



# FINAL NARRATIVE REPORT

**The former Yugoslav  
Republic of Macedonia**

Thematic window  
Conflict Prevention & Peacebuilding

## **Joint Programme Title:**

Enhancing Inter-Ethnic Community Dialogue and  
Collaboration in fYR Macedonia

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October | **2012**

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# Prologue

The [MDG Achievement Fund](#) was established in 2007 through a landmark agreement signed between the Government of Spain and the UN system. With a total contribution of approximately USD 900 million, the MDG-Fund has financed 130 joint programmes in eight Thematic Windows, in 50 countries around the world.

The joint programme final narrative report is prepared by the joint programme team. It reflects the final programme review conducted by the Programme Management Committee and National Steering Committee to assess results against expected outcomes and outputs.

The report is divided into five (5) sections. Section I provides a brief introduction on the socio economic context and the development problems addressed by the joint programme, and lists the joint programme outcomes and associated outputs. Section II is an assessment of the joint programme results. Section III collects good practices and lessons learned. Section IV covers the financial status of the joint programme; and Section V is for other comments and/or additional information.

We thank our national partners and the United Nations Country Team, as well as the joint programme team for their efforts in undertaking this final narrative report.

MDG-F Secretariat

## FINAL MDG-F JOINT PROGRAMME NARRATIVE REPORT

Participating UN Organization(s)	Sector(s)/Area(s)/Theme(s)
<ul style="list-style-type: none"> <li>- UNDP</li> <li>- UNICEF</li> <li>- UNESCO</li> </ul>	Conflict Prevention and Peace Building Window (CPPB)

Joint Programme Title	Joint Programme Number
“Enhancing Inter-Ethnic Community Dialogue and Collaboration in the FYR Macedonia”	00067217

Joint Programme Cost [Sharing - if applicable]	Joint Programme [Location]
<p><b>[Fund Contribution]:</b> USD \$4,000,000</p> <p><b>Govt. Contribution:</b> USD n/a</p> <p><b>Agency Core Contribution:</b> n/a</p> <p><b>Other:</b> USD \$104,000 from the Government of Switzerland</p> <p><b>TOTAL:</b> USD \$4,104,000</p>	<p><b>Region (s):</b> National</p> <p><b>Governorate(s):</b> N/A</p> <p><b>District(s)</b> 3 Municipalities (Kumanovo, Kicevo and Struga)</p>

Final Joint Programme Evaluation	Joint Programme Timeline
<p><b>Final Evaluation Done</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><b>Evaluation Report Attached</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Date of delivery of final report</b> October, 2012</p>	<p><b>Original start date</b> 29 July 2009</p> <p><b>Final end date</b> 28 July 2012</p>

Participating Implementing Line Ministries and/or other organisations (CSO, etc)
<ul style="list-style-type: none"> <li>• Secretariat for Implementation of the Ohrid Framework Agreement</li> <li>• Municipal Authorities of Kicevo, Kumanovo and Struga</li> <li>• Ministry of Culture</li> <li>• Ministry of Education and Science</li> <li>• Bureau for Education Development</li> <li>• State Education Inspectorate</li> <li>• Primary and secondary schools in the three target municipalities</li> <li>• Commissions for Inter-Community Relations</li> <li>• Institute for Social, Political and Judicial Research</li> <li>• University of Ss. “Cyril and Methodius”</li> <li>• School of Journalism and Public Relations</li> <li>• University of South-Eastern Europe, Tetovo</li> <li>• Association of Journalists</li> <li>• Civil Society Organizations</li> </ul>

## I. PURPOSE

### a. The socio-economic context and development problems addressed by the programme:

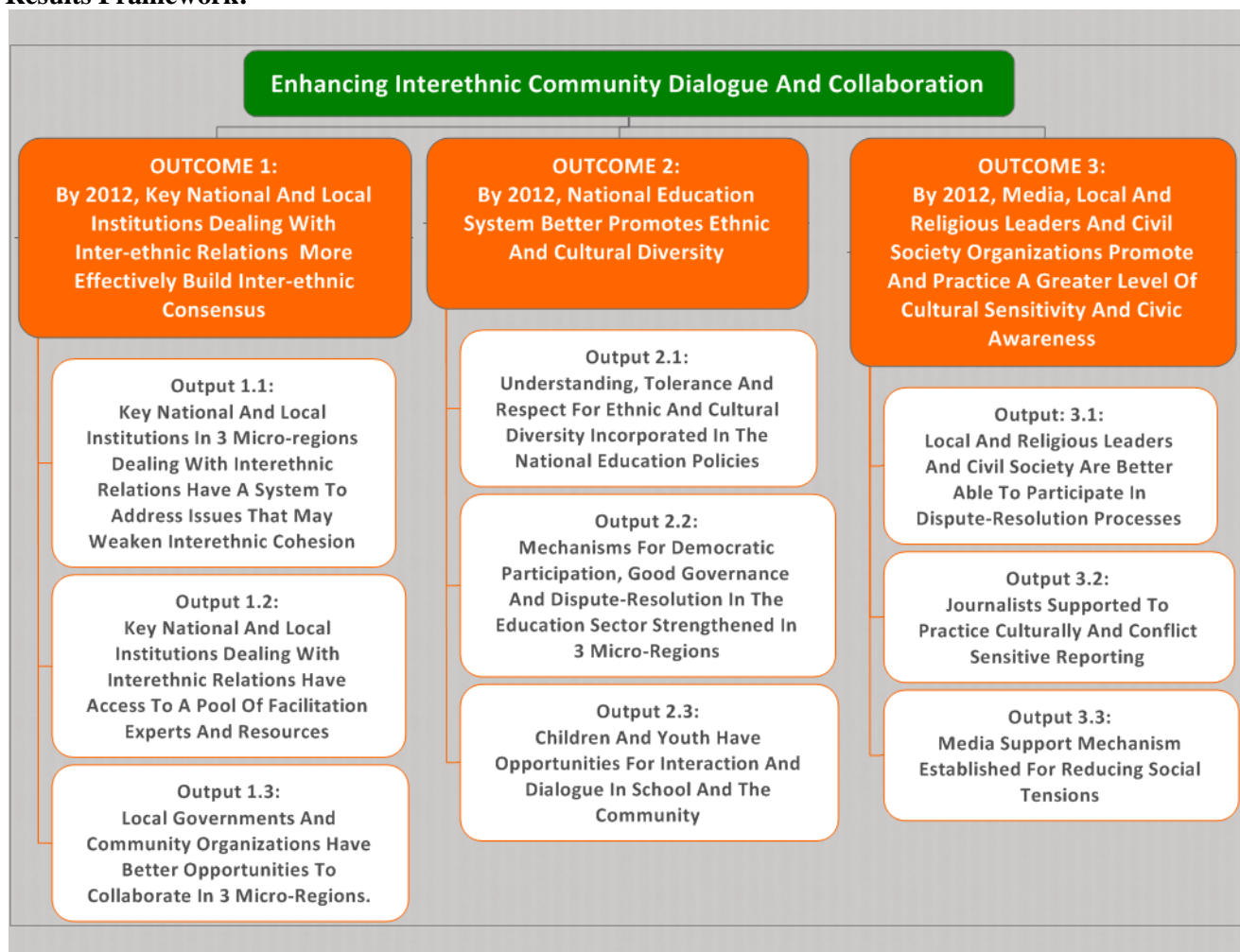
Inter-ethnic community cohesion and dialogue is central to the development of the former Yugoslav Republic of Macedonia, as a vibrant multi-ethnic society and future European Union member<sup>1</sup>. Since its independence in 1991, the country (pop. 2,045,177, GDP per capita \$ 4,528 USD) has faced social, political and economic challenges related to the transition, including an inter-ethnic conflict in 2001.

