



**ASSESSMENT OF THE REALIZATION OF INTEGRATED EXTRACURRICULAR ACTIVITIES  
ACCORDING TO THE NANSEN MODEL FOR INTERCULTURAL EDUCATION IN THE  
PRIMARY SCHOOL "GOCE DELCHEV" IN GOSTIVAR**

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## INTRODUCTION

*Nansen Model for Intercultural Education (NMIO)* developed by the Nansen Dialogue Centre (NDC) in Skopje is a modern upbringing and educational model that nurtures, fosters and integrates multiethnic values and bilingualism, at the same time promoting and supporting partnership relations between students, teachers and parents of different ethnic communities based on respecting differences.

One of the key components of the Nansen Model for Intercultural Education are the integrated extracurricular activities designed primarily for students in multiethnic and multilingual primary and secondary schools. They are realized after the regular classes (that are held in native language of students) with groups of students of different ethnic backgrounds and generally at the class level. They are realized by teacher tandems, with each teacher performing the planned activities in their native language, appropriate for one part of the students, with application of the paraphrase approach. Within the activities, various stimulating game playing and research activities enable students to develop positive feelings and attitudes about the "other" culture and its values, enrich the elementary vocabulary with terms and cultural and social phrases from the other language and prepare children for coexistence, while complementing, expanding and deepening the contents of mandatory classes.

Extracurricular activities according to NMIE are implemented according to annual programs which offer several types of school clubs in different areas for each class, closely correlated to the contents of the compulsory curriculum, thus enabling students to expand and deepen their knowledge and skills. For the purpose of this research, we observed school clubs realised with students from class and subject teaching in the Primary School "Goce Delchev" in Gostivar.

Global goals of integrated extracurricular activities are defined in the strategic paper "Concept for Intercultural Education"<sup>1</sup> and are modified and incorporated in individual annual programmes for integrated extracurricular activities. These goals were the main guidelines in preparation of research instruments.

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<sup>1</sup> Concept for Intercultural Education (2015), Skopje: Ministry of Education and Science (<http://www.mon.gov.mk/images/Koncepcija-mk.pdf>), p. 35.

## RESEARCH METHODOLOGY

The research was carried out in order to assess the quality of implementation of extracurricular activities according to NMIE from the aspect of defined global goals. In the third quarter of 2018, field observations at the Primary School "Goce Delchev" in Gostivar were carried out to monitor the realization of integrated extracurricular activities. Instructions in this school are held in Albanian and Macedonian language in two school shifts, with one shift for each of the languages of instruction.

During the specified period, 11 classes of integrated extracurricular activities were observed (8 in class teaching and 3 in subject teaching), realized by teacher tandems that hold instructions in Macedonian and Albanian language. The dynamics of observations, types of monitored integrated extracurricular activities (school clubs), teacher tandems that have implemented them, and the ethnicity of students in individual classes are given in the Appendix.

The data in the Appendix show that students in class teaching mostly prefer the *Eco school club*, provided within the annual programme for integrated extracurricular activities for the third grade, as well as the *Peace and tolerance* club in the fourth and fifth grade. Less preferred are following school clubs: *Little constructors* for the fourth grade, *Get to know Macedonia* for the second and third grade and the *Drama Club* for the second grade. Within the subject teaching, we monitored the *Art Club*, the *Nansen Sports Club* and the *Music Club*, which were realized with students from the sixth, seventh and eighth grade. Since the integrated extracurricular activities in the subject teaching are realised for the first time, and since teachers as their implementers had completed only the basic level of training for the Nansen model, the observed classes included game activities for encouraging a positive and pleasant atmosphere in the group. Actually, the implementation of annual programmes for individual school clubs was not initiated yet.

Regarding the formation of groups for realization of integrated extracurricular activities, it can be noted that they are composed of students from two classes (one Albanian and one Macedonian) from the same grade or students from two classes in successive grades.

