



PERIODICAL EVALUATION REPORT

“Nansen model for integrated education”

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Acronyms:

CPS-central primary school

MPS-municipality primary school

[M](#)VSS-municipal vocational secondary school

Prof. Zoran Velkovski, Ph.D.



In the period from 05. 1998 to 03. 1999, he has worked as a Director of the Pedagogical Institute of Republic of Macedonia. In 1999, he was granted the Academic and scientific title: Docent at the Department of pedagogy at the Faculty of Philosophy.

In 2004, he became an Associate Professor, whereas in 2008, he was granted the title: full-time Professor. From 1999 – 2004, he has worked as a Head of Department of Pedagogy, at Faculty of Philosophy and from 2004 to 2008, he was the vice rector for teaching at the University "Ss. Cyril and Methodius" in Skopje. Today, he works as a full-time Professor at the Department of pedagogy at the Faculty of Philosophy at the University "Ss. Cyril and Methodius" in Skopje.

Up to now, prof. Zoran Velkovski is extensively dealing with issues from the areas of adult education, training for employment, vocational education, informal education and lifelong learning. Among other things, he is also dealing with issues from the areas of: management in education, inclusive education, intercultural education, training of teachers, educational policy and systemic educational issues. As a result of his engagement, a large number of scientific and vocational publications have been produced in the pedagogical and andragogical area and participation in national and international conferences and gatherings.

Prof. Zoran Velovski was also the Head and/or member of Project Teams in more than 30 national and international scientific and research projects.

For the whole period, he is actively participating in the creation of University and national strategic documents for development of the education and legislation. He is also the author and coauthor of numerous developmental, strategic and operational national programs and documents.

1. INTRODUCTION

1.1. Background

Almost 4 years have passed from the start of the Program (2008) until today. In this period, the Program has been converted from a pilot phase to a phase of vertical and horizontal expansion, i.e. besides the implementation of the new model of integrated bilingual education by opening the first integrated bilingual primary school "Fridtjof Nansen" in the village Preljubishte, Jegunovce Municipality, as a district school within the Central primary school in Shemshovo, the Program started its implementation in the first integrated bilingual secondary school MVSS "Mosha Pijade", Tetovo), also in the village Preljubishte, Jegunovce municipality (2010) and in the secondary vocational school "Mosha Pijade" in Tetovo (2010). Since 2010, the implementation of an integrated bilingual teaching process in first grades has also started in Strumica Municipality, in the CPS "Marshal Tito" (in Macedonian and Turkish).

In May 2011, Nansen Dialogue Centre has initiated implementation of an external periodical evaluation of the Program for Integrated bilingual education in Macedonia.

Up to now, NDC has implemented one internal evaluation (conducted by Danijela Galovic¹) in 2010 and two external evaluations (conducted by Dr. Piotr Dutkiewicz² and Dr. Zoran Velkovski³) in 2011. The purpose of these evaluations was to make an insight into the quality of implementation of the NDC program and to make recommendations for its further development and improvement.

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1.2. NDC PROGRAM

The NDC Program introduces redesign and new organization in the work of the schools in which students-members of different ethnic communities (Albanian and Macedonian in the village Preljubishte, and Roma and Macedonian in Strumica) are being integrated, i.e. the students study together and follow the teaching process (in their mother tongue) in the same school building and in the same shift. The Program is trying to promote integration of the students, but also integration of the teaching staff with different ethnic origin.

The Program is striving to achieve the following goals:

- Deepening the constructive cooperation relations between children from different ethnic background,
- Developing sense among the students for respecting the mutual differences,
- Overcoming the stereotypes and prejudices among the children, related to their ethnic and cultural origin,
- Encouraging a tolerant relation towards differences of social, ethnic and cultural character,
- Training the students for constructive resolution of the conflict situations in the group,
- Developing a positive emotional climate in the group with heterogeneous ethnic structure, in order to maintain a high index of group cohesion,
- Expanding the active vocabulary of the students with terms and cultural and social phrases from the non-mother tongue,
- Strengthening the interaction, cooperation and confidence between the teachers and the parents from both ethnic communities,
- Developing the talents and abilities of the children in accordance with their individual potentials,

- Supporting the curiosity and originality of the children, as well as their creative potentials,
- Developing the logical, flexible, divergent and critical thinking of the children.

In order to realize these goals in a better manner, the Team of NDC has created several Programs with offered material in the following areas: Math, Art, Drama, Environment, Education for peace, Traffic, Young researchers, Ethno section. These Programs are being changed every year. The intention of NDC is that these Programs serve the performers and the participants as a direction and platform, based on which they will create the immediate realization in an easier fashion. The Programs are opened to all suggestions which will increase their quality.

The teaching process is organized in such way, that the material from the extracurricular activities is put in correlation with the mandatory teaching material and represents its addition.

This Program, besides the active participation of the parents and realization of numerous joint activities, has also the purpose of increasing the quality of parenthood, i.e. it contains an educational component for better parenthood. That is why the focus of the Program has been also put on integration of the parents of the involved students, by their active participation in the realization of the Program activities. The Program intended for the parents has the following goals:

- Promoting the cooperation and confidence of the parents towards the school and the teaching staff;
- Promoting an active role of the parents in the creation, realization and evaluation of the regular teaching activities, but also of the extracurricular activities;
- Encouraging the self-initiative of the parents, especially of the mothers, as an important factor in the active monitoring of the overall children's development;
- Strengthening the cooperation relations between the parents from different ethnic, religious, cultural origin;

- Deepening the life skills of the parents and creating habits among them for continuous self-education;
- Encouraging the self-confidence of the parents, as well as a positive relation towards the other members of the group.

The bilingual component is the central column on which the Program activities are based. After the end of the regular teaching (which is being carried out in the mother tongue of the students), extracurricular activities are being carried out for all students on a class level. Teachers are being involved as a tandem in the creation of the extracurricular material, which is at the same time a platform for the integration processes in the school. During the realization of the activities, the teachers speak their mother tongue; they do not translate simultaneously the questions, explanations, suggestions etc. but paraphrase them and this way, the students have an opportunity to follow the lectures in both languages.

1.3. The context in which the Program is being implemented

NDC model of integrated education is being implemented in a situation of intensive initiatives for strengthening the intercultural dialogue in the country, with a special emphasis on education, as an important factor in strengthening those processes. The current situation is indicating that several ethnic groups live in Republic of Macedonia: the majority one – the Macedonian and the minority groups – the Albanian, Serbian, Turkish, Roma and Vlachs. In Republic of Macedonia, as well as in the other Balkans countries, several cultures are co-existing and they have developed appropriate relations among them. The rights and obligations of the citizens are being regulated with the Constitution of Republic of Macedonia and the legal acts. The Constitution respects the rights of the ethnic groups in Republic of Macedonia, including the right to education. Minority rights are being guaranteed with Articles 7 (paragraph 2 and 4), 8 (2 and 11) and Article 48. The Constitution guarantees a big number of rights related to education and use of language in municipalities where certain number of representatives of the national minorities

live. Articles 44 and 48 are especially important, and they refer to the right of the national minorities to express and maintain the culture and the cultural identity.

In the field of education, according to the national regulations, the ethnic groups enjoy all rights prescribed with the international documents for protection of minority rights. According to the educational sub-systems in Republic of Macedonia, the following features may be emphasized:

- In the primary education (9 years), the curricula and programs are being carried out in Macedonian, Albanian, Turkish and Serbian language. These curricula and programs are identical by their contents, i.e. they do not differ from the curricula and programs in Macedonian, except that Macedonian language and literature is being represented in the curriculum with 2 classes weekly.
- In the secondary education, the curricula and programs are being carried out in Macedonian, Albanian and Turkish language. These curricula and programs are identical by their contents, i.e. they do not differ from the curricula and programs in Macedonian, except that Macedonian language and literature is being represented in the curriculum with 2 classes weekly.
- In the University education, the curricula and programs are being carried out in Macedonian, Albanian and English language.

The education of the students is being carried out in mixed and ethnically clean schools. Due to the ethnic conflicts in 2001, the number of mixed schools has been drastically decreased for the account of the ethnically clean schools. Such trend is giving a strong basis for strengthening the cultural monism for the account of multiculturalism and interculturalism.

Numerous theoreticians of multiculturalism are facing problems with its definition and understanding, which indicates that it is a complex and multilayered social phenomenon that is difficult to define conceptually, methodologically and theoretically. No matter whether multiculturalism results from the views of the advocates of the liberal theoreticians of multiculturalism and their perceptions of

diversity and social cohesion⁴ or from those of the conservative critics of multiculturalism and their understanding of it as a threat to the national cohesion or from other theoreticians who advocate for liberalism that would not neglect the importance of cultural differences⁵, one thing is clear - multiculturalism that is not being understood as *tolerance or cultural diversity*, but as *a request for legal recognition of rights of the ethnic, religious or cultural groups* is being introduced today in most liberal and democratic societies⁶ and that is a reality that must be taken into consideration when creating the social, cultural and educational policy in the countries of the world. Unfortunately, although interculturalism and intercultural education have a significant place in the international documents, in practice there are still weaknesses and inconsistencies in their application.

