



Nansen Dialogue Centre Skopje

Training Centre - Nansen model for integrated education

Publication Report Conference on Integrated Education

March 9-10, 2013 Skopje, Macedonia

On March 9th and 10th, 2013 in hotel "Stone Bridge" in Skopje, Nansen Dialogue Centre Skopje organized the first Conference on Integrated Education with international experts from Norway and Northern Ireland. The Conference on Integrated Education was planned and prepared as an integral part and continuation of the Basic training cycle for integrated education organized and implemented within the NDC Skopje Training Centre- Nansen model for integrated education. The Training Centre was established in partnership with the Ministry for Education and Science and is the very first Centre of its kind in Macedonia and the region. The goal of the conference was to build teachers' competences on integrated education by using the long years of experience and knowledge from the international expert lecturers.

Participants at the Conference were the teachers and professors from the primary and secondary schools in Macedonia that are included in the project "Nansen model for integrated education" i.e., are part of the two-year training cycle organized within the Training Centre for integrated education in Skopje. Besides the teachers, the school directors were also present at the conference, as well as representatives from partner municipalities and the Bureau for Development of education.



The first day of the conference, held on March 9, 2013 started with an opening session led by the NDC Skopje Executive Director- Mr. Sasho Stojkovski who welcomed the Conference participants and provided a thorough introduction of the international expert lecturers' team. During the opening session, Mr. Stojkovski provided an overview of the goals and the purpose of this event organized by the NDC Skopje Training Centre for Integrated Education in Macedonia as well as a brief overview of NDC Skopje scope of work and achievements through the years.

“This conference is part of the Training Centre program, which is established to offer trainings on integrated education for the teachers. The Training Centre includes trainers from the expert team of NDC Skopje, local and international experts from the field of integrated education and integration of the divided societies.”



“In 2007 as a result of the program for dialogue and reconciliation, which was implemented in the Jegunovce municipality, NDC Skopje started to work on the idea for development of the integrated education in Macedonia, developing a model that will address all the issues which the segregated schools were facing by thinking on how to transform segregation to integration, to draft programs that will cover all school years, from the primary through the secondary education. After five years effective work, we managed to create annual programs for primary and secondary education, to expand our model in six primary and one secondary school, and to establish the first Training Centre for Integrated Education. I must acknowledge, that one of the challenges we faced at the time was the lack of knowledge and expertise on integrated education. We studied a variety of models for integrated, multicultural and multiethnic education from Europe and the United States, and we found the inspiration, appropriateness and the adaptability for our country context as a model for integrated education that was applied in the schools in Northern Ireland.” said Mr. Sasho Stojkovski during the opening remarks.

One of the most important outcomes and results of this conference besides the capacity building component was the formalization of the partnership relations between the Nansen Dialogue Centre Skopje and the Northern Ireland Council for Integrated Education by signing a mutual memorandum for cooperation. The Memorandum was signed between the NDC Skopje Executive Director Mr. Sasho Stojkovski and NICIE Executive Director Noreen Campbell. This agreement is the basis for establishing collaborative relations between the two organizations and providing a platform for exchange of experience and resources in the field of integrated education.



“The existing of NICIE is not only a benefit and privilege for the teachers, parents and students from Northern Ireland. NICIE today is the largest resource center for integrated education in Europe. With that aim, in order to provide an additional contribution to the development of integrated education in Macedonia, NDC Skopje and NICIE expressed readiness for long-term mutual partnership and cooperation in the field of integrated education. NDC Skopje and NICIE will undertake concrete steps that will further develop the integrated education in Macedonia and the region through organizing joint activities, exchange of resources, development of training programs, strengthening the capacity and services of the Training Centre for integrated education, building a network of educational resources that will be available for the teachers, exchange of staff between the two organizations, exchange of teachers, joint initiatives for research, and support to academic portfolios for the needs of the teachers.” said Mr. Sasho Stojkovski on the occasion.



