



multicultural education

International Scientific
Conference on
Multicultural Education

(December 2nd-4th 2020, Tetovo, North Macedonia)

BOOK OF ABSTRACTS

Wednesday, December 2nd (hybrid*)

14:00 - 15:30 Opening Session

- Opening Speech, Greeting: Bujar Luma, Executive Director of CBC LOJA (14:00)
- Greeting: Abdylmenaf Bexheti, Rector of SEEU (14:10)
- Greeting: Anke Holstein, Ambassador of Germany in North Macedonia (14:20)
- Keynote Speech: Anja Petz, Director of Kurve Wustrow (14:45)
- Keynote Speech: Gudrun Steinacker, German Diplomat (15:10)
- Signing of MoU (15:35)

Break (15 min)

15:50 - 17:20 First Panel

- Agron Rustemi, *Multiculturalism as a Tool for Social Cohesion in Multiethnic Communities* (15:50)
- Agron Iljazi, Fadbi Osmani and Svetlana P. Grncarovska, *The impact of multicultural education trainings on participants' attitudes* (16:10)
- Francesco Bigagli, *Higher Education in Emergencies: The Case of Consociational North Macedonia* (16:30)
- Discussion (16:50)

Thursday, December 3rd (online)

10:00 - 11:30 Second Panel

- Vesna Stojanovska, Josif Petrovski, *Mentoring Students from different Ethnic Groups Challenges and Recommendations* (10:00)
- Jasminka Kochoska, Biljana Gramatkovski, *Investment in Developing Civic Skills as a Key Factor in Raising Future Citizens* (10:20)
- Stefan Rashkovski, *Multicultural education: Instrument for fostering student resilience and building inclusive society* (10:40)
- Discussion (11:00)

Break (15 min)

11:45 - 13:15 Third Panel

- Artan Limani, *Towards Global Citizenship through Inclusive Academic Programs: How a Non-Formal Higher Education Initiative in Kosovo Transformed Students into Independent Learners* (11:45)
- Adina Deacu, *Redefining how and where learning happens* (12:05)
- Suzana Miovska-Spaseva, Elena Achkovska Leshkovska, *Interaction Between "the Different" in the Mother Tongue Textbooks from First To Fifth Grade* (12:25)
- Discussion (12:45)

16:00 - 17:45 Fourth Panel

- Snezana Jovanova-Mitkovska, Biljana Popeska, Nikola Smilkov, *Intercultural Sensitivity Among Students - Future Teachers* (16:00)
- Fatime Demir, Ljatif Demir, *The importance of intercultural contact and experience in building interculturally competent individuals* (16:20)

- Lazo Matovski, *The concept of Multiculturalism in times of crisis* (16:40)
- Discussion (17:00)

Friday, December 4th (hybrid)

10:00 - 11:30 Fifth Panel

- Daniela Koceva, Snezana Mirascieva, *The Role of Religious Education in Multicultural Societies* (10:00)
- Jonuz Abdullai, *Society for All, an Opportunity for Advancement of Young People in Multicultural Environments* (10:20)
- Aleksandra Sardzoska, *Multicultural education for future teachers* (10:40)
- Discussion (11:00)

Break (15 min)

- *Digital Threat to Open Societies*, presentation from Nico de Rooij and Agim Iljazi (11:45)

12:25 - 14:25 Sixth Panel

- Jürgen Wolff, *TANDEM Exchange, a Direct Way to Other Languages and Cultures* (12:25)
- Oana-Elena Brânda, *Dobrogea - A Model of Multicultural Education* (12:45)
- Biljana Kamchevska, *Multicultural Interaction and Communication: Modern Learning-Teaching Approaches for Developing the Social-humanistic Content in Primary Education* (13:05)
- Discussion (13:25)

Concluding Session (13:55)

- Keynote Speech by Krzysztof Czyzewski

* Hybrid format means that you will be able to follow the conference online or on-site at the SEEU in Tetovo.

