



# YEARS

**EXCELLENCE IN RECONCILIATION,  
PEACEBUILDING AND  
INTERCULTURAL EDUCATION**

## ANNUAL REPORT FOR 2020

**NANSEN DIALOGUE CENTRE SKOPJE**



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# **Annual Report for 2020**

20 YEARS EXCELLENCE IN RECONCILIATION, PEACEBUILDING  
AND INTERCULTURAL EDUCATION

[www.ndc.org.mk](http://www.ndc.org.mk)



**VETON ZEKOLLI**

Executive Director

Nansen Dialogue Centre Skopje

Writing a retrospective for 2020, a year that was largely marked by the global pandemic and accompanied by many barriers, restrictions and protective protocols, blurs the focus, achievements and the success. Despite all these difficulties, Nansen Dialogue Centre marked a successful year during which we implemented the main components of the annual plan, initiated new projects and signed cooperation agreements with strategic and long-term partners.

In March 2020, NDC Skopje signed a cooperation agreement with the coordinating body for the implementation of the national strategy “One Society and Interculturalism”, a body established within the Government of North Macedonia under the auspices of the Prime Minister’s Office. By signing this formal act, NDC Skopje is the implementer of key activities in the field of intercultural education envisaged in the national strategy “One Society and Interculturalism”.

Another initiative which was formalized in the first part of 2020 is the presentation of the Nansen Model for intercultural education in higher education, more precisely in the Pedagogical Faculties. Nansen Dialogue Center in partnership with the non-governmental organization Forum ZFD and in cooperation with the Faculty of Pedagogy St. Kliment Ohridski, signed a cooperation agreement in order to conduct intercultural training for students who are in the last years of undergraduate studies. This initiative will enable us to further explore opportunities for deepening cooperation with the Faculty of Pedagogy in terms of approaches and educational interventions.

Due to the pandemic, the entire educational process began to take place on-line. This situation brought to surface the unfavorable situation and the minimal willingness of educational institutions to deal with the organization of distance learning or to provide professional support to teachers or schools for such an arrangement. The NDC Skopje team for education, training and development, digitally prepared and provided a variety of educational resources dedicated to primary and secondary school teachers and students from March until the end of the school year. All these resources and materials were prepared in three languages, Albanian, Macedonian and Turkish in order to facilitate the educational process and provide didactic resources which are lacking in the regular educational process.

During 2020, NDC Skopje Training Centre organized activities and trainings throughout the year. Following an open call for participants for Module A training program, NDC Skopje received 230 applications, resulting with a selection of 180 teachers to attend Module A training program for intercultural education. Besides educators from North Macedonia, NDC Skopje cooperated with the Organization for Security



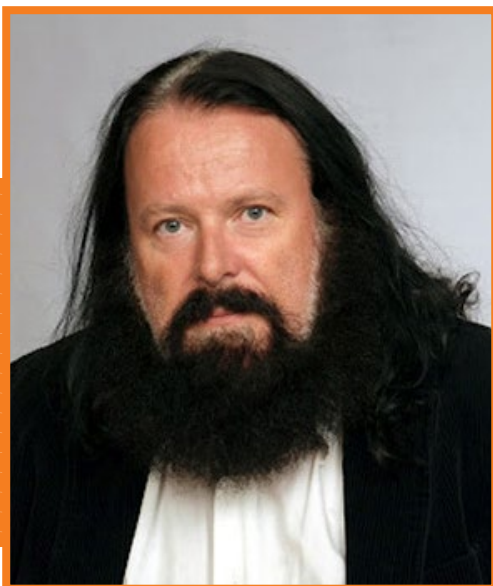
and Co-operation in Europe (OSCE) - Mission in Kosovo, which brought teachers from various ethnic communities in Kosovo. We also cooperated with Forum ZFD - Kosovo and jointly organized a training section on interculturalism for participants who were students from different Teacher training faculties in Kosovo.

As part of the cooperation with the Faculty of Pedagogy in Skopje, NDC Skopje accepted the first group of students who applied for training Module A within the Training Centre. As usual, the calendar of our Training Centre was filled with various trainings supported by didactic, multimedia and practical materials.

Considering all the obstacles faced by teachers and students during the on-line learning process in pandemic times, and forecasting the negative impact consequences which will unfortunately occur soon, our enthusiastic team decided to design an educational and intercultural platform “eduresurs.mk” which will be completely digitalized. The platform will provide educational content and resources for inclusive use in the regular educational process and a large number of educational strategies and approaches. The platform will also provide support to the educational staff in the implementation of the regular educational process by also strengthening intercultural approaches and interventions. Eduresurs.mk will serve as a resource center for teachers, schools and educational institutions and will be available in Macedonian, Albanian and Turkish language.

The team for education, training and development added a valuable manual to our rich portfolio. The “101 games” manual contains various fun games, easy and interesting, suitable for all age groups. The activities and games offered in this handbook can be applied in the school environment as well as in the family, home environment. The manual is intended for all teachers, professional education staff, parents and students, it can be downloaded for free from our website or a printed manual can be requested from our office.

2020 was a special year that marked the 20th anniversary since the founding of Nansen Dialogue Centre Skopje. Over the years, NDC Skopje has become a resource center which provides training, professional support and practical implementation of various educational policies. The logo of our organization proudly stands on many cooperation agreements, in many certificates, in many publications, in many languages and in many countries. The Nansen logo for many individuals and institutions symbolizes professionalism, continuity and quality. For 20 years we are marking history, quality footprints, success and we build foundations to grow and continue this journey together for many more years.



## **STEINAR BRYN**

Nansen Academy, Norway

Founder of Nansen Dialogue Network

It is still too early to know which changes are temporary and which are more fundamental due to the spreading of the Corona virus. What is certain is that we must improve our ability to deal with the unexpected. As a famous politician said, there are three things. First those we know, second those that we know we don't know and thirdly those that we don't know that we don't know. We were caught by surprise. The virus has forced us to rethink our most fundamental concepts of work, health, travel, social gatherings and human communication. The particular challenge for teachers and students is that this also affects the way we think about studying and education. Even the most fundamental unity, the classroom is undergoing changes.

Nansen Dialogue is centered around breaking down stereotypes and enemy images. The central strategy is bridge-building, to bring students together across different cultural division lines. I work at the Nansen Academy in Lillehammer, Norway. Over the last 25 years more than 3000 people from former Yugoslavia have lived and interacted in this rather removed corner of Europe. Through face to face meetings they have experienced that a human being is so much more than their ethnic identity.

The strength of these gatherings was that the participants discovered other aspects of each other's personality. Although they came as Serbs, Albanians, Macedonians, Croats, Bosniacs etc., and although they came with rather fixed narratives of what caused the breakdown of Yugoslavia, the very meeting with the others expanded their horizons and showed that all people have multiple identities. People could have a real conflict as Macedonians and Albanians, but common interests as lawyers, teachers, parents and dancers. Through building up trust and respect in other arenas in life it became easier to talk about the conflicts themselves and listen to each other's stories.

Covid-19 has, through restrictions on movement and human gatherings again increased the segregation between people. The work of Nansen Dialogue has suffered, huge gatherings of students have been cancelled. When you must select only the few to interact with, you choose your own people. Borders are closed, strangers are potential carriers of infections and communication slows down across the board.