“Last year we established an International Integrated Education Network in Belfast, and we were honored when Nansen Dialogue representative came to the inaugural conference and we made contact with this organization and the country. We were delighted to learn that you use the word that we use which is Integrated Education- bringing together children from different backgrounds and ethnicities educating them together. We think the work in integrated education is important for any young person, but in divided societies it is particularly important and we are delighted if we could share any of our experience with you, but we also know that we have a lot to learn from you, because in the work of our sort you never come to an end, and we always strive to find a better way of finding a way forward and better ways of serving the needs of young people and ensuring that those young people are citizens of a better society that the one we live in today. We hope that we can develop a partnership that will be for a mutual benefit for both organizations and both societies and for the future of the young people” said Ms. Noreen Campbell on this occasion.



Hands of Friendship sculpture - designed by a student from the first integrated school 'The Lagan College' designed for the celebration of 20 years integrated education in Northern Ireland. This sculpture now symbolizes the mutually beneficial work between NDC Skopje and NICIE.

After the signing of the Memorandum for cooperation between NDC Skopje and NICIE, the conference continued with a speech delivered by Ms. Biljana Krsteska Papic- Manager for education, training and development within NDC Skopje. Ms. Krsteska Papic stressed the importance and significance of organizing and implementing the first Conference on integrated education with a special focus on the contribution of the Nansen model for integrated education and the fact that the long years for its development, multiplication and continues upgrade, has enriched the NDC Skopje team with useful experiences, information, ideas and also dilemmas that deserve to be treated, shared and discussed.

During her remarks, Ms. Krsteska- Papik stressed that the integrated education in the social context should provide a platform for transformation of the educational system from divided and closed system- adjusted to the interest of the ethnic groups to open for support for dialogue between different ethnicities.

“The integration processes in the education field have influence in the incorporation of differences in content-wise component which enables a qualitative enrichment and overcomes the threat of favoring cultural exclusivity, which is the source of physical distance between the young generations, which afterwards silently generates intolerance and violence.” said Ms. Krsteska- Papic during her speech.

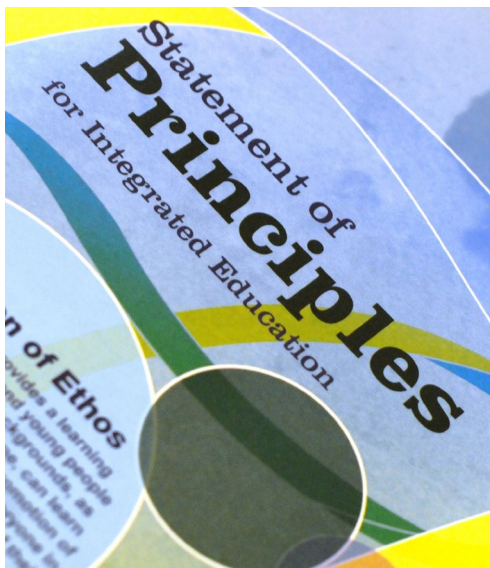


During the remarks, the role and the function of integrated education was characterized as a link between the differences, but also as a tool for overcoming the resistance towards differences of various kinds.

“Integrated education does not- and should not have as primary goal offering the students new and additional knowledge, but instead, it should enable them to live in a society which coexists every day with the differences at the same time by promoting and enriching them. That is why, this educational model enables the transformation of the segregated societies to cohesive societies, in which the schools are not only learning centers, but also take over the reconciliation process.” said Ms. Krsteska- Papic during her speech.

The official part of the Conference on integrated education began with a lecture by Ms. Noreen Campbell- the Executive Director of the Northern Ireland Council for Integrated Education.

The first conference session led by Ms. Campbell started with a projection of a short movie related to the Northern Ireland Transition process. The movie displayed messages on how the integration process in Northern Ireland was initiated by groups of people that rejected divisions, believing that children should be taught together and grow together and the fact that the integrated movement has been building trust and reconciliation for over 30 years in Northern Ireland. The clear message was that despite all the progress, there is still a lot of work and improvement to be done in the field of integration.



The session continued with an overview of integrated education in Northern Ireland, its history and development as well as the structure, activities and goals of the Northern Ireland Council for integrated Education. During the session the definition of integrated education in the Northern Ireland was presented and elaborated.