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MULTICULTURALISM AS A TOOL FOR SOCIAL COHESION IN MULTIETHNIC COMMUNITIES

AGRON RUSTEMI

Multiculturalism is closely associated with "identity politics," "the politics of difference," and "the politics of recognition," all of which share a commitment to revaluing disrespected identities and changing dominant patterns of representation and communication that marginalize certain groups. Multiculturalism is also a matter of economic interests and political power; it demands remedies to economic and political disadvantages that people suffer as a result of their minority status.

Study of the development of democracy, the role of the State, the emergence of new nationalisms and new xenophobic and racist types of behavior, and of the role of "ethnico-national" or "linguistico-cultural" minorities is the core problem. The contribution of the social sciences in such a sensitive area should help in devising solutions for the promotion of democracy and the prevention of conflicts brought about by the confrontations inherent in the strengthening of the multicultural and multi-ethnic character of most contemporary societies.

The article will surely attract attention as in scientific circles and the general public because in itself incorporates an issue that has been and still is a core problem in functioning and developing democracy and the idea of universal human rights.

Keywords: Multiculturalism, social cohesion, multiethnic, liberalism,
democracy, human rights

THE IMPACT OF MULTICULTURAL EDUCATION TRAININGS ON PARTICIPANTS' ATTITUDES

AGRON ILJAZI
SVETLANA P. GRNCAROVSKA
FADBI OSMANI

Multicultural education is a discipline that is as important as it is necessary in societies with different cultural, ethnic, racial, religious, and other diversities, with its sole purpose to create equal opportunities in all spheres of society. The subject of our study is the attitude of students who are participants in the multicultural education project which, addresses topics on multicultural education through various trainings with students. The purpose of the research is for students to gain knowledge, attitudes, and skills, as well as the development of competencies in the field of multicultural education, as well as their application in their school practice, which are necessary for them to function effectively in pluralistic democratic societies. For this purpose, attention will be paid to communication during trainings by students of different groups as well as during free time after each activity.

The research will be conducted with 20 students who have attended theoretical lectures on multicultural education at the Faculty of Pedagogy, University of Tetova, divided into two focus groups, where the first focus group will include those students who have participated in these trainings, while the second focus group will include students who have not participated in the trainings. The instrument of this research will be semi-structured interviews with the aim of allowing students to be able to fully describe and interpret their experiences.

The findings of the research should bring us towards new discoveries about the communication among students of other ethnicities during the trainings. How do the trainings affect their thoughts on the ethnicities and cultures of other participants? What attitudes do they form, positive or negative? Do we encounter differences in communication with other ethnic groups during the activities and free time? What language do they communicate in during their free time as participants of the training? Pedagogical implications have to do with the development of students' skills for achieving the highest level of professional cooperation between different ethnicities.

Keywords: multicultural education, communication, cultural diversity, attitude

HIGHER EDUCATION IN EMERGENCIES: THE CASE OF CONSOCIATIONAL NORTH MACEDONIA

FRANCESCO BIGAGLI

Eighteen years after the end of 2001 conflict between ethnic Macedonians and ethnic Albanians, North Macedonia remains a country deeply polarized along ethno-national lines with implications for the maintenance of peace. The peace-building policies introduced by the Ohrid Framework Agreement (OFA) based on a consociational model of power-sharing have accommodated the demands of ethnic Albanians, including the right of access to higher education (HE) in the mother-tongue which represented one of the root-causes in the escalation of the 2001 conflict. The OFA's exclusive focus on access and availability through state funding for higher education in the Albanian language has however favored a process of ethnicization of the tertiary sector. This paper seeks to investigate the unintended consequences of the OFA-induced ethnic self-ghettoisation within the public higher education system and, by the same token, it critiques the OFA's lack of mechanisms to reach across the ethnic divide through the lenses of a rights-based approach to education. It ultimately argues that without a strong governmental commitment to de-ethnicize education by transcending the OFA's intrinsic limits, power-sharing remains permeable to political manipulation which critically hampers social transformation and increases the probability of inter-ethnic tension, further weakening the peace process.

