

PERIODIC EVALUATION REPORT

**"Nansen Dialogue Centre - Integrated and Bilingual Education in
Macedonia"**

By:

Zoran Velkovski, Ph.D.

July 2013

CONTENTS

1. INTRODUCTION

- 1.1. Background
- 1.2. Design and organization of the NDC Program
- 1.3. The context of implementation of the NDC Program

2. EVALUATION DESIGN

- a) Impact of the NDC Program on students
- b) Impact of the NDC Program on teachers
- c) The NDC Program and state priorities

3. FINDINGS AND RECOMMENDATIONS

- 3.1. Accomplishing the goals of the Program
- 3.2. The NDC Program and teachers
- 3.3. The NDC team
- 3.4. Recommendations

4. CONCLUSIONS

• INTRODUCTION

• **Background**

Nearly 5 years (2008) have past since promotion of the Nansen Dialogue Centre (NDC) Program in Republic of Macedonia. In this period, the Program has developed from its pilot stage to vertical and horizontal enlargement, i.e., besides the implementation of a new model with opening of the first integrated bilingual primary school "Fridtjof Nansen" in the village Preljubiste (Jegunovce Municipality) as local school within the Central Primary School in Semsevo, the Program also began its implementation in the first bilingual integrated High School "Mosha Pijade" in the village Preljubiste (within High School "Mosha Pijade" Tetovo), Jegunovce Municipality (2010). Since 2010 Strumica Municipality also started the implementation of integrated bilingual teaching process in the lower grades of the Primary School "Marshal Tito" (in Macedonian and Turkish language). In 2012, the implementation of the Program was launched in Primary School "Goce Delchev" (Konche Municipality), Primary School "Rajko Zhinzifov" in Cair (Skopje), and Primary School "Kocho Racin" in the village Ognjanci (Petrovec Municipality).

Following the initiative of Nansen Dialogue Centre, since May 2011 periodic annual evaluation of the Program for integrated bilingual education in Macedonia is carried out. So far, NDC has carried out one internal evaluation (conducted by Danijela Galovic) in 2010, two external evaluations (conducted by Piotr Dutkiewicz, Ph.D. and Zoran Velkovski Ph.D.) in 2011, and one external evaluation conducted by Zoran Velkovski, Ph.D. and Florina Shehu, Ph.D. in 2012. The goal of these evaluations was to provide insights into the quality of implementation of the NDC Program and provide recommendations for its further development and improvement.

• **Design and organization of the NDC Program**

The NDC program focuses on primary and secondary school students of different ethnic groups in ethnically heterogeneous schools. It is carried out as part of extracurricular activities within the school curriculum. It assumes a new design of teaching and learning process and introduces new organization of the school practices, with integration of students from various ethnic communities (Albanian and Macedonian in the village Preljubiste and Roma and Macedonian in Strumica). Students attend the teaching process (in their native language) in same school facility and in same shift. In the absence of integrating mechanisms in regular teaching process, and due to division of students from different ethnic backgrounds, the NDC Program plays strong compensating role and promotes integration not only of students, but also the teaching staff of different ethnic origin, within the school extracurricular activities. Developing intercultural dialogue among students and, also, teachers is a basic platform of the NDC Program.

Goals of the NDC Program

The global goals that the Program aims to accomplish are:

- To deepen the constructive cooperation relations between children from different ethnic communities;
- To develop sense among the students about respecting mutual differences;
- To overcome the stereotypes and prejudices, related to their ethnic, religious and cultural origin;
- To enable children to resolve conflict situations in the group;
- To develop a positive emotional climate in the group with heterogeneous ethnic structure, in order to maintain a high index of group cohesion;
- To expand the active vocabulary of the students with terms and cultural/social phrases from the non-native language;
- To strengthen the interaction, cooperation and confidence between the teachers and parents from both ethnic communities;
- To develop the talents and abilities of the children in accordance with their individual potentials;
- To support the curiosity and originality of the children, as well as their creative potentials;
- To develop the logical, flexible, divergent and critical thinking of the children.

Extracurricular activities

For better achievement of the NDC program goals, NDC has prepared several programs in following areas: Math, Art, Drama, Environment, Education for Peace, Traffic, Young researchers, Ethno. The intention of NDC is these programs to serve teachers and students as guide and platform for immediate implementation of the planned activities. These programs vary each year and are open to any suggestions that would increase their quality, i.e., teachers and students are free to initiate new topics and contents into the Program, depending on their interest and local characteristics.

