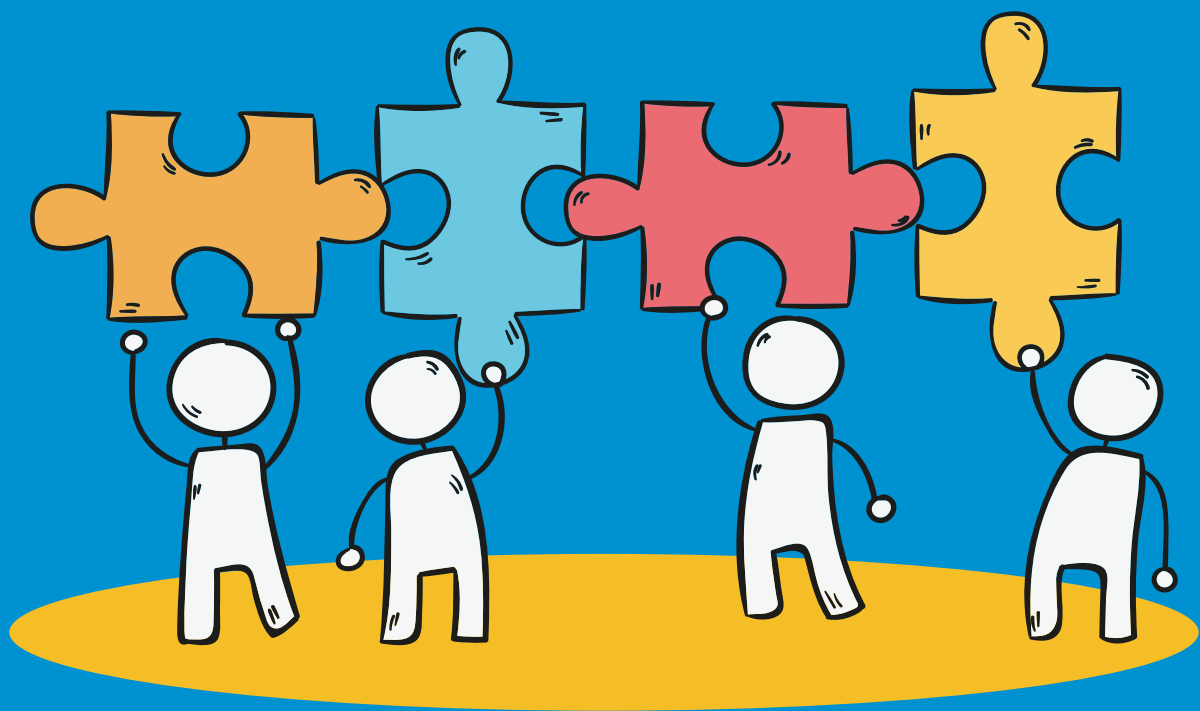


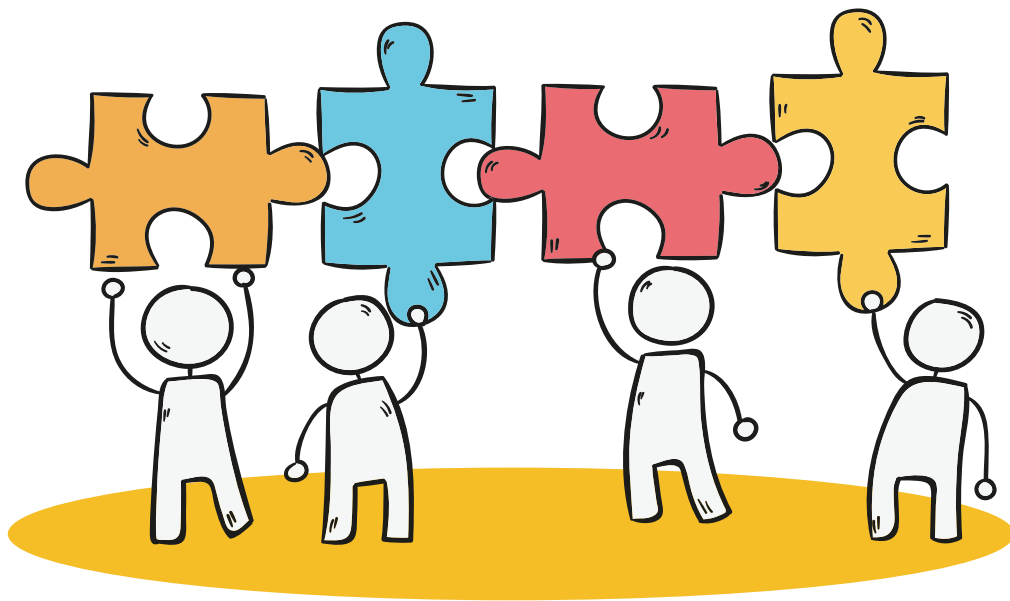
Nansen Dialogue Centre Skopje
Nansen Training Centre for intercultural education

MANUAL FOR TEACHERS



HOW TO ACHIEVE INTERCULTURAL EDUCATION

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Skopje, 2018

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REVIEWS



Paula McIlwaine

Northern Ireland Council for Integrated Education

I am delighted to be one of the first people to read the Nansen Dialogue Centre Skopje's newly developed manual for teachers on how to effectively achieve intercultural education. It is a great privilege to be asked to review this document. I must congratulate NDC Skopje on the considerable thought and expertise they have devoted to the development of this forward looking, inspirational manual which provides insight into the tremendous contribution teachers can make by adopting a truly intercultural approach to delivering education in a multi-ethnic society. In the first sections of the manual a powerful case is made for how intercultural education can be transformative through the positive impact it can have on the future development of a society such as Macedonia. However, the rationale and approaches outlined are equally relevant, on an international level, to any diverse society which seeks to build prosperity, inclusion and cohesion for the benefit of all its citizens.

This document must be commended for providing a strong rationale for adopting an intercultural approach to education delivery and then proceeding to lay out valuable step-by-step guidance on how the intercultural element can be adopted. For example, clear direction is given on how the intercultural approach can be interwoven with the existing curriculum through the subject of 'Society' for grades 1 – 5. Such clear and comprehensive illustration and the provision of links to online videos and resources will be greatly valued by existing teachers as they begin or continue the process of embracing intercultural approaches and implementing them. Highly relevant to this is the importance of the intercultural competence of teachers which is emphasised and described later in the manual. In relation to this I must congratulate NDC Skopje for the quality training they continue to provide to teachers in developing such intercultural competence in order to embed an intercultural approach.

I am also impressed that emphasis has been placed on the range of interactive methodologies which can be adopted to foster a positive socio-emotional climate and contribute to the development of student skills through open, constructive communication, peaceful conflict resolution, overcoming bias, stereotypes and prejudice and fostering critical thinking skills. One of the huge benefits of this manual is how it demonstrates that all schools and teachers in Macedonia can engage in positive, planned intercultural activity but it is positive to note that the Nansen model for intercultural education has also been highlighted in the later sections where the impressive, positive outcomes of the model's extracurricular activities have been outlined.

I have huge admiration for those who have put effort and creativity into the development of this document. It was a pleasure to devote time to reading through its contents and I would enthusiastically encourage others to do the same. I wish all of those involved in education good fortune as they bring the pages of this manual to life in their classrooms, schools and communities. The application of elements of this manual, by a range of educators, has the potential to affect positive change by encouraging mutual understanding and increased co-operation between members of the diverse ethnic communities that comprise Macedonian society, making a lasting contribution towards a positive future for Macedonia.

The content of the *Manual for teachers - How to achieve intercultural education* is shaped in accordance with the *Concept for Intercultural Education* that offers clear guidelines and solutions on how the educational system in the R. of Macedonia can be transformed and upgraded with intercultural orientation and values. The manual is designed to familiarize teachers with the basic postulates of intercultural education, but also to help them create diverse educational initiatives with an intercultural feature.

The starting point in the Manual is the definition of intercultural education and global principles, based on which the teachers should be guided when designing and planning different approaches in achieving intercultural education in the school environment. In this context, the global goals and objectives of intercultural education are set out, which provide teachers a broad platform on which they can develop and build different educational initiatives with an intercultural mark.

In the function of providing positive contribution to the strengthening of the influence of the intercultural aspect of teaching, the Manual offers guidelines and recommendations for promotion of intercultural education through the contents defined in the curricula of the subject Society from I to V grade. However, several lessons were prepared for teaching lessons in different subjects that contain possible models of intercultural educational activities, which are an excellent roadmap and a motivating teacher stimulant for enriching regular classes with intercultural values.

Given the importance of the right choice of the forms, methods and techniques that are in some way a prerequisite for intercultural education, through this Manual, the teachers have the opportunity to become familiar with the four basic methodical principles that should be guided when choosing the forms, methods and techniques and their modalities in the function of realization of intercultural dimensions in school practice.

For the successful realization of activities of intercultural character, the quality of didactic resources used for this purpose is also important. In that direction, various didactic resources are identified, which are manageable for realization of various intercultural activities. The resources can be used by teachers for intercultural enrichment of different teaching content.

