

PERIODIC EVALUATION REPORT

“Nansen Dialogue Center - Integrated and Bilingual Education in Macedonia”

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1. INTRODUCTION

1.1. Background

The Republic of Macedonia is ethnically heterogeneous country consisting of many ethnic groups: Macedonian majority and Albanian, Serbian, Turkish, Roma and Vlachos minority groups. As in other parts of the Balkans, different cultures that live together have developed certain relationship. Citizen rights and obligations are defined within the Constitution and legislation of RM. The rights of ethnic groups in the Republic of Macedonia, including the right to education, are recognized in the Constitution. Minority rights are guaranteed by articles 7 (paragraph 2 and 4), 8 (paragraph 2 and 11) and 48. The Constitution guarantees a number of rights related to education and use of language in municipalities with a large number of members of minority groups. Articles 44 and 48 are particularly important, as those relate to the rights of ethnic minorities to express and maintain their culture and cultural identity.

The education process is implemented in both ethnically heterogeneous and homogeneous schools. Unfortunately, heterogeneous schools are rare as a consequence of ethnic conflicts in 2001. Regardless to the unique contents of curriculum, there are still possibilities for amendment, regulated under provision which enables the schools to participate 20% with local contents in the curriculum.

According to the Ministry of Education and Science of the Republic of Macedonia, multi ethnicity in the education system is represented in various ways, with an aim to enable children and youth to learn in their native language. It obviously caused significant progress in implementation of the language rights of the communities during the last decade. Still, interpretation of the rights of ethnic communities that is close to political factors in the country, did not result in greater integration. On the contrary, ethnic distance is increased (especially among younger children) and the concepts for other groups are becoming anecdotal. Although the inter-ethnic relations are constantly increased at macro political level - as a result of institutionalized approach derived from the Ohrid Framework Agreement - poor integration at personal level may become a long range challenge for a social cohesion. A more integrated approach in education could prevent adverse consequences, but also contribute to a more profound understanding of elements that create a multi-ethnic society and processes that make the society stable and coherent.¹

1.2. Development of the NDC Program

¹ Ministry of Education and Science (2010): "Steps towards Integrated Education in the Education System of the Republic of Macedonia".

The NDC Program is implemented in ethnically heterogeneous environments. Their main characteristic is ethnical division that has increased after the 2001 conflict and represents a strong factor of ethnical division among the children in and outside the schools. In conditions of intensified closeness of youth and adults within their own cultural values, the NDC Program is trying to implement a model for strengthening of the intercultural dialogue.

Nearly 6 years have passed since the promotion of the Program (September 1, 2008). 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 in the first integrated bilingual Primary School in the village Preljubishte (2008), the Program also began its implementation in the High School "Moshka Pijade" in Tetovo (2010) and the High School "Marshal Tito" in Strumica (2010). Since 2010, Strumica Municipality also started the implementation of an 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 also launched in the Primary School "Goce Delchev" (Konche Municipality), Primary School "Rajko Zhinzifov" in Chair (Skopje), and Primary School "Kocho Racin" in the village Ognjanci (Petrovec Municipality).

1.3. Design and organization of the NDC Program

The NDC Program for integrated education is a model of transformative intercultural education. The model transforms students from passive spectators and receivers of information gained from neutral or biased teachers to active participants in a learning process. It is approach that relies on recognition, understanding and belief in cultural differences and overcoming the obstacles that cause ethnic conflicts. The model tries to develop a sense for other/different cultural identities among students and to help them situate their own identity within the whole diversity. The NDC model is not limited to gain knowledge about other culture: in fact, the latter is being implemented within the regular teaching activities, but has not been proved as efficient enough. The NDC Program makes a step forward: it extends the knowledge with skills, so students are enabled to access the culture of others. The implementation of the NDC model is based on destroying the myth of cultural exclusivity and connecting the one's own culture with cultures and values of others. In so doing, the process of transformation (derived from transformation dialogue) should be the final effect. It refers not only to students, but also teachers, parents and the school.

Besides active involvement of the parents and implementation of a series of common activities, this Program is also aimed to increase the quality of a parenthood, i.e., it includes an educative component for its enhancement.