The provided review of teachers - implementers of the monitored integrated extracurricular activities, suggests that all of the class teachers have completed the basic and advanced level of training for the Nansen Model for Intercultural Education, while some of them have completed the specialist level. Most of the class teachers have many years of experience in implementation of NMIE and have worked in several types of clubs in the school they work in. Some of the teachers work as a tandem for several school years. Unlike the class teachers, subject teachers have completed the basic level of training and

now attend the advanced level of trainings for NMIE, gaining their first experience in the implementation of integrated extracurricular activities. The subject teachers who implemented the monitored extracurricular activities are teachers in physical and health education, music education, English language and biology and are homeroom teachers of students with whom they realized the activities.

In order to perform the observations, we prepared a protocol for recording and evaluating the necessary parameters monitored in the process of realization of extracurricular activities according to NMIE. Immediately before the implementation of each observation, the teacher tandems-implementers submitted a written preparation for the extracurricular activity that was monitored.

Within the field part of the research, an interview (semi-structured) was held with all the teachers, i.e. teacher tandems, whose extracurricular activities were monitored in order to detect their personal views for the past experiences in realization of extracurricular activities, in particular the benefits from their realization, but also some their suggestions and ideas for further activities aimed at improving the quality of their realization. The interview was held immediately after the extracurricular activities were completed.

### ***ANALYSIS OF THE RESEARCH RESULTS***

All data obtained from the observed extracurricular activities and interviews with the teachers are presented and analyzed here, in terms of several key points, i.e. indicators of achieved global goals of the extracurricular activities and the quality of their realization. They are mainly related to some essential components of the integrated extracurricular activities, such as: forms and methods of teaching, course of realization, tandem and team work of teachers, bilingual approach, intercultural ambiance in the classrooms and the school, and contributions and benefits of the realization of integrated extracurricular activities so far.

## ***FORMS AND METHODS OF TEACHING***

Forms and methods of teaching, as one of the key structural components of the teaching process used to determine the organization of teaching, types of activities of teachers and students and procedures that are used in order to meet the defined goals of the programmes for extracurricular activities, were at the focus of performed observations.

The research on this issue showed that almost all forms and methods of teaching were applied in each observed extracurricular activity, although with different frequency of their dominance during the activities. From the aspect of the prevalence of individual forms of teaching, the dominance of the group work was apparent, followed by the individual and tandem type of work. Compared with other teaching forms, the teacher-centred approach was less represented.

Teachers practiced the group form of teaching by dividing students into several groups, mainly consisting of four, five or six members. When creating groups, the majority of teachers took care that the students in each group were of a mixed ethnic composition, because the multicultural dimension within this approach is recognized primarily through the ethnically heterogeneous composition of groups, which allows students to develop social skills not only towards the members of their own culture, but also to others, and thus have the opportunity to get to know them better. Thus, teachers have to be more cautious when creating the groups, in order to ensure that each group is always of a mixed ethnic composition of students, with the same or nearly the same ratio. Teachers practiced different and interesting ways and approaches when selecting group members. Groups almost always had different kinds of tasks to solve, which enabled debating, active listening and mutual assistance, thus encouraging students' curiosity to discover and recognize diversity in many aspects. In addition, it was also evident that teachers had in mind the developmental abilities and skills of the students, their individual characteristics, previous knowledge, wishes and interests when preparing the group activities.

During the execution of group activities, one could notice the existence of cooperative relations between the group members of different ethnicity, positive mood, encouragement, sharing ideas, opinions, suggestions, as well as saying some words in the language of the "other", but also the existence of a positive socio-emotional climate. There was a general impression of the achievement of strong cohesion between students of different ethnicity within the groups and in general at the class level, where all students were accepted as equal members. Students of different ethnic backgrounds practiced various ways to understand each other and to communicate, whether verbally or

nonverbally, respected and assisted each other when working, but at the same time they played together and socialised. No cases of risk of interethnic tensions and conflicts within ethnically mixed groups were observed during the extracurricular classes.

The individual approach in teaching was also present in all observed extracurricular activities, most often practiced in the introductory part of the classes, but also in activities of the groups when each member of the group had to work individually on one part of the group assignment. The tandem work of students was present in just few extracurricular activities. Student tandems mainly consisted of one Albanian and one Macedonian student. The teacher-centred approach took place in almost all realized extracurricular activities, although less represented than the other teaching approaches, mainly when teachers had to communicate with all students at once in order to inform and instruct them about the activities that should be performed.