As a separate structural and very functional component of the Manual, intercultural education is reflected through the prism of extracurricular activities. This section highlights the need to initiate, organize, implement and coordinate various types of extracurricular activities that would enrich the quality of intercultural school life. In this context, the *Nansen model for intercultural education* is presented, which as a model in the Republic of Macedonia enables successful integration of students, parents and teachers from different ethnic communities through a modern educational and upbringing process, based on selection of different intercultural extracurricular and project activities. This model of education fosters, encourages and integrates multiethnic values, bilingualism and simultaneously promotes and supports partnership relations between students, teachers and parents based on respect for differences, building a cohesive society. In this content section, there is a detailed structural presentation the good practices and experiences from the past realization of the extracurricular activities according to the *Nansen model for intercultural education*, which are a good example for the teachers for building successful extracurricular practices.

A distinguished and logically complete set is the section that presents the competencies that teachers need to possess in order to successfully implement intercultural dialogue in the educational process and to affirm interculturalism among the students.

The Manual also elaborates the need for creating an ambiance and arrangement of the space with cosmopolitan setting, nonetheless teachers' directions are also given on how to successfully transform the classroom and the school space into an intercultural environment in which diversity will be positively represented and promoted.

In order to strengthen the process of supporting the Concept for intercultural education, the importance of cooperation with parents from different ethnic communities is of particular importance. Therefore, the Manual emphasizes the role of schools in initiating collaboration with parents through a variety of organizational forms, also with local municipal authorities, in creating and developing strategies to support cultural diversity in multiethnic schools.

Given the overall content of the Manual, it can be concluded that it represents a very good didactic support for teachers in building new ideas in the function of integrating the intercultural dimension in the educational process. The contents that are presented and elaborate, fully provide the answer to the question - How to achieve intercultural education? It subtly introduces teachers to intercultural education, but in some way also influence and stimulate its implementation in the school i.e. in practice.

As a summary, the *Manual for teachers - How to achieve Intercultural Education?* is an innovative incentive and great motivating tool for teachers in designing a variety of educational activities and contents through which they will foster intercultural relationships and integration processes and promote cultural diversity and their bridging in a wider societal multiethnic and multicultural context. In terms of content, this Manual is a valuable source of information regarding didactic-methodical aspects that are relevant for a high quality and efficient implementation of intercultural education school practice.

Prof. Hana Saliu, Ph.D.

In the Manual for teachers drafted by Nansen Dialogue Center Skopje, in order to improve the work of teachers, the concepts of multiculturalism and interculturalism are well explained and defined. Intercultural education is clearly defined, as well as its goals and objectives which will be helpful to teachers in order to adapt their program goals by incorporating intercultural elements.

Besides the benefits for the teachers from using this manual, it can also be used by other school staff and outside of school such are: school principals, professional associates, and parents as a roadmap for how they can contribute to the improvement and upgrading of the educational system and schools, where tolerance, mutual cooperation and communication are highly developed, while prejudice, stereotypes and conflicts do not exist.

In order to achieve these goals, it is necessary to start educating teachers and all others working in the educational sphere so that they can then educate young generations, who will grow with an intercultural mentality.

Aneta Kazioska, Mirushe Xhaferi

Teacher tandem with longtime experience in implementing the Nansen model for intercultural education in MPS Goce Delcev, Gostivar

- The teacher manual upgrades the educational process with intercultural orientation and values thanks to its guidelines and solutions. Its goals and tasks clearly reflect the importance of intercultural education. The importance of intercultural education is observed by promoting tolerance, mutual trust, respect, equality, non-discrimination in multicultural communities and environments. This handbook explains the importance of intercultural education that opens up space for refinement of the educational and upbringing process to enhance communication, cooperation and understanding between members of different ethnic communities within the educational institutions.
- The manual successfully explains the importance of intercultural education by clarifying the distinction between multiculturalism and interculturalism. It is important to emphasize the benefits of mutual communication between the two different ethnicities, and that represents respecting many aspects. The manual reveals the challenges of intercultural education. It introduces us with the integration process in the field of education, reveals the types of integration through education and its purpose for the development of humanity.
- The manual positively influences the upgrading of program objectives with an intercultural component in addition to extracurricular activities and some of the existing educational content from all program areas to be enriched by an intercultural aspect, for quality living in an environment that is a source of many diversities. The role of this manual is to take an innovative approach in implementing the educational process, thus building a harmonious and compact school team.
- The manual encourages the formulation of many initiatives and the support of joint extracurricular activities, free activities, excursions, acquaintance with students, socialization, mutual respect among classes, in the halls and school yard, and how to prepare the new generations for life. There is an active role of continuous cooperation with parents, school management, NDC Skopje professional team, local authorities and other subjects.
- I recommend the manual to the teachers because its content guides how to perform bilingual tandem planning and realization, mutual interaction and cooperation. It is a great choice for organizing rich motivating content, creative game activities for direct cooperation and bringing together students from different ethnic and linguistic origin, as well as cooperation with parents and constructive teamwork. The goals and objectives are presented in a planned manner, by promoting of all kinds of diversity - cultural, linguistic, gender, social, ethnic, religious.
- This manual with its contents would have assisted all educational practitioners in providing many initiatives with the foreground of interculturalism. It gives teachers insights on how to enrich several program content from all fields with an intercultural value and enable their realization in order to support, complement, and initiate constructive teamwork in the team. The manual enables the development of skills, dialogue between students from different ethnicities and mutual cooperation.

INTRODUCTION

Republic of Macedonia is a multiethnic and multicultural society. The ethnic heterogeneous structure of the population is an indicator that the educational priority should be to support constructive initiatives to promote the idea of intercultural education, as a basic link for cooperation and communication between different ethnic communities. The educational system of the Republic of Macedonia is facing a great challenge in developing prerequisites for intercultural education as a planned and long-term upbringing and educational approach. It will respond to the needs of our social context, where a number of ethnic communities coexist in the same space and are expected in continuity to develop multidirectional cultural ties and relations.

As a philosophy and approach, the intercultural education should be a key tool in the process of initiation and support for building interactive and harmonious relationships in the community.

Due to a frequent identification, it is necessary to distinguish between the concepts of multicultural and intercultural society / education.

Multiculturalism and interculturalism are two types of social concepts. Major qualitative difference between these two concepts is in the extent of interaction between different cultural groups within a single social community.

Multiculturalism refers to the existence of several different cultures in a single geographical area, which are not in a compulsory, every day and permanent natural touch and interaction. Interculturalism, in turn, implies open interaction relations and connections between different cultural and national groups that believe in and promote values such as tolerance, mutual respect, equality and open communication.

Intercultural education should be organized in order to realize the multifaceted task, i.e. education for empathy, solidarity, intercultural respect and a non-nationalistic way of thinking (Essinger, 1987). It is education for unity, solidarity, respect, mutual tolerance, assistance, trust and other universal human values. (Conception for Intercultural Education, 2016 / Концепција за интеркултурно образование, 2016).

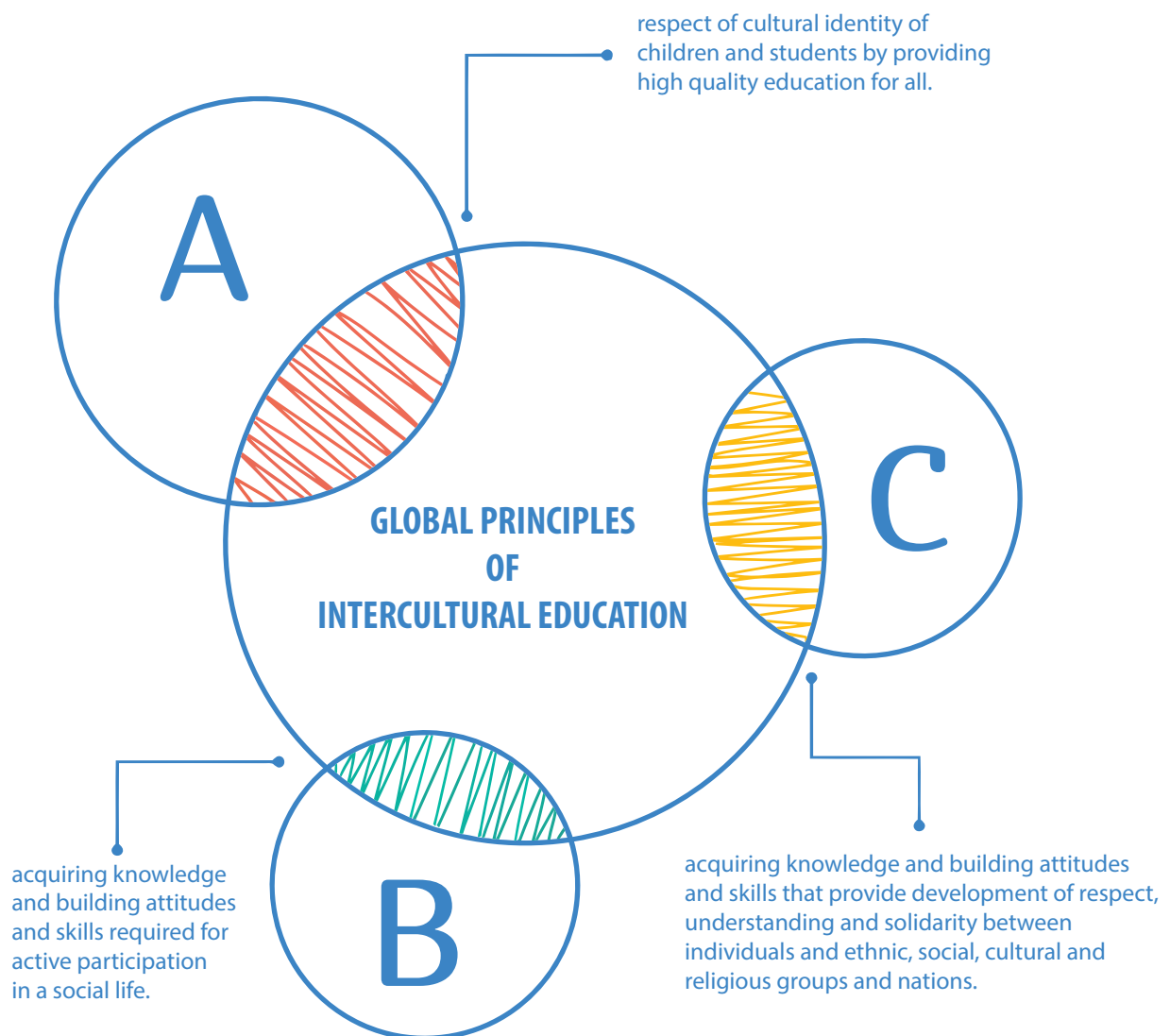
That is why intercultural education should be observed as a need of our society, because it should recognize the possibility of dealing with the challenge in finding the optimal relation between cultural diversity and social cohesion.