The multicultural education is a progressive approach towards transformation of education and it is opposite to the discriminatory policies and practices in the education. It is based on the ideals of social justice, educational equality, critical pedagogy and dedication in providing educational experiences which will help all students to use their full potential as students and as socially aware and active people on a local, national or global level. The multicultural education acknowledges schools as essential for setting the basis for transformation of the society and elimination of injustices. Therefore, the main goal of multicultural education is to affect the social changes. Reaching this goal assumes three ways of transformation⁷:

1. Transformation of yourself,
2. Transformation of the education facility and studying, and
3. Transformation of the society.

⁴ Semprini, Andrea (2006): Multikulturalizam. Beograd: Clio

⁵ Turner, Terence (1993): Anthropology and Multiculturalism: What Is Anthropology that Multiculturalists Should Be Mindful of It?, Cultural Anthropology 8, 4: 411–429.

⁶ Fukujama, Frensis (2006): Identity, Immigration, and Liberal Democracy, Journal of Democracy - Volume 17, Number 2, April 2006,

⁷ Paul C. Gorski, P.C. (2010), The Challenge of Defining "Multicultural Education", Critical Multicultural Pavilion, (12.11.2011), <http://www.edchange.org/multicultural/initial.html>

Even though there are different concepts of multicultural education, several common ideals represent the basis for their understanding:

- Each student must have equal opportunities to use his/her full potential.
- Each student must be prepared for competent participation in the intercultural society.
- Teachers must be prepared for efficient facilitation of the studying for every individual, no matter how he/she is culturally similar or different from the others.
- Schools must be active participants in the elimination of all kinds of oppression, first by removing oppression within their frames, then by producing socially and critically active and aware students.
- Education must become totally oriented towards the student and inclusive about the voices and experiences of the students.
- Teachers, activists and others must undertake a more active role in the reassessment of all educational practices and how they affect the studying of all students: methods of assessment, pedagogies, school psychologies and advising practices, educational material and textbooks etc.

In order to achieve these goals, the multicultural education requires school staff that is multiculturally educated and capable of including and accepting the differences. Multicultural education requires a comprehensive reform of the schools, so that it could illuminate all aspects of the school community and organization.

In this regard, Republic of Macedonia has undertaken initiatives in the past period, primarily in the area of legislation, which would strengthen the intercultural dialogue in accordance with the multicultural context of the country. Despite these efforts of the country to strengthen the intercultural dialogue and protect the rights of the individual and of the ethnic groups, the analysis of the substance basis of the education and especially the analysis of textbooks used in teaching, have shown that not only that elements of intercultural education did not exist, but on the contrary -

cultural monism has been favored in the education, with a clear xenophobic moment, which goal is to favor the idea of cultural exclusivity.

The following may be stated as reasons for presence of ethnic and cultural intolerance among the young people, generated by the sphere of education:

- The creation of parallel educational systems, with which the cultural distance has been also accompanied by a physical distance,
- The factographic representation of traditional characteristics of the other cultures in the textbooks and teaching. They have been included for information only, without the processes of understanding, valuing and respecting them.
- The lack of *school* and *extracurricular* activities, which will involve young people from different cultures,
- The weak competences of the teachers for carrying out the intercultural education,
- The strong impact of the non-formal and informal educational influence (family, local community, church/mosque, media, political parties),
- The lack of clearly defined and nationally and locally adopted educational goals. The pointless realization of the process of upbringing and educational action is most often resulting with improvisation and experimenting, with a negative reflection on the final result of the action⁸

Such manifestations in the education have caused numerous state and civil initiatives for changing and improving the situation. Thus, from 1991 up to date, the country has made numerous changes in the legislation, has adopted a series of strategic documents, development programs and measures whose goal was not only to improve the situation in the education, but to also strengthen the intercultural dialogue in Republic of Macedonia.

⁸ Velkovski, Zoran (2011): Periodical Evaluation Report - "Nansen Dialogue Center - Integrated and Bilingual Education in Macedonia"

At the beginning of 1997, a draft Law has been created on the languages of instruction at the Pedagogical Faculty "St. Kliment Ohridski" – Skopje, which evolved from the transformation of the former Pedagogical Academy (2 years' duration) into a Pedagogical Faculty. The law envisaged the possibility for the students from Albanian nationality to attend classes in their mother tongue during the entire study.⁹

In 2000, a new *Law on University Education* has been created¹⁰. This Law promotes the languages of the nationalities in the University education. It is allowed to establish Universities with non-state funding and main teaching in Albanian language; conditions are being created for establishment of private University education institutions and professional bodies for accreditation and evaluation. This Law has enabled the establishment of the University of South-Eastern Europe in Tetovo, which has been officially launched in 2001.

Based on the guidelines contained in the National Program for development of education in Republic of Macedonia 2005-2015, in 2004 the Assembly has adopted a *Program for development of primary education*, which, among other things, defines the mission of the primary education also in the context of:

- Development of a person who can undertake individual, family and civil responsibility; culture of living, i.e. gaining knowledge, skills and abilities, views and values about the changing world of work and social life; democracy and civil society; willingness and awareness for lifelong education.
- Education, which respects and develops the individual needs, interests and aspirations of the person, which will enable development of an independent, open, critical and democratic person with skills and competencies for action, which strengthens the feeling of belonging to the community; and

⁹ Stenographic notes from the first continuation of the 58th session of the Assembly of Republic of Macedonia, held on 30 January, 1997

¹⁰ "Official Gazette of Republic of Macedonia" nr.64/2000 from 03 August, 2000

- Socialization in the spirit of the socially accepted values and ideals, fostering the spiritual, cultural and historical heritage.

Recommendations that have been proposed to ensure quality education open and accessible to all and tailored to individual and social needs, imply development and promotion of: curricula, textbooks, teaching and studying, human resources, the role of the school boards and the civil society, as well as building a system to ensure quality, inclusion and increased engagement in favor of the vulnerable groups, the children with special educational needs and the talented students, and also creating opportunities for establishment of private primary schools.

Starting from 2004, the Government has adopted several development documents and decisions, whose goal is to include the vulnerable groups in the education in the country, especially the Roma ethnic group and in line with the Decade of Roma Inclusion - Republic of Macedonia¹¹, with a special focus on:

- Higher level of inclusion of the Roma population at all levels in the educational system
- Reduced rate of attrition in the number of Roma children at all levels in the education system
- Strengthening the capacity of the teachers and the school structures for identification and management of conflict situations caused by the insufficient level of sensitivity for cultural differences.

A "Strategy for the Roma in Republic of Macedonia" (2005)¹² has been also adopted and its intention was to promote strengthening and integration of Roma in the main social and economic mainstream by defining the basic directions for realization of a rational multidimensional national policy, that will serve as a priority basis on which certain projects will be added that will treat some of its segments.

¹¹ Decade of Roma inclusion – Republic of Macedonia, Action plan for education, Ministry of Labor and Social Policy, November 2004.

¹² Strategy for the Roma in Republic of Macedonia, Ministry of Labor and Social Policy, January 2005

In 2007, the Government has adopted a "*Concept paper for new primary education in duration of 9 years*"¹³, which redefines the development goals, curriculum and teaching programs for primary schools for the purpose of improving the substance, the organization and the quality of the primary education and upbringing. The most important principles on which this Concept paper is based, include, among other things: democracy, non-discrimination, respect for individual differences, full development of the student and his/her best interest, active participation of the students in the school life, quality and international comparability of the knowledge, readiness for lifelong learning, multiculturalism, inclusiveness, competence, accountability, partnership etc.

In 2007, the Ministry of Labor and Social Policy has adopted "The fundamentals of the Program for upbringing and educational work with preschool children in the public kindergartens"¹⁴, as a national document in line with the modern trends and positive experiences of numerous civil initiatives in this sector. The Program is based on the principles of democracy, openness, equal opportunities, multiculturalism, developmental processes, individualization, active learning, play, critical evaluation and more. The Program also determines: the role of the educator, planning of the upbringing and educational work, the space, organization of time and collaboration with the parents.

An important step has been made in 2008, with the adoption of the new *Law on Primary Education*¹⁵, which introduced additional measures in context of the right of the child to education and prohibition of any discrimination based on gender, race, color of the skin, national, social, political, religious, economic and social background. This Law also defines the goals of the primary education, including:

¹³ MES, BRO, Concept paper for primary education and upbringing in duration of 9 years, February 2007, Skopje

¹⁴ Official Gazette of Republic of Macedonia nr. 125 from 15 October, 2007

¹⁵ Law on primary education, Official Gazette of Republic of Macedonia nr.103/08 from 19.08.2008

- Information and expression in the mother tongue,
- Education for mutual tolerance, cooperation, respect for diversity,
- Fundamental human freedoms and rights.