Keywords: Higher education, North Macedonia, Education and international development, Education and peacebuilding

INVESTMENT IN DEVELOPING CIVIC SKILLS AS A KEY FACTOR

JASMINKA KOCHOSKA,
BILJANA GRAMATKOVSKI

Citizens' education includes "for" and "through" ways of learning and is about equipping students with the basic tools to become capable citizens of a democratic society. These tools include knowledge and knowing, skills and abilities, values, and affection for something. All these tools are needed for the active participation of the young man in the role of a capable and responsible citizen of a democratic state. Of course, to achieve this, the quality of education and the approach that would enable that process, the process towards creating a better society, with more prepared generations and more competent individuals, is of the utmost importance. Also, besides school, the role of parents as well as the local community is important. Together, these entities have a direct or indirect impact on the education process and, therefore, should make every effort to invest in the development of civic skills among young people. There is a large number of civic skills that are available, but also crucial in terms of raising young people as future citizens of a democratic society. Specifically, in this paper we will pay attention to: the cooperation, managing and resolving conflicts, participation, critical thinking, creative thinking, reflection and patient.

Keywords: Multiculturalism, social cohesion, multiethnic, liberalism,
democracy, human rights

MULTICULTURAL EDUCATION: INSTRUMENT FOR FOSTERING STUDENT RESILIENCE AND BUILDING INCLUSIVE SOCIETY

STEFAN RASHKOVSKI

The focus of this study is to explore how multicultural education facilitates the development of student resilience and thus reveal the individual and collective benefits of multicultural education and the ways they manifest in the society. The concept of "Resilience in education" essentially means the student's ability to thrive by facing adversity. Multicultural education provides the environment in which students, due to cultural, linguistic and political reasons are inevitably exposed to greater challenges. This is how multicultural education can be a great benefactor for the individual growth of the students that ultimately affects the society as a whole. That is so because, by its very nature, the multicultural classroom provides both the challenges for growth and the necessary security for the students. It facilitates cooperation among the students that consequently removes cultural, political and linguistic barriers which serves as a stepping stone towards greater understanding between cultures that ultimately can result in greater inclusiveness in the society. In short, multicultural education provides the necessary environment that fosters student's resilience, the outcome of which is deeper understanding between cultures that is naturally followed by greater social justice, inclusiveness and equality. And this is the main hypothesis of this research, namely, that by developing resilience, multicultural education fosters the individual growth of the students by facilitating the removal of the cultural, social, political and linguistic barriers. Consequently, the outcome is greater inclusiveness, openness and equality that serve the purpose of improvement of the general level of social justice in the society. Because of these reasons, ultimately, one can certainly consider multicultural education as an instrument of raising the level of social consciousness in general that affects the society in many ways, which is why it should be continuously encouraged and enhanced even more so in challenging times such as the present when xenophobia is globally on the rise. To prove this hypothesis, an ontological viewpoint was selected with objectivistic approach and deductive reasoning with which the secondary data gathered will be analysed.

Keywords: Multicultural, education, resilience, benefactor, inclusiveness.

MENTORING STUDENTS FROM DIFFERENT ETHNIC GROUPS: CHALLENGES AND RECOMMENDATIONS

VESNA STOJANOVSKA
JOSIF PETROVSKI

Young individuals benefit from consistent relationships with experienced adults who care for them. Studies shows that quality mentoring programs result in positive outcomes for young people in the areas of social, emotional and academic development. While there is a broad consensus on the overall benefits of positive and supportive mentoring relationships, less is known about the effects of ethnicity and diversity in mentoring relationships with young people.

In a multicultural society, such as the Republic of Northern Macedonia, it can be noted that a good part of the formal mentoring connections often cross the ethnic and cultural communities.

The paper examines the challenges and opportunities of mentoring relationships established between a mentor and a mentee from different ethnic backgrounds and emphasizes the importance of establishing a structure and opportunities that support successful outcomes.