Starting from the need for advancing the multiethnic and multicultural reality in the country, the Nansen Dialogue Centre Skopje in 2015 prepared the Conception for Intercultural Education of the Republic of Macedonia. As an official state development document (passed by the Ministry of Education and Science of R. Macedonia) it provides an opportunity for fostering of upbringing and educational process in direction of improvement of communication, cooperation and understanding between members of different ethnic communities in upbringing and educational institutions.

The concept of intercultural education provides clear guidelines and solutions for possible transformation and upgrade of the upbringing and educational system in the Republic of Macedonia with intercultural orientation and values. This Manual is prepared basing on those structural elements, with the intention to assist all educators in the creation of a multitude of initiatives with an intercultural preference.

1. What does the intercultural education mean?

Intercultural education is a system of various systematic, planned, long-term and subtle upbringing and educational approaches aimed to promote all kinds of diversity and otherness, i.e. cultural, linguistic, gender, social, ethnic and religious diversity. That will positively affect the sensitization of all upbringing and educational entities for recognition, respect and living in an environment that is a source of many differences.



(Conception for Intercultural Education, 2016)

These principles serve as guidelines in planning various approaches for achieving integrative processes in multicultural school environments and should be skilfully and subtly embedded in the upbringing and educational practice in order to achieve the desired outcomes.

2. Which are the goals and tasks of the intercultural education?

The goals of intercultural education should initiate the changing and upgrading of upbringing and educational practice in the Republic of Macedonia through personal and institutional transformation as a basis for wider social changes in the future.

Global goals of intercultural education are:

- building of educational policies and strategies for equal opportunities for all in the field of upbringing and educational activity;
- assuring the rights of each individual in the context of cultural diversity;
- promoting tolerance, mutual trust, respect, equality and non-discrimination in multicultural communities and environments;
- enabling social participation of each individual in the intercultural community;
- fostering dialogue between upbringing and educational entities of different ethnic, gender, social, cultural, religious and linguistic backgrounds;
- achieving social cohesion and peaceful coexistence.

Operationalization and realization of the global goals of intercultural education is based on the following tasks:

- ***undertaking integrative and intercultural initiatives of upbringing and educational character, in line with the real needs of multicultural schools;***
- ***developing mechanisms and practices for impartial and non-discriminatory action in every segment of upbringing and educational process;***
- ***providing conditions for realization of multilingual and cultural diversity in pre-school and school institutions;***
- ***developing skills for open, direct and constructive communication and cooperation among upbringing and educational entities;***
- ***enabling all participants in the upbringing and educational process for peaceful resolution and transformation of conflict situations;***

- *sensitization of upbringing and educational entities for recognizing the sources of prejudices and stereotypes and designing strategies for their successful overcoming;*
- *developing empathy for the other, as an exponent of different cultural, social, linguistic and religious features;*
- *encouraging and fostering critical thinking in upbringing and educational activity, as a way to achieve democratic and socially just environment;*
- *creating a safe intercultural and inclusive pre-school and school environment;*
- *establishing various forms of intercultural cooperation between upbringing and educational institutions and the local community (Conception for Intercultural Education, 2016).*

Goals and tasks clearly suggest the wide platform used for developing and building various upbringing and educational initiatives and approaches from pre-school to higher education, as elements of intercultural education.

It is a type of education that should not be organized as a new (additional) teaching subject, nor reduced to contents of a single subject. This type of education is a continuous process, whose priority is upbringing activity and influence on development and building of life skills as a prerequisite for high quality coexistence in our social community. Therefore, the intercultural education cannot and must not be organized in order to acquire new knowledge for the other, but as a process of building values, attitudes, skills, empathy, tolerance, etc. Intercultural education should be a part of all education cycles, at the same time appropriately adjusted to the needs of different age categories of students regarding the upbringing and content components.

Intercultural education cannot be reduced to one or several thematic fields, areas or program situations (e.g., certain events, holidays, etc.), but it is necessary to permanently create intercultural upbringing incentives for students in a direction of their intercultural sensitization and building intercultural sensitivity. Some practitioners have doubts about the possibility of achieving intercultural education within all teaching subjects and areas, suggesting greater flexibility of contents in the field of linguistic, art and social and humanistic sciences. Still, we should not neglect the fact that the natural and mathematical sciences also offer a wide range of contents that could be enriched with an intercultural component (e.g. using various didactic resources, initiating problem situations that will encourage and trigger collaborative learning, contact with other cultures and their scientific achievements, etc.)

It should also be emphasized that this cannot be considered only as a priority of the upbringing and educational process of younger students; on the contrary, **the intercultural education should take place in all cycles of education.** Intercultural competence is also necessary for high school and university students as future active participants in their local environments.

Upbringing and educational practitioners often suggest that the implementation of intercultural activities would require too much time in regular classes, at the expense of compulsory teaching contents. On the contrary, planned, systematically and regular intercultural education can sometimes be incorporated into a short introductory game, in a certain final group or tandem activity of students, as a part of problem situation, or skilfully inserted as a short video, music track, series of photos, certain kind of other didactic resources, etc.

In order to avoid any possible improvisation during the operationalization of the goals and tasks of intercultural education, it is necessary **to establish a team-implemented, professional and planned cross-curricular approach** by the teaching staff, professional services and school management. Those entities should create joint plans for intercultural education that will serve as structured elements of intercultural (short-term or long-term) strategies of the schools.

It should be emphasized that - through the set global goals and tasks - intercultural education, both as an educational policy and upbringing and educational approach, should have a comprehensive and positive effect and transform all the aspects of upbringing and educational activities, such as:

working contents,

forms, methods and techniques of teaching and learning,

textbooks, materials and other teaching aids,

extracurricular activities,

competencies of upbringing and educational entities,

ambient in upbringing and educational institutions, and

connection of upbringing and educational institutions with the wider community.

All aspects that could positively affect the upbringing and educational practitioners are given below.

3. Intercultural dimension of the upbringing and educational contents

Major challenge during the operationalization of goals and tasks of intercultural education is how to successfully detect, select, shape, realize and evaluate the contents while maintaining the intercultural component.

As already mentioned, the philosophy of intercultural education should be embedded through the contents of all teaching subjects, with continuous promotion of various aspects of cultures, languages, traditions, values, etc., without limiting on a local context, but representing them globally.

The content analysis of the existing curricula (both for compulsory and optional subjects) suggests that those allow incorporation of intercultural elements due to enrichment of the given contents with the intercultural dimension. Intercultural education will completely lose its sense and role if it is reduced to presenting and memorizing facts about certain cultures, languages, traditions, etc. It is a long-term process of developing the students' intercultural sensitivity, which leads to a conclusion that it would be completely unjustified, wrong and unreasonable to expect that students' intercultural knowledge can be evaluated in quantitative and numerical manner. According to the global tasks, the intercultural education should prepare next generations of students for living in diverse environments, thanks to the intercultural attitudes, values and skills embedded in it.

The primary task of the upbringing and educational process should be continuous enhancement of the existing upbringing and educational contents from an intercultural aspect, within all the program areas and during the entire school year; on the other hand, it should not overstate the intercultural dimension, roughly imposing it at any cost and at each class. Intercultural activity of upbringing and educational staff implies a wide range of activities that do not need to be overemphasized as intercultural. Permanent and subtle upbringing influence of a teaching staff should sensitize and arouse the students' sensitivity to diversity. Often, there is no need to emphasize the intercultural elements, but to support students' curiosity, interests and positive attitude towards all kinds of diversity, thus enabling the process of transformation of stereotypes and prejudices.

There are many possible approaches, starting from simulating upbringing and educational situations, didactic resources, pedagogical interior design of the classroom space etc.

