

**UNIVERSITETI I EJL
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**“COMMUNICATION IMPROVEMENT IN MULTIETHNIC
CLASSROOMS THROUGH EXTRACURRICULAR
ACTIVITIES AMONG DIVERSE GROUP OF ENGLISH
LANGUAGE PUPILS”**

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DEDICATED TO *my late parents Dora and Vasile.*

THANK YOU.

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ABSTRACT

This doctoral thesis develops the field of multiculturalism - ie the development of communication between pupils of different ethnic composition - Macedonian and Albanian in primary education. The pupils and employees of two monolingual different ethnicities were taken as samples, schools - Macedonian and Albanian, ie - Primary School Blaze Koneski Prilep and Primary School Redze Rushit Zajazi from the municipality of Zajas, Kicevo.

Looking at the situation in schools through the method of observation, certain findings show that on both sides there are prejudices, stereotypes and rejection and denial of the other who belongs to another ethnic community. The parents of certain pupils also have a large share in all this situation, influencing through the home education of their children - our pupils.

The doctoral dissertation uses the observation technique where objective knowledge and findings are collected in a direct manner. The combined method of work was used, both qualitative and quantitative. Samples of surveys, questionnaires, statements of pupils, parents and employed teachers were used. Pupils from both schools are involved through collaborations by performing previously agreed activities between the two schools. Also, the relevant official institutions such as the Councils of the two municipalities of Prilep and the village of Zajas, as well as the Bureau for Development of Education and the State Education Inspectorate were actively involved as monitoring the implementation of joint activities and gave their support, assistance and expert opinion.

The doctoral dissertation has a main working hypothesis and that- Communication among diverse group of pupils in a multiethnic classroom or setting will be improved by using appropriate extracurricular approaches, methods and techniques. The research itself as well as the findings and knowledge through the doctoral thesis either confirm or reject it.

Both schools go through phases of Self-evaluation - in parallel with the school year to identify weaknesses in terms of implementation of interethnic activities, then the process of setting priorities of the interethnic integration regiment, and signing Memoranda of

Cooperation, and negotiating joint plan of activities of teachers and pupils from both schools. After the realization of the joint activities at the end of each school year, a joint final event is prepared where the products of the work are presented. After the completion of the activities, the process of certification of teachers follows.

Also, what teachers do is done with the written support and consent of the parents.

Also, one of the goals of the Doctoral Thesis is to take into account all the content parts and recommendations, conclusions that could become part in the near future of the regular curriculum and curriculum with teachers, to plan them in dual or one teacher from each ethnic community to plan the same content with the same subject with his colleague - because the implementation of the activities of mixed groups of pupils and the implementation of Multiculturalism is supported by an article of the Law on Basic Education of the Republic of North Macedonia.

ABSTRAKT

Kjo tezë e doktoratës zhvillon fushën e multikulturalizmit - dmth zhvillimin e komunikimit ndërmjet pupilëve me përbërje të ndryshme etnike - maqedonas dhe shqiptarë në arsimin fillor. Nxënësit dhe punonjësit e dy etnive të ndryshme njëgjuhëshe u morën si mostra, shkolla - maqedonase dhe shqipe, d.m.th - Shkolla fillore Blaze Koneski Prilep dhe Shkolla Fillore Redze Rushit Zajazi nga komuna e Zajas, Kërçovë.

Duke parë situatën në shkolla përmes metodës së vëzhgimit, gjetje të caktuara tregojnë se nga të dy palët ka paragjykime, stereotipe dhe refuzim dhe mohim të tjetrit që i përket një bashkësie tjetër etnike. Prindërit e pupilëve të caktuar gjithashtu kanë një pjesë të madhe në të gjithë këtë situatë, duke ndikuar përmes edukimit në shtëpi të fëmijëve të tyre - pupilëve tanë.

Disertacioni i doktoratës përdor teknikën e vëzhgimit ku njohuritë dhe gjetjet objektive mbledhen në një mënyrë të drejtpërdrejtë. U përdor metoda e kombinuar e punës, si cilësore ashtu dhe sasiore. U përdorën shembuj të anketave, pyetësorëve, deklaratave të pupilëve, prindërve dhe mësuesve të punësuar. Nxënësit nga të dy shkollat janë të përfshirë përmes bashkëpunimeve duke kryer aktivitete të pajtuara më parë midis dy shkollave. Gjithashtu institucionet përkatëse zyrtare si Këshillat e dy komunave Prilep dhe fshatit Zajas, si dhe Byroja për Zhvillimin e Arsimit dhe Inspektorati Shtetëror i Arsimit u përfshinë në mënyrë aktive si monitorim në zbatimin e aktiviteteve të përbashkëta dhe dhanë mbështetjen, ndihmën dhe mendimin e tyre ekspert.

Disertacioni i doktoratës ka një hipotezë kryesore të punës dhe se - Komunikimi midis grupeve të larmishëm të pupilëve në një klasë multietnike ose mjedis do të përmirësohet duke përdorur qasje, metoda dhe teknika të përshtatshme jashtëshkollore. Vetë hulumtimi si dhe gjetjet dhe njohuritë përmes disertacionit të doktoratës e konfirmojnë ose hedhin poshtë atë.

Të dy shkollat kalojnë nëpër faza të - Vetëvlerësimit - paralelisht me vitin shkollor për të identifikuar dobësitë në drejtim të zbatimit të veprimtarive ndëretnike, pastaj procesin e

përcaktimit të përparësive të regjimentit të integritit ndëretnik, dhe nënshkrimit të Memorandumit të Bashkëpunimit, dhe negociimin plan i përbashkët i veprimtarive të mësuesve dhe pupilëve nga të dy shkollat. Pas realizimit të aktiviteteve të përbashkëta, në fund të çdo viti shkollor, përgatitet një ngjarje përfundimtare e përbashkët, ku prezantohen produktet e punës. Pas përfundimit të aktiviteteve, vijon procesi i çertifikimit të mësuesve.

Gjithashtu, ajo që bëjnë mësuesit bëhet me mbështetjen me shkrim dhe pëlqimin e prindërve.

Po ashtu, një nga qëllimet e Tezës së Doktoratës është që të merren parasysht të gjitha pjesët e përmbajtjes dhe rekomandimet, konkluzione që mund të bëhen pjesë në të ardhmen e afërt të kurrikulës së rregullt të mësuesve, për t'i planifikuar ato në dual ose një mësues nga secila etnike komuniteti të planifikojë të njëjtën përmbajtje me të njëjtën lëndë me kolegun e tij - sepse zbatimi i aktiviteteve të grupeve të përziera të pupilëve dhe zbatimi i Multikulturalizmit mbështetet nga një nen i Ligjit për Arsimin Themelor të Republikës së Maqedonisë Veriore.

CHAPTER 1

I. INTRODUCTION

The concept of multiculturalism comprises numerous notions like nation, identity, rights, freedom and acknowledgment, but in its essence it is a recognition of the minority group rights within a broader society with a particular majority population.

Multiculturalism can be viewed as both an ideology and a set of policies.

Understood as a policy, in most cases multiculturalism represents the State's attempts for a harmonious life and peaceful co-existence of diverse communities within a democratic and pluralist society.

As such, it denotes the conditions of the State and the relationships among ethnic minority groups. At a more general level, multiculturalism, understood both as an ideology and as a practice, deals with identity politics and the politics of recognition.

It comprises the concepts and phenomena of acceptance, co-existence, respect, acknowledgement, unity, awareness, mental reconstruction and transformation.

According to the latest census data in Macedonia from 2002¹, the following table displays the ethnic groups which are constitutive of the population in the country.

Table 1: Total population of the Republic of North Macedonia according the ethnic affiliation

Total	Macedonians	Albanians	Turks	Romas	Vlachs	Serbs	Bosniaks	Other
2022547	1297981	509083	77959	53879	9695	35939	17018	20993

As the table shows, the Republic of North Macedonia is a multicultural society.

The two major ethnic groups are the Macedonians and the Albanians, and the rest of the population is made up of Turks, Vlachs, Serbs, Bosniaks, Roma and other smaller communities.

In 2001 due to the Albanian ethnic group's dissatisfaction regarding the recognition of their rights, an ethnic conflict was initiated that resulted in the signing of the Ohrid Framework agreement (OFA).

This is a peace agreement signed by the leaders of all the political parties in the Republic of Macedonia in the summer of 2001.

After signing the Ohrid Framework Agreement, a period of adaptation followed in which people needed to find a way to compromise, to learn to respect each other's differences, become closer, change their perspectives and reduce their prejudices and accepted stereotypes.

Clearly, the Republic of North Macedonia is a multicultural society faced with numerous challenges.

In order to move in the direction of productive co-existence, people have to reduce their prejudices and stereotypes.

This crucial change of perspectives must begin early on, and primary education can play a crucial role in creating future, intercultural competent citizens.

In the world and in North Macedonia as well, public institutions like State agencies, schools, colleges and universities are nowadays extremely exposed to a great deal of criticism due to their failure to see into and to respect citizens' individual identities.

¹ <http://www.stat.gov.mk/Publikacii/knigaXIII.pdf>

There is hardly any democratic society today or a society in the process of democratization that does not have significant debates about its public institutions and whether they should more appropriately acknowledge the identities of the different (often immigrant) cultures.

Likewise, the issue of multiculturalism is still very sensitive in the Republic of North Macedonia, and it still needs further explorations and case studies that will pave the way towards peaceful acceptance and co-existence among ethnic groups.

OBJECTIVES

This doctoral thesis explores the relationships between two ethnically different schools, their communication and their constant improvement in finding ways to become closer, reduce stereotypes and improve their level of exchanging ideas.

The schools which served as this case study's research sites are the elementary school Blaze Koneski- Prilep (with predominantly Macedonian staff and pupils) and Redze Rushit Zajazi- School from Zajaz, Kicevo (with predominantly Albanian pupils and teaching staff).

The teachers from both schools collaborate based on their annual teaching plans per subject and take the pupils for a visit to each other's schools on previously agreed-upon days. In this way, they manage to create culturally mixed classrooms with pupils who otherwise study in monocultural environments.

During this phase, joint activities are carried out with a previous consent of the parents, local municipalities and the Bureau of Education as well.

Therefore, the case study between these two ethnically diverse schools would show that a permanent collaboration and partnership can be established through communication development.

The communication between diverse ethnic groups of pupils from the two schools can be increased via teachers' collaboration and a mutual use of different techniques, methods and activities.

Each school compiles its own Annual Program based on different areas in accordance with the school's curriculum. Each school incorporates this mutual collaboration into its own school plan.

The annual ongoing partnership between the two schools shows an initial step forward towards a better understanding of other cultures, acceptance of diversity, and respect and better communication.

Both schools, with their teachers and pupils through good will, understanding, love, friendship, respect, collaboration, and openness can show that ethnicity, religion, social

status, gender and other forms of identification should not be obstacles, but ways towards a new life with acceptance of and respect among each other.

Mixed groups of Macedonian and Albanian pupils, when placed together in one classroom environment, have certain problems in mutual communication i.e. their level of communication is low or non-existent.

The aim of the research is to show that communication in a multiethnic classroom environment among English language pupils from diverse ethnic groups (Macedonian and Albanian) can be improved by using different techniques, approaches, models, teaching tools and materials and by a constant collaboration between the teachers in the mixed classroom from both monocultural schools.

Both schools are monocultural – one Macedonian and the other, Albanian.

According to an agreed timetable of activities, the teachers bring pupils from both schools together where extracurricular activities are carried out.

The other aim of the research is that it would show that it is possible – through the constant use of many methods and techniques, tools and materials – to reduce barriers, break down stereotypes, and develop the feeling of mutual awareness and acceptance in mixed groups' classrooms.

The general aim of this research is to initiate and increase communication among diverse ethnic groups of pupils in ethnically diverse classrooms and increase their interaction through extracurricular activities.

Through the implementation of this thesis we will seek to find the ways towards reaching the following goals:

- pupils will not think highly only of their own cultural identity, but will also learn to respect and accept other worldviews and pupils from other cultural backgrounds,
- barriers, stereotypes and prejudices among diverse groups of pupils will be reduced,
- pupils will learn not to be judgmental towards each other,
- pupils will learn not to discriminate against others, and will learn how to cooperate and collaborate with each other,
- the research also aims to show the role of the parents and their opinions in the enhancement of their children's communicative skills with pupils of different cultural backgrounds,
- the findings of the research, and the use of authentic materials, can be treated as future reference points on the topic.

This research is important because communication, collaboration and mutual understanding are vital in a multiethnic society like the Republic of North Macedonia.

Communication needs to be established at all levels.

First, both schools and directors need to agree that they want to cooperate.

Then, the SIT (School Integration Team) - a team of teachers certified and professionally trained to implement interethnic activities of mixed groups of pupils, will be engaged. They prepare the annual plan for the whole school year in close cooperation and communication with the interethnic activities' team teachers of the other school, who are also trained and certified for the interethnic activities being carried out.

Then all the teachers from both schools are informed about the forthcoming activities. Communication in terms of exchange materials, agreements via mail, Skype and phone proceeds. Pupils, led by their teachers through different mutual activities, will first find themselves in a different, and for them, a somewhat unknown environment.

They need to reduce stereotypes and prejudices, and in mixed groups start working on the given task.

Communication is facilitated by the teachers or other pupils. Through workshops, pupils would get to know each other, and would start agreeing on the next moves and next steps regarding what is to be done next.

One of the assumptions when undertaking this research is that through workshops, pupils would get to know each other better and understand the complexities of intercultural communication.

Some classrooms, especially those that are monolingual, are full of prejudices and pupils are unwilling to communicate.

Through the workshops and additional methods (plays, films, explorations, presentations), we believe that we can show the potential for communication and the overcoming of barriers among culturally diverse group of pupils.

The thesis is also important because it is officially incorporated and thus supported by the official Bureau of Education's ninth grade education program and monitored by the Educational Inspectorate every third year in the integral evaluation that each school necessarily undergoes, like a legal obligation with future recommendations for significant improvement.

The results of the workshops, events and excursions are very important findings for future planned activities. Such official shared findings are to be used again by the Municipality representatives and the State representatives in order to make the changes in the curriculum for the next school year, if necessary.

If communication among mixed groups of pupils, teachers, parents, community and official institutions is united and ultimate, the whole country sustains its unity.

However, we must begin with it from the lowest levels: primary education, for example, and then to constantly develop it.

CHAPTER 2

II. LITERATURE REVIEW

2.1 MULTICULTURAL PRINCIPLES AND THEORIES

Different prominent authors support different viewpoints with regards to multiculturalism.

In the sphere of recognition of group rights, Kymlicka and Tylor stand among the most prominent thinkers. In his policy of recognition, Charles Taylor (2004) also talks about women who, as a group, have not been acknowledged.

According to Taylor (2004), some feminists claim that women in patriarchal societies have been made to accept a humiliating image of themselves in order to make them believe in their inferiority to such an extent that even though some of the obstacles will be surpassed, those women would not be able to utilize their real abilities. The needed respect is not only pure courtesy which we owe to the people, it is an essential human need. Charles Taylor, in his essay “Politics of Recognition”, talks about universal human values and about the recognition of minority groups’ rights dating back from the policy of the ‘general well-being’ proclaimed by Jean Jacques Rousseau. That ‘general well-being’ reflects the universal identity of all citizens.

Taylor (2004) claims that asking for an ideal ‘well-being’ for all citizens is a very high cost, due to the fact that people, with their unique identities, will feel proud of being such and will expect others to recognize them with their full identities.

He also claims that liberal democracies see citizenship as a major universal identity, i.e. ‘people are unique and creative individuals that shape themselves’ and ‘people are the carriers of the culture’ (Taylor, 2004). Request for recognition, inspired by the ideal of human decency, takes us in two directions. The first one leads towards the protection of individuals’ basic rights as human beings, and the second one leads to the confirmation of individuals’ basic needs as they belong to different, concrete cultural groups. Taylor does not take sides, nor do Suzan Woolf, Stephen Rockefeller and Michael Wolser (2004), who taking

into consideration Taylor's essay, suggest new ways of seeing the relationship between our personal identities and our political practices.

Woolf (2004) focuses her work on the challenges of feminism and multiculturalism, stating that there is a significant difference between women without rights and those in the process of requesting minority rights. The comments by Woolf, Rockefeller, Wolser as well as Taylor go in the direction of stimulating debates connected with multiculturalism. In the USA, within the programs at Stanford College, there has been a public debate surrounding multicultural education.

On one side are the 'essentialists', who claim that Western culture should be dominating the curriculum by following and reading the works of Plato, Aristotle, Homer and Dante in order to persevere the intellectual heritage of the West. "Essentialists" respect and call upon the great works of Ancient Rome and Greece with high critical standards, and are against 'weaker' works and societies which do not manage to satisfy Plato's or Aristotle's standards.

Contrary to them, deconstructivists claim that the school curricula should include works of women, Afro-Americans, Asians, and Native Americans. Radically orienting against essentialism, the deconstructivists set different obstacles to liberal-democratic education when they deny the need for mutual intellectual standards which professors and pupils of different cultural origins would apply in order to mutually evaluate the education.

The essentialists call upon the eternal truths, instead of defending them, and on the other side, the deconstructivists react such that they elaborate on the different standpoints, presuming that they are equally intellectually unsustainable.

In educating future generations, we should be aware that schools or universities can be a "battlefield" among these two different philosophical viewpoints due to the fact that schools and universities are educational centres at the highest level where critical standpoints are formed and further developed. Deconstructivists and essentialists also disagree about the value and the content of the multicultural education program.

This research is closer in its standpoints with the deconstructivists rather than the essentialists because it favours the acknowledgement of minority rights, which already exists in primary education, as a prerequisite for the development of intercultural competencies among the pupils. This research will also use materials, worksheets and scripts of diverse ethnicities, i.e. in both Macedonian and Albanian languages.

Montesquieu (2004), in his work 'Monarchy', explains the concepts of honor and the respect of it. Opposite to this concept of honor is the concept of 'human decency' of the 'citizens' decency', which is mutual for everyone. This concept of decency is compatible with a democratic society such that it inevitably abandoned the old concept of honor. But that means that the forms of equal recognition are crucial for a democratic culture.

Herder (1913) further developed this idea of authenticity that a person should live his own life and not imitate someone else's. Herder states: 'If I am not faithful to myself, I have missed the essence of my life, I lose what for me means to be a person' (Herder, 1913). The concept of "I" is in that sense identified with the concept of "We", and the people should also be faithful to themselves, and the concept of authenticity leads to contemporary nationalism in its benign and malign form, culminated in fascism and Hitler's ideology in World War II. This research develops the concept of "We" rather than "I". The policy of equal decency is based on the idea that all people equally deserve respect, and this research is in favour of it.

Kant (1968) utilized this idea of decency based on the existence of a universal human potential, a disposition which all people should have. Jean Jacques Rousseau and Kant have proclaimed the idea of equal decency. Rousseau was the first one to have seen the importance of equal respect, counting it as necessary for freedom. In Rousseau's philosophy, three notions seem inseparable: freedom (non-domination), different roles' absence, and firm mutual aim.

John Rawls, Ronald Dworkin, Bruce Ackerman (1980) follow the principles of nondiscrimination. This research also stands in favour of non-discrimination. In his short paper, "Liberalism" (1980) in Charles Taylor: "Examining the politics of recognition" (1994) p. 56, Dworkin claims that 'a liberal society is the one that does not take any concrete essential standpoint for the life's aims'.

Iris M. Young is in favor of a radical multiculturalism and speaks about citizenship rights as an option. Young has elaborated her conception of 'differentiated citizenship-state rights' in her work "Justice and the Politics of Difference" (1990) in order to spread an understanding of multicultural. Since 2010 there have been European discourses, policies and practices that talk about the multicultural backlash. A good overview of some of these arguments can be found in Vertovec and Wessendorf's (2010) edited volume of texts assessing the backlash against multiculturalism in Europe.

However, authors like Will Kymlicka are of the opinion that this is an over exaggeration and that the benefits of multicultural policies across countries, and especially in Canada, are plenty. Inspired by his arguments, this research aims at showing that multiculturalism is alive and needs more serious respect rather than denial, especially in educational settings.

Finally, it is interesting to point out that in the recent project/study of USAID², Rick Scavetta claims, with the support of USAID's interethnic integration project, that in Macedonia, 'school integration is seen as a tool for peace' (Scavetta, 2013), and he gives

² <http://pmio.mk/>

numerous exemplar findings on the topic from the various parts of Macedonian schools where the project itself is implemented.

In the Republic of North Macedonia, multiculturalism in education is officially supported by the Ministry of Education and Science and the Bureau of Development in Education, as well as the Education Inspectorate.

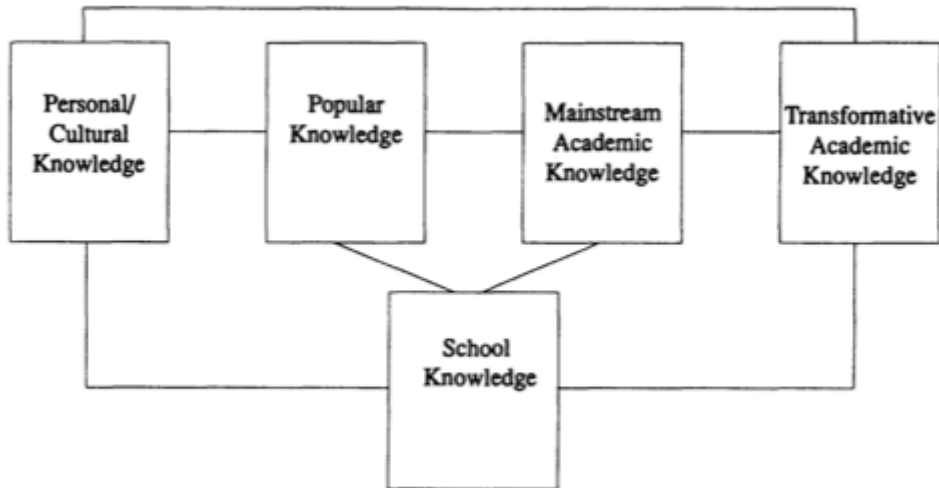
It is also initially implemented in the schools' curricula among the primary and secondary schools as an obligation prescribed by the Official Ministry of Education and the Educational Inspectorate in the Republic of North Macedonia. The project of interethnic education³ is implemented in all the primary and the secondary schools in Macedonia through numerous activities incorporated in the schools' annual plans. In education, multiculturalism and interethnic activities can be implemented and recognized through four levels in a multicultural content.

In general, school knowledge comprises different types of sub areas of knowledge: personal /cultural knowledge, popular knowledge, mainstream academic and transformative academic.

The process of using interethnic activities among diverse groups of English language pupils starts from the level of the personal knowledge and is to reach the level of transformative academic knowledge, i.e. to make mental changes in one's acceptance of the other and it as a process is to be initiated from the primary school up to the academic real life situations.

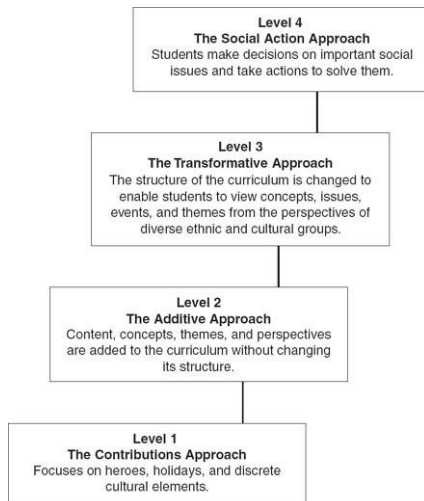
Whether the transformative academic knowledge level is going to be accomplished depends on many factors such as readiness and openness for a change, stereotypes and prejudices' reduction as well as sole belief in the process of interethnic integration towards co-existence and mutual respect, solidarity among all of us on the territory on the Republic of North Macedonia.

³ <http://pmio.mk/>



2.2 LEVELS OF INTEGRATION OF MULTICULTURAL CONTENT- BY JAMES A. BANKS

There are four levels of integration of Multicultural Content by James A. Banks, described through different approaches: level 1- Contributions Approach; level 2- the Additive Approach; level 3- the Transformation Approach; and level 4- the Social Action Approach.⁴



⁴ James A. Banks: "Approaches to Multicultural Curriculum Reform" One Ummah Consulting, 2003

Level 1- The Contributions Approach - This level focuses on heroes, holidays and discrete cultural elements. In this approach, any ethnic content is limited primarily to special days, weeks and months related to ethnic events and celebrations.

During these celebrations, teachers involve pupils in lessons and experiences related to ethnic groups being commemorated.

When this approach is used, the class studies little or nothing about the ethnic group before or after the special event or occasion.

Level 2- The Additive Approach - At this level, content, concepts and themes are added to a curriculum without changing its structure.

The Additive Approach allows the teacher to put ethnic content into the curriculum without reconstructing it, a process that would take substantial time, effort, training and rethinking of the curriculum and its purposes, nature and goals.

The Additive Approach can be the first phase in a transformative curriculum and for integrating ethnic content, perspectives and frames of reference.

However, this approach shares several disadvantages with the Contributions Approach.

Its most important shortcoming is that it usually results in the viewing of ethnic content from the perspectives of mainstream historians, writers, artists and scientists because it does not involve a reconstruction of the curriculum.

Level 3- The Transformation Approach - The structure of the curriculum at this level is changed to enable pupils to view concepts, issues, events and themes from the perspectives of diverse ethnic and cultural groups.

The transformation changes the basic assumptions of the curriculum and enables pupils to view concepts, issues, themes and problems from several ethnic perspectives and points of view.

The mainstream-centric perspective is only one of several perspectives from which issues, problems, concepts and issues are viewed.

It is neither possible, nor desirable to view every issue, concept or problem from the point of view of the cultural, ethnic and racial groups that were the most active participants or that were even the most cogently influenced by the issue or concept being studied.

Level 4- The Social Action Approach - At this level, pupils make decisions on important social issues and take actions to solve them.

The Social Action Approach includes all the elements of the Transformation Approach, but it adds components that require pupils to make decisions and take actions related to the concept, issue or problem studied in the unit.

Major goals of instruction in this approach are to educate pupils for social criticism and social change and to teach them decision-making skills.

To empower pupils and help them acquire political efficacy, the school must help them become reflective social critics and skilled participants in social change.

The traditional goal of school has been to socialize pupils so they would accept unquestioningly the existing ideologies, institutions and practices within society and the nation-state.

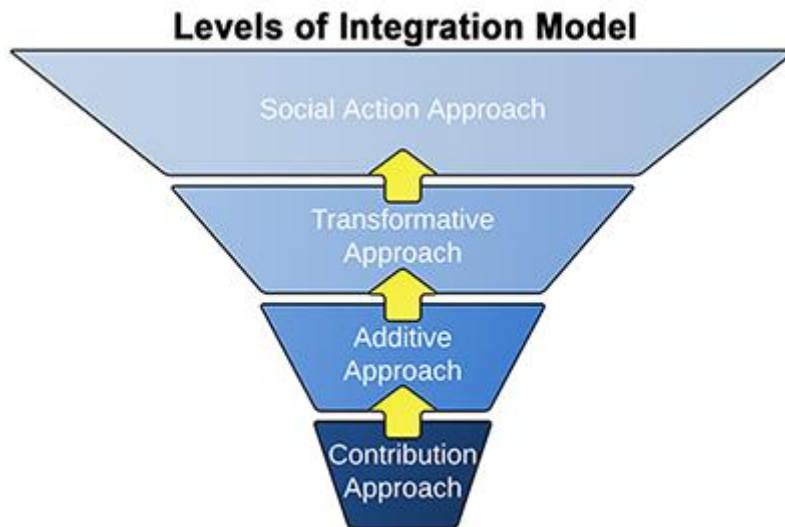
CHAPTER 3

III. METHODOLOGY

3. RESEARCH METHODOLOGY- RESEARCH AIMS, GOALS AND OBJECTIVES

3.1 METHODS AND TECHNIQUES FOR EXPLORATION AND IMPROVEMENT OF THE COMMUNICATION AND MULTICULTURAL EDUCATION PROMOTION

The research is based on the levels of integration of Multicultural Content according to James A. Banks (1999), and it uses the Bennett Model of Cultural Competency.



Banks, J.A. (1999). *An Introduction to Multicultural Education* (2nd ed.). Boston: Allyn and Bacon

Bank's model- "The dimensions of multicultural education" (2009) comprises:

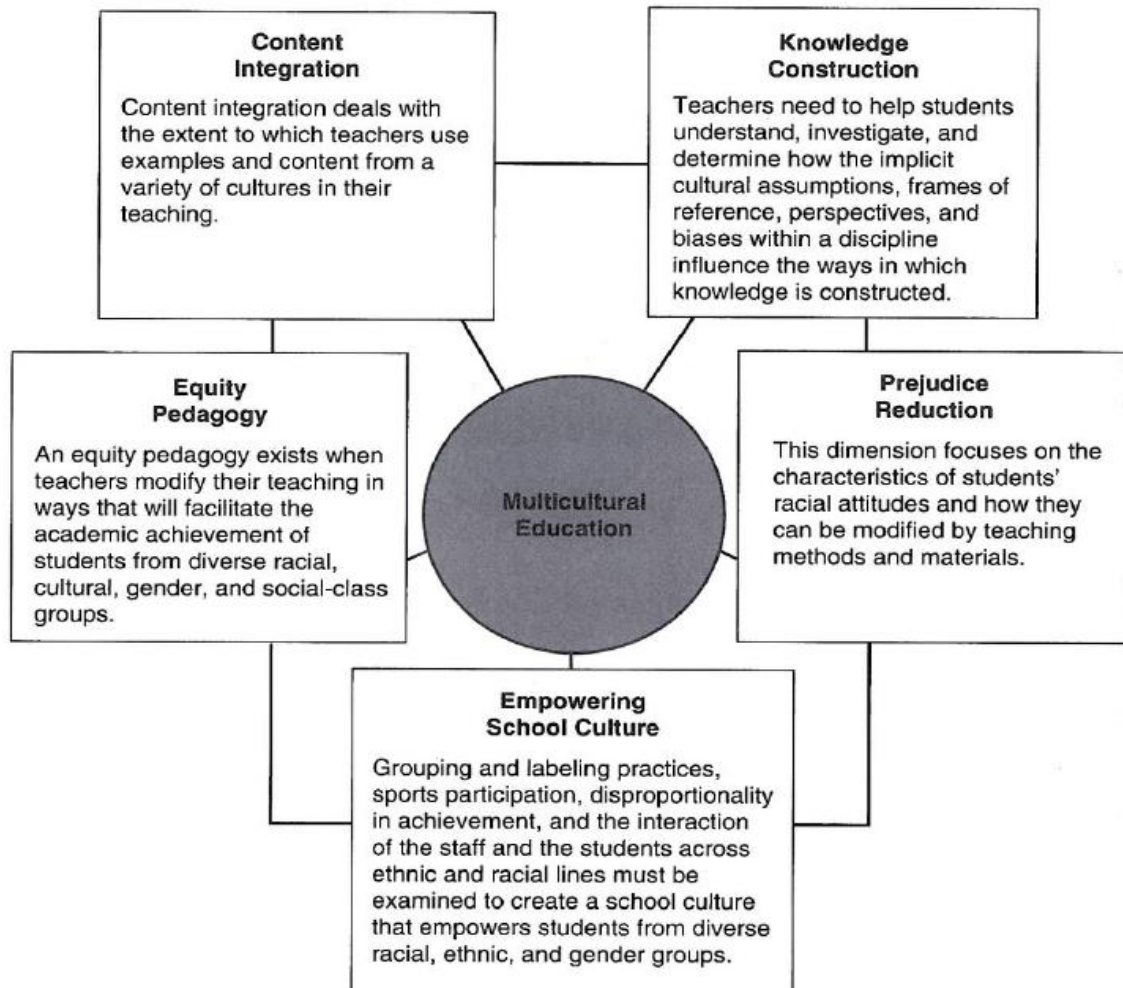


Figure 1.4 The Dimensions of Multicultural Education

Source: Copyright © 2009 by James A. Banks.

In this doctoral thesis, the mixed approach -both qualitative and quantitative is used.

I also use the observation as a technique. Very valuable findings from the observation are presented further in this doctoral thesis which depict the contextual situation the way it has been at the moment of the observation- in its reality.

Teachers' and parents' questionnaires with their personal opinion about both schools and their children's cooperation are also used as samples.

Very important to be stated here is that Parents' consents have been provided here, otherwise none of the interethnic activities would seem possible realizing.

Numerous mutually realized lessons are presented to mixed groups of pupils with the pupils from the 3rd, 4th and 5th grades as well as from the 9th grade from both schools.

The sample of the research consists of teachers, parents and pupils from the schools O.O.U Blaze Koneski- Prilep, which has a predominantly Macedonian population; and Redze Rushit Zajazi- School from Zajas, Kicevo, which has an Albanian-dominant body of pupils and staff.

A total of 100 teachers from both schools and 300 pupils are used as a research sample. The outcome of their mutual cooperation is further presented in the thesis.

The multiethnic education program is approved by the Ministry of Education and Science in the Republic of Macedonia, the Bureau of Education and the Educational Inspectorate.

All the planned mutual activities between both schools are incorporated in the schools' Annual Program and they are approved officially by the cities' Councils in the Municipalities.

Both schools cooperate, and their mutual activities are carried out either in the school in Prilep or in Zajas.

Before the official start of the school year, via mail, Skype or telephone correspondence, teachers from both schools agree on the mutual activities to be implemented and the ways in which they will be carried out, as well as what the expected results and the outcomes are.

They also exchange ideas, planning materials, and set the meeting date, time and the precise location.

Mutual activities on different topics with pupils from both schools have been carried out in the 3rd, 4th and the 9th grades.

Pupils are between the age of 9-14.

Teachers from both schools on the same subject agree which activity their pupils would perform in class, then they meet, the lesson is carried out, and there is an official report about it.

The parents also provide their opinion in the form of feedback on questionnaires, as either approval or disapproval about the carrying out of the interethnic activities with their children at school.

Schools need to have their parents' consent. Parents from both schools with their personal consent are also included in all the mutual planned activities. Observation, initially on all levels as a technique is used.

I have observed the teachers' and pupils' behavior, manners, speech and attitude when working in a mixed pupils' classroom.

At the end of the school year, all the pupils with all the official representatives have carried out an ending, a close-up event, where they have presented all their mutually realized products that come out of the mutual communication, cooperation, collaboration and practice.

Representatives from the Bureau of Education in Prilep and Kicevo continuously monitor the whole process, and the findings are suggested to be used in the multiethnic programs' improvement which they compile and update each school year.

The received results have been put in the next school annual plan in both schools for the upcoming activities that have been planned for the next school year.

3.2 MAIN HYPOTHESIS AND WORKING/SUB HYPOTHESES

There is a main hypothesis and the sub/ (working) hypotheses are stated in this doctoral thesis and until the very end of this work we will ensure whether they are accepted or rejected by our complete research.

The main hypothesis is the following:

- ***Communication among diverse group of pupils in a multiethnic classroom or setting will be improved by using appropriate extracurricular approaches, methods and techniques.***

The sub/ (working) hypotheses are the following ones:

- ***The continuous cooperation between the two schools will lead towards the reduction of prejudices, stereotypes and discrimination against others.***

- *The use of different games, activities and workshops among mixed groups of pupils in a multiethnic classroom will result in an increased mutual respect and acceptance.*
- *The organizing of mutual events, excursions and open days will lead to future improved communication among mixed groups of pupils and will benefit its sustainability.*
- *The ethnically mixed lessons and extracurricular activities will provide many multicultural collaboration products, such as worksheet templates, recorded events and exchanged teachers' lesson sheets.*
- *The full parents' support will be a precondition to long-term communication among the ethnically diverse group of pupils.*

Throughout this Ph. D thesis work based on findings and data we will determine whether the main and the sub/working hypotheses are either approved or declined.

In order to show the annual multicultural collaboration between ethnically different primary schools, each school has already planned their annual multicultural activities and put them in a table in order to realize them during the school year.

The interschool cooperation is between Blaze Koneski primary school with predominantly Macedonian pupils and Redze Rushit Zajazi from Zajas, Kicevo with predominantly Albanian pupils.

The interethnic collaboration is officially prescribed in the latest officially approved Law of Education, Article 42, by the Ministry of Education (2019)

Promoting multiculturalism and interethnic integration (2019), Article 42 states:

“(1) The School Integration Team is set up at the school to plan and organize activities that contribute to the respect of multiculturalism and to the development and promotion of interethnic integration.

(2) The School Integration Team referred to in paragraph (1) of this Article shall be composed of the school management, the principal or assistant principal, expert assistants and teachers. The team members are appointed by the director.

