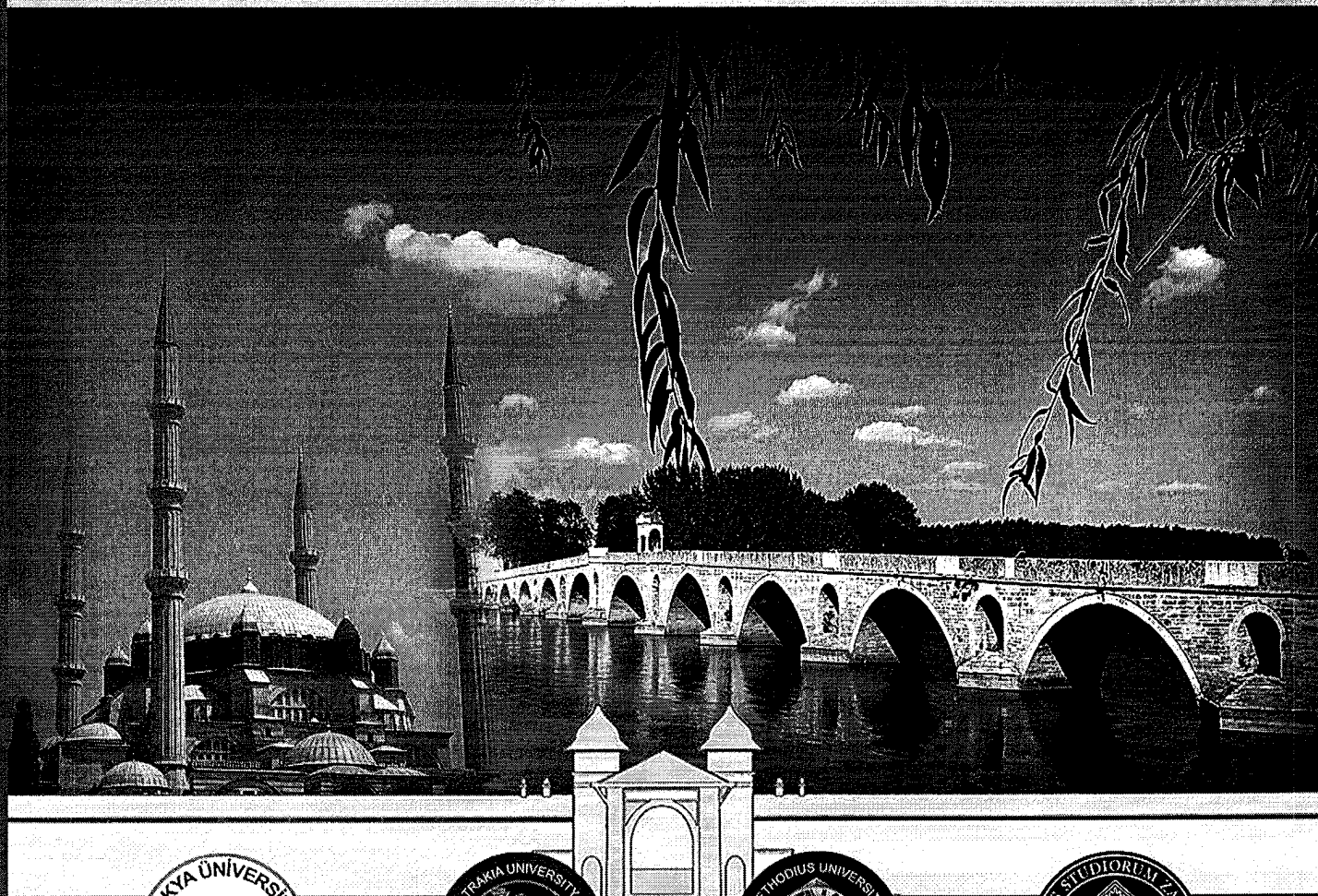


# 9<sup>th</sup> International Balkan Education and Science Congress

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## PROCEEDINGS



***9. Uluslararası Balkan Eğitim ve Bilim Kongresi***  
***9th International Balkans Education and Science Congress***  
***16-18 Ekim 2014 – 16-18 October 2014***