We will mention several possible approaches, which should in no way be taken as final:

presentation and simulation of various customs, beliefs, traditions;

presentation of musical, visual arts, literature, folklore, architectural, etc. world heritage;

resolving problem situations of intercultural character;

realization of numerous verbal, sports, music, etc. games (of different cultural origin);

presentation of various languages, alphabets and symbols;

visits to cultural institutions, family visits, etc.

cooking food typical for various cultures etc.

Compulsory teaching contents are offered a large number of possible approaches that can be used in a direction of intercultural upbringing. Still, it opens the question if such wide field of activity would lead to improvisation and negative impact of the "hidden" curriculum. Therefore, the intercultural competence of teaching staff is a basic assumption for successful realization of this complex upbringing task. This will be exhaustively explicated later in this Manual.

In order to demonstrate several successful models of intercultural enrichment of teaching contents, we will offer some program solutions based on the contents of the subject of Society (provided by the current curriculum for all five grades).

It is necessary to emphasize that such type of intercultural interventions are possible, welcome within the curricula of all of the given subjects. Certainly, some program goals allow more often upgrade with the intercultural component, unlike some other more specific goals.

Still, this is just one among many possible approaches in promotion of intercultural education, which means that they may easily be upgraded, enhanced, modified or complemented by other didactic resources etc.

3.1 Models and directions for promotion of the intercultural education through the goals set for the subject of SOCIETY (1st-5th grade)

The intercultural dimension takes into account all aspects of the upbringing and educational work, such as: the contents of work; forms, methods and techniques of learning and teaching; textbooks, materials and other means of work; extracurricular activities; competence of educators, teachers, professional associates and school principals; environment in the upbringing and educational institutions, as well as the connection of the upbringing and educational institutions with the wider community.

Starting from the fact that the curricula for classroom teaching offer and contain many multicultural elements, they can be used as a useful basis for enriching the compulsory teaching contents with intercultural values, as a presumption of fostering a positive attitude towards diversity and otherness. Therefore, basing on the provided guidelines and recommendations for promotion of intercultural education through the contents defined by the curricula for the subject of Society (from 1st to 5th grade), we consider that we will give additional positive contribution to the strengthening of the influence of the intercultural aspect as a natural component of a regular teaching process.

Those serve teachers as guidelines to enrich the upbringing and educational process with intercultural values, while still implementing the primary goal of teaching themes within the subject of Society.

*** Note:**

The provided intercultural approaches are given by random choice for the subject of Society, according to the structure of the current curriculum (2018/2019):

http://bro.gov.mk/docs/osnovno-obrazovanie/nastavni_programi/Opshstestvo/Nastavna-programa-opshstestvo-prvo.pdf

http://bro.gov.mk/docs/osnovno-obrazovanie/nastavni_programi/Opshstestvo/Nastavna-programa-opshstestvo-vtoro.pdf

http://bro.gov.mk/docs/osnovno-obrazovanie/nastavni_programi/Opshstestvo/Nastavna-programa-opshstestvo-treto.pdf

http://bro.gov.mk/docs/4_nastavni_programi.pdf

http://bro.gov.mk/docs/osnovno-obrazovanie/nastavni_programi/V-oddelenie/V_oddelenie_programi.pdf

At the time of preparation of this material, there are no available textbooks for the subject of Society from 1st to 4th grade.

As an official resource, the Bureau for Development of Education of R. M. has prepared Manuals for the subject of Society.

SOCIETY – FIRST GRADE		
Goals and tasks	Contents	Approaches
- encouraging interest to make friends with other children (from different cultures) and identifying unique aspects of their culture	Me with the others	<ul style="list-style-type: none"> - initiating game activities in order to recognize differences and similarities between children of different race, gender or culture (e.g., national costume): *assembling puzzle pieces to produce a picture of a child with white, yellow and black skin colour; *finding pairs of matching cards (Memory game) of male and female national costumes from various continents; *problem situation (dramatization using paper or textile dolls): Help two kids make friends (e.g. Denis and Tina - names can be adapted to the group members).
- supporting a positive image of the school as a community of diversity	My school	<ul style="list-style-type: none"> - presentation of short video clips and photos containing schools around the world: https://www.youtube.com/watch?v=at2gAjtsgtk - joint creation of symbol, flag, logo of the class / school; - initiating a problem situation: What would I do? (if a student uses insulting words or makes fun with other student, using puppets/puppet play for dramatization)
- fostering a sense of belonging to one's own family community and respect for family values of the others	My family	<ul style="list-style-type: none"> - presentation of family photos from around the world; - initiating a symbolic play in groups (students are divided into groups depending on appropriate symbols used for a certain celebration) and joint preparation of a dining table.
- developing students' interests in discovering the richness of various cultural features of their homeland	Where do I live	<ul style="list-style-type: none"> - organizing several game activities: *assembling puzzles (group activity) representing various national costumes of RM; *listening to various tunes typical for ethnic communities of RM, accompanied with group drawing after emotions caused by listening; *musical quiz: Find the instrument (detecting certain typical and traditional musical instruments by a sound or image and connecting the image with the sound); *identifying the Macedonian national flag among flags of other countries.

SOCIETY – SECOND GRADE

<p>- fostering of positive attitude towards differences as a sign of well-being</p>	<p>What do I like about myself...?</p>	<p>- presentation of a cartoon: The Pig who wanted to be a bird: https://www.youtube.com/watch?v=BKrWrSKTLLI</p>
<p>- sensitisation of students for importance of respecting the opinions of the others</p>	<p>I have my own opinion and respect the opinion of the others</p>	<p>- initiating a problem situation, with dramatization on the topic: I listen to you, you listen to me (e.g. a student speaks, and another one interrupts him or her; group of children who cannot agree on rules of a collective game, etc.)</p> <p>- presentation of a video link (about the importance of listening to each other)</p> <p>https://www.youtube.com/watch?v=bu100xyTkkU</p>
<p>- developing sensitivity about the needs of other members of the school community</p>	<p>Rules of collective living</p>	<p>- preparation of a code of conduct in the school, using kids figures with various physical appearance;</p> <p>- presentation of links:</p> <p>https://www.youtube.com/watch?v=RyLzsQKFpB0 https://www.youtube.com/watch?v=ggDAaANhx0s https://www.youtube.com/watch?v=TZqFYtWCWXg</p>
<p>- encouraging active attitude of students towards the established system of rights and responsibilities</p>	<p>Rights and responsibilities</p>	<p>- presentation of various video clips related to the children's rights:</p> <p>https://www.youtube.com/watch?v=FGpYgJ02GSA https://www.youtube.com/watch?v=abv0opArZnw https://www.youtube.com/watch?v=xKBu2B8xZYE https://www.youtube.com/watch?v=HX5LxLK8v5k https://www.youtube.com/watch?v=NzEMFEwEJUJ</p> <p>- initiating a problem situations: What would I do? (e.g. use stories for real situations in which certain children's rights are violated).</p>
<p>- encouraging interest for discovering various holidays and ways of their celebration</p>	<p>Holidays / Family holidays</p>	<p>- encouraging various game activities, such as: egg and spoon race through obstacles; identifying baklava by its smell and taste; identifying baklava among other candies (chocolate, Turkish delight, halva, etc.);</p> <p>- presentation of video links:</p> <p>https://www.youtube.com/watch?v=XSp3NviHmME</p> <p>- creating illustrations, corners, etc. in order to visually place symbols specific to various holidays around the world.</p>

<p>- discovering and learning about landmarks and distinctive features of various places of residence</p>	<p>My place of living / My home</p>	<p>- presentation of places of residence of children around the world (recognizing homes typical for a particular continents, areas, rural/urban areas, etc.);</p> <p>- presentation of video clips:</p> <p>https://www.youtube.com/watch?v=mVoLH7DLqal</p>
<p>SOCIETY – THIRD GRADE</p>		
<p>- developing empathy for <i>others</i> and cosmopolitan spirit among students</p>	<p>Me and you, we and you</p>	<p>- initiating a problem situation: e.g. how would you play (communicate) with a girl from Japan and a boy from Russia?;</p> <p>- creating a world map (students organized in groups create applications of children with different physical appearance on the contours of every continent);</p> <p>- presentation of a video clip:</p> <p>https://www.youtube.com/watch?v=GpTR1wF4M6k</p>
<p>- fostering a tolerant and empathic relation towards the <i>others</i></p>	<p>My rights and responsibilities</p>	<p>- initiating a problem situations, e.g. what would you do if (e.g. you are denied a certain right...?)</p> <p>- presentation of a video clip:</p> <p>https://www.youtube.com/watch?v=y_2nA49p3yw</p>
<p>- recognizing and overcoming gender stereotypes and prejudices</p>	<p>My nuclear family (parents, marriage)</p>	<p>- presentation of a video clip:</p> <p>https://www.youtube.com/watch?v=pF1j22x-yU8 https://www.youtube.com/watch?v=8c3tFNHRX-U</p> <p>- initiating games with insertion of gender stereotypes (e.g. Who belongs where...; What is someone's occupation..., complemented and enriched by illustrations of occupations performed both by men and women)</p>
<p>- sensitizing students about the positive impact of diversity in the neighbourhood</p>	<p>Relatives, neighbours and family friends / My native land</p>	<p>- organizing joint monitoring and analysis of certain sequences in children's TV series Our Neighbourhood (in the context of mutual respect in the neighbourhood)</p> <p>- presentation of a cartoon link: The magic comet:</p> <p>https://www.youtube.com/watch?v=H-1FXmHck3M</p>

