

**MANAGEMENT IN SCHOOLS
IN A MULTIETHNIC
ENVIRONMENT**

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The states (such as Macedonia) that represent a set of different ethnic groups with different cultural roots and religious commitments are faced with special challenges in dealing with disputes and managing conflicts.

Disputes/conflicts between communities can create mistrust, fear, and even hatred.

Management is the process by which we attempt to successfully achieve the objectives of the organization.

- top level managers;
- middle level managers;
- first-line managers.

If we look at school management levels, it can be concluded that:

- **Top managers** are: principal, deputy principal, head of the regional school;
- **Middle level managers** are: presidents (heads) of professional bodies;
- **Straight-line managers** are teachers, especially class teachers and class masters/mistresses.

Interethnic conflicts, teaching in different ethnic shifts, fights and disagreements between students – these are the problems that occur in the schools in the Republic of Macedonia.

Multiculturalism and Addressing inter-ethnic relations in education are the basis of mutual understanding and building a cohesive society.

The global analysis of world's socio-political processes shows that ethnic differences are often a source of violence, discrimination, inter-ethnic isolation, fear and other forms of alienation of man from man.

Inter-ethnic differences produce violence and discrimination - violence and discrimination deepen inter-ethnic hatred, and so a circle of relationships that push humanity towards an apocalypse is created.

On the ethnic map of Macedonia more than 30 ethnic groups can be seen.

According to the 1994 census, the Republic of Macedonia registered just under 2 million people, of whom 1,228,330 or 66.5% are Macedonians.

Of national minorities, the most numerous are the Albanians - 442,000 or 22.9%, Turks - 77 252 or 4.0%, Roma - 43 723 or 2.3%, Serbs -39 260 or 2.0%, and Vlachs with 0.5%.

The educational system is expected to take concrete steps in order to introduce a model of integration in place of the pattern of ethnic division which now dominates schools.

For this purpose we need to implement changes in schools in several different domains.