***Trakya University - Edirne***

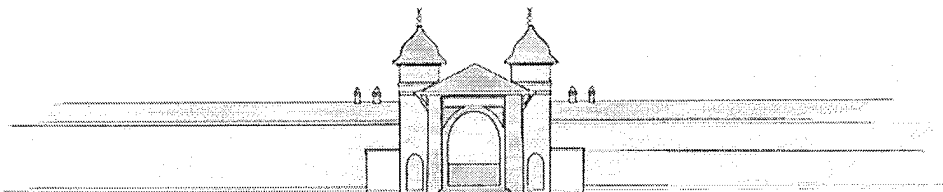
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## MULTICULTURALISM AND INTERCULTURALISM IN EDUCATION

Snezana Jovanova – Mitkovska<sup>1</sup>, Biljana Popeska<sup>2</sup>

### Abstract

Building a cohesive society could not be imagined without nurturing of its essential characteristics – multiculturalism and interculturalism. These characteristics are basic components of quality education. The multicultural context of society is reflected in the school and educational process in a sense that enable pupils to achieve intercultural competences, to become aware and opened for plurality of cultures that exist in their ambience, to understand the need of permanent interaction and communication, to respect the culture, customs and tradition of cultural minorities as well as to deepen the knowledge for themselves and their own culture.

Based on these, in this paper we try to give answers on several key questions that refers to nurturing of these two essential characteristics of quality education in the teaching process realized at the first cycle of nine year compulsory education in the Republic of Macedonia. The realized research refers to analysis of national curricula on following teaching subjects: Macedonian language, natural sciences, math, physical education, arts and music. Curriculum analyzes is focused on analyses of aims, contents and expected results observed from the aspect of multiculturalism and interculturalism.

**Key words:** *intercultural competences, multiculturalism, curriculum, quality education.*

“Never in the world haven’t the same two opinions, as no two same hairs, no two same grains. Diversity is universal quality”  
M.Montaigne

### INTRODUCTION

Europeanization, globalization, democratization, migration, integration, peace, social justice, human rights... Quick changes in many areas and activities, contemporary scientific knowledge, new developments in the practice, rapid development of technology, computerization, economy, changes in education, changes in lifestyle, behavior, changes of everything around us... What happens in this contemporary world, in this new, third millennium? What kind of educational policies we have? What we take, to what we strive to? Globalization, migration has their impact of the structuring of modern contemporary society. Almost is a rarity in the world existence of monoculture society. European society to which we strive is multicultural. Europe is composed of a multitude of countries, a variety of ethnic groups, ethical, religious groups, each with its own heritage, tradition, customs, but almost together in community in constant communication, mutual respect, bonding, mixing, dialogue, tolerance. The key for success in multicultural society has and lies in education.

It is the most powerful way to fundamental change, on the way toward the future, Education is the key in personal development, in their thinking, skills, and abilities. Education is the one which should help young people to find their place in society in accordance with their needs, interests and abilities. An investment in education actually means investments in the future of our society, in its development.

This trend of rapid changes inevitably implies a need for a serious approach to the creation of the overall policy, including and the educational policy, because the changes in education policy have their impact on society changes. Education policy in recent years in most European countries is geared towards providing accessibility to education of every citizen regardless of gender, age, religious beliefs, ethnicity, health, social and financial position, and means that this education does not take place once and for all, but education seen and understood as a continuous and lifelong process.

This educational policy has its own impact on the formulation of the educational objective, and not the objective that are focused on the acquisition of the knowledge, adoption of higher quantum of knowledge, but the objective that involves a complete, holistic personality development (common sense, sensitivity, spirituality) development, her critical thinking. Numerous international documents have almost the same or similar formulation of the objective of education. Namely, in the Convention on the right of the child emphasizes that the aim of education is the full child development which implies development of awareness of the rights of others, their own tribute to the cultural values, promoting the tribute to the values of other ethnic cultures in the country and beyond of it.

R. Macedonia as also multicultural country in which live different ethnic groups, different cultures, religions... They all have different values, different variants of life. The life on the same ground does not mean recast one into the other culture, but implies coexistence, mutually respect, support, help, and overcome the prejudices, stereotypes.