SOCIETY – FOURTH GRADE

<p>- promoting the universal role of the family communities around the world</p>	<p>Family life Types of families</p>	<p>- presentation of family albums from various regions and continents and presentation of a video link: https://www.youtube.com/watch?v=P0ofYM4ZiKg</p>
<p>- fostering the interest for learning about various family communities and their specifics around the world</p>	<p>Families in the past and now</p>	<p>- initiating a game for fast and appropriate chronological ordering of various family photos (worldwide), from different periods</p>
<p>- sensitizing students about a variety of traditional differences as a cultural treasure</p>	<p>Marital life and roles</p>	<p>- presentation of video links promoting various customs related to getting married: https://www.youtube.com/watch?v=kjv-yXv9Xg - initiating a discussion about wedding customs in RM (according to students' experiences)</p>
<p>- nourishing a positive attitude towards the neighbourhood</p>	<p>Neighbourhood and neighbourhood relations</p>	<p>- presentation of parts of TV series Our Neighbourhood - simulating various problem situations in the neighbourhood (at the level of several groups) and dramatization of possible solutions.</p>
<p>- deepening the students' knowledge about the cultural heritage of RM</p>	<p>Cultural life in the municipality</p>	<p>- organizing a quiz (in order to recognize different symbols, musical instruments, national costumes etc., specific to the local environment).</p>
<p>- encouraging active students' attitude towards phenomena and processes in immediate and wider environment</p>	<p>Democratic life in the municipality</p>	<p>- presentation of the video material as a basis for discussion, debate: https://www.youtube.com/watch?v=Arn8Fp1jyok&list=PL1775CD2417822B7A</p>

SOCIETY – FIFTH GRADE

<p>- deepening of students' information on cultural, linguistic and religious specificities of the population of RM</p>	<p>Population of the Republic of Macedonia</p>	<p>- organizing a game: Connect the traditional greeting (written in the language and alphabet of several ethnic communities of RM) with an appropriate illustration of a national costume, typical for a particular ethnic community in RM</p>
<p>- fostering a positive attitude towards different cultures</p>	<p>Cultural life and institutions in the Republic of Macedonia</p>	<p>- organizing a quiz, including questions that will offer an opportunity to recognize several traditional tunes, instruments, monuments, symbols, plays and artists in RM (the quiz may include games like Association, Find the odd one out, Memory, What did you remember from the image, etc.)</p>
<p>- developing tolerance and respect for religious differences in RM</p>	<p>Religious and confessional institutions in the Republic of Macedonia</p>	<p>- gluing, putting appropriate applications of significant religious structures to appropriate location on the RM map (at the group level);</p> <p>- debate with students on some of the questions asked in the video:</p> <p>https://www.youtube.com/watch?v=PlqmZBVVH0c</p>
<p>- upgrading students' skills for independent recognition of causes of conflicts and their resolution</p>	<p>Conflict and its resolution</p>	<p>- proper placing of flashcards with written cause of the conflict, after which each group finds its own solution;</p> <p>- presentation of video links:</p> <p>https://www.youtube.com/watch?v=ZgaidCmzfHk</p> <p>and simulation of the process of conflict resolution</p>
<p>- promotion of the role of the children's rights</p>	<p>Children's rights as human rights</p>	<p>- presentation of video clips with an overview of the role of Malala Yousafzai</p>
<p>- identifying a positive influence of many cultures on the formation of cultural heritage of RM</p>	<p>Cultural heritage of the Republic of Macedonia</p>	<p>- initiating a debate on a topic: what is a culture / multiculturalism in RM;</p> <p>- group creation of small models of certain cultural institutions in RM</p>

*** Note:**

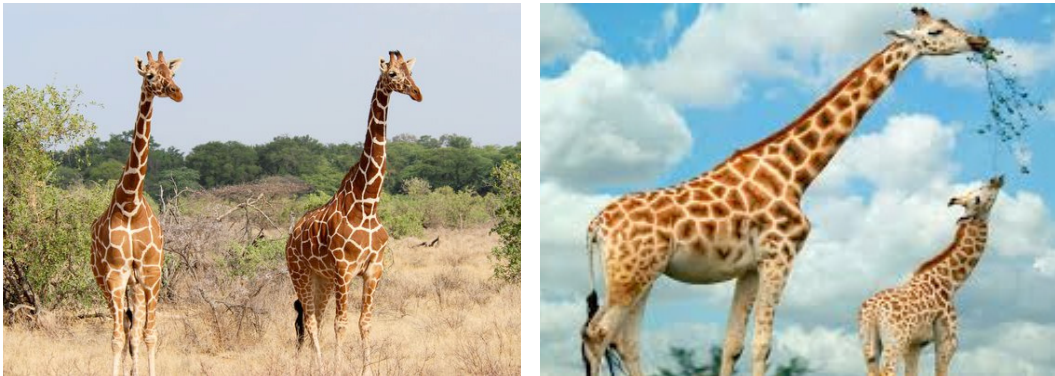
This model of building intercultural upbringing and educational approaches can be implemented at the level of all school subjects. This would enable creation of a development plan for intercultural activities at the level of classes, professional activities and professional service, which would be the basis for building a school development plan for support of all initiatives related to the intercultural upbringing activities.

3.2 Models of intercultural upbringing and educational activities

The development of students' intercultural skills starts primarily from having a positive image of themselves, their own identity, free expression of their own opinions, developing respect and empathy towards the different ones, establishing open communication, willingness to help, share, exchange, cooperate and manifest trust towards the others; perceiving the similarities between individuals of different backgrounds; understanding and fostering the principles for resolving conflict situations within the group; active listening; accepting different opinions, etc.

Starting from the above stated goals of the intercultural education, five possible models of upbringing and educational contents and activities for different subjects and educational cycles of elementary education are offered, which can serve as an example for many other possible intercultural interventions in the compulsory upbringing and educational contents.

I

Grade	First
Teaching subject	Mathematics
Program theme	Measurement and problem solving
Individual goal	- student should recognize and name surrounding objects and their characteristics, according to their length
Learning outcomes	- identifies and names objects from the immediate surroundings; - compares objects by length: long - short, high - low.
Proposed structure of activity	<p>Students are randomly divided into several groups (e.g. by the colour of the paper glued under the chair), after which they are encouraged to solve puzzles together (composed of a fewer number of elements) to form giraffes with different neck lengths.</p> 



After proper solving of a puzzle, students discuss about the differences in the length of necks of giraffes, i.e. differences in their height.

In direction of intercultural sensitization of the students, the introductory activity is accompanied with a short video presenting the life and natural environment of giraffes as animal species.

<https://www.youtube.com/watch?v=bNYXweQ81vI>

<https://www.youtube.com/watch?v=fYqISaLmxUc>

Students are encouraged to engage in a didactic game: Recognize short - long. Several items of different lengths are placed in a box (e.g. scarf, measuring tape, piece of wool, pencil, shoelace, etc.) The box is then passed hand-to-hand, accompanied with the following tune:

<https://www.youtube.com/watch?v=m5pGNeQ83fc>

<https://www.youtube.com/watch?v=NNELmTbw9yM>

<https://www.youtube.com/watch?v=BSqDLR0yafg>

Students are encouraged for individual work on the worksheets, through which they will need to determine the differences in length and height of various objects, animals, etc.

<http://cleverlearner.com/number-activities/images/taller-or-shorter-numbers-activities-02.pdf>

<http://cleverlearner.com/number-activities/images/measurement-worksheets-tall-and-short-2b.jpg>

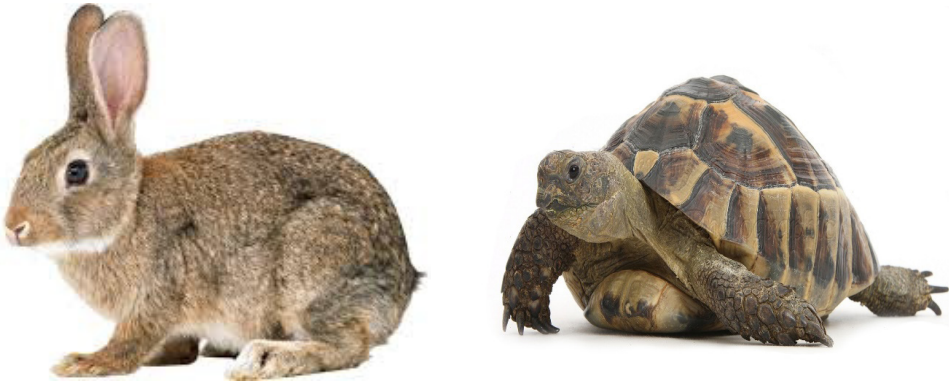
<http://cleverlearner.com/number-activities/images/measurement-worksheets-tall-and-short-1b.jpg>

<http://cleverlearner.com/number-activities/images/measurement-worksheets-tall-and-short-3b.jpg>

The activity ends with the game: Order by height. Students organized in pairs use flashcards and applications with children of different heights and order them from lowest to highest.