1.4. Integrated education

If we agree that multiculturalism is a concept of a society in which several cultures equally coexist in a given time and space frame, then interculturalism represents a concept or a cultural and educational policy, which leads to creating a society in which various cultures are connecting and interlacing **through the processes of interaction and integration**. Interculturalism stimulates dialogue and strengthens the relations between those cultures and leads to creation of a new cultural matrix or so called unity created by diversities. This matrix should represent a subsuming creation, which accumulates in itself the values and acquisitions of several cultures.

If interculturalism represents a concept or a policy, then integrated education represents one of the strongest instruments for realization of this concept. The theoretical construct is treating this idea as a new educational architecture, in which processes of upbringing and educational impact on the young people and adults are being implemented. These processes should enable getting to know the other cultures, their understanding and respecting, as well as building mechanisms for communication, exchange and mutual supplementing in the processes of creating cultural values.

In its analysis from 2010, the Ministry of Education and Science of Republic of Macedonia has stated that "despite the significant development of the educational system in the past decade, in terms of education in the mother tongue, the events are moving in direction which needs to be given attention and corrected, in order to avoid a bigger ethnic alienation, caused by the insufficient knowledge about each other, reduced interaction, as a consequence of the serious ignorance of the

language."¹⁶ In this regard, the Ministry of Education and Science and the OSCE HCNM have developed a strategic document titled: *"Steps towards integrated education in the educational system of Republic of Macedonia"*, as a comprehensive government strategy towards an integrated educational system. The goal is "to make a clear and significant change in the general approach in the educational system, according to the multiethnic reality in the country, as a step towards realization of the strategic goals of the country, for which, stability and internal cohesion are as crucial as the good interethnic relations."¹⁷

The main purpose of this policy is to cause a visible and significant change in the general approach in the educational system, according to the multiethnic reality of the country, which is also reflected by the Constitution and relevant legislation which arises from the Ohrid Framework Agreement.¹⁸ The measures set forth in this document are divided into five thematic groups.¹⁹

1. Integration through joint activities of the students who attend lectures in a different language and providing measures for introducing or strengthening the joint regular and extracurricular activities at different levels: in the schools, between different schools from the same municipality or from the whole country.
2. Integration through increasing the mutual knowledge of languages among the students and adults, which will increase the communication between the members of different communities. A set of measures is aimed at training the teachers in methodology of the second language, with special emphasis on the language of the smaller ethnic communities.
3. Adaptation of the curricula and textbooks, with special emphasis on the textbooks in history, geography and studying languages, as well as

¹⁶ Ministry of Education and Science (2010): Steps towards integrated education in the educational system of Republic of Macedonia

¹⁷ Ibid

¹⁸ Ibid

¹⁹ Ibid

improvement of the mechanisms for approving and controlling the textbooks. With regards to the curriculum, it is necessary to adapt it for primary and secondary schools, in order to give them space to identify the needs of their surroundings, as well as to include the concept of education for tolerance and intercultural communication and understanding in all aspects of the teaching. It is also planned to introduce the subject History of religions, accompanied by measures that make sure teachers to be properly trained for it.

4. Strengthening the qualification of the teachers with competencies for integration in the education. This includes training on interethnic issues before the employment, introducing regular on-the-job trainings for the teachers and principals of the schools and introducing a system of external evaluation and monitoring of the capabilities of the teachers. It has been proposed to also include the pre-school education in the implementation of these measures.
5. Management of schools in the context of decentralization. In this group, the following measures have been proposed: for strengthening the security of the jobs of the teachers; defining the conditions for employment of assistant principals, authorized municipal inspectors and municipal advisors for education; then, defining the responsibilities of the national institutions as opposed to those of the municipal authorities in the field of education, and that way the cooperation at a national and local level will be strengthened. Also, certain measures have been proposed for further de-politicization of the educational system and increasing the involvement of all stakeholders in the governance and management of schools.

The document is emphasizing the need to introduce a process of regular consultation of all stakeholders, which will serve as a participatory democratic corrective measure.

2. EVALUATION DESIGN

For the needs of the evaluation, meetings / interviews have been organized with the teachers who work according to the NDC model and with the students in secondary education. Besides the analysis of the Program documents and the interviews, participative monitoring has been also applied in the evaluation, i.e. the team of evaluators has monitored several activities that have been carried out by the teachers in the primary and secondary education.

The evaluation has included all NDC groups of students and all teachers in the primary school in Preljubishte; the primary school in Strumica; and the secondary vocational school in Preljubishte.

The evaluation has been implemented in May and June, 2012 by Zoran Velkovski²⁰ and Florina Shehu²¹.

2.1. Main questions of the evaluation

The evaluation has been mainly focused on the process of realization of the Program, i.e. subject of interest was the work of the teachers, the realization of the activities and the effects from the work. The evaluation was supposed to show the following:

a) To what extent are the global goals of the Program being realized in the processes of its realization, i.e. to what extent does the Program contribute to:

- Deepening the constructive cooperation relations between the children from different ethnic background,
- Developing a sense among the students for respecting the mutual differences,
- Overcoming the stereotypes and prejudices among the children, related to their ethnic and cultural origin,

²⁰ Professor at the Department of Pedagogy, at Faculty of Philosophy in Skopje (UKIM)

²¹ Professor at the Faculty of Pedagogy "St. Kliment Ohridski" in Skopje (UKIM)

- Encouraging a tolerant relation towards diversities of social, ethnic, cultural character,
- Training the students for constructive resolution of the conflict situations in the group,
- Developing a positive emotional climate in the group with heterogeneous ethnic structure, in order to maintain a high index of group cohesion,
- Expanding the active vocabulary of the students with terms and cultural and social phrases from the non-mother tongue,
- Strengthening the interaction, cooperation and confidence between the teachers and the parents from both ethnic communities,
- Developing the talents and abilities of the children in accordance with their individual potentials,
- Supporting the curiosity, originality of the children, as well as their creative potentials,
- Developing the logical, flexible, divergent and critical thinking of the children.

b) What is the performance of NDC teachers, i.e. what kind of competencies do NDC teachers have?

c) Is the NDC Program "communicating" with the national priorities in the field of multicultural / intercultural education?

3. FINDINGS AND RECOMMENDATIONS

3.1. Realization of the Program goals

If the main goal of multicultural education (according to Paul C. Gorski) is to affect the social changes and the transformation of the society through: transformation of ourselves and transformation of the educational institution and studying²², then NDC's Program fully meets these requirements. The NDC model is transforming the students from passive observers and recipients of information, from neutral or tendentious teachers into active participants in the learning process. This is an approach that relies on recognizing, understanding and believing in cultural differences and overcoming the barriers that cause the interethnic conflicts. The organization of studying and activities are set in such a way that develops a sense among the students about the other / different cultural identities and gives each student an opportunity to situate his/her identity in that group of diversities.

Transformation of yourself: The NDC model does not only imply the process of acquiring knowledge about the other culture. After all, this is also done during the regular classes and gives insignificant effects. The process of learning about the culture of the others, the values of the others and getting to know them through letters and drawings (the most used method in the regular teaching) is not enough, unless a process of action is being involved. The NDC Program is upgrading the knowledge by acquiring skills that will enable students to approach other cultures. The cultural exclusivity is set in the context of a multicultural environment, which creates an opportunity for a "nice" symbiosis of perceptions and values of "OURSELVES" and "THE OTHERS." The connection of our own culture with the cultures and values of "the others" is the main foundation upon which the NDC model is being implemented. The process of transformation, resulting from the transformation dialogue, represents the ultimate effect of the work.

In the processes of studying and teaching, the principle of adaptability of the curricula to the age of the students is being applied. Thus, conditions and opportunities are being created for individual presentation of the students, whereupon the weaknesses and strengths are perceived as weaknesses and

²² Paul C. Gorski, P.C. (2010), The Challenge of Defining "Multicultural Education", Critical Multicultural Pavilion, (12.11.2011), <http://www.edchange.org/multicultural/initial.html>

strengths of the group, not of the individual/s and/or member of one or another ethnic group. Competition, as a strategy in the performance process, does not represent a contest between two different ethnic groups of students, but a contest between groups of students regardless of their ethnic background, because they are divided into ethnically mixed groups. This gives an opportunity for rivalry of individuals and members of smaller groups, not of representatives of ethnicities. This way, an opportunity is being created for individual development, but also for development of the collective spirit, respect for the other and interiorisation of the civil values by the students. The tendency is for each student to convert from stage "I" through various types of activities into stage "WE", understood in a multicultural context.

Transformation of the surroundings: The NDC model begins to transform from an initiative into a teaching model with a clearly recognizable identity. From being an initiative in the schools, it is slowly transforming into their signature. In the immediate and wider surroundings, people talk more and more about the so-called NDC schools²³. This model is being transformed into a signature of the surroundings, as well. The cooperation between the NDC schools, teachers and local self-government and families is showing a tendency of enhanced cooperation, with minor oscillations being more of an external character than implications from the work of the NDC Program.