Bilingual component is dominant in the program activities. 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 the students are enabled to attend classes in both languages.

Teaching techniques are adapted to students' age, while interactivity and group work prevail. There is an environment for individual presentation of the students and 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 is a constituent part of the organization of a process, and students are divided to ethnically mixed groups. It enables the rivalry of individuals and members of small groups, and not of representatives of ethnic groups. There is also an opportunity for individual development and development of collective spirit, respect of the other and interiorization of civic values. The sociograms clearly suggest that the focus of the groups is in individuals, and not in the members of different ethnic groups.

Global goals of the Program are:

- To deepen the constructive cooperation relations between children from different ethnic communities;
- To develop a sense among the students about respecting mutual differences;
- To overcome the stereotypes and prejudices related to their ethnic, religious and cultural origin;
- To foster tolerant relationship towards differences of social, ethnical and cultural character;
- To enable children to resolve conflict situations in the group;
- To develop a positive emotional climate within the group of 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 and 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 logical, flexible, divergent and critical thinking of the children.

1.4. Settings for implementation of the Program

From social cohesion point of view, recent period is characterized with a pronounced ethnic tensions. Inter-ethnic intolerance and weakening of integrative mechanisms in the country occurred along with the economic crisis. Old beliefs were constantly attacked by new attitudes regarding the freedom of the speech, cherishing of cultural

values and right to self promotion. The forces that advocate restoration of integrative and cohesive mechanisms faced great challenges. One important force in those efforts was education: it had to be decided whether to continue to cherish an old beliefs or to transform the education into a strong integrative element.

Since Republic of Macedonia became independent country, a large number of amendments in education legislative, strategic papers, development programs and measures were adopted, all of them aimed to improve the education condition and to strengthen the intercultural dialogue. The most important are:

At the beginning of 1997, Draft bill for languages to be used in teaching at the Faculty of Pedagogy "St. Kliment Ohridski" Skopje was passed. The law anticipated students of Albanian ethnic community to use their native language in education process.²

In 2000, the OSCE High Commissioner initiated establishing of foundation of international donors to assist opening a new university in the Republic of Macedonia. Thus, the new **Law on Higher Education**³ was passed in 2000. Within this law, the languages of national groups are incorporated in the high education, it allows opening universities in Albanian language that are not funded by the state and private high education institutions and expert bodies for accreditation and evaluation. This law allowed opening of the South East European University in Tetovo in 2001.

In 2004, the Parliament passed the **Program for development of primary education**, as a part of the National program for development of education in RM 2005-2015; this document defines the mission of the primary education in a context of:

- development of a personality enabled to undertake individual, familiar and civic responsibilities; culture of living, i.e., gaining knowledge, skills and competences, attitudes and values about variable labor and social life; democracy and civil society; willingness and awareness concerning lifelong learning;
- education that respects and develops the individual needs, interests and preferences of a person, enables development of an independent, open minded, critical and democratic person with skills and competencies for action and strengthens the sense of belonging to the community;
- socialization according to social values and ideals;
- cherishing non-material, cultural and historical heritage.

The steps proposed for efficient education available for anyone and adapted to the individual and social needs include development and improvement of syllabus, textbooks, teaching and learning process, human resources, roles of the school boards and civil society, as well as building the system of quality assurance, inclusion and increased engagement of vulnerable groups, children with special education needs and gifted and talented students, and also opening private primary schools.

² Stenograph notes from the 58th Session of the Parliament of the Republic of Macedonia, January 30 1997.

³ "Official Gazette of the Republic of Macedonia", No.64/2000, August 3, 2000.

In 2004, the Ministry of Labor and Social Policy prepared the Action plan for education as a part of the Decade of Roma integration - Republic of Macedonia.⁴ The Action plan was focused on:

- Higher level of inclusion of Roma population at all levels of education system;
- Lower rate of dissipation of Roma children at all levels of education system;
- Enhancement of teaching staff capacities and school structures in order to recognize and manage conflicts caused by insufficient level of sensitivity regarding cultural differences.