Appropriate selection of teaching methods and their successful application during extracurricular classes is of particular importance in promoting interculturalism and meeting the defined goals of extracurricular activities. Especially important in that regard were the methods of game, discussion, illustration, demonstration and practical work, which enabled interaction, empathy, direct multidirectional communication, fine art creation, application of visual aids, criticism, fostering curiosity, creativity, etc.

One of the specifics of the integrated extracurricular activities, as well as the Nansen Model for Intercultural Education itself, is preference of the game method in realization of activities. Hence, it was evident that the teachers in all observed extracurricular classes generally used the method of game. The teachers practiced various motivating and creative game activities that the students accepted with great joy and participated with great pleasure. Students of different ethnicities cooperated, respected, and got closer to each other during the game activities. These activities in most cases were accompanied by music that created a comfortable, relaxed and warm atmosphere. Students in lower grades sometimes wanted to play the game again. This clearly suggests that this kind of activity enchants and relaxes students and makes them feel happy, cheerful and free.

Method of illustration and method of practical work and demonstration were often used in realization of extracurricular classes, especially with the students in class teaching, while the methods of oral presentation and dialogue were represented in all classes. Most frequently applied were the teaching methods that encouraged active, experiential and cooperative learning and critical thinking of students, allowing different interpretations and multiperspective views about the contents of



individual extracurricular projects. Critical thinking of students was encouraged as an important aspect of intercultural competence, in favour of developing students' abilities for critical and analytical understanding of their own and the culture of the "other".

The insight into written lesson preparations by teachers for the observed extracurricular activities suggests that the selection of forms and methods planned for realization of the activity corresponded both with the defined goals for that particular activity and the general principles of intercultural education.

### ***COURSE OF REALIZATION OF EXTRACURRICULAR CLASSES***

The course of realization in all the monitored extracurricular classes was structured in three global sequential and interconnected parts: introductory, main and final.

In the introductory part of the class, teachers practiced different approaches and realized various contents which were closely related to the main part of each particular activity. Almost every one of the observed extracurricular classes had a specific approach to realization of the introductory part, but with one common goal: arousing interest and attention of students about the actual topic and creating a positive socio-emotional working climate in the classroom. In this teaching stage, teachers motivated students for activities that are to be performed, by using various activities, contents and didactic resources. They organized various types of game activities, dramatizations, presented folk proverbs, convenient photographs and reproduced audio and video recordings or some interesting events related to the topic. In doing so, teachers were taking care that the students of both ethnic communities equally participate in activities. The realization of activities showed that the teachers had an individualized approach to the students, according to their individual capabilities and skills.

The main part of extracurricular activities, in almost all cases, was realized through application of the group form of teaching. Students inside the groups worked mainly independently and with great interest and pleasure shared what they did with the other students in and out of the parent group. Various tasks allowed the interaction and enhancement of communication within the groups and encouraged cooperative learning, critical and flexible thinking, empathy and curiosity of students. Tasks corresponded with the mandatory contents, enabled the expansion and deepening of already acquired knowledge of students from individual teaching subjects and provided opportunities for developing



various competences and life skills of students, required for a high-quality coexistence in a multiethnic community.

In order to perform the assigned tasks, students had to produce, create and decorate certain items related to the topic they worked on during each extracurricular class. Students were provided with a various didactic material, such as: flipcharts, colored cardboards and papers, plastic packaging, play dough, various items from nature, straws, styrofoam, clay, created applications, balloons, stickers, hula hoops, etc. In addition, during the realization of activities besides the working materials for students, teachers also used certain visual aids, as well as appropriate information and communication technology.

During the realization of the observed extracurricular activities, it was noted that the teacher tandems constantly monitored the students' activities in each of groups. Where necessary, they additionally instructed the students, encouraged patience in implementation of the activities, helped and encouraged them in solving tasks and guided students to constructive and team cooperation. Completion of group tasks was usually followed by presentation, constructive discussion, and in some cases, assessment of the quality of crafted works.