The country has made significant steps towards defining national policies that recognise the country's cultural, ethnic and religious diversity. The *Ohrid Framework Agreement*, which brought an end to the inter-ethnic conflict of 2001, laid the foundations for peace and stability and for the country's present two-tier self-government system. The continued observance and implementation of the Agreement, together with meaningful inter-ethnic dialogue and collaboration across all social strata, remains a key national development priority.

Mechanisms are in place to support inter-ethnic dialogue and collaboration in the country, which require strengthening. These include institutions and organizations at the central and local level that share a mandate to improve inter-community dialogue and collaboration. A vibrant civil society is present that can facilitate better inter-ethnic relations, however resources and capacities are lacking.

The importance of ensuring that institutions and capacities are in place to fully operationalize all aspects of the agreement is critical to fulfilling this key national development priority. In this respect, the improvement of national systems and capacities for inter-ethnic cohesion, the reinforcement of the education system's ability to promote diversity, and the promotion of tolerance and respect between different groups in society, including through the media and dispute resolution processes, were all identified as key development problems to be addressed through the UN programme.

### b. Results Framework:



<sup>1</sup> The country is an official candidate to join the European Union since December 2005.

**c. The overall contribution of the joint programme to National Plan and Priorities:**

Maintaining and promoting good inter-ethnic relations is one of the key national development priorities. The Programme has contributed towards this priority by focusing on support to institutions and organisations that facilitate good inter-ethnic relations. This includes national and local governing institutions, all levels of education, the media and civil society.

Towards this overarching national priority, the programme strengthened the capacities of central and local bodies in three pilot municipalities (Kicevo, Kumanovo and Struga) to facilitate inclusive problem-solving processes and consensus-building around community priorities. The central roles of education, local leaders, civil society and the media were strengthened to facilitate constructive civic dialogue that promotes inter-cultural awareness and values, reinforcing peaceful co-existence, especially amongst the youth. The three mutually-supportive outcomes were delivered to effectively enhance inter-ethnic dialogue in the country through an integrated approach focused on national and local systems development, education, youth and communications.

**d. How the programme development partners have jointly contributed to achieve development results:**

Programme partners were, from design to implementation to evaluation, equal partners in the development and the delivery of the programme outputs.

Each programme component had a direct line ministry counterpart which throughout the programme worked in partnership with the respective UN agency. The line ministries played an instrumental role in the development and implementation of policies and strategies, the implementation of the many capacity development activities and towards lead the continued sustainability of the outputs. At the local level, all activities were implemented and fully supported by the mayors, municipal administrations, Commissions for Inter Community Relations (CICRs) and civil society. In the area of Education, while the Ministry and the Bureau for Education Development (BED) led in terms of policy and capacity development, the municipal administrations, schools and universities adopted these policy measures into practice, and without their commitment, partnership and leadership, the programme's objectives would have not been successful. Likewise in the area of the media, the Association of Journalists, the School of Journalism and Public Relations, the Honour Council and other important actors, demonstrated commitment towards implementing the programme's media activities and became a critical mass of actors, leading to changes in how media approaches diversity.

A few examples of how local partners drove the programme's activities at the local level and continue to sustain them (many more are provided in the section on results); UNDP's capacity development work at the local level supported the Municipality towards the development of municipal action plans, which for the first time included the enhancement of inter-ethnic relations as a cross-cutting objective; the UNICEF established youth centres in each of the municipalities were fully supported by the municipal councils with the provision of appropriate space for the centres and for supporting the continuation of these youth centres with resources; and for UNESCO's work on establishing centres of excellence in the tertiary education sector, the University partners demonstrated their commitment and provided essential resources which were instrumental to the achievement of outputs and towards their continued sustainability.