(3) The basic criteria according to which a particular activity referred to in paragraph (1) of this Article as an activity aimed at interaction, i.e. integration of ethnically / linguistically mixed groups of participants; balanced groups of participants by ethnicity, gender, and age; interaction between participants from different ethnic / linguistic groups (during the activity pupils from one language / one ethnic group interact with pupils from another language /

other ethnic group, using all languages); equal treatment of participants from all ethnic / linguistic groups; achievement of specific common goals (tangible / visible products) with the participation of all represented ethnic communities.

(4) The funds for the realization of these activities shall be provided from the Budget of the Republic of Northern Macedonia, the budgets of the Municipalities and from other sources (donations, legates, gifts, etc.), and shall be earmarked.

(5) To allocate funds for the implementation of the activities referred to in paragraph (1) of this Article, the Ministry shall publish a public call on the website of the Ministry, once a year in October.

(6) The Minister shall establish a Commission consisting of three representatives of the Ministry and one representative from the Bureau and the State Education Inspectorate to allocate funds for the implementation of the activities referred to in paragraph (1) of this Article. The amount of funds per school is determined by the Minister.”

By this latest Law approved by the Ministry of education and Science in the North Macedonia, each school is legally obliged to implement interethnic activities that contribute to the respect of multiculturalism and to the development and promotion of interethnic integration during the annual school year.

All interethnic activities are monitored both by the Bureau of Education and Science in the Republic of North Macedonia and the State Inspectorate as well.

Written reports of its implementation are annually sent to the Ministry of education and Science in Republic of North Macedonia.

Due to the fact that all the necessary prerequisites have been met and the process of interschool interethnic collaboration was agreed to be established and further developed in the next phases of its procedure, the two ethnically different schools filled in a bilingual form and signed a contract on collaboration and cooperation.

The process has been monitored and approved by the Municipalities’ official representatives, State Inspectorate and the Bureau of Education and Science.

CHAPTER 4

IV. RESULTS

4. INTERSCHOOL INTERETHNIC ACTIVITIES’ COLLABORATION

In order to start the process of implementing interethnic activities in primary education, the school where I have worked- OOU Blaze Koneski Prilep, as a monolingual Macedonian school has initiated a collaboration with OOU Redze Rushit Zajazi from the

village of Zajas as a predominantly Albanian pupils' school in terms of signing a mutual interethnic schools' agreement.

The signing of such agreement would mean that annual interethnic school activities are to be initiated and realized throughout the whole school year according to a mutual interethnic both schools' plan.

The form of the mutually signed partnership between both schools is in the Appendix.

Interschool collaboration and cooperation between OOU Blaze Koneski- Prilep and OOU Redze Rushit Zajazi, Zajas, Kicevo.

Both schools mutually via electronic means went through the questions in the partnership form and by mutual agreement answered the following questions:

1. What do you expect to achieve with partner activities?

Both schools look forward to putting pupils and parents into multiethnic interaction. Both schools believe that there will be mutual socializing, mutual acquaintance, exchange of experiences, establishing friendship through organizing workshops, competitions, outings, cultural events, leisure visits, acquiring knowledge about cultural differences.

On the second question-

2. How will teachers from partner schools collaborate professionally?-

Both schools answered that on the professional level, the teachers from the partner schools will cooperate through the exchange of plans, programs, experiences, teaching hours, cooperation at the level of professional assets through joint meetings and electronically.

The third question followed: **3. What joint activities with pupils do you plan to pursue with the partnership and how?**

Both schools plan with the pupils and teachers to realize: sports competitions, outings, performances, joint workshops, classes and collaboration between pupil communities.

On the following question:

4. How will everyone in your school be informed about collaboration and partnership activities? The answer was that everyone in the school will be informed through: meetings of school authorities and bodies, the school's web site, prepared leaflets and invitations, print and electronic media.

The findings of the fifth question that both schools answered are:

5. How will you involve parents, community and community in partner activities?

Parents will be involved as active participants in workshops, celebrations, outings and hands-on work through Class Parent Councils, School Parent Councils and the school board by making appropriate decisions in the interest of the project.

The Municipality will support this project for realization through joint meetings of the mayors. The community will be informed and monitor the activities and accept them without prejudice, and the business sector will be financed.

And on the final one joint activities' media presentation has been agreed upon:

6. How will you present the implemented activities and share your experiences with others? We will share the implemented activities between our schools with others through: the school's web site, both through print and electronic media.

After the form has been answered and thus filled in, signed and archived officially by both schools, it was the first solid official step toward establishing a partnership of implementing interethnic activities between both schools.

The Bureau of education, Municipalities' representatives and the State inspectorate have immediately been informed about the interethnic partnership initiation.

The second step in establishing interethnic agreement between both schools , there has been a need to agree on general level upon overall mutually coordinated both schools annual interethnic activities working plan.

Both school team teachers agreed on its form, content, realizers, dynamics.

Also expected results have been established as an ultimate aim of each planned activity. The general annual interethnic activities' plan has also been approved by the teachers', School Board representatives, Municipalities' representatives and the Bureau of education officials.

As such official document it has been archived in both schools sealed and stamped.

The general annual partner schools' interethnic activities integration table is in Appendix.

It comprises the following activities:

1. The realization of a mutual teachers' meeting between partner schools is to be realized by principals, teachers and professional collaborators , via meeting in the second half of September. Its expected result is an operational cooperation program to be prepared.

2. Mutual ecology activity between both schools' and pupils' communities is to be carried out with the help of coordinators of the pupils' communities, teachers. Its aim is cleaning the environment from waste in the second half of September and its final expected result would be developing pupils' environmental awareness and mutual fellowship

3. The third general plan point joint activity is making apple products and their sale on Apple's Day in the school was planned.

This activity is to be carried out by all the teachers, pupils and the professional staff employees.

Its results are Apples' products and their sale on Apple's Day in the school. This activity is to be carried out in the first half of each November and the final expected result is developing tolerance, mutual respect, sharing experiences for making Apple products and interacting with each other, making friends, having fun, mingling.

The fourth official both schools' interethnic general plan activity is

4. Multicultural workshops on a theme- Holiday celebrations, a very interesting theme, it is to be carried out by principals, teachers, pupils and professional collaborators, through multicultural workshops in March . the expected result of this activity is developing tolerance, mutual respect, exchange experiences on ways of celebrating holidays and socializing.

5. The continuous activity of Virtual (through electronic media) collaboration and an agreement between the teachers from different educational areas and the professional collaborators while planning and realization of lessons and activities will be carried out throughout the whole school year by principals, teachers, pupils and professional collaborators.

Individual realization of lessons will be monitored and the final expected result of this activity is achieving cooperation, agreement and exchange of experiences in the planning and realization of teaching hours and activities.

6. The next annual plan both schools' agreed upon activity is realization of mutual lessons between teachers of the same subject in both schools as a continuous activity.

Planning and realization of mutual lessons should be carried out by both schools same subject teachers. Its expected result would be breaking barriers to socializing and working with representatives of another nationality.

7. A visit to a book fair in April has been agreed upon, by the teachers from both schools, pupils, more precisely Macedonian and Albanian language teachers, librarians and pupils.

The Mutual visit of the Book Fair in Skopje would result into establishing a Friendship between pupils and teaching staff and establishing closer contacts and exchange of experiences.

8. The next even higher set up achieving point was a mutually agreed establishing a trilateral cooperation between both schools in North Macedonia and a third school in Germany with the third language introduced- the German one by principals, teachers and professional collaborators.

That cooperation is to be realized at first via Skype, mail and other electronic media. Its final result would be spreading the network of schools we cooperate with. This activity is planned for May the ongoing school year.

9. The final step in this plan that has been agreed upon is the organization of a close up event where both schools on agreed location are going to present in front of the parents, local population Municipalities' representatives all their work and products of such annual interethnic both schools' cooperation.

It is to be carried out in June. Both schools believe that this final public event would be an excellent opportunity to acquaint the public with something new and intriguing.

Its expected result is presenting the achievements to the local community from community friendship and school collaboration toward breaking up the prejudices and stereotypes and becoming more familiar with each other towards mutual acceptance, respect and co- existence.

After compiling general both schools' plan of mutual activities, the procedure went on. We needed to see the teachers' official opinion of undertaking interethnic activities, the pupils' and the parents opinions about it and decide if they are ready to go into the process.

In terms of implementing interethnic school year's activities with its partner school OOU Blaze Koneski Prilep has brought up a general plan and it has also been affirmed by the official School Board representative members.

It is compiled of the planned activities, its realizers i.e. carriers of the activities, the manner of realization is prescribed and also each activity dynamics.

It is the following

4.1 GENERAL PLAN OF ACTIVITIES FOR INCLUSION IN INTERETHNIC INTEGRATION IN EDUCATION

ACTIVITIES	Realizers	Manner of realization	Time of realization
Creating a team	principal, professional associates, teachers	working meeting	June - August
Achieving cooperation with bilingual school	the team	mutual visits, humanitarian actions, excursions, hours ...	August - June

Inclusion in international projects	Director, expert associates, teams for realization of projects	project planning and application for them	Continuous activity
Project inclusion	the director, the team	oral and written speeches	September - October
Planning of activities derived from the project	the team	working meetings	November - December
Report preparation	the team	electronic and printed form	June - July

Implementation and following the plan means:

- The following of the implementation of the plan is a key point in the process of self-evaluation, which ensures that the activities that are included in the plan are realized and that greater effects in the promotion of interethnic activities promotion are achieved.
- The process for following the realization of the activities is done continuously and is carried out by the school's interethnic school integration team of teachers.
- The team will decide together how the following process will be carried out, the time frame, how the progress will be noted, in what period, and how the advancement will be evidenced, and in what way will the whole school staff will be informed.
- The self-evaluation process and the determination of priorities for the promotion of interethnic activities' is repeated each school year.

4.2 DATA ANALYSIS AND FINDINGS

As one of the major instruments in the doctoral work besides other tools and instruments, first I have used **observation**.

The observation has been carried out throughout one school year, 2015/2016, when I observed the pupils, and the other observations in real-life contexts have been going on continuously from 2014 onwards.

So far, I have observed pupils from both ethnically different schools in class and in other outdoor activities, in Blaze Koneski and in Redze Rushit Zajazi, and I have also reached some findings from observations in real-life situations which are also worthwhile and valuable.

The observation findings helped in getting a clearer view of the environment's standpoints, opinions, views about different races, culture, and they showed to what extent people have stereotypes and prejudices as well as the reasons for certain behaviors in different settings and contexts.

The observation has been carried out for the period of three years and it has been done so indirectly.

The findings of the observation, which have been very valuable, will serve as the basis for further methodology.

The findings showed that people, regardless of age and race, are highly prejudiced, have stereotypes and do not want to communicate. In its worst form, a high level of animosity has been performed.

Barriers have been high, especially with the older participants, whereas the younger participants – pupils – had some level of stereotypes and barriers but have not been developed to such a great extent, and which I believed can be modified.

It confirmed my point thesis that the change can be initiated at an early age in the process of primary education.

Yet to mention, stereotypes among intellectuals at South East European University, our colleagues, were not present at all.

In this PhD thesis, I have used a continuous observation as a technique in order to gather objective, direct information of the overall situation regarding interethnic issues.

The settings are different and the findings come from many resources and real life situations.

The findings of the process of my continuous constant observation on multiculturalism help realize real life situation concerning ethnicity issues, relationships and behavior of people from different race, nationality and religion and support the need for implementing interethnic activities in order if not finally to solve, but to make relationship between ethnic groups milder.

4.2.1 THE OBSERVATION DIFFERENT SETTINGS' FINDINGS ARE THE FOLLOWING:

	Context/situation	Participants	FINDINGS- Behavior/attitudes
1	USAID Interethnic education project tutorials/meetings at hotel Crystal Palace in Prilep- April 2014	Teams of teachers and directors from primary schools in Prilep and the surrounding – Macedonian and Turkish	<i>There were two lecturers- the one Macedonian and the other one Albanian- Macedonians felt uncomfortable when seeing the Albanian slideshow and commented with remarks among each other and also commented mutually in their groups about the Macedonians, about the past, the conflict, the rights.</i>
2	USAID Interethnic education project at Redze Rusit Zajazi school- Kicevo visit to Blaze Koneski- Prilep- on the Day of the Apple 2014- PMIO activities- 7 November 2014	Team of teachers, the principal Sulejman Dervisi, and 3 rd and 9 th grade pupils, our school teams of pupils- 3 rd and 9 th grades	<i>The teachers, the directors and the adults have been normally communicating, whereas the 3 grade pupils from both schools who have been involved in mutual Apple Day activities did not communicate, but the pupils' community from the 9th grade from both schools accepted each other very well, communicated and have been very successful in the mutual workshop.</i>
3	USAID Interethnic education project tutorials- disseminations with the teachers in Blaze Koneski- June- August 2014	There have been disseminations among the 1 st - 5 th grade teachers and the 6-9 th grade	<i>There has been some discomfort among the teachers more from 6th-9th grades, less from 1st-5th grades, but somehow managed to accept the project and did not refuse it.</i> <i>They commented all the time- I think the school's prosperity has been posed to the highest position.</i>

- teachers about carrying out the interethnic project activities
- 4 **Meetings with the Prilep Education Counselor- Mr.Matrakoski with all the Prilep primary and secondary schools' principals- August 2014 in the Prilep Municipality official building** The counselor has informed us of the start of interethnic activities *Secondary schools' directors refused implementing it and even I was verbally attacked by one of them due to the fact that our school has decided to implement it, and I was also "accused" of posting PMIO activities on Facebook to get more popularity and to show that we are ready to accept the others.*
- 5 **Meeting with Mr.Ahmet Jusuf- principal of the village of Kanatlarci- a Turk- and the other principals for the Apple Day in Blaze Koneski- 7th November 2014** He, like the other principals, has been invited for the event *While sitting in my office he complained about Macedonian popular folk songs which mention the Turkish governing over Macedonia in the past 5 centuries. We explained to him that it was just like that and no one can change history.*
- 6 **Meeting with Mr.Sulejman Dervisi and his employees in Blaze Koneski about initiation of the mutual** They visited our school and have had a splendid, mutual time *He feared setting up and carrying out sport activities with cheerleaders between both schools due to the fear of some incident- and the idea of sport activities with cheerleaders has been refused by both teams of teachers from both schools.*

PMIO sport mixed groups of pupils activities in September 2014 spent together

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|----|---|--|---|
| 7. | Elementary school Dobre Jovanoski principal's attitude May- September 2014 | Their principal, their psychologist, the Counselor for Education in Prilep and the Prilep Mayor | <i>The Roma children are almost of the same number and the 1st grade Macedonian pupils' parents decided to take them from Dobre Jovanoski to Blaze Koneski. We accept them, but there is a severe demand from Dobre Jovanoski to have the Macedonian 1st grade pupils back and to obey the area rules. They even complain to the Mayor as well as to the counselor who also address us to obey the rules of enrolment despite the primary school law which gives the right to the parent to take his child to every school he wants to.</i> |
| 8 | Watching a football match between Lirija and Pobeda at the football stadium in Prilep | Football players, cheerleaders

Full stadium | <i>The cheerleaders are severe, they spit, curse, offend and are ready to do anything, to fight, and God forbid to hurt or kill. The match is interrupted and will be played with no spectators.</i> |
| 9 | Transfer of two Roma 7th graders from Dobre Jovanoski to Blaze Koneski due to bad marks
<hr/> Behavior of an Albanian girl, 9th grade, who has learnt in Blaze Koneski since | Two Roma 7 th graders from Dobre Jovanoski to Blaze Koneski are enrolled due to bad marks | <i>They do not mix with Macedonian pupils, nor do the Macedonian pupils show any interest in them. They sit alone in their desks, the school and the class teacher does her best to make them feel comfortable and to join all the activities. After a year, even with lower-set standards for them, one leaves school and goes abroad, the other still feels isolated. Yet, there is another Albanian girl who learnt in Blaze Koneski from the 1st grade- she is</i> |

1st grade

excellent and manages pretty well.

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|----|--|--|---|
| 10 | Our visit to Turkey- Mehmet Akiff Ersoy University in Burdur- May 2013- Turkey <hr/> | Group of teachers from Prilep, Kavadarci, Delcevo, Veles the Counselor for Education from Prilep | <i>We felt very pleasant, comfortable and have had a splendid time spent together.</i> |
| 11 | Our visit to Istanbul organized by Yahja Kemal College- May 2012 <hr/> | Prilep primary school principals and the Counselor for Education from Prilep | <i>We felt very pleasant, comfortable and have had a splendid time spent together.</i> |
| 12 | Planning a visit to Zajas- to Redze Rushit zajazi- Kicevo – interethnic activities September 2014 <hr/> | We were Planning a visit to Zajas- to Redze Rushit zajazi- Kicevo – interethnic activities to go and visit them like they visited us | <i>Teachers feel anxiety, uncertainty, feel insecure and are not willing to go there.
If not necessary and obligatorily- they would not go.</i> |
| 13 | My husband’s visit to Zitose village to see his | He goes freely to Zitose | <i>He assures me that they are excellent, open-minded and fair people. He greets them by his</i> |

- | | | |
|--|--|--|
| Albanian colleagues for the celebration of Kurban or Ramadan Bajram- 2014 | village to see his Albanian colleagues for the celebration of Kurban or Ramadan Bajram- 2014 | <i>visit- I hesitate to go there, yet I would not refuse if they want to come to us- our house on Christmas or Easter or for some ordinary visit.</i> |
| 14 Mixed group of doctoral pupil colleagues going on lunch of coffee break- November 2014- SEEU University-Tetovo | Four Albanian and four Macedonian PhD pupils | <i>When the Albanian pupils speak among themselves, they only use the Albanian language without any regards to the people who do not understand it. I feel neglected and cut off; when Macedonians speak among each other they use the English language in order to be fully understood by everyone in the group, and also by the Kosovo PhD pupils who do not know the Macedonian language.</i> |
| 15 Visit of Blaze Koneski pupils and teachers to Sedlare, Svilajnac R.Serbia- 4 December 2014 | 7 Macedonian teachers, me- the principal and 7 Macedonian pupils | <i>We have had a magnificent reception, our Macedonian song, Mkaedonsko devojce, was played at the beginning. We have communicated excellently, pupils mixed and unselfishly shared ideas and by free will spent time together. Serbian pupils approached me to greet me and to introduce themselves.</i> |
| 16 Visit of Serbian guests from Sedlare Svilajnac to Blaze Koneski- Prilep- January 2015 | 7 Serbian teachers and 7 Macedonian teachers from Blaze Koneski with both | <i>Excellent spent time together. Strong positive feelings developed, each speaks in his mother tongue.

Feel pleasant and comfortable.</i> |

principals

17	USAID's Nebojsa Mojsoski and Dzevahire Zajazi's online interview on the program- Good morning Macedonia- in January 2015	Nebojsa Mojsoski- USAID's chief representative, Mrs. Dzevahire Zajazi and the interviewer	<i>Excellent watched interview- the aims and the goals have been thoroughly explained, the atmosphere has been great, but some of the peoples' comments on the Facebook page have contained hateful speech alongside the USAID's comments in the opposite peaceful direction towards mutual co-existence.</i>
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The key findings from the observation is that there is a certain level of intolerance, misbehaving, oppositional attitude among white either male or female Macedonians towards Albanian ethnic population, even refusal to cooperate or even to start an interethnic activity, whereas there is not such feeling toward Turkish population who is seen as a fellow nation to Macedonians.

The same fear feeling is present among the Serbian orthodox population against Albanian population on one hand. On the other hand in the observation findings, some Macedonians and Albanians also adults do not have prejudices, stereotypes against each other.

They visit each other on religious holidays and the Macedonian and Albanian colleagues go freely on a drink and hang out with each other, perhaps education level plays great role in surpassing any kind of animosity, bias and fear of any kind.

The most severe animosity is noticed between Macedonian and Albanian cheerleader fans while watching a sports game.

Due to the fact that such traits of prejudices, stereotypes are noticed while observation especially between Macedonian and Albanian population, I have decided that some changes are highly necessary to be made and the most effective early phase field is the field of early primary education where we can start making significant mental reconstruction towards transformation approach to full integration.

It is a hardworking process , but its definitely worth going it through for the sake of ourselves and the future generations as well.

Interethnic activities' mission continued with carrying out questionnaires among the pupils from Blaze Koneski, the parents and all the teachers as well.

When offered to undergo questionnaires, the Zajaz pupils and teachers were not willing to.

The results will be explained further in the dissertation.

After accepting the general annual interethnic activities plan, in order to promote the interethnic cooperation between the both sample schools, each school, with its team of teachers, agrees and compiles its own mutually coordinated annual table of mutual interethnic activities for the following school year.

Such annual, mutually coordinated school program, with incorporated interethnic activities, will also evoke positive opinions and will be accepted to be worked on by the Municipalities' Councils, Bureau of Education and the State Educational Inspectorate.

Such official documents will also be provided and are archived at school.

Carrying out the interethnic activities each school nominated responsible teachers – the cast team of teachers and they are the main responsible people monitoring leading and helping other teachers, pupils and parents as well.

That way, both schools have two teams of interethnic activities' team of teachers who constantly communicates, reasons, brings decisions, implements, helps, carries out.

Each one of them receives a separate document nomination certificate as an individual interethnic teacher obliged to work both in his own team, but also with the other school's team teachers' members and parents and pupils.

4.3 THE ROLE OF THE TEAM OF TEACHERS IN CHARGE OF INTERETHNIC COOPERATION IN BOTH SCHOOLS

Before the beginning of the new school year, in each school the principal and the pedagogy and psychology staff form the so called- "SIT" team of teachers who will be obliged, in cooperation with other teachers, to set a framework for the planned activities and will in a way lead the work of implementing such activities with the other partner school during the whole school year.

The schools followed Bureau of Education prescribed guidelines when forming interethnic integration team of teachers and professional collaborators

4.3.1 GUIDELINES FOR ESTABLISHING SCHOOL INTEGRATION TEAMS-

While forming a team of teachers responsible for carrying out interethnic activities, some official, institutionally prescribed guidelines have been obeyed and followed.

- **Forming the school integration team**

The first step in implementing interethnic integration activities in education is the establishment of a school integration team as **a school team** made up of representatives from

all relevant structures in the school: school leadership, school support staff and teachers (with a school board representative).

- **Appoint a school integration team coordinator**

At the outset it is important to determine who will be the main coordinator of the team that will lead the activities for interethnic integration in the whole school's education. School leadership provides ongoing support to the coordinator in working with the entire school community.

- **Forming teams of implementers for the foreseen activities**

During the implementation of the interethnic integration activities in education, smaller teams of implementers are formed for specific activities that are actively involved in planning and implementing independent and joint activities.

4.3.1.2 THE ROLE AND FUNCTIONS OF THE SCHOOL INTEGRATION TEAM

The School Integration Team (SIT) is responsible for planning, coordinating and monitoring school interethnic integration activities.

The role of the team is to provide support for the continuous implementation of interethnic integration activities in education that apply to all school structures, as well as to establish and maintain cooperation with relevant community stakeholders.

The following principles of work will apply when implementing the activities:

- Applying the "school action as a whole" approach involves the active participation of all members of the school community - the management, teachers, pupils, parents and school board in developing a strategy and action plan for interethnic integration in education as an integral part of the Annual Program for school work;
- Enabling pupils to communicate and interact with pupils from other ethnicities;
- Implementing the interethnic integration activities in education in partnership with the local community.

4.3.1.3 SCHOOL INTEGRATION TEAM RESPONSIBILITIES/OBLIGATIONS

Team members in their schools have the following tasks and responsibilities when implementing interethnic integration activities in education:

- Participating in trainings for implementation, coordination and monitoring of activities for interethnic integration in education at the school level;
- Preparing action plans for integrating interethnic integration activities in education into the School's Annual Work Program;
- Coordinating and monitoring the implementation of the planned activities in the school;
- Coordinating and organizing continuous professional development activities at the school level (workshops, expert meetings, mentoring activities);
- Conducting self-evaluations of the implementation of interethnic integration activities in education and planning activities based on the results of the self-evaluation;
- Coordinating activities between schools that cooperate with each other and participating in experience exchange meetings with other schools;
- Initiating activities for involving parents in interethnic integration activities in education and coordinating their implementation;
- Ensuring communication and cooperation with relevant stakeholders in the municipality and the Bureau for Development of Education

4.3.1.4 COMPOSITION/STRUCTURE OF THE SCHOOL INTEGRATION TEAM (SIT)

- The school integration team consists of six members.
- Members are elected from all relevant structures of the school: school leadership, professional service, teachers, the school board and the parent council. In schools where instruction is provided in two or three languages of instruction, ethnic balance is taken into account in their selection.

Monolingual Schools - Total of 6 members:

1. Representatives of the school's management and professional service (two in total)
 - The principal or the deputy / assistant principal of the school
 - A psychologist or pedagogue
2. Primary school teachers (four in total) - two in grade school and subject teaching
 - Secondary school teachers (four in total) - two each from 1-2 and 3-4 years
 - One teacher representative should be a member of the school board

Bilingual Schools - Total of 6 members:

1. School management and professional staff (two in total), each with one representative from both languages of instruction
 - The principal or the deputy / assistant principal of the school
 - A psychologist or pedagogue
2. Elementary school teachers (four in total) - two in grade school and subject teaching with equal representation in both languages of instruction
 - Secondary school Teachers (four in total) - two each from 1-2 and 3-4 years with equal representation in both languages of instruction
 - One teacher representative should be a member of the school board

Trilingual Schools - Total of 6 members

1. Representatives of the school management and the teaching staff (two in total) representing different languages of instruction
 - The principal or the deputy / assistant principal of the school
 - Psychologist / pedagogue
2. Elementary school teachers (four in total) - two from primary and subject classes with all languages of instruction present
 - Secondary school teachers (four in total) - two each from 1-2 years and 3-4 years with representation in all languages of instruction
 - One teacher representative should be a member of the school board

4.3.1.5 PROCEDURE FOR SELECTING TEAM MEMBERS

After conducting workshops with principals and representatives of the professional service by the school , the Director convenes a Teachers' Council promoting the interethnic integration project in education and presenting the procedure for selecting candidates for School Integration Team members.

Concerning the procedure for selecting team members, it specifically outlines the responsibilities of the members, the selection criteria (and the relevant personal characteristics of the candidates), as well as the benefits of the school's participation in the realization of interethnic activities.

Candidates from a full-time school (non-replacement and / or part-time) who have at least four years until retirement may be nominated.

A list of proposed candidates is established at the Teaching Council, and the final selection of teachers is made by the principal along with the expert service on the basis of a list of criteria (presented in the table below).

The list of selected members of the team shall be prominently displayed in the teaching office within three days of the establishment of the candidate list.

The selected members are enrolled via an appropriate form, which is submitted to the responsible person for education in the municipality and to the Coordinator of the Bureau for Development of Education in the region.

4.3.1.6 CRITERIA FOR SELECTING MEMBERS OF THE SCHOOL INTEGRATION TEAM

The following criteria (and points assigned to each criterion) are taken into account when selecting members and thus getting points:

- Possessing authority and enjoying the confidence of most teachers and pupils - 10 p.
- Developed leadership, initiative and communication skills and teamwork experience - 10 p.
- Developed skills in using information and communication technology - 5 p.
- Participation in the realization of previous / current projects in the field of democracy and democratic processes, human rights, civic education, social justice, multicultural / intercultural - 15 p.
- Participation in trainings in the field of democracy and democratic processes, human rights, civic education, social justice, multicultural / intercultural - 5 p.
- Interest and intrinsic motivation to work in the field of promoting interethnic relations in the school and / or community (open to respect for differences) - 5 p. (50 points in total).

Both schools, according to the above named criteria, elected their own School Integration Teams, which means that there are two Sits in charge of implementing interethnic activities.

4.3.1.7 SCHOOLS' INTEGRATION TEAM MEMBERS WITH ALL DATA IS LISTED IN THE APPENDIX

After the mutual activities plan is compiled, it is submitted to the official institutions like the Parents' Council, the school board representatives and the Local Community Council, and provided it is positively acknowledged, the two schools at the start of the school year will begin to implement it.

After the procedure for electing the interethnic activities' team of teachers has been completed, they have carried out numerous meetings and agreed upon their mutual working plan, which follows:

4.4 GENERAL INTERETHNIC ACTIVITIES' RESPONSIBLE TEAM TEACHERS' WORKING PLAN- APPENDIX

It consists of School change activities, Expected result / product, (Pre)conditions that are needed to be met, Responsible interethnic activities' team teachers, and the dynamics' activities.

First, defining roles for members of the interethnic activities' team teachers had to be carried out. That assignment is given to the principal of the school in the period from June to August.

The preconditions that needed to be met are that a contract meeting of the members of the interethnic team of teachers had to be held and the expected result of that are the assigned responsibilities to team members according to the interethnic activities and a team coordinator to be appointed.

Second, according to the dynamics of the plan, a dissemination of the training at the school level needed to be carried out by the the principal, pedagogue, psychologist, integration team of teachers in August.

The precondition is a plan for disseminating training with divided roles for conducting sessions and the final product of such dissemination would be workshops held for about 6 hours, with the participation of all teachers and a prepared report with a list of participants from the training held and analysis of the responses to the questionnaires for evaluation of the training.

The third point in the annual general integration plan is Establishing a partnership with a school with another language of instruction (for compulsory one-language schools) by the principal, pedagogue, psychologist, integration team of teachers from the period of June-August the ongoing school year.

The preconditions are establishing a list of potential partner schools with basic data about them, contacting potential partner schools and Providing consent by teachers, parents and school board for active inclusion in partnership with the proposed school.

The expected result would be partner school selected according to the required criteria, Organized at least one joint working (contractual) meeting with the interethnic

activities' teachers' team from the partner school and a prepared a plan for cooperation and communication between partner schools.

The fourth action point is introducing interethnic activities in the Annual Program by all teachers willing to participate in August.

The preconditions are the situation in the school to be confirmed in relation to the existing activities for interethnic integration, to have a prepared list of potential independent activities of the school and to provide a Prepared list of necessary joint activities with the partner school.

The major focal point in this phase would be to carry out a working meeting for planning with the integration team of responsible teachers team from the partner school(s). The expected results are Adopted Annual Program (or Annex of GP) with the interethnic activities' commitments of the school involved in the mission and the vision,

Also the adopted Annual Program (or annex of the School's Annual Program) indicates the specific interethnic activities that are expected to be realized at the school clearly define their goals.

The next, fifth activity from the Annual interethnic school plan is planning of specific activities in August before the official start of the school year by subjects' teachers and teachers from 1st-5th grades.

The preconditions are the annex to the Annual Program to be adopted. To provide established teams of implementers for the planned activities and to organize planned working meetings for planning with the teams implementing partners from the partner school.

The expected results and the products are: prepared specific plans for each projected activity (each team of implementers has submitted their plan to the interethnic activities; teachers team members).

The sixth point in the Annual interethnic school plan is the concrete realization of the planned activities by the teachers and the pupils from September until 10th June the ongoing school year.

The preconditions for this activity are that teachers are obliged to lead a portfolio in which they collect successful practices and conduct reflection and analysis of their activities.

The result of this point from the plan is that all specific planned activities are to be carried out in the school according to how it is agreed upon and a Provided evidence and evidence of the joint activities carried out.

Next seventh step is monitoring the realization of the activities by the integration team of teachers, Bureau of Education representative, State Inspectorate section in Prilep in the period from September to June.

The preconditions are that the school has already prepared monitoring instruments for the implementation of the activities (each area of activity has its own monitoring tool with key monitoring points). Then, the school is to hold continuous meetings of the teams to discuss the implementation of the activities.

Also a Regular communication with the integration team of teachers (SIT) from the partner school (at least on a monthly basis) should be maintained.

The final results are Monthly reports on the realization of the planned activities prepared by the teams of implementers and submitted to (the SIT)- i.e. integration team of teachers. Also a final product would be considered a Joint newsletter (monthly) with partner school for realization of joint activities prepared by responsible team of teachers.

A Continuous display of information on the board in the teaching office for the realization of the activities is also considered to be a final product in this phase of the implementation of the school's annual interethnic activities' plan.

The next step is the sole process of interethnic Self-evaluation of the school realized by nominated groups of teams of teachers, teachers assigned by the principal to carry out the obligatory process of self-evaluation in the period of every third year starting in September.

The preconditions are the school to obtain a Completed self-evaluation questionnaire by teachers, pupils and parents and also a Participation of the teacher in computer technology in the processing of the answers given on the questionnaire to be provided.

The results are a report on the results obtained by applying the self-evaluation questionnaire to teachers, pupils and parents and also A report on how the implementation of the interethnic activities contributed to the improvement of the situation.

Both reports are kept as official archived document in the schools' official documents.

The next phase of the school change activities is promotion of the realized activities done on 11th June every year by all the teachers pupils included in the interethnic activities.

The preconditions are to obtain prepared promotional materials (posters, brochures and / or other materials) that show the process and the product from the realized activities, to have Invited guests to the event and to maintain an open interethnic activities' portal on the website of the school.

The final results of the promotional event are to organize at least one promotional event at the school level for presentation of the activities in front of the management, teachers, pupils and parents.

To organize at least one promotional event at the municipal level for presentation of activities in front of the municipality and key educational institutions.

To do a Continuous updating of information on the portal for interethnic activities on the school website.

The final phase- the certification one, carried out by the Bureau of education official representatives in the period of September- June , the precondition that needs to be met is the implementers of joint activities to have prepared a professional portfolio according to the requirements of interethnic activities' plan and the integration team of teachers to have conducted an evaluation of professional portfolios and submitted them for certification.

The final expected result of the phase of certification is submitted list of teachers who realized joint activities and that meet the criteria for certification and thus received official certificates for implementing interethnic activities that become integral part of teachers' portfolios.

4.5 INTERETHNIC ACTIVITIES TEACHERS' DISSEMINATION

The school carried on with implementation of the planned activities from its annual general interethnic activities' plan. It had to inform all the teachers what would follow, i.e. to make a dissemination on two plenary meetings and to obtain teachers' consent and support for implementing future interethnic activities.

The next step in carrying out the process of interethnic activities was the dissemination, i.e., all the teachers were to be presented with the procedure and the further steps and activities.

The integration team of teachers, together with the principal and the psychologist and pedagogy staff, presented on a plenary teachers' meeting an action plan for interethnic activities.

Presenters followed a prescribed action plan for dissemination in phases.

A total of 56 teachers attended the meeting.

The dissemination phase went according to the action plan for dissemination (Appendix) .

First, Informing the Teachers' Council on organizing the dissemination of training for interethnic activities went on by the principal and the integration team of teachers from the period after the end of the school year for 6 days.

The preconditions were that there had to be a contractual meeting of the school integration team for the preparation of the meeting and a prepared information on the organization of the training on dissemination. the expected results and the products are that

teachers held a meeting and provided the consent / decision of the Teachers' Council for participation in the dissemination training and defining the duration of the training.

Then, there was a preparation for conducting dissemination of the training at the school level by the School Integration Team in the period of 17 to 20.06.2014.

The preconditions to be met were: the objectives of the training manual sub-tips and identified vague parts of the manual were defined and the roles of trainers to conduct sessions have been divided.

The expected results of this phase were working meetings of the school integration team for preparation of the training,

- teachers studied the content of the training manuals and worksheets prepared by IIEP school trainers- members of the integration team
- integration team teachers studied manuals on joint activities and democratic participation of pupils and a concept for their presentation
- integration team teachers Developed a draft dissemination plan with defined training and agenda content with a timeframe
- they also Considered technical aspects of the training (premises, equipment, materials).

Then, there was a Participation in a mentoring meeting organized by the regional mentors of the interethnic activities by the school interethnic activities team of teachers on 24.06.2014.

The preconditions that had to be met were that there had to be a draft dissemination plan prepared and teachers had prepared a list of questions / dilemmas for discussion at the mentoring support meeting.

The results of the mentoring meeting are an analysis of the proposed dissemination plans prepared by schools (by mentors), Finalized plans for dissemination of trainings (jointly: mentors with trainers) and Consultations on dilemmas related to conducting sessions from the training manual and reviewed worksheets.

On 24.06.2014 in an agreed term for the realization of the training by the the school interethnic activities team of teachers there has been informing the participants about the training.

It resulted in a a press release (in written form) about the date for the training and the training agenda.

In the Logistics preparation for the training phase on 25.06.2014 by the school integration team of teachers , the preconditions were the technical aspects of the training that were considered and the roles of trainers in logistic preparation were divided.

The expected results were:

- Formation of groups of participants (if the number of participants exceeds 35-40)
- Provided adequate room for maintenance of the training (by size and working conditions)
- Provided necessary equipment (computers, LCD projector, board and flip board)
- Training materials prepared (presentation and worksheets)
- Prepared lists for the attendance records of participants in the training
- Prepared questionnaires for evaluation of the training.