In most of the monitored extracurricular activities, the final part of integrated extracurricular activities was realized through various game activities, especially warm up exercises in lower grades (movement games) and involved almost all students, while some games were competitive.

### ***TANDEM AND TEAM WORK OF TEACHERS***

The model of integrated extracurricular activities, as well as the Nansen Model for Intercultural Education, generally promotes the tandem and team work of teachers, because the interculturalism - among other things - means dialogue and exchange of ideas, experiences, knowledge and views. Namely, one of the key elements for successful implementation of intercultural programme contents is the capability of teachers who work in a multiethnic environment to cooperate and communicate effectively with colleagues of other ethnic communities.

From the data obtained by a field research, more precisely from the observations and interviews with teachers, we can conclude that teachers are qualified to work in a multiethnic environment and to cooperate and communicate effectively with colleagues of other ethnic communities. This means that they have developed awareness of their own culture, possess knowledge and show curiosity about the

culture of others, as well as skills to handle the challenges that arise from cultural differences. Almost all of the monitored teacher tandems successfully organized the extracurricular integrated activities, were well synchronized, assisted, complemented and monitored each other, while guiding, encouraging, motivating and assisting students in the performance of their assigned tasks. This all created a positive climate in the classroom in which they worked with students of different ethnic backgrounds, and helped to sensitize students for respecting mutual differences.

Some statements of the teachers during the interview suggest that they cooperate in the preparatory stage of extracurricular activities as tandem partners, i.e. during the planning of the Nansen activities, during their realization, and after its completion in order to evaluate the quality of the performed work. Their cooperative relationship was especially evident in preparing and realizing joint activities of students of different ethnic communities, since there was a need to bridge the cultural and linguistic gap between them. Tandem cooperation of teachers was also expressed during the preparation of necessary didactic materials for realization of the planned activities. Teachers showed a strong synergy in the process of realization of extracurricular classes. The mutual respect, affinity and joint work of tandem-teachers were also reflected in the behavior of students. It was evident that students respect the teachers who do not teach them in regular classes and are of another ethnicity.

It is worth mentioning that teachers with greater professional experience in realization of integrated extracurricular activities generously help new tandems in preparation of extracurricular activities and convey their positive experiences. According to the teachers' statements, they often invited colleagues to attend their integrated extracurricular classes and asked them for an opinion on the positive sides or weaknesses of their realization. These activities, as well as other types of activities in implementation of NMIE which require cooperation between teachers for their successful realisation, strengthen the team work of the school teachers.

### ***BILINGUAL APPROACH IN REALIZATION OF INTEGRATED EXTRACURRICULAR ACTIVITIES***

Considering that the focus of NMIO in multiethnic and multilingual schools is placed on bilingual and tandem-planning and performing of extracurricular integrated activities by teachers, which include students of different ethnic communities who speak different languages, it was very important to get an insight into the quality of its practical application.

Each monitored extracurricular activity showed that the bilingual approach was particularly successfully and effectively practiced by the teacher tandems of one Albanian and one Macedonian teacher. During the realization of extracurricular integrated activities, each teacher communicated with the students in their native language, and in some cases, teachers were very skillful in paraphrasing from one language to another, in order to be understood by all the students. The students communicated in their native language with the teacher of their ethnicity, but at the same time they had the opportunity to enrich the vocabulary with terms and cultural and social phrases from the non-native language. With such tandem bilingual approach in realization of extracurricular activities, teachers stimulated the students' interest in learning the language and the culture of others, more specifically the language spoken by students in their immediate surroundings. In some cases, it was noticed that students had already recognized some of the phrases in the non-native language and acted according to them. In addition, it is important to emphasize that the observance of extracurricular activities showed that teacher tandems were very skillful and successful in processing the planned program contents and activities in both languages, while students had an opportunity to hear some words in other language, besides those in their native language, which is in favour of realization of intercultural understanding and dialogue.