The mid-term evaluation found *"A remarkable level of ownership by national and local stakeholders at the level of outputs and activities was found. For example, government officials intended to disseminate and replicate the action plans developed by the Commissions for Inter Community Relations (CICRs) in the three core municipalities; the methodology for the revision of school textbooks developed under the guidance of UNICEF was recently endorsed by the national government; the organisation of the Second World Conference on Inter-religious and Inter-civilization Dialogue was extraordinarily owned by the Ministry of Culture who partially funded this event"*. While the Final Evaluation found: *"Ownership of the JP across vertical lines (national-local) was satisfactorily high"*.

## II. ASSESSMENT OF JOINT PROGRAMME RESULTS

### a. Key outcomes achieved

#### Outcome 1:

Key national and local institutions dealing with inter-ethnic relations more effectively built inter-ethnic consensus.

For the first time, a consultative process engaged an unprecedented variety of formal and informal stakeholders from the programme that set out a comprehensive list of recommendations for improving inter-ethnic relations. The participatory nature of the process enabled dialogue between state and civil society actors at local and national levels. As a result, measures were developed that addressed these recommendations and which formed the programme's set of activities.

One of the first priorities was to strengthen the system that was in place but not functioning optimally, for addressing issues that may weaken interethnic cohesion. To achieve this, a series of capacity development activities for the key stakeholders from the relevant national and local level institutions was launched, aiming to strengthen their skills to mobilize people and utilize social capital, understand and improve the legal, strategic and institutional environment, strengthen systems and practices, enhance communications and outreach, and capitalize on inputs and resources. To begin with, a series of trainings and seminars was launched to ensure coordination and cooperation – which had not previously been effective -- between relevant local and national level institutions as well as to ensure that an understanding of institutional mandates, legal parameters and laws that relate to minority rights was available to all. During this stage, the programme also established a monitoring and evaluation system for confidence and inter-ethnic cohesion building, at the central level. Stakeholders involved in these capacity development activities included representatives of the Secretariat for Implementation of the Ohrid Framework Agreement, Agency for Realization of the Rights of the Minorities, Ombudsman's Office, local self-government representatives, municipal council members, CICR members, CSO representatives, media, and community leaders.

Capacities for cultural diversity management were strengthened through trainings and workshops which led to the development of municipal action plans. For the first time, municipal action plans were drawn up with the specific objective of enhancing inter-ethnic relations and understanding. The skills gained were put into practice as well as reflected upon during a study tour to the cultural capital of Europe in 2010 – Pecs, Hungary, as well as Timisoara, Romania, where cultural diversity management play a significant role for both municipalities. In addition, skills for applying a human rights based approach to local development policy making were strengthened through trainings for local and national level institutions.

The Commissions for Inter-Community Relations (CICRs) in the three focus municipalities were turned into mechanisms for efficient facilitation of dialogue between the communities and the local self-Governments. The cooperation between the CICRs and the municipal council members has been reinforced, ensuring that all information on inter-ethnic issues coming from the CICRs, such as religious holidays and cultural issues are discussed during the council sessions. For example, in the Municipality of Kumanovo, the Municipal Council has started to consult the CICR about relevant issues prior to making decisions at the Council sessions. Another example is when the Commission for Inter-community Relations in the Municipality of Struga provided recommendations to the local self-government on ways to reduce and avoid inter-ethnic and inter-religious tension in the Municipalities of Struga and Vevcani following the breakout of violence in January and February 2012, which were seen as important actions to calm tensions.

The programme advanced inter-ethnic dialogue through inter-municipal cooperation agreements that address local development needs among ethnically diverse municipalities. These activities convened communities across ethnic lines around common development issues, enhancing inter-ethnic community collaboration. Agreements were made between Kumanovo and its neighbouring municipality Staro Nagoricane<sup>2</sup>, between Kicevo and neighbouring Oslomej<sup>3</sup>, and between Struga and Vevcani<sup>4</sup>.

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<sup>2</sup> Municipality inhabited with majority ethnic-Serb and ethnic-Macedonian communities

<sup>3</sup> Municipality with majority ethnic-Albanian inhabitants

<sup>4</sup> Municipality with majority ethnic-Macedonian inhabitants

More than 600 citizens, local self-government representatives, civil society organizations, the CICR, private sector and media participated in activities, in each of the target municipalities, which successfully brought together citizens from all ethnic communities around a common local development issue, and therefore provided an excellent opportunity for inter-ethnic interaction and collaboration. For some of them it was the first time to meet, discuss and then act upon common issues. Examples of projects included the refurbishment of a sports hall and greening initiatives for public spaces in ethnically mixed communities.

Because institutions are better equipped to deal with the proximate causes of conflict and may always be ready to deal with immediate conflict, a comprehensive (alternative) dispute resolution system was established that enhanced national dispute resolution capacities. The programme helped establish the first-ever national system, the mediation Support Unit, housed at the Institute for Sociological, Political and Juridical Research (ISPJR) at the Ss. Cyril and Methodius University, one of the country's oldest and largest institutions of higher education, in Skopje. The system contains a database of experts which includes more than 240 dispute resolution practitioners. This pool of facilitators, who come from public institutions and civil society, can be mobilised to unblock problems and resolve disputes. The UN Programme developed and delivered the curriculum that is now a part of the Institute, as well as a Handbook to Support Dispute Resolution in Multicultural Communities.

## **Outcome 2:**

The national education system better promotes ethnic and cultural diversity through the integration of the principles of understanding and respect for diversity in new and revised curriculums, the improvement of democratic participation in schools, the reform of school's governance so as to reflect the diversity of student bodies, and increasing opportunities for students to interact with peers across ethnic groups.

The Life Skills Based Education (LSBE) curriculum for both primary and secondary education, which was introduced, incorporates contents related to understanding, tolerance and respect for ethnic and cultural diversity. All primary and secondary education teachers were trained to deliver this subject. The concept for textbook development and methodology for textbooks review was produced providing guidelines to ensure school textbooks respect ethnic, religious and gender diversity. Textbook authors were trained in using the guidelines, which are now being used in the revision and development of curriculum.