In the next phase of the process of dissemination, Conducting dissemination of the training at the school level on 26 and 27.06.2014 by the school interethnic activities team of teachers, the preconditions were that the school had to obtain a completed final preparation among the members of the training team.

Its expected result was Realized training, Filled-in lists for participation of the participants, Guides for joint activities and democratic participation of pupils - were presented.

Then, on 30.06.2014 the school interethnic activities team of teachers after having collected the necessary data for the preparation of the report, was holding a training reflection meeting and was writing a report on the training held and that resulted in a reflection meeting. It was held after the training.

The team integration teachers discussed what was going well and what could be done better in the process of dissemination.

Another expected results/outcome was a prepared a report on a given form with data for the realization of the training and the numerical situation of the participants and a copy of the participation list of the participants to the Interethnic activities' Municipal mentor was submitted to.

After the dissemination of the teachers for the activities of interethnic integration, a report on this was prepared and submitted to the archive of the school and to the relevant competent institutions like the Bureau of Education and State Inspectorate- Departments in Prilep.

**DISSEMINATION TRAINING REPORT: "INTERETHNIC INTEGRATION
IN EDUCATION"**



Basic data	
School	Blaze Koneski- Prilep
Language of instruction	Macedonian
Municipality	Prilep
The report has been	the interethnic activities' team of teachers

prepared by:	
Mentor	Bureau of Education in Prilep official representative
Date	30. 06.2014

Participants

Sample of official dissemination report has been submitted to the relevant official institutions such as Municipality's representatives, Bureau of education and the State

School : Blaze Koneski- Prilep																							
Participants	Number of employees in the language school language school -					Total number of participants in the compulsory part of the training																	
						Teaching language					Ethnicity						Sex		Participation		number of participants		
	MACEDONIANS	ALBANIANS	TURKISH	SERBS	TOTAL	MACEDONIAN	ALBANIAN	TURKISH	SERB	NO DATA	MACEDONIANS	ALBANIAN	TURKISH	SERB	ROMA	BOSNIAK	OTHERS	male	female	partly in ⁵		fully ⁶	
Teachers	56				56	50					50							8	42		50	50	
Professional collaborators- pedagogues and psychologists	3				3																		
School principal	1				1																		
Others																							

inspectorate which follows:

A copy of this document is also archived in the school as well.

⁵ Partial participation in training

⁶ Full participation on all topics from the compulsory part of the training

After the dissemination had been carried out on a plenary teachers' meeting, comments in a form of reflection- next to each activity were added.

The process of dissemination has been carried out in June after the end of the school year, first in the Introduction to the concept of interethnic integration in education carried out by the principal and the professional services' staff, the school principal acquainted the teachers with the concept of interethnic integration in education.

Teachers in general were already introduced to one teacher's council.

In the phase of creating a drawing of multiculturalism, the drawing of multiculturalism was very successfully shown by the participants and trainers.

The conception of Macedonia as a multiethnic society was clear.

As a critical point, one can emphasize the need for equality and coexistence among all ethnicities as integrated persons in a society with the same goal.

On this topic there was a little more emotional discussion, but with the skill of the trainer, the discussion ended with everyone's satisfaction. The remaining topics from the training were accepted with great interest, and the participants actively engaged in the group work.

In the discussion of "*How to become a true multicultural / multiethnic society*"- teachers got a clear picture of the obligations, the duties and the purpose of this project, what support of the Project team is available, and where to provide the necessary materials for the realization of further activities, as well as how to plan, implement and promote activities for multiethnic integration in education.

Then a difference between multicultural and interethnic integrated education was discussed, and the conclusion was that Teachers' motivation will be at a higher level if material resources are provided for the realization of project activities and if we provide a partner school, the planning of the activities for the next school year will be facilitated.

In the next phases of the teachers' dissemination- the Interethnic activities for changes in monolingual and multilingual schools, teachers' collaboration, realization of interethnic integration activities at the school level, collaboration with the parents, concrete interethnic activities planning, following the implementation procedure of the planned interethnic activities as processes have been agreed upon and fully accepted by the teachers' staff which eventually would lead to the final process of certification for all the participants in the implementation of the interethnic activities.

After the process of the teachers' dissemination, the learned lessons were discussed and a reflection was carried out.

Teachers and the interethnic activities' team teachers discussed what were their experiences , what have they learnt, how can it be applied in the regular lessons.

In the reflection phase a feedback has been provided.

From the participants' perspective (based on the participants comments in the training) it was good that the training was well prepared, the trainers were ready and prepared enough, the working atmosphere was stimulating, the methods of work corresponded to the contents that worked greatly and on the question What could have been better?- it would have been better if we obtained Direct examples from other ethnicities and their presence.

From the perspective of the trainers (based on the common impression of the trainers) in the reflection phase, it was good that the participants actively participated during the training and the interest was on a satisfactory level and it would have been better if there had been greater involvement of the parents , because the trainers believe that they have had difficulties in ensuring the presence of parents.

4.6 ANALYSIS OF QUESTIONNAIRES FOR DISSEMINATION- SUMMARY

The team for the dissemination of interethnic integration in education conducted an analysis of the questionnaires for evaluation, and it became clear that the usefulness of the processed topics at the seminar was evaluated very highly by teachers.

Very few teachers think that the topic of cooperation with parents is not very useful for their training.

Teachers think the teaching methods largely correspond to the contents and all teachers think that they actively participate in the training as much as they had wanted and expected to.

The atmosphere during the training was assessed as stimulating, as teachers think that the knowledge gained during the training and in the work with the other teachers in the school will be used to a large extent, and they will also use this knowledge in their own work in the school.

Trainers of the training were assessed by the experts with a very good grade as well as with the comments that they were clear and concise during the course of the training, and that their lectures were sound and principled, professional, effective, efficient, well-prepared and sufficient.

Working premises and equipment, as well as administrative and other support, were assessed with a good score, saying that it would be good if we had concrete examples and presence of representatives from other ethnicities.

It was also suggested that it would be good if the training were to be realized in a more relaxed space and conditions, e.g. in a hotel.

In terms of overall training, the majority of teachers rated it with a good and very good grades.

Dissemination team were the interethnic activities' team teachers, the principal and the professional services' staff. After the dissemination, one of the mentors, Lydia Koteska, provided a feedback reflection report, which follows:

4.7 POST-DISSEMINATION REFLECTION REPORT BY THE TRAINER-MENTOR, LYDIA KOTESKA

“The main goals of disseminating the trainings - providing support and having teachers participate in the MIS activities, as well as their preparation for the realization of the MIS activities in the school, were fully realized. The number, interest and interaction during the trainings was a sufficient indicator of the readiness of teachers to actively engage in the realization of the interethnic activities.

The School Integration Team made the internal division of trainers to conduct sessions in the realization of dissemination. We promoted Macedonia as a multiethnic society and supported the realization of interethnic integration activities at the school level together with Violeta Hristoska.

The concept of Macedonia as a multiethnic society and the emphasis on the need for equality and coexistence of all ethnicities has been brought to the attention of all participants. In order to ensure the active participation of all participants in advance, we prepared worksheets related to the slides from a PowerPoint presentation.

Divided into groups, the participants analyzed the multicultural slides as a bowl of salad and the multiculturalism as a lunch with gruel, and then group representatives shared their thoughts.

We then directed the discussion with the participants to finally draw the conclusion that knowledge, communication and cooperation lead to mutual respect and that activities for interethnic integrated education are needed.

Special interest among the participants led to our explanation for organizing independent multicultural activities in the framework of regular content classes, OWL workshops as well as joint activities with the teachers and pupils from the partner school.

The School Integration Team - SIT held several constructive meetings, in which the content of the training manuals and worksheets prepared by IIEP was studied in depth. My long-term experience in transferring knowledge as a teacher, the character of the curricular content in the subject Civic Education, and of course, individual preparation contributed to the successful realization of the dissemination.

This is also reflected in the fact that as feedback, the participants immediately submitted their proposals for the realization of independent multicultural activities as well as creative ideas for joint activities.

The positive personal attitude towards the conception of Macedonia as a multiethnic society, the need to respect diversity, the acceptance of the fact that we are all equal and yet different, overcoming stereotypes and prejudices as a basic precondition for coexistence, as well as communication skills have contributed to the easy handling of poetical discussions.”in Prilep on 30.06.2014.

To spread the news in the local community, we have also informed the general public about our plans and activities in the report of the local newspaper, “Zenit”.

4.8 REPORT FOR THE NEWSPAPER, ZENIT- “INTERETHNIC INTEGRATION IN EDUCATION”

In the primary school "Blaze Koneski" Prilep, there will be Interethnic Integration in Education activities, whose purpose is to increase the understanding among the general public about the benefits for all citizens that will emerge from realizing the integration of the education system in the Republic of North Macedonia.

Such interethnic activities serve to create a political, social and economic climate needed for Macedonia to achieve sustained interethnic integration in schools, in other educational institutions, and in society as a whole.

The focus of the project’s activities are pupils, parents, teachers, administrations and members of school boards in all primary and secondary schools in the Republic of Macedonia.

Achieving and maintaining interethnic integration in education is a complex and long-term process.

Recognizing this, the interethnic activities will involve the teachers and pupils in all activities, so that during the process itself, they will take responsibility for achieving the goals of integrated education and will become drivers of a sustainable change.

The most important thing is the improvement of interethnic communication and overcoming ethnic, cultural and language barriers.

Within the frames of the interethnic activities, a school of teachers for school integration has been established in the school, which will play a key role in introducing changes at the school level. It was a two-day training that should be disseminated at the school, to carry out self-evaluation, and to coordinate and plan activities related to multiethnic integration.

For the realization of the such actions that should be incorporated in the education system, our school as a one-language school in Macedonian should find another one-language or two-language school in another language of instruction as a partner school.

We have continually been working in the school as well.

After the dissemination has been carried out, the school itself has created an Annual school interethnic activities' plan.

First there is a general one and then, after finding the partner school for each new school year, a new mutual activities interethnic school plan.

CHAPTER V

5. FINDINGS

Self-evaluation/self-assessment

Each school is also legally obliged to conduct its own self-evaluation, in terms of its implementation of the interethnic activities, through **self-esteem indicators**.

The self-evaluation/assessment document serves to indicate the weak points in terms of the interethnic activities' implementation, and then to suggest ways of overcoming their weaknesses and working towards continuous improvement.

5.1 SELF-EVALUATION INDICATORS FOR INTERETHNIC ACTIVITIES AT A SCHOOL LEVEL

The aim of the School's self-evaluation official document - is through self-evaluation of the indicators for the school interethnic activities *to identify* the strong and weak sides and, according to them, to set priorities while planning future interethnic activities and to ensure the sustainability of the achieved changes.

In order to detect and specify its weak and strong points from an interethnic aspect, each school undergoes the so-called. self-evaluation process into which the weak points will be detected, and then the school itself will make a future development plan in order to overcome such problems and weak points.

The interethnic school's self-evaluation document is an official one, and it is also presented in front of the members of the school board, as well as in front of the State Inspectorate, in the process of the school's integral evaluation that is carried out every third year by the State official inspectors.

The self-evaluation interethnic school document is also archived and is renewed every third year; it points out the interethnic school's weak points and determines the ways for making improvements according to its own appropriate development plan.

Every third year, the school is legally obliged to go through the process of detecting its weak points on general level and also to detect its weaknesses on interethnic level activities.

For such purpose the school's principal and the School Board official representatives reach an official signed document decision that a self-evaluation process is to be carried out.

All the teachers in the school are subdivided into groups by 7 different fields concerning education.

Grouped teachers meet, agree on the further working methodology and start compiling evidence from the school's archive, documents, conversations with their colleagues about past experiences.

Each self evaluation team has its chairperson and before the beginning of the upcoming school year submits a report on the proper field and the field's weak points.

The school gathers all the self-evaluation team's data and presents it on a teachers' plenary meeting, to the Bureau of education representatives and to the members of the School Board.

After it is approved as such draft working document with all the areas' detected weak points, the school, again via its employees works on a further development plan which is to be carried out throughout the whole school year.

The development plan consists of: detected weak point/side, methodology/manner of improvement, planned activities, realizers, resources, and time.

When this self evaluation process towards development plan is realized completely, after three years of time, the school again undergoes a new self valuation plan, this time on finding, detecting and determining new weak points that are needed to be improved.

And that process is renewed every third year in a row.

The self-evaluation process, and the priorities planning for the promotion of interethnic activities, consists of three parts, which are as follows:

1. Indicators of self-esteem for interethnic activities are stated in Table 1 (15 indicators in total, divided into three areas).
2. Analysis of the indicators in terms of estimation from the individual indicators' estimation and the indicators of middle grades' determination – Table 1.

3. Making a plan for interethnic activities promotion – according to the selected priorities in the Annual School Program and the implementation and following through with the plan.

5.2 INDICATORS FOR SELF-ASSESSMENT OF THE REPRESENTATIVENESS OF INTERETHNIC ACTIVITIES AT A SCHOOL LEVEL

The purpose of this document is, through self-assessment of indicators for the representation of the interethnic activities, to identify the strengths and weaknesses and, accordingly, to prioritize the planning of future interethnic activities and to ensure the sustainability of the changes achieved.

The process of self-assessment and planning of the priorities for promotion of the interethnic activities consists of three parts:

- a. Self-assessment of the indicators for representation of the interethnic activities listed in Table 1 (total of 15 indicators, divided into three areas).
- b. Analysis of the assessment of the indicators from the individual assessment of the indicators and the group determination of average indicators for the indicators - Table 1.
- c. Preparation of the interethnic activities promotion plan according to the selected priorities for the Annual Work Program of the school and implementation and monitoring of the plan - Table 2.

5.2.1. SELF-ASSESSMENT INTERETHNIC ACTIVITIES – REPRESENTATION INDICATORS

- Each member of the interethnic activities team is self-assessment individually, but other teachers who have been actively involved in the activities for MIS can also participate.
- The indicator's assessment is recorded in column 2 - Score (individual) of Table 1, rounding one of the offered numbers on the scale, where 1 denotes the lowest and 6 the highest level.
- Each indicator is given a description through several claims. The indicator's assessment is based on the real situation in the school, taking into account all given claims that explain the indicator. The indicator's assessment represents the average value of all claims within that indicator.

The school followed interethnic official self-assessment/evaluation guidelines.

Self-estimation indicators for interethnic activities on a school level-

1. How to fill in the Table 1?

- Each teacher member of the School Interethnic Team makes the self-estimation individually, but also other teachers can take part in it who have previously been part of the interethnic activities.
- Indicator estimation is marked in column 2 – mark (individual) from Table 1 by circling one of the given numbers, where 1 denotes the lowest and 6 the highest level.
- For each indicator, a description is given through several statements. The indicator's mark is made on the basis of the school's real condition, taking into consideration all the given statements that explain the indicator. The indicator's estimation represents an average value of all the given statements in the frames of that indicator.

5.2.2. ANALYSIS OF INDICATORS' ASSESSMENT-

What does the analysis contain?

- Individual indicator estimates are discussed and analyzed in a group.
- For each indicator, an average grade of all who participated in the self-assessment, which is entered in column 2, is determined - average score in Table 1.
- Participants in self-assessment jointly discuss the average scores of all indicators in the three areas and identify indicators with the highest and lowest average grades that show the strengths and weaknesses.
- The identified indicators with the highest and lowest grades in column 3 represent a basis for selecting priorities for the three areas that are then incorporated in the Annual Work Program of the School and the Development Plan.

The school followed Indicators for self-assessment of the representation of the interethnic activities and decided upon the group average score.

In the first area of SCHOOL CLIMATE AND SCHOOL RELATIONS , **1.1 *The representatives of all school structures - teachers, parents, pupils, school board, parents'***

council - have a shared vision and mission for the development of the interethnic activities-
with its subareas :

- The vision, mission and values of the interethnic activities at the school (exhibited in the school and accessible to all) are prepared with the participation of representatives from all school structures;
- The vision and mission involve creating a conducive environment in a school that respects the values of mutual understanding, respect, tolerance, non-discrimination and acceptance of diversity;
- There is continuous communication between all school structures and all participate together in the revision and adaptation of the developmental policies of the interethnic activities;
- An integral part of school ethics is respect for values for interethnic integration and acceptance of responsibility for practicing those values by all school structures.-
The average score on a scale (1-6) is 5. The school feels that it has got strong school climate and relations.

In the second sub area of area 1- ***1.2. The school staff cooperates and participates in the planning, implementation and self-assessment of the interethnic activities – the school provided the following feedback:***

- Everyone in the school actively participates in planning the activities for the promotion of the interethnic activities and makes a significant contribution to their successful realization and sustainability;
- Teachers work in teams and support each other in the implementation of the activities for the interethnic activities;
- The school performs self-assessment of its progress in realizing the activities of the interethnic activities at the school level, according to which the priorities for further development are determined;
- The management team cooperates and communicates with the entire staff and builds a sense of community in the work.

The average score in this subarea is 3.

In the next 1.3 subarea- **1.3. *The pupils cooperate and actively participate in the activities related to school everyday life and decision-making***, the school provided the following feedback:

- The school provides an environment that is based on democratic values and in which pupils are active participants in school everyday life and have the opportunity to freely express their opinions;
- The school applies the principle of democratic participation of pupils and has a democratically formed pupil community at all levels (from class to school);
- The school community reflects the ethnic composition of the school;
- The pupil communities are encouraged to take initiatives and actively participate in solving problems and making decisions on issues of their immediate interest (taking actions for changes, initiatives, petitions, etc.);
 - Pupils with different socio-economic status, gender, ethnic or religious background and ability have equal treatment in the school.

The average score is 5.

In the next subarea of the school's selfevaluation process **1.4. *Parents and community members cooperate and are involved in activities for promotion of the interethnic activities***, the average score is 3 and the school provided the following feedback:

- Parents participate in the work of the school board and other bodies that decide or have an advisory role.
- The members of the Parents' Council are actively involved and cooperate during the planning and realization of the activities for the interethnic activities;
- The school plans and organizes activities for acquainting all parents with the interethnic activities;
- The school includes parents in the implementation of the pupil activities for the MIS (through project / section work, conducting events, celebrations or other events, etc.);
- The ideas and suggestions of the parents are welcomed and respected
 - The school actively cooperates with the local community in joint projects for the promotion of the interethnic activities.

In the 1.5 subarea- **1.5. *School is an environment for respecting differences and fostering the values of living together in a multicultural society***, the average estimated score is 4 and the following school's opinion is provided:

- The school provides a climate that fosters equality for all, and measures are taken to protect pupils from all forms of discrimination;
- All teachers and school staff are a behavioral model based on mutual respect, non-discrimination and equal treatment of all, regardless of diversity;
- The school takes care of everyone to provide them with equal opportunities for learning and maximizing their capacities;
- The school organizes activities for respecting and accepting diversity and promoting social responsibility of all participants in the school.

Next, in subarea **1.6. The organization and the atmosphere of the school support the goals and values of a school that promotes interethnic integration-** the average estimated score is 3 and the feedback the professional school team teachers' that has provided is the following:

- The graphic and written material that is displayed in the hall and other spaces in the school contains elements that refer to the differences on ethnic and other grounds, and thus reflect the multicultural / multi-ethnic character of the Republic. Macedonia;
- The school promptly and fully informs all pupils about things that are of interest to them, and this is usually done so in written form (through a notice board, brochure, leaflet, annual newsletter, web page);
- The Code of Ethics / Code of Conduct contains respect for the values for the interethnic activities, mutual respect and cooperation;
- Representatives from all the structures and ethnic communities in the school take part in the preparation of the Code of Ethics, and the adoption is through a democratic procedure;
- The school undertakes coordinated procedures that equally represent the interests of all pupils in the school, regardless of their ethnic and gender background;
- Provides basic pre-requisites for the safety of all pupils (protection against physical and psychological injury).

In the SECOND MAIN AREA-

Area 2: Management, governance and school policies / procedures in the self estimation process there are also sub- areas and appropriate feedback and marks are assigned as well. In the first subarea of the main area 2 in the self-evaluation process **2.1. School policies / procedures reflect the values of the interethnic activities-** the average estimated mark is 4 and the appropriate feedback is stated:

- The school mission and vision reflect the commitment to interethnic integration in education;

- The school has clear policies / procedures for respecting the values for the interethnic activities - everyone in the school is familiar with them and is obliged to respect them and react appropriately in cases of deviation;
- All school policies / procedures include values for cohabitation, equal treatment, equal access to quality education for all pupils, and measures to protect against all forms of discrimination (sex, race, ethnicity or religion, ability, etc.)

In the second subarea 2.2 of the main second area- **2.2. A structure has been established to support the continuous improvement of the interethnic activities in the school**, the score is 4 and the feedback is the following:

- The activities for the promotion of the interethnic activities are included in the Annual Work Program of the School and the School Development Plan;
- The School Board actively participates in the creation of policies in which the interethnic integration in education is affirmed;
- The school governing body implements school policies in which it affirms interethnic integration;
- The activities for the promotion of the interethnic activities in the School Development Plan are revised on an annual basis;
- The School Integration Team (SIT) regularly holds meetings on planning, monitoring and assessing the effects of the activities of interethnicity;
- All the structures in the school are actively involved in prioritizing the planning of activities for the promotion of the interethnic activities.

In the third subarea 2.3 of the main second area in the school's self estimation process, the mark is 3- **2.3. Various data are collected on a regular basis to track the success of the implementation of the interethnic activities and determine the development priorities- and the feedback is:**

- The school (in coordination by the team integration teachers) keeps records of the entire documentation from the realization of the activities for the interethnic activities;
- The school (in coordination by the the team integration teachers) systematically documents, analyzes and shares the insights from the self-evaluation and reflection of the teachers from the realization of the activities of the interethnic activities (according to the forms given in the interethnic activities' certification procedure);
- The the team integration teachers occasionally meets with the Professional Development Team to share the perceptions regarding the promotion of the interethnic activities;

- The school board has adopted a plan for monitoring the interethnic activities.

On the fourth subarea of area 2- the score is the lowest – it is 2 and it is the weakest point in the self-evaluation process-

2.4. Monitoring of the quality of the realization of the activities of the interethnic activities and professional development in the domain of the interethnic activities are included in the school policies / procedures. In it:

- The school has a quality control policy for the interethnic activities in order to develop teachers' competencies (the criteria for practical application of the interethnic activities - certification procedure are used);
- The professional development program in the context of the interethnic activities is planned on the basis of an assessment of the needs of the school and the individual needs of teachers;
 - The professional development program is systematically evaluated in order to achieve greater effectiveness in promoting the competencies of teachers for the interethnic activities, and thus the pupils' progress.

The third main area-

Area 3: Teaching and learning and teacher competencies for the practical application of the interethnic activities- has also been used as an area for self estimation.

In its first subarea 3.1-

3.1. Realization of interethnic integration activities in everyday teaching practice and extracurricular activities- the average estimated score is 5 and the school believes that:

- Teachers create a positive atmosphere for developing the values for the interethnic activities in their pupils in everyday teaching practice;
- The teachers carry out independent multicultural activities that involve the integration of multicultural content into subjects from regular classes and class hours through the program of education for life skills;
- Teachers carry out joint activities with direct contact between pupils from different ethnic communities;
- The starting point for teachers in planning, implementing and self-evaluation of the interethnic activities are the criteria defined on the basis of the principles of interethnic integration (certification procedure).

In the second subarea of the third main area-

3.2. Develop competencies among pupils for interethnic integration- the average estimated score is 5 **and the school's feedback on this topic is the following:**

- Through the realization of the independent multicultural activities, the pupils promote the values of living together and respecting the differences between people (they learn about their own culture and cultures of others, they learn about cooperation, tolerance, equality, fairness, develop skills for reducing stereotypes, prejudices and discrimination, promote human rights and democracy, develop conflict resolution skills);
- Through the experience of joint activities and the possibility of direct interaction, pupils from different ethnic communities learn to communicate and collaborate, to develop a sense of respect, trust, empathy, and acceptance of other ethnic communities.

In the third subarea- **3.3. Teachers use different pedagogical approaches and practices to promote the interethnic activities-** the estimated score is again 5 **and the developed topic feedback is the following:**

- Methods of active and experiential learning are used (dialogue, small and large group discussions, role plays, demonstration and simulations, text or situational analysis, dramatic / theater performances);
- Teachers use strategies that require collaboration and cooperative learning from pupils;
- Teachers use different resources to advance their practices for the interethnic activities.

On the fourth subarea of the third main area-

3.4. Teachers use different approaches to monitor and evaluate the progress of pupils in the interethnic activities, the average score is 3 and needs improvement, and the action points strategy are the following:

- Teachers monitor the progress of developing pupils' competencies for the interethnic activities, give feedback and encourage / direct practical application of these competencies;
- Pupils are encouraged to reflect on and evaluate their own experiences and experiences from the the interethnic activities.

On the last subarea 3.5 of the main third area-

3.5. Professional development of the school staff for the promotion of the interethnic activities- the average opinion score is 4 and the self assessment feedback are the following points:

- School staff regularly participate in professional development programs at or outside the school level in order to deepen the competencies for the interethnic activities;
- The members of the interethnic activities' team teachers and other experienced staff are engaged in the role of trainers and in the role of mentors to support colleagues (various forms of professional development are used: workshops, mentoring, learning communities, monitoring activities, action research);
- Teachers are certified for the acquired competencies for the practical application of the interethnic activities;
- The teachers maintain a portfolio for the interethnic activities and collect evidence from participation in professional development activities for the interethnic activities, realized activities and notes from the reflection / analysis of the realized activities;
- Personal plans for professional development of school staff include complements and upgrading of competencies for the interethnic activities.

The 5.2.1 Table 1 - Indicators for the representation of the interethnic activities at the school level is in APPENDIX

5.3 INDICATORS' ANALYSIS ESTIMATION

The analysis contains the following:

- Indicators' individual estimations are discussed in groups and are analyzed.
- For each indicator, an average mark is derived from all those who took part in the self-evaluation, which is put into column 2 - average mark from Table 1.
- The teachers discuss together the average marks of all the indicators of the three areas and the indicators with the higher marks are identified; those indicators with the highest and the lowest average marks show the strong and the weak sides.
- The identified indicators with the highest and the lowest marks from column 3 represent the basis for priorities' selection on the three areas, which are then incorporated into the School Annual Program and the School's Development Plan.

After the self-assessment, determining the school's strong and weak interethnic points - each school compiles its own ACTION PLAN that follows:

There are three areas of possible improvement:

1. Area 1- The school's atmosphere and relationships among the employees in the school
2. Area 2- Management and school policies / procedures-
3. Area 3: Teaching and learning and teacher competencies for the practical application of interethnic activities

Each area covers Indicators with a lower mark as an improvement priority and contains – priority indicator, aims, strategies and actions and realization time- i.e. dynamics.

From the first area - **The school's atmosphere and relationships among the employees in the school**, the priority indicator is that The school staff cooperates and takes part in the planning, realization and self-estimation of interethnic activities.

Its aim is that Each school should conduct a self-estimation of the advancement of the interethnic activities, and it is planned to be carried out by gathering suggestions of the teachers' professional asset for activities that would improve the collaboration during planning, realization and the self-assessment of the interethnic activities, its realization dynamics is until 10th November the ongoing school year.

On the second priority indicator- **2. The parents and the community members cooperate and are actively included in activities for interethnic education**, its aim is Including the parents in the activities that promote interethnic education. It can be realized via Working on, realization, analysis and a parents' survey presentation, improving the collaboration with parents while planning and realizing the interethnic activities, identification of parents that would like to cooperate on at the class level in the period in the end of November by the team of teachers responsible for carrying out interethnic activities.

On the third point from the first main area- **3. The school's atmosphere supports the aims and the values of the school that promotes interethnic integration**- its aim is achieving transparency increasing in favour of the school's interethnic integration promotion. The strategy to achieve such an aim is via:

- Iconography creation for the interethnic activities
- Public media transparency increasing
- Seeing through the activities carried out from the interethnic project on professional assets and on teachers' meeting;
- Informing about the project's activities- the Local Municipality, Municipal Educational Inspector. Its dynamics is proposed is by the end of November as a Continuous activity

In the second MAIN AREA from the school's action plan after the interethnic education self assessment-

Area 2- Management and school policies / procedures- the first Indicator with a lower mark as improvement priorities is that On a regular basis, different data are to be gathered in order to follow the success from realizing the interethnic activities in order to determine the development priorities.

Its aim is Determining development priorities in coordination with all the school's structures, for example – Broadening the collaboration with other schools and creating project sustainability conditions.

It is to be carried out via Mutual meeting of the professional management bodies (director, presidents of expert activists, president of the school board, president of the Parents' Council, president of the pupil community and the teachers in charge of interethnic activities implementation in August – September.

The second improvement priority point from the second field-

3. Monitoring the quality of the realization of the activities of the interethnic activities and the professional development in the field of interethnic activities are included in the school policies / procedures.

Its aim is - Improving the quality of monitoring the realization of the interethnic activities and the professional development That improvement priority point is to be carried out by Preparation of a procedure for monitoring the realization of the interethnic activities,e.g: teacher planning for interethnic activities, school-level planning, visitable hours by school officials, certification, developed personal development plans, in January 2017.

In the third cover area of the school's post evaluation/assessment action plan,

Area 3: Teaching and learning and teacher competencies for the practical application of interethnic activities- the first Indicator with a lower grade as priorities for improvement- is that Teachers use different approaches to track and assess pupils' progress on interethnic activities – the aim is Advancing pupil progress tracking on interethnic activities.

That aim is to be achieved via - Realizing and visiting highlight lessons as continuous activity and conducting a survey for the pupils from the subject teaching about the changes that have occurred from the conducted interethnic activities- in December the ongoing school year.

The second Indicator with a lower grade as priorities for improvement from the third area-

2. Professional development of the school staff for the promotion of the interethnic activities. Its aim is Developing personal development plans. Such aim is to be achieved by Consideration of the personal development plan form for personal development by the teachers in charge of interethnic activities in February

-Invitation to the Mentor for the Interethnic Education Training Project for the personal development plan;

-Training for developing a personal development plan by the end of February.

5.4 SCHOOL'S ACTION PLAN AFTER THE INTERETHNIC EDUCATION SELFASSESSMENT- (APPENDIX)

5.4.1 Parents' and pupils' participation

After the processes of dissemination and self-evaluation action plan for compiling interethnic activities, parents were the next planned participants in the process as well. This was in order to get their opinion and their future consent concerning their children, together with the teachers, carrying out further interethnic activities.

The Blaze Koneski school carried out a pupils' and parents' survey. The Redze Rushit Zajazi school did not carry out any parents' and pupils' survey; when asked why, we received an answer that they do not prefer to go that deep in analysis without any further explanation, and that is their final decision on that point.

The findings of the survey are the following:

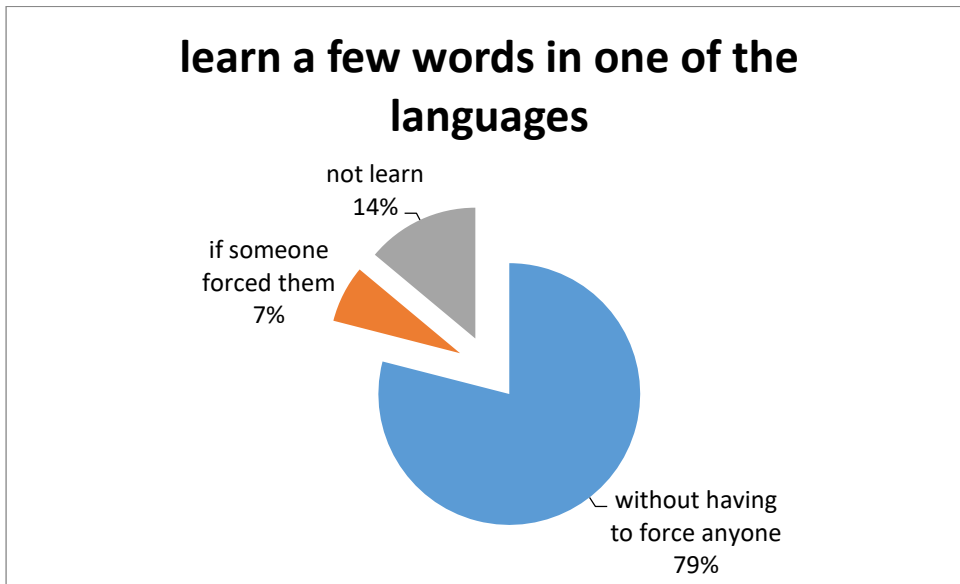
5.4.2 Analysis of Pupil Survey of Interethnic Activities

From the 6th to the 9th grade, 354 pupils were interviewed.

On the first question, 79.00% of the pupils answered that they would learn a few words in one of the languages of the nationalities in the Republic of Macedonia without having to force anyone, 7.06% of the pupils would do it only if someone forced them, and 13.94% of the pupils said they would not learn words from the languages of nationalities.

without having to force anyone	79,00%
if someone forced them	7,06%

not learn	13,94%
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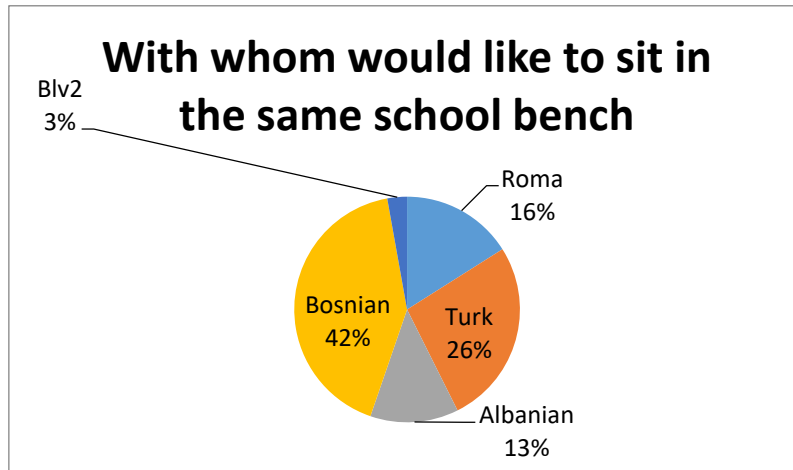
- According to these data, on the first question pupils have no prejudices and are open to learning other words in one of the languages of nationalities with a high 79%, however there is a certain number of pupils - 13.94% who unequivocally refuse to learn new words in some of the languages and low 7.06% would only do so if they had to be influenced by someone.

From the results we see that although the level of rejection or pressure learning is low, many pupils do not have prejudices and are open to learning the language of other nationalities in their own country.

With whom among these ethnic groups would like to sit in the same school bench, the pupils responded as follows: Roma 16.10% of pupils, Turk 26.27%, Albanian 12.71%, Bosniak 42.09% and Blv2, 83%.-

Roma	16,10%
Turk	26,70%
Albanian	12,71%
Bosnian	42,09%

Blv2	2,83%
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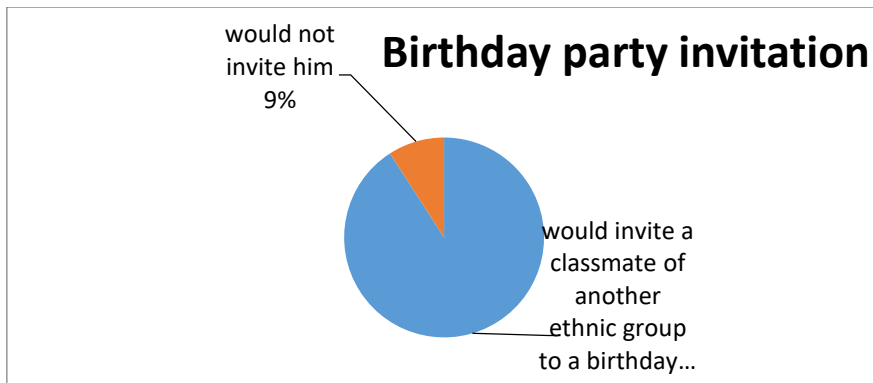


- On the second question with whom they would like to sit in the same bench, the surveyed Macedonian pupils most want to have Bosniak as a classmate in the bench, so Roma with 16.10%, in third place are selected pupils of Turkish nationality Albanian pupils are in fourth place if they were chosen by the Macedonian pupils.