"Education together in school of children and young people drawn from the Protestant and Catholic traditions, with the aim of providing for them an excellent education that gives recognition to and promotes the expression of these two main traditions. The integrated school, while essentially Christian in character, welcomes those of all faiths and none... The core aim is to provide children and young people with a caring and enhanced educational experience, thus empowering them as individuals to affect positive change in a shared society." NICIE Statement of Principles (2008)

The conference participants had the opportunity to learn more about the Northern Ireland Council for Integrated Education, its structure, the function, and scope of work as well as the methodology of work. It was highlighted that the NICIE main function is to assist the development of integrated education and schools in Northern Ireland for the public benefit.



“An essential aspect of the reconciliation process is the promotion of a culture of tolerance at every level of society and includes initiatives to facilitate and encourage Integrated Education and mixed housing” **Belfast Agreement page 18.**

The NICIE scope of work was presented to the audience by going through the core program activities and components such are:

- School support
- Excellence in Integrated Education Award
- Sharing best practice
- Sectoral identity building
- Integrating training program for schools
- International links
- Development (New parent group, Transformation, Representation, Support, Policy, Training, Information, Recruitment)
- New school buildings
- Communications (Promotion, Strategy, Publications, Information Evenings, Outreach, Public Affairs, Media, Events)



“We develop new schools and support the transformation of existing schools. There were 22 schools with a single identity that chose to become integrated, and there is a legal process of transformation, a school changes completely to create a different kind of ethos and welcoming all children, that is a challenging journey that is difficult to complete- it takes probably two life cycles of children before you have that process completed. It is very important for NICIE to support the school that decides to begin this journey.” said Ms.Noreen Campbell.

The presentation gave meaningful information on the segregated school systems in the Northern Ireland Context, by mentioning the different basis for segregation: by religion, by gender or by class/ability.

The results of the public attitudes researches were also presented, and the positive attitude of the society towards integrated education was an indicator of the importance of the operation and scope of work implemented by NICIE.

“The best argument for integrated education is that it provides an excellent education, it’s not just about reconciliation, it’s not just about diversity and mutual respect, it is actually an educational environment which allows the individual child to attend, succeed and develop.” said Ms. Noreen Campbell during her presentation.

The session was of great importance in terms of presenting the identified challenges related to integrated education: how to support integrated schools and their ethos, the issues with the non-easy peace, limited resources to work on the development of teachers, school rationalization etc.

A particular interest was raised amongst the participants for the identified challenges of teachers in integrated schools in Northern Ireland, a majority of which were similar to the Macedonian country context as well:

- Separate teacher education
- No experience of the 'other' tradition
- Lack of skills training in managing conflict and conflict resolution
- Lack of skills training in Community/Good Relations
- Uneasiness about raising sensitive issues in classrooms
- Lack of resources specifically dealing with integration

NICIE activities for supporting staff and integrated schools were also presented during this first conference session led by Ms. Noreen Campbell. The participants had the opportunity to learn more about the activities that the Northern Ireland Council for Integrated Education organized and implements: the Peer Mediation programme, Diversity in Action programme, Excellence in Integration Award (EIEA), Sharing Classrooms: Deepening Learning. This session was finished with a questions and answers session with the participants, which expressed huge interest for the presented topics.

The Conference on Integrated education organized by NDC Skopje was an excellent opportunity to bring together all the educational stakeholders that support and promote the idea for integrated education in Macedonia. On this occasion, the Deputy Minister for Education and Science Mr. Safet Neziri was invited as a guest speaker at the Conference as one of the biggest supporters of NDC Skopje work and the Nansen model for integrated education. Mr. Neziri accented the importance of supporting various initiatives and projects that help establish good interethnic relations and facilitate the process of overcoming stereotypes and prejudices. Mr. Neziri also spoke about the importance of the establishment of NDC Skopje Training Centre for integrated education.



"In June of last year, NDC Skopje in partnership with the Ministry for Education and science established the first Training centre for integrated education. From that time perspective it was difficult to foresee the success. Today, I have the honor to be in your presence and to participate in the Conference that is the product of the successful work of the Training Centre. This type of activities and the promotion of the Nansen model for integrated education is a constructive challenge that should be cultivated continuously. This is a process that takes time, cooperation, partnership and a sincere will to support this initiative that relies in the work of schools and education cadre, which are the most important promoters of this project." said Mr. Neziri on this occasion.