Democratic participation processes in schools were introduced. Schools were trained on how to make school governance bodies more effective in allowing participation of students in decision-making related to school life. The Programme supported schools in the implementation of extracurricular activities. The effects of these activities have been measured, and they have shown positive results in the improvement of attitudes towards boys and girls from the other ethnic groups. Action plans and strategies for scaling up activities for multicultural and democratic participation were agreed on and included in the annual work plans of schools and supported by the Municipalities. The Programme also assisted local NGOs in the opening of youth centres in the three target municipalities of Kicevo, Kumanovo and Struga. In the centres, young people were given the opportunity to cooperate on issues/topics of common interest (art, music, journalism, debates, etc.). The capacity of policy-makers to promote inter-ethnic dialogue in education was supported by facilitating access to the latest research on models of inclusion and diversity from Northern Ireland, with a focus on national-level policies, programmes and mechanisms for implementing multiculturalism, dispute resolution and peace education.

The UNESCO designed World Heritage in Young Hands subject was introduced in 10 pilot schools and plans are in place for it to be offered to all high school students, as an elective. The subject promotes multiculturalism and tolerance amongst secondary school students through an enhanced understanding of world and national heritage. Educational computer based resources were developed and introduced in schools, which included content for Macedonian language, Albanian language, Macedonian language for students of the other communities, Albanian language as an elective subject, history, music education, art education and civic education subjects. These resources and their delivery helped to promote multiculturalism and inter-ethnic relations in the education curricula in a number of subjects.

The programme established both school and community based youth centers in Kicevo, Kumanovo and Struga, which provide more opportunities for interaction and dialogue amongst youth from different backgrounds. Through youth programmes and extra-curricular activities, these centers brought young people from ethnically mixed communities together in a controlled environment to get to know peers from outside their own ethnic group. Extra-curricular activities included courses in leadership, photography,



journalism, theater, animation, pottery and much more. School based centers provided training for students and teachers in multiculturalism. The youth center in Kumanovo opened a Café library where events that stimulate book reading, promotion of books, story sharing and poetry readings are organized.

The number of UNESCO Clubs throughout the country grew from 3 to 12 and many young people were engaged in numerous joint activities celebrating the diversity of their communities. For example, The UNESCO Club of FON University, Skopje, produced and showcased a Pantomime performance titled Beyond Language through which it attempts to reach all audiences regardless of the language they speak with a story about our common humanity.

At the start of the Programme, higher education initiatives that studied and/or promoted inter-ethnic dialogue and peaceful co-existence were minimal or non-existent. The Programme mobilized a number of Universities to establish centres and programmes of study, research and advancement of the field of inter-cultural communications, conflict resolution and inclusive journalism and communications. These programmes have started to produce a cadre of experts and research in issues of inter-cultural dialogue, which is set to continue long after the programme's end.

The University Sts. Cyril and Methodius (UKIM) established the UNESCO Chair on Intercultural Studies and Research ([www.unescochair.fzf.ukim.edu.mk](http://www.unescochair.fzf.ukim.edu.mk)), and it has accredited the first M.A. programme in Intercultural Studies. The South East European University (SEEU), on the other hand, opened the Center for Cultural Interaction and Dialogue (CCID). Two new electives which cover issues of intercultural communication (in intercultural studies and communications skills) will be offered from 2012-2013 to all SEEU Faculties. A UNESCO Chair in Media, Dialogue and Mutual Understanding (<http://unescochair-vs.edu.mk/>) was also established at the School of Journalism and Public Relations, with the goal of developing the field of inclusive and diversity sensitive journalism and advancing educational offerings for journalists. These higher education institutions have organized a number of activities, such as a higher education needs assessment study, conferences, student research, and a number of publications, and have plans to continue advancing the study and practice of inter-cultural dialogue into the future.

### **Outcome 3**

The media, local and religious leaders, and civil society were enabled to promote and practice cultural sensitivity, awareness and civic identity.

Many local leaders and civil society representatives built and enhanced their skills as dispute resolution practitioners. Over 80 local leaders, who form part of the Pool of Facilitation Expertise (Outcome 1), developed their skills for dispute resolution through a comprehensive training programme consisting of a cycle of trainings on mediation of inter-ethnic disputes.

The Programme identified the need to address the quality and standards of journalism and promote ethical journalism, the partnership gap between media organisations and inclusive civil society, while also developing capacities to produce local content that reflects the rich cultural diversity of the country.

To improve the standards of the media to report on diversity responsibly, the capacities of media professionals, educators and students were enhanced through workshops, roundtables, and publications. This set of activities highlighted the role of the media as an important social actor, especially in the area of inter-ethnic relations. A "Diversity Reporting" handbook was produced and printed, which equipped professionals with easy to use guidelines and recommendations on the ways in which the media can better reflect diversity in their newspapers and newsrooms. A textbook entitled "Media, Citizens and Intercultural Communication" was produced for journalists and students of journalism, which equipped practitioners and students with skills of intercultural communication and inclusive reporting. The Association of Journalists developed a Journalism Ethics Handbook, where the professional ethics code was promoted and elaborated for practical use by their members and the Honor Council. The role and capacity of the Association's Honor Council, which reviews and acts on violations of journalistic code, was strengthened so that they are more accessible to the public and are better able to address violation complaints. A UNESCO Chair in Media, Dialogue and Mutual Understanding was established at the School of Journalism and Public Relations (see outcome 2). Moreover, as part of the work of the Chair, the School of Journalism and Public Relations accredited specialization studies in inclusive journalism and public relations, providing students and professional journalists an opportunity, for the first time, to study these themes.



Workshops, round tables, discussion panels, and study tours have made journalists and journalism professionals more aware of how their reporting affects cohesion in society and how to maintain professional ethics in their work. Due to the training and mentoring provided by the programme, a relatively new and inexperienced Honor Council of the Association of Journalists has begun to actively address citizen complaints about violations of the journalistic code of ethics submitted through a new online form.