81.92% of pupils answered that they would invite a classmate of another ethnic group to a birthday party. 88% of pupils are hesitant to invite a classmate from another ethnic group. Only 8.20% of pupils would not invite him.

would invite a classmate of another ethnic group to a birthday party	81.92%
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would not invite him	8.20%
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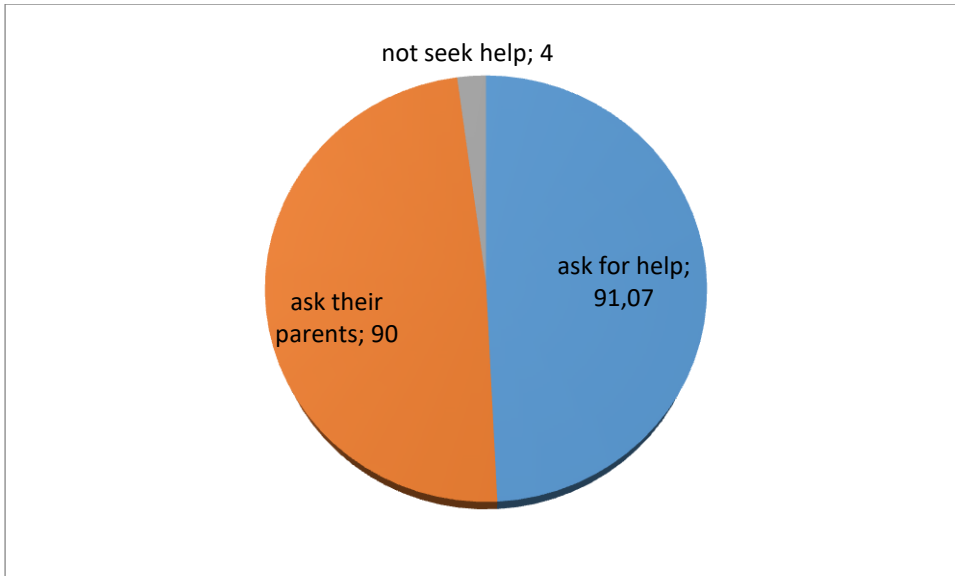


To the third question - there are no prototypes or prejudices, when it comes to calling or entertainment high 88% would invite the same pupils from another ethnic group, however there is a certain percentage of 8.20% who would not want to invite a pupil to their party from another ethnic community that is, they have prejudices and do not want to associate with pupils even at a party of another ethnic community.

91.07% of pupils would ask for help for preparation for written work by the best mathematician in the class that is of another ethnicity. 90% of pupils would ask their parents. Only 4.03% would not seek help.

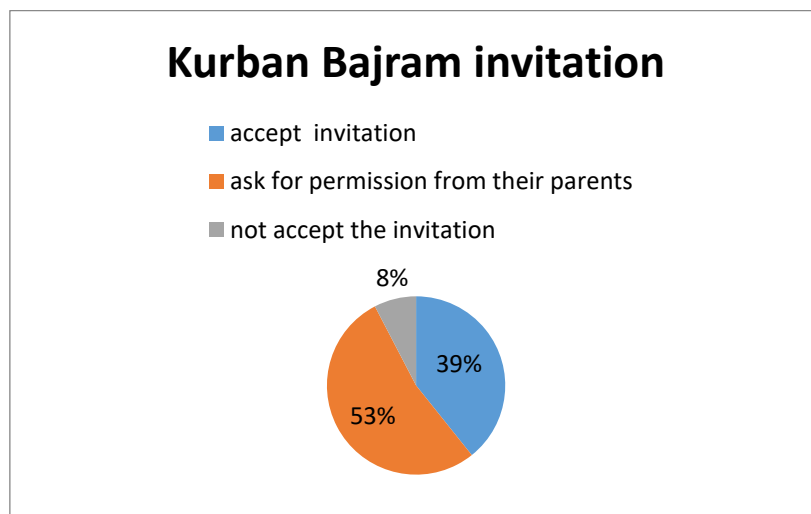
High 91.07% decide that they would ask for help in preparing for a written job from the best mathematician of another ethnicity, but also the number of pupils who would not decide on this issue alone - ie 90% would ask their parents for opinion and permission . Low but still noticeable are 4.03 which to their detriment would not ask for help from the best mathematician from another ethnic community and are not open to cooperation.

pupils would ask for help for written work from the best mathematician from another ethnicity	91.07 %
pupils would ask their parents for permission to do so	90 %
pupils would not seek help	4.03%



If a classmate invited them during the religious holiday Kurban Bajram to his home, 39,26% of the pupils will accept his invitation: 53, 10% of the pupils will ask for permission from their parents and only 7,64% would not accept the invitation.

accept invitation	39,26%
ask for permission from their parents	53,10%
not accept the invitation	7,64%

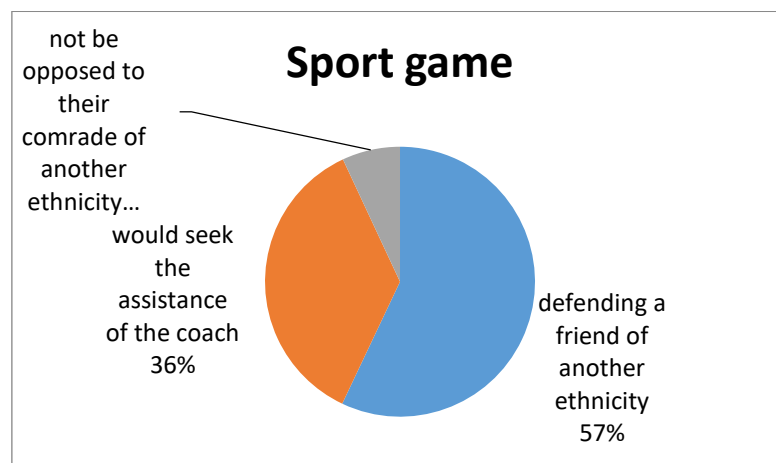


When it comes to accepting an invitation to visit, for example, on the religious holiday of Eid al-Adha - 39.26% would accept the invitation, this number should be increased because it is a matter of respect and participation in the holiday, it is quite interesting that pupils and a high percentage of 53.10% would ask their parents and ask for permission to go, and seeking consent means that they want to go and low 7.64% would not go to respect their friend and congratulate him on the religious Eid al-Adha.

62.71% of pupils would be defending a friend of another ethnicity with whom he trains in a sport in a conflict in which he is right, 39.59% of the pupils would seek the assistance of the coach for the same situation, and 7.64% of pupils would not be opposed to their comrade of another ethnicity.

In the free time to socialize pupils with pupils of another nationality, on a scale of 1 to 5 among Roma, Turks, Albanians, Bosniaks and Vlach, the choice is: They least want to socialize with Roma, 51.41% of pupils, and most they want to associate with Bosniaks, 36.76% of pupils.-

defending a friend of another ethnicity	62.71%
would seek the assistance of the coach	39.59%
not be opposed to their comrade of another ethnicity	7.64%



When it comes to camaraderie, High 62.71 would on its own initiative defend a comrade from another ethnic group with whom they train in sports in a clash in which he is right, but the number is not negligible - 39.59% of pupils who would ask for help from the coach as official, and as soon as they seek help it means that they still want to help but seek

support from officials as support and support, and a certain percentage of 7.64% are indifferent and would not help a friend in distress from another ethnic community.

In your free time to socialize with pupils of other nationalities, on a scale of 1 to 5 among Roma, Turks, Albanians, Bosniaks and Vlachs, the choice is: They least want to socialize with Roma, 51.41% of pupils and most they want to socialize with Bosniaks, 36.76% of pupils.

This would mean that Macedonians have great prejudices against Roma and they do not appreciate them enough, and they would associate with Bosniaks, although many Bosniaks in the environment of the surveyed pupils do not.

53.64% of the pupils with the highest reliability would visit their friends of another ethnicity in hospital, 1.97% of the pupils with the lowest reliability would visit their friends of another ethnicity in the hospital.

When it comes to solidarity and assistance, a high percentage of pupils would visit their friend in the hospital, 53.64%, and a very small percentage of 1.97% would not do so.

45.48% of the pupils with the knowledge of their parents would most surely take a textbook, book, utensils, money, etc. to his most faithful classmate of another ethnicity.

Only 2.54% would take the textbook, books, utensils, money, etc. with the slightest certainty to his most faithful classmate of another ethnicity.

When it comes to solidarity of a certain kind with the knowledge of the parents, a high number of pupils would bring material good to the most faithful classmate of another ethnicity. And when it comes to taking material goods, only 2.54% would take the textbook, books, utensils, money, etc., with the least certainty to his most faithful classmate of another ethnicity.

The general conclusion is that pupils when it comes to solidarity, socializing, helping, borrowing, have no stereotypes and prejudices against pupils from other ethnic communities, seek help, support and approval from parents when they should visit a friend from another ethnic community, but there is a certain degree of prejudice, for example in the part where Albanian pupils are fourth in line of choice by Macedonian pupils to sit with them in the same bench.

Macedonian pupils also show a degree of disapproval and disapproval of pupils of Roma nationality. And in almost all cases, pupils seek parental support, permission, and approval to do something.

I believe that if the parent forbade them to do so, it would affect their attitude and make a mental reconstruction, and they would respect their parents without exception.

Each pupil received a consent form that should have shown to his/her parent and bring it back with the parents' feedback:

Parents' Consent

I, _____ the pupil's parent
_____, from _____ grade at the Blaze Koneski Primary
School in Prilep, am acquainted and I agree with my son / daughter to participate in a joint
activity with pupils from the partner school "Rexhe Rushit Zajazi" from Zajas.

_____ Parent,

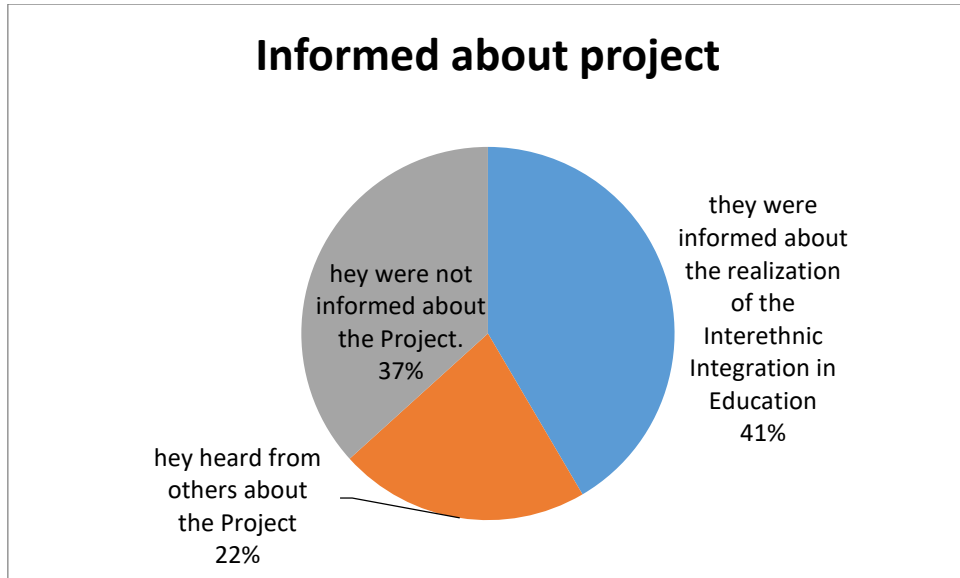
Prilep _____

5.4.3 DATA PROCESSING LEAFLET FROM THE CONDUCTED INTERETHNIC ACTIVITIES' PARENTS' SURVEY

From 2nd to 9th grade, 662 parents were surveyed.

On the first question, 41.54% of the parents answered that they were informed about the realization of the Interethnic Integration in Education, 21.75% of the parents answered that they heard from others about the Project, and 36.71% of the parents said they were not informed about the Project.-

they were informed about the realization of the Interethnic Integration in Education	41,54%
they heard from others about the Project	21,75%
they were not informed about the Project.	36,71%



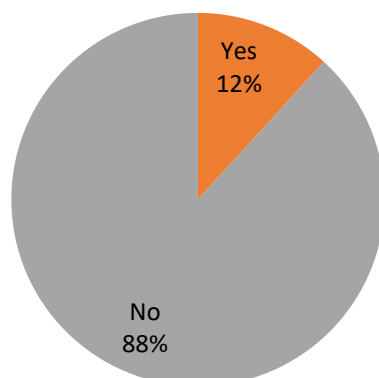
The percentage of informing parents about the implementation of activities for interethnic integration in education parents are divided and that half stated that they are familiar, 36.71% that they are not, and also a good part of about 21.75% said they heard from others.

When asked if the parents participated in interethnic activities organized by the school -11.79% answered yes, and 88.21% of the parents answered "no".-

Participation in project

Yes	11,79%
No	88,21%

Parent participation in Project

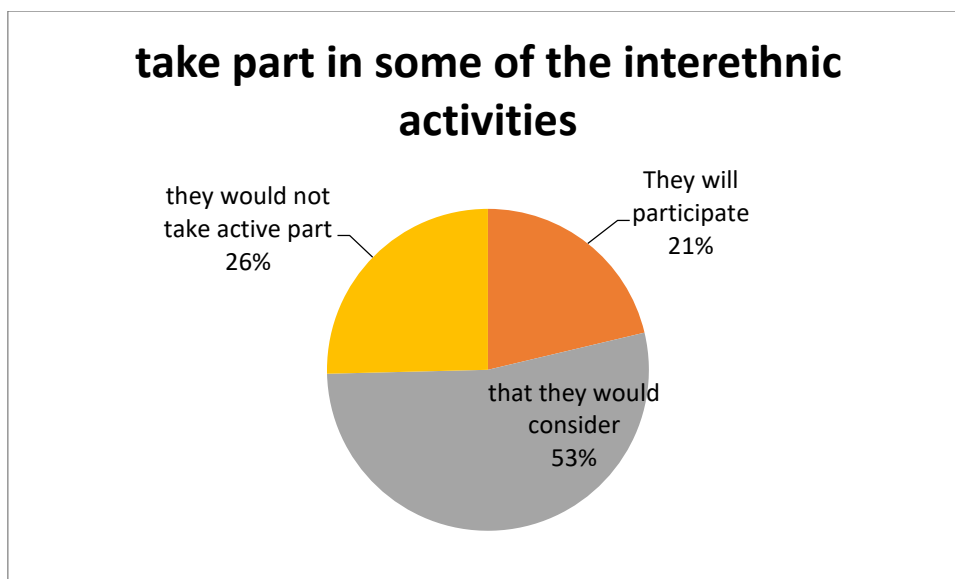


Parents in the school in Prilep in a very high percentage, 88.21% do not want to participate in any activities that involve interethnic integration in education, which shows that they have a high degree of stereotypes, closure, repulsion and prejudice, while only 11.79% would participated in such activities.

On the third question, 21,29% of the parents answered that if they were invited to take part in some of the interethnic activities 53,32% of the parents said that they would consider, and 25,39% of the parents said they would not take active part in the interethnic activities.-

take part in some of the interethnic activities

They will participate	21,29%
that they would consider	53,32%
they would not take active part	25,39%



Also, about 53.32% of parents would consider participating in activities such as interethnic integration without a specific answer, only 21.29% would participate, and almost the same in 25.39%, even if they were not invited.

This shows a division in the perceptions of the parents as well as in their definite attitude towards their participation and participation.

Proposals for joint activities of the parents of our school with the parents of the partner school in the interethnic activities that would be implemented in the following years are: singing poems, mixed groups of parents to sing together 3 songs, two Macedonian and one minority ethnic group, sports activities, musical happenings, art workshops, drama productions, recitals, meetings with the cultural artistic program, meetings for acquaintance with traditions as well as customs of other ethnic communities. -

Preparation of joint projects through which children could improve interethnic integration, joint excursions, as well as participation of an apprentice school for Apple Day, humanitarian activities, exchange of traditional dishes, making folk embroidery, celebration of holidays.

Visit to historic places - museums, decorating the school, stop our Albanizing youth after the veil of any money laundering projects and making decorations for the new year. -

However, suggestions are made by the parents. Suggestions for joint activity of the parents of our school with the parents of the partner school in the interethnic activities that would be implemented in the coming years are: singing songs, mixed groups of parents singing 3 songs together, two Macedonian and one minority ethnic group, sports activities, music events, art workshops, drama productions, recitals, meetings with the cultural and

artistic program, meetings to get acquainted with the traditions, as well as customs of other ethnic communities.

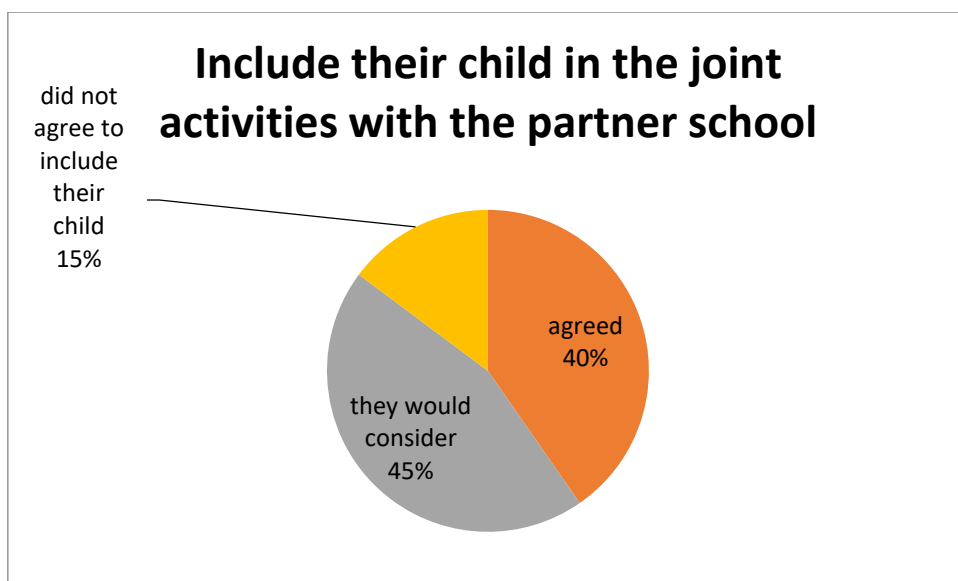
Preparation of joint projects through which children could improve interethnic integration, joint excursions, as well as participation in a pupil school for Apple Day, humanitarian activities, exchange of traditional dishes, making folk embroidery, celebrating the holidays.

Visiting historical places - museums, decorating the school, to stop Albanianizing youth after the veil of any money laundering projects and making decorations for the new year.

40.33% of parents responded that they agreed to include their child in the joint activities with the partner school within the framework of the interethnic activities, 44.86% of the parents said they would consider the consent, and 14.81% of the parents did not agree to include their child in joint activities with the partner school within the interethnic activities.

include their child in the joint activities with the partner school

agreed	40,33%
they would consider	44,86%
did not agree to include their child	14,81%

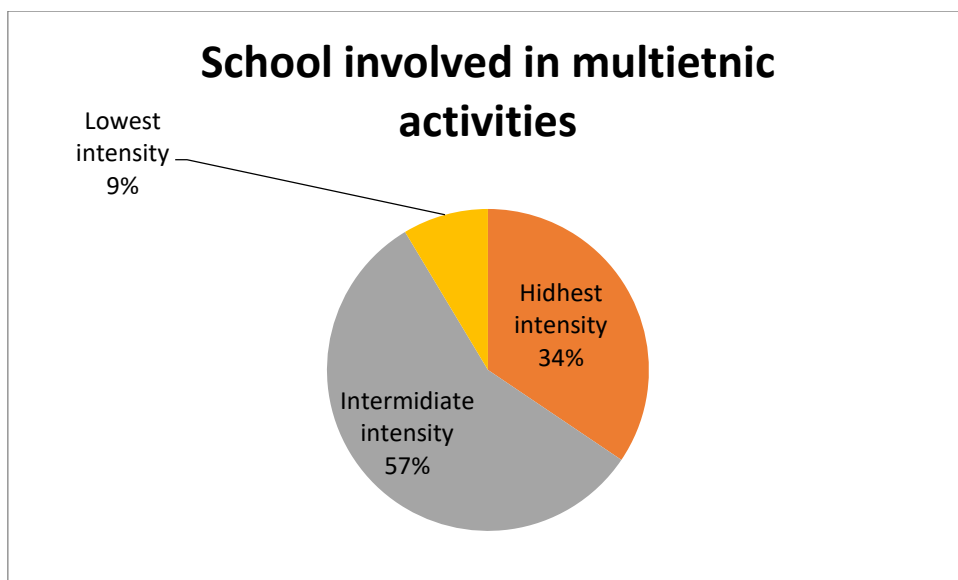


- In terms of giving consent for their child to be involved in interethnic activities, and here the parents are divided by almost 40% on two sides - that they allow 44% that they will consider the possibility and think about it, but there is also good almost 15% who do not agree to include their child in joint activity with the partner school within the interethnic activities.

According to the parents' opinion on the extent to which the school should be involved in this interethnic activities on the scale, it is noted that 34.44% is the highest intensity, and 8.61% is the lowest intensity.

School involved in multiethnic activities

Highest intensity	34,44%
Intermediate intensity	56,95%
Lowest intensity	8,61%



However, almost 35% of parents believe that the school should be involved in the implementation of interethnic activities and 8.61% stubbornly refuse to do so.

The general conclusion from the feedback received from parents is that they are divided on whether they and their children should be involved in the implementation of

interethnic activities, some believe that there will be Albanianization of pupils and the very thought of some of them. The feedback is that the school uses certain financial resources when implementing such activities.

However, there are parents who give their consent and support for the implementation of interethnic activities and a number of them are directly involved in the realization of specific activities.

Unlike pupils with parents as adults, there is a much higher degree of prejudice, stereotypes and closedness regarding interethnic activities.

We are talking about parents of Macedonian pupils in a monolingual school in Prilep in Macedonian language of instruction.

However, without their consent, none of the activities would seem possible. The school expressed gratitude to all the parents who challenged themselves and became part of implementing interethnic activities along with their children.

The general conclusion notes from the parents' and pupils' survey is that some parents are highly prejudicial and gain more resistance against implementing interethnic activities as opposed to those who have accepted the implementation of such activities.

The pupils on the other hand, who are still shaping behavior are under direct influence of their parents and their parents' opinion matters and has the final word in the decision making.

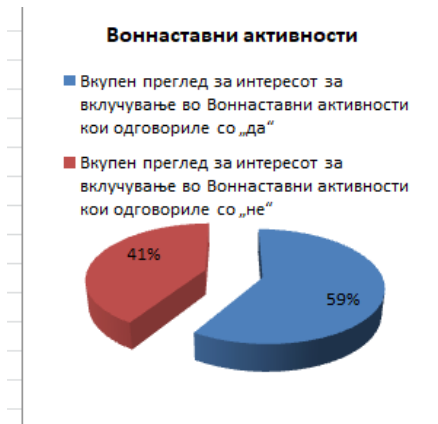
Pupils constantly relied upon their parents' opinion and respect it. Pupils are to a certain extent open to implementing interethnic activities, they are prejudicial toward Albanian pupils when it comes to physical proximity and have a very low respect and esteem toward Roma pupils. I believe that comes from the domestic upbringing while "shaping" personality.

The aim of this PHD thesis is to show that behavior can be shaped and can be changed towards mental opinion reconstruction in the early phases of primary education through the use of proper curriculum based activities, tutoring and lessons.

The change is to be made in stereotypes', prejudice reduction, towards openness and recognition of the others ultimately accepting that all pupils belong to same community and differences serve to show that the world functions normally the way it is- with all the differences and varieties in any shape and form.

To note again, the primary education is the initiation mental reconstruction area towards accepting implementing interethnic activities, and that process is to be upgraded and developed towards life-long learning resulting in real life values to be transferred to all other next generations.

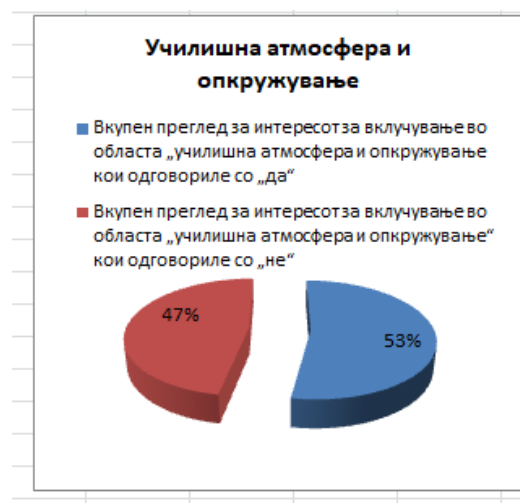
59% of parents expressed interest of extracurricular interethnic activities' inclusion and 41% did not want to take part in implementing extracurricular interethnic activities.



52% of parents expressed interest in interethnic activities' inclusion as opposed to 48%.



When it comes to school atmosphere and surrounding 53% of parents expressed interest in school's atmosphere and surrounding inclusion, as opposed to 47% of parents who declined the invitation to take part in this area concerning interethnic activities' implementation.



If we consider results regardless of the area (regular, extracurricular or school's atmosphere and surrounding) we can notice that parents are divided in their opinions with a small positive of attitude percentage ahead of those who are stereotypical and prejudicial.

However parents' beliefs, attitudes, opinions have a strong influence and impact of the pupils as their children as well. They shape opinions in domestic environment through their direct or indirect influence.

This research is important because communication, collaboration and mutual understanding among different ethnic groups of pupils are vital in a multiethnic society like Republic of North Macedonia due to the fact that our ultimate aim was that communication needs to be established in all levels.

In order to understand with each other we need to learn to communicate.

5.5 BOTH SCHOOLS' MUTUAL INTERETHNIC COLLABORATION

First, both schools directors need to agree that they want to cooperate, supported by the Municipalities' official representatives, the Bureau of education representatives and the State inspectorate.

Then, the interethnic activities' team of teachers who would make an Annual Plan for the whole school year must communicate with the interethnic activities team teachers of the other school.

Then all the teachers from both schools are informed about the forthcoming activities. Communication in terms of exchange materials, agreements via mail, Skype or phone proceeds.

Both schools have agreed to have a mutual plenary teachers' meeting with the following points of discussion:

5.5.1 JOINT SCHOOLS' PLENARY TEACHERS' MEETING

Principals of the two partner schools- primary school "Blaze Koneski" Prilep and SHF "Rexhë Rushit Zajazi" from Zajaz, in accordance with the annual planning table for interethnic integration in partner school education, convene a joint teacher council on Thursday, 22.10.2015. starting at 10 am on the school premises in Zajas with the following:

Daily order:

1. Brief address to the principals of both schools - 10 min.
2. Brief addressing of responsible school mentors - 10 min.
4. Presentation of the annual planning table for interethnic integration in education by the project coordinators of both schools - 15 min.

5. Third point discussion - 15 min.
6. Small group work: teachers interested in the realization of joint activities that are previously planned and are appropriate to cooperate with each other for further activity planning - 30 min.
7. Presentation of Pupil Community Work - 30 min.

An Official Memorandum of Cooperation between both schools has been agreed on and signed as well with the presence of the Bureau of Education Section Prilep representative, Mrs. Olivera Todoroska, and a report followed.

5.6 A REPORT ON THE SIGNED MEMORANDUM OF COOPERATION BETWEEN BOTH SCHOOLS

On 16.10.2014 At 11:00 a meeting was held with the two partner schools on the premises of the Blaze Koneski Primary School in Prilep.

The meeting was attended by: Olivera Todoroska – interethnic activities’ realization mentor for the Blaze Koneski Primary School, members, and they worked on the following:

Daily order:

1. Signing a Memorandum
2. Agreement for realization of joint activities

After the first item on the agenda, the principals of both schools signed a Memorandum of Cooperation and members of the interethnic activities’ team teachers agreed on the activities they will implement for interethnic integration in education. The table is an integral part of this record.

The report officially submitted to the Bureau of education interethnic activities’ official at that point is the following:

The roles of the members of the interethnic activities’ team teachers were divided in order to realize the school self-evaluation: Biljana Efremoska, Vera Iskova and Natasa Risteska Prodanoska to apply the questionnaires for pupils; Violeta Hristoska and Lidija Koteska to do this with the questionnaires for parents, and Marija Dulevska, Snezana Mageroska and Risto Prangoski to apply the questionnaires for teachers.

They should insert the obtained data into a prepared program in Microsoft Excel, and then Natasa Risteska Prodanoska is to process it. It was agreed to be completed by the end of May, when the team will meet again to prepare a report on the results obtained and to agree on future activities.

08.05.2014 - signed by the representatives from both schools.

Then, each school officially approves its own Annual School Plan for implementing interethnic activities:

5.7 GENERAL PLAN OF ACTIVITIES FOR INCLUSION IN THE PROJECT INTERETHNIC INTEGRATION IN EDUCATION-

The first planned activity according to the plan in June- August in a form of the working meeting is the creation of a team and holding a working meeting. Its realizers are the director, assistants and the teachers.

The second planned activity according to the general plan is to achieve a collaboration with a bilingual school through the help of the interethnic activities team in August and June via mutual visits, humanitarian actions, excursions, meeting hours.

Then, inclusion in international projects as a continuous activity by the Director, expert associates, teams for realization of projects and in a form of Project planning and application for them is planned.

The inclusion in the interethnic activities is the key phase of the plan in September and October with the beginning of the new school year followed by Planning of interethnic activities via working meetings in October- November.

By the end of the school year in June- the school prepares a final interethnic activities' realization report in electronic and printed form by the interethnic activities team.

Activities	Realizers	Way of realization	Date of realization
Creation of a team Working meeting	Director, assistants, teachers	Working meeting	June-August
Achieve collaboration with a bilingual school	The interethnic activities team	Mutual visits Humanitarian actions Excursions, hours ...	August, June
Inclusion in international projects	Director, expert associates, teams for realization of	Project planning and application for them	Continuous activity

projects

Inclusion in the interethnic activities	The principal, the interethnic activities team	Oral and written speeches	September, October
Planning of interethnic activities	The interethnic activities team	Working meetings	October, November
Report preparation	The interethnic activities team	Electronic and printed form	June, July

5.8 IMPLEMENTATION AND MONITORING OF THE PLAN

- Monitoring the implementation of the plan is a key part of the self-assessment process that ensures the activities involved in the plan will be realized and will achieve greater effects in the promotion of the interethnic activities.
- The process of monitoring the realization of the activities takes place continuously and is carried out by the School Integration Team.
- The team decides jointly how the monitoring process will take place, the time intervals, how the progress will be recorded and how the entire school staff will be reported. The implementation report is annexed to the Annual Report.
- The self-assessment procedure and prioritization for the promotion of the interethnic activities are continuously repeated every school year.

After the General Annual interethnic activities' plan is approved the school brings another plan for improvement of the interethnic activities for the School Annual Program with three main areas of impact:

Area 1: School climate and school relations,

Area 2: Management, governance and school policies / procedures,

Area 3: Teaching and learning and teacher competencies for the practical application of the interethnic activities.

The plan consists of priority indicator, its aims, strategies and actions and the dynamics i.e. the time of realization of each Indicator with a lower grade as priority for improvement.

In the **Area 1: School climate and school relations**, the first indicator with a lower grade as priority for improvement- i.e.

1. The school staff cooperates and participates in the planning, implementation and self-assessment of the interethnic activities. the school's aim is to do self-assessment of the progress of the realization of the interethnic activities.

The school will gather proposals for professional activities by teachers. Such activities will improve cooperation in the planning, implementation and self-assessment of the interethnic activities; and the school will do Preparation of a self-assessment report on the interethnic activities team teachers' work.

This as a process is to be carried out in October- November.

According to the second sub point as a priority for improvement of the first area –

3. Parents and members of the community cooperate and are involved in activities the promotion of the interethnic activities- the aim is Involving parents in advancing activities.

That is to be achieved by Developing, implementing, analyzing and presenting a survey for parents; Improving the cooperation with parents in planning and implementing the activities for the interethnic activities, planned for The end of November and to be realized by interethnic activities' team teachers.

At a parental meeting an Identification of parents who want to cooperate at the class level is to be carried out.

On the third sub point in the first area-

3. The organization and atmosphere of the school support the goals and values of a school that promotes interethnic integration- the aim is Increasing transparency in order to promote interethnic integration in the school.

Establishing an iconographic corner for the interethnic activities, Increasing transparency through public media; Review of the implemented activities of the project, the

interethnic activities of the Professional activities or the teaching council; Informing about the activities of the Project: local self-government - Municipal Education Inspector were the planned strategies in order to achieve sub point 1.3 of the first area of improvement. Its dynamics were from November the ongoing school year then- as a continuous activity.

In the second main area of the Plan for the improvement of the interethnic activities for the School Annual Program

Area 2: Management, governance and school policies / procedures,

the first priority indicator

1. Various data are collected on a regular basis to monitor the success of the implementation of the interethnic activities and to determine the development priorities.

Its aim is Identifying development priorities in coordination with all school structures (such as: expanding co-operation with other schools and creating conditions for sustainability of the project) and it is to be carried out via Joint meeting of the expert and managerial bodies (director, presidents of professional activists, president of the school board, president of the Parents' Council, president of the pupil community and interethnic activities' team teachers). Its time of realization is August/September.

The second priority indicator of the second area- i.e.

2.The monitoring of the quality of the realization of the activities of the interethnic activities and the professional development in the domain of the interethnic activities are included in the school policies / procedures-

its aim is Improving the quality of monitoring the realization of the activities of the interethnic activities' team teachers and professional development staff. Preparation of a procedure for monitoring the realization of the activities (interethnic activities' team teachers), e.g: teacher planning for the interethnic activities, school-level planning, visit to the class by the interethnic activities' team teachers certification, prepared personal plans for a professional development is planned as a strategy in order to improve the second sub point of the main second area with its dynamics in January 2017.

In the third main area of the plan-

Area 3: Teaching and learning and teacher competencies for the practical application of the INTERETHNIC ACTIVITIES- its first needed improvement indicator

3.1 - 1. Teachers use different approaches to monitor and assess pupil progress

for the interethnic activities- its aim is Advancing the tracking of pupil progress for the interethnic activities. It is to be achieved by Relaying and visiting for hours; Conducting a survey for the pupils from the subject teaching about the

changes that have occurred from the implemented interethnic activities. It is to be carried out by teachers, schoolchildren as a continuous activity.

The survey for the pupils from the subject teaching about the changes that have occurred from the implemented interethnic activities has been planned for November the ongoing year.

4. **Professional development of the school staff for the promotion of the interethnic activities-** this subarea's aim is developing personal development plans. It is to be achieved via Consideration of the personal development plan form for the professional development by the interethnic activities' team teachers; Invitation to the mentor for the interethnic activities , Training for developing a personal development plan as strategies.

Its dynamics is in February and it to be completed by the end of February.

5.9 PLAN FOR THE IMPROVEMENT OF THE INTERETHNIC ACTIVITIES FOR THE SCHOOL ANNUAL PROGRAM- TABLE 2 (APPENDIX)

After that, each school plans annually the interethnic activities that will be carried out with its partner school throughout the whole school year starting from the 2014/2015 school year and onward.

In the school year 2014/2015 there have been numerous interethnic activities realized according to an official school plan.

6. TABLE FOR JOINT ANNUAL PLANNING FOR INTERETHNIC INTEGRATION IN EDUCATION ON A SCHOOL LEVEL –SCHOOL YEAR 2014/2015- (APPENDIX)

Primary school “Blaze Koneski” in partnership with the school “Rexhë Rushit Zajazi” by Zajaz - they planned and some of them realized the following titles of joint activities:

1. **Preparation of posters with apples** with pupils from the 3rd, 4th and 5th grades- its expected result was Made posters with positive messages and their presentation. the manner of realization is obtaining positive bilingual messages in the form of apple, equal number of pupils (workshop) and presentation (the product is presented in front of the audience in both Albanian and Macedonian).

Its period of realization was November 2014.

2. Second realized activity from the joint schools' annual plan was the **Workshop - getting acquainted with the pupil communities from partner schools and**

establishing cooperation- by Members of the pupil communities and their coordinators. Its manner of realization was A joint visit to all activities related to the “Apple Day” at the elementary school "Blaze Koneski" on 07.11.2014 .

Its aim was developing Friendship among pupils and getting to know the work of the pupil communities.

3. Realization of a **cultural quiz and preparation of a multicultural dictionary of words and expressions** with pupils from the 8th and 9th grades- its manner of realisation was Drawing up quiz questions and determining the rules for implementing it - the teachers and 2 pupils from 8th grade, 3 pupils from 9th grade. Participation in the quiz by pupils; Compiling the dictionary of the answers to the questions in December. its expected result was making an elaborate dictionary with basic words and expressions commonly used in both ethnic communities
4. In 2014/15,the fourth planned and realized joint activity was **-Production of dolls with folk costumes and martinki**. Making dolls with folk costumes by pupils of Art section via joint workshop.

Its expected result is Breaking barriers from the youngest age among pupils in terms of socializing and working with representatives of another nationality. It has been carried in the school of Zajas in March 2015.

Making martinki - the assets of the 2nd grade- the results of made martinki were presented as a result of the joint activity.

5. **Sports entertainment games (elementary and relay, and futsal contest)** have been planned and realized through Competitions between teams composed of pupils from both nationalities (games without borders) by teachers and pupils from both schools in mixed teams of pupils from both nationalities in May and June 2015.