Keywords: mentoring, ethnicity, diversity

TOWARDS GLOBAL CITIZENSHIP THROUGH INCLUSIVE ACADEMIC PROGRAMS: HOW A NON-FORMAL HIGHER EDUCATION INITIATIVE IN KOSOVO TRANSFORMED STUDENTS INTO INDEPENDENT LEARNERS

ARTAN LIMANI

This paper provides an account on a socially inclusive non-formal higher education initiative in Kosovo and its transformative impact it had on students, instructors, and all other stakeholders in charge of its successful implementation. The Transformational Leadership Program (TLP), created to implement economic, social, educational, and political change in Kosovo, charged RIT Kosovo, the only American university in the region with a nonprofit status, with the American University Preparatory Program (AUPP). The paper provides an account on the program's impact on students' transformation, both personally and academically. It also gives a detailed reflection on the Kosovo education context, the RIT Kosovo Liberal Arts structure, and most importantly, the matrix employed to design the AUPP from a curricular standpoint, hire and train its instructors who became the bloodstream of it, design and implement a Quality Assurance and Quality Enhancement scheme to assure world standards of learning and teaching, as well as the overall classroom dynamics, across all centers in Kosovo. The paper presents L.D. Fink's (2013) Significant Learning Experiences which was used as a theoretical lens when creating the curriculum, but most importantly, when implementing the curriculum in each learning class. According to the results of the program, Fink's lens implemented in the Kosovo context helped successfully complete the whole program cycle of 5 years, with 1150 students certified. Given this success, RIT Kosovo continues to offer its in-house Pre-College Preparatory Program, including the Summer Camp; both multidisciplinary programs aiming to enrich students' lives with global citizenship skills in an inclusive learning environment.

Keywords: Higher Education; Inclusive Higher Education; Global Citizenship;
Quality Assurance; Curriculum Development; Teacher Training

REDEFINING HOW AND WHERE LEARNING HAPPENS

ADINA DEACU

One of the problems with modern educational systems is that they target the majority. This means that if students can fit in, then they are considered good students. However, if they can't fit in and follow the lesson plan delivered by the teachers, then the educational system categorizes them as students who don't like to learn or students with "problems". The problem is that currently, the educational system is not able to adapt to individual learning needs, or to include diversity in the way the learning material is delivered, i.e. different people learn in different ways, thus learning methods and environments should be adapted to fit individual learning needs and styles. Einstein once said: "If you judge a fish by its ability to climb a tree, it will always think it's an idiot". Within a proper environment and under proper guidance, everyone is a genius, but with different talents.

In order to help address the above issues and redefine how and where education happens, "Tianmei's World" Academy was founded as a decentralized school concept, a "network of classrooms" aiming to provide equal opportunities to access quality education for everyone regarding their skin color, financial and cultural background, while providing the possibility for the students to experience by themselves what are the learning methods and environments that they feel are most suitable for their individual needs.

This article will explore more in depth the core issues that were identified with the current education system, how a "network of classroom" concept would help solve those, the research that was done in order to reach those results, the academic evidence to support the methods developed, as well as the measurable results obtained so far along with the lesson learned throughout the whole process.

Keywords: education, diversity, decentralized, learning environments,
"network of classrooms"

INTERACTION BETWEEN "THE DIFFERENT" IN THE MOTHER TONGUE TEXTBOOKS FROM FIRST TO FIFTH GRADE

SUZANA MIOVSKA-SPASEVA

ELENA ACHKOVSKA LESHKOVSKA

Textbooks play a significant role in sensitizing young students for the diversity of people in the world and the community in which they live, and developing attitudes toward the others. Hence, it is of great importance in writing and the selection of textbooks used especially in multi-ethnic schools and communities, to take into account the intercultural dimension of texts, tasks and illustrations in them, i.e. to promote contents that will enable acceptance, respect and interaction of "the different".