Inclusiveness: The NDC model itself contains a strong inclusive component. The democratic way of management that is being applied by the teachers, free from prejudices, the system of work and respect of the rights and personality of each student, which are core principles of work, allow each student to "find" and realize himself in such created surroundings. This applies both to students with learning disabilities and students with cultural barriers, but also to students with special needs. The evaluation has shown that children with special needs are successfully integrated into the daily activities and show a significant development of their

²³ The Evaluator had an opportunity to hear many good words about the work of the NDC Program, leading informal discussions with several educational authorities in Tetovo Municipality.

capabilities. Progression is happening not only on the level of socialization, but also in terms of learning. It is obvious that this model offers a possibility for transformation of tolerance and respect not only towards the ethnically other, but also to "the other" generally, which seen from the angle of the students with special needs has an extraordinary significance.

Language: With regards to the expansion of the active vocabulary of the students with terms and cultural and social phrases from their non-mother tongue, as one of the goals of NDC's Program, progress has been achieved. The NDC Program aims to break down the barriers for learning another language and to achieve cultural dialogue through the language. From the aspect of evaluation and the real environment in which this Program is being implemented, this is one of the most important results. Although NDC's Program does not have aspirations to teach the students to know and use a different language, this component has a strong reflection on them. The motivation among the students to learn the "other" language is visible, as well as the richer vocabulary from the other language, in comparison with last year's evaluation of the Program. The statements of some of the students back then that "they learn in order to better understand and cooperate²⁴" are visibly realized in 2011/12.

Cooperation and communication: In comparison with the results of the evaluation in 2011, the progress of the students in the field of cooperation and mutual communication is much more visible. The work in the ethnically mixed groups is more dynamic and shows active involvement of a bigger number of group members with enhanced mutual communication. The students have developed a collective spirit, in which criticism has a constructive and integrative character. Collaboration is expressed more and often transferred from the classroom into the homes of students. The evaluation has shown that more and more informal ethnically mixed groups of students are being created, who are hanging out together even in their spare time. This is the best proof that the impact of the Program on the development

²⁴ See: Evaluation 2011

of a tolerant attitude by the students towards diversities of social, ethnic, cultural character is extremely strong.

Communication between the students is dynamic and there are no barriers. The students easily follow the presentations by the teachers in different languages and they often react before getting an instruction in their own language, which indicates the enriched vocabulary of the students for both languages in use. Slowdown of the activities and work of the students due to language barriers is rare. The mutual communication of the students is dynamic, tolerant and is not burdened with intolerance. Most often, the students communicate each in their own mother tongue, although translation is present in the other language in situations when certain common activities need to be implemented. The global findings is that this communication is open and the presence of curiosity and satisfaction among the students is evident..

Conflict resolution: During the evaluation period, the monitoring of the realization of the NDC Program did not show presence of conflict situations, so the Evaluators cannot tell whether teachers and/or students have competences to deal with conflict situations. The high degree of tolerance between the students, between the teachers and between teachers and students, noticed during the evaluation, indicates that the NDC model is showing a considerable success in the prevention of conflicts. Overcoming the possible causes for conflicts based on ethnic grounds, such as: "not knowing" the "other", the cultural exclusivity, not respecting the rights of the "other", reduced tolerance and weak cooperation, is actually the best way to resolve conflicts.

Motivation: There is a strong satisfaction visible among the students from what is being taught and realized during the extracurricular activities. They are gladly accepting the initiatives of the teachers and show readiness for taking active participation in them. Their regular and active presence in the classes for extracurricular activities is the best proof of their motivation. Particularly expressed

is the interest of the students from the secondary education about the work in the sections where they can fully realize their interests.

The effects from the involvement in the extracurricular activities have an impact on the success of the students in the regular classes, as well. According to the statements of the teachers, gaining knowledge and skills from the program activities helps students advance also in the regular classes. Moreover, during the work, there is a positive emotional climate in the group which maintains a high index of group cohesion. That is one of the reasons for their satisfaction with the NDC Program and their motivation.

Goals of the activities: Generally, the goals are clear and understandable for the students; they are not too ambitious and are being realized with appropriate activities. The goals of the activities are set in such a way to give a possibility for supporting the curiosity, originality of the children and realization of their creative potentials. This component is especially dominating in the work with children from the primary education.

At part of the observed activities, there is a tendency to overemphasize the informative component, which may have a negative effect on the realization of the main goals of the Program, if it is didactically incorrectly implemented. Whether it will be in function of supplementing or correcting the regular classes and/or an instrument that will help the development of the personal and social competences of the students, is a decision of the teacher. To what extent will the informative component be successfully accomplished primarily depends on the competencies of NDC's teachers. Special attention should be paid in the future to this matter.

Learning process: This process is realized through understanding and does not require efforts for memorization by the students. The work is being set in a problem manner and is forcing the critical relation of the students with frequent examples by both teachers and the students. Learning is in communication with real life, and from there it draws the contents and arguments for developing initiativeness and creativity of the students. At the same time, good basis is created for developing

children's talents and abilities according to their individual potentials. In function of these efforts, NDC Team has introduced new sections in the Programs for 2011/2012 for fourth grade, such as: Young constructors, Meet Macedonia and Art section. The secondary education includes Programs for the section "Me and the others", Nansen sports club and Ethno section.

A group form of teaching dominates in the activities, combined with playing activities. Findings are drawn from the experience of the students and the environment and are often associated with what students are learning in their regular classes. Students are asked to think logically and develop flexibility for the occurrences, with clearly emphasized tendency to develop divergent and critical thinking among the students.

The multiethnic context is dominating in the material, whose goal besides knowledge is to develop a sense and views among the students about the "other" culture and its values. The approach is unobtrusive and requires very little to memorize and is releasing the students from the 'obligation' for mandatory studying.

Equipment and didactic material: The equipment of the classrooms is good, and the didactic material is appropriate to the age and the Program. The classrooms are additionally equipped with objects made by the students, which is a visual sign of the multiethnic character of the group. By strengthening this informal component of the process of learning and socializing, the impact on the students is indirectly strengthened.

The evaluation has shown that in the implementation of the NDC Program, you can notice a completely visible orientation towards its global objectives. The realization of the Program objectives is running successfully and there is a visible and clear focus in the performance, with maximum interiorization of the ethos of the Program. The students and teachers have completely accepted the ethos of the Program and it is becoming an integral feature of their characters.

Recommendations

The realization of the educational component in the activities is showing weaknesses. It must not be a goal for itself in the extracurricular activities and it should always be related to the global goals of the Program. The material that is being taught must also contain a message, which is focused on development of the personal and social competences of the students, accepting the values of the other cultures, developing tolerance, conflict resolution etc. In order to overcome this weakness, **an additional didactic training of the teachers** is necessary. This need is more visible among the teachers who work with the secondary school students.

The work on joint projects must be intensified. Projects need to "get out" of NDC school. A cooperation is possible between NDC schools (no matter whether primary or secondary) and between NDC schools and other schools. It will be a powerful tool for education and interaction between students and spreading the ethos of the NDC Program.

Study visits should keep the focus on the real environment. Visiting institutions, representative facilities and manifestations of various cultures may give a strong urge for mutual bringing together and understanding.

3.2 General NDC teachers profile and progress

NDC teachers are characterized with strong motivation, commitment and preparedness for changes. The training that NDC is implementing with the teachers is showing results, mainly in the part of understanding the ethos of the Program, the organization of the activities and the approach towards the students.

All teachers involved in the Program are characterized with strong interpersonal competencies i.e. open, cooperative, unobtrusive and pleasant relation with the students. They are kind, dynamic and have a motivating spirit and are accepted by all students.

This evaluation, as well as the evaluation in 2011 has shown that teachers collaborate well in the phase of preparation of the activities and in the phase of implementation. Their collaboration is a great example for the students how members of different ethnic groups can cooperate with each other. This is a very important point and should be fostered, as it is one of the pillars upon which the success of this Program is based.

Unlike last year, there is a visible progress now in the field of paraphrasing. However, translation is still dominating over paraphrasing, making this component being the biggest weakness of the Program. Although this situation does not have negative effects on the students, it is still a digression from the methodology of the Program. The reason for this is that part of the teachers do not know the language of the "other" (predominantly among the teachers of Macedonian ethnic origin) and also the insufficient preparation for proper use of paraphrasing in the work (predominantly among the teachers of Albanian ethnic origin).

The evaluation has shown that NDC again has problems retaining the teachers, because they leave. Some of them continue teaching in the regular classes and NDC is forced to solve the problems as soon as they can with training of new teachers. This has a negative impact on the continuity of the work, primarily on the "harmonization" of the teachers' tandem.

Planning is bilingual and implemented according to the framework that is being applied in the regular classes. Regarding the objectives, it has been noticed that teachers are putting the activities' focus on the process of acquiring new knowledge, while marginalize the development of the personal and social competencies. Although this is not visible in the phase of realization, yet in the part of planning of the activities, teachers need a revision of their role.

Unlike last year, NDC has realized an initiative to involve teachers and students in the selection of certain sections and material for them. Also, the programs include the expected results, as well. As a result, the evaluation has shown that NDC teachers show initiativeness in the planning of the activities. They are no longer

strictly oriented towards the material from the programs provided by NDC. That is a progress, but may also be seen as a handicap due to their competencies for proper planning and organization of the activities. Their preparedness and motivation for own design of the material and activities should be supported with an appropriate training in this field.