The Program goals are explicit and comprehensible for students, not too ambitious and implemented through appropriate activities. The goals of the activities are arranged in such manner that allows an opportunity to support children's curiosity,

ingenuity and realization of their creative potential. This component is especially prevalent in working with children in primary education.

Some of the observed activities tend to overstate the cognitive component that may adversely affect the achievement of the main goals of the Program, in case of incorrect implementation of the teaching process. Whether it will be in function of supplement or correction of the regular classes and/or it will serve as a means to develop personal and social competence of students - it will be the decision of the NDC teachers; successful implementation of the cognitive component depends on their competencies. One should pay special attention to this fact in the future.

Methods

The teaching process is organized in such a manner that the extracurricular contents are correlated with the mandatory teaching contents as their complement. After finishing the regular classes (in native language) all students attend the extracurricular activities. Multiethnic context prevails in the contents, with aim to develop sense and attitudes towards the "other" culture and its values, besides gaining knowledge. The approach is unobtrusive, with very few requirements for memorizing and relieves the students from "responsibility" of mandatory learning.

The implementation of interactive methods in working with students is a mandatory component in the realization of the NDC Program. A tandem of teachers work with the groups of students from different ethnic backgrounds, and each one of them teach in their native language, appropriate for respective students. Bilingual component serves as a central pillar upon which the program activities are based. Teachers are mutually involved in shaping the extracurricular contents, which is also a platform for integration processes in the school. During the implementation of activities, teachers speak in their native language, but instead of simultaneous translation they paraphrase their questions, explanations and suggestions. Thus, all students have the opportunity to attend classes in two languages simultaneously, creating a basis for enriching their vocabulary with words of the "other" language. Learning the language of the "other" is sporadic effect arising from the underlying intention of the NDC Program - to build a sense for distinguishing differences and to confirm that two different things can operate as a whole.

Group form of teaching prevails in working with students, along with game activities, which provides an opportunity for close collaboration of students from different ethnic backgrounds in conducting activities during the classes. The focus of learning is placed upon the knowledge that students obtain from their individual experience and environment, and is often associated with the knowledge learned in regular classes. Students are required to think rationally and to develop flexibility, with clearly pronounced tendency to develop divergent and critical thinking.

Resources

The NDC Program is implemented in adapted classrooms within the schools facilities. Except the specifically constructed facility for high school students in the village Preljubiste, the NDC has provided equipment for NDC Corners (classrooms) in all other primary schools, thus placing distinctive label on this integrating model. All classrooms are equipped with monitoring and didactic material that grants teachers a certain "comfort" for successful implementation of planned activities.

The NDC Program and parents

The NDC program emphasizes educational and socializing component that targets different populations: NDC students, NDC teachers, other students and other teachers in the school and parents of the students. Besides active involvement of parents in the implementation of a number of joint activities, the NDC program aims at increasing the quality of parenting, i.e., it involves an educational component for better parenting. Therefore, the focus of the Program is placed on the integration of students' parents by means of their active involvement in the implementation of program activities. The goals of the Program designed for parents are:

- Promotion of the cooperation and confidence of the parents towards the school and the teaching staff;
- Promotion of an active role of the parents in the creation, carrying out and evaluation of the regular teaching and extracurricular activities;
- Fostering the motivation of the parents, especially mothers, as an important factor in active monitoring of overall child development;
- Strengthening the cooperation relations between the parents from different ethnic, religious, cultural background;
- Increasing the life skills of the parents and creating habits for their continuous self-education;
- Encouraging the self-confidence of the parents, as well the positive relation towards other members of the community.

The NDC Program and the environment

The NDC Program is implemented in ethnically heterogeneous environments. Main feature of these areas is the ethnic division deepened after the 2001 conflicts, which is a strong factor of division among students along ethnic lines, both inside and outside the school. In situation of extreme isolation of youth and adults in their own cultural values, the NDC Program is trying to implement a model that will be aimed to improve the intercultural dialogue.

- **The context of implementation of the NDC Program**

The NDC model of integrated education is implemented in circumstances of enhanced initiatives for strengthening the intercultural dialogue in the country, with particular emphasis on education as an important factor in strengthening those processes. The current situation indicates that many ethnic groups live in Republic of Macedonia: the majority group - Macedonian, and minority groups - Albanian, Serbian, Turkish, Roma and Vlach. Several cultures that have developed certain mutual relationships coexist in Macedonia, as well in the other Balkan countries. The rights and obligations of citizens are regulated by the Constitution and legislation of RM. The Constitution recognizes the rights of ethnic groups in the country, including the right to education.