The paper presents the results of a comprehensive intercultural analysis of the mother tongue textbooks that are used in classes from first to fifth grade in the nine-year primary education in Macedonia. The research was aimed at exploring whether the textbooks' contents encourage interaction between the different in Macedonia, thus nurturing the intercultural dialogue and cooperation in young students. The analysis includes 38 books used in teaching of 4 compulsory courses: Macedonian language (13 textbooks), Albanian language (11), Turkish language (5), and Serbian language (3) and two elective courses (Language and culture of Vlach (3), and Language and culture of Roma (3)). Major focus was given on three aspects of the interaction between the different: a) socializing and cooperation among children of different ethnic communities in Macedonia; b) personal names that are used in texts and students' tasks; and c) the poetry and prose authors presented in the textbooks regarding their national affiliation.

In the research are used combined qualitative and quantitative methods and procedures, and the results are shown by narrative description, tables and illustrations with examples.

The analysis revealed that almost in all textbooks are included topics that have affirmative approach to cooperation, socializing, helping and respect for other people, but in images and words it's not evident that they belong to different ethnic or religious communities. In addition, in mother tongue textbooks are prevalent names which are characteristic of a community that speaks the respective language. Finally, texts of authors belonging to the respective community are dominant, with a higher incidence of authors from foreign cultures, whereas the authors from other ethnic communities in Macedonia are least represented.

Keywords: Mother tongue textbooks, Intercultural dialogue and cooperation, Intercultural education, Primary education in Macedonia.

INTERCULTURAL SENSITIVITY AMONG STUDENTS - FUTURE TEACHERS

SNEZANA JOVANOVA-MITKOVSKA

BILJANA POPESKA

NIKOLA SMILKOV

Nurturing, promotion of intercultural sensitivity as a key competence that is established through intercultural education is also a priority of every multicultural modern society. Awareness and acceptance of cultural diversity, awareness of their own rights and responsibilities, perception and learning of different languages, interest and curiosity for the different, its acceptance, respect and cooperation, takes place through the educational process.

One of the key actors in that process is the teacher. The quality and successful realization of intercultural education largely depends on its intercultural competence, intercultural sensitivity, perceived and understood as an interest in another culture, observing and understanding cultural differences and consciously changing one's own behavior with respect for other cultures. Teachers should be the model for the development of intercultural sensitivity in the younger generations. Only interculturally competent, interculturally sensitive teachers can encourage the younger generations to develop and form an intercultural sense.

Are younger generations, future teachers, developing intercultural sensitivity? What are the recommendations?

We got the answer to these and other questions with the realization of a small, micro research in which we started from the hypothesis that students, future teachers are interculturally competent, interculturally sensitive.

We applied the descriptive-explicative method, the method of theoretical analysis, the scaling technique and the instrument Intercultural Sensitivity Scale (ISS) by the authors Chen and Starosta (2000).

In the paper we present the results of the realized research and the recommendations in the direction of strengthening the intercultural sense in the future teachers.

Keywords: competence, teaching faculties, intercultural, multicultural, students

THE IMPORTANCE OF INTERCULTURAL CONTACT AND EXPERIENCE IN BUILDING INTERCULTURALLY COMPETENT INDIVIDUALS

FATIME DEMIR
LJATIF DEMIR

Cultural diversity is part of our daily lives. It is found on the street, at school, at work, in the media, everywhere. The trend of migration that marks the 21st century further contributes to the diversity of the social milieu. Thus, human everyday life becomes culturally richer thanks to those who build new life in other places. The democratization of societies and the promotion of social justice, in which every cultural and national diversity seeks to be recognized and accepted, as well as the migration trend are an important challenge that the world is facing with, and which modern multicultural societies have to deal with. Unfortunately, not always and everywhere this cultural diversity is perceived as a treasure and benefit of the society. On the contrary, it is often a source of intolerance, mistrust and rejection of the different one. That is why every multicultural society strives to affirm the benefits of the cultural diversity and actualize the issue of intercultural competencies as a prerequisite for intercultural dialogue and life in a multicultural environment. Apart from the family, the educational institutions have the greatest responsibility in creating individuals who possess intercultural competencies and sensitivity for the "other" and the "different".