In 2005, the Strategy for Roma people in the Republic of Macedonia was adopted.⁵ Its main goal was to promote strengthening and integration of Roma people in social and economic mainstream, by defining the main directions for implementation of a planned multi dimensional state policy that shall serve as the main base for individual projects (that, in other hand, shall deal with its particular parts.)

In 2005, following the World Bank and Open Society Institute in Macedonia initiative, the state signed the Declaration for association to the initiative of the *Decade of Roma integration 2005-2015*, and thus committed to pay attention to a larger inclusion of Roma people in social and economic life in the following period, with particular emphasis on improving of their situation regarding education, employment, health protection and housing.

In 2006, the Ministry of Labor and Social Policy - as a part of implementation of the National Strategy and National Action Plans for Decade of Roma integration - commenced the implementation of the Project entitled "**Inclusion of Roma children in public pre-school institutions (kindergarten)**", financially supported by the Fund for Roma education, the Ministry and the UNICEF. The main goal of the project is enhancement and support for integration of Roma children in public kindergartens.

The **Conception for new nine-year primary education**⁶ was adopted in 2007, as a suggestion for redefining of development goals and new syllabus for primary schools in order to improve the contents, organization and effectiveness of primary education. The main principles of the Conception are: democratic spirit, non-discrimination, respect for individual differences, integral development of students and respect for their interests, active participation of students in a school life, quality and commensurability of the knowledge internationally, willingness to lifelong learning, multicultural attitude, inclusion, competency, responsibility, partnership, etc.

⁴ Decade of Roma integration - Republic of Macedonia, Action plan for education, Ministry of Education, Ministry of Labor and Social Policy, November 2004.

⁵ Strategy for Roma people in the Republic of Macedonia, Ministry of Labor and Social Policy, January 2005.

⁶ Ministry of Education and Science , Conception for new nine-year primary education, Skopje, February 2007.

The new **Law on primary education**⁷ was passed in 2008, introducing changes in the existent primary education shaped in a context of the right of the children to education and prohibition of discrimination on grounds of sex, race, color, national, social, political, religious and social origin. The law also defines the goals of primary education, including:

- expressing and getting information in native language,
- teaching for mutual tolerance, cooperation and respect for differences,
- fundamental human rights and freedoms.

In 2010, the Ministry of Education and Science issued the **Handbook for prevention and protection from discrimination in education system of the Republic of Macedonia**. The goal of this Handbook is to improve the cooperation and coordination of all institutions and individuals involved in the education system in order to ensure equal conditions and possibilities for all students to gain high quality education, without distinction as to confession, national origin, religion or any other grounds.

Starting from January 2008 and following the recommendations from OSCE High Commissioner on National Minorities (OSCE HCNM), the Ministry of Education and Science and OSCE HCNM prepared a strategic paper 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 was to make a clear and significant change in the general approach in the education system, taking into account the multi-ethnic reality of the country as a step towards achieving the strategic goals of the country, for which stability and internal cohesion are as crucial as the inter-ethnic relations.⁸

The document suggests that 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 multi-ethnic environment that reflects both the Constitution and relevant legislation from the Ohrid Framework Agreement. The Government adopted these political measures as a contribution for achieving the strategic goals of the country, for which stability and internal cohesion are as crucial as good inter-ethnic relations.⁹

2. EVALUATION DESIGN

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.

⁷ Law on primary education, "Official Gazette of the Republic of Macedonia", No.103/08, 19.08.2008.

⁸ *Ibid.*

⁹ *Ibid.*

So far the NDC has carried out one internal evaluation (conducted by Danijela Galovic¹⁰) in 2010, two external evaluations (conducted by Ph.D. Piotr Dutkiewicz¹¹ and Ph.D. Zoran Velkovski¹²) in 2011, and one external evaluation conducted by Ph.D. Zoran Velkovski and Ph.D. Florina Shehu¹³ in 2012 and 2013. The goal of these evaluations was to provide insights into the quality of implementation of the NDC Program and make recommendations for its further development and improvement.