In the field of education, according to state regulations, ethnic groups enjoy rights stated in international documents for protection of minority rights. The education of students is carried out in ethnically heterogeneous and homogenous schools. Because of the ethnic conflict in 2001, the number of ethnically heterogeneous schools has been radically reduced in favour of ethnically homogenous schools. This trend provides strong basis for strengthening of cultural monism instead of multiculturalism and interculturalism.

In recent period, Macedonia undertook initiatives, especially in the legislation, that would strengthen intercultural dialogue in accordance with the multicultural context of the country. Despite these efforts of the state to strengthen the intercultural dialogue and protect the rights of individuals and ethnic groups, the analysis of the contents of education and, especially, analysis of textbooks used in teaching showed that there were no elements of intercultural education; even worse, the education system has been encouraging cultural monism with clear xenophobic character, with aim to favour the idea of cultural exclusivity.

Since 1991, the country has made a number of changes in legislation and adopted a series of policy documents, development programs and measures aimed not only to improve the situation in education, but also strengthen the intercultural dialogue in Republic of Macedonia.

- **EVALUATION DESIGN**

For the purposes of the evaluation there were carried out meetings/interviews with teachers working under the NDC model and high school students. Besides the analysis of the program documents and interviews, in the evaluation was also applied participatory observation, i.e., a team of evaluators monitored several activities that were conducted by teachers in primary and secondary education.

The evaluation covered all groups of NDC students and all teachers in following primary schools: "Fridtjof Nansen" in the village Preljubiste (Jegunovce Municipality), "Marshal Tito" (Strumica), "Goce Delchev" (Konche Municipality), "Rajko Zhinzifov" (Cair - Skopje), "Kocho Racin" in the village Ognjanci (Petrovec Municipality), and High School, "Mosha Pijade" in the village Preljubiste (within High School "Mosha Pijade" Tetovo) in Jegunovce Municipality.

The evaluation was conducted in May and June 2013 by Zoran Velkovski and Florina Shehu.

- **Main evaluation questions**

The evaluation was focused on the process of the performance of the Program, i.e., the main concern was the work of teachers, implementation of activities and the effects of the work. The evaluation was planned to reveal:

a) To what extent the NDC Program affects students, i.e., to what extent it contributes to:

- Deepening the constructive cooperation relations between children from different ethnic communities;
- Developing sense among the students about respecting mutual differences;
- Overcoming the stereotypes and prejudices, related to their ethnic, religious and cultural origin;
- Fostering tolerant relationship towards differences of social, ethnical, cultural character;
- Enabling children to resolve 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-native language;
- Strengthening the interaction, cooperation and confidence between the teachers and 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.

b) To what extent the NDC Program affects the environment, including the teachers?

c) Does the NDC Program "communicate" with the state priorities in the field of multicultural/intercultural education?

● FINDINGS AND RECOMMENDATIONS

● Accomplishing the goals of the Program

a) Impact of the NDC Program on students

The NDC model strongly affects the processes of transformation of the students, educational institution and learning process. The monitoring process within the Evaluation suggests that activities are carried out in the atmosphere of sincere mutual respect, tolerance, acceptance and understanding among students. The NDC facilities offer peace, harmony and respect for diversity, presented not only by students but also by the overall design of the space (pictures, models, hand made items by students, students' expressions, etc.)

Evaluators could be assured that the respect of pupils' dignity and individual values is not just part of a teaching work, but that they also exist in everyday relations among students. Through teachers' and students' receptivity and acceptance of different opinions and ways of thinking, the implementation of activities strongly affects the protection and strengthening of individual cultural identity, language and values of students from different ethnic backgrounds integrated into a single unit of intercultural values. Intercultural context in which both cultures are integrated does not concern the students. Quite the contrary, they accept it as a whole, without feeling threat to their own cultural identity.

It is evident that the NDC model is effective in transforming students from passive observers and recipients of information to active participants in the learning process. The Program employs approach that relies on identifying, understanding and belief in cultural differences and overcoming the obstacles that cause interethnic conflicts. The organization of learning activities is managed in a way that suggests students to develop a sense of other/different cultural identities and each student has an opportunity to situate his/her own identity in such group of diversity.