It is a cliché, but sometimes true, that when a door is closed another window might open. NDC Skopje has met great challenges in how to continue the educational work in North Macedonia. These challenges have

been met with a strong digital response. We are good at pointing out the limitations of digital meetings, but under the circumstances it is the best option we got. I have given multiple lectures on zoom and in the beginning, it was very strange. But there were also obvious advantages. In zoom seminars people who could not travel would participate. In Nansen Dialogue seminars we could have people meet from different countries at a very low cost. I gave lectures at the closing event of the teacher training "Challenges of intercultural education", a lecture that I previously would give in a conference room in Skopje.

I learned something important. I have experienced that many people can feel a hotel as a solemnly place, and it is not that easy to take the word in front of 100 fellow teachers. When sitting in their own familiar environment some of the teachers felt freer to share their small stories. The digital meeting did not estrange them, actually the opposite, more people felt free to talk. I also gave a zoom lecture to the module at the Faculty of Pedagogy St.Kliment Ohridski, Skopje. There I sensed more of a Zoom tiredness and the need for a physical meeting.

The full consequences of Covid-19 are not yet known to us but we need to be creative in our response to continue the promotion of the Nansen Model for Inter-Cultural Education. A psychiatrist Viktor Frankl, experienced the most brutal events during WWII, but the essence of his life wisdom was however bad the situation, the human challenge is always how to make the best out of it. That is exactly what I feel NDC Skopje has managed to do with their educational work during Covid-19.

But Nansen Dialogue must continue to promote face to face dialogue as the ultimate advantageous way of communicating. A lecture on zoom is a planned lecture. The direct relationship building between people that happened in the Nansen Academy could sometimes produce new thoughts and reflections, surprising ideas could be born. In a zoom meeting you often get to say everything you want to say, but that is also all you get to say. When you leave the meeting you also leave the conversation. In a physical meeting you don't need to leave, and there is time for the unsaid and the unthought-of to develop in the aftermath of the conversation in a more informal way.

## PROUDLY MARKING THE 20TH ANNIVERSARY OF NANSEN DIALOGUE CENTRE SKOPJE

In 2020, Nansen Dialogue Centre Skopje marked two decades of work and commitment to the development of intercultural education in North Macedonia, having students, parents, teachers and institutions as its partners along the process. Throughout the years, NDC Skopje is guided by its vision – a society in which everyone has equal access to quality education based on interculturalism, interethnic integration and cohesion.

For 20 years, NDC Skopje has been accomplishing its mission – support and contribution to the development of education through meaningful support of upbringing and educational institutions, policies and practices, as well as the promotion of dialogue in conflict prevention, through reconciliation and peace building in society.

Established in the year 2000, the organization has played a crucial role in restoring trust between ethnic communities in the 2001 conflict-affected areas, so today we can talk about the finesses needed for North Macedonia to become one society for all.



***“Conflict prevention work cannot be easily quantified. It is not easy to measure the trust between communities or the level of understanding and tolerance on the school ground, or the desire to listen to the other side and to cooperate. Still, NDC Skopje has achieved tangible results that can withstand scrutiny”*** Knut Vollebeak (High Commissioner on National Minorities in 2011)

In achieving the goals, it is important to highlight that NDC Skopje work started exactly from those who are to build a common future – the youth in primary education. Thanks to its unobtrusive approach, children from different ethnic communities are provided with an environment in which over the years they have acknowledged that language, culture, tradition, values, beliefs, etc. are components of unity, not division.

In the period 2000 to 2004, NDC was more focused on cooperating with countries in the region through seminars and forums with journalists, young leaders and young politicians. In 2003, it held the School for Young Politicians in Ohrid. The program titled “Dialogue and Reconciliation” started in 2005 in the Municipality of Jegunovce, characterized by growing ethnic division after the armed conflict in 2001. The NDC activity was strongly supported by the local residents, which resulted in the first integrated bilingual schools in the country, established in the village of Preljubishte in 2008 and 2010.



In 2011, NDC received the prestigious Max van der Stoel Award from the OSCE for promoting integrated education and improving co-operation between ethnic communities. The international jury decided to award the NDC Skopje for the "outstanding work in advocating intercultural education and promoting cooperation between ethnic communities."

***"Through its relentless efforts and innovative projects, NDC Skopje has provided further evidence of the positive role that education can play in defusing interethnic tensions and integrating society. Its integrated bilingual schools are models for promoting respect for diversity, bilingualism and harmonious relations between teachers, pupils and their parents from different ethnic backgrounds. In many regards, NDC Skopje has continued the important legacy left by the late Max van der Stoel in the country. The work it has accomplished is a great source of inspiration for all those committed to bridging the ethnic divide in post-conflict environments."*** 2011 Max van der Stoel Award Jury.



NDC Skopje has introduced the Nansen Model for Intercultural Education (NMIE) in North Macedonia, which has been applied in more than 30 primary and secondary schools. NMIE and the programs for intercultural education, continue to address one of most pressing issues that are common for the Balkan region - the segregation of schools along ethnic lines, lack of communication between students, teachers and parents from various ethnic and religious backgrounds.



NDC Skopje has emphasized the role of intercultural education and in line with its basic principles supports the teachers in meeting the educational needs of diverse student population. Thus, encourages schools and society, both individually and collectively, to examine their teaching and to incorporate multicultural principles in their curriculum and classroom environment with the implications of establishing bridges between parallel societies. This was achieved through the work of the Training Centre – Nansen Model for Intercultural Education established in 2012. The Training Centre is the very first of its kind in North Macedonia and the region, therefore the interest to attend the training programs remains high since its establishment.



NDC Skopje has also prepared many strategic documents, including the Concept for Intercultural Education, many didactic manuals, qualitative researches, two-way Macedonian-Albanian and Albanian-Macedonian Phrase Book and Dictionary, etc.



## STRATEGIC PARTNERSHIPS TO ADVANCE INTERCULTURALISM IN EDUCATION

The joint national and international efforts for support and advancement of intercultural education initiatives and meaningful reforms in the education sector result in the exchange of experiences and best practices that can be further applied and developed in a specific context.

In 2020, NDC Skopje continued to strengthen the partnership relations with the existing partner organizations and developed new partnerships and initiatives that resulted with encouraging outcomes and results. In the reporting period, NDC Skopje continued to share best practices from the extensive experience in the field of intercultural education, as well as to gain new perspective and insights related to the latest trends and developments in the field of education.

### Establishing cooperation with the Government of North Macedonia



In March 2020, Nansen Dialogue Centre Skopje signed a Memorandum for cooperation with the Government accenting the cooperation with the Coordination Body for Implementation of the National Strategy: One Society and Interculturalism. The goal of this strategic document is to support and contribute towards strengthening of intercultural initiatives in many vital areas of social life, such are: education, culture, local self-government, media, legal framework and youth.

NDC Skopje provides valuable contribution in the field of education, including activities in its focus area – intercultural education. The cooperation will have an important and positive impact on the sensitization of the upbringing and educational staff in the country for many aspects of intercultural education.

During 2020, NDC Skopje awarded training scholarships and provided interactive trainings for 182 teachers from primary and secondary schools from all regions of the country that will make a significant contribution to the development of the concept of intercultural education as one of the key priorities for our society to finally become one society for all.