Its expected result was developing Friendship between pupils and teaching staff and establishing closer contacts.

The manner of realization was making friendly competitions between mixed teams composed of pupils from both nationalities (games without borders)

6. **Joint performance, promotional event**-it has been carried out in cinema Miss Stone in Prilep in June 2015.

The participants were all previously involved in the activities; the Screenplay was by teacher Violeta Hristoska, There has been an announcement of the project in

the two languages by pupils, a welcome speech by the two directors, a presentation of the movie on a video beam, two songs in Macedonian and Albanian.

Its expected result has been Presenting the achievements to the local community from community friendship and school collaboration.

The manner of realization was Presentation of joint activities (products); Film (after each activity to make an interview with the pupils, parents and teachers of both nationalities for making the film).

The official representatives were the Bureau of education Prilep principal, guests from Zajaz community, Prilep primary and secondary principals.

It has been a very successful joint event where all the products of the annual plan activities' have been visually and auditory presented. After that pupils, teachers have gone on a sightseeing tour round Prilep , had coffee, got acquainted with each other even closer, had conversations, and agreed on further interethnic activities for the following 2015/2016 school year.

Also the whole event has been media supported by Kanal Vizija and the newspaper Zenit that provided news for the wider community population in newsfeed.

For the process of sustainability and maintenance, a report has been written on the realized activities so far and archived in the school as an official document.

6.1 A REPORT ON REALIZED JOINT ACTIVITIES WITHIN THE PROJECT FOR INTERETHNIC INTEGRATION IN EDUCATION

"Blaze Koneski" Primary School from Prilep signed a partnership memorandum with the school "Rexhë Rushit Zajazi" by Zajaz on 16.10.2014 on the premises of the primary school "Blaze Koneski".

During the reporting period, the members of the interethnic activities teachers' teams of the two schools had two contractual meetings. The first meeting was also attended by the mentor for interethnic activities of the primary school "Blaze Koneski" - Olivera Todoroska, at which a Memorandum of Cooperation was signed and the joint activities for the 2014/2015 school year were generally agreed upon.

On 07.11.2014, in accordance with the planned, four workshops were realized- making a poster for the apple day in the school. Workshops with the same topic but with different tasks corresponding to the age of the pupils were realized with pupils from the 3rd, 4th and 5th grades.

On the same day, a workshop was organized with the pupil community for which the report was addressed.

A plan was prepared for the realization of the plan, which was prepared by the coordinators of the two partner schools at the first joint meeting and confirmed by e-mail.

When planning this activity, the coordinators were guided by the criteria for successful implementation of the joint activity. The implementation of this was followed by members of both interethnic activities team teachers.

7. THE ROLE OF THE BUREAU OF EDUCATION IN THE PROCESS OF IMPLEMENTATION OF THE INTERETHNIC ACTIVITIES

The purpose of the mentoring meeting is for the interethnic activities' team teachers to exchange experiences and opinions on the implemented / planned activities in their schools and to jointly discuss and analyze the aspects that contribute to the successful implementation of the interethnic activities.

All members of the SIT- school integration team- actively participate in the whole process of preparing for a mentoring meeting, in planning a joint or independent multicultural activity in their schools, in sharing roles of implementers and those who will follow the activity, in a shared reflection of the implemented activity and, in the end, how the implemented activities will be presented at the mentoring meeting.

They provided professional support and guidelines that needed to be followed for the successful implementation of the process of the interethnic activities.

When planning an interethnic activity the teachers were provided professional support by the Bureau of Education.

The Bureau of Education's guidelines are the given steps that needed to be followed:

Step 1: Planning activities

(1a) Joint Activity (Annex 1A - Plan of Activity) may be:

- Problematic / research / project assignment within a regular classroom or extracurricular activities that lasts a block;
- Bilingual multicultural workshop;
- Dramatic / theatrical performance;
- Pupil community activity that solves a problem.

(1b) Independent multicultural activity (Annex 1B - Activity plan) may be:

- Integrated activity with pupils from different ethnic communities studying in their mother tongue;

- Activity / workshop held in the classroom of the Life Skills Education program (EQA recommended topics for primary education are: Topic II (I and You - Interpersonal Relations) and Theme III (I and Other Social Relations), and for secondary education (Topic III and Topic IV, but it is possible to adapt and independently create workshops on multicultural topics according to the needs of the pupils);
- Classroom activity - realizing topics and integrating aspects of interethnic integration into existing curriculum content. The activity may include achieving the following goals: reducing stereotypes, prejudices or discrimination; developing attitudes towards respect and acceptance of different cultures and ethnic communities; promoting tolerance, peace, equality, justice; promoting cohabitation / friendship; critical discussions on current issues or situations of daily living in the school or the local community on multicultural topics.

(2) The starting points for the preparation of the activities are the criteria for successful implementation of the activities set out in the instruments for monitoring the joint activity (Annex 2A) and the independent multicultural activity (Annex 2B).

(3) During the preparation of the activity the team may refer to the mentors and the IIEP team for consultation and support.

Step 2: Realization, monitoring and reflection on activities

(1) Team members monitoring the implementation of the activity, in monitoring instruments depending on the type of activity (Appendix 2A and Appendix 2B) write comments / notes with specific examples of the achievement of the criteria related to the ACTIVITY REALIZATION.

(2) Upon completion of the activity, the entire team meets (the implementers and members of the SIT that followed the activity) and jointly discuss the reflected-upon issues given at the end of the monitoring instrument. During the reflection, the comments / notes shared by the team members who followed the activity were shared.

Step 3: Preparing for the presentation of the mentoring meeting activity

A report should be prepared for the presentation of the activity to be carried out according to the points given in the documents (Annex 3A on Joint Activity and Annex 3B on Independent Multicultural Activity).

The mentoring meeting should include a completed report with photos or video footage of the pupils' work and the pupils' final product. ep 3: Preparing for the presentation of the mentoring meeting activity.

There has been a meeting - preparation for the 2nd Mentoring Certification Meeting within the interethnic activities with Bureau Advisor Olivera Todoroska, held on 07/09/2015. with the following discussion points:

1. Preparation for the 2nd mentoring meeting for the certification of the participants in the implementation of the interethnic activities
2. Review of the Proposal Program from the primary school "Blaze Koneski" - Prilep for implementation of the interethnic activities for the 2015/16 academic year.

The meeting was attended by interethnic integration responsible team teachers.

The meeting was started and chaired by Bureau Adviser Olivera Todoroska and stated that on 15/09/2015, a second mentoring meeting will be held in our school premises.

For this purpose, we believe that it is necessary to have Certification Guidelines, to consider it so that the meeting can be more constructive regarding the uncertainties surrounding the certification.

She also mentioned that the meeting will consider a completed school portfolio as a template for further work of the school certification committee members.

She urged attendees to pay attention and get acquainted with Tables nos. 1, 2, 3, 4 and 5, and Table 3 should be ready for our mentoring meeting from 15/09/2015 since this prepared table is a prerequisite for obtaining a mentor trainer certificate.

She also pointed out that Table 4 should be distributed to all teachers so that they would be able to become more familiar with the conditions for obtaining a certificate. There is no deadline for submitting certification documentation, it will continue until the end of November as the project ends.

All teachers who have not been able to receive basic interethnic activities' training so far and wish to obtain a certificate can be provided with a 6-hour training, after which they will carry out an interethnic activity and submit certification documentation.

It was suggested that the data can be collected on the number of people interested in the training so that it can be implemented at the city level for all three city schools together, with mentor trainers having 2 of each school.

The counselor also pointed out that teachers who teach in several schools are proposing certification from their home school.

Following the second item on the agenda was the school's draft program for the interethnic activities for the school year. They discussed the joint meeting at the collegiate level in Peshna and how it is intended to take place.

The counselor pointed to the fact and the need for a product for each planned activity, and so on.

We suggested that the idea was for pupil environmentalists to test the pollution at the site and end up promoting the results of the study, with the activity being carried out by chemistry teachers from both schools who would assemble pupil-research groups.

The advisor suggested that new teachers be included in this year's new activities to give everyone chance at certification, with everyone in attendance agreeing.

8. JOINT REALISED INTERETHNIC ACTIVITIES IN 2014/2015

Pupil communities from both partner schools established cooperation and they agreed upon a mutual, concrete, common activity plan that follows:

8.1 STRUCTURE OF THE CONCRETE COMMON ACTIVITY PLAN

Title of joint activity: ***“Introducing pupil communities from both partner schools and establishing cooperation”***

- **Objectives of the activity**

- to get to know the pupils from both schools
- exchange of ideas
- fellowship, bonding and cooperation among pupils
- joint monitoring of Apple Day activities

- **Preparation of teachers for implementation of the activity**

- establishing contact with the coordinators of pupil communities from partner schools
- preparation of a plan of joint activity
- meeting with pupils from the pupil community
- informing the parents of the pupils involved
- providing premises and materials for realization of activities

- **Specific steps for the implementation of the activity:**

- What activities will precede?
 - Dating games (names and abilities and mirror)
 - Getting to know the activities during Apple Day
 - Divide pupils into groups (each group should have an equal number of pupils from both schools).
- What will the pupils do during the implementation?
 - The pupils are divided into 5 groups, each working on the preparation of a plan of joint activity of the pupil communities from the two partner schools.
- What will be the product of the activity?
 - Output from the activity will be 5 plans of joint activity The plans will be presented to the pupils.
 - A joint activity plan will be selected. It will be implemented in the 2014/15 school year.
- Presentation / promotion of the joint activity:
 - Workshop interviews will be conducted with pupils and photographed.

This documentation will be an integral part of the film that will be presented at the closing event at the end of the school year.

They also received a pupil handout, like a plan for the joint activity of pupil communities from partner schools, in which they had to fill in the needed information of their planned mutual activity: 1. Name of the activity, 2. Purpose of the activity, 3. Activities for pupils, 4. School activities, 5. Parenting activities, 6. Time of realization, 7. Required Resources and Materials.

The title of the joint activity of the both schools' pupils' communities was:

8.2 "RECOGNITION OF SCHOOL PUPILS FROM PARTNER SCHOOLS AND CO-OPERATION"

The objectives of this activity were: to get to know the pupils, to exchange ideas, to socialize, to join in, to cooperate and to jointly follow the activities of Apple Day.

In the introductory part of the activity, pupils brought Rules of Conduct, and through the Games Names and Abilities and Mirror they met each other. Instructions for all pupil activities were given in both languages by the coordinators. The pupils were introduced to the activities they expected during the workshop.



In the main activity, the pupils were divided into 5 groups that consisted of an equal number of pupils from both partner schools. Each of the groups worked individually to develop a joint action plan. Coordinators paid equal attention to all pupils, but the language barrier did not allow for mutual understanding, so coordinators helped communicate.



In the final activity, pupils presented the prepared plans for the joint activity in both languages, with one pupil presenting in each language.



The product of this activity is the five plans for the joint activity: 1. Project of the park of the undefeated-mound, 2. Nature trip, 3. Visit to Mark's towers, 4. Visit to the shopping center - in Skopje, 5. Ecological action - to plant trees, from which the last plan, in a democratic way by all pupils, is selected for realization.



Reflection on the activity:

- With the pupils, all planned goals are achieved.

- The tasks in this activity were appropriate for the age of the pupils. They were maximally engaged and motivated to work.
- The completed plans show that the members of the multiethnic groups of pupils cooperated with each other and had satisfactory interaction between them.
- The coordinators successfully presented to the pupils what it is that should work and assist them throughout the whole activity, and there were also worksheets prepared for the pupils in both languages that directed them to successfully complete the task.
- Through conversation with pupils, the satisfaction from the completed joint activity was perceived, and the exchange of email among the pupils was proof that the joint activity was successful.
- We learned that ignorance of language from the other ethnic community is a serious barrier. Making and distributing a dictionary with the most used words will help us in the following activities.
- More frequent meetings and contacts between implementers and pupils.

8.3 REPORTS OF REALIZED JOINT ACTIVITIES - "BLAZE KONESKI", PRILEP, AND SHR REXHE RUSHIT ZAJAZI-ZAJAS

A report on realized joint activities within the project for interethnic integration in education was written afterwards.

Primary school “Blaze Koneski” from Prilep signed a memorandum of partnership with the school "Rexhë Rushit Zajazi" from Zajaz on 16.10.2014 on the premises of Blaze Koneski Primary School in Prilep.

During the reporting period, the members of the SITs of the two schools had two contractual meetings.

The first meeting was also attended by the Mentors for IIE activities of the primary school “Blaze Koneski” from Prilep - Olivera Todoroska, where a Memorandum of Understanding was signed and joint activities for the 2014/2015 academic year were generally agreed on.

On 07.11.2014 four workshops were organized as planned.

Making an Apple Poster. Workshops with the same theme but with different age-appropriate assignments were conducted with 3rd, 4th and 5th grade pupils.

On the same day, a workshop was held with the pupil community to which this report refers.

A plan prepared by the coordinators of the two partner schools at the first joint meeting was prepared for implementation, and it was further specified by email. In planning this activity, the coordinators were guided by the criteria for successful implementation of the joint activity.

Its implementation was followed by members of both SITs.

The title of the joint activity was: INTRODUCTION TO THE PARTNERSHIP SCHOOLS AND ESTABLISHMENT OF PUPIL COMMUNITIES.

The goals of this activity were: to get to know the pupils, to exchange, to socialize, to get together, to cooperate and to jointly follow the activities of Apple Day.

In the introductory part of the activity, the pupils adopted Rules of Conduct, Names and Skills, and a mirror. Instructors for all pupil activities were provided in both languages by the coordinators.

Pupils were introduced to the activities they were expecting during the workshop. In the main activity, the pupils were divided into 5 groups consisting of an equal number of pupils from both partner schools.

Each of the groups worked individually on developing a plan of joint activity. The coordinators paid equal attention to all pupils, but the language barrier did not allow each other to understand each other so the coordinators assisted in communication.

In the final activity the pupils presented the prepared plans for the joint activity in both languages, with one pupil presenting in each language.

The product of this activity are the five plans of joint activity: 1. Walking in the park of the invincible-mound, 2. Outing in nature, 3. Visiting Marko's Towers, 4. Visiting Skopje's Vero shopping center, 5. Environmental action - to plant trees, of which the last plan is democratically chosen by all pupils for realization.

Activity Reflection:

Pupils have achieved all the planned goals.

The tasks in this activity were appropriate for the age of the pupils. They were highly engaged and motivated to work.

The completed plans show that the members of the multiethnic groups of pupils cooperated with each other and there was satisfactory interaction between them.

The coordinators were very successful in presenting to the pupils what they needed to do and assisting them throughout the activity, and they had prepared worksheets for pupils in both languages that guided them to complete the assignment successfully.

Conversation with pupils showed satisfaction with the completed joint activity and the exchange of email among the pupils was proof that the joint activity was successful. We have learned that not knowing the language of the other ethnicity is a serious barrier.

Developing and distributing a vocabulary list with the most commonly used words will help us in our next activities. Frequent meetings and contacts between implementers and pupils.

The teachers of the section of the second grade decided to start implementing interethnic activities and compiled the following:

8.4 PROGRAM FOR IMPLEMENTATION OF INTEGRATED MULTIETHNIC EDUCATION FROM THE SECOND GRADE - ASSET FOR THE 2014/15 ACADEMIC YEAR

Interethnic activities objectives:

- Creating the policy, social and economic climate needed for Macedonia to achieve sustainable multiethnic integration in schools;
- Working in a spirit of common interests, eliminating prejudice and tolerance towards people of different ethnicities;
- The existence of mutual respect between different ethnic communities.

8.4.1 SECOND GRADE TEACHERS' INTERCULTURAL EDUCATION PROGRAM IS THE FOLLOWING:

Content	Subject	Time of realization	Type of activity
1. Comprehension of text "Birthday" - p. 50	Macedonian language	October week three	classroom lesson
2. Winter Holidays - p. 80	Macedonian language	December the fourth week	classroom lesson
3. Accepting similarities and differences: Bingo	Class community lesson	February the fourth week	classroom lesson
4. Making an album for	Social studies	February	classroom lesson

Macedonia			week three
5. Orhan's birthday	Class community lesson	March	classroom lesson
		first week	
6. My friends	Class community lesson	March	classroom lesson
		the fourth week	
7. Celebrating Earth Day	free activities	April	workshop
		week three	
8. Dancing	Music	May	classroom lesson
		fourth week	

8.4.2 SECOND GRADE TEACHERS' PROGRAM FOR INTEGRATED MULTIETHNIC ACTIVITIES

1. Making and Gifting Martinki

2. Interactive sports and entertainment games

Second grade teachers have had a meeting and have reached Asset-level agreement to Establish contact with partner school teachers and arrange joint activities.

The meeting has been held in the third week of September.

The second planned activity in the second grade teachers' plan was to have a Joint agreements with partner school in the second week of October.

That was planned to be realized via Internet email, Phone calls, and the expected results of this activity were Socializing among pupils from different ethnic communities.

The third planned second grade teachers' planned activity was Making and giving martinki planned to be carried out by teachers from a partner school, Second-grade pupils from both schools, Representatives of the Institute for Old Slavonic Literacy, Interested parents in fourth week in February 2014 .

The manner of realization is via Visits, Joint workshop, the needed resources are: Yarn in red and white, Scissors and its expected results are Helping with the work and getting to know our differences.

The fourth second grade teachers planned interethnic activity is Interactive sports and entertainment games by Second-grade pupils from both schools, Second-grade teachers. Its manner of realization is ca. Borderless Games (this activity is planned in detail in the Second Grade Annual Schedule) and its expected results are Socializing among pupils from different ethnic communities; observing the rules of fair play in the second week of May.

Its expected results are Socializing among pupils from different ethnic communities; observing the rules of fair play.

The fifth and last second grade teachers planned activity is Transferring their experiences to a professional asset in the third week of June via Professional Asset Meeting. Its expected result is Transfer and exchange of experiences. This activity was carried out by Director, Psychologist, Pedagogue, Class teachers.

The second grade teachers' interethnic activities' plan is in (APPENDIX)

Another mutual activity between pupils and teachers from both schools is as follows:

8.5 ACTIVITY TITLE: CULTURAL QUIZ "MULTICULTURAL DICTIONARY OF WORDS AND EXPRESSIONS" - A JOINT ACTIVITY WITH THE PARTNER SCHOOL

Objectives of the action:

- mutual knowledge in the direction of reducing stereotypes and prejudices towards other ethnic languages and developing friendship among pupils
- breaking down language barriers
- application of knowledge through entertainment, interaction

Description of realized concrete steps of the activity:

- Introductory activity
- Game for acquaintance - Network

All participants in the joint activity formed a large group and stood in a circle.

By putting a bunch of wool on a network, that symbolically shows the association and the unity of the group.

Each participant in his own language presented and expressed his expectations of the joint activity.



Main activity

Two teams of mixed ethnicity were formed of the pupils.



Each team had six pupils (3 pupils from the 8th grade and 3 pupils from 9th grade). The quiz was led by pupils from both schools in both languages where Macedonian and Albanian were taught.



Questions about the quiz that were previously prepared by the subject teachers (biology, civic education and mother tongue) in cooperation with parents through LCD were presented and read by the leaders of the quiz.

A jury consisting of 4 representatives from both schools took care of the regularity of the quiz.



The attendant audience made up of parents and classmates from the same departments of both schools, teachers, parents and representatives from local communities and other schools gave support to the pupils.

- Final activity

At the end of the meeting, pupils were given the opportunity to share their experiences from the joint activity, express their feelings and considerations for further developing friendship and breaking down language barriers.

- Product description of the activity

A final product of this quiz is a multicultural dictionary of words and expressions commonly used in both ethnic communities. The content of the dictionary arose from the answers to the questions after the realization of the quiz.

The dictionary was produced by 5 pupils from both partner schools under the guidance of librarians and responsible teachers. In the form of a leaflet, the multiplied vocabulary is divided between pupils and the local environment.

Joint action plan

In preparing the joint activity, particular attention shall be paid to:

- Activity goals related to interethnic integration;
- Content of the assignment;
- Specific steps for realizing the activity:
 - how to ensure deeper cooperation and interaction among pupils;
 - how to achieve greater pupil engagement and motivation to work;

- how pupils should be guided and supported by teachers;
- what will be the final product, how it will be presented, and what reflection questions will be asked to the pupils about the activity.

Activity Title:

8.5.1 CULTURAL QUIZ "MULTICULTURAL DICTIONARY OF WORDS AND EXPRESSIONS" - JOINT ACTIVITY WITH PARTNER SCHOOL

Objectives of the activity:

This activity will enable:

- getting to know each other in order to reduce stereotypes and prejudices against other ethnic languages and to develop friendships among pupils
- breaking down language barriers
- applying knowledge through fun, interaction

Introductory activity:

Dating Network Game

All participants in the joint activity will form a large group and stand in a circle.

A teacher holding a knitting knob explains the steps in the game and starts it. He presents himself and says what he expects from today. He then hands the reel to someone in the circle and holds a piece of thread in it.

The participant to whom the token is given should present itself (name and expectation) and add the token to someone else in the group and retain a part for themselves. And so it goes until all the participants in the circle are introduced.

In order to guide the pupils from the very beginning and to support them in the introductory activity, teachers from both schools are involved and explanations of the introductory game are given in both Macedonian and Albanian.

From the weaving, weave a web that symbolically shows the bond and unity of the group.

Main activity:

Cultural quiz

Preparatory activities are required to carry out the main activity.

The quiz participants will electronically communicate and agree on the choice of quiz pupils, the teacher's explanation of the quiz course and the implementation of the quiz, how to form multiethnic competition teams, how to prepare a dictionary-leaflet, and how to promote and distribute the dictionary.

In order to ensure deeper cooperation and interaction among pupils, two teams of pupils of mixed ethnicity will be formed.

Each team will have six pupils (each team will consist of 3 pupils in 8th grade and 3 pupils in 9th grade).

The quiz will be led by pupils from both schools in both Macedonian and Albanian languages. The quiz questions that will be previously prepared by the subject teachers (biology, civics and mother tongue) in cooperation with the parents through the LCD will be presented but also read by the quiz hosts.

The successful implementation of the quiz and the accuracy of the answers will be ensured by a jury comprised of 6 representatives from both schools who did not participate in the preparation of the questions.

Pupil Support will provide an audience of parents and classmates from the same classes in both schools, teachers, parents, and representatives from local communities and other schools.

8.6 MULTICULTURAL/BILINGUAL DICTIONARY

Final activity

The final product of this quiz will be the Multicultural Dictionary of Words and Expressions commonly used in both ethnic communities. The content of the glossary will be derived from the answers to the questions following the quiz.

The dictionary will be produced by 5 pupils from both partner schools under the guidance of librarians and responsible teachers.

In the form of a leaflet, the multiplied vocabulary will be shared among pupils and the local environment.

At the end of the meeting pupils will be given the opportunity to share their experiences of the shared activity, to express their feelings and thoughts to further develop friendships and break down language barriers.



Another joint activity - realized on March 20, in SHR Rexhe Rushit Zajazi - Zayaz

8.7 ACTIVITY TITLE: CREATION OF "MARTINKI"

Objectives of the action:

- promoting mutual work and friendship;
- reduction of stereotypes, prejudices or discrimination;
- developing attitudes towards respect and acceptance of different cultures and ethnic communities;
- to promote tolerance, peace, and equality through joint activity DEVELOPMENT

Description of realized concrete steps of the activity:

- Introductory activity

After welcoming the hosts, a small snack with homemade specialties started the activities.

- It brought in rules of work in the group (to speak in Macedonian and in Albanian, to give everything from yourself, to raise a hand to get the word)
- The attendees presented a number to start the game for motivation and acquaintance: "Let's Meet". According to the number, pupils, parents and teachers were ordered to get in a large circle. We said their name and the name of the previous one. A pleasant atmosphere was created.

- Main activity

Through the PowerPoint presentation in both languages, we became familiar with the customs, beliefs and traditions associated with the production and wearing of martinki in our and Zajas' ends.

- The pupils were divided in four groups. The four tables were distributed work material for the groups. Parents and teachers joined the groups.



One group made “MARTINKI” balls and dolls



The second group created “hand martinki”



The third group created martinki and dolls



The fourth group made a stripe of pearl lace and various decorations



After the completion of the activity for making a part of the martinkis were presented to each other, most of them were exhibited on the floor.

- Final activity

Pupils from each group made a presentation of their creations, their way of making them and the materials used.

- A female pupil of the Albanian ethnicity recited the song "Baba Marta" in the Macedonian language and sang a song in both languages.

- After the joint photography, we discussed how we felt during the activity, what we learned and agreed to continue with joint activities.

8.7.1 REALIZED JOINT PUPILS' ACTIVITY REPORT - REALIZED ON 20.03.2015 IN SHR REXHE RUSHIT ZAJAZI - ZAJAS

Activity Title: Martinki making

Objectives of the activity:

- promoting working together, socializing and friendship;
- reduction of stereotypes, prejudices or discrimination;
- developing attitudes towards respect and acceptance of different cultures and ethnic communities;
- promoting tolerance, peace, equality;

through a joint activity DRAWING TO MARTINKI.

Description of realized concrete steps of the activity:

- Introductory activity

After a welcome by the hosts, a small snack with home-made specialties started the activities.

- The rules of working in the group were adopted (to speak Macedonian and Albanian, to do everything possible, to raise a hand to get the word out).

- The teachers gave us a number to start a motivational and dating game: "Let's get to know each other". By the number of pupils, parents and teachers we were ordered to get in a large circle. We told our name and the name of the previous one. A cozy atmosphere was created.

- Main activity

Through a PowerPoint presentation in both languages, we learned about the customs, beliefs and traditions associated with making and wearing martinki in Macedonian culture and presented it to Albanian culture as well.

The pupils drew flower cards that formed four groups.

Working tables for the groups were distributed on four tables. Parents and teachers joined the groups.

- One group made martinki balls and dolls.

- 2 groups made handmade martinki.

- 3 groups made a puppet martinki and 4 sets of lace patterns with pearls and various decorations.

After the activity was completed, some of the martinki were gifted to each other, and most were exhibited on banners.

- Final activity

Pupils from each group presented their creations, the way they were made and the materials used.

- An Albanian ethnic pupil recited the song "Baba Marta" in the Macedonian and we sang a song in both languages.

- After taking a photo shoot, we discussed how we felt about the activity, what we learned and agreed to continue with the activity.

- Product description of the activity

As a product of this joint activity, besides the well-established relations, mutual friendship and good mood, many different martinkis remained.

Product description of the activity. As a product of this joint activity, in addition to well-established mutual relations, mutual friendship, good mood, numerous varieties of martinki have been made.

JOINT ACTIVITY

Realized on March 20, in SHR Rexhe Rushit Zajazi - Zajas

8.8 Activity title: Production of Macedonian and Albanian dolls with folk costumes

Objectives of the activity: This activity developed: pupils' creativity, group work skills, pupil collaboration, decision making, group decision making, and finding similarities and differences among members of partner schools in terms of their culture.

Description of realized concrete steps of the activity:

- Introductory activity

After welcoming the hosts, a small snack with homemade specialties started the activities.

In the introductory activity, the pupils first introduced themselves to each other with the game Names and Abilities.

Each of the participants was telling her name and an ability that she thinks she has. There were 4 groups of 6 pupils of mixed ethnic composition.

- Main activity

The activity started with an interactive conversation on the following topic: The features of male and female folk costumes from both ethnicities.

Due to the specifics in the production of folk costumes, as previously planned, they were partially prepared by the parents of the pupils.

Pupils, divided into 4 groups, finished with the production of their clothes and put them on the dolls. They made 4 dolls with folk costumes, two with Macedonian folk costumes and 2 with Albanian costumes - one male and one female folk costume.

Each of the groups presented their work.



- Final activity

The puppets that were made were exchanged in the schools, i.e. those with an Albanian costume belonged to the elementary school "Blaze Koneski", and those with a Macedonian costume belonged to the primary school "Rexhë Rushit Zajazi".

- Product description of the activity

As a product of this joint activity, besides improving the pupils' skills to work, cooperate and jointly make decisions in a mixed group, 4 dolls with folk costumes were made, out of which were 2 men's and 2 women's folk costumes.



So far, realized cooperation activities were between O.O.U. Blaze Koneski - Prilep and S.H.R "Rexhë Rushit Zajazi"- Zajaz, Kicevo 2014/2015.

8.9 SPORTS' REALIZED ACTIVITIES AMONG TEACHERS AND PUPILS FROM BOTH SCHOOLS

Type of activity: Fun sports' games (elementary and relay, and futsal competition) in partnership with the school "Rexhë Rushit Zajazi".

Both gym teachers planned mutual lessons that have been carried out in the Rexhë Rushit Zajazi Sports Hall with 20 pupils from each school, two physical education teachers - Agim Rushiti and Toni Nikoloski, two parents as referees, and the venue took place on 29th April, 2015.

The teachers answered a question about what they wanted to achieve with the activity.

They concluded that the activity was expected to achieve interaction and build a spirit of cooperation in mixed groups of pupils (fair play between the participants and the audience).

They also answered on how they planned to implement the activity. They agreed that the activity will involve a total of 40 pupils (from both schools) from 6th to 9th grade and 4 teachers (2 from each language of instruction).

They will include the following: football-small, handball and basketball games between teams of pupils who will be mixed from school to school. Despite the competitive

nature of the games, the activity will have a particular focus on collaboration and team building within teams.

The parents will act as referees during the tournament. The games will be held at the Rexhë Rushit Zajazi Sports Hall.

Preparatory activities: Physical Education teachers will plan activities electronically - choosing pupils and parents, choosing the way groups are formed, talking to pupils about fair play and the culture of behavior during sports activities.

Pupil information on the dynamics of competitions.

Finally, they answered: what are their expectations for the effects they will achieve? They stated that the expected effects of the activity are improved interpersonal communication and collaboration among pupils, fun and socializing.



8.9.1 ACTIVITY TITLE: “FUN SPORTS GAMES (ELEMENTARY, RELAY) AND FUTSAL COMPETITION” -REALIZED BY PHYSICAL EDUCATION TEACHERS FROM BOTH SCHOOLS.

Objectives of the activity: Interaction, team building and collaboration in mixed groups of pupils, fair play, and impact of physical activity on the development of pupils' psychomotor and functional abilities.

Introductory activity:

- The teachers give the basic directions about the activities of the class, organize and introduce the activity in the working stage with walking, easy running, running, children's leaps, laziness;
- Teachers guide and encourage pupils to cooperate;
- Teachers announce the goals and expected results of the activity as well as methods and techniques of work;
- Teachers place pupils in rows;
- Teachers monitor the overall activity of pupils.

Main activity:

- A methodical procedure will be applied for the realization of the basic goals and tasks, appropriate for the pupils;
- Verbal communication between teacher and pupils about the activity should be practiced (oral feedback);
- Demonstration of teaching units (elements) by the teacher;
- Practical application of the elements: analytical and synthetic;
- Parents' involvement in sports activities.

Final activity:

Relaxing overall muscles with an emphasis on feet and hands, explaining something unfamiliar about work, talking about fair play, the impact of physical activity on the development of psychomotor and functional abilities in pupils.

Product description of the activity:

Improved interpersonal communication, collaboration among all participants in the activity, fun socializing and building team spirit.

8.9.2 PHYSICAL EDUCATION TEACHERS FROM BOTH SCHOOLS WROTE A REPORT ON REALIZED JOINT PUPILS' ACTIVITY

Activity Title: Sports Fun Games (Elementary, Relay) and Competition in Futsal

Objectives of the activity are: interaction, team building and collaboration in mixed groups of fair-play pupils, and impact of physical activity on the development of pupils' psychomotor and functional abilities.

Descriptively realized concrete steps of the activity: Relay Games, Futsal Match:

Pupils are divided into two groups (mixed composition of both schools). Each group is divided into two rows that stand parallel to each other. The game starts at a given mark.

The first pupil in one row starts by giving the ball to the first pupil in the other row and is placed last in the row where he gave the ball, and set at the last of the same. Both groups are practicing in parallel.

The purpose of this game is to quickly change the pupils who need to give and receive the ball. The winner is the group that will make the changes first.

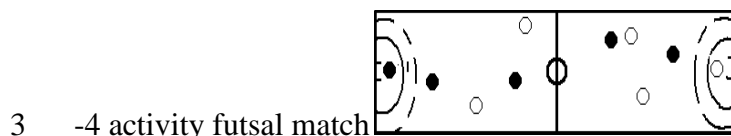
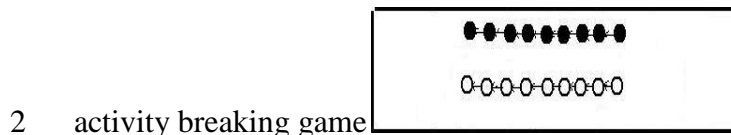
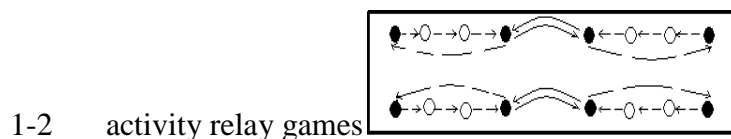
The team (group) that will win 3 rounds is the overall winner in this game. The game is repeated with handball and basketball balls.

Pupils are divided into two groups (mixed composition of both schools) caught by their hands. The game starts at a given sign.

The goal is to get the pupil through the hoop without letting their hands go.

The group that is first to reach the hoop by crossing from the first to the last pupil in the group is the winner.

- Football competition (mixed composition of both schools). Two halves of 15 minutes each with a pause between the two halves of 5 minutes.



handball basketball

The judges of these games are the parents of the pupils.

- **Introductory activity**

-The teachers give the basic instructions about the activities of the class, organize and introduce the activity into the working stage with walking, easy running, running, children's leaps, laziness;

- Teachers guide and encourage pupils to cooperate;

- Teachers announce the goals and expected results of the activity as well as methods and techniques of work;

-Teachers place pupils in rows;

-Teachers monitor the overall activity of pupils.

- **Main activity**

- A methodical procedure will be applied for realization of the basic goals and tasks, appropriate for the pupils;

- Verbal communication between teacher and pupils about the activity should be practiced (oral feedback);

- Demonstration of teaching units (elements) by the teacher;

- Practical elements training: analytical and synthetic;

- Parents' involvement in sports activities.

- **Final activity**

Relaxing overall muscles with an emphasis on feet and hands, explaining something unfamiliar about work, talking about fair play, the impact of physical activity on the development of psychomotor and functional abilities in pupils.

The products and the description of the activity are improved interpersonal communication, collaboration among all participants in the activity, fun socializing and building team spirit.

Finally, Physical Education teachers wrote a final reflection report on their mutually realized activities in physical education.

Activity reflection on the question: “To what extent did the pupils achieve their goals?”

Teachers say that it was huge, that there has been interaction, team building and collaboration in mixed groups of pupils, fair play, and a visible impact of physical activity on pupils' development of psychomotor and functional abilities of a multicultural character.

Spontaneous communication and socializing were established among pupils of different ethnic / linguistic backgrounds during and outside the joint activity.

On the question: “Was the task appropriate for pupils and to what extent were they engaged and motivated to work?”

Teachers think that pupils were encouraged to:

- collaborate in a way that involves direct interaction, positive interdependence, equal opportunities for success in both group and individual responsibility;
- engage in mutual discussion in which they can express / share their ideas, experiences, views and feelings;
- be creative and think critically in making common decisions and make decisions when working on practical / manipulative and reflective activities.

On the next question in the reflection: “How do you know that an appropriate level of communication, collaboration, interaction and intergroup contact has been achieved?” Teachers believe that pupils of different ethnic / linguistic backgrounds were treated equally and an equal status was established where all pupils experienced equal value. Equal representation and use of both / three languages was achieved in the course of realization of the joint activity.

During the implementation of the joint activity, the existence of cooperation was evident. There was mutual complementarity among teachers of different languages of instruction.

On the third question: “To what extent were the pupils' guidance and feedback relevant to completing the task successfully?” Teachers also provided their feedback:

- Equal and joint participation of all teachers and pupils involved was achieved;
- There were ethnic / linguistic groups in the realization of the event;
- Equal representation and use of both / three languages was achieved throughout the realization of the joint activity.

The fourth question in the report reflection phase: “To what extent was the presentation of the final product and the pupils' reflection on their impressions of interethnic integration successful?”

Teachers claim that the multicultural nature of the joint activity was visible (according to the composition of the group and the representation of the different languages of instruction, and possibly also the content), and equal and joint participation of teachers and pupils from all represented ethnic / linguistic groups in the realization of the event was achieved.

On the fifth question: “What the physical education teachers learned that will help you in your next activities?” They answered that there should be more intensive electronic communication and virtual meetings towards better coordination and even better mutual planning.