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These values are embedded in legislation from primary, secondary, higher education. Namely, in the article 3 of the Law of primary education of Macedonia outlined the following objectives of primary education:

- providing condition for harmonious, intellectual, emotional and social child development, developing self-confidence and awareness among pupils about their own individuality and responsibility for their actions; education for mutual tolerance, cooperation, respect for diversity, human rights and fundamental freedoms; Adoption of general and applicable knowledge that enable creative action in the social and natural environment and develop skills of reasoning and expression in the arts and cultural traditions; Develop skills for research, experimentation and problem solving and developing pupils talent in different areas. All this implies the creation of such curricula in which will articulate programs, content, sources and methods of work that will contribute not only to the acquisition of the knowledge, but also will enable the establishment of such interpersonal relations that will be alien stereotypes, prejudice, marginalization. Only through such curricula will allow for the realization of a multicultural, intercultural education.

### **MULTICULTURALISM, INTERCULTURALISM, MULTICULTURAL, INTERCULTURAL EDUCATION**

Among the basic features of contemporary, modern world is the multiculturalism and interculturalism. Multiculturalism and interculturalism as sociological categories appear in the second half of twentieth century. Their occurrence is related to the attempts of finding out the solution for the equality between the different cultures that live in the same territory. In the bases of these two words is located the word culture. In the literature we find different orientations to the notion of culture like: "bon ton conduct", customs, values, beliefs, lifestyle of a particular group and so on. Is defined as "everything which is made by the human or what he made with using nature", "way of life according to which the people are different of animals, and also by other members of society". The same is learned, share, transfers from older to younger members of a community as well as between members of different cultures. Culture realized two educational functions as follows:

- Socialization of individuals within certain groups, certain culture which is the basis and prerequisite for the integration of internal and between cultures and
- Realization of the personal and collective identity.

### **IDENTIFYING THE NOTION OF MULTICULTURALISM**

The term multiculture is defined differently by the different authors. Under this notion, Atanasova, Petrova (2006:128) understand the "pluralism of cultures, guarantees for the protection of all social groups, the right to identify and cooperation. This term determines the reality of the mutual dependence, necessity of mutual influence interaction among the various components of society. Moreover, with the preservation of their own cultural identity, it enters into a relationship, the relationship with the other cultures, and that of course their essence, their character, way of life, their view of the world.

According to Caleb Rosado (1997:3) "multiculturalism is a system of values and behaviors that recognizes and respects the presence of different groups in an organization or society, the acceptance and appreciation of their socio-cultural differences and encouragement and support for the strength and power inside in one complete cultural content-organization or society".

In this previously mentioned determinations can be identified common- pluralism of culture, but also loom and the basic elements of multiculturalism, such as tolerance, openness, acceptance, and recognition of differences. All these elements should be nurtures and should be an integral part of each educational segment in the system of education and directed towards the realization of the so-called multicultural education. Multicultural education is intended for all pupils regardless of the ethnic, racial, religious, economic, gender and other background, education which is against to any kind of discrimination, education which involves respect for all cultural diversity and which involves the cultivation of such teaching style which leads to awareness, better understanding of the differences, perceived and understood as an advantage in our multicultural society.

Multicultural education offers opportunities among young generations to develop the skills of behavior based on the best respect, equality, freedom and equal opportunities to all, "we are all the same, no seek different", skills on intercultural communication, opposition to injustice and discrimination. Identification the term interculturalism, intercultural education

Interculturality refers the mutual relationship and communication between different cultures. Nikolovska, J (2014:9), identifies as "the existence and equitable interaction of the different cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect". Interculturality has assumed multiculturalism and is the result of "inter-cultural" exchange and dialogue at local, regional, national or international level". Interculturalism does not understand only simple presence, coexistence or accidental mixing of cultures. The same implies also awareness for the existence of differences from cognitive, ethnic,

cultural, religious or other nature. Its success depends of that how much any individuals developed skills and abilities related to the understanding, adoption, changing, developing and expanding the current situation, how the individual developed empathy, the ability to notice, r identifying, recognizing different world view, solidarity, feeling of respect, support, help... in relation to others, not by him. All this leads to better communication between different cultures, acceptance and respect, not only to their own cultural values, but also the cultural values of the other, cultural different, let's go to the dialogue and thus contributes to the overcoming the assimilation, marginalization, passive coexistence.