### Joining expertise with Forum Forum Ziviler Friedensdienst to train future teachers



As partner organizations, on March 5, 2020 NDC Skopje and Forum ZFD signed a Memorandum of Understanding with the Faculty of Pedagogy St. Kliment Ohridski, Skopje. The main goal of establishing this collaboration is the implementation of intercultural training cycle for students who are at their last years of undergraduate studies.

The trainings will enable the students to be aware of the many challenges of intercultural education, both locally and globally. They will also enable the review of a large number of educational approaches and interventions.

The activities foreseen in this initiative will prepare future teachers in building intercultural competences required for their further professional engagement. The training program will enable knowledge and skills acquisition and sensitize students to the challenges of intercultural education. The trainings are carried out in three languages of instruction (Macedonian, Albanian, Turkish), thus enabling all interested students from the Faculty of Pedagogy to attend.

## **Responding to schools needs amid COVID-19 pandemic**

### **Joint support to schools in partnership with the Norwegian Embassy in Belgrade**

Amid many challenges posed by the everyday life in a pandemic, it was especially important not to forget those who needed the most care, protection and attention – the children!

Nansen Dialogue Center Skopje and the Embassy of the Kingdom of Norway based in Belgrade, jointly prepared a donation of 100 packages of disinfectants and hygiene products for several primary schools in the country.

The schools from Kumanovo, Skopje, Tetovo, Gostivar, Debar, Bitola, Krushevo, Borino, Kanatlarci and Konce have been proven partners for many years in the implementation of the Nansen Model for Intercultural Education, and the donation contributed towards ensuring safer school environment and protection of students and teachers health and wellbeing.



## TRAINING CENTRE – NANSEN MODEL FOR INTERCULTURAL EDUCATION



NDC Skopje Training Centre stepped into 2020 with many plans, initiatives and innovative ideas, which would promote intercultural education as a structural element in the daily educational process. That is why we conducted several program modifications in the educational offer of our Training Centre, which to our great satisfaction were positively recognized and acknowledged by nearly two hundred teachers, professors, professional associates, educators and students.

The mutual enthusiasm created a strong synergy between trainers, domestic and international experts, as our longtime collaborators and nonetheless the participants in the trainings, which was crucial for the year 2020 that was shadowed by the pandemic, to be transformed into a year that will carry the epithets of constructiveness, motivation, cooperation, complemented by many new experiences, knowledge, skills, but also friendships.

We are profoundly proud that our Training Centre is recognized as a treasury of interactivity, collaboration, trust, multilingualism and cultural diversity in the past nine months, having in mid that we faced one of the biggest and most complex challenges so far: how to maintain rich, multilingual communication and natural, direct, spontaneous group collaboration. between participants in pandemic conditions and inability to physically organize the training process. The strategy for reorganization of the trainings and their branding into an efficient and recognizable intercultural online educational product was carefully conducted. Our goal was to offer online content and workshops that will keep the attention, interest and curiosity of the participants, and at the same time to become a model, an example of a successful online practice that is only modified in a different dimension.

With great care and dedication, all segments of the workshops were designed in order to maintain the features of the trainings such as: playfulness, multilingualism, applicability, simulation of problem situations, role play, etc., which resulted in a new, useful experience for all of us. It was this particular step that profiled our Training Centre into an interactive and online resource center. We recognize that the primary mission of our action should be accessibility and support for initiatives and ideas that lead to intercultural sensitization of all educational entities.

We are grateful that in 2020, 240 current and future educational workers trusted us and were the main drivers of sixty trainings realized in truly specific circumstances.

That is why we are looking forward to 2021, with the hope that this network of our collaborators, friends and supporters will be expanded and enriched!

We express our sincere gratitude to all our partners and associates who selflessly helped in building the positive image of our Training Centre!

We are expecting you in the coming year with good health and a positive thought!

**BILJANA KRSTESKA – PAPIĆ**  
Project Manager



## Continuous upgrade of intercultural knowledge and competences

The Training Centre - Nansen model for intercultural education continuously operates with the mission and goal of improving of quality of educational process in North Macedonia; upgrading of intercultural knowledge and developing of intercultural competences and skills; spreading of idea and philosophy of Nansen approach; stimulating of teachers' professional and personal transformation as well as supporting of anti-bias approach in the multiethnic school environment.

During 2020, the NDC Skopje Training Centre continued to provide capacity-building programs for primary and secondary school teachers, professional associates as well as students from the Faculty of Pedagogy despite the challenges that the society faced amid COVID-19 pandemic.

### Key accomplishments during the reporting year:

- Designed a new training program for intercultural education MODULE A
- Awarded scholarships for 182 teachers and professional associates
- Successfully implemented MODULE A training cycle for 182 teachers and professional associates (Group 1, 2, 3, 4, 5, 6, 7 and 8) carried out through a total of 38 training sessions
- Successfully realized training cycle for one group of 13 students from the Faculty of Pedagogy

## Design of new upgraded training programs

Preparation of educational programs and modules is based on the long-term and developmental recommendations and solutions embedded in the strategic plan entitled "Concept for Intercultural Education". Starting from its vision of fostering of intercultural relations and integrative processes, as well as creating an upbringing and educational environment for promotion of cultural diversities, all aspects of upbringing and educational work in primary and secondary schools were taken into account when designing the program offer of the Training Centre for Intercultural Education, such as:

- work contents,
- forms, methods and techniques of learning and teaching,
- textbooks, materials and other equipment,
- extracurricular activities,
- competencies of teachers, professional associates and principals,
- environment of the upbringing and educational institutions, and
- relationship between upbringing and educational institutions and the wider community.

Programs and modules are structured in several distinct areas based on multilayered topics that will enable all participants in the training process to familiarize with the concept and the idea of intercultural education and policies for successful implementation of this educational concept in intercultural school environments.

At the same time, provided modules will enable all participants to learn immediately about the benefits of the cross-curricular approach in pursuing various intercultural initiatives in the field of education, both as a contemporary pedagogical trend and global upbringing and educational challenge.

Participants in this type of trainings will have the opportunity to develop, acquire and improve following three types of skills and competencies, as program standards:

- » personal and interpersonal competencies,
- » cross-curricular competencies,
- » cognitive and creative skills.

### Goals of the training program for intercultural education (MODULE A)

- Enabling independent organization and implementation of various upbringing and educational activities;
- Sensitization towards respecting diversities in the school environment and overcoming various stereotypes and prejudices – social, ethnic, cultural, etc;
- Promoting the importance of individualized approach according to individual potentials and abilities of students;
- Enabling implementers for proper and successful application of tandem and team work;
- Recognizing positive features and benefits of the game-based approach in upbringing and educational activities;
- Sensitizing the implementers to support children's curiosity and originality, as well as students' creative potentials;
- Introducing techniques for encouraging and developing the logical, flexible, divergent and critical thinking among students;
- Strengthening interaction, cooperation and trust between the teaching staff of different ethnic communities.

