



МАКЕДОНСКИ  
ЦЕНТАР ЗА  
ГРАЃАНСКО  
ОБРАЗОВАНИЕ



# First International Conference

## **“Practicum of Future Pedagogues, Teachers and Kindergarten Teachers in Multicultural Environments – Experiences and Challenges”**

27–29 November 2014  
Skopje

Faculty of Philosophy  
Ss. Cyril and Methodius University

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## INTRODUCTORY NOTE

It is our pleasure to present the electronic edition of the proceedings of the First International Conference on **“Practicum of Future Pedagogues, Teachers and Kindergarten Teachers in Multicultural Environments - Experiences and Challenges”** held at the Faculty of Philosophy of the University of Ss Cyril and Methodius in Skopje, from 27 to 29 November 2014. The Conference was organized by the OSCE Mission to Skopje in cooperation with the Macedonian Civic Education Centre (MCEC) and the five teacher training institutions in the country, i.e., the faculties of Philosophy and Pedagogy of the University of Ss Cyril and Methodius in Skopje, the Faculty of Philosophy of the State University of Tetovo, the Faculty of Educational Sciences of the University of Goce Delčev in Štip and the Faculty of Education of the University of St. Kliment Ohridski in Bitola.

The conference was opened by the Minister of Education and Science, Mr Abdilqim Ademi, the Dean of the Faculty of Philosophy in Skopje, Prof. D-r Goran Ajdinski and the head of the Human Dimension Department of the OSCE Mission to Skopje, Ms Ioana Cosma. The keynote speeches were delivered by Prof. D-r Lena Damovska from the Faculty of Philosophy of the Ss. Cyril and Methodius University, who described the concept and experiences of student's practicum in the

country, by Mr Frank Crawford, education transformation expert from Scotland, who presented the Scottish and European inclusive practices in teacher training and Prof. Mark R. Ginsberg, Dean of the College of Education and Human Development at the George Mason University in Fairfax, Virginia, who highlighted the pathways for teacher training that lead to positive impact in multicultural environments.

This Conference is a result of six years of intense cooperation between the OSCE Mission to Skopje and the five teacher training faculties in the area of pre-service teacher training and practicum placements of future pedagogues and teachers and it is a unique example of excellent cooperation between the OSCE and the five teacher training faculties. The event was dedicated to advancing the theory and practice of preparing future education professionals for work in multicultural environments and it promoted collaborative exchange between academia and practitioners involved in the practical training of future teachers. This, first-of-its-kind conference organized in the country, gathered nearly 100 university professors, teachers, pedagogues, students and education experts, guests from Albania, Bulgaria and Serbia. Abstracts and papers for the conference were also submitted by education experts from Croatia, Estonia, Greece, Kazakhstan, Kosovo and Russia. That many of the participants

travelled long distances shows just how important the work of education professionals is, and how strong is their commitment to the well-being and prosperity of future generations.

We would like to thank all authors who contributed with their papers and to extend special gratitude to the members of the Scientific Board and the reviewers for their dedication and insightful comments.

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***ACTIVITIES FOR MUTUAL COLLABORATION AMONG STUDENTS WITH DIFFERENT ETHNICITIES***

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**MANAGEMENT IN SCHOOLS IN A  
MULTIETHNIC ENVIRONMENT**

**Abstract**

*Resolving conflicts/disputes is part of peoples' efforts to avoid violence. The varieties of ways of resolving a dispute that are characteristic to certain cultural region are associated with the basic values of the community and the willingness to implement them in practice. Conflict/dispute prevention, fast response, their management and the handling of the outbreak of a conflict or a dispute requires a very complex action of different factors in the community (formal- institutional or informal).*

*If conflicts/disputes are managed appropriately, they will not cause an escalation of hostility and produce violence, and they can represent a process of purification and liberation through which a whole series of misunderstandings and erroneous information can be cleared. That way they can become an opportunity for change and creation of mutual respect, understanding and reconciliation.*