Besides the verbal communication of tandem teachers, the bilingual approach was also observed in the working materials for students used to solve the tasks within the groups. Namely, the written instructions, guidelines, texts, worksheets and other printed materials were written in both languages. Thus, students had the opportunity to learn both alphabets and how to write some words or socio-cultural expressions that are often used. In fact, this kind of tandem bilingual approach in realization of extracurricular activities encouraged the interest in learning the language and the culture of the "other".

### ***INTERCULTURAL AMBIANCE IN THE CLASSROOMS AND THE SCHOOL***

One of the basic principles of the "Concept for Intercultural Education" is the creation and improvement of an intercultural environment in the classrooms, the space around them, and generally in the schools where the Nansen model for intercultural education is implemented. An insight into the classroom layout where the observed extracurricular activities took place points to a conclusion that the entire space offers a stimulating environment in which diversity in a positive context is presented

and promoted in a variety of ways. The classrooms walls were filled with various positive and encouraging messages written in both languages, photos, symbols, illustrations, applications and various items and students' crafts, which in their own way promoted different cultural features and values. This comfortable pedagogical ambiance of the classrooms subtly influences and contributes the development of intercultural awareness and sensitivity of students.

Regarding the school ambiance, it is worth mentioning that the hallways, i.e. the space in front of the classrooms, were decorated with boards containing student creations made within the extracurricular activities, as well as with some of their works exhibited and arranged in special corners, through which the intercultural ambiance could be experienced even before entering the classrooms. There were also boards with the logo and the motto regarding the type of the school club that was realized in each class (written in both Albanian and Macedonian language), as well as the names of students who are members of different clubs. Attention in the corridor was also attracted by the boards with written topics that had to be realized within a single school club in the course of the semester and in accordance with the existing curriculum. Thus, each individual involved in the upbringing and educational work can transparently get information about the contents that are processed within a single school club. These information can also arouse parents' interest in cooperation, in particular in their direct or indirect participation in the implementation of some of the listed activities.

Classrooms used for extracurricular activities in the class teaching<sup>2</sup> possessed an intercultural ambiance, unlike the classrooms used for subject teaching. The latter were designed in rather traditional fashion, without any intercultural features, decoration and enhancement of the space. We suppose that the reason for this is that extracurricular integrated activities in subject teaching are realized from this academic year for the first time..

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<sup>2</sup> Two classrooms used for the Art and Music Club; the Nansen Sport Club was realised in the school gym with students from subject teaching.

## ***POSITIVE SIDES OF THE REALISATION OF EXTRACURRICULAR INTEGRATED ACTIVITIES***

The goal of this research, among other things, was to recognize the positive sides, i.e. benefits of the realization of extracurricular activities according to the Nansen Model for Intercultural Education, as seen in the views of teachers whose extracurricular classes were observed (listed below.)

- By realizing extracurricular activities according to the Nansen Model for Intercultural Education, we greatly contributed to the achievement and advancement of coexistence in our society. We begun by upgrading ourselves in the spirit of respect, cooperation, tolerance, overcoming prejudices, rejecting stereotypes... We constantly strive to develop those values among our students. In addition, we make a great contribution in developing the children's fantasy, creativity, creative skills...
- Realization of these activities enables enhanced socialisation between students of both ethnicities and acceptance of mutual differences in an unobtrusive and spontaneous way. Students respect the teacher from other class as their own, and ask help from her when needed. Students of both ethnicities communicate with each other and have a friendly relationship. The activities are accompanied by a pleasant atmosphere and students feel happy and satisfied. Learning through play causes great interest in learning, socialising and cooperating.
- Children of both ethnic communities respect each other, without any animosity, they begin to cooperate and consult and are able to say some words in both languages. They joyfully participate in activities.
- Students of different ethnicities begun to communicate and cooperate, being aware of the culture and the language of the others, showing an interest in learning and saying some words in another language. They know each other's' names, they greet each other when they meet in the school yard and hang out together, both inside and outside the school. They now behave freely, although they even did not want to sit next to peers from another class at first.
- Students show a great interest in realization of this type of extracurricular activity, they are eager to attend these classes. They also share their experiences with the students from other classes about the way these classes are realized and their benefits. It has also been noted that students who did not attend this type of classes in previous years, expressed interest to

participate during this academic year. Students and parents do not show any resistance anymore, as it used to be the case in the past.