Unlike other evaluations, this one was focused on detection and estimation of individual competencies that the teachers have acquired or upgraded during the process of implementation of the integrated bilingual extracurricular activities, required for effective implementation of the Nansen model for integrated education.

The evaluation was conducted by observation of activities of teachers in primary and high schools and individual interviews.

Following schools and NDC tandem teachers were included in the evaluation:

Primary School Slavcho Stojmenski, Vinica

Tandem teachers:

- Sanja Smilanska (Macedonian language and literature teacher - class teacher)
- Senay Ahmedova (Turkish language and literature teacher - class teacher)

Implementers of NMIE (since November 2013);

Primary School Marshal Tito, Strumica Municipality

Tandem teachers:

- Meydin Usinov-Daniela Ivanova (class teachers)
- Meydin Usinov-Ljubinka Cvetanova (class teachers)

Implementers of NMIE: 3 years;

Primary School Rajko Zhinzifov/Ismail Qemali, Chair Municipality

Tandem teachers:

- Maja Janevska (implementer of NMIE: 3 years)
- Mevlurie Racaj (implementer of NMIE: 2 years)

Both are class teachers;

Primary School, village Preljubishte (within Central Primary School Shemshovo, Shemshovo village, Jegunovce Municipality)

Tandem teachers:

- Snezhana Misajlovska (implementer of NMIE: 6 years)

¹⁰ Nansen Dialogue Network.

¹¹ Professor and Director, Center for Governance and Public Management at Carleton University, Ottawa, Canada.

¹² Professor at the Institute of Pedagogy, Faculty of Philosophy - University "Ss. Cyril and Methodius", Skopje.

¹³ Professor at the Faculty of Pedagogy - University "Ss. Cyril and Methodius", Skopje.

- Abibe Mustafi (implementer of NMIE: 3 years)

Both are class teachers;

High School, Preljubishte village (dispersed classes of High School Mosha Pijade, Tetovo)

Tandem teachers:

- Salajdin Behadini (vocational subjects teacher)
- Aleksandar Petrovic (vocational subjects teacher)

Implementers of NMIE: 4 years;

Primary School Goce Delchev, Konche Municipality

Tandem teachers:

- Zujca Stojanova (pedagogue)-Deniz Redzepov (class teacher)
- Zujca Stojanova (pedagogue)-Bujamin Abduramanov (student at Faculty of Mathematics).

Second year implementers of NMIE.

Several meetings and interviews were conducted with NDC model teachers in March and April 2014.

3. FINDINGS AND RECOMMENDATIONS

According to Gorski, three strands of transformation are required for intercultural education to accomplish its goal - to affect social change:

1. the transformation of self;
2. the transformation of schools and schooling; and
3. the transformation of society.¹⁴

Teachers play central role in transformation of the self and schools and schooling. They have to be ready to efficiently facilitate the learning experience regardless to the similarities or differences among individuals and are required to play active role in reassessment of all educational practices and the way these affect the process of learning for all of the students: methods of evaluation, pedagogy, school psychology and counseling, educational textbooks and materials, etc. Thus, the competencies that teachers should possess for efficient implementation of an intercultural dialogue in education process and affirmation of an interculturalism among students are the main factors of the whole process.

¹⁴ 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>

Below is shown the analysis of key competencies for successful implementation of the NDC Program for NDC teachers.

3.1. Guides and represents a model that demonstrates the values of intercultural understanding through practice and consistent actions.

From the point of view of the NDC favorable competencies, it can be noted that all teachers have accepted the ethos of the Program and demonstrate competencies appropriate to development of an intercultural dialogue with the students and among them. The evaluation proved that all teachers cooperate efficiently both in the stages of preparation and implementation of activities. Their cooperation is a sound example for students, showing that members of various ethnic groups can cooperate. This point is very important and should be cherished since teachers serve as role models for students in their application of the principles of multiculturalism. This is the strongest didactic component that strongly affects the implementation of activities.

3.2. Applies appropriate and pliable moments as learning opportunities.

The NDC Program is implemented in custom adapted classrooms in the host-schools. Except the newly built facility in the High School in village Preljubishta, all other primary schools are equipped with NDC corners (rooms) that are very flexible and pliable for teaching purposes. All the rooms are equipped with monitoring and didactic materials that ensure teachers some "comfort" for successful implementation of planned activities.