The organization of the activities is clearly articulated with presence of several forms of teaching and learning. Sometimes, bigger dominance of the teachers is being noticed at the expense of the activities of the students. If this is understandable for the younger students, it is certainly unacceptable for the students in secondary education.

3.2.1. *Specific NDC teachers' competencies*

Table 3 is presenting a set of specific competencies, which must be possessed by the teachers for a successful realization of the NDC Program.

Table 3

Loyal to the ethos of NDC Program	All teachers
Leads and presents a model, which demonstrates the values of intercultural understanding through his/her behavior and consistent actions.	All teachers
Applies appropriate and accessible moments as studying possibilities.	All teachers
Includes the knowledge and experiences of the students and complements their interests and cultural or religious background	All teachers
There is respect in the relations with other teachers and the community	All teachers
Has and demonstrates capability to lead and encourage development of values and changes in the viewpoints of the students.	All teachers
Has and demonstrates capability to present a model for the values of the intercultural understanding in his/her relations and teaching practice.	All teachers
Has completed a formal training in the area of interethnic dialogue and peaceful conflict resolution.	Addition
Has a good command of the language of the other/s.	The teachers from Macedonian ethnic origin have weakness

	regarding this issue
Has skills in the area of methodologies for teaching and learning, which integrate material, skills and values for intercultural understanding.	Additional training necessary
Able and prepared to think about his/her teaching practice and make research.	All teachers
Participate in activities/projects intended for intercultural education and peaceful coexistence.	Insufficient indicators
Aware of the key international instruments and instruments for protection of human rights relevant to the intercultural understanding and understands how to apply those principles in a local context.	Insufficient indicators
Has practical knowledge in the field of conflict resolution and mediation strategies, and transfers those skills to the students.	Insufficient indicators
Ready to adapt, improve and expand his/her knowledge in the field of pedagogical approaches that are appropriate for education in intercultural understanding.	All teachers
Successfully paraphrases during the activities	Weakness among the teachers from Albanian and Turkish ethnic background
Cooperates with the partner teacher and Program staff	All teachers
Develops a positive social and emotional climate in the classroom	All teachers

On the plan of NDC desirable competencies, we can conclude that all teachers have accepted the ethos of the Program and demonstrate competencies relevant for development of the intercultural dialogue with and among the students.

For some teachers, the impression is that they do "mechanical" implementation of the activities. Although planning is made together, part of the teachers consciously or unconsciously put themselves into an "inferior" position, have a subordinate role and give a picture of translators. This is typical for the teachers in primary education. Those are the teachers who don't have much experience and not many years of service in the NDC Program – this refers mostly to the Albanian ethnic group. This is not typical for the teachers in secondary education.

3.3. The NDC Program and the national priorities in the sphere of multicultural/intercultural education?

If you look at the top priorities of the country in terms of strengthening the integrated education and intercultural dialogue, it can be concluded that these priorities are focused into several objectives:

1. Integration through joint activities of the students who attend classes in a different language.
2. Strengthening the joint regular and extracurricular activities at different levels: in the schools and between different schools from the same municipality or from the whole country.
3. Integration through increasing the mutual knowledge of the languages among the students and adults.
4. Adaptation of the curricula and textbooks.
5. Strengthening the qualification of the teachers with competencies for integration in the education (training on interethnic issues before the employment, introducing regular on-the-job trainings for the teachers and principals of the schools and introducing a system of external evaluation and monitoring of the capabilities of the teachers).
6. Including the pre-school education in the implementation of these measures.
7. Management of the schools in the context of decentralization.
8. Introducing a process of regular consultation of all stakeholders, that will act as a participatory democratic corrective measure.

It is evident that NDC's model is showing a high degree of communication with the national priorities, especially in points 1, 2, 3, and somewhat in points 4 and 5. We can freely say that the country should use the capacity and experience of NDC Program in the operationalization of its priorities in the field of intercultural dialogue and integration of students from different ethnic backgrounds. Its

involvement will make a great contribution to strengthening the sustainability of NDC's model in the educational system of Republic of Macedonia.

Recommendations

An additional pedagogical and didactic training for the teachers must be implemented. NDC Team must use these teachers as future trainers of other teachers. Their experience, strengthened with pedagogical and didactic competencies can be a valuable asset in the future plans of the NDC Program.

The training of the teachers for proper use of paraphrasing during their work with the students must continue.

4. Conclusion

The NDC model for integrated education is treated as a quality one and appropriate for the situation in the country for strengthening the intercultural dialogue between students from different ethnic, cultural and religious background. This model has a strong impact on the students, teachers, schools and the wider surroundings. The model is original for the environment in which it is being implemented and represents an initiative which fully communicates with the national priorities in education.

The ethos of the Program is fully accepted by the teachers. The organization of the extracurricular activities is showing increased quality and diversity, which may be supplemented with stronger internal and external project activities, within the school and between schools. The general satisfaction of all stakeholders speaks for itself that the NDC model has achieved its goal.

Certain weaknesses have been registered in the realization of the activities, which do not have an impact on the final result, but may increase the quality of the work with their elimination. This particularly refers to the pedagogical and didactic competencies of the teachers, especially their competencies for planning and realization of the activities, i.e. use of various learning strategies and evaluation of

the work. This need is much more expressed among the teachers from the secondary education. The proper use of paraphrasing during the work with the students must be strengthened, especially among the teachers of Albanian ethnic background.

The NDC model has a strong impact on strengthening the personal and social competencies of the students, on building skills and views among them about tolerance, mutual cooperation and understanding.

Prof. Florina Shehu, Ph.D.



Prof. Florina Shehu, Ph.D. was born in Gostivar in 1967. She has completed her primary and secondary education in Skopje. She has graduated at the Faculty of Philosophy - Pedagogy Group in Skopje in 1991, and has completed her Master's Degree and Ph.D. at the Department of pedagogy at the Faculty of Philosophy in Skopje. Today, she works at the Faculty of Pedagogy "St. Kliment Ohridski" in Skopje, where she teaches: General Pedagogy, Research Methodology, Pedagogical Communication and Contemporary Pedagogical theories and concepts. Florina Shehu is the co-author of over 15 manuals, textbooks and programs for pre-school, primary and secondary education. She has published over 20 papers in international and national scientific and professional journals, symposia, congresses, conferences etc. She has participated in more than 40 scientific and research projects in the field of education, interculture, social justice, conflict resolution, as a trainer, co-author, consultant, evaluator and member of a national and international Team for pre-school, primary, secondary and University education (FOSIM, Step by step, FESIM, FIOOM, SOROS, USAID; Center for human rights and conflicts solution; ICRC – International Committee of the Red Cross; Global Educational Service & World Learning; World Bank & Education for change; Reading association Washington, IRA; TA VET-Phase IV-Training teachers and VET Centre Staff; UNICEF; AED – Academy for Educational Development; RECI- Roma Early Childhood Inclusion Project; MARNAMET & CET; CDRSEE-Centre for Democracy and Reconciliation in Southeast Europe; ETF-Educational Training Association; Youth Educational Forum; MaPa & IDEC & FELA; etc.). She has been appointed member of expert groups for creation of a National Program for development of education in Republic of Macedonia 2005-2015 and creation of a National Program for development of the pre-school education in Republic of

Macedonia 2005-2015; for creation of national standards for early studying and development.

R E P O R T
on the completed evaluation
of teachers and extracurricular activities
in the integrated bilingual primary and secondary schools
according to the Project of Nansen Dialogue Center, Skopje

1. CPS “Shemshovo“, village Preljubishte, Jegunovce Municipality

***Date:** 11.05.2012*

3rd grade

***Number of students:** 14*

***Topic:** Construction – „Skyscraper“*

A) Teachers

The **tandem** is generally working great; you cannot feel domination of either member. There is a positive **motivation and collaborative relationship**.

The set **goals** have been achieved, as well as a successful implementation of the planned extracurricular activity.

Excellent management of **time and space**.

In terms of **mutual communication** (whether verbal or nonverbal), the tandem is paying attention to paraphrasing (necessary time, manner, etc.), even complementing each other, which is quite positive.

When it comes to the **relation with the students**, both are working with all children and are showing the necessary attention, empathy and inclusiveness.

Excellent use of **space and resources** planned for the activity.

They develop and support a positive **social and emotional climate**.

The ability of the tandem to realize the extracurricular activity was obvious, paying attention to the specific **developmental and personal characteristics of the students**, involving them with a particularly well created pedagogical approach.

Shortly, the tandem is showing excellent **cognitive and academic competencies** (ability for analytical-synthetic and creative work and mutual learning; positive attitude towards the "new" answers, approaches; problem solving); **applicative competencies** (achievement of goals; use of methods, forms, resources; space; application of knowledge, skills, requirements in the practical work) and **social competencies** (ability and preparedness for cooperation, exchange of experiences with the team colleague and the students; teamwork; necessary communication skills for work in a mixed environment; respecting, accepting and promoting multicultural tolerance, communication; implementation of strategies for management of the group, resources, space and time; respecting and understanding the individual and developmental legitimacy, differences and characteristics of the students).