- Students are satisfied, they are looking forward to participate in activities of the Nansen Model for Integrated Education and they find lots of different ways to understand each other using verbal and non-verbal speech. They respect and assist each other during the practical work, but also play and socialise with a smile on their faces.
- Although these students belong to two different ethnicities and age groups, they all accept these activities with great affection and interest. They really enjoy learning through play, looking forward to the next meetings and new activities. It is a great pleasure to see that students of both ethnicities accept the diversity and communicate as friends.
- These activities contribute to the development of intense cooperation between tandem partners and other teachers in the school. They jointly prepare the activities and share responsibilities, first in lesson conception, then in sharing the activities depending on individual interests, affinities and abilities of each teacher. Teachers cooperate quite often, assist each other, share opinions, jointly advise ways how to realize the activity and provide or create necessary materials for each lesson.
- Tandem teachers have begun to cooperate more closely with each other, they help each other even in regular classes, and are friends in private life. They also cooperate with other tandems.
- The cooperation between us as colleagues has deepened and enhanced our mutual familiarisation and sharing of knowledge and experience that we have gained in the regular teaching by now. Application of various learning techniques, materials and modern technology makes this project very interesting and enables us to accomplish our goals and activities with ease.
- Parents greatly response to these integrated activities, they help us in preparation of some of them and attend parent workshops. A parent is the first one to explain to their child that all people have similar needs, interests and desires, regardless of the ethnicity.
- Experiences after realization of extracurricular activities show positive results, since both us and the children are having fun during the realization of extracurricular activities. The classroom now looks quite different from the one we started with and we are provided with

everything we need not only for extracurricular activities, but also for the realization of regular classes.

## CONCLUSION

Based on the insight from observations of the implementation of integrated extracurricular activities (school clubs) and the interviews with teachers who implemented them, we can draw several global conclusions.

Regarding the provision of conditions required for successful planning and realization of integrated extracurricular activities, it was concluded that the monitored school was fully provided with everything needed. Namely, the classrooms had good spatial conditions and were well equipped with a variety of didactic tools and aids, offering a convenient and adjusted environment for this type of activity. All teachers who were implementing the extracurricular activities possessed a high level of professional intercultural competencies acquired through trainings organized and implemented by NDC. Appropriate annual programmes for school clubs were provided for realization of the Model for Integrated Extracurricular Activities, as well as didactic packages and practicum for teachers including various models for preparation of extracurricular classes, compatible with the existing annual programmes.

The realization of integrated extracurricular activities in the school took place in favourable conditions and at high quality level, following the essential didactic principles and requirements and in accordance with the global goals set in the *Concept for Intercultural Education* and the goals and contents of the annual programmes.

Findings showed that the Nansen Dialogue Centre in Skopje accomplishes its mission at a high professional level and very responsibly. This is stated because NDC has prepared annual programmes for all types of school clubs provided within this model, appropriate programmes for professional development of teachers, which were continuously implemented through various types of trainings and workshops, regularly providing the school with didactic or other material required for regular implementation of extracurricular activities, permanently preparing resources and materials for professional support of teachers in planning and realization of activities, and holding consultations and frequent field visits, conducting observations in order to improve certain programme areas and



undertaking activities of monitoring and evaluating the quality of the implementation of integrated extracurricular activities. There is a general impression that NDC is highly devoted to its mission, advocates for providing conditions and offers permanent support to teachers and all other entities involved in the realization of this model, with a goal of its effective implementation and promotion of best practices.

Observations and communication with the teachers who implemented the integrated extracurricular activity in the school pointed to a conclusion that this model contributes to a broader context. Namely, its implementation contributes to: developing a positive socio-emotional climate in heterogeneous groups, overcoming stereotypes and prejudices in the school environment, developing a sensibility for respecting and tolerating ethnic and cultural diversity, encouraging and supporting the interest in culture and the language of the "other", deepening the cooperation between students and teachers of Macedonian and Albanian ethnicity, integrating parents in the process of their realization, etc.