The second conference session was led by Ms. Clíodhna Scott-Wills, Senior Development Officer at the Northern Ireland Council for Integrated Education. Ms. Scott-Wills presented her background and experience in the field of integrated education and on this conference she managed to elaborate and thoroughly present on the topic "The ethos of an integrated school". The presentation started with a definition of the underpinning principle of Integrated Education and the belief that by bringing children of all faiths together in a shared learning environment, they can learn to understand, respect and accept each other.

The presentation continued with elaborating the meaning of Integration in practice, and the essential question: When a person walks through a school door, how can they tell that they have entered an integrated school?

It was highlighted that the integrated schools are a planned environment, it is necessary to plan the right balance in order to bring the children together and that the planning allows setting up the practices and the policies in the school. Integration draws upon the experiences of all those in the school community and the community beyond the gate – locally, nationally and internationally.

The accent of the importance of respecting the Integration practices and decisions was put into creating an environment which allows pupils to be comfortable with various kinds of difference through relationships, policies, practices, local, national and international events and classroom displays and resources.

Ms. Scott-Wills also highlighted the NICIE Statement of Principles that should be the DNA of the schools and come naturally in order to achieve integration based on: Equality, Faith & values, Parental involvement and Social Responsibility.



"The parents are involved from the very start of their children's education, the school communicates and consults with them, and because it is parents who set-up integrated schools- it's the parents who understand what is happening and that their involvement is essential for the school." said Ms. Clíodhna Scott-Wills during her presentation.

During the session, the methodology and the benchmarking tools necessary to evaluate the school performances were presented as well as a description of the award “Excellence in integrated education”.

“Our schools are putting in place different aspects, and what we wanted to do is to help them examine that, and for those who felt that they were doing the job very well asses the Excellence in Integrated Education Award. We hope that schools will begin to examine the level of integration in their schools-is it surface level, of do they really look at their relationships, the different programs that they have put in place, the practices by which they teach. The schools should make sure that the ethos that they have developed is rights- respecting”. said Ms. Clíodhna Scott-Wills during her presentation.

The conference session on the ethos of an integrated school was finished with a Q&A session with the participants, where there was discussion for the importance of inclusion of all the layers of the society in order to make integrated education fully functional.



The third conference session of the first day continued with a presentation and set of participative activities led and implemented by Ms. Caludia Lenz – from the European Wergeland Centre on the topic “Developing intercultural competence” and getting more closely familiarized with the concept of intercultural education and a with a tool for (self) reflection through cooperative learning.

During this conference session the participants were introduced to the theory and concept of intercultural competence, a tool for evaluation of intercultural competence and a cooperative learning method by which the tool can be explored. The presentation provided significant and useful information’s and instructions on the aspect of how intercultural competence can be understood and developed through cooperative learning and how it can be evaluated.



“Intercultural education creates learning environments and processes that support learners in developing the capacities needed in order to encounter differences and interact with people perceived as different in respectful and democratic ways. Intercultural education is not only about «understanding others» but about self-reflection and critical awareness with regard to the ways in which identities, cultures and notions of self and other are constituted and changing.” as cited in Ms. Lenz presentation.

During her presentation Ms. Lenz also mentioned the key components that need to be respected and developed to achieve and develop intercultural competence and how being interculturally competent means to be able and willing to interact respectfully and adequately when encountering (assumed) difference.

“Teacher training institutions also need to develop quality-assurance instruments inspired by education for democratic citizenship, taking account of the intercultural dimension, and develop indicators and tools for self-evaluation and self-focused development for educational establishments.” The Council of Europe White paper of Intercultural Dialog

One of the most useful aspects for the Conference participants was getting familiarized with the tool for “Recognizing Intercultural Competence”. The tool is a product of cooperation between CoE Pestalozzi Programme, The European Wergeland Centre and the CoE Intercultural Cities Programme 2011-2012. The tool is consisted of 13 components: 5 Attitudes, 4 Skills, 4 Knowledge which were presented as crucial for ICC. The participants were also presented with a list of observable behaviors related to each component, helping to «trace» development.