Grade	Second
Teaching subject	Music education
Program theme	Listening to music
Individual goal	- to be able to recognize rhythm, tempo and dynamics in a musical composition
Learning outcomes	<ul style="list-style-type: none"> - recognizes rhythm in a musical compositions; - follows the given rhythm; - distinguishes between tempi in a musical composition (slow - fast); - distinguishes between dynamics in a musical composition (loud - soft); - tries to apply rhythm while playing on children's musical instruments (CMI).
Proposed structure of activity	<p>The activity starts with a presentation of short musical pieces with different tempo and dynamics.</p> <p>Students are encouraged to recognize them according to their tempo and to raise a corresponding sign (rabbit - fast tempo, turtle - slow tempo).</p> <div style="text-align: center;">  </div> <p>In order to emphasize the difference between the fast and slow tempo, students listen to the Lullaby by Brahms (following link):</p> <p>https://www.youtube.com/watch?v=t894eGoymio, after which they try to find the appropriate photo in a magic musical box (in order to find the photo that corresponds to the musical piece among different photos of certain events or creatures, like birthday, football game, monkeys in a jungle, picnic, mother / father / grandmother / grandfather / brother / sister etc. holding a sleeping baby).</p>





The focus is placed on a lullaby tempo, regardless the language or place of origin of the musical composition.

Students are encouraged to discover the role and purpose of these compositions.

They are encouraged to share personal experiences and memories from lullabies from their family surroundings.

After announcing a lullaby from Japan, each student is involved in the creation of Ojami cushion, as a symbol of sleep and sweet dreams (using beans and pieces of cloth, tying them up in the upper part).

<https://www.activityvillage.co.uk/otedama-games>





The activity is complemented by passing the Ojami cushion from hand to hand, following the lullaby tempo.



The game ends with the musical-motor game: Follow the Rhythm. Students are organized into several groups of 4-5 members, standing behind each other (like a train), with each group trying to follow the given rhythm from various musical compositions with coordinated steps and movements set from the first one in the column.

III

Grade	Third
Teaching subject	Society
Program theme	My nuclear family
Individual goal	- Student should understand the role and importance of the family
Learning outcomes	- able to present his or her family; - expresses emotions for his or her family (verbally and non-verbally); - knows that home can be in a house or in a building.
Proposed structure of activity	<p>The activity starts by dividing the students into groups; after that, students within each group are encouraged to solve the puzzle (with a fewer number of elements) containing families from different parts of the world (e.g. family from Africa, India, Europe; families with a different number of members, etc.).</p>  





It is emphasized that each puzzle represents a particular family community, after which each student starts drawing their own family and decorating the family portrait in a frame made of various natural materials.

Students are encouraged to present their family portraits and place them in the family's corner in the classroom.

This is followed by a presentation of a short video material containing families from different parts of the world, in the past and now:

<https://www.youtube.com/watch?v=y2r2C26RCYs>

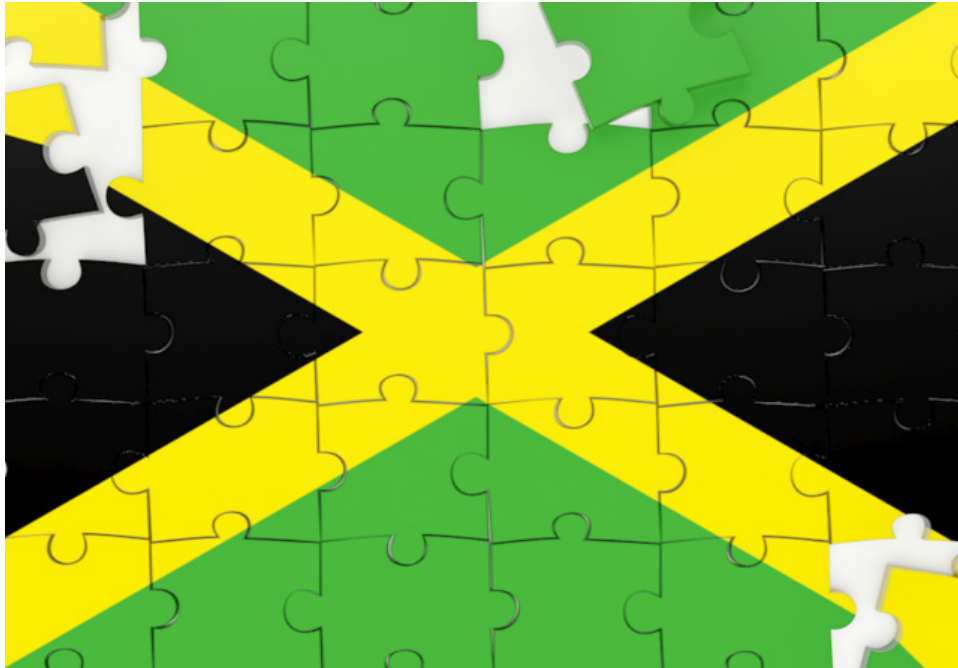
<https://www.youtube.com/watch?v=P0ofYM4ZiKg>

The activity is enriched by presentation of places of residence and homes of children around the world (and recognition of typical homes in various continents, rural/urban areas, etc.):

<https://www.youtube.com/watch?v=TbfaacV1s6k>

IV

Grade	Seventh
Teaching subject	Biology
Program situation	<p>Louis Pasteur and his work on pasteurization</p> <p><i>*note:</i> Offered goals and learning outcomes, as well as the structure of activity are taken from the official curriculum of Biology for 7th grade, available at the following link: http://bro.gov.mk/docs/nastavni-programi/Cambridge/VII-IX/Nastavna%20programa-Biologija-VII%20odd%20devetgodisno.pdf</p> <p><i>It is additionally upgraded with the intercultural dimension, marked with another colour for easier identification.</i></p>
Individual goal	- The student discovers the importance of the pasteurization process and a food storage technique
Learning outcomes	<ul style="list-style-type: none"> - Knows about the role of fungi, bacteria and viruses and their role in the process of cleavage of organic compounds, food production and causing diseases, including the work of Louis Pasteur. - Makes precise conclusions using measuring. - Plans how to conduct researches, taking into account variables used to control, modify or monitor. - Able to describe and explain the importance of questions, evidence and explanations.
Proposed structure of activity	<p><i>The activity can be enriched in the introductory part, by organizing students into groups in order to jointly sort mixed letters of the Louis Pasteur name or with a mini quiz with YES or NO answers to questions like:</i></p> <p><i>Was he born in Switzerland? Did he teach at the university?</i> <i>Did he teach biology? Did he live in France?</i> <i>Was he born at the beginning of the 20th century? etc.</i></p> <p><i>This is followed by the presentation of a short biography video about Pasteur and the role of the pasteurization process: https://www.youtube.com/watch?v=OXdbQ1JkX7c</i></p> <ul style="list-style-type: none"> • Students observe the results of the experiment with milk, writing down any changes in colour, texture, odour or acidity in appropriate result chart. • Discuss the results, noting that the milk processed on a very high temperature and powdered milk has a far longer shelf life. Ask students to answer the following questions: <i>Why the most of the milk is sold as pasteurized milk? Why it is called pasteurized milk? Who after it is called like that?</i> • Discuss about the Louis Pasteur's work on pasteurization and about the importance of heating the milk to a particular temperature. <i>How do you think Pasteur managed to find this temperature?</i> • Students can plan how to find the best temperature for milk pasteurization. They should decide on their independent, dependent and control variables and white down the method of research.

Grade	Eight
Teaching subject	Physics
Program area	<p>Forces and motion</p> <p>*note: Offered goals and learning outcomes, as well as the structure of activity are taken from the official curriculum of Physics for 8th grade, available at the following link: http://bro.gov.mk/docs/nastavni-programi/Cambridge/VII-IX/Nastavna%20programa-Fizika-VIII%20odd%20devetgodisno.pdf</p> <p><i>It is additionally upgraded with the intercultural dimension, marked with another colour for easier identification.</i></p>
Individual goal	- To enable the student for calculation of speed basing on a distance and time data
Learning outcomes	<ul style="list-style-type: none"> - Calculates average speed and acceleration. - Performs measurements with appropriate accuracy. - Properly uses various types of equipment. - Displays results in charts, diagrams and graphs. - Performs simple calculations. - Identifies results with deviation and proposes improvements to the research.
Proposed structure of activity	<p><i>The introductory part can be enriched by revealing the flag of Jamaica after proper solving the flag puzzle in groups (with the best time in solving the puzzle), followed by the video about the U. Bolt record:</i></p> <p>http://www.freeflagicons.com/country/jamaica/puzzle/download</p> 

- What is the distance you can pass in 10 seconds? Play the Usain Bolt video of the 100 m world record of 9.58 seconds. Discuss that this figure only shows the time, not the speed. How do we know that he is the fastest man on Earth?

The activity can be upgraded by presenting the video of U. Bolt breaking the world record:

<https://www.youtube.com/watch?v=SyY7RgNLCUk>, and watching videos about breaking the 100 meters world record in the past (men and women):

<https://www.youtube.com/watch?v=-Yskggtat84>

<https://www.youtube.com/watch?v=5LvoGdy0xz8>

- Explain students that they will explore the distance they can pass in 10 seconds. Remind them about the importance of collecting results in an organized way. Ask them to create a chart to enter the results. If necessary, remind them how to draw a chart by example.
- Take students to a place where they can pass quite long distances (e.g. outdoors or in the sports hall). Students will perform various activities such as running, walking, hopping or jumping in 10 seconds. If available, use skateboard or bicycle for the 10-second test. Students have to measure the distance passed during each activity and write down the results in charts. After that, they will be able to calculate the average distance passed in 10 seconds for each activity.
- Students return to the classroom and discuss the results.