Based on the presented data and conclusions of this Report, and in order to improve the quality of the realization of integrated extracurricular activities and the achievement of its goals in the wider social context, it is necessary to take the following steps:

- Finding opportunities and supporting the realization of integrated extracurricular activities more often outside the school, by visiting museums, archaeological sites and monuments, thus enabling students' straightforward and comprehensive insight into the history and cultural features of both their own and other ethnicities.
- Supporting the positive practice of a lifelong professional development of teachers who implement the integrated extracurricular activities.
- Continuing with nurturing, but also strengthening the practice of sharing positive practical experiences, especially between schools that implement the integrated extracurricular activities.
- Trying to apply this model and all its positive experiences in a larger number of upbringing and educational institutions in order for its benefits to gain a wider social verification, especially in ethnically heterogeneous environments.
- As a good and positive model in many aspects, the integrated extracurricular activities should be incorporated as an integral part of the overall upbringing and educational system.

## APPENDIX

*List of the observed integrated extracurricular activities/school clubs realized in the Primary School "Goce Delchev" in Gostivar*

- **24/10/2018. Observation of integrated extracurricular activity in the school club: Get to know Macedonia**, Monthly topic: With music through Macedonia, Daily activity: Our instruments, realized by the **teacher tandem: Lenche Angelkoska and Afrime Durmishi**. Both teachers have completed the basic and advanced level training for the Nansen Model for Intercultural Education. They have worked together for several months as a tandem in extracurricular activities according to the Nansen Model and have over 25 years of professional experience as class teachers. The project is realized with a **group of students from classes: III1 and II1**.



- **31/10/2018. Observation of integrated extracurricular activity in the school club: Eco Club, Monthly topic: Autumn in my country, Daily activity: From seed to fruit, realized by the teacher tandem: Olivera Gjorgjioska and Adrijana Ziberi. Both teachers have completed the basic and advanced level training for the Nansen Model for Intercultural Education. They have worked together for several months as a tandem in extracurricular activities according to the Nansen Model and have several years of professional experience as class teachers. The project is realized with a group of students from classes: III3 and III4.**





- **7/11/2018. Observation of integrated extracurricular activity in the school club: Eco Club,** Monthly topic: Autumn in my country, Daily activity: Who is polluting the rivers, realized by the **teacher tandem: Lidija Bilbiloska and Drita Jakupi.** *Both teachers have completed the basic and advanced level training for the Nansen Model for Intercultural Education. This is their second year working together as a tandem in extracurricular activities according to the Nansen Model. D. Jakupi has over 25 years of professional experience as a class teacher, while L. Bilbiloska has over 15 years of experience. The project is realized with a group of students from two grade 3 classes.*



**12/11/2018. Observation of integrated extracurricular activity in the school club: Little Constructors, Monthly Theme: Our Construction Corner, Daily Activity: Hammer, realized by the teacher tandem: Aleksandra Naumcheska and Sevim Suljo.**

*S. Suljo has completed the basic, advanced and specialist level training for the Nansen Model for Intercultural Education, while A. Naumcheska has completed the basic and advanced level. This is their second year working together as a tandem in extracurricular activities according to the Nansen Model. S. Suljo has three years of experience in extracurricular activities, with participation in two tandems and more than 20 years of professional experience, while A. Naumcheska has over ten years of experience. The project is realized with a group of students from classes: IV1 and IV2.*





- **14/11/2018. Observation of integrated extracurricular activity in the school club: Eco Club,** Monthly topic: Air pollution, Daily activity: Wind, realized by the **teacher tandem: Hirije Ismaili and Todorka Krajcheska.** *T. Krajcheska has completed the basic, advanced and specialist level training for the Nansen Model for Intercultural Education, while H. Ismaili has completed the basic and advanced level. They work several months as tandem teachers in realization of extracurricular activities according to the Nansen Model. T. Krajcheska has been working three years in realization of extracurricular activities, with participation in two tandems. She has over 20 years of professional experience, and T. Ismaili has several years of experience. Last year she was appointed school pedagogue, and starting from this year she works as a teacher again. The project is realized with a group of students from classes: III3 and III1.*