And on the sixth question: “What are your suggestions and recommendations for improving the implementation of joint activities for interethnic integration?” They answered

that they need multiple meetings in continuity due to sustainability and maintenance for the purpose of the learning process.

After carrying out the interethnic activities for the 2014/15 school year, a REPORT was written for the interethnic school officials, like the Bureau of Education and the Municipality of Prilep Department of Education, with the title “EVERYTHING IS RED”.

9. REPORT- “EVERYTHING IS RED”

After the contact was established for further cooperation, a work program was adopted by both parties for the activities we planned to implement in the 2014/2015 academic year.

We were really happy and satisfied that we managed to find a partner in this phase of the project, which is close, for the purpose of more efficient realization of the activities.

Two coordination meetings were held for the members of the SIT from the two schools; that is, they were our guests, the school was reviewed, and we were in the lobby, Kicevo, and we were perfectly welcomed.

Their pupils were very curious about us as guests, and the colleagues were very cordial. At these two meetings, the planned activities were defined.

The first meeting of pupils and teachers from both schools was held on November 7, 2014, on the occasion of the Appointment of the Apples Day, which OOU Blaze Koneski held for the third year in a row in the Slovenian model of the program Integration of Environmental Education in the Macedonian Education System.

On that day, the guests from Zajaz brought us beautiful apples decorated with glittering and shining external edible color that are hard to forget. There were two workshops of mixed groups of pupils from 3 and 4 who made posters for the apple and orally presented their work with the help of teachers from both schools.

Particularly strong and effective in the work on the same day was the 9th school pupil community in both schools, where there was a fairly constructive discussion of what all pupils would like them to do next; there was a vote and it was agreed to visit together celebrities like actors and musicians from both Macedonian and Albanian culture.

When I got to them, the larger pupils were much more willing, and they achieved the goal. And at 3 and 4 grade the goal was achieved, but they were a little shy.

The next meeting was again with us - O.O.U. in SHF “Rexhë Rushit Zajazi” from Zajaz

was at our place - and a workshop was organized with mixed groups of pupils in making a dictionary of words in both languages, and the most interesting was the Biology Quiz where pupils wore T-shirts with the logo of the Interethnic activities’ contest.

It was more socializing than a match, and before that there was a game of acquaintance with a bundle, which everyone was given and before giving it to the other, each pupil told his name.

In February, the integration activities' team teachers from O.O.U. Blaze Koneski-Prilep went to visit the school in Zajas to continue the cooperation because a pause in time has been made and a further realization of the activities has been decided. We were beautifully welcomed in Zajas in February 2015; we further defined the activities and we negotiated the final event.

In March 2015, O.O.U. Blaze Koneski visited SHF "Rexhë Rushit Zajazi" from Zajaz

with its pupils and teachers from 2 and 3 and the teacher in art education; there were two workshops - here, as well as the last time, there was active participation of parents from both parties who were present and participating in their own interest.

There was a workshop for making dolls with costumes from both nationalities and a wonderful workshop with a red and white thread for the creation of martinki. "I see only red color" is in my memory and then the works, martinki, and puppets in both languages were presented.

The next activity was the same in the O.O.U. Rexhe Rushit, sports activities - football from mixed groups of pupils from both schools and relay games of mixed groups of pupils. The dresses were red, so I wrote the title "Red is everything - there is symbolism in everything".

Relay games with GYM teachers were the most interesting and fun.

We were preparing for the final meeting that took place in June 2015 in the renovated Miss Stone - Prilep cinema; we had guests from O.O.U. Rexhe Rushit Zajazi, and we had a wonderful time. We had a representative from the BRD Mrs. Talimdzioska Danica; the guests wanted to take a walk through Prilep and the pupils intensively interacted with each other.

On the final product, a film was presented with all the statements and our past activities.

We agreed on future activities for the next school year.

The director told us that he was coming to Prilep for the first time and that the teachers wanted to walk around the old Prilep bazaar. Our cooperation was very high.

For the 2015/2016 school year, we first have a joint council of teachers of both schools in Peshna to eat well cooked fish there, to unite somehow through food - so we invite you to lead and then follow the cooperation program for the 2015/2016 school year, and because we want to make the cooperation trilateral; we want to visit Germany and get to know friends from Germany of SHF "Rexhë Rushit Zajazi" from Zajaz and continue our cooperation.

After each realized joint activity, a reflection was carried out.

In the reflection phase, each participant had to fill in a short questionnaire containing the following questions:

1. What did we do today?
2. How did you feel?
3. What have we learned?
4. How can we apply what we have learned to our daily lives?

Concerning the implementation of the Interethnic Integration in Education project on June 11, 2015, a final meeting was held in Miss Ston-Prilep Cinema with the following agenda:

9.1 JOINT FINAL MEETING FOR THE 2014/2015 ACADEMIC YEAR

Between Blaze Koneski-Prilep Primary School and SHF “Rexhë Rushit Zajazi” from Zajaz Primary School, village Zajas, Kicevo, May 2015.

Location - Cinema Hall Miss Stone Prilep

Participants - pupils from both schools

Introduction:

1. Video and audio presentation by Michael Jackson's “*Heal the World*”
2. Address by the principals of both schools
3. Address by the representatives of IIEP - USAID - Skopje
4. Current video presentation with photos of all joint activities divided by PowerPoint slides
5. Game: Guess who's who? (our pupil from 9/4 grade Kire Gligoroski 8/3 grade and pupil from SHF “Rexhë Rushit Zajazi” from Zajaz, village Zajas, Kicevo) - to show that the similarities are so great that the differences are not even noticeable if they are not deliberately highlighted
6. Leaders from both schools - welcoming speech in both languages
7. Display of each movie or clip individually for each past realized, sustained activity followed by an explanation in both languages
8. Award of gratitude to the officials active in the realization of the project

9. Commissions for future further cooperation between the two schools with the possibility of extending the cooperation to even higher levels

The meeting was attended by guests from SHF “Rexhë Rushit Zajazi” from Zajaz.

At the joint meeting, all past jointly implemented activities between the two schools from the initial joint planning for the previous school year (2014/2015) were presented, so their participation on Apple Day in 2014 was presented. Blaze Koneski's visit to Zajaz for vocabulary and quiz preparation in March led to a joint workshop for teachers and pupils to make puppets and martinki to finally do sports activities through mixed groups of pupils from both schools.

At the joint meeting, an evergreen tree for cooperation and prosperity was planted and Miss Stone presented herself in front of other BRO representatives, Mrs. Danica Talimdzioska, parents and pupils.

The project promotes interethnic integration in education, emphasizes cooperation, works to reduce stereotypes and prejudices, and promotes coexistence among different ethnic communities in the Republic of North Macedonia, and also receives small grants through which schools work and realize them.

At the joint final meeting it was emphasized that both schools will continue to plan future joint activities for the next school year, 2015/2016, in continuation of the interethnic cooperation between the two schools, and all this is supported by the Bureau Department of Education, the local government and the Ministry of Education and Science of the Republic of North Macedonia.

Cooperation continues, and the representatives at the Bureau of Education reclaimed that this joint cooperation will gain even more traction by being accredited by the Ministry of Education and Science of the Republic of Macedonia.



10. Table for annual planning for interethnic integration in education on a school level for the school year -2015/2016 (appendix)

The implementation of the process of carrying out interethnic activities between two schools continued with the same procedure for the following school year, and again both schools agreed on mutual activities that they would realize in 2015/2016.

The following is the

10 PLANNED MUTUAL INTERETHNIC ACTIVITIES FOR THE 2015/2016 SCHOOL YEAR

The first planned interethnic activity 2015/16 school year plan is **1. Realization of a joint Teachers Council between partner schools** in a form of a meeting in Second half of September by Directors, teachers and professional associates.

Its expected result is that An operational cooperation program will be prepared.

The second planned interethnic activity 2015/16 school year plan is **2. Joint ecology activity among the pupil communities** by Coordinators of the pupil communities, schoolchildren. Its aim is Cleaning the environment of waste in Second half of September.

Its expected result is Developing pupils' environmental awareness and mutual fellowship.

The third planned interethnic activity 2015/16 school year plan is **3. Production of apple-related products and their sale** by Executives, pupils, parents, teachers and professional associates in First half of November.

Its main aim is Making apple products and selling them. The expected result is Developing tolerance, mutual respect, sharing experiences for making apple products and interacting with each other.

In the manner/form of Realization of multicultural workshops, The fourth planned interethnic activity for 2015/16, is **Multicultural workshops on the theme: celebration of holidays** by Executives, pupils, parents, teachers and professional associates.

It is planned to be realized in March to Develop tolerance, mutual respect, exchange experiences on ways of celebrating holidays, and socializing.

The fifth main planned activity in interethnic school plan for 2015/16 is **5. Virtual (through electronic media) cooperation and agreement among teachers in different teaching areas and professional associates in planning and realization of teaching hours, activities through the form of** Independent realization of teaching hours as a continuous activity by Executives, pupils, parents, teachers and professional associates.

Its expected results are: Cooperation, agreement, and exchange of experiences in the planning and realization of teaching hours and activities.

The sixth main planned activity in interethnic school plan for 2015/16 as a continuous activity is : **6. Realization of joint classes/lessons** in the form of Planning and realization of the joint teaching hours by teachers and pupils.

Its expected results are: Breaking barriers to socializing and working with representatives of another nationality.

The seventh main planned activity in interethnic school plan for 2015/16 is **7. Book Fair mutual visit by** Teachers of the Macedonian and Albanian languages, librarians and pupils. the manner is via A joint visit to the book fair in Skopje in April 2016 , its expected results are developing Friendship among pupils and teaching staff, and establishing closer contacts and exchange of experiences.

The eighth main planned activity in interethnic school plan for 2015/16 is Establishing cooperation with a school from Germany that is in the network with the partner school from Zajaz - trilateral one by the Directors, teachers and professional associates via Using email and personal contacts in May .

Its expected result is Spread the network of schools we cooperate with. From bilateral to establish a trilateral interschool's' collaboration.

The last planned activity in interethnic school plan for 2015/16 is the final meeting by the Executives, pupils, teachers and professional associates via Presentation of all realized activities in June. Its expected results are Presenting the achievements to the local community, form community friendship and school collaboration.

One of the activities planned and realized in the 2015/16 school year was the following:

10.1 WE MAKE "ECO MESSAGES"

Pupil members of the working group were written down on a sheet of paper. Their Operating Instructions were:

- Provide preparation of the pupils in the group (for pupils from both schools)
- The task is "to search for web pages with eco-content:
- For the information book, which will be the final product of our socializing and activity, we need a few eco-friendly messages that will raise awareness of creating a healthy environment.

On the color sheets you see in front of you, with the markers write a message that is most memorable from your previous search; your message will decorate the information book in your native language and be key advice from your and our school!

And some of the messages will remain here, in the place where we worked, like a blunt message to the locals here!

We remind you that everything is to be photographed and documented. Ask the teachers in your group anything you don't understand about your assignment!

Lastly, be sure to fill in the Reflection Questions page, where you will be able to describe how you felt today, in our mutual companionship, in terms of what was good and what could be better, or what you would like to do, and what is it that left you with the strongest impression today?"

Next was the interethnic activity:

10.2. JOINT ACTIVITY PLAN – ECO LABORATORY WORKSHOP

The participants were members of pupil communities from both schools.

Objectives of the activity were the following:

- develop friendship through creative and interactive relationships
- develop a spirit of teamwork and good collaboration in mixed groups
- construct an atmosphere of mutual respect and trust
- develop bilingual eco messages and develop environmental awareness among pupils
- get to know the soil types in Peshna
- develop of a collection of plants growing in that area (Peshna)
- report on the work of the groups
- develop an informative book

Resources:

White and colored sheets of paper, glue, markers, crayons, scissors, camera, plastic folders, teacher/performer, worksheets and instructions for working in groups with two languages of instruction, wooden message holders, pushbuttons, polystyrene, scalpel.

Introductory activity:

- an introduction to the pupils: "Names and abilities" (activity for the support staff)

- adopting work rules
- formation of heterogeneous groups

Main activities:

Activity 1: Working in groups

- The pupils are divided into 4 groups that work with the teachers from both schools;
- The teachers give them worksheets with instructions for work and assignments;
- The first group works on collecting soil types from the environment with the support of the biology teacher (using the worksheet “Types of Soil”);
- The second group develops eco messages that will find a place in the informational chemistry textbook (used in Worksheet 2);
- Pupils in pre-school conduct online research on the topic "ECO MESSAGES"
- The third group produces a herbarium with the support of the biology teacher (using Worksheet 3);
- The fourth group is responsible for producing a report on the work of each group (they use a Worksheet in their mother tongue).

Activity 2: Making an information book

- A group of pupils will be formed to develop an information book consisting of two members (from both ethnic groups) of the previously formed groups of pupils;
- The group of pupils in charge of making the information book collects the material from each group and assembles the book.

Closing activities (for expert associates):

- Presentation of the prepared information book in front of the Teachers' Councils of both schools;
- All pupils receive Worksheet 5 with pre-prepared reflection questions, answer them in writing, and then present orally what is written.

ECOLOGY JOINT ACTIVITY - Group No. 3

Activity description:

- The group is made up of pupils with one representative from each school from 6th, 7th, 8th and 9th grades. Those pupils make up group no. 3.

- The teachers are given a brief introductory part of the activities that follow throughout the group in both mother tongues.

Distribution of activities:

1. Pupils exit the school environment in order to collect plants that grow in the natural environment (duration of the activity: 30 minutes).
2. Pupils return with collected plant material to the school classroom for practical group work.
3. Sorting and selecting the collected plants, then sorting them into the groups to which they belong.
4. Cutting the collected plants into sheets and applying them to A-4 sheets of paper.
5. Developing a final version of the herbarium (a collection of plants), alternating in both languages the plant names (Macedonian and Albanian).
6. One member of the group, by nationality, becomes a member of the group presenting the activity to the teacher's colleagues.

Group work materials:

A-4 sheets of paper, other sheets, adhesive tape, varnishes in different colors, scalpel, 2 book folders.

Teaching paper for work:

Operating instructions:

Listen carefully to the instructions your teachers will give you. Follow them. In case of ambiguity, ask the responsible teachers.

Pupil activities:

1. Pupils exit the school environment in order to collect plants that grow in the natural environment (duration of the activity: 30 minutes).
2. Provide pupils with collected plant material in the school classroom for practical group work.
3. Pupils sort and select the collected plants and distribute them to the groups to which they belong (duration: 15 minutes).
4. Cut the collected plants into sheets and apply them to A-4 sheets of paper (duration: 15 minutes).

5. Development of a final version of the herbarium (a collection of plants), with alternating spelling of both plant names (Macedonian and Albanian). Duration: 30 minutes.
6. One member of the group, by nationality, becomes a member of the group presenting the activity to the teaching colleagues.

Teaching paper for work:

Operating instructions:

Listen carefully to the instructions your teachers will give you. Follow them. In case of ambiguity, ask the responsible teachers.

Pupil activities:

1. Pupils exit the school environment in order to collect plants that grow in the natural environment (duration of the activity: 30 minutes).
2. Provide pupils with collected plant material in the school classroom for practical group work.
3. Pupils sort and select the collected plants and distribute them to the groups to which they belong (duration: 15 minutes).
4. Cut the collected plants into sheets and apply them to A-4 sheets of paper (duration: 15 minutes).
5. Development of a final version of the herbarium (a collection of plants), with alternating spelling of both plant names (Macedonian and Albanian). Duration: 30 minutes.
6. One member of the group, by nationality, becomes a member of the group presenting the activity to the teaching colleagues

Worksheet in mother language (for the three groups)

Pupil group members - their names are written down.

Operating instructions:

The group has the task of producing a report on the work of the group that will be working on **soil testing**.

Then report on the activities and conclusions drawn from their work have been prepared.

After preparing the report, a pupil from the group should present it to the teaching council.

WORKSHEET IN MOTHER LANGUAGE (for the three groups)

Pupil group members - their names are written down.

Operating instructions:

The group has the task of preparing a report on the work of a group that **will collect plants in the immediate area and prepare a herbarium.**

Then report on the activities and conclusions drawn from their work.

After preparing the report, a pupil from the group should present it to the teaching council.

WORKSHEET IN MOTHER LANGUAGE (for the three groups)

Pupil group members - their names are written down.

Operating instructions:

The group has the task of preparing a report on the work of the group that will work on preparing **the eco messages.**

Then report on the activities and conclusions drawn from their work.

After preparing the report, a pupil from the group should present it to the teaching council.

10.3 COMMUNITY ACTIVITY: MAKING THE APPLE POSTER AS A BASIC MOTION FOR MAINTAINING "APPLE DAY" - APPENDIX

Mixed group of pupils from both schools on 8th November 2014 in OOU Blaze Koneski event APPLE DAY have been working in mixed groups, established cooperation and collaboration with the help of their teachers from school.

When the Zajas pupils arrived with their teacher they experienced warm welcome by their fellow pupils and then, they have been divided into groups.

Each group consisted of mixed Macedonian and Albanian pupils and they through the form of a workshop have been making and producing the apple poster.

The overall final product THE APPLE POSTER has been presented in front of all the teachers, pupils in the school.

Both schools' teachers agreed to implement future joint pupils' activities on different topic.

Community activity: Making the Apple poster as a basic motion for maintaining “APPLE DAY”



10.4 JOINT SPORTS ACTIVITIES BETWEEN BOTH SCHOOLS

Type of activity: Fun sports games (elementary and relay, and futsal competition) in partnership with the school “Rexhë Rushit Zajazi”.

On the question “what do we want to achieve with the activity?” the answer was that the activity is expected to achieve interaction and build a spirit of collaboration in mixed groups of pupils (fair play between the participants and the audience).

“How you plan to implement the activity”: The activity will include a total of 40 pupils (from both schools) from 6th to 9th grade and 4 teachers (2 from each language of instruction).

They will include: football-small, handball and basketball games between teams of pupils who will be mixed from school to school.

Despite the competitive nature of the games, the activity will have a particular focus on collaboration and team building within teams.

The parents will act as referees during the tournament. The games will be held at the Rexhë Rushit Zajazi Sports Hall.

Preparatory activities: Gym teachers will plan activities electronically; choosing pupils and parents, choosing the way groups are formed, talking to pupils about fair play and the culture of behavior during sport activities. Pupil information on the dynamics of competitions.

The expectations for the effects you will achieve, which are the expected effects of the activity, are improved interpersonal communication and collaboration among pupils, fun and socializing.

The realizer is Physical and Health Education Teacher- Agim Rushiti.

10.5 JOINT BIOLOGY LESSONS

10.5.1 JOINT ACTIVITY PLAN – ECOLOGY PUPIL WORKSHOP

Participants: Members of pupil communities from both schools.

Objectives of the activity:

- Develop friendship through creative and interactive relationships
- Develop a spirit of teamwork and good collaboration in mixed groups
- Construct an atmosphere of mutual respect and trust
- Develop bilingual eco messages environmental awareness among pupils
- Get to know the soil types in Peshna

- Develop a collection of plants growing in that area (Peshna)
- Report on the work of the groups
- Development of an informative book

Resources:

Sheets of paper - white and colored, glue, markers, crayons, scissors, camera, plastic folders, teacher/performer, worksheets and instructions for working in groups with two languages of instruction, wooden message holders, pushbuttons, polystyrene, scalpel.

Introductory activity:

- An introduction to the pupils: “Names and abilities” (activity for the support staff)
- Adopting work rules
- Formation of heterogeneous groups

Main activity:

Activity 1: Working in groups

- The pupils are divided into 4 groups that work with the teachers from both schools;
- The teachers give them worksheets with instructions for work and assignments;
- The first group works on collecting soil types from the environment with the support of the biology teacher (using the worksheet “Types of Soil”);
- The second group develops eco messages that will find a place in the informational book; teacher of chemistry (used in Worksheet 2);
- Pupils in pre-school conduct online research on the topic "ECO MESSAGES";
- The third group produces a herbarium with the support of the biology teacher (used with Worksheet 3);
- The fourth group is responsible for producing a report on the work of each group (they use a Worksheet in their mother tongue).

Activity 2: Making an information book

- A group of pupils will be set up to develop an information book consisting of two members (from both ethnic groups) of the previously formed groups of pupils.
- The group of pupils in charge of making the information book collects the materials from each group and assembles the book.

Closing activities (for expert associates):

- Presentation of the prepared information book in front of the Teachers' Councils of both schools;
- All pupils receive Worksheet 5 with pre-prepared reflection questions, answer them in writing, and then present orally what is written.

10.5.1 JOINT ACTIVITY- PLANTS AND HERBS COLLECTION

Group No. 3

Activity description:

- The group is made up of pupils with one representative from each school from 6th, 7th, 8th and 9th grades. Those pupils make up group no. 3.
- The teachers are given a brief introductory part of the activities that follow throughout the group in both mother tongues.
- Distribution of activities:
 1. Pupils exist the school environment in order to collect plants that grow in the natural environment (duration of the activity: 30 minutes).
 2. Pupils return with collected plant material to the school classroom for practical group work.
 3. Sorting and selecting the collected plants, and sorting them into the groups to which they belong.
 4. Cutting the collected plants into sheets and applying them to A-4 sheets of paper.
 5. Developing a final version of the herbarium (a collection of plants), alternating in both languages the plant names (Macedonian and Albanian).
 6. One member of the group, by nationality, becomes a member of the group presenting the activity to the teacher colleagues.

Group work materials:

A-4 sheets, other sheets, adhesive tape, varnishes in different colors, scalpel, 2 book folders.

Teaching paper for work:

Operating instructions:

Listen carefully to the instructions your teachers will give you. Follow them. In case of ambiguity, ask the responsible teachers.

Pupil activities:

1. Pupils exit the school environment in order to collect plants that grow in the natural environment (duration of the activity: 30 minutes).
2. Provide pupils with collected plant material in the school classroom for practical group work.
3. Pupils sort and select the collected plants and distribute them to the groups to which they belong (duration: 15 minutes).
4. Cut the collected plants into sheets and apply them to A-4 sheets of paper (duration: 15 minutes).
5. Development of a final version of the herbarium (a collection of plants), with alternating spelling of both plant names (Macedonian and Albanian). Duration: 30 minutes.
6. One member of the group, by nationality, becomes a member of the group presenting the activity to the teaching colleagues

Teaching paper for work:

Operating instructions:

Listen carefully to the instructions your teachers will give you. Follow them. In case of ambiguity, ask the responsible teachers.

Pupil activities:

1. Pupils exit the school environment in order to collect plants that grow in the natural environment (duration of the activity: 30 minutes).
2. Provide pupils with collected plant material in the school classroom for practical group work.
3. Pupils sort and select the collected plants and distribute them to the groups to which they belong (duration: 15 minutes).

4. Cut the collected plants into sheets and apply them to A-4 sheets of paper (duration: 15 minutes).
5. Development of a final version of the herbarium (a collection of plants), with alternating spelling of both plant names (Macedonian and Albanian). Duration: 30 minutes.
6. One member of the group, by nationality, becomes a member of the group presenting the activity to the teaching colleagues.

11. JOINT INTERETHNIC ACTIVITIES FOR 2016/2017

For the next school year- 2016/17 again both schools agreed on implementing interethnic activities and for that purpose they prepared annual planning for interethnic integration in education on a school level for school year 2016/2017.

The first planned activity is

1. Realization of the Teachers Information Council for information on the planning of the interethnic activities. Its realizers are the Director, teachers and professional associates. The activity will be in a form of a meeting planned by the end of August. It is expected that an operational program will be worked out.

The second planned activity is the sole 2. Planning activities by the teachers.

Its manner of realization is via Entering into the annual planning by the end of August.

Its outcome i.e. expected results are Planned activities for the interethnic aims.

The third planned interethnic activity from the annual 2016/17 school plan is

3. Data Acquisition. The data acquisition is to be carried out by members of the interethnic team teachers in the First half of September. It is planned to be carried via completing a form prepared by the members of the interethnic team teachers and the expected result is Information for Teacher Planning.

The fourth planned interethnic activity from the annual 2016/17 school plan is

4. Matching the joint activities with the partner school. Its realizers are the principal, teachers and professional associates. The communication will be carried out by the electronic means and a meeting by the end of September. The final product or expected outcome is the sole process of Realization of joint activities with the partner school.

The final fifth activity from the interethnic activity from the annual 2016/17 school plan is 5. Realization of the planned activities done by the teachers and the pupils as a continuous

activity. Its final result/outcome is Realization of the goals of the project for interethnic integration in education.

The table for annual planning for interethnic integration in education on a school level for school year 2016/2017- (appendix)

11.1 INTERETHNIC SCHOOL ACTIVITIES IN THE ENGLISH LANGUAGE LESSON

Some of the interethnic activities were carried out by the teacher **Valentina Kocoska** through the process of the individual interethnic activity on the THEME of HOLIDAYS.

The lesson was on the topic of the following:

Topic / Curriculum: UNIT 1: Describing Holidays

11.1.1 SELF-CULTURAL ACTIVITY PLAN

Activity Title:

- Developing Skills – speaking, writing - Describing Holidays by integrating a description of a Muslim religious holiday.

Objectives of the activity:

- Introducing appropriate vocabulary and its use in oral conversation and acquaintance with the ways of celebrating Muslim religious holidays;
- Developing knowledge about the differences in the celebration of holidays with other ethnic communities and accepting them as such.

Introductory activity:

- Talk about holiday types - in the UK, Macedonia – and their relation to the way they are marked in both countries - Macedonia (Albanian, Turkish, Macedonian).

Main activities:

- Read texts mentioning the celebration of various holidays in the UK and at the same time mentioning religious holidays in Macedonia, emphasizing the Muslim as less well-known pupils' religions in order to bring them closer to their knowledge;
- Presentation of a new vocabulary.

Final activity:

- Reading “Celebration Compositions of Kurban Bairam and Ramadan Bairam”, brief discussion with conclusions.

The lesson was carried out with the 9th grade pupils.

- The lessons goals were:

- To develop the concentration needed to store and understand information;

- To answer questions from the text; to understand the main idea;

- To develop a theme-related conversation and integrate it with our national holiday celebrations by other nationalities.

- Basic teaching methods are: Oral; Audio-lingual; Frontal operation; in groups, individual.

- Introductory teacher information:

They discuss different holidays they are familiar with. They look at the pictures and answer questions from the teacher, who provides additional information.

- Pupil activities:

They answer additional questions that test the understanding of the text. They read the content a little faster and try to take notes that will serve to develop the conversation. They read the text in groups and enter into the computer - ICT.

They then answer questions about the content in order to check their understanding and determine the main idea in the text.

They make a table of information on where, how, and when some of the holidays are held. They also fill out what kind it is, what activities and events are happening and what kind of food is prepared among different nationalities - Albanians, Turks, Roma and so on.

They read in front of the whole class (in groups).

They link the text to a celebration of holidays in our country with different ethnic communities and lead a discussion (they had previously gathered information on how to celebrate with these Muslim communities).

- Read compilations on the topic ***“Religious Holidays with Muslims - Kurban Bayram and Ramadan Bayram”*** (which they wrote as homework).

Everyone says if they liked the hour. Exercises are provided for pupils with disabilities. They get a homework contract. Additional research is conducted.

- Methods for assessing pupil learning (formative assessment and summative assessment methods): Asking questions; Talk to pupils; Oral Feedback, Peer Assessment.

11.1.2 SELF- CULTURAL ACTIVITY PLAN IN THE ENGLISH LANGUAGE LESSONS BY KOCOSKA VALENTINA

Activity Title:

- Developing Skill-Speaking-Writing-Describing Holidays by integrating a description of a Muslim religious holiday.

Objectives of the activity:

- Introducing appropriate vocabulary and its use in oral conversation and acquaintance with the ways of celebrating Muslim religious holidays;
- Developing knowledge about the differences in the celebration of holidays with other ethnic communities and accepting them as such.

Introductory activity:

- Talk about holiday types - in the UK, Macedonia – and their relation to the way they are marked in both countries - Macedonia (Albanian, Turkish, Macedonian).

Main activity:

- Read texts mentioning the celebration of various holidays in the UK and at the same time mentioning religious holidays in Macedonia, emphasizing the Muslim as less well-known pupils' religions in order to bring them closer to their knowledge;
- Presentation of a new vocabulary.

Final activity:

- Reading “Celebration Compositions of Kurban Bairam and Ramadan Bairam”, brief discussion with conclusions.

Prof. Valentina Kocoska also prepared a report on the realized activities.

The findings are the following:

11.1.3 REALIZED SELF-CULTURAL / MULTICULTURAL ACTIVITY REPORT:

1. To what extent have pupils achieved their goals?

- In my opinion, the pupils have fully achieved their goals by mastering the new vocabulary and information relevant to the topic and applying it in a conversation describing how they perceived the similarities and differences in celebrating UK holidays and Muslim religious holidays in the territory of the Republic of North Macedonia.

2. Was the task appropriate for the pupils and to what extent were they engaged and motivated to work?

- The task was appropriate for the pupils and they were highly engaged, interested and motivated to work.

3. How do you know that a proper understanding of the topic has been achieved?

- By following all the activities implemented during the lesson as per the pupils' answers to my questions and by the discussion at the end of the lesson.

4. To what extent were pupil guidance and feedback appropriate for completing the activity successfully?

- As with any activity, guidance and feedback from the pupils are needed in order for the activity to be successful, and so on. I think they have greatly helped and enabled the activity to be successful.

5. To what extent did pupils' final activity and reflection on their impressions succeed?

- To a big extent. The pupils in the discussion expressed their impressions and reflections on the importance of the findings.

6. What are your suggestions and suggestions for improving the implementation of the interethnic integration activity?

- To deepen the research on this subject in order to gain new knowledge and gain respect and respect for others and accept them as another side of the coin.

11.2 CHEMISTRY MUTUAL INTERETHNIC ACTIVITIES

Both school **chemistry teachers**, Pavlina Temelkoska Risteska - chemistry teacher at the Primary School “Blaze Koneski” - Prilep, and Mouadin Abazi from Redze Rushit Zajazi, Zajas, Kicevo, have carried out mutual activity during a chemistry lesson. Their joint action plan is as follows:

11.2.1 Joint Chemistry Action Plan-

Participants: Members of the Young Chemists section from both schools.

Objectives of the activity:

- Develop friendship through creative and interactive relationships;
- Develop a spirit of teamwork and good collaboration in mixed groups;
- Constructing an atmosphere of mutual respect and trust;

- Conducting panels on the topic: plastic material of today and how to solve the problem of plastic waste;

- Report on the work of the groups.

Resources:

Cameras, glue, markers, crayons, scissors, plastic materials - products, worksheets and manuals for groups in both languages, presses, styrofoam, nylon fascicles, computer, LCD projector, found plastics production data and recycling - sorted by a PowerPoint presentation, and large sheets of paper.

Introductory activity:

- Pupil introduction game "Tear off your shirt" - on a large sheet you will write your name and zodiac sign on the front, and on the back write a message on how to solve the problem of plastic waste;

- Adopting work rules;

- Formation of heterogeneous groups.

Main activity:

Activity 1: Workshop - group work

- The pupils are divided into 3 groups that the teachers from both schools work with;

-The teachers distribute worksheets with instruction manuals and assignments;

-First group: make panels of plastic samples used as objects in everyday life - the titles of plastic samples are written bilingually (Worksheet No. 1);

- Second group: how to select plastic waste and how to prepare it for recycling - glue clippings that pupils will find on the Internet (Worksheet 2);

- Third group: fill out the questionnaire worksheet, i.e. answer questions about the properties of plastics, applications and waste from plastics.

Activity 2: Monitoring the prepared presentation of the LCD projector - all participants

Closing activities:

- Presentation of the prepared panels to all participants in the activity;

- All pupils receive Worksheet 4 with pre-prepared reflection questions, answer them in writing, and then present the written bilingual responses orally.

- Award gratitude for a successful joint activity.

Responsible teachers:

Pavlina Temelkoska Risteska - chemistry teacher at the primary school "Blaze Koneski" - Prilep

Mouadin Abazi - chemistry teacher at Redze Rushit Zajazi - Zajaz - Kicevo

The pupils are divided in three groups and they also receive material for cutting and gluing, which they have to read through and then answer each groups answer sheet is as follows:

Plastic - not exactly fiction

From cell phones and computers to bike helmets and hospital bags, plastics shape society in many ways that make life easy and safe. But this synthetic material has also left harmful effects on the environment, and possibly on human health, according to the results of a compilation of scientists created by scientists around the world.

More than 60 scientists contributed to this report, which is the first advanced and detailed review of the impact of plastics on the environment and human health, but also offers possible solutions to problems.

"One of the most widespread and long-lasting changes on the surface of the earth is the accumulation and fragmentation of plastics," says David Barnes, lead author and researcher at the British Antarctic Survey. The results he spoke about were published in July 2009 as a thematic issue in the journal Philosophical Transactions of The Royal Society B.

Since the beginning of mass production in the 1940s, the wide range of unique properties of plastics have made this material indispensable to society. In the coming years, more than 300 million tonnes of plastic will be produced. According to this report, the amount of plastic produced in the first 10 years of production in this century will be close to the total production of the entire past century.

"Plastic is a long-lasting product that can be used for decades and yet we use this lightweight and inexpensive material once and it ends up in a garbage can within a year, and it will last there for centuries," says Richard Thompson, who is the editor-in-chief of this report.

It is true that some of the chemicals that make up plastics are also components that can harm people and the environment. Also their production leads to more environmental problems. For example:

- *Chemicals added to plastics are absorbed by the human body. Some of these components have altered hormones or have other potential human health effects.*
- *Chemical residues associated with chemicals are often ingested by aquatic animals and can harm or poison wildlife.*

- *Plastic waste floating in the water can persist for thousands of years in water, serving as mini-vehicles of intruding and harmful animal species.*
- *Deep-buried plastics in the soil can release harmful chemicals that expand into the soil itself.*
- *About 4 percent of world oil production is used for plastic production and a similar percentage is used as energy for production.*

People are exposed to plastic chemicals many times a day through air, dust, water, food and the use of products.

For example, phthalates are used as plasticizers for: production of vinyl flooring, wall coverings, food packaging and medical supplies. Eight out of ten children and almost all adults have significant levels of phthalates in their bodies.

In addition, bisphenol A (BPA) found in polycarbonate bottles, food containers and cans can be dissolved in food and beverages. The US Centers for Disease Control and Prevention reported that 93 percent of people had certain levels of BPA in their urine.

Polybrominated diphenyl ethers (PBDA) added to polyurethane in the manufacture of furniture floors and car seats because it prevents the spread of fire.

Some of these substances have been shown to affect the reproductive system in some species of laboratory animals. Some studies show that they may also be associated with abnormal development of the reproductive system in humans.

It has also been shown that people exposed to higher concentrations of VPA are more likely to have heart disease and diabetes. Studies of the effects of PBDA on laboratory animals show that these substances affect the reproductive system.

Apart from all that we have said, plastic can still be considered a noble material, but with a little more attention it can significantly reduce its impact on the environment and human health.

The term plastic covers several synthetic or semi-synthetic polymerization products. They are composed of organic condensation or complement polymers and often contain other substances to improve performance or economy.

There are several natural polymers generally taken for "plastic". Plastic can be shaped into different objects, films or fibers, shaped and made of different shapes, and can be painted in different colors. They are resistant to water, weathering, corrosion, and many chemicals, and some of them withstand high temperatures. Their name is derived from the fact that many of them have the characteristic of plasticity.

Plastic products have various characteristics such as heat tolerance, hardness, resistance and others. Because of their diverse and specific properties, they have great economic significance and diverse application. Plastic materials produce clothing, shoes, handbags, many household items, such as cutlery, various dishes, etc.

Then, each of the 3 groups of pupils receives a worksheet that needs to be answered according to the prescribed tasks in it.

- **Group number one** has a task to make a panel - made of Styrofoam with plastic materials used as a variety of objects in everyday life, taking into account the fact that plastic can be called the "material of today".

They need to put the plastic objects in front of them in the sacks, attach them to the back of the panel and write (bilingually) with a marker what kind of plastic object it is. They will need to present the prepared panel to the other two groups as well as to their teachers. They must not forget to take pictures while working as proof that they were out.

- **Group number two** is tasked with making a banner from Styrofoam by gluing:
 - Data to be found on the Internet on the topic: How to select plastic waste (for it to not accumulate in nature);
 - Their personal thoughts written on a piece of paper on the topic: How to select plastic waste (for it to not accumulate in nature);
 - When working in the group they should consider the possibility of selecting plastic waste and how they are prepared for recycling;
 - The text of the banner to be written bilingually;
 - They will present the prepared work to the other two groups as well as to their teachers;
 - Group number two must also not forget to take pictures while working as proof that they were out.
- **Group number three has the following task:**
 - Answer the questions asked in the questionnaire they will receive - each in their own language;
 - Paste the completed questionnaires into the camera in front of them;
 - Present the prepared panel with completed questionnaires to both groups and to their teachers;
 - Group number three must also not forget to take pictures while they work as proof.

