should be undertaken and there should be greater awareness at the local community level, to present more topics at the school level, and seminars and workshops to have an interactive character.

From the abovementioned analyzes regarding the students' attitudes about their safety at school, their ability to recognize the violence, the application of the mechanisms learned from the project models "Safe Schools", etc., we can conclude that the implementation of the project models, "Safe Schools", has a positive impact on the attitudes and educational needs of students, which means that the first special hypothesis "Implementation of the project models "Safe Schools" positively influences the attitudes and the needs of the students", and is sustainable and accepted.

Also significant data for analysis (according to the Tukey test) and concluding are the explicit attitudes of students about the influence of extracurricular activities with students from different ethnic communities for the prevention of violent behavior as an integral part of the project models "Safe Schools" and "Mediation between peers ". The dispersion of attitudes towards cities is evident, ie this phenomenon plays a dominant role in the city of Prilep, followed by Skopje, and with less pronounced, according to the students' attitudes about the influence of this type of extracurricular activities, the municipalities Struga, Tetovo, Gostivar and Kichevo.

These data confirm the idea that in the future there is a need for additional project program activities with students from multiethnic environments that deviate from the average.

The concluding knowledge confirms the second special hypothesis: "There is a statistically significant difference in the attitudes of the students from different municipalities in the implementation of the project models "Safe Schools", for differences in the attitudes of students from different municipalities in implementing the project models "Secure schools".

Conclusions as recommendations

- The data point to a number of questions and dilemmas that deserve serious further analysis and re-examination of the attitudes and opinions of the relevant subjects that make the selection of students. The question arises: Are excellent students have been chosen as a model of nonviolent behavior or maybe these students have more developed

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leadership abilities among students, compared to students with lower achievement. Secondly, the question arises - can the choice of students start with a "dose of prejudice" towards students with lower learning achievement-that"the one who manifests violent behavior cannot meet the requirements for strengthening the concept of safe schools by manifesting nonviolent behavior"?

- It is very correctly for the research to pointing out that the expectations regarding the question: Where do violence occur (different types)" go in an unexpected direction", that is, the classroom is the most pointed place where the violence takes place, contrary to the expectations that it should be the "safest" organized unit.
- We should not overlook the fact that indicates that there is uncertainty among high school population with regard to this issue. Hence the conclusion is that in the future, it is necessary to work on this component of the project models, that is, working on strengthening the abilities of the students for getting to know and recognizing the different types of violence, as well as their encouragement in taking the next adequate steps. This conclusion and recommendation correlates with the attitudes of the relevant representatives of the MOI Prevention Units who suggest that the concepts for "Safe Schools" and "Mediation among peers" should be implemented in the early school age, ie in primary schools, in order to provide continuity in this process and prevention "with appropriate age". On the other hand, the reason for the insecurity and the absence of personal security in the school can be found in the statement of the students who say that the violence occurs in the classroom.
- Exactly such approaches and this kind of abilities are expressed among students who were involved in the project "Peer Mediation" and are part of the teams. These data are in favor of establishing the benefits of the project activities and the developed competencies for "positive transfer" in practical situations.
- The research re-introduces issues related to the original conceptual layout of the project models. Namely, in extracurricular activities such as: sports competitions and fair play tournaments, training on topics of non-violent communication, organized school days dedicated to nonviolence, posters, school clubs for mediators, etc., through which in a creative and immediate way models of nonviolent behavior should be promoted, students are actually active stakeholders and participants.
- This established project cycle is accompanied by the need in the future by the organizers and implementers of the project models (professional services and teachers) to work on raising the awareness of students for applying the principles of the project models in everyday life.
- It is necessary to emphasize the fact that in the project model "Mediation among the peers" are not included all the respondents from the research, which, on the other hand, are fully included in the project model "Safe Schools". This is an argument that justifies the attitude of that category of students who reported that they are not familiar with the project models, and "symptomatic" is the data of the students who did not answer this question at all.
- Such results indirectly speak about the character of the project model "Mediation among peers", whose concept is planned and realized numerous trainings and workshops intended for students. They are qualified as very interesting, with a high degree of inter-

activity in the realization of content in the field of mediation, topics for which this population shows a high sensitivity, as well as acquiring new acquaintances with students from other schools and from different ethnicities. Particularly important is the fact that mediation trainings are organized outside of the school, and after active participation, students receives a certificate for participation in training. These data point to recommendations in the next phases of realization of the project models, the entire project student population to be included in the project model "Mediation among peers".

- The obtained knowledge, among other things, leads to the detection of the need for further analysis of curricula and curriculum courses of the subjects Ethics, Citizen Education, The class hour at which Ethics, Civic education, Life Skills Education, Sociology, Macedonian/Albanian language in the direction of integration with new content in the field of multicultural education.

- The relevance of these data is in favor of the conclusion of the positive and functional reflection of the "project mission" on the attitudes and behaviors of students in everyday life in multiethnic environments. Following these and other data from the research with the other target groups, which "cross-analyzed" give the same result, the need for continuation and expansion with the realization of the two project models with a wider sample of the high school population, but also for simultaneous starting with the realization in early school age also.

- Citing the numerous topics for training and workshops for preventing and overcoming violent behavior by students is not just a "one sheet of analogy" of knowledge in the field, but rather indicates a developed awareness of the students about the need to strengthen their knowledge, development of the moral values necessary for the modern civil society, as practical models for preventing and overcoming violent behavior among peers, regardless of their ethnic "sign".

- Their most common suggestions from the students that suggest improvement of the project "Safe Schools" and "Mediation among peers" refer to the need to include more students from their schools, emphasize the need to organize a larger number of workshops in the field of multiculturalism , furthermore, according to their opinions, a greater popularization of the project should be undertaken and there should be greater awareness at the local community level, to present more topics at the school level, and seminars and workshops to have an interactive character.

- There is a relatively large variety of statements among students from different cities, in terms of "mechanisms for recognizing violent behavior and encouragement for reporting them."

- There is an evident dispersion of views in different cities.

- Concluding findings once again confirm the hypothesis of the existence of differences in the attitudes of students from different municipalities for the implementation of project models "Safe Schools" and "Mediation among peers".

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