The objective of intercultural education is to achieve a higher level of openness of the school to the life problems, the world and the people, to enable the achievement of social, political, economic and educational justice, to allow detection of values and connectivity, the uniqueness of people, to contribute development of communication between individuals and groups, to influence the training of the intercultural spirit, to allow better familiarization of cultures, to allow acquisition of knowledge, skills, coexistence, empathy skills for understanding others and constructing a more humane world, acceptance and respect of culture diversities. As a value of intercultural education is distinguished peace, denial of political demagoguery, equality, recognition of equal rights of all people on earth, empathy, solidarity, respect, strategies of communication in the spirit of tolerance, exclusion of segregation. Young generations are at the heart of intercultural and multicultural education. The same relates to the work of the school. The school as educational, cultural institutions has particularly significant role in the development of the individual. They are the places, educational, dialogue workshops, places that allow various forms of integration, that enable knowledge, mutual relations and cooperation, which should be passed on to the peers, family and the environment. Of particular significance in the schools is the realization of the teaching process.. Kragulj, S., Jukic, R. (2010:2) identified "The teaching is the one cornerstone in which pupils observed and understand the relations that are based on different cultures and in interaction with numerous cultural minorities"

The multicultural context of society, points to the teaching new requirements, in sense, through teaching process, pupils to gain not only knowledge and skills needed for intercultural action, but also to be able to interact with different cultural minorities like equal individuals who recognize and respect the cultures and customs of the various members of cultural minorities. A plurality of identities require from teaching to encourage the development of identity, to influence to raising awareness of the individual, to enhance the learning of others, to establish a connection between teaching and learning in school and outside of the school. Considering the great importance of teaching for nurturing and strengthening the multiculturalism, we realized micro research whose objective was the analysis of the current situation (analysis of new curriculum in the first cycle of nine years primary education and teachers attitudes) for promoting and providing respect, tolerance and acceptance of the differences between different ethos, groups, cultures.

The subject of the analysis were the curriculum of the subject Macedonian language, Physical and health education, Natural sciences and Society from the first cycle of nine year primary education. It was the application of the technique analysis of documentation and instrument a registry list. In the survey were involved focus group - departmental teachers from first to third grade in primary school who were interviewed, with aim to research their attitudes and opinions about existing programs, how much the curriculum include objectives, contents, methods and activities that promote multiculturalism, attitude about their readiness for the implementation of the teaching objectives that relate to the acceptance of and respect of the others in multiethnic and multicultural reality in our country, their views and recommendations for advancement in this field. The sample was intentional. We applied descriptive method.

## RESULTS OF THE SURVEY

According to the set objective in detail is analyzed: the objective of the developmental period, the period from the first to the third grade in the curriculum of the Macedonian language, Science, Society, and Physical and health education, the objective of the teaching of the individual subjects in different grade that are planning to achieved in the teaching of the specific teaching subject, the program areas, the objectives that should be achieved in specific thematic unit, the offered contents, notions that need to be adopted as well as the activities and the methods through which the same will be achieved.

**Table1. Program analyses**

Macedonian language	
<i>Objectives of the development period from first to third grade</i>	
•	Pupils to develop a sense of belonging to R. Macedonia through the study of the Macedonian literary language;
•	To introduce to the proper use of the Macedonian language in mutual understanding, thinking, learning and creation;
•	To be introduced in a media culture as a basis for interpersonal communication
•	To conduct a conversation with other people and adopt the basic principles of mutual understanding and speaking;
•	To discuss about the Macedonian dialects and develop respect for other languages;