A number of media monitoring and content analysis studies on how the media report on sensitive inter-ethnic issues were conducted by a group of experts and led by the School of Journalism as part of the Media Monitoring Mechanism. The studies, for the first time, engaged the journalistic community in a serious research based discussion about their reporting practices and the role they play in conflict situations. The public service radio and television (MRT) has starting a reform process in which they have committed to bring the different language sections of TV and radio into closer collaboration towards coordinated editorial policies in order to better serve all of the citizens of the country. A number of journalistic products containing positive messages of inter-ethnic collaboration and understanding have been produced, showing a tendency towards improvement; however, this is a long-term process and it will take some years for a determinable impact to be observed.

The Res Public Rapid Response Media Mechanism has brought the journalism and communications community together with civil society to join efforts towards better public discourse around issues of inter-ethnic relations. The web forum (<http://respublic.edu.mk>), besides developing a large database of related resources, also provides a unique space for media and citizens to interact and together shape the public discourse they would like to see in society. The online platform is linked to the mediation Support Unit (developed under Outcome 1) and the Association of Journalists.

For the first time in the country, the Programme led the conception, development and production of social content programmes in popular media that mostly focus on youth, reflects the rich cultural diversity of the country, and informs of peaceful co-existence. The process began with a one-week workshop in late 2011 that targeted producers, script writers, editors, NGO leaders and others in the country's first ever training in the development of social content media. Eight concepts for TV programmes were developed in five different groups, which worked in close cooperation and enjoyed specialist input and feedback. Two of those concepts went on to be developed into the country's first ever reality-based multi-cultural television programmes, involving youth from across the country and the various ethnic, cultural and linguistic communities. Throughout the process, the UN Programme collaborated with the National Film Fund, which aims to replicate and make this initiative fully sustainable in multiple media formats.

Awareness about the importance of inter-ethnic dialogue was raised through the participation of 5,300 citizens in capacity development activities, debates, round tables, workshops and local development activities. In addition, positive messages for social cohesion were sent out to over 10,000 citizens through concerts, photo exhibitions, and TV spots. That number will rise with the broadcast of social content programmes.

The Second World Conference on Inter-Religious and Inter-Civilization Dialogue, organised by the Ministry of Culture in May 2010, received support from the Programme. The conference brought together 200 participants from 50 countries worldwide and 100 domestic participants, including representatives from all major faiths in the country. The conference promoted the 'Decade for Dialogue among Civilizations', the 'Decade for a Culture of Peace' of UN and UNESCO, the UN International Year of 'Rapprochement of Cultures', and the 'Global Agenda for Dialogue among Civilizations'. A joint Declaration was adopted at the Conference and an International Organization Committee for the Third World Conference was established. A national youth conference was organized in parallel with the conference, called Shared Visions, which engaged a diverse set of young people to share and promote ideas on inter-ethnic and inter-religious dialogue and cooperation. The youth who attended issued their own declaration, and the ideas generated from youth were taken up by UNESCO Clubs around the country who implemented activities exploring and celebrating different religious traditions in their communities, enhancing inter-religious understanding amongst youth. The youth conference was repeated in the subsequent two years following the initial support (2011 and 2012). The outcome of these conferences was increased awareness and discussion on issues relating to intercultural dialogue and inter-ethnic collaboration.

## **b. How the capacities developed have contributed to the achievement of the outcomes**

The Programme applied an approach that utilized the existing base of capabilities and capacities identified by individuals, organizations and institutions (stakeholders) as the programme development stage for obtaining, strengthening and maintaining the requisite capabilities to enhance inter-ethnic dialogue and collaboration. The Programme then supported national efforts to extend and retain those capabilities.

The project cycle worked in stages that gradually strengthened capabilities and capacities – and overall outcomes – by cascading and interlinking outputs and achievements. By the end of the programme, the local self-government units and the education system were enabled to adopt a systemic approach to inter-ethnic relations: all of the various skills, mechanisms and decisions were lined up in a way that moved beyond mere outputs to practical outcomes.

The overall methodological approach that underpinned this cycle included the following: a) understanding and improving the legal, strategic and institutional environment, b) strengthening systems and practices, c) capitalizing on inputs and resources, d) enhancing communications and outreach, and lastly, e) mobilizing people and utilizing social capital.

This framework balanced the need to impart practical as well as substantive skills through integrative learning modalities that utilized multiple formats including the access to and generation of research materials on effective policies, mechanisms and interventions, debate, consensus-building, leadership development and leadership commitment, the recognition of dividends through co-operation and inclusion, and the development of strategies and action plans to address recognized capacity gaps.

The success of this approach is demonstrated by the achievement of substantive outputs and our partners continuing to design, plan and implement activities beyond the duration of the project.

## **c. How outputs have contributed to the achievement of the outcomes based on performance indicators:**

### **Outcome 1:**

Key national and local institutions dealing with inter-ethnic relations more effectively build inter-ethnic consensus:

All key indicators registered significant progress or were reached by the end of the programme, however as the outputs delivered are owned by national development partners, progress is expected to continue.

The system for dealing with inter-ethnic relations was strengthened through the carrying out of the Assessment of National and Local Capacities through a consultative and nationally owned process. The Assessment contained a comprehensive set of nationally owned recommendations. To date 60% of the recommendations of the capacity assessment have been implemented. Part of the recommendations refer to capacity development and coordination and communication among key stakeholders, so through the capacity development activities, for example, the capacity of organizations to understand laws that relate to minority rights and monitor new laws related to EU integration increased. In addition, the cooperation among SIOFA, the Agency for Minority Rights Realization, CICRs, and the Parliamentary Committee on Inter-community Relations was strengthened. Moreover, SIOFA launched a grant scheme for civil society, based on the model established by UNDP.