The tool was introduced to the participants through an interactive part by applying the JIGSAW method for reading the tool. The participants actively engaged in the session and were thrilled to learn more about the benefits and the application of the tool in their surroundings. The participants also actively participated in the de-briefing session by sharing their thoughts and perspectives related to the usefulness of the ICC tool for supporting teacher’s professional development, the support and development of Intercultural Competence in the classroom through the ICC tool and the usefulness of the JIGSAW method to create cooperation and cohesion in diverse or even divided groups.



The second day of the conference held on March 10, 2013 started with a session led by Ms. Paula McIlwaine from the Northern Ireland Council for Integrated Education on the topic “Developing an Anti-Bias Approach to Integrated Education”.

The presentation started with a quote from a former Chief Inspector Department of Education in Northern Ireland - Marion Matchett *“There is a real dilemma for teachers who wish to embark on this type of work – by its very nature, it creates discomfort, challenges mind-sets, tackles sensitive issues. The truth is that individually and collectively, we need to take responsibility for this work. We are all part of the problem and we all can be part of the solution”*.

During her conference session Ms. McIlwaine presented the Anti-bias program of NICIE, it’s background, goals and outcomes.

Initially, NICIE developed a booklet which was called the Anti-bias curriculum, developed by practitioners and parents involved in the integrated education movement, based on the need of some guidance materials in order to do their work in integrated schools. The initial document was published in 1998, re-printed in 2002 and revised by NICIE because of the development of a new curriculum in Northern Ireland in order to fit into the quality legislation.

Ms. McIlwaine presented the need of such anti-bias training program in order to acknowledge diversity in the schools and the society in general.



"A research in Northern Ireland carried out in 2002 by Paul Connolly at the Queens University of Belfast, discovered that children as young as 3 were already starting to develop some negative attitudes towards people that are different from them, and that has escalated by the age of 6 when many of them are starting their primary schools. So for the consequence of that we felt we need to provide a program for the primary schools initially, but then also extend it to our secondary education. The training that we have developed acknowledges that the environment and social conditioning may reinforce prejudice, because at home we may have ideas of what is rude, normal or positive coming from the family, and if its brought in to school, and not challenged if its negative, than this could leave to reinforcement of those views, biases and prejudices and lead to discrimination and social inequality. " said Ms. Paula McIlwaine during the presentation.

During this conference session, the participants had the opportunity to reflect and be reminded of the origin of the anti-bias movement in the United States of America. On this occasion a short movie was projected for the events that took place in the Little Rock High School, and the struggle of the first African-American students that attended high school in an all-white secondary school.

The second short movie that was presented during the conference session was "A class divided: the Lesson of Brown eyes/ blue eyes" which evoked a discussion amongst the participants on how to convey the message on the bad effect of discrimination amongst the students.

After the interactive part, the participants learned more on the focus of the ABC training program and its key purposes: acknowledge diversity, promote equality and inclusion, challenge bias and prejudice through the formal informal and hidden curriculum. The accent was also put in the fact that those who gain employment in integrated schools need awareness, confidence, skills and strategies for working in a diverse educational environment.

The teachers were also encouraged to think about their personal reflection by mapping their own educational journey (personal experience of bias, prejudice, discrimination), stepping into a child's shoes & considering the negative impact of bias on children in the current education system as well as exploring 'language' for diversity & equality.



The last conference session of the formal part was led by Ms. Berit Follestad from the Sogn Upper School in Oslo, Norway. The interactive training session presented the topic: “School mediation - tools for an inclusive classroom” and the importance of being a teacher in a multi ethnic school. This session included a variety of activities with the participants as well as elaborating the theoretical aspect of the importance of school mediation.

The presentation started with a brief presentation of the background and structure of the Sogn Upper School in Oslo, and a special focus was given to its multicultural and inclusive setting. The main objectives of the mediation program that is implemented within the school was also presented. It was highlighted that the program includes all the teacher staff and the students in order to create a safe and positive learning environment for all students, strengthen the ability and competence of the youth to handle their own conflicts in a constructive way in a multicultural setting as well as to prevent bullying, violence, exclusion and racism. With a series of interactive activities and team-work for the participants, Ms. Follestad managed to grasp the atmosphere and the working methodology and techniques used in a mediation session such are: learning by doing / active participants, activities, plays, role plays, reflection, facilitator – “part of” the circle and talking peace.