### CONTENTS AND STRUCTURE OF THE TRAINING



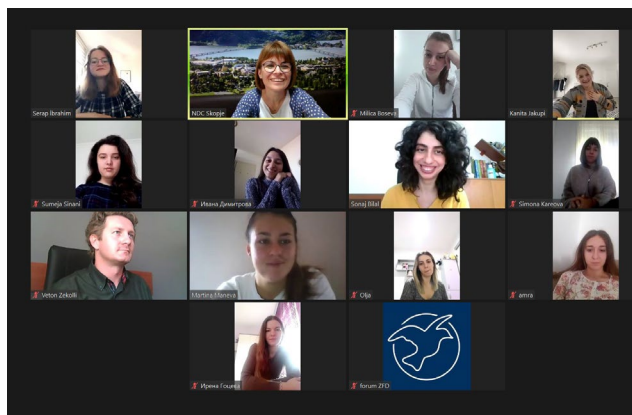
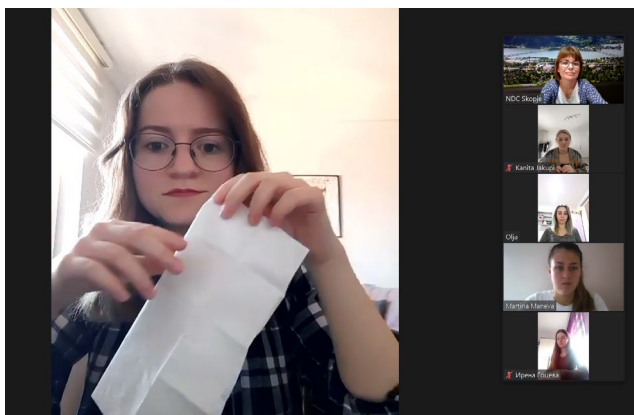
## Cooperation with the Faculty of Pedagogy

### Establishing meaningful link between formal studies program and Nansen experience in intercultural education

In 2020, NDC Skopje Training Centre initiated trainings with the first group of students from the Faculty of Pedagogy St. Kliment Ohridski, Skopje as a reflection of the current need for intercultural sensitization of students as future teachers. During the reporting period, the students had the opportunity to attend six training sessions with a variety of theoretical and practical activities.

The emphasis and focus of the cooperation with the Faculty of Pedagogy is on the development of intercultural competencies and skills of students, in parallel with the process of their professional profiling. The partnership relations are initiated in the direction of further, future, easier and skillful management of the intercultural challenges by the students in the immediate practice, either in the preschool institutions or in the class teaching.

By establishing cooperation with the Faculty of Pedagogy in Skopje, an important link has been created between some of the contents of the undergraduate studies and the programs that the Training Centre has in its educational offer.





## Support to the National Strategy – One Society and Interculturalism

**Practical implementation of the second thematic area of the Concept for Intercultural Education “Competences for Intercultural Education of the teaching cadre”**

### Scholarships for teachers – MODULE A training on intercultural education

On January 28, 2020 the Training Centre for Intercultural Education – Nansen Dialogue Centre Skopje, in partnership with the Ministry of Education and Science of R. of North Macedonia and Northern Ireland Council for Integrated Education (NICIE), announced an open call for awarding scholarships for training on intercultural education as part of the National Strategy for Development of the Concept for One Society and Interculturalism.

The call for the training program was intended for teachers and professional associates from all primary and secondary schools. Following the application deadline and selection process, a total of 182 teachers and professional associates were enrolled in the training program organized in eight groups. The interest of the teachers from primary and secondary schools in North Macedonia for the training program within the Training Centre is increasing each year which is a strong indicator of the importance and relevance of the Training Centre in the field of intercultural education and professional development for education stakeholders.



### Successful completion of the training program for intercultural education

In September 2020, NDC Skopje Training Centre marked the successful completion of the MODULE A training cycle for intercultural education by awarding certificates to 182 teachers, professional associates, professors from all eight groups of the Training Centre. NDC Skopje Training Centre organized a total of 38 training sessions in the period February – September 2020.

On the occasion, the perseverance, commitment and motivation of the participants were emphasized in the congratulatory speeches by the Executive Director of NDC Skopje, Mr. Veton Zekolli, and the Director of the Northern Ireland Council for Integrated Education, Ms. Roisin Marshall.

The training cycle was a comprehensive introduction of everything that is still ahead of intercultural education as a current need in our educational practice. The future initiatives that will be supported by this cohort of trained educators will indeed have a positive impact on the quality of education in our country.

We value the feedback  
and support of our teachers!

It was a pleasure to attend  
your trainings and honestly,  
I learned a lot! I hope that we  
will have many opportunities for  
cooperation so we can learn even  
more!

Nebushe Ajeti  
Art professor  
MPS Petar Zdravkovski-Penko, Skopje


I express my gratitude for the  
consistency, fulfillment and  
wonderful cooperation, which I  
hope will continue in the future.

Milena Simoska  
Professor of pedagogy and civic education  
SUGS Georgi Dimitrov, Skopje

Thank you for the high-quality  
training and positive energy!  
I learned a lot and I mention you  
often as trainers. I hope to have  
a future encounter with you.

Sinolicka Sabotkovska  
Professor of Macedonian and German language  
MPS Brakja Miladinovci, v. Dobrusevo,  
Mogila Municipality






I thank you for everything, for giving me the opportunity to be part of your program. The method of work that you apply makes you unique. I wish you further success!

Mimoza Mustafai-Jonuzi


Professor of Albanian language  
PS Naim Frasheri, Studenicane, Skopje



I was really pleased to work with you, and the acquired knowledge and channeling of the already known, will contribute significantly in my work.

Aleksandar Mihajlovic

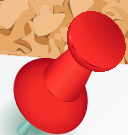
Class teacher  
MPS Dence Dejanoski - Mavrovi Anovi



Thank you very much for the wonderful experience, socializing, fun and of course professional development.  
Looking forward to the next cooperation with you!

Maja Kostova

Deputy Director  
PPS Jahja Kemal, Skopje



I cannot find enough words to thank you for your work, dedication and respect that you have demonstrated during this cooperation. A huge thank you!