National and local institutions dealing with inter-ethnic relations have access to a pool of facilitation experts and resources. The establishment of an alternative dispute resolution system, housed in the Institute for Sociological, Political and Juridical Research (ISPJR) in Skopje, can be said to be fully functioning. One hundred individuals and representatives from key institutions and society were trained and became part of a pool of facilitation experts in each of the municipalities. A database was created in each of the Municipalities, which includes more individuals and representatives of different organizations who can be called upon to unblock problems and resolve tensions. A training programme on mediation was developed and was provided to 60 facilitators. 18 national and local institutions endorsed the coordination and communication protocol dealing with dispute resolution and an M&E system for inter-ethnic relations was established. A Handbook was produced to Support Dispute Resolution in Multicultural Communities, providing an easy to use go to guide for citizens, local governments and community-based organizations on practices that can be used to resolve disputes in multicultural communities.

Local governments and community organizations have better opportunities to collaborate in 3 micro-regions. 11 various fora on conflict-sensitive development, study tours and training of municipality

stakeholders were conducted. 5 Inter-Municipal Cooperation Agreements that facilitate interethnic collaboration among ethnically diverse municipalities were signed within 3 micro-regions. 26 cases of successful collaboration between civil society organizations and local self-government units that work to improve interethnic collaboration and dialogue were registered.

## **Outcome 2:**

Capacity of the National Education System to Promote and Enhance Ethnic and Cultural Diversity Strengthened.

All key indicators registered significant progress or were reached by the end of the programme, however as the outputs delivered are owned by national development partners, progress is expected to continue.

Life-Skills Based Education (LSBE) was successfully introduced as a compulsory subject in secondary education. As part of the programme, the concept for secondary education was aligned to the Child-Friendly School-CFS approach<sup>5</sup> and incorporated plans for the introduction of the LSBE curricula. Based on the LSBE curricula a teacher training manual was developed. Through a well-established in-service teacher training system supported by the Bureau for Education Development (BED), throughout the duration of the programme workshops on the implementation of LSBE were provided for teachers in all primary and all secondary schools in the country. As a result, 1,500 primary school teachers and 380 secondary school teachers have acquired the knowledge and skills to teach LSBE.

The BED produced the methodology for the development of textbooks so to ensure textbooks promote multiculturalism, tolerance and other aspects of the Child-friendly school approach. It provides guidelines that ensure school textbooks respect and promote ethnic, religious and gender diversity. In total, 450 current or potential textbook authors or reviewers were trained on the application of this methodology.

In total almost 50 schools (primary and secondary) in the three municipalities and around the country implemented inter-ethnic extracurricular activities. Manuals for primary and secondary education with models of extracurricular activities on multiculturalism were developed in several languages: Macedonian, Albanian, Turkish and English. In the pilot phase, eight primary and five secondary schools were included. Based on demonstrated effects, three planning workshops at municipal level (Kicevo, Struga and Kumanovo) with an aim to develop a strategy and action plan for implementation of extracurricular activities that promote multiculturalism were organized (June-July, 2011). The events were organized in light of the decreasing number of ethnically-mixed schools and the need to initiate inter-school cooperation between mono-ethnic schools. Additional materials using ICT options as a strategy for such cooperation were developed, and in this phase a total of 26 schools and 142 school teachers were trained. In order to successfully introduce UNESCO's World Heritage in Young Hands, teachers were trained in 11 pilot schools and successfully implemented joint activities on the subject of heritage as a tool for intercultural dialogue.

The establishment of 11 UNESCO clubs at major universities and other institutions helped to further the interest in and complement the activities of the two UNESCO Chairs that were established at the University of Ss. Cyril and Methodius and the School of Journalism and Public Relations. The UNESCO Club at the Community Development Institute also went a step further to foster the establishment of municipal youth councils in Kicevo, Kumanovo and Struga, modelled on successful examples from other communities in the country. As youth councils are designed to be a part of the decision-making processes in each municipality, representing the views and interest of youth, this also contributed to good governance and increased participation in local governance.

In the area of democratic participation, a training curriculum was developed and delivered to 39 primary and secondary schools and reached 1,000 students, teachers and parents in the three project municipalities. The training focussed on raising awareness about democratic participation in the school decision making processes and in the election of school and student boards. A series of workshops for both students and teachers were conducted on topics related to principles of democratic participation, criteria for school board elections, conducting surveys for exploring topics of concern among the students and providing guidance on problem solving. Follow-up support was provided to schools and communities in the targeted municipalities to build the capacity of the school governance structures (school boards, student and parent

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<sup>5</sup> National Child-Friendly School Standards are defined in six different dimensions: inclusiveness, effectiveness, safe and protective school environment, participation, gender equality and multiculturalism and respect for child rights. The last was added due to the specifics of the multi-ethnic society, which requires special interventions in the education system at all levels, that respect and promote diversity and multiculturalism. The CFS standards are mainstreamed in the national policy: concepts for primary and general secondary education and curricula for primary and general secondary education are aligned to CFS. It was based on these interventions, or specifically the standards in the dimension of multiculturalism, that LSBE was introduced as a separate compulsory subject

councils, student organizations and other school bodies) and ensure transparent and democratic school governance mechanisms and processes. The result of training and support was the adoption of statutes, mandates and working protocols for school bodies of ten schools in the three municipalities and 16 decisions taken by school boards upon student initiatives regarding school infrastructure and safe and protective environment in schools. At the municipal level, school representatives participated in five municipality council and inter-ethnic commission meetings in the 3 municipalities for the purpose of influencing the municipal decision-making in relation to multiculturalism and inter-ethnic relations in schools.