B) Extracurricular activity

The realization of the set **goals** regarding the planned topic, i.e. program situation (according to the Annual Program) has been achieved. In terms of articulation, the necessary parts **of the extracurricular class** (the introductory, main, final part), as well as the time frame, have been respected.

Various **methods** have been applied, including the research method, the method of play and conditions have been created for the problem situation.

In terms of the **forms of work**, the individual, group and frontal form have been applied, which contributes to participation of students from a different type, experiences and styles of learning and work.

Space has been given for multiple mutual **work and cooperation** of students from different ethnicities.

In context of the **social relations** between teachers and students, as well as among the students themselves and vice versa, we can notice a cohesiveness of the group and spontaneous acceptance of work and communication with everyone, which is extremely important.

During the realization of the extracurricular activity, **equal representation of languages** (writing the word »skyscraper« in Macedonian and Albanian language) has been noticed, especially the written language, which in this case (integration) is one of the most interesting and positively accepted parts of the "other" (i.e. between different ethnicities) .

The extracurricular activity has also contained elements of **reflection**, i.e. the main and final part contained a positive correlation with other cultures, the adopted and expanded knowledge, as well as preparation (motivation) for new knowledge.

C) Students

Communication between students is good, in accordance with the planned and projected dynamics of the extracurricular activity.

It is evident that there are good **social relations** and that they are being nurtured, building collaborative, team competencies and communication skills (although in the groups or personal contacts of the students from different ethnicities, the use of Macedonian was dominant), as well as a good cohesiveness of the whole group.

The participation of the students was evident throughout the whole planned extracurricular activity.

When it comes to teachers, the students have shown almost identical acceptance and cooperation, which is quite positive, especially in terms of building confidence and a sense of belonging.

Among the students, development has been noticed of the critical, creative and analytical and synthetic **thinking**, as well as of the logical thinking through drawing conclusions. It is important to mention that through realization of the activity, the students have been encouraged to also show evaluation procedures of thinking, using discussion, explanation etc.

The students have shown **adoption of certain knowledge**, as well as **motivation and positive attitude** towards new information and the activity itself.

D) Environment

The area offers possibilities for implementation of activities, using various forms and methods of work. It is also in line with the number of students, their age and developmental needs, and it has also contained sufficient necessary material and devices for work. The availability and abundance of devices is also complimentary.

The school furniture, as well as the planned free and supporting space is in accordance with the pedagogical norms and standards for teaching and extracurricular activities.

Using music (in the background), i.e. children's songs (in Macedonian and Albanian language) during the work of the students, had a positive impact on creating a relaxed and motivating atmosphere.

2. CPS "Shemshovo", village Preljubishte, Jegunovce Municipality

Date: 11.05.2012

4th grade

Number of students: 22

Topic: Ethnic Section – „The beauties on the countryside and in the city“

A) Teachers

The mentioned **tandem** is working well, although their mutual cooperative relation should be strengthened. In terms of **communication**, the tandem sticks to the set principles (paraphrasing, representation of different languages etc.), but not enough attention is paid to the answers, i.e. comments of the students. For example, even at the introductory part of the class, when they were playing the game "Association"

(related to the surrounding villages where the students come from), one of the students (from Albanian ethnicity) said something very important, very charming: "We have friends in these villages". This could have been very well used to start a short conversation, with the purpose of building mutual relations and strengthening the sense of belonging to the group, community, which is actually one of the goals of the Project.

In context of the **nonverbal communication**, the tandem has followed the set teaching "rules"; they have functioned well among each other, although additional work should be done here, as well, especially because of the age of the students and the specific character of the Project itself.

The tandem has managed to achieve the set **goals**, using quite eloquently various **methods and forms of work** (dialogue, discovery, research, problem situation; work: frontal, group, in pairs and individual). So, from a didactic and methodological aspect, the extracurricular activity has been solidly performed. The only thing was that a sense of "hearing and time" is lacking to a certain degree, for a feedback reflective communication from the students.

When it comes to **motivation, mutual relations and relation towards the students**, in my opinion the tandem has shown good results.

The space, devices, time management have also been within the frames of the planned and necessary, i.e. they were excellent, available, diverse, with multiple options for use, application and movement.

Regarding the **social and emotional climate**, it was on a satisfactory level in my opinion, and the teachers and students have shown closeness, security and coziness.

In context of the **cognitive and academic, applicative and social competencies**, the tandem has shown good preparedness. The only thing they need is more time to strengthen the equitable inclusion and responsibility.

B) Extracurricular activity

The **goals** set for the given topic, i.e. the program situation itself (according to the Annual Program) have been accomplished. The **introductory, main and final part** of the extracurricular activity, as well as the time frame have been taken care of and well created. I only think that the tandem needed to pay bigger attention to the final part of the activity (where the students have designed a model of the village Prelubishte), when feedback from the students must prevail, as well as a reflexive, critical and similar communication from them, i.e. development of multicultural communication within the group, which is part of a multicultural community.

In context of the **relations** student-student, student-teacher and vice versa, I think that they are on a great level, as well as the cooperation of the students in the groups and in general.

There was **equal representation of the languages**, as well as paraphrasing (writing the words in the game "Association" in Macedonian and Albanian language, etc.).

C) Students

By using various methods and forms of work, **the students** have shown high motivation, acceptance, discovering, connecting and gaining new and previous knowledge about their environment and community.

Throughout the whole extracurricular activity, **the participation of the students** has been active, productive and meaningful.

Communication between the students was good, in accordance with the planned and projected dynamics of the extracurricular activity itself, and depending on the personality and competencies of the students. It is evident that the group is showing a high degree of cohesiveness, acceptance and cooperation.

The relation of the students towards the teachers, i.e. towards the tandem has been the same, which is positive and significant.

In accordance with the purpose of the **extracurricular activity**, development of the critical, creative and analytical and synthetic **thinking** has been encouraged among the students, as well as a logical thinking through drawing conclusions.

D) Environment

In terms of space, the same applies as for the previously observed extracurricular activity - space is in accordance with the principles, policies and standards for implementation of a quality extracurricular activity of the specified nature. That means abundance, diversity, availability etc. of working devices, use of music to create a pleasant working environment, sufficient and well-designed space for any type of work, movement and regrouping, as well as joint work and presentation of what has been done.

3. MVSS “Mosha Pijade“, Tetovo Municipality, village Preljubishte

Date: 11.05.2012

2nd year

Number of students: 31 (21 in Macedonian and 10 in Albanian language of instruction. From the total number of students, 3 are female).

Section: „Me and the others“

Topic: „Values“

A) Teachers

The mentioned **tandem** is working well. Their mutual acceptance, cooperation, supplementing, trust and synchronization are obvious. Especially obvious is the "natural" supplementing of each other and the equitable representation of the tandem, as well as the mutual security while taking certain actions, which is quite positive. Briefly, the tandem is well synchronized and carries a great potential to even develop into a more extraordinary, role-model tandem, especially because of the close synchronization, supplementing and appropriateness of the styles of work and relations, and also having a sense about the involvement of the other.

In terms of **communication** (verbal and nonverbal), the tandem has established a great relation, both between themselves and with the students, paying attention to paraphrasing and the representation of the different languages in written and spoken form. In context of the **nonverbal communication**, the tandem (in line with the planned activity) has shown exceptional synchronization, openness, connection with the group, creating a very positive, relaxed atmosphere, which is important for the specified age of the students.

With regards to the **relations with the students**, as well as the **mutual relations, the social and emotional climate**, I think that the tandem has shown a very high quality, which is complimentary.

The space, devices, time management have also been within the frames of the planned and necessary, i.e. they were excellent, available, diverse, with multiple options for use, application and movement.

In context of the **cognitive and academic, applicative and social competencies**, the tandem is showing good preparedness. They only need improvement in terms of realization of the set goals (be applicative).

B) Extracurricular activity

In terms of the **pedagogical and didactic aspect**, more precisely the realization of the set goals, it is obvious that the mentioned tandem (as well as all the other observed tandems from the secondary vocational education) needs support and consultative assistance regarding the practical realization of the planned, especially when it comes to such a specific Project.

Methodologically speaking, the tandem has met the set requirements, applying a certain number of methods and forms of work. Also, the extracurricular activity has contained the necessary parts of an extracurricular class, i.e. **introduction, main and final part**, but the main and final part have somehow become equal (probably due to the previously mentioned thing about the pedagogical and didactical aspect), especially the final part remained unfinished, i.e. the message was missing, as well

as the conclusion and similar things related to the goal, due to which the specific extracurricular activity is being carried out.

In context of the **relations** student-student, student-teacher and vice versa, I think that they are on a great level, as well as the cooperation of the students in the groups and in general.

There was **equal representation of the languages**, as well as paraphrasing (written and spoken form of Macedonian and Albanian etc.) throughout the whole extracurricular activity.

C) Students

The students have shown high motivation, acceptance, and involvement in the extracurricular activity, through their active participation.