Naser Miftari

History professor  
SSCS Zef Lush Marku, Skopje

## Training team for 2020



**Biljana Krsteska-Papic, PhD**



**Sonaj Bilal, MSc**



**Osman Emin, PhD**



**Prof. Ognjen Spasovski, PhD**

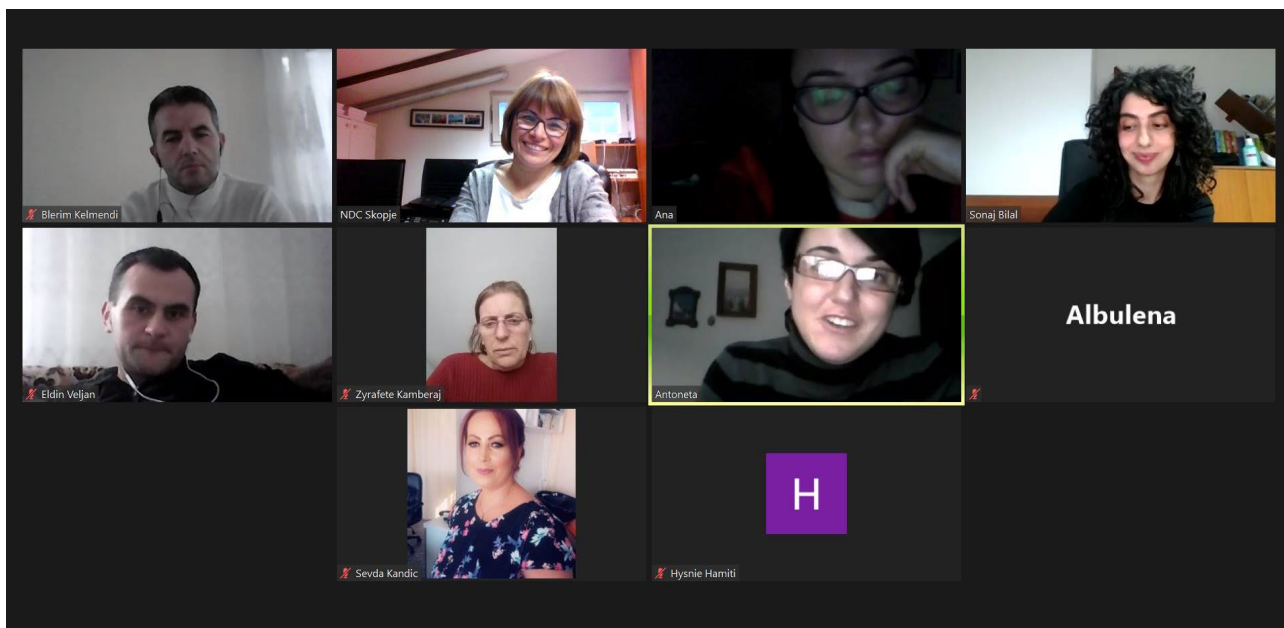
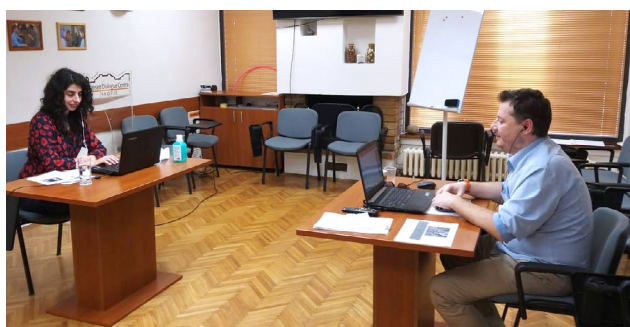


**Prof. Steinar Bryn, PhD**

## Summary of Training Centre activities during 2020

<b>FEBRUARY</b> <b>1. Workshop</b> » (NDC Skopje team)	1. group	18.02.2020
	2. group	19.02.2020
	3. group	20.02.2020
	4. group	21.02.2020
	5. group	24.02.2020
	6. group	25.02.2020
	7. group	27.02.2020
	8. group	28.02.2020
<b>JUNE</b> <b>2. and 3. Workshops</b> » (NDC Skopje team)	1. group	08.06. and 22.06.2020
	2. group	09.06. and 23.06.2020
	3. group	10.06. and 24.06.2020
	4. group	11.06. and 26.06.2020
	5. group	12.06. and 29.06.2020
	6. group	15.06. and 30.06.2020
	7. group	16.06.2020
	8. group	17.06.2020
<b>JULY</b> <b>3. Workshop</b> » (NDC Skopje team)	7. group	02.07.2020
	8. group	03.07.2020
	*note: online training workshops were organized starting from June	
<b>SEPTEMBER</b> <b>5., 6. and 7. Workshops</b>  5. Workshop » prof. Ognjen Spasovski, Ph.D.  6. Workshop » prof. Steinar Bryn, Ph.D.  7. Workshop » NDC Skopje team + address by Roisin Marshall, Chief Executive Officer NICIE	1. and 2. group	01.09.2020
	3. and 4. group	02.09.2020
	5. and 6. group	03.09.2020
	7. and 8. group	07.09.2020
	1. - 4. group	14.09.2020
	5. - 8. group	16.09.2020
	1. group	21.09.2020
	2. group	22.09.2020
	3. group	23.09.2020
	4. group	24.09.2020
	5. group	25.09.2020
	6. group	28.09.2020
	7. group	29.09.2020
	8. group	30.09.2020





## NANSEN MODEL FOR INTERCULTURAL EDUCATION



The year that we left behind, was a year of changes and challenges. The pandemic affected us in ways we never could have imagined, seemingly affecting every aspect of our work and life. We all had to adapt to the new unprecedented situation and the different ways of living and working.

In an attempt to prevent the spread of Covid-19, the educational institutions in most countries around the world decided to close down and move into different modes of distance learning. The same was done by the schools and universities in our country as well. They moved to online modes of delivery in order to keep students engaged and learning, and in order not to stop the regular teaching process. All of this caused additional workload and responsibilities for all parties involved especially the teachers, students and parents. Besides the regular teaching process, the “new reality” affected the extracurricular activities as well, so the schools that implement the Nansen Model for Intercultural Education were unable to continue their weekly activities with different groups of students.

In accordance with the new situation, and in the spirit of all recommendations and directions given by the relevant institutions, Nansen Dialogue Centre Skopje gave its support to the teachers, by offering our electronically available handbooks and different contents intended for the educational staff. The proposed contents were very closely related to several different school subjects and were very helpful to all teachers in shaping the distance learning contents. The different topics, activities and resources that were offered, were of the kind that could be easily adapted and modified to be used by parents at home.

The basic postulates of intercultural education such as: empathy, solidarity, respect, sharing etc., can be easily, directly and continuously promoted through different games. Therefore, during this period NDC Skopje created a new manual intended for teachers, educators, students and parents. The manual “101 Games” contains a multitude of easy, interesting and fun games for children of all ages. Games are a key tool of intercultural educational interventions and they encourage the spontaneous development of mutual communication, cooperation, support, sharing of ideas etc. The games that are offered in this manual are quite diverse and can be applied at school and during online classes (for different school subjects), as well as at home.

The changes and challenges that we faced gave us the opportunity to develop new ideas. This year, NDC Skopje is continuing with new creative initiatives to promote intercultural values not only through extracurricular activities, but through the regular teaching process as well.

**SONAJ BILAL**  
Project Manager



## Nansen approach to intercultural education – a comprehensive response to multiple challenges

The program components of the Nansen model for intercultural education have worked to transform not only the individuals included in the program but also the educational institutions as a metaphor and mechanism for the transformation of society.

*The Nansen model for intercultural education continues to represent a contemporary response to the need for communication and cooperation in educational work between members of different ethnic communities living in North Macedonia, and represents a key tool in the process of initiation and support of building interactive and harmonious relations in the community. Through the Annual programs for integrated extracurricular activities drafted by NDC Skopje team for education, training and development the teacher tandems and teams have the opportunity and resources to organize high quality activities for the students from primary and secondary schools included in the Nansen model for integrated education or Nansen model project activities.*

Although 2020 was a difficult year for all stakeholders included in the educational process where many schools had to reorganize the overall functioning and teaching process, the schools included in the Nansen model for intercultural education demonstrated that meaningful investments in schools both in capacity building and infrastructure as necessary and beneficial.