Visibility and recognition of Roma and Romani culture as part of the Macedonian multicultural fabric is making some progress but is still far from satisfactory. Often Roma NGOs try to make up for the lack of content, material, human and institutional resources to nurture and promote that culture. Through analysis of relevant literature, this paper in its first part will address the terms multiculturalism, social justice, intercultural competencies, and the role of the teacher in multicultural education. In the second part, through case studies, it will present good practices and experiences from the formal and non-formal education of children and youth: teaching activities in the multicultural school Jashar Bey Shkupi - Skopje and extracurricular activities in the Roma cultural center Darhia. In both cases, the importance of providing intercultural contact and experiences, without which it is not possible to build intercultural competencies, is emphasized.

Keywords: intercultural competence, romani culture, multicultural education

THE CONCEPT OF MULTICULTURALISM IN TIMES OF CRISIS

LAZO MATOVSKI

Today's reality has been rapidly changing. The time has confronted the world with an unprecedented health crisis that has taken so many lives, inflicted so much pain and changed people's normality. What was considered as a routine daily life yesterday has become abnormal today. Different segments of the society have been faced with negative implications since the beginning of the crisis including the health sector, economy, culture, education, among some of them. Recent developments have caused adverse multiplicative effects to the concept of multiculturalism as well. All of a sudden, the question of how to respond to the challenges associated with diversity based on ethnic, cultural and religious differences in times of crisis has appeared in the spotlight.

Coronavirus pandemic has once again showcased the global interconnection level, but at the same time forced us to become more alienated, thus limiting the social interactions between people from different backgrounds. Adverse reactions to the recent developments across the world have become daily music to our ears. This situation has brought many unknowns, raised many questions, created a lot of uncertainty. This insecurity about people's health and future, raises the questions about our ability, as a global community, to efficiently tackle the negative social outcomes of this crisis, including the effects on the multiculturalism. With the rise of the pandemic, many countries see rise of equally infectious nationalism and xenophobia as well. Some political leaderships could not restrain themselves in such time to sparkle the flame of isolationism, distorting the rules of good, responsible governance by respecting the multiculturalism as a value for which many generations fought for.

Will society continue to value the idea of multiculturalism as an integration concept or are we heading to disintegration by becoming more insular? What lessons will we learn from this? This pandemic is an opportunity for ourselves to brainstorm, make proper adjustments and, if we are wise enough, to proceed nurturing and promoting the values of diversity, equity and multicultural understanding in a much changed reality.

Keywords: Multiculturalism, pandemic, reality

MULTICULTURAL EDUCATION FOR FUTURE TEACHERS AND THEIR COMPETENCIES FOR WORK IN MULTICULTURAL ENVIRONMENT IN REPUBLIC OF NORTH MACEDONIA

ALEKSANDRA SARDZOSKA

Multicultural education is an approach to teaching and learning that is based on democratic values affirming cultural pluralism. The need for the future teachers to be educated for multicultural education at universities in our multicultural context is of essential value, considering that these teachers will be the future to our education. Concentrating on a productive discussion, how our multicultural reality looks like and according to that normative discussion to create the university education that will serve the multicultural school challenges in the specific context of our education is very important. The multicultural policies are important step to ensure the institutional implementation in school setting. The foreign concepts of multicultural education could not be just copy-pasted, they simply need to answer the needs of the real context and situation.

The subject of research in this paper is the concept of multicultural education within the university courses for future teachers in the Republic of North Macedonia and defining the competencies and skills for the multicultural teacher. The purpose of this study is to define the skills and competencies of future teachers in terms of multiculturalism, as well as how they should work to improve them. The development of individual skills for knowledge, communication and critical thinking are of great importance for successfully dealing with the challenges in a multicultural society. In terms of realizing the purpose of this research, certain procedures, instruments and techniques were used. This is a thorough research in which individual interviews were conducted with university professors, who are directly involved in teaching the subject Multicultural Education, as well as people with civic society background that share experience in the specific field.