Was this a fair test? How accurate were the measurements? Were there any results that deviated? How can we improve our research?

Draw a conclusion that the speed can be calculated using the distance and time data. A fair test is required to gain correct results and compare speeds.

The activity could be finished with a mini problem situation, in which the students would be encouraged to name animals that Usain Bolt can outrun. This task can be realized in a group, with presentation of the following video:

<https://www.youtube.com/watch?v=KziWZjG8mmE> that will give an answer to the question.

Working in tandem, students can also calculate the speed of athletes while breaking the 100 m records (in different periods and competitions) and prepare a statistical overview of 100 meters gold / silver / bronze medals won by athletes from different countries.

4. Forms, methods and techniques as a prerequisite for intercultural education

An important component and prerequisite for a successful realization of activities and contents of intercultural character is the appropriate and correct choice of teaching methods, techniques and forms of work with students. Intercultural approaches should enable interaction and direct multidirectional communication, encourage critical and flexible thinking, foster curiosity and empathy, contribute to reassessment and changing of attitudes, promote co-operation, etc. We have already emphasized that providing information about other cultures, people, etc. or the frontal teaching and transfer of knowledge about conflicts, stereotypes and prejudices, the importance of cooperation etc. does not imply that the goals and tasks of intercultural education are achieved. On the contrary, it is misleading to talk about intercultural education, while students do not have an immediate opportunity to achieve personal, natural and permanent contact with different categories of diversity.

We should keep in mind that the intercultural education is accomplished with students of different age and transversally through all subjects.

Four basic methodical principles serve as a starting point when choosing forms, methods and techniques of intercultural education:

- participation,
- interaction (cooperation and joint activity),
- reflection, and
- anticipation (Conception for Intercultural Education, 2016).

Therefore, we suggest that individual, tandem or group forms of work offer various opportunities for encouraging students' curiosity to discover and recognize diversity from several aspects and support to collaborative relations within the group, debates, active listening, mutual assistance, etc.

At the same time, methods of dialogue, game, illustration, demonstration, practical work, etc. are a methodical apparatus that will easily enable contents and activities (as a part of the regular teaching process) to be upgraded with intercultural elements.

Wide range of educational techniques will further enrich the activities, enabling students to develop an active attitude towards the contents, but at the same time will initiate the use of comprehensive didactic material and encourage and foster a positive socio-emotional climate within the group / groups.

It would be wrong to reduce the intercultural education to a process of teaching rather than developing skills for open and constructive communication, peaceful conflict resolution, overcoming of bias, stereotypes and prejudices, fostering critical thinking, etc.

5. Intercultural dimension of didactic resources

Realization of intercultural activities opens another major dilemma about the type and quality of didactic resources used for this purpose. Certainly, textbooks are the most accessible and mostly used, although it is evident that the educational professionals and practitioners often encounter an inadequate selection of contents, which not only lack intercultural values, but are a source of ethnocentrism, stereotypes, prejudices, biased presentation of certain content components, etc.

On the other hand, it should be emphasized that the textbook serves as a teaching aid, and that the upbringing and educational process is implemented in accordance with the official curricula, not the contents of the textbooks.

Unfortunately, besides any negative examples in the textbook literature, the situation becomes even more difficult when they are transferred to the students, without any criticism or problematization and discussion (especially with the students in higher grades), etc., initiated by the teachers. Thanks to the intercultural sensitivity of the teachers, negative elements in textbooks (in cooperation with students) may serve as an additional incentive for intercultural action and their transformation into instructive and intercultural sensitive program situations.

Still, this does not mean or imply that there is no need for serious systematic analysis and revision of textbooks from an intercultural aspect, which - as an important prerequisite for intercultural education - is also emphasized in the Conception for Intercultural Education.

Apart from textbooks, many other didactic resources may also be suitable for promotion of the interculturalism, such as:

some flora and fauna applications from different geographical areas;



national costumes from around the world;



national flags from different continents; КОНТИНЕНТИ;



geographical maps;



photos of prominent scientists, artists, writers, etc. from different periods and countries;



audio-visual resources of traditional songs, stories and fables;



buildings and monuments around the world;



greetings in different languages and alphabets;



models of various homes;



traditional musical instruments from different world regions, etc.



These resources can be used for intercultural enrichment of educational contents. Upbringing and educational practitioners play a critical role in their selection.

6. Intercultural education from the aspect of the extracurricular activities

Implementation and coordination of a large number of extracurricular activities may further enrich the quality of intercultural school life.

Various extracurricular activities and project school activities should be, above all, a reflection of universal human values in a direction of supporting intercultural dialogue, cooperation and coexistence; as well as the students' interests, their affinities and potentials, but primarily promoting the educational function, socialization and training for successful group of pair cooperation, as well as independent research and discovery.

Schools should support the process of direct functioning of the numerous extracurricular activities, based on various student sections and clubs.

Their contents may derive from a variety of areas such as fine arts, film, photography, music, theater, graphic design, environment, education for peace, sports, urban culture, civic education, science and technology, etc.

When designing the program frameworks of extracurricular content, emphasis should be placed on activities of:

- intercultural,
- bilingual character,
- maintaining the continuity, regular dynamics and succession in their organization as an important and upgraded chain of the regular upbringing and educational process. This chain will help in improving the quality of a regular teaching process, but also in maintaining the students' active, positive and motivated attitude towards the learning process.

Above all, the project and extracurricular activities should contribute to a positive promotion of ethnic, cultural, religious, linguistic, gender, socio-economic and developmental differences.

The global goals of extracurricular and project activities of intercultural character are directed towards:

- deepening of constructive collaborative relations between upbringing and educational entities of different ethnic origin,
- sensitization for respect of differences,
- building strategies for overcoming stereotypes and prejudices in school environments,
- encouraging a tolerant attitude towards the differences of social, ethnic and cultural character,

- enabling constructive cooperation, assistance and mutual support,
- developing a positive emotional climate within the heterogeneous groups,
- supporting the interest and curiosity about the language of the “other”,
- strengthening the interaction, cooperation and trust between the school and families,
- developing students’ talents and abilities depending on their individual potentials,
- supporting curiosity, originality and creative potentials,
- developing logical, flexible, divergent and critical thinking (Conception for Intercultural Education, 2016).

Extracurricular activities with an intercultural preference can be successfully organized in both monoethnic and multiethnic schools, thanks to a different approach.

The monoethnic schools should support the realization of contents that refer to the promotion of universal, human values and learning about different cultures, traditions, customs, languages, etc.

The focus in multiethnic, multilingual schools should be placed on improving the bilingual, tandem planning, organizing and performing extracurricular and project school activities, with equal inclusion of students from different ethnic and linguistic backgrounds.

Project school activities, in particular, offer opportunities for networking of student and teaching teams at local and regional level during the implementation of long-term research project activities, upgraded with a multilingual approach, remote learning, interaction and cooperation.

6.1 Good practices and experiences – the Nansen model for intercultural education

The Nansen model for intercultural education (NMIE) is an educational model in Republic of Macedonia that enables successful integration of students, parents and teachers of different ethnic communities through a modern upbringing and educational process, based on a variety of intercultural extracurricular and project activities.

NMIE is a model of education that nurtures, encourages and integrates multi-ethnic values and bilingualism, while promoting and supporting the cooperation between students, teachers and parents based on respect for differences, thus building a cohesive community.

The model was developed and implemented in 2007 after two years of work on projects for dialogue and reconciliation in post-conflict and divided societies in Macedonia. Since then, the model has been successfully

implemented in several selected primary and secondary schools across municipalities in Macedonia and the region, showing excellent results.

It is based on extracurricular activities, i.e. on several types of student school clubs, implemented bilingually, by teacher tandem, with groups of students of mixed ethnic composition.

Extracurricular activities are a bridge that enables the children, students from different ethnic communities to have an opportunity and space for mutual, everyday meetings, spontaneous and free communication, cooperation, assistance, mutual learning and socializing. When preparing extracurricular activities, it is necessary to keep in mind the following questions: What kind of activities would students want to perform every day? How to organize activities in order to maintain the students' attention and motivation? Which areas arouse students' interest and curiosity?

Knowing that the regular teaching process always lacks a space for game and research activities and projects, and in order to overcome this situation in the classrooms, extracurricular activities immediately proved as an excellent choice and form for organizing rich, motivating and creative game activities to gain students' interest and to nourish their motivation. Therefore, various game situations are the basis for smooth and direct cooperation, bringing together and connecting students of different ethnic and linguistic backgrounds.

The teacher tandems determine the schedule of extracurricular activities, although it is important to note that it is flexible and that it is always necessary to meet the current school developments or more important events at the local or municipal level.

Extracurricular activities should be in a function of the development of the student talents, skills, abilities, as well as in the direction of strengthening of their self-esteem, a positive self-image and a positive attitude towards the school.