It is evident that the NDC model successfully transforms students from passive spectators and receivers of information into active participants in the learning process. Teachers employ approach based on recognition, understanding and belief in cultural differences and overcoming barriers that cause inter-ethnic conflicts. The planning of teaching and activities helps students to develop a sense for other/different culture identities and allows every student to situate their own identity within such diverse group.

3.3. Offers a wide range of culturally appropriate opportunities for learning adapted to different learning styles and preferences.

Teachers in the learning process take advantage of the principle of adjustability of the curriculum to the age of students and different learning styles and preferences. Democratic guidance, group work and adapted teaching material, prejudice free system of work and respect for rights and personality of every student as the basic principle, allow students to "find" and actualize their selves in such environment. This stands for students with learning disabilities and students with cultural barriers, but also for students with special needs. The evaluation showed that children with special needs are successfully integrated in everyday activities and that their abilities are significantly enhanced. Progression takes place not only in the field of socialization, but also in the learning process. It is evident that teachers take full advantage of the NDC Program, thus enabling students to transform tolerance and respect not only to ethnically other, but to "other" in general (which is particularly important from the aspect of different learning styles.)

3.4. Incorporates the knowledge and experiences of students and connects to their interests and cultural or religious origin.

The NDC teachers efficiently balance between the regular and extracurricular activities of the students. The design of activities is generally inspired by everyday life and experiences of the students. Traditional customs, religions, beliefs and values of different ethnic groups are interweaved through extracurricular activities, thus enriching them with emphasized cultural flavor. In doing so, the epistemological principle of learning - from unknown to known, from concrete to abstract - is fully respected.

3.5. Builds relationship of mutual respect with other teachers.

The evaluation showed high degree of mutual respect among the NDC teachers. This respect is noted in every single stage of their cooperation - planning, organization and implementation of activities. Moreover, their relationship is observed as friendly and extending outside the school.

3.6. Posses and demonstrates abilities to guide and encourage the development of values and changes in students' attitudes.

Teachers practice dynamic work in mixed groups and thus create conditions and possibilities for individual presentation of the students. By doing so, 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. A competition - as a strategy in the process of implementation - is not a competition between two different ethnic groups of students, but between groups of students without regard to their ethnic origin. It enables the rivalry of individuals and members of small groups and not of representatives of ethnic groups. This enables both individual and collective development, respect for others and interiorization of civic values. Thus, the single "I" (as an individual with own opinions) is transformed into collective "WE" (as a group with common opinions).

3.7. Skilled in the field of inter-ethnic dialogue and peaceful conflict resolution.

Every annual program of the NDC, guided by the NDC team, features sets of trainings conducted by foreign and domestic experts. Training topics include interculturalism, intercultural values, goals and practices, communication and didactic shaping of a teaching process in multicultural environment, etc. All school teachers and principals involved in the NDC Program are required to pass those trainings. Thus, the NCD team ensures that all the teachers shall gain knowledge for inter-ethnic dialogue and peaceful conflict resolution.

High level of tolerance between students, teachers and between students and teachers noted during the evaluation suggests that the NDC model proves as very successful in the prevention of conflicts. In fact, the best way to resolve any conflict is to prevent possible causes of conflict on the ethnic ground, such as: poor knowledge of the "other", cultural exclusiveness, disrespect for the rights of the "other", low level of tolerance and insufficient cooperation.

3.8. Speaks the language of the other/s.

This is one of the weaker competences of the NDC teachers. Some of the teachers (mostly of Macedonian ethnic origin) still do not demonstrate enough skills concerning the language of the "other". Yet, there is a significant progress if recent condition is compared to the one some 2 or 3 years ago. More experienced teachers show apparent progress, while younger teachers show some weaknesses.

This weakness does not have strong negative impact on students. Communication among students is dynamic and shows no language barriers. Students easily follow presentations in various languages and often react before getting instructions, which suggests improvements in their vocabulary.