- **20/11/2018. Observation of integrated extracurricular activity in the school club: Peace and Tolerance**, Monthly topic: Through the Balkans (our neighbours) Albania, Daily activity: Language and food, realized by the **teacher tandem: Alpina Fejzuli Beshiri and Milica Apostoloska**. *Both teachers have completed the basic and advanced level training for the Nansen Model for Intercultural Education. They have worked together for one year as a tandem in extracurricular activities according to the Nansen Model. M. Apostoloska has 25 years of professional experience as a class teacher, and F. Besiri has several years of experience. The project is realized with a group of students from classes: IV1 and IV2.*





- **21/11/2018. Observation of integrated extracurricular activity in the school club: Art Club,** Daily activity: Games for getting to know each other, realized by the **teacher tandem: Dzelvezije Jakupi and Nikolina Nikolovska Karafilofska.** *Both are biology teachers and have over 15 years of professional experience. They participate in realization of extracurricular activities since November 2018. This year they have completed the basic level of training for the Nansen Model, and during the period of observation, they attended the advanced level training. They work with groups of grade 6 students, and this group is distinctive because the students have prior experience with the Nansen Model during the class teaching. The project is realized with a group of students from two grade 6 classes.*



- 29/11/2018. Observation of integrated extracurricular activity in the school club: **Peace and Tolerance**, Monthly topic: Sweden, Daily activity: Vikings, realized by the **teacher tandem: Aneta Kaziovska and Mirushe Xhaferi**. Both teachers have completed the basic, advanced and specialist level of training for the Nansen Model for Intercultural Education. They have been working together four years so far as a tandem in extracurricular activities according to the Nansen Model in following school clubs: Fine Art in the second grade, Little Researchers in the third grade, Peace and Tolerance 1 in the fourth grade and Peace and Tolerance 2 in the fifth grade. A. Kaziovska has over 20 years of professional experience and M. Xhaferi has around ten years of experience. The project is realized with a group of **students from two grade 6 classes**.



- **6/12/2018. Observation of integrated extracurricular activity in the school club: Nansen Sports Club,** Daily activity: Games for introduction of students to each other, realized by the **teacher tandem: Gabriela Angelkoska and Qefali Fejzullai.** *Both are teachers in physical and health education and have over 15 years of professional experience, participating in realization of extracurricular activities since November 2018. This year they have completed the basic level training for the Nansen Model, and during the period of observation, they attended the advanced level trainings. Most of the students had previous experience with extracurricular activities, and just few of them have never participated in the implementation of extracurricular activities so far. The project is realized with a group of students from two grade 6 classes.*





- **13/12/2018. Observation of integrated extracurricular activity in the school club: Drama Club**, Monthly topic: Santa Claus, Daily activity: Mrs. Claus, realized by the **teacher tandem: Gabriela Merdzanoska and Nagihan Snopche**. Both teachers have completed the basic, advanced and specialist level training for the Nansen Model for Intercultural Education. This is their fifth year working together as a tandem in extracurricular activities according to the Nansen Model in several school clubs. They have over 20 years of professional experience as class teachers. The project is realized with a group of students from two grade 2 classes.



- 13/12/2018. Observation of integrated extracurricular activity in the school club: Music Club,** Monthly topic: 21st century in the rhythm of music, Daily activity: DJ, realized by the teachers: **Liljana Stavreska, Bastri Ristemi and Gordana Mojsoska.** *They have shown self-initiated interest and desire to work as a trio, in order to help and support each other. B. Ristemi is a music education teacher, and L. Stavreska and G. Mojsoska are English language teachers. All three of them have over 15 years of professional experience. This year they have completed the basic level training for the Nansen Model, and during the period of observation they attended the advanced level training. The project is realized with a group of students of grades 7 and 8.*