During the implementation of activities, cultural exclusivity is set in the context of a multicultural environment, thus creating opportunity for effective symbiosis of concepts and values of one's own culture with the culture of others. Linking one's own culture with the culture and values of the "others" is the basis upon which the NDC model is implemented. The process of transformation, resulting from the transformative dialogue, is the ultimate effect of the efforts.

The democratic way of guidance in teachers' practice, free from prejudices and system of work and respect for the rights and dignity of each student - which are the basic principles of the process - allow each student to "find" and realize their self in such environment. This includes students with learning difficulties, students with cultural barriers, and students with special needs. The evaluation found that children with special needs are successfully integrated into everyday activities and show significant development of their capabilities. Progression takes place not only on the level of socialization, but also in terms of learning. It is obvious that this model is capable to transform the tolerance and respect not only towards the other in ethnic terms, but also to the "other" in general, which is particularly significant in terms of students with special needs.

In the process of learning and teaching practice, the principle of adapting the curriculum to students' age is applied. That creates conditions and opportunities for individual presentations of students, thus every weakness or efficacy is perceived as weaknesses or efficacy of the group, and not of the individual and/or a member of one or another ethnic group. The competition as a strategy in the performance is not a contest between two different ethnic groups of students, but competition between groups of students regardless of their ethnicity, because they are divided into ethnically heterogeneous groups. It provides an opportunity for rivalry of individuals and members of small groups, and not of representatives of ethnic groups. Thus, there is an opportunity for individual development and development of collective spirit, respect of the other and interiorization of civic values.

Properly guided and conducted group dynamics tends to lead each student - through different types of activities - from the stage "I" (as an individual), to the stage "WE" (as a group), understood in a multicultural context. Monitoring process demonstrated that the Program and teachers were successful in advancing students to the "WE" stage.

Progress was made in the expansion of the active vocabulary of the students with concepts and cultural and social terms from non-native language, as one of the goals of the NDC Program. The NDC program aims to break down barriers in learning another language and achieving cultural dialogue through language. This is one of the most important results in terms of evaluation and actual environment in which this program is implemented. Although the NDC Program does not tend to teach students to speak different language, this component strongly affects them. It is evident that students are motivated to learn the "other" language and that they use

much more words from other language, compared to the evaluation of the Program from the past year.

Communication among students is dynamic and without barriers. Students attend presentations in different languages without difficulties and often react before receiving instruction in their own language, which indicates improvement in students' vocabulary in both languages used. Stagnation in activities of the students due to language barriers is rare. The mutual communication among students is dynamic, tolerant and not burdened with intolerance. While performing some common activities, students often communicate in other language despite the translation. Global findings suggest open communication and obvious presence of curiosity and satisfaction among students.

The observance of the implementation of extra curricular activities did not show any instance of conflict situations. The same is the impression after conversations with the teachers. High degree of tolerance among students and between teachers and students, documented during the evaluation, indicates that the NDC model shows significant success in preventing conflicts. Actually, the best way to resolve conflicts is to overcome their possible causes based on ethnic grounds, such as: ignorance towards the "other", cultural exclusivity, disrespect of the rights of the "other", reduced tolerance and weak cooperation.

The implementation of activities is accompanied with a strong motivation by students and teachers. Students show apparent satisfaction regarding to what they learn and do during extracurricular activities. They readily accept incentives from the teachers and show willingness for active participation. Their regular and active attendance to extracurricular activities is the best evidence of their motivation. Particularly evident is the interest of high school students to work in the sections where they can fully realize their interests.

The effects of participating in extracurricular activities affect the success of students in regular classes. According to the teachers, acquiring knowledge and skills from program activities helps students to advance in their regular classes. Moreover, there is a positive emotional climate within the group that maintains a high index of group cohesion. That is one of the reasons for their motivation and satisfaction with the NDC Program.

b) Impacts of the NDC Program on the environment

The NDC model has exceeded its local phase of "novelty" and has started to confirm itself in a wider environment with clearly recognizable identity. The results of its application exceed local frameworks, causing interest not only among municipal authorities, but also at the national level. The lack of effective models for strengthening the intercultural dialogue in education leads the state to shift its interest towards the models that show positive results, as is the case with the NDC model. Cooperation between the NDC schools, teachers, local government and

parents shows tendency towards intensified cooperation and the small oscillations is more of external character than implied by the implementation of the NDC Program.