3.9. Skillful in the field of teaching methodologies that integrate contents, skills and values for intercultural understanding.

Former evaluations showed that some of the teachers (especially newly involved) demonstrate weakness during planning, organization and implementation of teaching process and activities. In order to overcome these challenges and to improve didactic competencies of the teaching staff, in 2013 the NDC team organized a series of trainings for all NDC teachers. Teachers had an opportunity to upgrade their competencies for planning and integrating of contents, programming of teaching process and activities, organization, implementation of activities and improvement of communication skills.

The evaluation showed that majority of teachers (after passing training) have improved didactic competencies and employ a wide range of teaching methodologies within intercultural context. Monitoring process showed significant progress in planning, organization and implementation of teachers' activities. If new teachers are excluded, it is hard to say which of the teachers excel in this stage, because of the minor differences. They all show significant progress.

3.10. Able and willing to think about their own teaching practice and to investigate.

The evaluation showed that majority of the NDC teachers are proactive regarding the improvement of skills and knowledge. On-line resources, experiences of other teachers and science books treating foreign practices in the field of intercultural education are the most common initiatives practiced by the NDC teachers. It is particularly important that some of the teachers (who teach in regular classes) also use the experience gained with the NDC Program as an innovative means during the regular teaching process with other students.

3.11. Knows how and is able to conduct activities/project intended for intercultural education and peaceful coexistence.

Besides participation in the project activities within the NDC Program, there are not enough data that would suggest that the NDC teachers take part in activities/projects intended for intercultural education in and out of the school.

The projects should not be implemented only within the school, they should also "step out" the NDC Program activities and extend to the regular teaching space. Working

together on projects eliminates the partiality in approach and enables long term outcomes. Students will gain investigation competencies required in contemporary society, but they also will be able to improve their mutual communication and intercultural dialogue. Outcomes and presentation of results from the project allow recognition of the NDC model as sustainable within the regular teaching practice. Thus, for example, it is possible that students of different ethnic origin (whether from ethnically heterogeneous or homogenous classes) work together on projects as a part of a wider regular education practice. It would require cooperation between teachers of different ethnic origin, mutual and integrated planning of projects and mutual implementation, but also strong support from the school management.

Will it cause the NDC model to disappear? It will not disappear - instead, it will be modified according to requirements posed by the regular teaching process. No single program is unchangeable, but requires constant development and modification. All of this will cause some activities of the NDC team, including: training of regular teachers, strong lobbying and training of management staff and professional services (pedagogues, psychologists, etc.), higher level of monitoring, production of program and didactic materials for new demands and stronger financial support.

3.12. Introspective, aware of own values, attitudes and prejudices against others, willing to motivate own self and to change, if necessary.

Conducted interviews and continuous monitoring imply that teachers are aware of changes they went through during the implementation of the NDC Program. Most common changes relate to attitudes about the significance of intercultural education and its possible outcomes. Statements about changes are honest and may be evidenced.

3.13. Willing to adapt, improve and enhance the knowledge in the field of pedagogic approaches suitable for education for intercultural understanding.

Didactic training of teachers conducted by the NDC team is regularly monitored. The NDC teachers are strongly motivated, dedicated and willing to change. The main outcome of a training relates to pedagogic approaches, organization of activities and approach to students.

All teachers involved in the Program possess strong interpersonal competencies, i.e., they are open minded, cooperative, unpretentious and decent with the students. Teachers are kind, dynamic and motivating and accepted by all the students.

3.14. Able to efficiently paraphrase during the activities.

Great advancement was made on a plan of paraphrasing. It is more a feature of senior teachers within the NDC Program. Paraphrasing is more often than translation, and the latter is typical for younger teachers and new tandems. Although this situation does not affect students negatively, it is still deviation from the methodology of the Program. This is because some of the teachers do not speak the language of the "others" (mostly teachers of Macedonian ethnic origin) and there is insufficient skill for exact application of a phrase (mostly teachers of Albanian ethnic origin).

3.15. Creatively approaches to planning of activities.

Didactic training and available didactic materials and resources allow NDC teachers creative approach to working activities. The approach is freed from the "routine" and rigid program rules of regular teaching practice and adapted to life styles of the children and youth.