Communication between the students was good, in accordance with the planned and projected dynamics of the extracurricular activity itself, and depending on the personality and competencies of the students. It is evident that the group is showing a high degree of cohesiveness, acceptance and cooperation.

The relation of the students towards the teachers, i.e. towards the tandem has been the same, which is positive and significant. It is also important to mention that **the relation between the students** was excellent. There was a good inclusion, i.e. acceptance of all students with special needs, which I think is a benefit of the Program itself and the Project.

In accordance with the purpose of the **extracurricular activity**, development of various types of **thinking, social relations and competencies** has been encouraged.

D) Environment

In terms of **space**, it is in accordance with the principles, policies and standards for implementation of a quality extracurricular activity of the specified nature. There was an abundance of diversity, availability of working devices, IT etc.

A pleasant **social and emotional climate** has been created, sufficient and well-designed space for any type of work, movement and regrouping.

There was a minor weakness in terms of management of time planned for realization of the extracurricular activity, but that wasn't an obstacle for the activity itself.

4. MPS "Marshal Tito", Strumica Municipality

***Date:** 14.05.2012*

2nd grade

***Number of students:** 12*

***Section:** Drama*

***Topic:** Stories with insects – „The grasshopper and the ant“*

A) Teachers

The tandem has shown excellent **mutual cooperation and relation**. **Paraphrasing** was present and functioned well.

Motivation was obvious, as well as the didactic and methodical **preparedness** of the tandem.

The communication (verbal and nonverbal) of the tandem between each other and with the students was excellent, partly as a result of the extracurricular activity itself.

The relation with the students and vice versa was good. They have paid attention to every student, especially regarding their involvement and activity.

The tandem is using, managing the **space, resources and time** planned for the activity in an excellent manner.

The tandem has encouraged and developed a positive **social and emotional climate**.

Shortly, the tandem is showing good **cognitive and academic, applicative and social competencies**.

B) Extracurricular activity

The **goals** set for the planned topic, i.e. the program situation itself (according to the Annual Program) have been realized.

With regards to the methodical aspect, that is the articulation of the **extracurricular class**, the necessary parts (introductory, main, final part), as well as the projected **time frame** have been respected.

Various **methods** (method of play, conversation etc.) **and forms of work** (frontal, group, pairs and individual) have been applied.

In terms of the **social relations** between teachers and students, between students themselves and vice versa, spontaneous acceptance of the work can be noticed, as well as cohesiveness of the group itself and communication with everybody.

During the realization of the extracurricular activity, **equal representation of the languages** (spoken and written form of Macedonian and Turkish etc.) has been noticed. Also, the extracurricular activity has contained elements of **reflection**, i.e. in the final part, the new knowledge has been summarized along with the students, through explanation, repetition and analysis of a proverb.

C) Students

Communication between the students was good, although insufficiently present.

It is evident that good **social relations** exist and are being nurtured, as well as a good cohesiveness of the whole group.

The participation of the students has been evident throughout the whole planned extracurricular activity, although passive in certain parts.

With regards to the teachers, the students have shown almost identical acceptance and cooperation.

Among the students, development has been noticed of the critical, creative and analytical and synthetic **thinking**, as well as of the logical thinking through drawing conclusions.

The students have shown **adoption of certain knowledge**, as well as **motivation**, **positive attitude** towards new information and the activity itself. Also, students have been emotionally stimulated and involved in the extracurricular activity.

D) Environment

The area offers possibilities for implementation of activities, using various forms and methods of work. It is also in line with the number of students, their age and developmental needs.

In terms of the applied necessary material and devices for work, in my opinion it has exceeded the expectations, especially from the aspect of aesthetics, diversity, availability and abundance.

The school furniture, as well as the planned free and supporting space is in accordance with the pedagogical norms and standards for teaching and extracurricular activities, and also in accordance with the planned and realized activity.

Using music and music instruments during the realization of the whole extracurricular activity was excellent, and had a positive impact on creating a relaxed and motivating atmosphere and social and emotional climate.

5. MPS “Marshal Tito”, Strumica Municipality

Date: 14.05.2012

2nd grade

Number of students: 11

Section: Drama

Topic: *Stories with insects – „The grasshopper and the ant“*

A) Teachers

The tandem has shown excellent **mutual cooperation and relation**, full of mutual trust and good monitoring of the work of the other. The tandem was also complementing each other when paraphrasing (best of all observed cases).

The motivation, didactic and methodical preparedness of the tandem was excellent.

The tandem has shown excellent **communication** (verbal and nonverbal) between each other and in relation with the students, especially taking care of the principles for making good dramatization.

The relation towards the students and vice versa was excellent, they have paid attention to each student, especially to their involvement and activity according to their abilities, interests and needs.

The use and disposal of **space, resources and time** planned for the activity by the tandem was great.

The tandem has encouraged and developed an excellent **social and emotional climate**.

Shortly, the tandem is showing excellent **cognitive and academic, applicative, and social competencies**.

B) Extracurricular activity

The **goals** set for the planned topic, i.e. program situation itself (according to the Annual Program) have been completely realized.

From a didactic and methodic aspect, that is, the articulation of the **extracurricular class**, the required parts (introductory, main, final part) have been taken care of, as well as the projected **time frame**. The extracurricular activity was full of elements of **reflection**, especially in the final part, when through a conversion, the teachers

were repeating, expressing their opinions, experiences and drew conclusions, together with the students.

Various **methods** (method of play, conversation, research, demonstration etc.) **and forms of work** (frontal, group, pair and individual) have been applied.

In context of the **social relations** between teachers and students, as well as among the students themselves and vice versa, I think they are excellent. The spontaneous acceptance of the others, of the assigned tasks, the cohesiveness of the group itself and the communication with everyone was obvious.

Equal representation of the languages (spoken and written form of English and Turkish etc.) was present during the realization of the whole extracurricular activity.

C) Students

Communication between students was good.

It is evident that good **social relations** exist and are being nurtured, as well as a good cohesiveness of the whole group.

The participation of the students has been evident throughout the whole planned extracurricular activity, especially through different ways, forms and procedures of participation.

With regards to the teachers, the students have shown almost identical acceptance and cooperation.

Among the students, development has been noticed of the critical, creative and analytical and synthetic **thinking**, as well as of the logical thinking through drawing conclusions.

The students have shown **adoption of certain knowledge, motivation, positive attitude** towards new information and the activity itself. Also, they have been emotionally involved in the extracurricular activity and satisfied, which is extremely important.

D) Environment

The area offers possibilities for implementation of activities, using various forms and methods of work. It is also in line with the number of students, their age and developmental needs.

In my opinion, the applied necessary material and devices for work have exceeded the expectations, especially from the aspect of aesthetics, quality, diversity, availability and abundance.

The school furniture, as well as the planned free and supporting space is in accordance with the pedagogical norms and standards for teaching and extracurricular activities, and also in accordance with the planned and realized activity.

Using music and music instruments during the realization of the whole extracurricular activity was excellent, and had a positive impact on creating a relaxed and motivating atmosphere and social and emotional climate.

6. MVSS “Mosha Pijade“, Tetovo Municipality, village Preljubishte

Date: 21.05.2012

1st year

Number of students: 27 (17 in Macedonian teaching language and 10 in Albanian teaching language).

Section: „Education for peace and tolerance“

Topic: “Greece –country of the Olympic Games“

A) Teachers

The **tandem** of teachers is working excellent between themselves; they are equally involved and complement each other.

Paraphrasing is excellent, as well as **communication** (verbal and nonverbal) of the tandem between themselves.

In terms of the **relations with the students**, the tandem is showing a high degree of cooperation, motivation, respect and inclusion of everybody, especially of those students who are shy. The tandem is paying attention to the **inclusiveness** and involvement of the students.

The tandem is moving and using the **space** with high reliability, mobility, especially paying attention to the creation and maintenance of a positive **social and emotional climate**.

With regards to the **devices for work** during the realization of the extracurricular activity, the tandem is offering and using a number of different and diverse devices. I think that this is very significant and positive (especially because they are working with students with lower social and economic status).

When it comes to **time** management, the tandem has shown a minor weakness, apparently because of the planning and inclusion of a **bigger number of techniques of work** than was actually necessary.

In context of the **cognitive and academic, applicative and social competencies**, the tandem has an excellent potential and is showing good preparedness. They only need improvement in terms of realization of the set goals (be applicative).

B) Extracurricular activity

With regards to achieving the **goals** set for the extracurricular activity, the mentioned tandem obviously (as well as all the other observed tandems in the secondary vocational education) needs support and consultative assistance with the practical realization of the planned, especially when it comes to such a specific Project.