Groups of students which have spent more time together show permanent progress in cooperation and mutual communication. Work in these ethnically heterogeneous groups is much more dynamic and shows active involvement of a growing number of members with improved mutual communication. They have developed a strong collective spirit with constructive and integrative criticism. Collaboration is more pronounced and beyond the scope of the school, so the NDC model also strongly affects the environment. There is increased number of informal ethnically heterogeneous groups of friends and students spending together their spare time. This is the best evidence of a strong impact of the Program on the development of tolerance among students to differences of social, ethnic, and cultural character.

c) The NDC Program and state priorities

In its the analysis of 2010, the Ministry of Education and Science of the Republic of Macedonia noted that "despite the significant development of the education system in the past decade - in terms of education in native language - the developments go to a direction that should be given attention to and corrected, to avoid additional ethnic alienation caused by the lack of knowledge about each other and reduced interaction, as a result of not knowing the language." In this regard, the Ministry of Education and Science and the OSCE HCNM developed a strategic document entitled "*Steps towards Integrated Education in the Education System of the Republic of Macedonia*", as a comprehensive government policy for integrated education system. The goal is "to make a clear and significant change in the general approach in the education system taking into account the multiethnic reality of the country, as a step towards achieving the goals of the country, for which stability and internal cohesion are as crucial as the interethnic relations."

The main goal of this policy is to make tangible and significant change in the general approach to the education system according to the country's multicultural reality that reflects both the Constitution and relevant legislation from the Ohrid Framework Agreement. This document emphasizes the need of introducing a practice of regular consultation with all concerned entities, which will function as a participatory democratic corrective measure.

The NDC model completely complies with these state priorities. It plays a significant role in the area of extracurricular activities and its results indicate that this model can easily become a state model for strengthening the intercultural dialogue in the field of education and beyond. At the plan of sustainability of the NDC model, this correlation with national priorities can be quite rewarding.

The evaluation showed that the NDC Program has fully accomplished its global goals. The implementation of program goals is successful and there is a visible and clear focus on performance with maximum interiorization of the ethos of the Program. Students and teachers have completely embraced the ethos of the Program, so it became an integral feature of their characters, objectified through improved intercultural dialogue in and outside the school. The impact of the Program on transformation processes among students and in teaching practice is strong and completely correlated with the state's efforts to strengthen intercultural dialogue on a state level.

- **The NDC Program and teachers**

Previous evaluations suggested that some teachers (especially new ones) show weakness in planning, organization and implementation of classes and activities. To overcome these problems and to improve didactic competencies of teachers, in 2013 the NDC team organized a cycle of training for all NDC teachers. During the training process, teachers had the opportunity not only to involve deeper into the ethos of the NDC Program, but also to develop their competencies in planning and programming classes and activities, organization, implementation of activities and development of communication skills. The main goal of the training was to improve the didactic competences of all the teachers within the NDC Program.

The evaluation showed great progress at the didactic plan for all teachers. Besides the documented acceptance of the ethos of the NDC Program by all teachers, the monitoring process showed evident progress in the planning, organization and implementation of activities by teachers. If new teachers are excluded, at this stage it is hard to tell which of the teachers excel by their performance, because the differences are insignificant. A huge progress is documented for every one of them. It should be noted that their competencies are sufficient regarding the existing program structure. If the Program or its goals undergo changes, additional training is needed as a precaution.

The NDC teachers are characterized by strong motivation, commitment and willingness to accept changes. The NDC training primarily results in understanding of the ethos of the Program, the organization of activities and approach to the students.

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

Like the previous evaluations, this one also showed that teachers cooperate efficiently both in the stage of preparation and implementation of activities. Their cooperation is a great example for the students on how members of different ethnic

groups can cooperate. This point is very important and should be cherished as one of the pillars of the success of the Program.

There was a great improvement at the plan of paraphrasing. This is more evident for senior teachers within the NDC Program. Teachers still use translation instead of paraphrasing, but not too often as the latter. Although this situation does not have negative effects on students, it is still a deviation from the methodology of the Program. This is due to fact that some teachers do not speak the language of the "other" (mostly the teachers of Macedonian ethnic origin) and some of them are not well skilled for correct application of paraphrase during the teaching process (mostly the teachers of Albanian ethnic origin).