### **During 2020, the Nansen model for intercultural education was implemented in the following schools:**

- » MPS Liria Tetovo
- » MPS Goce Delcev Gostivar
- » MPS Goce Delcev Bitola
- » MPS Bratstvo Karposh, Skopje
- » MPS Toli Zordumis Kumanovo
- » PS Penestija Debar
- » PS Krste Petkov Misirkov Radovish
- » SMS Gostivar Gostivar

### **During 2020, The Nansen model for intercultural education was implemented through project activities in the following schools:**

- » PS Goce Delcev Konce
- » VSCS Georgi Dimitrov Skopje
- » MPS Nikola Karev Krusevo (and regional school in v. Borino)
- » MPS Bitolski Kongres Kumanovo
- » MPS Kiril i Metodij Kanatlarci, Prilep

## Nansen model activities in schools – an intercultural bridge between the formal and informal educational contents

NDC Skopje continued facilitating schools to address the issues and challenges in their everyday operation which are directly linked to the establishment of multicultural values and principles, inclusive school ethos also to support activities within the schools that help prevent conflicts and school segregation.

The ultimate goal of the Nansen model for intercultural education is providing equal access to quality education enriched with multicultural and inclusive values. Intercultural education was promoted and supported through systematic approach and implementation of the NMIE program components for primary and secondary school students, teachers, school associates and principals. The activities intended for the primary and secondary school students were carried out by the trained teacher teams who worked on the implementation of bilingual intercultural extracurricular activities according to Annual Programs for primary education (1st to 9th grade) and secondary education (1st to 4th year). The intercultural extracurricular activities as well as the Nansen project activities were implemented bilingually in Macedonian and Albanian respectively in Macedonian and Turkish language by using the paraphrasing method and game approach during the realization of various sections from the Annual programs based on the age group.





## President Stevo Pendarovski visits PS Toli Zordumis, Kumanovo

On February 27, 2020, President Stevo Pendarovski, visited PS Toli Zordumis, as one of the model schools for intercultural education. During his visit, the President, together with the students and teachers, discussed the extracurricular activities carried out according to the Nansen Model. The President had the direct opportunity to see the positive effects of the intercultural approach in this school. With a great pleasure he got engaged in the extracurricular activity, led by the tandem of teachers: Zejnepe Bajrami and Merlin Stojanovska, who have been dedicated to promoting the values and goals of the Nansen Model, for many years now.





## **Nansen model schools – facilitated transition to online teaching thanks to continuous support and investments by NDC Skopje**

The schools included in the project Nansen model for intercultural education have greatly benefited from the professional development of teachers throughout the years, i.e. the basic and advanced level training within the NDC Skopje Training Centre as well as the specialized training programs.

As in the previous years since the establishment of the Nansen model for intercultural education, NDC Skopje has provided all the necessary resources and guidance for the teacher teams and tandems included in the project. The schools were provided with didactical means and programs for realization of the intercultural extracurricular activities. Unfortunately, due to COVID-19 restrictions, primary and secondary schools were closed in March 2020 and the educational process moved online on a distance learning platform established by the Ministry of education and science. An exception to this were the primary school students from 1st to 3rd grade that returned to schools under strict protocols and in a reorganized school environment.



Throughout the years, NDC Skopje has invested in improving school's infrastructure and has provided all the necessary equipment for a contemporary educational process. This proved to be a great benefit for the schools along with the enhanced teachers' competences and abilities to adjust to new realities. Apart from other schools that struggled to obtain proper equipment for transitioning the learning process online, the Nansen schools already had a solid IT infrastructure that made the transition easier and with no added costs for the schools and municipalities. This is indeed an indicator for the need of further supporting schools both programmatically and in infrastructure improvement.



### **SASHO SHARESKI**

Acting Principal

MPS Goce Delcev, Gostivar

The didactic materials and tools greatly contribute towards increasing the motivation, maintaining focus and core teaching activities as well as developing the functional abilities among students. Besides providing various didactical materials for implementation of the foreseen activities, our friends from NDC Skopje have equipped and furnished our schools classrooms with video projectors, audio systems, color printers, photo cameras and laptops. Thanks to these technical tools, the extracurricular activities and the overall teaching process gained a dynamic, multimedia character as an essential component to maintain the interest and attention of the students.

It is important to highlight the fact that these technical support tools and equipment were tremendously useful and necessary for carrying out the teaching process remotely due to school closures during the COVID-19 pandemic.

On behalf of the entire school staff, I would like to express my gratitude to NDC Skopje, our longstanding friends and partners with whom we successfully implement intercultural education, support professional development and competences of teaching cadre as well as improving the learning conditions in our school.



## **BERZAT OSMANOSKI**

Vice Principal

MPS Penestia, Debar

**“Gratitude is an important feature for every person. No one can reach far if he forgets the ones that were supportive when needed”**

MPS Penestia as a school with urban character in Debar has been actively included in the project Nansen model for intercultural education. The school greatly benefited from the NDC Skopje training program for teachers which 46 teachers from our school have completed successfully.

Thanks to NDC Skopje we have fully equipped classrooms with all the essential and most contemporary IT equipment as well as all the necessary operative systems. NDC Skopje team continuously provides our teacher teams with all the necessary support materials for implementation of extracurricular activities and the regular teaching process such are: professional literature, children’s literature, various social games, toys, etc. Thanks to these didactic tools, the teachers organize high-quality activities both in the regular teaching process and extracurricular activities that the students fully enjoy.

Thanks to the Nansen project, the school received IT equipment and many useful didactic tools and materials. This was very valuable investment having in mind that the teaching staff and the school administration face new challenges related to equipping the school staff with IT equipment. Thanks to the equipment, the teaching staff realized the teaching contents much easier.

“Friends support each other in difficult times” was demonstrated by NDC Skopje in many occasions, as the donation made at the very beginning of the pandemic where 15 packages of disinfectants were delivered to the school by NDC Skopje. The disinfectants were of great importance for the school, where in these special conditions in a pandemic every support and aid is invaluable.



**MARINA HADZIPANZOVA**

Pedagogue

MPS Bratstvo, Skopje

As a professional associate pedagogue at the municipal primary school Bratstvo - Skopje, it is a great pleasure for me to express my views regarding the resources, didactic materials and IT equipment provided by NDC Skopje in the academic year 2020/2021.

Having in mind that the pandemic caused disturbance of the dynamics in our school operation due to the fact that the extracurricular activities for intercultural education could not be fully realized. It was noted that the students lacked joint intercultural activities with their tandem teachers.

Regarding the educational process, COVID-19 pandemic caused technical problems for teachers and it was noticed that distance learning was partially effective for both teachers and students. We also noted an increased number of students who have difficulty with adoption of the teaching material. I can emphasize that the most pronounced difficulties with distance learning is that the effectiveness of teachers' work is reduced, digital materials were not of great help to students in order for them to successfully master the educational contents.

The experience so far has demonstrated that during the pandemic, the application of didactic material and IT equipment received from NDC Skopje enabled teachers to successfully organize and implement teaching content with physical presence, due to the fact that the resources provided by each teacher adequately used ICT and E-contents in teaching.