In relation to the other **didactic and methodological** aspects, the tandem has applied quite innovative methods, forms and techniques of work, but it has shown certain weaknesses: a) for one extracurricular activity, the tandem has planned and used a number of techniques of work; b) they have given early, and often completely specific instructions about the method of work, which seemed confusing among the students, reducing the possibility of future expectations and motivation; c) the

tandem had an indirect or direct influence on the selection of students (two from each group, who had a task to prepare a presentation of certain characteristics of Greece – the islands, archeology etc.); d) the tandem has given too little time for adoption, work, building a certain standpoint etc. Also, regarding the extracurricular activity itself, the tandem has failed to make a good summary of the activity; they moved too quickly to the **final part**, and without a good reflection. Even the students were supposed in such little time to write on a drawing paper what they have learned new, which in my opinion had no effect whatsoever. In terms of the vertical connection of the **introductory, main and final part**, I think that the tandem (probably because of too big expectations) did not make a good planning, i.e. good connection in order to achieve the set goal.

In context of the **relations**: student-student, student-teacher and vice versa, I think they were good.

There was **equal representation of the languages**, as well as paraphrasing (written and spoken form of Macedonian and Albanian etc.) throughout the whole extracurricular activity.

C) Students

At the beginning of the extracurricular activity, **the students** have shown high motivation, acceptance, involvement, while later it all has somehow lost the intensity.

Communication between the students was good and in accordance with the planned and projected dynamics of the extracurricular activity itself, and depending on the personality and competencies of the students. The group has shown a significant degree of cohesiveness, acceptance and cooperation.

The relation of the students towards teachers, i.e. towards the tandem was almost identical, which is positive and significant for development of the necessary intercultural skills and competencies. Also, it is important to mention that the **relation among the students** was good. There was a good inclusion, which is also positive.

In accordance with the goal of **the extracurricular activity**, various types of **thinking** have been encouraged among the students, but space was lacking for their expression.

D) Environment

In terms of **space**, it is in accordance with the principles, policies and standards for implementation of a quality extracurricular activity of the specified nature. There was an abundance of diversity, availability of working devices, IT etc. The space, devices for work etc. have enabled motivation and a sense of belonging among all participants.

A pleasant **social and emotional climate** has been created, sufficient and well-designed space for any type of work, movement and regrouping.

There was a minor weakness in terms of management of time planned for realization of the extracurricular activity, but that wasn't a particular obstacle.

7. MVSS "Mosha Pijade", Tetovo, village Preljubishte

Date: 23.05.2012

1st year

Number of students: 27 (17 in Macedonian teaching language and 10 in Albanian teaching language).

Section: „Education for peace and tolerance“

Topic: "The Netherlands"

A) Teachers

Mutual acceptance, cooperation, supplementing, trust and synchronization are obvious among the **tandem**. Especially obvious is the mutual accepting and supplementing of each other, which is quite positive. Briefly, the tandem is well

synchronized and carries a great potential to even develop into a more extraordinary, role-model tandem.

In terms of **communication** (verbal and nonverbal), the tandem has established excellent communication, both between themselves and with the students. In context of the **nonverbal communication**, the tandem (in line with the planned activity) has shown exceptional synchronization, openness, connection with the group, creating a very positive, relaxed and working atmosphere.

In terms of **paraphrasing**, as well as representation of different languages (in written and spoken form), the tandem was good, except that they should be careful and synchronize themselves when giving new, additional information, in order for them to be available and understandable for all students.

The tandem is nurturing and developing excellent **relations with the students and between themselves**, as well as a positive **social and emotional climate**.

The space, devices for work have also been within the frames of the planned and necessary, i.e. they were excellent, available, diverse, with multiple options for use, application and movement.

In terms of **time management**, the tandem has shown weakness, i.e. planning was not good enough, as well as the time projected for realization of the set goals.

In context of the **cognitive and academic, applicative and social competencies**, **the tandem** is showing good preparedness. They only need improvement in terms of realization of the set goals (be applicative).

B) Extracurricular activity

With regards to achieving the **goals** set for the extracurricular activity, the mentioned tandem obviously (as well as all the other observed tandems in the secondary vocational education) needs support and consultative assistance with the practical realization of the planned, especially when it comes to such a specific Project.

From a **didactic and methodological** aspect, in context of planning, the tandem has met the set requirements, applying certain innovative **methods and forms of work**, but in my opinion, the tandem wanted to apply too many **techniques**, which in this case could not have been timely adjusted or contributed to equal opportunities for realization of the set goals among all students (e.g. the group for making origami somehow remained out of the whole planned extracurricular activity, and they have least managed to transfer their adopted skills within their groups etc.).

The extracurricular activity has contained the necessary parts - in terms of articulation, i.e. the **introductory, main and final part**, but the main part has somehow lost its meaning, and the final part was not good at all (no reflection, conclusion, etc.). So, the question has been asked why and how the specific activity should be connected with the goals set for the topic, as well as for the Section and the Project.

In context of **the relations**: student-student, student-teacher and vice versa, I think they were on a great level, although a good cooperation was lacking among the students in the groups and among everybody (certainly due to the abovementioned reasons).

There was **equal representation of the languages** (written and spoken form of Macedonian and Albanian language) throughout the whole extracurricular activity.

D) Environment

Space is in accordance with the principles, policies and standards for implementation of a quality extracurricular activity of the specified nature. There was an abundance of diversity, availability of working devices, IT etc. The space, devices for work etc. have enabled motivation and a sense of belonging among all participants.

A pleasant **social and emotional climate** has been created, sufficient and well-designed space for any type of work, movement and regrouping.

There were certain failures in terms of **management of time** planned for realization of the extracurricular activity, especially in terms of a horizontal

connection, i.e. achieving the goals through the work of each student by groups and frontal – for everyone.

8. MVSS “Mosha Pijade”, Tetovo Municipality, village Preljubishte

Date: 23.05.2012

2nd year

Number of students: 31 (21 in Macedonian teaching language and 10 in Albanian teaching language. Out of 31 students, 28 are male and 3 female).

Section: „Ethno“

Topic: “Shar Mountain dog”

A) Teachers

The **tandem** is functioning well, although at certain moments it is obvious that they are "competing" between themselves. Actually, occasionally predominance is obvious of the personal styles and work approaches towards the students. In my opinion, for a more successful work, the mentioned tandem needs support also in terms of building the team work, as well as regarding certain pedagogical and applicative, and social competencies.

When it comes to **paraphrasing**, I must mention that they have used long, too long sentences, which have often been transformed into so-called explanations (a type of lectures, in the classic sense of the word), and on several occasions, paraphrasing was one-way, i.e. different information has been given, depending on the language of instruction of the students.

In context of **the social relations with the students and between each other**, I think the tandem is trying to nurture and develop good relations, but they still need help in strengthening their competencies (as a tandem) in this direction, because it also has an influence on the quality of the social and emotional climate.

The space, devices for work have been within the frames of the planned and necessary, i.e. they were excellent, available, diverse, with multiple options for use, application and movement.

In terms of **time management**, the tandem has shown good abilities, but as in the previously observed extracurricular activities, a little significance is given to the experiences, knowledge, understanding, etc. of the students.

In context of the **cognitive and academic, applicative and social competencies**, **the tandem** needs improvement in terms of realization of the set goals (be applicative), as well as in terms of the social competencies.

B) Extracurricular activity

This tandem also (as well as all the other observed tandems in the secondary vocational education) needs support and consultative assistance with the practical realization of the planned, achieving the set goals, strengthening the communication and social relations and skills, especially when it comes to such a specific Project.

From a **didactic and methodological** aspect, in context of planning, the tandem has met the set requirements, applying certain innovative **methods, techniques and forms of work**.

The extracurricular activity has contained the necessary parts - in terms of articulation, i.e. the **introductory, main and final part**, but the final part could have been summarized in a more inventive manner (as certain students owned Shar Mountain dogs), exchanging certain experiences or events related to the Shar Mountain dog, which is a special characteristics of the region where the students come from.

In context of **the relations**: student-student, student-teacher and vice versa, I think they were on the necessary level, although a good cooperation was lacking among the students in the groups and among everybody (certainly due to the abovementioned reasons).

There was **equal representation of the languages** (written and spoken form of Macedonian and Albanian language) throughout the whole extracurricular activity.

D) Environment

Space is in accordance with the principles, policies and standards for implementation of a quality extracurricular activity of the specified nature. There was an abundance of diversity, availability of working devices, IT etc. The space, devices for work etc. have enabled motivation and a sense of belonging among all participants.

A pleasant **social and emotional climate** has been created, although much more could have been done regarding this issue.

In terms of **management of time** planned for realization of the extracurricular activity, the tandem was respecting it.

SUGGESTIONS REGARDING ALL EVALUATED EXTRACURRICULAR ACTIVITIES:

1. Certain teams need a big support and training for setting and achieving the goals, i.e. **pedagogical and applicative competencies**.
2. In context of developing a quality **social and emotional climate**, the environment is contributing to a great extent to development of a positive, motivating climate for work and stay, but a place in the space should be specially considered, that will actually represent both a joint and a personal corner, where students will be able to not only exhibit their work, but to also express something which is personally important for them. I think that this way, the social and emotional, and cognitive competencies of the students as part of the integrated multicultural education will be strengthened.

3. Strengthening and developing the **communication and social competencies** (of the students, teachers, between students and teachers and vice versa).
4. Better division, **team management** (not to have only one leader).
5. Bigger **space for work and leading** by the students.

Prepared by:

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