Keywords: multicultural education, competencies, skills, multicultural teacher

THE ROLE OF RELIGIOUS EDUCATION IN MULTICULTURAL SOCIETIES

DANIELA KOCEVA
SNEZANA MIRASCIEVA

In recent decades, we have witnessed the re-entry of religions into the public arena, involved through the emergence of new religions, as well as significant changes in the old religions. These processes of religious revival and religious transformation have accelerated and intensified at the expense of the rapid growth of immigration and the creation of new "diaspora communities". Religion plays an important role in constituting collective identities and in shaping both national and international cultural characteristics and borders. The frequency of tensions and conflicts related to religion has increased especially in the world, their motives can also be reflected in the cultural, political and socio-economic spheres. However, a number of initiatives and projects focused on exploring religious revival in Europe and the world have failed to assess the revival of religion in the context of other social and political processes. The aim of this paper is to develop and teach young people how to build multiculturalism. This goal can be realized through the role and responsibility of schools, the common history and identity and the religious dimension of a multicultural society.

Keywords: religious education, social cohesion, integration, interculturalism

SOCIETY FOR ALL, AN OPPORTUNITY FOR ADVANCEMENT OF YOUNG PEOPLE IN MULTICULTURAL ENVIRONMENTS

JONUZ ABDULLAHI

The aim of this paper is to highlight the importance of introducing and developing the understanding of cultural values among young people in multicultural environments, their mutual recognition of values and differences, as well as introducing good practices from democratic and developed societies. Our societies are facing constant divisions on ethnic and religious grounds, but this should be seen by young people more as advantages than obstacle. These different values should be cultivated through participation in joint initiatives and lectures, engagement in changes in society, participation in decision-making at local and central level and civil society activities.

All these activities should help in Identifying the cultural differences and cultural customs of others, to contributing in building a society for all through the development of ethical and cultural values in society, and in promoting intercultural relations based on good experiences from more advanced democratic societies.

The paper should encourage young researches to percept culture as a strategic source of development and promote civic participation in the formulation and implementation of cultural policies. Debate forums, research, media campaigns, documentaries and equitable advocacy will be the main tools of the topic in promoting multiculturalism, exploit the cultural potential for mutual acquaintance by actively involving local cultural events. The paper should also foster a social debate to promote the values and benefits of mutual cooperation between young people from different cultures through effective engagement.

Keywords: youth, multicultural environment, culture

TANDEM EXCHANGE, A DIRECT WAY TO OTHER LANGUAGES AND CULTURES

JÜRGEN WOLFF

TANDEM is a bicycle designed for two riders both involved in getting forward. We use this word for the method of learning by exchanging languages: "In order to understand each other better I help you to learn and you help me to learn." There are two types: The one-to-one-TANDEM, a totally autonomous way, and the bi-lingual TANDEM course.

TANDEM is a method applicable to all ages, from children to seniors. It has been used in many ways: In nursery, primary and secondary schools, in vocational training institutions, in youth organizations, in universities and colleges, in teacher training colleges, in adult education, in Trade Union training within companies and immigrant/refugee centers. It works in the country of either of the groups taking part in a bi-lingual Tandem course, or together in a third country, in a cross-border way or on the Internet. Until now it has been used in at least 23 languages.

The goals can be varied: the language tandem, the culture exchange oriented tandem, the professional tandem, the multilingual 'Babylonia-Tandem', the antiracist 'Interkultur-Tandem', the cross-border 'Mugaz Gain', the 'Dialog/Peace-Tandem', and e-Tandem on the Internet. Also the content is flexible: conversation, narration, reading, professional skills (phoning, translating, interpreting), leisure time activities, cross-culture differences. The material is public on <https://tandemcity.info/es/free-tandem-downloads/> and we offer free courses how to use it.

A variety for conflict areas is the 'Dialog/Peace-Tandem', which was started in 2017.

It is suited for areas where different-speaking groups of the population live together:

- a) Conflict prevention in regions like the Baltic States
- b) Reconciliation processes such as the one on Cyprus

(The implementation in areas during violent conflicts for instance in Israel / Palestine or the Ukraine is more difficult.)