To ensure continuity in inter-ethnic cooperation outside of school, four youth centres in the three municipalities (two in Kumanovo, one in Kicevo and one in Struga) were established with the support of the Programme. Opportunities for interaction and cooperation among children and youth from different ethnic backgrounds were provided. In total, 645 joint curricular and extracurricular activities for ethnically mixed groups were organized and 3,289 children and youth completed the courses offered<sup>6</sup>. The youth centres also organized fundraising events and final course exhibitions (art exhibitions, station courses; recycle art courses and social media radio shows). Students participating in drama courses organized a drama performance on the theme of inter-ethnic relations. Two final performances were conducted by the drama and theater students from the Youth Centers in Kumanovo and Kicevo. The Kumanovo students preformed a multilingual theater play based on Shakespeare *"Midsummer night dreams...in our style"*. The play was showing six times in Kumanovo, and due to enormous popularity, it was also performed in the capital, Skopje. Students from the Kicevo Youth Center together with actors from the amateur theater Kocho Racin from Kicevo, staged the well-known play titled "Bure Barut" at the Cultural Center in Kicevo. On their own initiative the students at the Youth Center in Kumanovo opened a Café library where events that stimulate book reading, promotion of books, story sharing and poetry readings are organized. The Café library opened in December 2011 and has over 100 visitors a month from different ethnic communities.

### Outcome 3:

Media, local and religious leaders and civil society organizations promote and practice a greater level of cultural sensitivity and civic awareness.

All key indicators registered significant progress or were reached by the end of the programme, however as the outputs delivered are owned by national development partners, progress is expected to continue.

Local and religious leaders and civil society are better able to participate in dispute resolution processes. 5,385 (44% women and 45% representatives of non-majority groups) participants (local and religious leaders and civil society representatives) took part in leadership, communication skills, dispute resolution, local development activities and community processes in the three pilot municipalities. 53 events (conferences, forums, round tables, community events, knowledge cafes) that raise awareness on inter-cultural and inter-religious sensitivity were organized.

Journalists were supported to practice culturally and conflict sensitive reporting. 544 participants (practicing journalists and students of journalism) attended culturally and conflict sensitive media education events. A higher education programme on conflict sensitive reporting in School of Journalism was developed and now on offer at the school.

Media support mechanisms (expertise, monitoring and tools) have been established for reducing social tensions. 11 TV, radio and news programme hours were produced to reduce social tension. A media rapid response and monitoring mechanism platform was established and published online. As part of the monitoring mechanism, 3 qualitative and 1 quantitative analysis of how media reports on inter-ethnic and inter-religious issues was produced and debated with media professionals and owners. The mechanism aims to help the media report on topics related to societal diversity. Over 2000 monthly hits have been registered on the online platform which engages the media community and civil society in public discourse on the topic of inter-ethnic relations.

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<sup>6</sup> Theatre and drama, Art, Photography and Video, Social Media, Youth Entrepreneurship, Music and Sound, Creative Workshops, Recycle Art, Sports, Dance, and Creative Computer Applications.

**d. Who are and how have the primary beneficiaries/right holders been engaged in the joint programme implementation?**

Indicate Beneficiary type	Expected number of Institutions	Number of Institutions to date	Expected Number of Women	Number of Women To date	Expected number of Men	Number of men to date	Expected number of individuals from Ethnic Groups	number of individuals from Ethnic Groups to date
National Government	7	9	40	45	40	21	80	60
Local Government								
Professional Associations	3	3	15	29	25	48	45	77
Universities and Other Higher Education Institutions	2	7	15	14	15	6	30	14
CSOs	7	20	20	9	15	11	35	20
Secondary School Students	35	32	100	172	100	98	200	313
Primary School Students	90	90	44,595	44,595	49,248	49,248	93,843	93,843
Teachers/Professors	350	350	104,445	104,445	111,735	111,735	216,180	216,180
<b>Total</b>	n/a	n/a	960	960	380	380	1,340	1,340

The primary beneficiaries of the programme have been engaged throughout the programme cycle from design, implementation and evaluation (please see Section II a & c above).

**e. How the joint programme and its development partners have addressed issues of social, cultural, political and economic inequalities during the implementation phase of the programme:**

**Inclusion of socially excluded populations:**

The programme's overall objective is to increase inter-ethnic understanding amongst all groups, and especially the most excluded and vulnerable. This has been done through focusing support on institutions and organisations that facilitate good inter-ethnic relations.

When designing the activities, the team took great effort to involve vulnerable and socially marginalized groups. In addition, several interventions were directly focused on vulnerable groups.

The Commissions for Inter-Community Relations (CICRs) in the three focus municipalities were turned into mechanisms for efficient facilitation of dialogue between all communities in the municipalities and the local self-Governments.

Trainings on the human rights based approach in development were organized for local and national level institutions and civil society organizations. Following the trainings, the programme helped support the seventh round of the joint UNDP and Office of the High Commissioner for Human Rights programme Assisting Communities Together was launched, supporting projects in human rights education in the area of discrimination. Two projects were supported – one focused on children in rural communities in the Municipality of Struga, and the second targeted Romani women in the municipality of Kumanovo.

In the municipality of Kicevo, a strategy was developed to address the needs of the disabled as part of the programme.

Training on gender sensitive budgeting was organized, at which good practices from the country and the region were shared. Also, debates about involvement of women in decision-making processes at the local level were organized in the rural areas in the Municipality of Kumanovo.

Activities for democratic participation in schools directly enabled the participation and involvement of socially excluded students in school governance bodies. The Programme provided criteria for establishment of the school governance bodies as well as protocols and procedures for functioning of these bodies to ensure equal representation and participation of all ethnic groups (including Roma students as the most excluded group), boys and girls, as well as students with different educational performance.

#### **Increasing the decision making power of excluded groups:**

The programme's overall objective is to increase inter-ethnic understanding amongst all groups, and especially the most excluded and vulnerable. The outcomes in governance, education and society have increased the decision making power of excluded groups, whether it is a better functioning CICR or giving excluded groups a stronger voice in how their school is run.