This evaluation too showed that the NDC faces the problem of retaining the constant teaching staff. Some of them transfer to regular classes and NDC is forced to solve this problem by training new teachers. It negatively affects the continuity of the work, especially the efficiency of tandem teachers.

In regards to NDC desirable competencies, it can be concluded that all teachers have accepted the ethos of the Program and all of them demonstrate competencies appropriate for development of intercultural dialogue among students.

● **The NDC team**

The NDC team is composed of intelligent and educated enthusiasts, completely dedicated to the NDC program. They have fully grasped the philosophy of the Program; they are devoted to it and would be glad to see the results of its application in schools. Their knowledge is sufficient to deeply involve into the NDC program and its implementation. Such expertise helps to overcome the problems in the early stages of preparation and planning.

The management of the team consists of professionals capable to effectively deal with current issues, while having vision for the further development of the Program.

There is a certain risk in the process of extending the NDC Program to even more schools in the country. The NDC personnel are limited in number and thus can not guarantee that monitoring of the implementation of the Program may be efficiently implemented in such conditions. It can cause deterioration and "diluting" of the effects of its application.

● **Recommendations**

The educational component is not a priority of the NDC Program, even though the teachers make effort to connect it with the regular curriculum and enrich the latter with its compensational dimension. This tendency should be controlled because it

can adversely affect the motivation of the students if the implementation of extracurricular activities gets features similar to those in regular classes. The educational component must always be associated with the global goal of the Program. The teaching contents must contain direct or "hidden" message focused on the development of competences for intercultural dialogue among students, adoption of values of other cultures, development of tolerance, conflict resolution, etc.

The evaluation found a lack of successiveness in the engagement of the students. Topics are various, but also partial. Although the students accomplish the goals of the Program, there is still space for improvement and thus for increasing the impact of the Program on students. One possible solution would be placing the focus on the development of key competences for permanent lifetime learning. Besides the development of interpersonal, social and intercultural competences represented in the Program, it can be improved by inserting the contents and goals for enhancing other key competences for lifetime learning, such as: competence to communicate in native language, communication competence in foreign languages, mathematical competence and basic competences in science and technology, digital competence, competence in learning how to learn, civic competence, entrepreneurship competence, and competence for cultural expression. The program does not have to focus on all of these competencies but may strongly contribute to development of some of them, so its impact on the students would become even more pronounced and prolonged.

Working on mutual projects is still marginally practiced while working with students. Working together eliminates partiality in approach and provides long term results. Students will not only gain competencies in research - which is essential in modern society - but also have the opportunity to improve their communication and cooperation. Results and presentation of the results of the project engagement provide an opportunity for stronger affirmation of the NDC model in school and beyond. The achievement of this goal will probably entail training of NDC teachers for successful implementation of projects and improvement of their research competencies.

The previous evaluation (2012) suggested that the projects should not be carried out only within the NDC schools, but to "get outside". It is possible to establish cooperation among NDC schools (whether primary or secondary) and between NDC schools and other schools. It will be a powerful tool for education and interaction among students and spreading the ethos of the NDC Program in other areas.

Study visits should keep the focus on the real environment. Visits to institutions and representative places and events of various cultures remain a strong incentive for mutual rapprochement and understanding.

It is recommended to introduce new contents/themes and adjust some of the existing for active development of key competences for lifetime learning. To that end, the

educational needs of teachers should be examined and, if necessary, additional training should be provided.

It is necessary to enhance projects in the NDC schools. Projects may be organized internally (in the school) or externally (outside the school), with involvement of representatives of parents, local government, other schools, NGOs, etc. To this end, it is necessary to organize training to improve the competencies of teachers in project learning, research, etc.

• Conclusions

The NDC model of integrated education is already well established model for improving of intercultural dialogue among young people. It has strong influence on the students and the teachers, as well on and the schools and the wider environment. The model is suitable for the environment in which it is implemented, and it represents initiative that entirely communicates with the government priorities in education.

The ethos of the Program is fully accepted by all participants. Organization of extracurricular activities shows increased quality and diversity that can be supplemented with additional internal and external project activities in the school and between the schools. General satisfaction of all concerned entities in itself shows that the NDC model has achieved its goal.

We believe that the NDC team should improve its communication with the state institutions and gradually create conditions for systematic integration of the NDC model in the regular education system in the country. This process is not simple and requires persistence and perseverance.