3.16. Open to new ideas and changes.

Evaluation showed that the NDC teachers are open to new ideas and changes suggested by students. This is more often present in high school education, although can also be found in primary schools. This is easy to understand since high school students are more independent and open in relationship with their teachers, unlike the primary school where close but dependent relationship prevails.

3.17. Willing to take a risk.

Implementation of the NDC Program in settings of disrupted ethnic relationship is a hazardous challenge. High motivation of the NDC teachers shows not only the willingness to take a risk, but also a high level of optimism and belief in what they are

doing. This feature is strongly pronounced in the relationship between NDC teachers and other teachers and/or parents who do not share the same belief concerning the importance and usefulness of the intercultural education.

3.18. Motivated to take part in bilingual activities.

All NDC teachers demonstrate motivation to take part in bilingual activities.

3.19. Advocates active and partnership role of the student.

The NDC model is efficient in transformation of students from passive spectators and receivers of information to active participants in a learning process. Activities are conducted with pronounced mutual respect, tolerance, acceptance and understanding. The NDC classrooms are characterized with peace, harmony and respect for differences that might be seen not only in students' behavior, but also emanate from the very design of the space. All this points to the students as main carriers of activities, and teachers as moderators of those activities.

3.20. Applies constructive approach to conflict resolution.

Evaluation did not show any conflict situation. High level of tolerance between students, teachers and between students and teachers noted during the evaluation suggests that the NDC model proves as very successful in the prevention of conflicts. In fact, the best way to resolve any conflict is to prevent possible causes of conflict on the ethnic ground, such as: poor knowledge of the "other", cultural exclusiveness, disrespect for the rights of the "other", low level of tolerance and insufficient cooperation.

3.21. Develops a positive socio-emotional climate in a classroom.

The NDC classrooms emanate a positive socio-emotional climate manifested through a behavior of teachers and students and design and aesthetics of the whole space. Implementation of activities is followed by strong motivation of students and teachers. Students demonstrate obvious pleasure while performing extracurricular activities. They kindly accept teachers' initiatives and demonstrate willingness for active participation.

The regular and active attendance to extracurricular activities is the best argument for their motivation.

3.22. IT skilled.

Observation of the NDC activities showed that the teachers are skilled and regularly use IT technologies, not only in the stage of implementation of activities, but also while planning and preparing the monitoring devices required in the work with students.

Recommendations

All teachers have interiorized the value and significance of intercultural education in multicultural settings. Teachers' competencies are sufficient for effective implementation of the Program goals.

Next step should be enhanced dissemination of the NDC Program outcomes. That implies setting of a new vertical structure in the NDC Program and engagement of NDC teachers-trainers and NDC teachers for quality assurance.

We believe that the NDC team should improve communication with the state institutions and start to make conditions for system integration of the NDC model into the regular education system. This is challenging process that requires persistency and careful modification of the NDC Program. Besides that, NDC teachers training is required for successful implementation of the projects and improvement of their investigation competencies.

It may also be required to plan a training for teachers to develop key competencies regarding lifelong learning of students involved in the NDC Program. This recommendation was also included in the 2013 evaluation. Development of interpersonal, social and intercultural competencies included in the Program may be supplemented by contents and goals for improvement of other key competences for lifelong learning, such as: competency for communication in a native language, competency for communication in foreign languages, mathematics competencies and basic competencies for science and technology, digital competency, competency for learning how to learn, civic competency, entrepreneur competency and competency for cultural expression. The Program does not have to focus on all of these, but still can

greatly affect the development of some of them, thus having even stronger influence on students.

4. CONCLUSIONS

The NDC model of integrated education shows a high level of effectiveness in building and developing of the intercultural dialogue among children and youth. It strongly affects both students and teachers. The model is appropriate to the settings in which it is implemented and completely communicates with the state priorities in the field of education.

The ethos of the Program is completely accepted by all NDC teachers. They are fully equipped with competencies for effective implementation of the goals of the NDC Program.

Skopje,

06/29/2014.