*The desired interethnic setting cannot be established solely by legal, political and other declarations, but through a long and complex process of socialization of a person. This in turn means that all social agents, starting from family to educational institutions, media, non-governmental associations and others should enable the individual to adopt the correct value orientation towards the culture and ethnicity of other groups. More specifically, the educational activity of the aforementioned socialization factors should enable people, especially young*

*people, for deeper understanding of intercultural relations and for acceptance of ethnic diversity and tolerance as an existential social value and important condition for the development of both individuals and the society.*

**Keywords:** *education, ethnicity, environment, values, tolerance.*

## Introduction

The states (such as Macedonia) that represent a set of different ethnic groups with different cultural roots and religious commitments are faced with special challenges in dealing with disputes and managing conflicts. In these states, particular attention must be paid to conflicts/disputes involving members of different ethnic, cultural and religious communities, which, if not resolved in time, may grow into inter-ethnic disputes conflicts.<sup>57</sup> Disputes/conflicts between communities can create mistrust, fear, and even hatred. Left alone they can escalate and turn into social disturbances and, in the worst case, into direct violent clashes. Prevention of conflicts/disputes, prompt responsiveness, their management and dealing with the outbreak of conflict or after a dispute requires a very complex action of different factors in the community (formal-institutional or informal).

Management is the process by which we attempt to successfully achieve the objectives of

the organization. All activities contained in management can be divided into several managerial functions. Basic management functions met with almost all authors are: planning, organizing, staffing, leading and controlling. In addition to these basic management functions, there are some others, such as deciding, ordering, coordinating and motivating.

All employees, students and other stakeholders in school have different education, values norms, styles of behaviour and communication, different interests, etc. so there is an indisputable need for management in school. Management and its functions extend across the entire organizational structure. According to the position of local managers in the pyramidal-hierarchical structure, three management levels are distinguished.

- top level managers;
- middle level managers;
- first-line managers.

Management levels are determined by the objectives of the organization. Practically, for each level there are defined and appropriate objectives, ranging from top level where the organization's objectives are, and descending down the pyramid to the middle level – objectives of certain sectors, and to the line-level managers - work oriented objectives.

If we look at school management levels, it can be concluded that:

- Top managers are: principal, deputy principal, head of the regional school;

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<sup>57</sup> [www.cpoms.mk](http://www.cpoms.mk) – Протокол за разрешување на меѓуетничките спорови

- Middle level managers are: presidents (heads) of professional bodies;
- Straight-line managers are teachers, especially class teachers and class masters/mistresses.

Didactic knowledge deeply suggests that, before it is implemented, any kind of work must be well designed in advance or planned and implemented seriously. This pre-planning and thinking seriously is called a vision. Planning a vision is a skill and knowledge, or an ability of vital importance for achieving specific goals and objectives.

The vision of development and the ability to run an educational institution or school is a dynamic and interactive process that would not constitute a whole if that vision is not incorporated into the vision of the teaching staff in the school.

Interethnic conflicts, teaching in different ethnic shifts, fights and disagreements between students – these are the problems that occur in the schools in the Republic of Macedonia.

Reports on an increasing tendency towards separation along ethnic lines in schools have lately been taking a significant place in the media and public life. There is a lot of research and assumptions on the main reasons for such a tendency indicating a number of weaknesses at national and school levels.

Given that multiculturalism and good interethnic relations are important characteristics of quality education that leads to

improved performance of students in the next phase of education reform, these elements should be particularly emphasized. This is consistent with the application of the program Child Friendly School in the frames of the national level reforms, as an approach based on children's rights with regard to all aspects of education and their contribution to overall child development.

Multiculturalism and addressing inter-ethnic relations in education are the basis of mutual understanding and building a cohesive society. Although the aspirations for EU/NATO membership are common to all citizens of the country, the question of the readiness of students to live in a multicultural and multiethnic family of the European Union must be asked.

Students in this country should first learn to understand, accept and respect the differences in their own country in order for them to integrate in their own society. Then they may aspire towards the full integration into the European family.