During the session, Ms. Follestad gave a thorough introduction of the Reactive tools in the mediation process for face to face mediation, shuttle mediation, conflict circle (group conflicts), teambuilding in classes with a high level of conflict, restorative justice.





The proactive activities implemented as part of the mediation program in the Sogn Upper School in Oslo were presented and discussed with the participants on how each of them is crucial in order to provide a safe and positive environment for all the students. The highlighted activities mentioned during the presentation were: the Basic training of students and teachers, training of mediation teachers, training of student mediators, Counseling, lectures on: «Mediation method – a tool for all teachers» as well as cooperation with The Red Cross, street mediation, participation in the network School Mediation Oslo and social events.



The closing session of the conference was led by the NDC Skopje executive director Mr. Sasho Stojkovski that used the opportunity to express his gratitude to all the international experts and the conference attendees for their presence and contribution to the development and support of integrated education. During the closing session, Mr. Stojkovski gave a current overview of the work and situation of the schools that implement the Nansen model for integrated education, as well as briefly presented the strategic objectives of NDC Skopje in the upcoming period related to the Training Centre and the Nansen model for integrated education.

Report Annexes

- Annex I - International expert's biography
- Annex II - Agenda
- Annex III - Participant list

International's experts biography



Noreen Campbell

MA, Dip Ed, DASE, is the Chief Executive Officer of the Northern Ireland Council for Integrated Education.

She was appointed to this role in September 2009.

Noreen has a long history in integrated education. She was a founder parent and teacher of Hazelwood Integrated College, an 11 - 18 school in a divided area of North Belfast, where she served as vice principal from 1986 to 1996 and as principal from 1996 to 2006.

Hazelwood Integrated College is an all ability school, open and welcoming to all with a school ethos based on inclusive and democratic principles.

Noreen has served on DE's Specialist Schools Panel and on QUB Sharing Education Advisory Panel.



Berit Follestad

Master studies in educational psychology and multicultural education. School counselor.

19 years fulltime project coordinator for school mediation at Sogn upper secondary school in Oslo (Norway). Fall 1999 national coordinator for a school mediation program run by the Norwegian Ministry of Education and 1999-2002 leader of an EU project called "Stop Violence".

Run mediation workshops at schools, social services, university colleges and universities. Do training for trainers (RJ). International experience by lectures at IIRP (International Institute of Restorative Practices), training for trainers in Japan, workshops in Sweden and Denmark.

Workshops for participants in the Nansen Dialog Project at Balkan and the mediation project in Palestine. Board member of Norwegian Forum of School Mediation.

International's experts biography



Claudia Lenz

Works as Head of Research & Development at the European Wergeland Centre and holds a position as Associate Professor at the Norwegian University for technology and Science (NTNU). After the study of Philosophy, Political Science and Psychology, she took her Ph.D. in Political Science at the University of Hamburg. Her fields of research and publication are Historical Consciousness, Memory Cultures and Memory Politics with regard to World War II and the Holocaust.

Other fields of Expertise: Theories and Approaches in Education for Democratic Citizenship and Intercultural Education, qualitative research methods as methodological resources in educational processes.

Recent publication: Teaching Historical Memories in an Intercultural Perspective. Concepts and Methods. Experiences and Results from the TeacMem Project. Reihe Neuengammer Kolloquien, Band 4. Berlin: Metropol Verlag 2013 (Co-edited with Helle Bjerg, Andreas Körber and Oliver von Wrochem).



Paula McIlwaine

Paula McIlwaine has a BA Hons from QUB in English Language & Literature as well as a BSc Hons and an MSc in Psychology. She is a member of the British Psychological Society and has particular interest in the diverse psychological areas of child development and organizational psychology. Paula worked for many years as an English teacher and has, more recently, taught psychology. She also spent 3 years in an international development role, as a teacher trainer, in a College of Education in Northern Nigeria. Paula's formal qualifications plus training in education and leadership skills, conflict mediation / transformation and diversity awareness complement her diploma and practice as a professional life and business coach.

Paula is passionate about integrated education and has worked for NICIE for over 7 and half years. Her more recent area of focus has been in the design and delivery of professional development training for primary and post-primary teachers. This training has a particular emphasis on assisting teachers in fostering positive attitudes towards diversity and inclusion while also developing skills and strategies for constructively challenging prejudice and discrimination.