Objectives of teaching	I class	II class	III class
	<ul style="list-style-type: none"> <li>To use the speech in establishing a new contacts and interpersonal understanding;</li> <li>To introduce the use of language and mediums in function of maintain and using the national cultural and language tradicion;</li> <li>To perceive differences in voice expression of other languages;</li> </ul>	<ul style="list-style-type: none"> <li>To introduce in the folk art and arts literature of their own and other cultures;</li> </ul>	<ul style="list-style-type: none"> <li>To develop a sense of belonging to their and to respect the other cultures;</li> <li>To foster follow contents from different medias to transmit short notices for them;</li> </ul>
Program area/topic	Listening and speaking	Literature	Medum culture
Objectives	<ul style="list-style-type: none"> <li>To encourage using the speech as a means for new contacts and interpersonal understanding;</li> <li>To enable the establishment of cultural relations with the environment in terms of personal outreach to others, adjustment of speech in a given situation, cultural behavior with others;</li> </ul>	<ul style="list-style-type: none"> <li>To be trained to read for roles and it sees at the subject and in the message in the text;</li> <li>To be trained to perceived (the events) and characters;</li> </ul>	<ul style="list-style-type: none"> <li>To be encouraged to follow events in the movie and to be trained to tell about the action in the movie;</li> <li>To read, to retold, to tell a short information from children and relevant articles from the day press;</li> </ul>
Contents	<ul style="list-style-type: none"> <li>The speech in interpersonal knowledge and understanding;</li> <li>Arts od reference to other people in different situations, in store, in an elevator, bus, library;</li> </ul>	<ul style="list-style-type: none"> <li>Texts: prose, poetry, drama text, proverbs, riddles, tongue twisters;</li> </ul>	<ul style="list-style-type: none"> <li>Theatre</li> <li>Movie</li> </ul>
Activities and methods	<ul style="list-style-type: none"> <li>Activities about interpersonal knowledge-in relation teacher-pupils and mutual with visiting various institutions and places (library, stores, bus stations, gallery, post office) in which the pupil enters in diverse communication situations;</li> <li>conversation made by visiting;</li> </ul>	<ul style="list-style-type: none"> <li>Exercises for detect the topic and identifying the interpret feature of a character reference to the text;</li> </ul>	<ul style="list-style-type: none"> <li>Exercises for retelling the content of radio broadcasts, TV shows and movies</li> <li>Exercises to use information from the press and Internet and talking about their content;</li> </ul>

Physical and Health Education			
<b>Objectives of the development period from first to third grad</b> <ul style="list-style-type: none"> <li>To qualify collaboration, teamwork and fair play behavior during the performing of the activity, games at school and outside of it;</li> <li>To know and perform dances and games in different rhythms and movements;</li> <li>Develop skills for positive emotional expression through games and adequate physical activity.</li> </ul>			
Objectives of teaching	I class	II class	III class
	<ul style="list-style-type: none"> <li>To introduce in the team and participate in the exercises execution;</li> <li>To be trained to assist and cooperate with others and respect the advice and the needs of others;</li> <li>To develop skills and constructive prevention and resolution of conflicts;</li> <li>To develop abilities to participate in collective decisions about problem solving;</li> <li>To develop skills for positive emotional expression through games and adequate physical activities;</li> </ul>	<ul style="list-style-type: none"> <li>To know and respect the rules of the game;</li> <li>To encourage the participating in team performs of exercises and games;</li> </ul>	<ul style="list-style-type: none"> <li>To participate in games and to encourage cooperation and competition in collective games;</li> <li>To participate equal and to encourage in team performs od exercises and games;</li> <li>To develop skills for positive emotional expression through games and adequate physical activities;</li> </ul>
Topic	Introduce	Games	Games
Objectives	<ul style="list-style-type: none"> <li>To qualify to apply friendly behavior, to help their friends in detecting motor skills;</li> <li>To qualify in introduction, collaboration and expression of positive emotions in the class and in the group;</li> </ul>	<ul style="list-style-type: none"> <li>To encourage to participate in games;</li> <li>To encourage to respect the rules of games;</li> </ul>	<ul style="list-style-type: none"> <li>To help, to cooperate, to communicate and disciplined realize set objectives;</li> <li>To develop skills for controlled behavior and expression of emotions in competitions, culture in support of his team- winding</li> </ul>
Contents	How are moving my friends	Elementary games	Relay games Games without frontiers Folk dances and dances
Activities and methods	Exercises in movements	Games in which the desire to	Playing elementary games,

		win is develop, competitive spirit, ability to contribute to the team, helping, cheering	relay games and games without frontiers;
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Science	
<i>Objectives</i> in science teaching program are grouped in six thematic units given in some orders, but can be freely implemented with students as required by local conditions, resources and learning materials.	
Thematic unit	We
Contents	People
Objectives of learning	Recognizes the differences and similarities between people
Activities	Collect data, for example, eye color, number and explain it
Resources	Secondary sources (Books, CDs, Internet)