Pupils answer the following questions of the Questionnaire:

1. You will agree with the fact that today's material is plastic! What and which plastic items do you use in your daily life?
2. What do you think, why is plastic is so used today?
3. Can you write the chemical reaction that produces synthetic plastic today? The name of the reaction is _____.
4. List some of the properties that plastic has as a material.
5. Can plastic waste be a polluter of nature?
6. How to solve this problem? Share your ideas.

After the activities have been carried out, pupils undergo the reflection phase where they need to answer the following questions:

1. What did we do today?
2. How did you feel?
3. What have we learned?
4. How can we apply what we have learned to our daily lives?

All the pupils' reflection answers serve as the basis of knowledge, exchange of ideas and the interethnic activities life-long learning sustainability.

12 .CERTIFICATION

Certificates are given for acquired competencies for the practical application of the interethnic integration activities in education.

They are obtained by the Bureau of Education as an official representatives' institution given to teachers and teachers mentors directly included in implementing interethnic activities.

12.1 CERTIFICATION PROCEDURE FOR INTERETHNIC INTEGRATION IN EDUCATION

In the procedure for certification for interethnic integration in education - in terms of capacity building, the team for school integration, the advisors from the Bureau for Education and Science, the Center for Vocational Education and the master trainers should be included.

The professional portfolio should contain evidence of at least two activities for interethnic integration in education with pupils, one of which is independent and the other is a joint activity conducted between partner schools and monitored by persons responsible for conducting the certification procedure.

1 INDIVIDUAL ACTIVITY

Teachers should submit the following documents for independent activity -

- plan of the activity
- work sheets from the activity with the pupils
- products of the pupils from the activity (photos, videos)
- activity report with included reflection of the activity

2. JOINT ACTIVITY

Individual level teachers should submit the following documents for joint activity with the partner school

- plan of the activity where one's own work is seen
- work sheets from the activity with the pupils
- products of the pupils from the activity (attached photos, videos)
- reflection on their work during the joint activity
- joint case study or possibly individual case study

Teachers involved in the joint activity prepare a joint case study, or, in exceptional cases where there is no possibility of conducting a joint study, an individual case study.

The case study should contain the following points-

1. Topic of joint activity / project / research
2. Objectives of the activity
3. Cooperation and communication between teachers
4. Description of the joint activity - for example
 - School-level activities
 - Electronic communication between pupils
 - Organized visits between pupils from partner schools
 - Final product of the activity
5. Evaluation of the activity and proposal for further activities

The joint or individual case study is documented / presented or published on the school portal or the public print or audiovisual media.

Those certificates become integral part of teachers' portfolios and are to be evaluated every third year in the process of the official integral evaluation each school is legally obliged to. (appendix)

CHAPTER VI

VI. FUTURE RECOMMENDATIONS, IDEAS AND PROPOSALS FOR IMPLEMENTATION OF MULTICULTURAL ACTIVITIES IN SCHOOLS

14.1 PLANNING CURRICULUM THAT IS MULTICULTURAL

Debates about what schools should teach are constant. According to Kliebard, (1982) there are four main currents i.e curriculum perspectives.

Humanists believe that the main purpose of the curriculum is to help young people learn to reason. They claim that everyone can learn for a reason by being taught to do so with practice, and by studying well-reasoned thinking.

2.Developmentalists believe that the main purpose of curriculum is to support child and adolescent development. They believe that children differ in interests, abilities and developmental rates.

They believe that the curriculum should fit each child's level of development and personal interests. Good teachers are good psychologists, they are able to analyze developmental needs of their pupils and shape their curriculum and teaching methods to fit them.

1. **Social efficiency educators** see the main purpose of curriculum as preparing young people for the needs of an industrial or postindustrial society as defined by business leaders and employees.

Curriculum should be planned according to measureable learning outcomes, pupils should be taught to those outcomes and tested for mastery of them.

Pupils should be divided based on ability so that the more able the pupils would be prepared to lead, and the less able would be prepared to follow and take up less intellectually demanding work.

Social progressives see curriculum as preparing citizens to address social community and global issues such as justice, poverty or environmentalism.

They see children of today as tomorrow's citizens. As such curriculum should prepare them for active participation in democratic institutions., skills such as communication and collaboration which are especially valuable.

Basic concepts and skills can be imbedded within society-oriented projects.

At present, social efficiency drives most curricula.

The teachers are to be concerned with the central question: "How can we navigate these conflicting currents when deciding what to teach?"

First, we need to consider curriculum in relationship to the standards movement to establish a CONTEXT for planning a curriculum that is multicultural in our own classroom.

Teachers should start developing Concepts from Multicultural perspectives and to start Locating Multicultural teaching resources.

Beyer and Linston (1996) definition of curriculum includes several features:

- The WHAT of teaching and learning- What the teacher teaches and what the pupils learn
- What is in other texts and other materials that are used in the classroom – as well as all important "curriculum in use" –what actually transpires between the teacher and pupils , and among pupils in class, regardless of whether it is in the text or not
- Both planned and unplanned learning.

This includes not only what the teacher intends to teach, but what the pupils learn as a result of being in the classroom and school, intended or not.

Sometimes the unplanned curriculum ends up in teaching in more powerful ways than does the planned curriculum.

As teachers – we are often concentrating on the planned curriculum because they are expected to do so.

However, it is important to think more broadly about what pupils actually learn from the classroom as a whole, particularly when those unplanned lessons contradict or undermine what the teacher plans to teach.

The curriculum is highly significant, but it is the only one place in the classroom where certain groups are underrepresented or left out.

There are many other areas in a class where underrepresentation takes place and needs attention. For example, when pupils construct extracurricular interethnic activity who is on the inside and who is on the outside of decision making and participation?

Is the nature of conversation within that group of pupils free of bias and stereotypes or not?

The role of the teacher is to include all the pupils in the activities regardless of their gender, ethnicity and religious belonging.

When it comes to curriculum standards – they serve like a double-edge sword. On one hand, they can provide helpful guidance on the other hand they can be debatable.

Standard setting is not a new idea, many people use it for variety of things (Sherman and Theobald, 2001).

There are performance and content standards.

Performance standards specify how all the pupils are expected to master a given body of knowledge or skills, distinguishing among performances that are inadequate, proficient or excellent, provides a yardstick for communicating how well pupils have learnt.

Content standards specify what pupils should know (A.Lewis,2000) and have become the basis for determining the basis what pupils should be tested on and how performance should be measured. Content standards can provide coherence by guiding teachers in what to teach at each grade level, reducing unnecessary redundancy and making sure that there is a meaningful sequence of learning.

At the same time highly prescriptive content standards assume consensus about what everyone should know and what teachers should teach undermining the efforts to make curriculum more inclusive of the historically marginalized perspectives.

A good way to start to think about how content standards impact the work of teachers is to talk to teachers. In most cases teachers can work with them strategically.

We distinguish between standards- driven and standards’ conscious curriculum planning. Standards- driven curriculum planning means starting with the standards and directly planning curriculum around them.

The standards become the backbone and definers of the curriculum. Other inputs , such as knowledge from ethnic studies, teachers ‘or pupils’ interests may be added on, but the curriculum originates from the standards.

In standards’ conscious curriculum planning. the standards are not necessarily the starting point, and do not define the central organizing ideas of curriculum. the teacher plans curriculum based on other primary inputs .

After the curriculum has been drafted, the teacher then maps it against the required standards to identify what it addresses and what needs to be added in order to bring the curriculum into compliance. Teachers do both.

Teachers should be encouraged to examine the curriculum carefully and to learn to work with standards conscious planning even what they are initially able to do is to relate the curriculum they are given to their pupils.

Curriculum should be organized around important concept –not lists of items to know subject areas, activities to do , book titles or book chapters.

The best, most experienced teachers probably would have a very clear idea of the central concept they wanted their pupils to learn, and consequently they were able to focus their energies on teaching those concepts and making sure we as teachers learnt them.

In contrast, teachers from whom we learnt less may have covered a lot material , but weren’t clear about what the main concepts were, so they did not routinely connect new material or skills to central concepts , and as a result we probably forgot much of what our teachers tried to teach us.

Generative topics refer to major concepts.

By the term “generative” is:

-Central to a domain or a discipline.

Curriculum built around generative topics engages pupils in developing understandings that provide a foundation for more sophisticated work in the domain or discipline

-accessible and interesting to pupils.

Generative topics are related to pupils’ experiences and concerns

-interesting to the teacher. A teachers' curiosity, dedication and wonder serve as a model of intellectual engagement for pupils who are just learning how to explore unfamiliar and complex terrain with open-ended questions”

- **connectable.** Generative topics are readily linked to pupils' previous experiences – both in and out of school and to important ideas within and across disciplines.

They often have a bottomless quality in that inquiry into the topic leads to deeper questions.

Curriculum guides and state content standards can be helpful sources of concepts around to which to build lessons or units.

In fact, teachers will be likely expected to build their curriculum around content standards of the state they are teaching.

In order to practice identifying a concept , teachers should locate a textbook or a curriculum guide.

In it, teachers should identify a main idea around a concept of multicultural issue in this case.

Typically, beginning teachers have difficulty identifying major concepts because everything seems equally important.

Teacher candidates may wish to discuss what central concepts guide curriculum at specific grade levels with their supervising teachers or university supervisor.

The importance of planning curriculum around central concepts is stressed because concepts can be developed in a variety of different ways.

Planning how to develop them from multicultural perspectives gets teachers away from covering facts and adding bits of multicultural information into those facts.

It also gets us away from seeing multicultural curriculum as lessons about “others “, to add if there is time.

Identifying a concept or “generative topic”

What the concept is: _____

How is it central to a domain or discipline?

What topics, skills or experiences can be connected to it?

How relevant or interesting can it be made to pupils?

In what ways does it interest you as a teacher or relate to your experience?

14.1 ELABORATING ON CONCEPTS FROM DIVERSE PERSPECTIVES

Multicultural theorists have developed typologies to examine and evaluate different models of multicultural curriculum design (Banks, 1989, Sleeter and Grant, 2007, Tetreault, 1989)

1. Contributions, add and stir or human relations concept- This is the “heroes and holidays” approach in which the teacher adds on famous people to study (heroes) holidays and celebrations and lessons about differences and similarities.

The overall curriculum ideas however, don’t change, marginalized groups still appear as bits and pieces. This approach is common and it doesn’t require much rethinking of the curriculum.

Ethnic studies, women’s studies or single group studies- in this approach, concepts are taught in depth from the perspective of one marginalized group, be it an ethnic or racial group, women, people with disabilities, gays or others.

Women studies envisions a “world in which all persons can develop to their fullest potential and be free from all the ideologies and structures that consciously and unconsciously oppress and exploit some for the advantage of others” (National Women’s Studies Association, 2005)

2. Transformative, multicultural (Banks, 1993) defines transformative academic knowledge as “concepts, paradigms, themes and explanations that challenge mainstream academic knowledge and that expand the historical and literary canon.

Transformative academic knowledge challenges some of the key assumptions that mainstream scholars make about the nature of knowledge.

Transformative multicultural curriculum regularly teaches concepts through two or more groups’ viewpoints and experiences.

Rather than adding on contributions to the traditional perspective, the teacher makes an effort to identify perspectives members of a group tend to share about an event or issue. As much as possible, the teacher identifies diverse groups whose experiences offer diverse angles from which to consider the concept.

A unit on “wellness” might compare and contrast what it means to be healthy from three different cultures’ perspective.

Because it is impossible to teach many and varied experiences of the many people who fit into any particular sociocultural group, the teacher can make an effort to select

work that is relevant to pupils , relevant to the main concept of the unit and over a year , provides a window to, and mirrors of different groups’ knowledge.

3. **Social action , social reconstructionist , or antiracist** – This curriculum is also organized around a diversity of viewpoints and experiences, but through a lens of social justice and action. Such a curriculum provides pupils with activities and experiences that will help them improve their life circumstances by changing the status quo for equality and equity.

A “social action curriculum gives tools not only to talk about injustice and oppression , but also to do something about it. (Lee, Menkart and Okazawa- Rey 1998).

Although many people view such curricula as “too controversial” well designed social action curricula can help pupils understand real issues.

Milligan and Bigler (2007) found that curricula which provide information about successful challenges to racism improve racial attitudes of both children of colour and white children , allowing pupils to see how racism affects everybody, and offering them the power to change the status quo.

Teachers should work with a concept. they should go back a textbook they analyzed or a curriculum guide they may use. They should select a topic and one of the four models: Single group studies, Transformative, multicultural and social action.

They should start at planning a lesson or a unit. Additional considerations typically are also developed , including (1) content standards the lesson plan addresses, (2) teaching procedures , (3) a plan for assessing pupil learning, (4) resources that will be needed and (5) estimated time the lesson plan will require

Planning a lesson with multicultural content

Major Concept of generative topic:

Subject areas:

Grade level:

Objectives (What should pupils be able to do with the main concept by the end of the lesson or unit?)

1.

2.

Locating multicultural curriculum resources

14.3 LOCATING MULTICULTURAL TEACHING RECOURSES

Resources cannot substitute teachers' own thoughtful planning and background knowledge. Resources should be selected to support the teaching goals , not to determine to substitute teachers' own knowledge.

Further, there is no perfect resource , all resources have biases , limitations as well as strengths. teachers with a clear sense of what they are teaching can learn to identify and use multiple and varied tools in the classroom , including using very biased textbooks to examine social justice issues.

Good teachers choose and use resources thoughtfully rather than overlying on them. In addition, the best teachers are not only ongoing learners themselves , but also inveterate collectors. Varied venues require new resources location.

Teachers implementing interethnic activities should assume that good multicultural resources exist and can be found, thus used in classroom.

They can refer to books for children and youth, Internet resources, community resources, and pupils as resources.

Books for children and youth- can be located through major publishing houses, small alternative presses, catalogs, libraries, bookstores.

Multicultural Electronic book types of resources also exist. Books for children and youth need to be examined with the same critical eye as textbooks.

Teachers should be encouraged not simply to “grab” what looks like multicultural, but also to use guides that evaluate resources, particularly when beginning to develop multicultural issues.

In the long run, teachers will get better use of a few well selected resources than boxes of poorly selected ones. Recommendations of multicultural books for teachers and both parents are to be considered.

Teachers should select an age level and locate three to five books that would be relevant to the lesson plan they intend to develop.

Teachers should list them and state reasons why he/she chose them.

Resources on the Internet- Internet tools can be used for locating multicultural resources abound.

Multicultural section provides a wealth of material such as songs, poetry, social justice speeches, as well as links to a wide variety of sources including discussion boards, online bookstores and so forth.

Gorki(2005) compiled an excellent guide to use the Internet for multicultural teaching in which he emphasizes that Internet resources need to be selected so that they contribute to , rather than, distract from, excellent multicultural teaching.

Analyzing a website

Who produced this website?

How is the website intended to be used?

What biases might its developers have?

Whose view of the world does it tend to support?

When using the Internet to find out about a sociocultural group other than our own, or about recommended teaching resources it is especially important to pay attention who created the website and for what purpose.

All resources have biases ice are produced by people with viewpoints that is not particularly a problem. the problem is when teachers don't identify them and accept the biases of the authors or website creators without being aware of doing so.

Resources in the community

Communities can offer very rich resources for multicultural teaching.

Curriculum projects can engage pupils in community research.

Engaging pupils with community resources to investigate real community issues can be a very effective way to link academic knowledge and skills with the “real world”

Broadening multicultural curriculum resources

Topic:

Describe an Internet resource:

Describe a community resource:

Pupils themselves can be a curriculum resource , particularly with their involvement with youth popular culture. Popular culture includes music, movies, magazines, video games, fashions, and graffiti that young people consume and produce.

When planning an interethnic activities curriculum, teachers should try to link that world with the academics, and let pupils help teachers make those links, since how teachers interpret youth culture often is not the same as how pupils interpret it. Teachers often get it wrong, but young people are usually more happy to share their perspectives with teachers, if teacher shows genuine interest.

On one level, teachers pass on to the next generations what adults "know" and believe is necessary for functioning in adult society and as teachers, our curriculum will embody assumptions about many other things that are not critically examined.

At the same time, if the children do not learn the dominant groups knowledge and language, they will be locked out of opportunities and access to power.

Delpit (1995) argued strongly that "there are codes of rules for participating in power, that is, there is "culture of power" (p.25)

The cultural capital and language of the dominant group has power in part because the dominant group itself has power. Delpit argues that curriculum for "other people's children" needs to equip them with the conceptual tools to participate in the dominant society.

Making curriculum multicultural should not be at the expense of equipping pupils with academic tools of the culture of power.

15. DEVELOPING PUPILS' CRITICAL CONSCIOUSNESS

Democracy requires that ordinary people think critically about everyday life, analyzing root causes of problems and envisioning alternatives. Developing cortical consciousness includes, but goes beyond critical thinking.

Critical thinking involves learning to identify the important facts, concepts and principles of a problem (Gagne, 1985) and to differentiate among facts, opinions, values and hypotheses in order to evaluate truth claims.

Its definitions are:

-fact- Knowledge that can be verified empirically, does not depend on personal point of view

-Opinion- Personal belief based on personal experience or prejudice that has not necessarily been verified.

-value- Belief or moral principle that is based on faith – can not be empirically tested

Hypothesis- Claim about something that might be true and could be, but has not yet been empirically tested

Teachers first, then pupils need to distinguish among facts, opinions, values and hypotheses in relation to a news event. Based on the information above and anything else the teachers and pupils know about the issue, identify a fact, an opinion, a value and a hypothesis related to it.

Learning to think critically can be fun for pupils and teaching pupils how to think critically can intrigue teachers because the process coaxes class members out of set patterns. Questions with answers that appear either “this” or “that” give way to more nuanced meanings and interpretations (Sweaney, 2001) and pupils are encouraged to think creatively. Learning to think critically does not just happen, it requires opportunities (activities and assignments) and practice and an environment where teachers relinquish rigid control.

Developing critical consciousness begins by asking questions that arise from everyday living conditions, then probing into prevailing interpretations and explanations.

Beginning in elementary school, children can learn to identify messages in media. Consider elementary teacher who asked children to keep track of how many hours per week they watch TV, and to analyze stereotypes in TV shows and advertising, or consider a teacher who had children analyze stereotypes and biases in cartoons.

Such analysis forms the basis for developing critical media literacy and critical thinking about the basis on which information and beliefs rest.

One who sees the world naively assumes cause-effect relationships without investigating them, assuming that other people’s interpretations are fact. A person with critical consciousness wants to know how the problem actually works and is willing to analyze things carefully for him/herself. Critical consciousness also means situation events and further building democratic participation.

Teaching democratic decision-making processes does not mean simply turning decisions over to pupils and then walking away. Rather it means gradually sharing authority with pupils, offering them increased decision-making power as they learn to handle it responsibly.

Class meetings a venue through which democratic decision making in classroom can be developed.

Pupil involvement in social action can take many forms, including writing letters, engaging in community service and producing and distributing information about a community problem. The teacher must investigate the suitability of various forms of action in the local community.

In addition the teacher must be careful not to pressure pupils into doing or saying anything that is quite contrary to their beliefs.

The teacher should know pupils how they can act constructively on issues and needs that exist within the community.

The teacher can make a reflection putting classroom democracy in practice and reflect his/her beliefs as well as pupils' feedback opinions:

Classroom democracy in practice

- Which classroom decision are you considering?
- What kind of democratic skills might pupils learn in order to participate in making this decision?
- How could you build teaching those skills into daily instruction?

Reflection asks the teacher to sketch a process he/she could use to teach pupils of the collective decision making skills discussed above, so they would be able to participate productively in making that decision.

For example, 9th grade both schools' pupils from the held joint class community lesson democratically via communication agreed to mutually visit some famous sights in the Republic of North Macedonia and agreed to take action by promoting and giving a positive example to the younger generations and the local population as well.

This has been with the full support by the both schools' principals, social studies teachers and the pedagogue and psychologist as well. As an initial realized step is that they altogether visited Prilep's famous sights on 10 June and communicated, became even closer and spent time together.

Their activities have been monitored by the Bureau of education and the Municipalities' representatives. The promotion activities went as well via webpages, internet, and the electronic and print form of the Zenit newspaper and the channel Vizija at that time.

CHAPTER VII

VII. INNOVATIVE PRACTICES

OOU Blaze Koneski Prilep also took part in the festival of innovative practices where the most successful integration in education lessons have been presented and acknowledged. The venue took place in Skopje on 30 June 2016.

The school presented itself with the lessons of the **school's community pupils** with the activity title: ECO LABORATORY WORKSHOP.

The course title was Natural Sciences and Native Language. Its aims were as follows:

- Develop friendship through creative and interactive relationships;
- Develop a spirit of good teamwork and collaboration in mixed groups;
- Construct an atmosphere of mutual respect and trust;
- Develop bilingual eco messages and develop environmental awareness among pupils;
- Acquire skills for presenting current events and proper use of the mother tongue as the norm.

Introductory activity - gives a description of the introductory activity

- An introduction to the pupils: “Names and abilities” (activity for the support staff);
- Adopting work rules
- Formation of heterogeneous groups.

In the **MAIN ACTIVITY**:

Activity 1: Working in groups

- The pupils are divided into 4 groups that work with the teachers from both schools;
- The teachers give them worksheets with instructions for work and assignments;
- The first group works on collecting soil types from the environment with the support of the biology teacher (using the worksheet “Types of Soil”);
- The second group develops eco messages that will find a place in the informational book with the support of the chemistry teacher (using Worksheet 2);
- Pupils in pre-school conduct online research on the topic "ECO MESSAGES"
- The third group produces a herbarium with the support of the biology teacher (using Worksheet 3);
- The fourth group is responsible for producing a report on the work of each group (they use a worksheet in their mother tongue).

Activity 2: Making an information book

- A group of pupils will be set up to develop an information book consisting of two members (from both ethnic groups) of the previously formed groups of pupils.
- The group of pupils in charge of making the information book collects the materials from each group and assembles the book.

Closing activities (activity for the expert associates):

- Presentation of the prepared information book in front of the Teachers' Councils of both schools;

- All pupils receive Worksheet 5 with pre-prepared reflection questions, answer them in writing, and then present orally what is written.

They needed to answer what they have done that day, what have they learnt, how they felt, and how can they apply the learnt material in their everyday life.

The resources that were needed and used were: sheets of paper - white and colored, glue, markers, crayons, scissors, camera, plastic folders, worksheets and instructions for working in groups with two languages of instruction, wooden message holders, pushbuttons, polystyrene, scalpel.

THE ACTIVITY SUCCESS ASSESSMENT stated the following:

1. The activity was clear enough, and the goals were well defined and achievable. Since the inception of the groups, the technique of seeking autographs was applied, thus contributing to the creation of homogeneous groups and the cooperation of pupils in groups. The established groups received lesson sheets with well-defined and clear goals, which enabled the development of the information book. Improving this activity requires greater collaboration at the level of professional assets in the schools, at the level of subject and grade teachers in order to select and define the goals that can be achieved, and to plan techniques that can contribute to them being easier to master.
2. The task was designed so that the methods used gave pupils the opportunity to actively engage in practical and thought-provoking activities that were of sufficiently complex scope and challenge to work. Successful multicultural activities will be planned using different methods.
3. This thoughtful activity enabled the pupils to cooperate actively during the assignment. They were particularly active in preparing the information book, and the pleasure was especially evident when they saw it and began to browse through it. The groups showed their commitment to work and their satisfaction with the cooperation in front of the Teachers' Councils of both schools.

The pupils from both schools also contributed greatly to this engagement, and teachers' help has been provided whenever they needed it. In order to improve this criterion, we propose to design tasks that will enable pupils to interact as much as possible, such as working in pairs, using modern techniques, and so on.

4. During the activity the pupils gained knowledge, competencies and values for interethnic integration. The initial restraint during the work was gone, and at the end of the activity the pleasure and excitement was felt by everyone. The teachers' contribution was certainly important.

We believe that this activity has a great deal to do with content planning in thematic planning that will help pupils acquire knowledge, values and competencies for interethnic integration.

5. Pupils' products demonstrate pupils' progress in knowledge, values and competencies for interethnic integration. The questions used for pupils' reflections were appropriate for achieving the objectives of the activity. In the future we suggest paying particular attention to the design of the goals.

Copies of worksheets containing a detailed description of the pupils' assignments are submitted electronically - attachment folder with application documents.

Electronic versions or pictures of pupil work products / products are provided, which include demonstrations of various aspects of the development of integration in education competencies and values. Photographs and / or videos of the implementation of the activity demonstrating the achievements listed in the evaluation criteria are submitted electronically.

Also, the second innovative practice with which the school took part in, the festival of innovative practices, was with the **Physical Education lesson**.

Its aims are: interaction, team building and cooperation in mixed groups of pupils, fair play, the impact of physical activity on the development of pupils' psychomotor and functional abilities, and interethnic tolerance in sport.

In the introductory activity: Teachers give the basic guidance about the class activities, and organize and introduce the activity with walking, running, relaxing, loosening;

- Teachers guide and encourage pupils to cooperate;
- Teachers announce the goals and expected results of the activity as well as the methods and techniques of the activity work;
- Teachers place pupils in rows.

In the main activity: A methodological procedure is applied for the realization of the basic goals and tasks appropriate to the pupils;

- Verbal communication between teacher and pupils about the activity should be practiced (Oral Feedback)

- Demonstration of the teaching units (elements) by the teacher;
- Practical application of the elements: analytical and synthetic;
- Parents' involvement in sports activities.

Topic: handball, basketball (relay games), futsal match, i.e. teaching unit: Handball, basketball (relay games), futsal match.

- Verbal communication between teacher and pupils for the unit;
- Demonstration of teaching units (elements) by the teacher;
- Practical elements training: analytical and synthetic.

Relay games, futsal match: Pupils are divided into two groups (mixed composition from both schools).

Each group is divided into two rows that stand parallel to each other.

The game starts at a given mark. The first pupil in one of the rows begins with the addition of the ball to the first pupil in the other row, and the last one is placed in the row where he added the ball.

The pupil who receives the ball after catching the ball gives it to the first pupil from the opposite row, and places at the last of the same row. Both groups are practicing in parallel. The purpose of this game is to quickly change the pupils who need to give and receive the ball. The winner is the group that will make the changes first. The team that will win 3 wins is the overall winner in this game.

The game is repeated with handball and basketball balls.

Pupils are divided into two groups (mixed composition from both schools) and they hold hands. The game starts at a given sign. The goal is to get the pupil through the hoop without letting their hands go. The group that is first to reach the hoop by crossing from the first to the last pupil in the group is the winner.

Football competition (mixed composition from both schools): two halves from 7 minutes with a pause between the two halves of 5 minutes.

1-2 activity relay games, 3 activity breaking game, 4 activity futsal match, handball, and basketball.

The judges of these games are the parents of the pupils.

In the final evaluation activity: Relaxation of overall musculature, with emphasis on feet and hands explaining something unknown about work, talk about fair play, and the

impact of physical activity on the development of pupils' psychomotor and functional abilities.

The resources that were used are: football, handball, basketball, hula hop plastic ring textbooks on physical and health education, and literature.

The assessment of the activity's success can be seen in improved interpersonal communication, collaboration among all participants in the activity, fun socializing, building team spirit and the importance of interethnic tolerance in sports.

Activities were implemented to introduce pupils to each other and to build group cohesion. Pupils of different ethnic / linguistic backgrounds were treated equally and equality was established where all pupils are equally valued.

The documentation that was used were copies of the worksheets containing a detailed description of the pupils' assignments, which were submitted electronically.

Electronic versions or pictures of pupil work products / other products were provided, which include demonstrations of various aspects of the development of interethnic activities' competencies and values.

Photographs and / or videos of the implementation of the activity demonstrating the achievements listed in the evaluation criteria were submitted electronically.

GUIDELINES FOR PREPARATION OF INNOVATIVE PRACTICES FOR INTERETHNIC INTEGRATION IN EDUCATION

Teachers who prepared innovative practices followed the guidelines and recommendations of the Bureau for Development of Education.

Types of activities for innovative practices for interethnic integration in education can be-

1. INDEPENDENT MULTICULTURAL ACTIVITIES-

Independent multicultural activities can be realized with pupils from the same language of instruction, within the regular classes or as extracurricular activities.

Multicultural activities should include multicultural learning where pupils develop certain aspects and values for interethnic integration.

1. Promoting multiculturalism
2. Promoting human rights, democracy, social justice and equality
3. Reduction of stereotypes, prejudices and discrimination
4. Conflict resolution

2. JOINT ACTIVITIES

Joint activities can be realized with pupils of mixed ethnic composition in multilingual schools or between partner schools and they can be within the framework of regular classes or as extracurricular activities.

Joint activities can be-

-problematic / research / project tasks

-multicultural workshops

-activities of the pupil community

-representative-artistic

-other

Joint activities should be based on experiential and collaborative learning that provides an opportunity to achieve educational goals related to interethnic integration.

Through the experience of direct contact and interaction, pupils learn to communicate and cooperate with each other, build mutual trust, reduce prejudices about others, and acquire skills for living together in a multiethnic environment. Here are some

IX. CONCLUSION

The concept of multiculturalism comprises numerous notions like nation, recognition, identity, rights, freedom and acknowledgment, but in its essence, it is a recognition of minority group rights within a broader society with a particular majority population. Multiculturalism can be viewed as both an ideology and a set of policies.

Understood as a policy, in most cases multiculturalism represents the State's attempts for a harmonious life and peaceful co-existence of diverse communities within a democratic and pluralist society.

As such, it denotes the conditions of the State and the relationships among ethnic minority groups.

At a more general level, multiculturalism, understood both as an ideology and as a practice, deals with identity politics and the politics of recognition. It comprises the concepts and phenomena of acceptance, co-existence, respect, acknowledgement, unity, awareness, mental reconstruction and transformation.

The Republic of North Macedonia is a multiethnic country.

People should learn to respect each other and to develop the capacity to appreciate others regardless of their cultural background.

Communication at all levels is an imperative goal for all the participants in the process. However, these communication skills need to be initiated at an early age and introduced in the primary education of pupils.

The mutual collaboration between OOU Blaze Koneski - Prilep, with a predominantly Macedonian population, and Redze Rushit Zajazi Kicevo, with predominantly Albanian population, show the capacity for mixed groups of pupils to work together, to cooperate and communicate in constructive ways.

HYPOTHESES ELABORATION

The stated MAIN hypothesis was the following:

- ***Communication among diverse group of pupils in a multiethnic classroom or setting will be improved by using appropriate extracurricular approaches, methods and techniques.***
- The main hypothesis is confirmed. Pupils with the help of their teachers got to know with each other and have been with their and their parents' consent included in extracurricular activities.

Teachers from both schools used appropriate mutually agreed on-extracurricular approaches, methods and techniques that led to fluent communication between them as colleagues as well as between pupils as realizers of activities.

In order to achieve the prescribed task pupils needed to communicate and they did so by using the common known language the Macedonians.

However, when they discussed among the same ethnic group each group used its own native language separately. Sufficient level of communication among diverse groups of pupils has been accomplished, because pupils worked together, communicated, exchanged ideas and have been accomplishing results. The results are the proof that communication has been fluent and has been one of the main reasons pupils reduce barriers, started respecting each other, reduced stereotypes and worked on together.

Results as proofs are: made dolls from both cultures, bilingual dictionary, martinski, apples' products, photographs, posters, worksheets, answered quizzes by both Macedonian and Albanian pupils.

Pupils' communication has been preceded by both schools communication, because via electronic media both schools' teachers communicated all the time. Without communication none of the planned activities would have been realized. There are numerous realized products that came out of successful communication.

The sub/ (working) hypotheses are the following ones:

- ***The continuous cooperation between the two schools will lead towards the reduction of prejudices, stereotypes and discrimination against others.*** This sub hypothesis is to an extent confirmed in the part of the pupils. their prejudices, stereotypes and discrimination against others have been reduced because they fully have taken part in implementing and realizing interethnic activities, however there have been some parents whose mental behavior changed, yet not to a full extent because some parents remained firm and unchanged behavior towards giving consent to their children from the beginning till the end of the process and have openly been against it.

The teachers from both schools have given full support towards implementing such interethnic activities and did so. In that point of view this hypothesis is half confirmed, half rejected.

- ***The use of different games, activities and workshops among mixed groups of pupils in a multiethnic classroom will result in an increased mutual respect and acceptance.*** This hypothesis is fully confirmed when it came to pupils' behavior and communication that led to increased mutual respect and acceptance. Through the workshop of the ninth graders in the mutual class community lesson, pupils from Macedonian and Albanian ethnicity agreed to make further exchange even private visits to their towns, to celebrate both orthodox and Muslim religious holidays in order to express mutual respect and acceptance. they agreed to visit different monument in our country from different ethnic and religious perspective.
- ***The organizing of mutual events, excursions and open days will lead to future improved communication among mixed groups of pupils and will benefit its sustainability.*** This sub hypothesis is confirmed because schools will continue to organize events, excursions with mixed groups of pupils and they have even shown readiness to expand travelling and go to Germany and establish a trilateral partnership between Macedonian- Albania- German culture.

Expanding willingly partnerships leads to sustainability, improvement, life-long learning and values' promotion.

The benefits are versatile and are to be transferred each next school year within the educational process supported by the Bureau of education and the Ministry of educational and Science, monitored by the State Inspectorate.

- ***The ethnically mixed lessons and extracurricular activities will provide many multicultural collaboration products, such as worksheet templates, recorded events and exchanged teachers' lesson sheets.*** This hypothesis is fully confirmed- there have been numerous products that came out as results from the interethnic mutual cooperation that have been presented on a final public close up event in the

end of every school year where teachers, parents, pupils local population official representatives have been invited to attend.

Teachers through the process mutually communicated, discussed concepts, ideas, agreed on some educational points and topics and enriched their professional knowledge.

Teachers from both schools have constantly been exchanging mutual school plans and they have also been encouraged to make changes both in the Annual school subject plan and the lessons' planning's as well.

- ***The full parents' support will be a precondition to long-term communication among the ethnically diverse group of pupils.***- This working/sub hypothesis is to some extent confirmed because before the beginning of the implementation of the interethnic activities have been against them and did not give consent their children to take part in such activities.

Some of them willingly have taken active part in implementing interethnic activities, however there have been prejudices mostly between parents.

Prejudices, stereotypes and discrimination against others have been reduced among Macedonian and Albanian pupils , yet among some parents remained slightly changed towards its reduction of remained fully firm. It is very significant to note that pupils are under full and direct parents' influence and their opinion formation depends on their parents' opinion. Perhaps some parents would be preferably attend some reduction prejudices stereotypes multicultural courses in the future towards greater society sustainability.

In addition to being direct and verbal, communication can also be spatial, visual and collaborative through movements and creations. Through mutual workshops and shared events of the learners, different mutual products were created as key results and outcomes of the collaboration.

Many pupils, under the influence of their parents and peers, unconsciously become judgmental and prejudiced. Through the workshops, pupils learned about the perils of discrimination, hence developing the skills preventing discrimination and learning to cooperate.

Modern education of the 9th grade includes interethnic education in the school curriculum. Communication needs to happen on all levels, among parents from both schools, among parents and teachers, and among teachers of pupils from both schools.

The results and the mutual products are to be prescribed in the next years' school Annual Plan and at a higher level, they can be included in the Bureau of Education's official curriculum documents for all the schools in the Republic of North Macedonia.

The key role of the Educational Inspectorate must not be neglected; they are official representatives who monitor the whole process and provide official remarks for improvement in the inspectorate reports every third year due to the Integral evaluation that each school is lawfully required to undergo.

Following the implementation of the joint plans, evidence and products are currently being collected in the form of records, reports, hours worked, videos and audio materials that are again submitted in the form of reports from the implemented interethnic activities to the relevant authorities.

The ultimate goal of this paper is to propose to the Ministry of Education and Science of the Republic of North Macedonia to become an integral part of the future curriculum and basic education program where teachers from different ethnic communities will jointly plan and submit joint curricula working with groups of pupils from different ethnic communities.

This PHD thesis can serve as an example and a written Science working paper proof that such cooperation is a reality.

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APPENDIX

PROMOTING MULTICULTURALISM AND INTERETHNIC INTEGRATION

ARTICLE 42

(1) The School Integration Team is set up at the school to plan and organize activities that contribute to the respect of multiculturalism and to the development and promotion of interethnic integration.

(2) The School Integration Team referred to in paragraph (1) of this Article shall be composed of the school management, the principal or assistant principal, expert assistants and teachers. The team members are appointed by the director.