Through the project, the already existing material for the language tandem and the intercultural tandem has been adapted for these situations. An offer is made to the different groups of the population to improve their knowledge of the language of others in the exchange. As 'collateral benefit' we expect the dismantling of 'enemy' stereotypes.

Keywords: exchange, language, culture, peace, tandem

DOBROGEA – A MODEL OF MULTICULTURAL EDUCATION

OANA-ELENA BRÂNDA

The aim of the present article is to analyze Dobrogea as an example of good practices that could be taught in the field of multicultural education. 18 ethnic groups live on the territory of Dobrogea ever since its annexation to Romania in 1878. In that regard, Dobrogea is truly a special land. In my view it is the most accurate example of how to build social cohesion. My aim is to investigate the path that Dobrogea followed from multiculturalism to interculturalism, which made it a successful model for cooperation, dialogue and social cohesion. Interculturalism in Dobrogea was favoured by the exotic character of these cultures and the appeal it brought to the Romanians. The Dobrogea case is one of a functional interculturalism, and not just a theoretical one, or a decorum.

Dobrogea is a model of peaceful coexistence, as ethnic groups managed to thrive here without fear from the authorities. In the case of Dobrogea, cultural and civilizational disparities were eliminated. There is also no marginalization. These are veritable examples of good practices as far as cultural diplomacy is concerned. In the case of Dobrogea, the existing intercultural dialogue is showing that multiculturalism is not a threat to traditional values, but, on the contrary, it is an enhancement of these values, as well as their highlighting of a changing world, in which cultural values, fueled by the existing and still used cultural heritage, are one of the few remaining identity anchors of the individual.

Dobrogea is a space of interference: between East and West, between Christianity and Islam, between NATO and the former Soviet space. It is a space of ethno-cultural diversity. Despite the manner in which the 18 ethnic groups arrived in Dobrogea – colonization of populations, transfer, voluntary movement, they are now functioning together. The factors that led to this functionality are: population stability, access to resources, security of the individual, the reciprocal/mutual knowledge of the groups themselves, the historical experience – Dobrogea's inhabitants knew the values of tolerance because throughout time, they were "forced" to embrace it and the exotic character of the area.

Keywords: multiculturalism, interculturalism, Dobrogea, peaceful coexistence

MULTICULTURAL INTERACTION AND COMMUNICATION: MODERN LEARNING- TEACHING APPROACHES FOR DEVELOPING THE SOCIAL–HUMANISTIC CONTENT IN PRIMARY EDUCATION

BILJANA KAMCHEVSKA

The starting point for this paper is that the acquisition and mediation of effective multicultural communication skills as a new objective in modern language learning and teaching requires new methodological approaches. These methodological approaches need to offer a guide to curriculum development and structure, a means for students to progress through the material, and a way of checking to see if both the students and the content are achieving what is intended.

Multicultural education is becoming a necessary in the process of mutual understanding and mixing of different cultures. Due to this there is a need for implementation in modern classroom. Therefore, the contents of socio-humanistic area is an ideal basis for achieving this objective. Implementation of multicultural education implies openness to other cultures and perception of diversity as an opportunity for learning and contemporary classroom in the school as a place of everyday contacts of members of different ethnicities, cultures, religions and languages.

Multicultural communication implies acquiring of effective multicultural communication skills as a new target in modern learning and teaching. Also, very important are the new didactic-methodological approaches in developing the content of socio-humanistic area in primary education that could be offered a new guide for curriculum development.

The aim of this paper is to consider a range of complementary approaches that could be combined to bring about a concept of learning which is:

- up-to-date;
- compatible with current approaches to language learning methodology;
- tailored to the development of effective intercultural communication skills.

To address the above needs, it was necessary to research the literature for methodological approaches that could inform practice from within the fields of multicultural educational practice, cross-cultural and multicultural research methodology, multicultural communication studies and educational pedagogy and psychology. As a result of that research, four diverse but complimentary approaches were selected and integrated into a teaching and learning framework.

Keywords: multicultural interaction, communication, social humanistic content



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