Society			
<i>Objectives of the development period from first to third grade</i>			
<ul style="list-style-type: none"> <li>• To develop awareness of its own role and responsibilities, as well as the role and responsibilities of the other people in the immediate neighborhood;</li> <li>• To develop a realistic and positive self-image, self-confidence, self-esteem</li> <li>• To encourage the humane relations between the sexes, interpersonal communications and multicultural understanding</li> </ul>			
Objectives of teaching	<b>I class</b> <ul style="list-style-type: none"> <li>•To encourage mutual agreement, assistance and cooperation with other</li> </ul>	<b>II class</b> <ul style="list-style-type: none"> <li>•To be trained to participate in the adoption and application of rules for mutual living in the home, school and the wider environment</li> <li>•To be actively involved in problem solving and to acquires confidence</li> <li>•To understand the need for consultation, assistance and cooperation with other and to develop friendship, humanity and responsibility tolerance хуманост и договорност</li> <li>•To know the customs and holidays of their own culture and the culture of other communities in the Republic Macedonia</li> </ul>	<b>III class</b> <ul style="list-style-type: none"> <li>•To expand knowledge's about the culture of their and others communities;</li> <li>•To develop positive attitude for the multiculturalism</li> </ul>
Topic	• I and the other	• My place	• J with other and other with me
Objectives	<ul style="list-style-type: none"> <li>•To perceived differences and similarities between themselves and others</li> <li>•to respect others and helping smaller and different from themselves</li> <li>•to be trained to resolve conflicts with little help from adults</li> </ul>	<ul style="list-style-type: none"> <li>•To develop an interest and respect for traditions and cultural heritage</li> <li>•To introduce cultural diversity in his residence</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•to recognize that people who live and work together enter into mutually relations (love, respect, care, friendship, cooperation, fairness)И</li> <li>•to be encouraged to respect differences((gender, ethnicity, social background)</li> <li>•to develop respect and trust for other</li> </ul>
Contents	I and others	The place in which I live, My place ever and today	Me and you , we and you
Activities and methods	Talk with friends, finds similarities and differences (outlooks, preferences, favorite toy, story etc.)	<ul style="list-style-type: none"> <li>• Reading stories and legends, listening folk songs and dances ( from their and others ethnicities), data collection about prominent events using adults;</li> <li>• Talking's, collections and review prospects, postcards and photos;</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing workshops with topic: I and you, We and you;</li> <li>• Role games: I help others</li> <li>• I perceive similarities and differences</li> </ul>

As we can see from the attached table, in the curriculum of those subjects, more specifically at the objectives for the development period from first to third grade in primary education are identified objectives directed toward promotion, fostering multiculturalism. And in the objectives of the individual subjects by grades, first, second, third are also recognizes the multicultural dimension. Similar is the situation with the position of the concrete objectives that should be achieved in specific areas and themes. Namely, included are

objectives that require the acquisition of knowledge, skills and attitudes that should enable students to acceptance multicultural, multi-ethnic dimension. The multicultural aspect is also present in the offered activities, as well as in indicated methods and activities that are in function of the realization of the set objectives. Through curricular programs of the analyzed subjects are permeates numerous content and activities directed toward familiarization ourselves as individuals, familiarization of what is our national and cultural affiliations, acquiring knowledge about its value, but also the activities and content that teach children that we are all different, the difference is our wealth and the same should be respected and fostered. For example: The objective of teaching subject Society is: students through the adoption of knowledge, skills and abilities to develop their cognitive, social and creative and between the same time build their attitude and values of the environment, and wider community in which they growth.

The objective of teaching subject Society is in relation with set objectives for the developmental period and the objectives by different grade through which permeates multicultural dimension. Specifically in the teaching program Society for second grade we identify multicultural dimension through the objectives that concerning the child:

- to be trained to participate in the decision and respect the rules of living together in the home, school and in the wider environment;
- to be actively involved in problems solving and acquire confidence;
- to understand the need for consultations, helping and cooperating with others and to develop friendship, tolerance, humanity and responsibility;
- to get to know the customs and holidays of their own culture and the culture of other communities in the Republic of Macedonia.

In the frame of concrete thematic unit in the entirety of "*I with the other*" are set several objectives relating to: to understand that everyone has his opinion / different or the same with the others, to understand the function of the rules of common residence, to understand that each person has rights and responsibilities.

*Offered contents:* I have my opinion and respects the opinion of the other, Rights and responsibilities, Rules of common residence, as well as the offered activities and methods: conversations and situational game on a given topic for bringing his opinion, social games, familiarization of basic children's rights through activities (workshop for children's rights, interviews, games, drawing, etc..) also have multicultural character and they are in function of the set concrete objectives..