(3) The basic criteria according to which a particular activity referred to in paragraph (1) of this Article should be organized shall be considered an activity aimed at interaction, ie integration of ethnically / linguistically mixed groups of participants, balanced groups of participants by ethnicity, gender. and age, interaction between participants from different ethnic / linguistic groups (during the activity pupils from one language / one ethnic group interact with pupils from another language / other ethnic group, using all languages, equal treatment of participants from all ethnic / linguistic groups, achievement of specific common goals (tangible / visible products) with the participation of all represented ethnic communities.

(4) The funds for the realization of these activities shall be provided from the Budget of the Republic of Northern Macedonia, the budgets of the municipalities and from other sources (donations, legates, gifts, etc.), and shall be used earmarked.

(5) To allocate funds for the implementation of the activities referred to in paragraph (1) of this Article, the Ministry shall publish a public call on the website of the Ministry, once a year in October.

(6) The Minister shall establish a Commission consisting of three representatives of the Ministry and one representative from the Bureau and the State Education Inspectorate to allocate funds for the implementation of the activities referred to in paragraph (1) of this Article. The amount of funds per school is determined by the Minister.

ФОРМУЛАР ЗА ПАРТНЕРСТВО МЕЃУ УЧИЛИШТАТА ЗА МЕЃУЕТНИЧКА ИНТЕГРАЦИЈА ВО ОБРАЗОВАНИЕТО

SHTOJCA 2 – FORMULAR ME TË DHËNA PËR SHKOLLAT PARTNERE DHE PROPOZIM-AKTIVITETET E PËRBASHKËTA

1. Основни информации за партнер училиштата

1. Informacionet themelore për shkollat partnere

	Shkolla 1	Училиште 2
Име на училиштето	„ Rexhë Rushit Zajazi,,	„Блаже Конески“
Населено место	Zajaz	Прилеп
Општина	Kërçovë	Прилеп

Адреса:	Zajaz	Ул: „Самоилова“	
Телефон:	/	048 417 755	
Факс:	/	/	
Е-пошта:	shkollazajaz@yahoo.co	oublazekoneski@gmail.co	
Број на подрачни	6	1	
Јазик на кој се одвива наставата (да се обележат по застапеност на наставен јазик од 1 до 3):	<input type="checkbox"/> Македонски јазик <input checked="" type="checkbox"/> Албански јазик <input type="checkbox"/> Турски јазик <input type="checkbox"/> Српски јазик	<input checked="" type="checkbox"/> Македонски јазик <input type="checkbox"/> Албански јазик <input type="checkbox"/> Турски јазик <input type="checkbox"/> Српски јазик	
Број на ученици:	централно	под	Централно
	194	219	798
Број на воспитно	31	26	52
Број на технички	13	8	10
Број на смени:	1	1	2
Број на паралелки:	16	30	34

3. План за заеднички активности

3. Propozim-aktivitetet e përbashkëta

Наведете како планирате да се одвива соработката и комуникацијата помеѓу вашите училишта (ве молиме накратко да одговорите на секое од подолу наведените прашања)

1. Propozim-aktivitetet e përbashkëta

Tregoni si planifikoni të zhvillohet bashkëpunimi dhe komunikimi ndërmjet shkollave tuaja (ju lutem me dy-tre fjali përgjigjuni në secilën nga pyetjet e mëposhtme)

1. Çka prisni të arrini me partneritetin?

Bashkepunim, kembim përvojash, njohje me kultura, gjuhe, tradita tjera, kembim idesh, ofrim.

2. Si do ta inkuadroni gjithë shkollën në aktivitete?

Duke nxit dhe motivuar interesin e arsimtareve si dhe duke ua shpjeguar vlerën dhe dobine nga ky projekt.

3. Si do të bashkëpunojnë arsimtarët dhe nxënësit?

Duke planifikuar dhe realizuar aktivitete afatgjata dhe afatshkurtera duke realizuar takime të drejtperdrejta dhe indirekte me ane të rrjeteve sociale.

4. Në çfarë mënyre do t'i prezantoni aktivitetet dhe si do t'i këmbeni përvojat tuaja me të tjerët?

Nepermes takimeve, mbledhjeve, vizitave dhe në fund të vitit do të bëhet promovimi i të gjithë shkollave partnere për aktivitetet e realizuara.

1. What do you expect to achieve with partner activities?

We look forward to putting pupils and parents into multiethnic interaction. There will be mutual socializing, mutual acquaintance, exchange of experiences, establishing friendship through organizing workshops, competitions, outings, cultural events, leisure visits, acquiring knowledge about cultural differences.

2. How will teachers from partner schools collaborate professionally?

On the professional level, the teachers from the partner schools will cooperate through the exchange of plans, programs, experiences, teaching hours, cooperation at the level of professional assets through joint meetings and electronically.

3. What joint activities with pupils do you plan to pursue with the partnership and how?

We plan between partner schools and pupils to realize: sports competitions, outings, performances, joint workshops, classes and collaboration between pupil communities.

4. How will everyone in your school be informed about collaboration and partnership activities?

Everyone in the school will be informed through: meetings of school authorities and bodies, the school's web site, prepared leaflets and invitations, print and electronic media.

5. How will you involve parents, community and community in partner activities?

Parents will be involved as active participants in workshops, celebrations, outings and hands-on work through Class Parent Councils, School Parent Councils and the school board by making appropriate decisions in the interest of the project. The Municipality will

support this project for realization through joint meetings of the mayors. The community will be informed and monitor the activities and accept them without prejudice, and the business sector will be financed.

6. How will you present the implemented activities and share your experiences with others?

We will share the implemented activities between our schools with others through:
the school's web site, both through print and electronic media.

GENERAL ANNUAL PARTNER SCHOOLS' INTERETHNIC ACTIVITIES' INTEGRATION TABLE

ACTIVITIES	REALIZERS (according to age groups)	Methods of realizatio n	Period of realization (from/to)	Expected results
1. Realization of a mutual teachers' meeting between partner schools	principals, teachers and professional collaborators	a meeting	second half of September	An operational cooperation program was prepared
2. Mutual ecology activity between both schools' and pupils' communities	coordinators of the pupils' communities, pupils' communities	cleaning the environment from waste	second half of September	Developing pupils' environmental awareness and mutual fellowship
3. Making Apples products and their sale on Apple's Day in	principals, teachers and professional collaborators	Apples' products and their sale on Apple's	first half of November	Developing tolerance, mutual respect, sharing experiences for making Apple

the school		Day in the school		products and interacting with each other
4. Multicultural workshops on a theme- Holiday celebrations	principals, teachers, pupils and professional collaborators	realization of multicultural workshops	March	Develop tolerance, mutual respect, exchange experiences on ways of celebrating holidays and socializing
5. Virtual (through electronic media) collaboration and an agreement between the teachers from different educational areas and the professional collaborators while planning and realization of lessons and activities	principals, teachers, pupils and professional collaborators	individual realization of lessons	continuous activity	Cooperation, agreement and exchange of experiences in the planning and realization of teaching hours and activities
6. Realization of mutual lessons between teachers of the	teachers and pupils	Planning and realization of mutual	continuous activity	Breaking barriers to socializing and working with representatives of

same subject in both schools		lessons		another nationality
7. A visit to the Book Fair	Macedonian and Albanian language teachers, librarians and pupils	Mutual visit of the Book Fair in Skopje	April	Friendship between pupils and teaching staff and establishing closer contacts and exchange of experiences
8. Establishing a trilateral collaboration with a school in Germany in partnership with the Zajas school	principals, teachers and professional collaborators	use of e-mail, personal contacts	May	Spread the network of schools we cooperate with
9. Close-up event	principals, teachers, pupils and professional collaborators from both schools	presentation of all the realized activities	June	Presenting the achievements to the local community from community friendship and school collaboration

GENERAL ANNUAL INTERETHNIC SCHOOL PLAN ACTIVITIES

School change activities	Expected result / product	(Pre)conditions	Responsible interethnic activities'	Term (from / to)
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Defining roles for members of the interethnic activities' team teachers	<ul style="list-style-type: none"> Assigned responsibilities to team members according to the interethnic activities Appointed team coordinator 	<ul style="list-style-type: none"> Contract meeting of the members of the interethnic team A coordinated strategy for the operation of the interethnic activities' team teachers 	team teachers the principal	June-August
Dissemination of the training at the school level	<ul style="list-style-type: none"> Workshops held for about 6 hours, with the participation of all teachers Prepared a report with a list of participants from the training held and analysis of the responses to the questionnaires for evaluation of the training 	<ul style="list-style-type: none"> A plan for disseminating training with divided roles for conducting sessions 	the principal, pedagogue, psychologist, integration team of teachers	August
Establishing a partnership with a school with another	Partner school selected according to the required	<ul style="list-style-type: none"> Establishing a list of potential partner schools with basic data 	the principal, pedagogue, psychologist, SIT team of	June-August

language of instruction (for compulsory one-language schools)	<p>criteria</p> <ul style="list-style-type: none"> • Organized at least one joint working (contractual) meeting with the SIT from the partner school • Prepared a plan for cooperation and communication between partner schools 	<p>about them</p> <ul style="list-style-type: none"> • Contacting potential partner schools • Provided consent by teachers, parents and school board for active inclusion in partnership with the proposed school 	teachers	
Introducing interethnic activities in the Annual Program	<ul style="list-style-type: none"> • Adopted Annual Program (or Annex of GP) with the MIS's commitments of the school involved in the mission and the vision • The adopted Annual Program (or annex of the GP) indicates the specific 	<ul style="list-style-type: none"> • The situation in the school was confirmed in relation to the existing activities for interethnic integration • A prepared list of potential independent activities of the school • Prepared list of necessary joint activities with the partner school 	all teachers willing to participate	August

	interethnic activities that are expected to be realized at the school and clearly defines their goals	<ul style="list-style-type: none"> • A working meeting for planning with the integration team of teachers from the partner school(s) 		
Planning of specific activities	<ul style="list-style-type: none"> • Prepared specific plans for each projected activity (each team of implementers has submitted their plan to the SIT) 	<ul style="list-style-type: none"> • The annex to the Annual Program adopted • Established teams of implementers for the planned activities • Planned working meetings for planning with the teams implementing partners from the partner school 	subjects', teachers and teachers from 1 st -5 th grades	August
Realization of the planned activities	<ul style="list-style-type: none"> • All specific planned activities are carried out in the school according to how it is agreed and planned upon • Provided 	<ul style="list-style-type: none"> • Teachers lead a portfolio in which they collect successful practices and conduct reflection and analysis of their activities 	all the teachers with the support of the principal, the SIT team teachers and the pedagogue, and psychologist	September-June

	evidence and evidence of the joint activities carried out			
Monitoring the realization of the activities	Monthly reports on the realization of the planned activities prepared by the teams of implementers and submitted to the SIT • Joint newsletter (monthly) with partner school for realization of joint activities prepared by SITs • Continuous display of information on the board in the teaching office for the realization of the activities	<ul style="list-style-type: none"> • Prepared monitoring instruments for the implementation of the activities (each area of activity has its own monitoring tool with key monitoring points) • Continuous meetings of the teams to discuss the implementation of the activities • Regular communication with the SIT from the partner school (at least on a monthly basis) 	SIT team of teachers, Bureau of Education representative, State Inspectorate section in Prilep	Septem ber- June
Self-	• A report on	• Completed self-	teachers	Septem

evaluation of the school	<ul style="list-style-type: none"> the results obtained by applying the self-evaluation questionnaire to teachers, pupils and parents • A report on how the implementation of the interethnic activities contributed to the improvement of the situation 	<ul style="list-style-type: none"> evaluation questionnaire by teachers, pupils and parents • Participation of the teacher in informatics in the processing of the answers given on the questionnaire 	<ul style="list-style-type: none"> assigned by the principal to carry out the obligatory process of self-evaluation 	ber
Promotion of the realized activities	<ul style="list-style-type: none"> • At least one promotional event at the school level for presentation of the activities in front of the management, teachers, pupils and parents • At least one promotional event at the municipal level 	<ul style="list-style-type: none"> • Prepared promotional materials (posters, brochures and / or other materials) that show the process and the product from the realized activities • Invited guests to the event • An open interethnic activities' portal 	<ul style="list-style-type: none"> all the teachers pupils included in the interethnic activities 	11 th June

	<p>for presentation on the website of of activities in the school front of the municipality and key educational institutions</p> <ul style="list-style-type: none"> • Continuous updating of information on the portal for interethnic activities on the school website 			
Certification	<ul style="list-style-type: none"> • Submitted a list of teachers who realized joint activities and that meet the criteria for certification 	<ul style="list-style-type: none"> • The implementers of joint activities have prepared a professional portfolio according to the requirements of IIEP • integration team of teachers conducted an evaluation of professional portfolios and submitted for certification 	Bureau of Education representatives	June-August

3.3.8 DISSEMINATION

3.3.8 GENERAL INFORMATION ON TRAINING- DISSEMINATION- (especially for the post-election and especially election-related topics)

Topic	Date of realization	Implementer / trainer	COMMENTS	Total number of participants
Introduction to the concept of interethnic integration in education	26-27 06.2014		The school principal acquainted the teachers with the concept of interethnic integration in education. Teachers in general were already introduced to one teacher council.	50
Creating a drawing of multiculturalism.	26 and 27 06.2014		The drawing of multiculturalism was very successfully shown by the participants and trainers.	
Macedonia as a multiethnic society	26 and 27 06.2014		The conception of Macedonia as a multiethnic society was clear. As a critical point, one can emphasize the need for equality and coexistence among all ethnicities as integrated persons in a society with the same goal.	
How to become a true multicultural /	26 and 27 06.2014		On this topic there was a little more emotional discussion, but with the skill of the trainer, the discussion ended with everyone's satisfaction. The remaining topics from the training were accepted with great interest, and the participants actively engaged in the	

multiethnic society			<p>group work.</p> <p>They got a clear picture of the obligations, the duties and the purpose of this project, what support of the Project team is available, and where to provide the necessary materials for the realization of further activities, as well as how to plan, implement and promote activities for multiethnic integration in education.</p> <p>Teachers' motivation will be at a higher level if material resources are provided for the realization of project activities and</p> <p>if we provide a partner school, the planning of the activities for the next school year will be facilitated.</p>
The difference between multicultural and interethnic integrated education	26 and 27 06.2014		
Interethnic activities to improve interethnic integration	26 and 27 06.2014		
Interethnic activities for changes in monolingual and multilingual schools	26 and 27 06.2014		
Teachers' collaboration	26 and 27 06.2014		
Realization of interethnic integration activities at the school level	26 and 27 06.2014		
Collaboration with the	26 and 27		

parents	06.2014			
Concrete interethnic activities planning	26 and 27 06.2014			
Following the implementation procedure of the planned interethnic activities	26 and 27 06.2014			
The process of certification	26 and 27 06.2014			

REFLECTION AFTER TEACHERS' DISSEMINATION PHASE TABLE

	From the participants' perspective (based on the participants comments in the training)	From the perspective of the trainers (based on the common impression of the trainers)
What was good?	Well-prepared training, the trainers were ready and prepared enough, the working atmosphere was stimulating, the methods of work corresponded to the contents that worked greatly.	The participants actively participated during the training and the interest was on a satisfactory level.

What could have been better?	Direct examples from other ethnicities and their presence.	Greater involvement of the parents (we have had difficulties in ensuring the presence of parents).
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Table 1- Indicators for integrated education on a school level

<i>Integrated education self-evaluation indicators</i>	<i>2.individual mark</i>	<i>3.average group mark</i>
Area 1 - School's atmosphere and employees' relationships		
<p>1.1. The representatives of all the school structures – teachers, parents, pupils, school board, Parents' Council, who have a mutual vision and mission for integrated education development.</p> <ul style="list-style-type: none"> • The mission, vision and the integrated education values (exposed in the school and available for everyone) are prepared with the participation of all the school structures. • Creating an appropriate school environment into which the values of mutual understanding, respect, tolerance, nondiscrimination and acceptance of differences are incorporated in the school's mission and vision. • There is continuous communication among all the school's structures and everyone together takes part in the revision and adjustment of strategies' for integrated education development. • The incorporated part of the school's ethics is the integrated education values' respect from all the school structures. 	1 2 3 4 5 6	5
<p>1.2. The school staff cooperates and takes part in the planning, realization and the self-estimation of the integrated education activities.</p>	1 2 3 4 5 6	

<ul style="list-style-type: none"> • Everyone in the school actively takes part in the activities planning for the promotion of integrated education and provides a significant contribution to their successful realization and sustainability. • The teachers work in teams and support each other in realizing the integrated education activities. • The school makes a self-assessment for the advancement of the integrated education activities according to which priorities for future development are determined. • The leading team cooperates and communicates with all the other employees and builds a feeling of community in the work. 		3
<p>1.3 The pupils cooperate and take part in the activities connected with the school and decision making.</p> <ul style="list-style-type: none"> • The school provides an environment which is based on the democratic values into which the pupils are active participants in the school's everyday life and have the opportunity to express their opinions freely. • The school applies the principle of the democratic students' participation and has a democratically formed pupils' community on all the levels (from the classroom to the school). • The pupils' community reflects the school's ethnic environment. • The school communities are encouraged to take over initiatives and to actively take part in problem-solving situations and making decisions that are of their primary concern and interest (taking over action changes, initiatives, petitions, etc.). • The pupils with different socio-economic status, sex, ethnic or religious belonging and capability get equal treatment in school. 	1 2 3 4 5 6	5
<p>1.4 The parents and the community members cooperate and are included in the promotion of interethnic activities.</p> <ul style="list-style-type: none"> • The parents take part in the school boards and other institutions which make decisions in their capacity of having an advisory role. • The Parents' Council is actively included and cooperates during the planning and realization of the interethnic activities. • The school plans and organizes activities for acquainting all the parents with the interethnic activities. 	1 2 3 4 5 6	

<ul style="list-style-type: none"> • The school involves the parents in the realization of the interethnic pupil activities (through the work of projects/sections, carrying out actions, manifestations, celebrations and other events, etc.). • The parents' suggestions and ideas are welcome and are respected. • The school actively cooperates with the local community on mutual projects for the promotion of interethnic activities. 		3
<p>1.5 The school is an environment for respecting differences and cherishing the values of mutual understanding in a multicultural society.</p> <ul style="list-style-type: none"> • The school provides an atmosphere into which the concept of equality for everyone is nourished and activities protecting pupils against all forms discrimination are taken over. • All the school's employees and teachers represent a model of behavior based on mutual understanding, non-discrimination, and everyone's equal treatment regardless of differences. • The school takes care for everyone to provide equal learning opportunities and the maximum development of their capacities. • The school organizes activities for respecting and accepting differences and promotes social responsibility for all the school's participants. 	1 2 3 4 5 6	4
<p>1.6 The organization and the school's atmosphere supports the school's aims and values that promote the interethnic activities.</p> <ul style="list-style-type: none"> • The visual/picture and the written material that are exposed in the hall and other spaces in the school contain elements that refer to differences in terms of ethnic and other bases in such a way that they reflect the multicultural/multiethnic character of the Republic of Macedonia. • The school promptly and completely informs all the pupils about the things that are of their interest, which is done through a written form – on an announcement board, brochure, leaflets, annual informer, web page. • The ethic / behavior codex contains interethnic activities values' respect, 	1 2 3 4 5 6	3

<p>mutual respect and collaboration.</p> <ul style="list-style-type: none"> • In the ethnic codex, design representatives from all structures and ethnic communities take part in it, and its affirmation is carried out through a democratic procedure. • The school takes over coordinated activities which equally represent the interests of all the school’s pupils, regardless of their ethnic and gender affiliations. • Basic preconditions for all the pupils’ safety are provided (protection from physical and mental harm). 		
Area 2- School politics and practices management		
<p>2.1. School politics/procedures reflect interethnic values.</p> <ul style="list-style-type: none"> • The school’s mission and vision reflect a commitment to mutual interethnic integration. • The school has clear politics/procedures for respecting interethnic values - everyone in the school is acquainted with them and is obliged to respect them and appropriately react to them in cases where deviation from them occurs. • All the school politics/procedures include values for mutual life, equal treatment, equal access to quality education for all the pupils and measurements for protection from all forms of discrimination (gender, ethnic or religious belonging, capabilities, etc.). 	<p>1 2 3 4 5 6</p>	<p>4</p>
<p>2.2. Structure for the school’s continuous promotion of interethnic activities is established.</p> <ul style="list-style-type: none"> • The promotion of interethnic activities is included in the school’s Annual Program and the School Development Plan. • The school Board actively participates in the promotion and affirmation 	<p>1 2 3 4 5 6</p>	

<p>of interethnic activities.</p> <ul style="list-style-type: none"> • The school’s director and his team carry out the school’s polities through which interethnic education is affirmed. • The promotion of interethnic activities is part of the school's development plan and is derived on a school-by-school basis. • The school integration team regularly holds meetings for planning, following and self assessment of the school’s interethnic activities. • All the school’s structures are included in setting priorities while planning activities for promoting interethnic activities. 		4
<p>2.3. On a regular basis, different data are gathered in order to follow the success of the realization of interethnic activities and to determine development priorities.</p> <ul style="list-style-type: none"> • The school, in coordination with the team of teachers for interethnic integration, keeps records for the whole documentation of the interethnic activities’ realization. • The school, in coordination with the teachers in charge of the interethnic activities, systematically documents, analyzes, and shares the self-evaluation findings and the teachers’ reflection from the interethnic activities’ realization (according to the forms given in the procedure for certification). • The team of teachers responsible for interethnic activities occasionally meets with the school’s professional development team of teachers in order to share the findings regarding the promotion of interethnic activities. • The school board has an official plan for following the realization of interethnic activities. 	<p>1 2 3 4 5 6</p>	3

<p>2.4. Following the quality of the realization of the interethnic activities and professional development is included in the school’s official politics/procedures.</p> <ul style="list-style-type: none"> • The school has policies for quality control in order to develop teachers’ competencies (criteria for practical implementation of interethnic activities are used and they are given in the procedure for certification in interethnic activities). • The professional development program is within the context of interethnic activities and is planned on the basis of the estimation of the school’s needs and the teachers’ individual needs. • The program for professional development systematically is evaluated for achieving greater efficiency in promoting teachers’ interethnic competencies and also the pupils’ progress. 	<p>1 2 3 4 5 6</p>	<p>2</p>
<p>Area 3 - Teaching and learning, and teachers’ competencies for the practical use of interethnic activities</p>		
<p>3.1 Realization of activities for interethnic integration in everyday teaching practice and extracurricular activities.</p> <ul style="list-style-type: none"> • The teachers create a positive atmosphere for developing interethnic values among their pupils in everyday teaching practice. • The teachers carry out individual multicultural activities that include multicultural contents in the school subjects and the class community lessons through the life-skills education program. • The teachers carry out mutual activities with direct contact among pupils from different ethnic communities. • The starting point for the teachers in planning, realizing and self-evaluating the interethnic activities is the criteria defined on the basis of 	<p>1 2 3 4 5 6</p>	<p>5</p>

<p>the principles of interethnic integration (certification procedure).</p>		
<p>3.2 Developing pupils' competencies for interethnic integration.</p> <ul style="list-style-type: none"> • Through the realization of the individual multicultural activities among the pupils, the values of mutual life are promoted and also the respect for the differences among people (they learn about their own culture, tolerance, equality, righteousness; they develop skills that reduce stereotypes, prejudices and discrimination, and they promote human rights and democracy and develop skills for conflict resolution). • Through the experience of the mutual activities and the possibility of direct interaction, the pupils from different ethnic communities are able to communicate and cooperate to develop the feelings of respect, trust, empathy, and acceptance of other ethnic communities. 	<p>1 2 3 4 5 6</p>	<p>5</p>
<p>3.3 Teachers use different pedagogical approaches and practices for the promotion of interethnic activities.</p> <ul style="list-style-type: none"> • Methods for active and experienced learning are used (dialogue, small and big group discussions, demonstrations and simulations, text analyses or situations, drama/theatre plays, etc.). • Teachers use strategies that require collaboration and cooperative learning from the pupils. • Teachers use different resources to promote their interethnic educational practices. 	<p>1 2 3 4 5 6</p>	<p>5</p>
<p>3.4 The teachers use different approaches for the estimation and the evaluation of the pupils' advancement in interethnic activities.</p> <ul style="list-style-type: none"> • The teachers follow the pupils' progress in developing their interethnic competencies, provide feedback, and they entice/practically direct them to apply these competencies. • The pupils are encouraged to reflect on and evaluate their own 	<p>1 2 3 4 5 6</p>	<p>3</p>

experiences and opinions concerning the interethnic activities.		
<p>3.5 Teachers' professional development for interethnic activities promotion.</p> <ul style="list-style-type: none"> • The teachers regularly take part in professional development programs on a school level or in some extracurricular activities in order to deepen interethnic competencies. • The team of teachers responsible for interethnic activities and the other experienced team of teachers are engaged as mentors for their colleagues' support (different methods for professional development are used - workshops, mentoring, learning communities, activities' observation, action explorations, etc.). • The teachers are certified for their achieved competencies for practical use of interethnic activities. • The teachers develop an interethnic activities' portfolio and gather evidence from taking part in activities for interethnic education, realized activities and notes from their reflection/analysis on the realized activities. • The personal development plans of the teachers include additions and upgrades in interethnic competencies. 	<p>1 2 3 4 5 6</p>	<p>4</p>

Pupil questionnaire on implementing interethnic schools' activities

Instructions for completing the survey: The poll is anonymous. Since it is anonymous, it can not affect you and your success. You are required to be honest in answering. There is no correct answer. In the survey you express your views regarding the acceptance of people from another ethnic group or religion. The results of the conducted survey are needed for the Interethnic Integration in Education , which is implemented in our school.

When responding, it is your responsibility to select one of the offered answers and to encircle the letter before it, or on the offered scale from 1 to 5, depending on your position to select and expect a number, where number 1 means the least, and the number 5 means the most.

Questions:

1. Suppose you live in a mixed environment of: Macedonians, Roma, Turks, Albanians, Bosniaks, Vlachs, etc. You need to learn a few words in one of their languages. Would you do that?

- a) I would do it voluntarily (without anyone to force me)
- b) Only if they force me to do it
- c) I would not do it

2. With which pupil from the listed ethnic groups would you choose to sit on the same school bench?

- a) Roma
- b) Turkish
- c) Albanian
- d) Bosniak
- e) Vlach

3. You celebrate your birthday in your home and one or more of your classmates in the class is from another ethnic group (Roma, Turk, Albanian, Bosniak, Vlach). You invited all of your classmates. Would you like to invite him / her?

- a) Yes
- b) I do not hesitate
- c) No

4. Solve tasks in mathematics (preparing for written work). The best mathematician in the class by ethnicity is: Roma, Turk, Albanian, Bosniak or Vlach. He / she is located to help you. Would you invite him / her to assist you in preparing for the written work?

- a) Yes
- b) I will ask my parents
- c) No

5. Your classmate who identifies with the ethnicity: Roma, Turk, Albanian, or Bosniak during the religious holiday Kurban Bajram invites you to visit him / her at his / her home. What will you decide?

- a) I will accept his / her invitation
- b) I will seek permission from my parents
- c) I will not accept his / her invitation

6. Suppose you train in a sport with your partner who is from another ethnicity: Roma, Turk, Albanian, Bosniak or Vlach. There is a conflict between him and her other children. Your mate is right. Will you put yourself in his / her defense?

- a) Yes
- b) I will seek the assistance of the coach
- c) No

7. In your free time you associate with a pupil of another ethnicity: Roma, Turk, Albanian, Bosniak or Vlach. Choose with whom you want to associate, more or less on the next scale from 1 to 5, by choosing and rounding one of the numbers, where number 1 means the least, and the number 5 means the most.

Roma 1 _____ 2 _____ 3 _____ 4 _____ 5

Turkish 1 _____ 2 _____ 3 _____ 4 _____ 5

Albanian 1 _____ 2 _____ 3 _____ 4 _____ 5

Bosniak 1 _____ 2 _____ 3 _____ 4 _____ 5

Vlach 1 _____ 2 _____ 3 _____ 4 _____ 5

8. One of your classmates and your closest friend is of another ethnicity: Roma, Turkish, Albanian, Bosniak or Vlach. He / she is ill and lying in a hospital for treatment. With what certainty can you confirm that you will visit him / her and wish him / her a quick recovery? Tell him on the scale below. Show your choice on the following scale from 1 to 5, with a choice and rounding one of the numbers, where the number 1 means the least, and the number 5 means the most.

1 _____ 2 _____ 3 _____ 4 _____ 5

1. One of your classmates and your closest friend is of another ethnicity: Roma, Turkish, Albanian, Bosniak or Vlach. He asks you with the knowledge of your parents to borrow a textbook, book, utensils, money and so on. How certain are you that you would lend it to him? Write your answer on the scale below, from 1 to 5, by selecting and rounding one of the numbers, where the number 1 means the least, and the number 5 is the most.

1 _____ 2 _____ 3 _____ 4 _____ 5

THANK YOU FOR COOPERATION (Blaže Koneski-Prilep)

Parents' survey

Instructions for completing the survey: The poll is anonymous. Because it is anonymous, it cannot affect the success of your child. You are required to be honest in answering. There is no correct answer. In the survey, you express your views regarding the acceptance of people from another ethnic group or religion.

When responding, it is your responsibility to select one of the offered answers and to encircle the letter in front of it, to write it on the empty line, or on the offered scale from 1 to 5, depending on your position, to select and round the number where the number 1 means the least, and the number 5 is the most.

1. Are you informed about the Project IIE (Interethnic Integration in Education) in our school?

- a) I am aware
- b) I've heard from others
- c) No

2. Have you participated in activities that were organized at the school, which were within the framework of the Project IIE?

- a) Yes
- b) No

3. If asked, would you take an active part in any of the activities within the Project IIE?

- a) Yes
- b) I will think
- c) No

4. Write proposals for joint activities of the parents from our school with the parents of the partner school in the Projekte IIE that they would be implemented in the coming years.

5. If we organize joint activities with the partner school within the Project IIE, will you agree to have your child included in them?

a) Yes

b) I will think

c) No

6. According to your opinion, determine the intensity (engagement) of the school to be included in this Project, where the lowest level is indicated on the scale of number 1, the highest number of the highest intensity is number 5.

1 _____ 2 _____ 3 _____ 4 _____ 5

THANK YOU FOR COOPERATION (OOU Blaze Koneski-Prilep)

5.3 SCHOOL'S ACTION PLAN AFTER THE INTERETHNIC EDUCATION SELFASSESSMENT

PRIORITY INDICATOR	AIMS	STRATEGIES AND ACTIONS	REALIZATION TIME-DYNAMICS
Area 1- The school's atmosphere and relationships among the employees in the school			
- Indicators with a lower mark as an improvement priority			
1. The school staff cooperates and takes part in the planning, realization and self-estimation of interethnic activities	Each school should conduct a self-estimation of the advancement of the interethnic activities	Suggestions of the teachers' professional asset for activities that would improve the collaboration during planning, realization and the self-assessment of the interethnic activities	Until 10th November

			End of October
2. The parents and the community members cooperate and are actively included in activities for interethnic education	Including the parents in the activities that promote interethnic education	<ul style="list-style-type: none"> - Working on, realization, analysis and a parents' survey presentation, improving the collaboration with parents while planning and realizing the interethnic activities, identification of parents that would like to cooperate on at the class level 	<p>End of November – the team of teachers responsible for carrying out interethnic activities</p> <p>On a parents' meeting - November</p>
3. The school's atmosphere supports the aims and the values of the school that promotes interethnic integration	transparency increasing in favour of the school's interethnic integration promotion	<p>Iconography creation for the interethnic activities</p> <ul style="list-style-type: none"> - Public media transparency increasing - Seeing through the activities carried out from the interethnic project on professional assets and on teachers' meeting; <p>Informing about the project's activities- the Local Municipality, Municipal</p>	<p>By the end of November</p> <p>Continous activity</p>

		Educational Inspector	
Area 2- Management and school policies / procedures-			
Indicators with a lower mark as improvement priorities			
1. On a regular basis, different data are gathered in order to follow the success from realizing the interethnic activities in order to determine the development priorities	Determining development priorities in coordination with all the school's structures, for example – Broadening the collaboration with other schools and creating project sustainability conditions	Mutual meeting of the professional management bodies (director, presidents of expert activists, president of the school board, president of the Parents' Council, president of the pupil community and the teachers in charge of interethnic activities implementation	August - September
2. Monitoring the quality of the realization of the activities of the interethnic activities and the professional development in the field of interethnic activities are included in the school policies / procedures	- Improving the quality of monitoring the realization of the interethnic activities and the professional development	Preparation of a procedure for monitoring the realization of the interethnic activities, e.g: teacher planning for interethnic activities, school-level planning, visitable hours by school officials, certification, developed personal development plans,	January 2017
Area 3: Teaching and learning and teacher competencies for the practical application of			

interethnic activities-			
- Indicators with a lower grade as priorities for improvement			
1. Teachers use different approaches to track and assess pupils' progress on interethnic activities	Advancing pupil progress tracking on interethnic activities	<ul style="list-style-type: none"> - Realizing and visiting highlight lessons - Conducting a survey for the pupils from the subject teaching about the changes that have occurred from the conducted interethnic activities 	Continuous activity December
2. Professional development of the school staff for the promotion of the interethnic activities	Developing personal development plans	Consideration of the personal development plan form for personal development by the teachers in charge of interethnic activities; Invitation to the Mentor for the Interethnic Education Training Project for the personal development plan; Training for developing a personal development plan	February End of February

Consent

I, _____ the pupil's parent
 _____, from _____ grade at the Blaze Koneski Primary
 School in Prilep, am acquainted and I agree with my son / daughter to participate in a joint
 activity with pupils from the partner school "Rexhe Rushit Zajazi" from Zajaz.

_____ Parent,

Prilep _____

10. TABLE FOR ANNUAL PLANNING FOR INTERETHNIC INTEGRATION IN EDUCATION ON
 A SCHOOL LEVEL FOR THE SCHOOL YEAR -2015/2016

Activities	Realizers by age groups	Manner of realization	Term	Expected results
1. Realization of a joint Teachers Council between partner schools	Directors, teachers and professional associates	a meeting	Second half of September	An operational cooperation program will be prepared
2. Joint ecology activity among the pupil communities	Coordinators of the pupil communities, schoolchildren	Cleaning the environment of waste	Second half of September	Developing pupils' environmental awareness and mutual fellowship
3. Production of apple- related products and	Executives, pupils, parents, teachers and professional	Making apple products and selling them	First half of November	Developing tolerance, mutual respect, sharing experiences for

their sale	associates			making apple products and interacting with each other
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4. Multicultural workshops on the theme: celebration of holidays	Executives, pupils, parents, teachers and professional associates	Realization of multicultural workshops	March	Develop tolerance, mutual respect, exchange experiences on ways of celebrating holidays, and socializing
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5. Virtual (through electronic media) cooperation and agreement among teachers in different teaching areas and professional associates in planning and realization of teaching hours, activities, etc.	Executives, pupils, parents, teachers and professional associates	Independent realization of teaching hours	Continuous activity	Cooperation, agreement, and exchange of experiences in the planning and realization of teaching hours and activities
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6. Realization of joint classes/lessons	Teachers and pupils	Planning and realization of the joint teaching hours	Continuous activity	Breaking barriers to socializing and working with representatives of another nationality
7. Book Fair mutual visit	Teachers of the Macedonian and Albanian languages, librarians and pupils	A joint visit to the book fair in Skopje	April	Friendship among pupils and teaching staff, and establishing closer contacts and exchange of experiences
8. Establishing cooperation with a school from Germany that is in the network with the partner school from Zajas - trilateral one	Directors, teachers and professional associates	Using email and personal contacts	May	Spread the network of schools we cooperate with
9. Final meeting	Executives, pupils, teachers and professional	Presentation of all realized activities	June	Presenting the achievements to the local community,

associates

form
community
friendship and
school
collaboration

TABLE FOR ANNUAL PLANNING FOR INTERETHNIC INTEGRATION IN EDUCATION ON A SCHOOL LEVEL FOR SCHOOL YEAR 2016/2017

Activities	Realizers (by age group)	Manner of realization	Term (from / to)	Expected results
1. Realization of the Teachers Information Council for information on the planning of the interethnic activities	Director, teachers and professional associates	A meeting	End of August	Operational program worked out
2. Planning activities	Teachers	Entering into the annual planning	End of August	Planned activities for the interethnic aims
3. Data Acquisition	Members of the interethnic team teachers	Completing a form prepared by the members of the interethnic team teachers	First half of September	Information for Teacher Planning

4. Matching the joint activities with the partner school	Director, teachers and professional associates	By electronic means and a meeting	End of September	Realization of joint activities with the partner school
5. Realization of the planned activities	Teachers and pupils	Realization of teaching lessons, workshops...	Continuous activity	Realization of the goals of the project for interethnic integration in education



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