## PUBLICATIONS

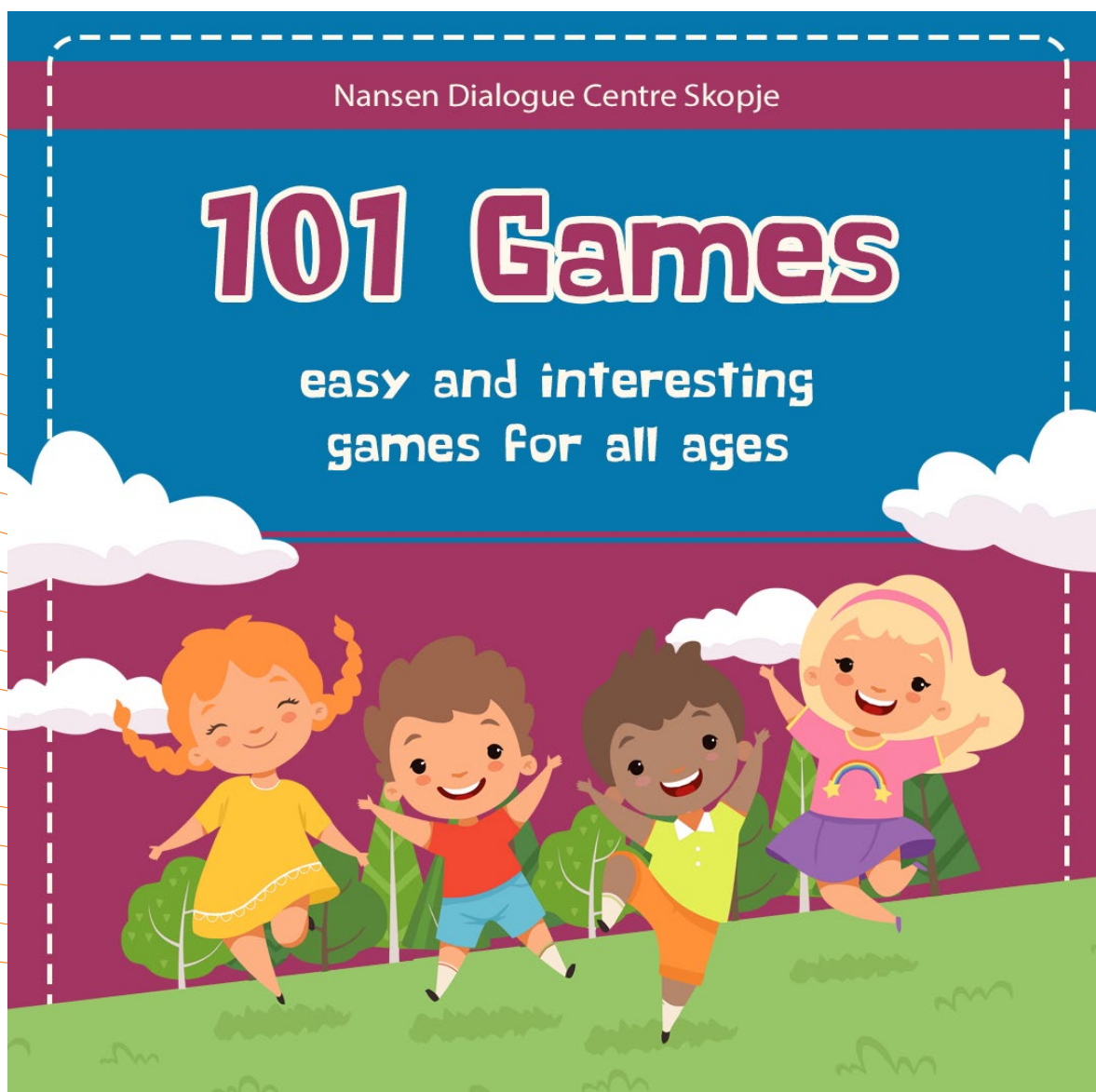
### Promotion of the manual 101 Games

Nansen Dialogue Center Skopje promoted the manual 101 Games created and prepared by the team of NDC Skopje. It contains a multitude of easy and interesting games for all ages. The offered games are diverse and applicable both in school and home/family environment.

The manual is intended for all teachers, educators, professional associates, parents, students and all other interested profiles.

This valuable resource of 101 games will help the promotion of games as an important and stimulating part in the educational process.

The manual „101 Games” is available in Macedonian, Albanian and Turkish language.