Based on this, we can draw the conclusion that in the curriculum of those subjects covered multicultural dimension, expressed through the development, common and concrete objectives. Provided contents, methods and activities are in function of realization of the set objectives and also they are directed toward a development of pupil's sense for acceptance and fostering multiculturalism.

During the survey as an additional technique for data collection was used free, non-directive interview. With it, we came to the knowledge about the attitudes and opinions of teachers from different departments for the existing curricula, how curricula include objectives, contents, offered methods and activities that promote multiculturalism, attitude about their readiness for the implementation of the instructional objectives that relate to the acceptance and respect of others in multiethnic and multicultural reality in our country, their views and recommendations for improvement in this area. The participation was on a voluntary basis and we guaranteed them complete anonymity. Were interviewed several focus groups of teachers (departmental managers in the first, second and third grade) direct implementers of teaching units in accordance with the syllabus. According to the teacher opinions from different focus groups for teaching programs for the first, second and third grade is provided development objectives for the particular period in which are present multicultural dimensions. The same is explicitly expressed in the general objectives for each grade, as well as in the specific objectives on the topic, programs areas.

P. P. (representative of a focus group of teachers departmental managers in the first grade), "The program provides breadth and freedom in the implementation of teaching activities in depending of pupils interest, needs and capabilities, condition and didactic resources that we have. For that, greatly assists the creation of the so called thematic curricula and correlation between different subjects.

J. S. (representative of a focus group of teacher's departmental managers in second grade, teacher with greater work experience. Examples of activities are great, as well as the expected results. They direct my thoughts and allow me to create new situations interesting for pupils of this age".

For offered contents in the programs, teachers especially teachers departmental manager in the third grade consider that these contents should be supplemented, to be entered multiple content as well as to predict new activities and methods in function of the realization of the set objectives. This dimension according to teachers, departmental manager of third grade was not so explicitly expressed in the previous programs for teaching realization at third grade". The following topic of conversation was about their capability for the implementation of teaching contents with expressed multicultural dimension. The responses of teachers from the focus groups are: during their initial education they hadn't separate subject with an objective to strengthen their sense of interculturalism, multiculturalism, but their methodic and professional competence during initial

education and work experience, sharing experience with their colleagues facilitates the transfer of information, knowledge and education and for this dimension in education. They need further training, and in this direction offer more forms as: consultation meetings, visiting teaching classes, expert advice, seminars, consultative meetings, which will facilitate the exchange of ideas, experiences, update their knowledge, permanent professional development

The last topic of conversation regarding to their proposals and recommendations for achieving greater effects in the implementation of content directed toward fostering, sense of multiculturalism among students, its empowerment? The essence of this question is to see the suggestions, proposals of teachers / educators to achieve greater effects in the implementation of the contents which include multicultural dimension. Most common responses are:

- Educating parents about the importance of fostering and strengthening multiculturalism for everyday life in multiethnic society;
- To reduce the rapid pace of learning of new teaching contents;
- Gradual entering of innovation;
- In programs preparations to include direct implementers from diverse backgrounds and different conditions;
- Providing more illustrative material;
- Organizing professional meetings, seminars, continuous professional development.

We hope that all these proposals will be taken into account when we structuring and implementation new curricula for the first development cycle of nine-year primary education. The analysis of curricula of Macedonian language, Natural sciences, Society, Health and physical education for the first development cycle of primary education, first to third grade, and realized interview, point us to the following conclusion:

- The curriculum are also conceptualized and structured to reflect modern educational trends in their conception;
- The curriculum is aligned with adults and psychophysical characteristics of pupils and offer the opportunity for easier transition from one level to another, extending and deepening the content and requirements that are set before the pupil;
- Multicultural dimension is represented in the curricula of those teaching subject. The same permeates across development, common and concrete objectives of each of these subjects, realized through part of the provided content and activities towards the acceptance and nurturing multiculturalism;
- to offer more content and approaches aimed at developing civil society and national identity among members of all ethnic communities in Macedonia;
- To offer a richer illustrative material;
- To organize professional meetings, seminars, permanent professional development on topics related to multiculturalism, interculturalism;
- To stimulate cooperation on a professional level between teachers from different communities (preparation of teaching, addressing current problems,...) and intensification of cooperation and communication between pupils from different backgrounds, cultures...

And of the end:

**“To learn in order to live together”**

**UNESCO 1996**

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