International's experts biography



Cliodhna Scott-Wills

Cliodhna Scott-Wills is a Senior Development Officer for the Northern Ireland Council for Integrated Education (NICIE).

She graduated with BEd honours in 1992 and with a MEd in 1996 from Queens University Belfast. She taught Religious Education in post primary schools for nine years, five of which were spent in Lagan College, Belfast. In 2001 she joined NICIE as a Development Officer. When she first started in NICIE her role was to guide and support parent groups who wished to set up integrated schools in their area. In more recent times she has organized the training suite which NICIE offers to integrated schools. Such training is for Governors, teachers and parents. She has helped establish and support various committees within the integrated movement i.e. Special Education Needs Coordinators (SENCOs) forum and the Teacher's Committee. Her role is also one of representation and she sits on several external committees, giving voice to the interests of integrated education in those areas. She has been involved in the review of NICIE's Statement of Principles, a document which outlines the definition of integrated education and organizes the Excellence in Integrated Education Awards.

Conference on Integrated education

09-10 March, Hotel Stone Bridge, Skopje

Saturday 9th MARCH:

08.00 to 09.00	ARRIVAL AND REGISTRATION
09:00 to 10:00	OPENING SESSION Sasho Stojkovski , Nansen Dialogue Centre Skopje Welcome and introductions Noreen Campbell , Northern Ireland Council for Integrated education *Official signing of the Memorandum for Cooperation between NDC Skopje and NICIE
10:00 to 10:15	BREAK
10:15 to 11:15	Ms. Biljana Krsteska Papic , Short speech Ms. Noreen Campbell , NICIE Integrated education in Northern Ireland and the Northern Ireland Council for Integrated Education
11:00 to 11:30	BREAK
11:30 to 13:00	Ms. Clodhna Scott-Wills , NICIE The ethos of an integrated school
13:00 to 14:30	LUNCH
14:30 to 15:30	Dr. Claudia Lenz , The European Wergeland Centre How to Develop and evaluate intercultural competence (interactive session)
15:30 to 15:45	BREAK
15:45 to 17:00	Dr. Claudia Lenz , The European Wergeland Centre How to Develop and evaluate intercultural competence (interactive session)
17:00 to 17:20	CLOSING SESSION

Conference on Integrated education

09-10 March, Hotel Stone Bridge, Skopje

Sunday 10th MARCH:

08:30 to 09:00	ARRIVALS
09:00 to 10:00	Ms. Paula McIlwaine, NICIE 'Developing an anti-bias approach to integrated education'
10:00 to 10:15	BREAK
10:15 to 11:15	Ms. Paula McIlwaine, NICIE 'Developing an anti-bias approach to integrated education'
11:15 to 11:30	BREAK
11:30 to 13:15	Ms. Berit Follestad School mediation - tools for an inclusive classroom The importance of being a teacher in a multi ethnic school
13:15 to 13:30	BREAK
13:30 to 13:45	Closing session Marking the end of the conference
13:45	LUNCH



Participant list:

Abibe Mustafi - teacher at Primary school "Shemshovo" Preljubishte

Arlinda Bajrami - teacher at Primary school "Kocho Racin" Ognjanci

Aleksandar Petrovik - professor at Secondary school "Mosha Pijade" Preljubishte

Bekim Nuhiu - NDC Skopje local assistant

Bekir Husein - teacher at Primary school "Strasho Pindzur" Karbinci

Biljana Jakoski - teacher at Primary school "Petar Zdravkovski Penko" Skopje

Biljana Palevska - teacher at Primary school "Petar Zdravkovski Penko" Skopje

Bujamin Abduramanov - teacher at Primary school "Goce Delchev" Konche

Deniz Redzepov - teacher at Primary school "Goce Delchev" Konche

Dobri Jovevski - teacher at Primary school "Ilinden" Kriva Palanka

Dushko Perinski - professor at Secondary school "Mosha Pijade" Preljubishte

Daniela Miteva - teacher at Primary school "Marshal Tito" Strumica

Elizabeta Jovanovska - president of the local management board

Gazmore Saliu - professor at Secondary school "Mosha Pijade" Preljubishte

Gzime Nuhiu - teacher at Primary school "Shemshovo" Shemshovo

Gligorcho Rujkov - NDC Skopje local assistant

Gorjan Trajkov - principal of Primary school "Goce Delchev" Konche

Ivica Kostov - teacher at Primary school "Strasho Pindzur" Karbinci

Katarina Taleska - teacher at Primary school "Kocho Racin" Ognjanci

Kadri Agushi - principal at Primary school "Rajko Zhinzifov" Chair

Ljubinka Cvetanova - teacher at Primary school "Marshal Tito" Strumica

Lenche Fidanoska - teacher at Primary school "Krste Misirkov" Bistrica, Bitola

Mare Milenkovska - teacher at Primary school "Draga Stojanovska" Skopje

Muzafer Redzepe - representative from the municipality of Chair

Mejdin Usinov - teacher at Primary school "Marshal Tito" Strumica

Mejljan Ameti - teacher at Primary school "Rajko Zhinzifov" Chair

Mevljurie Racaj - teacher at Primary school "Rajko Zhinzifov" Chair

Mimoza Muhtari - teacher at Primary school "Kocho Racin" Ognjanci

Maja Janevska - teacher at Primary school "Rajko Zhinzifov" Chair

Nada Arsova - teacher at Primary school "Strasho Pindzur" Karbinci

Natalija Kostova - principal of Primary school "Strasho Pindzur" Karbinci

Nuhi Dardishta - representative from the municipality of Chair
Natasha Ristova - teacher at Primary school "Goce Delchev" Konche
Nikoletka Paneva - teacher at Primary school "Kiril I Metodij" Sveti Nikole
Naziktere Sulejmani - representative from the Ministry of education
Nenad Stojanovski – teacher at Primary school "Magdalena Antova" Kumanovo
Ramize Memedovska - teacher at Primary school "Kocho Racin" Ognjanci
Remzije Bekja - teacher at Primary school "Kocho Racin" Ognjanci
Rajmonda Neziri – representative from Bureau for development of education
Safet Neziri – Deputy Minister for Education and Science
Salajdin Behadini - professor at Secondary school "Mosha Pijade" Preljubishte
Sehare Ljoki - professor at Secondary school "Mosha Pijade" Preljubishte
Snezhana Misajlovska – teacher at Primary school "Shemshovo" Preljubishte
Sanije Bakievska - teacher at Primary school "Kocho Racin" Ognjanci
Snezhana Stojanova - teacher at Primary school "Kliment Ohridski" Bitola
Svetlana Bobevska – teacher at Primary school "Blazhe Koneski" Veles
Sanja Livrinska - pedagogogue at kindergarten "Fidani" Skopje
Sonja Kirkova - teacher at Primary school "Brakja Ramiz Hamid" Skopje
Sonja Churlinova – representative from the municipality of Strumica
Sofija Ruseva – psychologist at kindergarten "Fidani" Skopje
Slavica Bubalo - teacher at Primary school "Kocho Racin" Ognjanci
Tajfun Kalkan – director of Turkish cultural center "Yunus Emre" Skopje
Usein Aslanov - teacher at Primary school "Strasho Pindzur" Karbinci
Violeta Janevska - principal of Primary school "Kocho Racin" Ognjanci
Vesna Stojchevska - teacher at Primary school "Krste Misirkov" Bistrica, Bitola
Violeta Tushevskaja - teacher at Primary school "Kocho Racin" Ognjanci
Zirafete Shakiri - teacher at Primary school "Shemshovo" Preljubishte
Zujca Stojanova - teacher at Primary school "Goce Delchev" Konche

NDC Skopje staff:

Sasho Stojkovski - Chief Executive Officer
Veton Zekolli - Project manager
Biljana Krsteska - Papic - Manager for education, training and development
Anica Onosimoska - Project manager
Mirlinda Alemdar - Public Relations & International Cooperation
Anche Jovanoska - Coordinator for education, training and development
Sonaj Bilal - Coordinator for education, training and development
Osman Emin - Coordinator for education, training and development
Elena Arsenova - Financial manager
Oliver Juzbasic - Project assistant
Olivera Rancheva - Office assistant