Interethnic relations are an important content of community life in which there are more minorities (ethnicities) and they express the impact, not only on society, but on the personal (mental) life of man as well.

Ethnic diversity is characteristic of many modern societies. Basically, each state is built by integration of different cultures and ethnic groups. In Europe, only Iceland can be said to be a mono-cultural society, but the conditions



there also change. Unresolved interethnic relations (which also represent an evident phenomenon in the modern world) cause serious economic, political, social, cultural and other issues that further deepen inter-ethnic hatred and conflicts.

The global analysis of world's socio-political processes shows that ethnic differences are often a source of violence, discrimination, inter-ethnic isolation, fear and other forms of alienation of man from man. Inter-ethnic differences produce violence and discrimination - violence and discrimination deepen inter-ethnic hatred, and so a circle of relationships that push humanity towards an apocalypse is created.

The interethnic situation in the world is so complicated that we can freely say that peace and development of humanity are primarily determined by the ability of progressive humanity to curb the destructive inter-ethnic relations that tend to grow into interethnic blind forces.

In terms of the newly created conditions on the Balkans, interethnic relations also tend to deteriorate and they carry an enormous destructive power that can cause devastating and tragic consequences. Such inter-ethnic states are a serious limiting factor in relations between the Balkan peoples and states, and without their resolution, it is not possible to build the desired relations in the Balkans, to

ensure peaceful development and to pass on higher, more qualitative forms of life.<sup>58</sup>

On the ethnic map of Macedonia, more than 30 ethnic groups can be seen. According to the 1994 census, the Republic of Macedonia registered just under 2 million people, of whom 1,228,330 or 66.5% are Macedonians. Of national minorities, the most numerous are the Albanians - 442,000 or 22.9%, Turks - 77 252 or 4.0%, Roma - 43 723 or 2.3%, Serbs - 39 260 or 2.0%, and Vlachs with 0.5%.

### Conclusion

The educational system is expected to take concrete steps in order to introduce a model of integration in place of the pattern of ethnic division that now dominates schools. For this purpose, we need to implement changes in schools in several different domains.<sup>59</sup>

When it comes to multiculturalism and integration in teaching activities the following should be done:

- strengthen the implementation of education for life skills in elementary schools, introduce life skills education into the curriculum for secondary schools, and train teachers for their implementation,
- schools should make maximum use of the possibility of organizing joint educational activities such as, for example, joint

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<sup>58</sup> Аслимоски П. (2006) Дефендологија, Охрид

<sup>59</sup> Студија за мултикултурализмот и меѓуетничките односи во образованието, Уницеф, Скопје, Ноември 2009

classes in physical education, science, foreign languages and

- Albanian students should be stimulated to learn and use the Macedonian language and Macedonian students to learn and use the Albanian language.

In the domain of teachers' capacity development the following should be done:

- train teachers to recognize ethnic stereotypes and prejudices in themselves and in others so that they are able to actively oppose the prejudices manifested in school practice
- train teachers to work on joint activities in ethnically/linguistically mixed teams and ethnically/linguistically mixed groups of students,
- train teachers to use instructional materials offered and to choose and use alternative teaching materials in a manner that will ensure the promotion of ethnic integration, rather than ethnic divisions, and
- exert regular and long-term stimulation of teachers of different languages in teaching for professional collaboration (from preparation for teaching and evaluating students, to solving current problems).

From the aspect of municipal activities the following should be done:

- ensure cooperation of interethnic relations commissions and committees for the rights of children in the municipality with schools,

- realize joint projects of municipality and schools directed to the promotion of multiculturalism in the local community,
- ensure inter-municipal cooperation in multilingual schools
- schools with ethnically/linguistically mixed structure should receive additional benefits from the municipality (eg. financial resources, material resources, additional staff) and
- municipality should stimulate and support the transformation of larger ethnic/linguistic "mixed" schools into smaller "mixed" schools that will function as independent units.

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