The role of students

Students and parents are the most important partners and supporters of the Nansen model for intercultural education. Particular attention is paid to the relation to the students as an equal factor in shaping and creating both the regular teaching process and the extracurricular contents. When drafting extracurricular content, it is necessary to respect the previously acquired knowledge, wishes, interests, and abilities of the students. Therefore, the extracurricular contents should continuously promote the individualized approach, where the complexity of the tasks will correspond to the student's developmental abilities, but at the same time they will also have a small "dose" of contents that will be in the function of encouraging development, i.e. will be in the sphere of a future development. Direct realization of the intercultural extracurricular contents clearly leads to the conclusion that the daily planned contents (within all the school clubs) are designed and presented at different levels of complexity, in order to allow all students to independently accomplish the desired final product, a result. The responsibility of the teachers is to recognize the speed and tempo of each of the students to accomplish the set goal, while not being discouraged or demotivated due to the complexity of the current activities.

Outcomes of the extracurricular activities in the Nansen model for intercultural education:

- improved and enriched didactic component in all groups, knowledge upgrade, acquiring skills required for successful approach to other cultures, prevalence of interactive activities and group work, individualized approach to each student and individual progress; improved and mastered techniques for active and independent learning of students;
- very high index of group cohesion, compactness in all student groups, confirmed by the absence of any possible risk of interethnic tensions and conflicts within the ethnically mixed groups;
- continuous advancement of the inclusive component, i.e. permanent inclusion and enabling of the students with special needs for active participation in extracurricular activities, through which they are accepted as equal members of the group. Their progress takes place at two levels - the plan of socialization and the plan of learning;
- overcoming barriers for learning of the language of "other", successfully achieved cultural dialogue between students from different ethnic communities, eliminated educational exclusion of students due to the language barriers;
- multiethnic character of the groups, visually presented through effective intercultural design of the classroom space, designed by the students;
- improved outcomes in the regular teaching process, due to the intercultural extracurricular activities;
- developed students' skills for constructive conflict resolution, critical thinking, flexible approach to problem situations, competence for constructive approach to research situations both within the extracurricular activities and the regular teaching process;
- achieved dynamic and multidirectional communication without language barriers, enriched with skills for non-verbal communication and understanding;
- developed personal and social competence of students required for life in a real multi-ethnic context (school, local community) (www.nmie.org).

7. Intercultural competence

Upbringing and educational staff plays a main role in the realization and transformation of oneself and transformation of the educational institution. It should be well trained to effectively facilitate the school life for every individual, regardless of his or her cultural similarities or differences. Hence, teachers' competence for successful realization of the intercultural dialogue in the upbringing and educational process and affirmation of the interculturalism among students is the main element of the whole process.

Intercultural competence of educators, teachers, professional associates and representatives of the school administration would enable easier recognition and acceptance of diversity, as well as constant interaction with them. This is accomplished basing on knowledge of one's own culture, but also the culture of others, possessing cultural awareness and cultural sensitivity. Only the person who simultaneously developed both dimensions, i.e. cultural awareness and sensibility, can successfully incorporate the intercultural dimension in the upbringing and educational process.

Intercultural competence includes the following categories:

- Personal and interpersonal competence related to developed self-awareness, self-esteem, determination, dedication, control of emotions, flexibility, willingness for active listening, successful and effective communication, individual and teamwork, conflict resolution, time management of activities, etc.

- Cross-curricular competence, including planning, programming, integration of regular and extracurricular school activities, effective application of information and communication technology in the field of integrated education, research activity, etc.

- Cognitive and creative abilities and skills that enable problem solving, critical thinking, decision-making, innovation, originality, divergent thinking, etc. (Conception for Intercultural Education, 2016)

Due to their highly developed intercultural competence, educators, teachers and professional associates who have successfully incorporated the intercultural elements into the upbringing and educational practice with children and students will always pay attention to:

- correct and accurate pronouncing and writing of every child/student name and
- values, attitudes, expectations of children/students,
- consistent respect of values, attitudes and views of family members about the different aspects of upbringing and educational work,
- differences in learning styles of students with different social and cultural origin,

- access to content acquisition, in order for each student to achieve higher outcomes as possible (Guide for Improvement of the Intercultural Education, 2007 / Водич за унапређење интеркултуралног образовања, 2007),

- school iconography in the classroom and the rest of the school,

- communication style promoted in the classroom,

- unbiased approach to students, parents and school staff and when presenting certain complex teaching contents (that may include questionable or confusing data, etc.) and when celebrating certain events, holidays, school manifestations, etc.

Intercultural competence of the teachers will stem from a continuous and high quality system of training. Moreover, they will be supported by the process of overall transformation of multiethnic schools into intercultural upbringing and educational institutions.

8. Intercultural pedagogical ambient

Creation of a cosmopolitan ambient is an important assumption for a successful transformation of schools into intercultural institutions.

It should continually be enriched and upgraded with new intercultural elements in order to encourage curiosity and openness for socialization and discovering of cultural and linguistic similarities or differences.

The spatial design of the school should reflect the positive aspect of all cultures, i.e. the diversity (linguistic, religious, gender, social, cultural, etc.) should be presented in a realistic and complete manner, in a positive connotation.

That will allow differences to be perceived as a benefit for all.

Schools have to develop a long-term plan for creating an intercultural ambient, based on:

- encouraging and stimulating multilingual messages and mottos,
- culturally diverse photos, illustrations, applications and symbols,
- intercultural exhibits (e.g. national costumes, items, etc.),
- various adjustable student corners (e.g. ethno corner, musical corner, birthday corner, creative, reading and playing corner, conflict resolution corner, etc.)

An intercultural school should tend to create a dynamic, playful and colourful school space, with students and their parents involved in its design. Such space would include clearly displayed greetings, flags, symbols, distinguishing buildings, national costumes, etc. from various geographical areas and regions. Some positive examples from stories and biographies of famous people (scientists, athletes, actors, musicians, artists, etc.) would also be encouraging.

Pedagogical design and the school environment itself serve as a strong support of the entire upbringing and educational work, continuously and subtly affecting and contributing to the development of intercultural awareness and sensitivity among students.

9. Intercultural education and cultural diversity in the wider community

Parents of students from different ethnic communities are the key partners of schools, but also advocates of the process of supporting the concept of intercultural education. Parents and schools should build common intercultural links to promote the process of transformation of the:

- students,
- families,
- school,
- local community.

Schools are expected to initiate the cooperation with parents and organize pedagogical and psychological education of parents for their effective participation and assistance in guidance, monitoring and encouraging students through the upbringing and educational process in school environments open for all kinds of differences.

Global goals of cooperation with parents in a direction of intercultural education should focus on:

- nourishing the positive image of the school as a safe, intercultural and stimulating environment;
- sensitization about values, principles and importance of the concept of intercultural education;
- encouraging the process of socialization by encouraging the team cooperation;

- strengthening the collaborative relationships between parents of different ethnic, religious, cultural and social background;
- building strategies for successful overcoming the sources of stereotypes and prejudices in multicultural school and local environments;
- supporting the positive impact of the upbringing and educational process;
- promoting parents' cooperation with the school and the teaching team;
- helping in recognizing the students' affinities, preferences, interests and talents;
- active participation in making decisions crucial for the quality of overall school life;
- encouraging parents' self-confidence and a positive attitude towards other members of the group.

Above-mentioned goals can be operationalized through various forms of cooperation between the school and parents, which will be implemented with groups of heterogeneous ethnic composition and organized bilingually by the school teams:

- PTA meetings;
- counseling for parents;
- joint school activities with parents;
- joint project activities;
- parents' visits to schools and participation in everyday school life in an intercultural ambient;
- role of the parents' council in development of school policies and agenda;
- printed informative material, brochures, catalogs and manuals for parents written in two or three different languages .

The indicated forms of cooperation will have a particularly positive and stimulating influence on the strengthening of the sense of trust and a positive image of the school; developing an active and participatory attitude towards the shaping of the overall school environment; overcoming stereotypes and prejudices towards certain aspects of school functioning or certain school entities; raising the level of awareness about the various innovative advancements of the school; improving the parental skills necessary for proper partnership for directing and supporting the complex process of preparing students of different backgrounds for life in an environment of diversity.

Besides the parents, local municipal authorities also play an important role in promoting cultural diversity in multiethnic schools. They should create and develop strategies to support cultural diversity in multiethnic schools. Municipalities should cooperate with multiethnic and multilingual schools and give them support in maintaining their multicultural status in order to prevent the students' dropout of this type of school, as well as to prevent the tendency of their transition from multiethnic to monoethnic structure of students and employees.

Positive discrimination of multiethnic schools at the level of the local community would advance their cooperation with the public, cultural, educational and sports institutions, local media, etc. in order to promote these schools, as well as their benefit in the educational activity at the local level. It would be preferable if development and strategic plans of municipal authorities emphasize the realization of joint activities of informal, informative and multilingual character, designed for all members of the local community (instead of their parallel realization in several areas of public life).

The accessibility of multiethnic schools will be strengthened if they are additionally financially supported and stimulated in order to continuously and systematically implement the concept of intercultural education in their school environments. Competent ministries should also provide additional financial support for multiethnic schools, which would enable the smooth implementation of an intercultural education and confirm it as a long-term government priority.

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