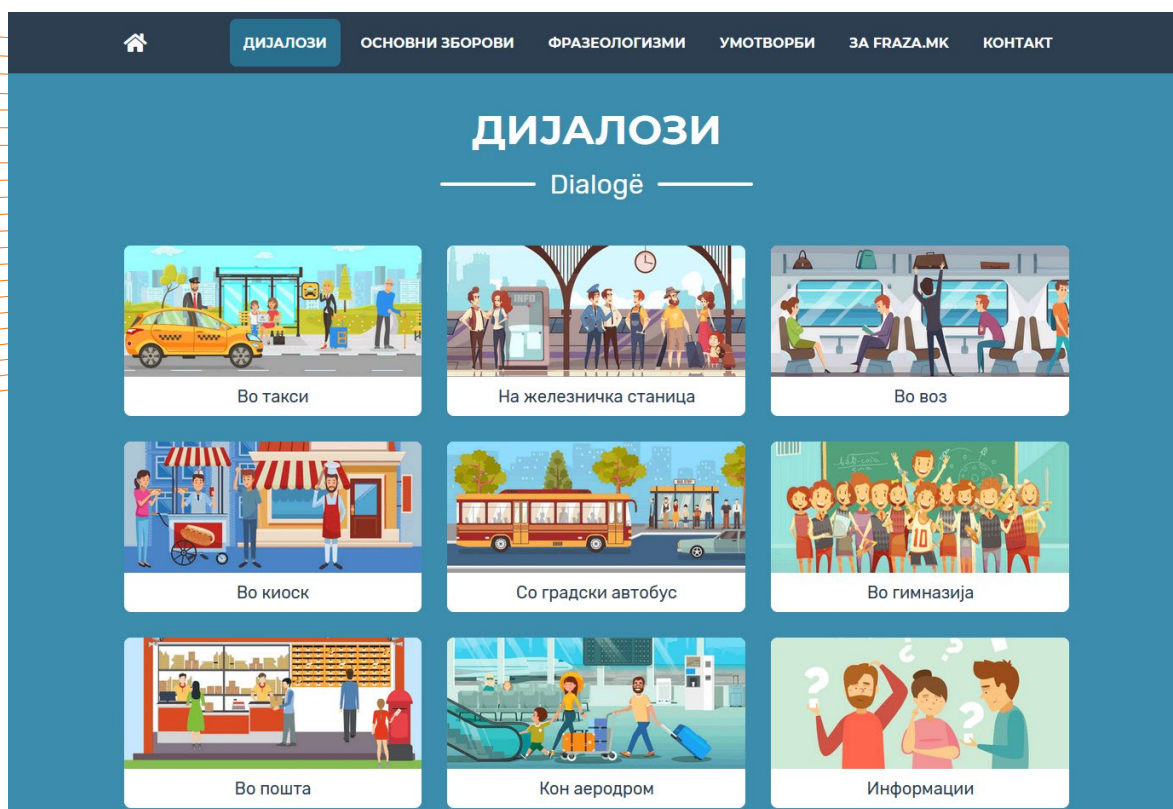


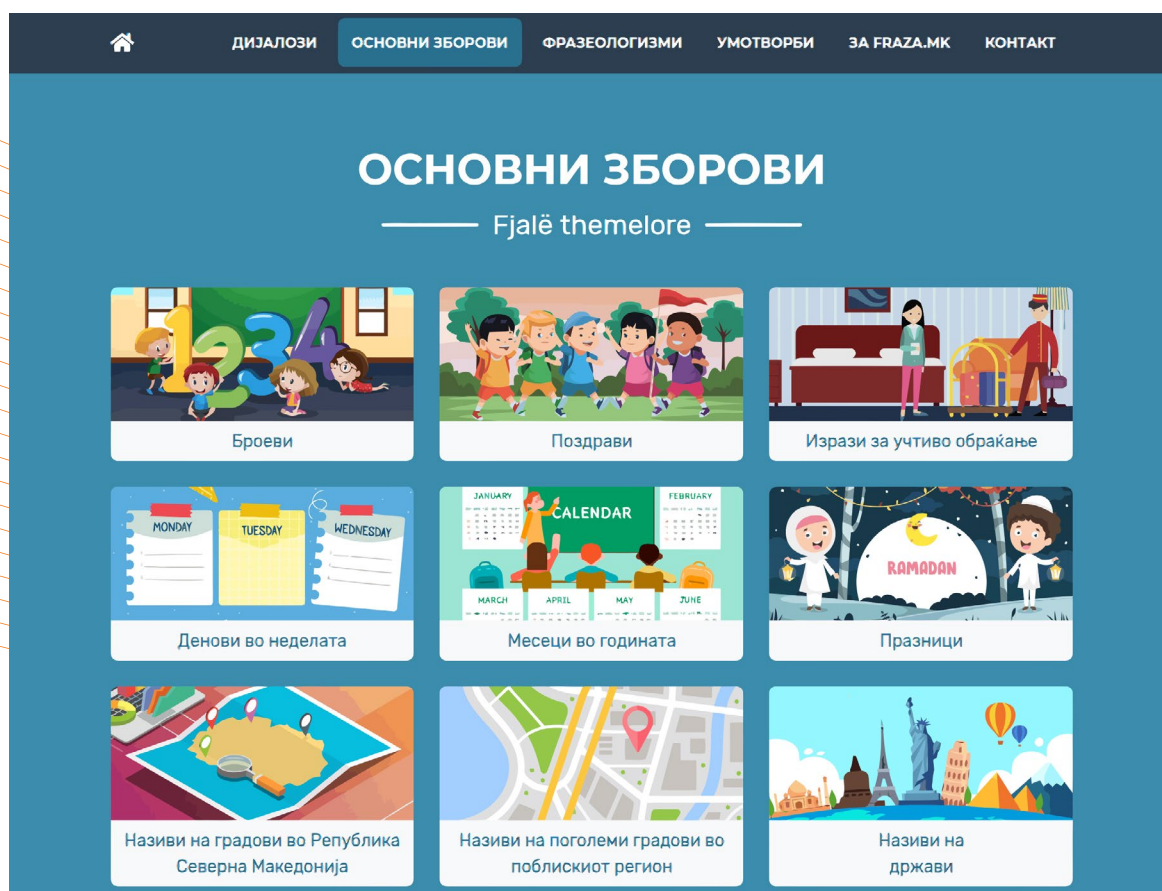
## Promotion of a Macedonian-Albanian / Albanian-Macedonian Phrasebook

In its efforts to fulfil its vision as a non-governmental organization that promotes better education based on interculturalism and interethnic cohesion, Nansen Dialogue Centre from Skopje developed the Macedonian-Albanian/Albanian-Macedonian phrasebook, a project supported by the High Commissioner on National Minorities of OSCE, and prepared by two authors, university professors, Dr. Berton Sulejmani and Dr. Veselinka Labroska.

The phrasebook consists not only of a classic print edition, but also of an electronic version available free of charge at a special internet address intended for this phrasebook which has been designed by Vane Rujkov as a designated electronic application, where the dialogues can be heard being spoken by appropriate speakers of a given language. The phrasebook is available on the following website [www.fraza.mk](http://www.fraza.mk). Additionally, the phrasebook can also be downloaded for free on a mobile phone – Android from the Play Store and iOS from the App Store.

The phrasebook contains the following sections: Preface, Content, Keywords where the following contents are given: Numbers, Greetings, Expressions of politeness, Days of the week, Months of the year, City names in the Republic of North Macedonia, Names of larger cities in the nearest region, Names of countries, Holidays, Albanian-Macedonian phraseology, Macedonian-Albanian phraseology and then, the central part of the book contains a total of 42 Dialogues, describing different situations from the daily life of a group of high school students (parts of the titles of the dialogues are as follows: In the taxi, At the train station, On the train, In the kiosk, By city bus, In the gymnasium, At the post office, On the way to the airport, Information, Meeting people, In the summer camp, In the registry office, At the shoemaker, In the restaurant, In the market, Out for a walk, Boat trip, etc.).





The dialogues are conducted by specific characters and reflect the real standard pronunciation in both languages, but with colloquial vocabulary wherever there is a need for the dialogue to sound more natural. After each dialogue there is a short vocabulary with words/expressions from the given topic discussed in the dialogue, as well as a short grammatical content for a selected word from the specific dialogue (verb form, noun, adjective, pronoun, conjunction, preposition, article, etc.), all this beautifully designed and made by the authors, Sulejmani and Labroska. As a way to enrich the knowledge, at the end of each dialogue there is a proverb, usually identical in meaning and word composition in both languages, Macedonian and Albanian. The dialogues are enriched with content that offers interesting geographical and historical data about the places of characters from the phrasebook.

With the help of this phrasebook for learning Macedonian/Albanian language, the first of its kind in our environment, anyone who wants to learn by simply listening to the pronunciation, but also with the simultaneous opportunity to follow the correct writing of the given statement, can now do it faster and easier, with a few clicks on the phrasebook's application [www.fraza.mk](http://www.fraza.mk) or, more classically, by using the printed version.

With this phrasebook, Nansen Dialogue Centre from Skopje and the High Commissioner on National Minorities of the OSCE have enabled the implementation of yet another significant project for a better communication in this part of the Balkans, through the realization of values of multilingualism, creativity and originality. This phrasebook, as well as the previously published two-way Macedonian-Albanian/Albanian-Macedonian Dictionary (available at [www.hcnm-ndc.org](http://www.hcnm-ndc.org)), represent another step forward in the direction of better interethnic understanding and cohesion in the Republic of North Macedonia.



## Publication of the external evaluation report

The external evaluation of the Nansen Dialogue Centre Skopje was organized and conducted in the last quarter of 2019, focusing on the criteria: relevance, effectiveness, efficiency, impact and sustainability.

The external revision, commissioned by the Norwegian Ministry of Foreign Affairs, reviewed and reflected on NDC Skopje's program activities from 2008 to 2019, taking into account all applicable policies, strategies, overall program documentation, and field visits.

The conducted evaluation clearly and precisely confirmed the importance of NDC Skopje's program activities for the current social context, as well as their alignment with the country's strategic priorities in the field of education, but also in terms of the desired social cohesion and needs of the schools, as well.

The evaluation report is another strong support and confirmation of the necessity of all the efforts of NDC Skopje in building an intercultural environment in the educational institutions.



THE  
GOVERNANCE  
GROUP

Extract of the  
External Review of  
the Nansen Dialogue  
Center (NDC)  
program in North  
Macedonia

(2008-2019)



The main donor of Nansen Dialogue Centre Skopje  
is the Ministry of Foreign Affairs of the Kingdom of Norway