In the municipality of Kicevo, in the elaboration of the Strategy for addressing the needs of the disabled was developed within the programme, local self-government representatives, CICR members, and municipal council members fully supported the process, which was led by the Association of Blind Persons in Kicevo.

#### **Strengthened the organization of citizen and civil society:**

Civil society organizations were an important part of the programme, and had a specific focus in Outcome 3. Civil society was involved throughout the programme's implementation.

A grant scheme for civil society was launched, aiming to address some of the gaps addressed in the Participatory Assessment, but also to further strengthen the capacities of CSOs. In order to further support strengthening CSOs aiming to enhance inter-ethnic dialogue, a grant scheme for civil society organizations was launched that promoted peer-to-peer coaching and mentoring. A second grant scheme was launched to support existing and potential UNESCO Clubs in fostering their capacity to enhance interethnic dialogue and cooperation among youth. Modest awards were given in support of these CSOs and university Clubs in designing and implementing sustainable structures and programmes of interethnic collaboration on topics of common interest.

The programme has provided direct support to local NGOs (Centre for Intercultural Dialogue- CID and Forum ZFD) at municipal level to advocate for the rights of vulnerable people or groups. The support was mainly technical in specific content areas (extracurricular activities, monitoring an evaluation), but also in facilitating dialogue with the national and local decision-makers through participation in many events at national level (related to action plan development) and local/municipal level (municipal scaling-up of extracurricular activities). This contributed to their ability to better position and influence decision-making. Eg. CID staff are now included in the Kumanovo municipal education commission and are consulted as experts on young people issues. The same NGO has built an excellent reputation in the area of youth and multiculturalism and inter-ethnic relations and is presenting its experience in the global fora.<sup>7</sup>

#### **Improving the lives of socially excluded groups:**

Lives of socially excluded groups were improved through the overall outcomes of the programme, which contributed to a more peaceful, tolerant and inclusive society. Other specific examples are numerous. The Action Plan for Disabled Persons in the Municipalities is an opportunity to improve lives of this socially excluded group. Education about discrimination among the Romani women in the Municipality of Kicevo, contributed to increasing this groups ability for social activism. Also children in rural communities had the opportunity to learn about discrimination, to recognize it in everyday situations, and fight against it. The effect on improving lives of socially excluded groups was measured in the area of implementation of joint extracurricular activities in schools at the end of two school years (2010/2011 and 2011/2012)<sup>8</sup>. The assessment showed highly positive results in terms of readiness of groups of students and teachers from ethnic Macedonian, ethnic Albanian, but also Roma as the most excluded groups to interact with the other side and in terms of understanding and accepting the differences of the "other" ethnic group. Improvement in ethnic and gender stereotypes and prejudices and increased readiness for interaction was observed across all ethnic groups and with representatives from all ethnic groups.

#### **f. a) Paris Declaration Principles**

The Programme is fully aligned to national development priorities and its activities, outputs and outcomes are fully owned by the Government and other development partners.

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<sup>8</sup> World Urban Forum (<http://www.unhabitat.org/categories.asp?catid=672>) panel discussion Capabilities Approach to Urban Development.



**f. b) Delivering as One**

The Programme has contributed to the UNDAF Outcome 2.3: “National and Local Institutions and Non-Governmental Actors Promote Inter-Ethnic Dialogue and Social Cohesion”. The programme is being implemented by UNDP and UNICEF, the two largest UN Agencies in the country, and UNESCO a Non-Resident Agency. The Programme brings together these three agencies with their skill sets, expertise and comparative advantages in different areas of the programme. UNDP’s long and successful track record in working on governance in the country, UNICEF’s solid and successful track record in the area of education reform and UNESCO’s international expertise in intercultural dialogue, higher education and media, all brought an individual component to the programme which the other agency acting on its own could not have done.

The Resident Coordinator Office took an active role in supporting programme coordination processes, supporting the programme coordinator function and providing dedicated communications and advocacy support.

The Programme undertook many initiatives to ensure the “jointness” of the programme. The programme teams of each implementing agency sit together in common premises, close to the Government buildings, to allow for better coordination and cross fertilisation between the programme’s components. A tri-lateral MoU was developed and agreed between agencies for the common premises and programme services. An online workspace for the programme team was established that contains a calendar of activities, news feed, important documents / reports, etc. A considerable amount of joint communications products were also developed for the programme.

### III. GOOD PRACTICES AND LESSONS LEARNED

#### a. key lessons learned and good practices

The importance of having a clear set of priorities and division of labour proved to be important when implementing. The coordination of more than one agency for the implementation of one activity proved to be creating unnecessary burdens and transaction costs on agencies, especially if it wasn't clear which agency was the lead.

The importance of setting a good workable governance structure for the programme was critical. The Programme had a Coordination and Monitoring Officer separate from the management of any one implementing Agency, which proved to work well, as this role was seen as impartial and working for all agencies equally. However, having no management function diluted the effectiveness of this role over all, in terms of programme implementation.

The importance of having a coordination budget for coordination activities (joint meetings, retreats, monitoring missions etc.) was essential to ensuring a strong approach to coordination throughout. The programme found that the budgeted 4% of the programme budget for coordination activities an adequate amount.

The importance of ensuring quality and continuous joint communications and advocacy was found to be very beneficial, to reinforce the programme's identity, to have joint messaging, to have joint communications products, to build a sense of belonging from agency staff to the programme, to be heard by our partners as one etc. The approach to joint communications was greatly aided by having a jointly agreed communications strategy that was budgeted for appropriately.

Constant communication between agencies was instrumental towards successful programme delivery. In this regard, having all agency staff implementing the programme in one office, preferably embedded or close to the principle national counterparts, is recommended. Again, having one office builds the programme's identity and encourages a level of inter-agency collaboration that would not be possible from just having regular coordination meetings.

#### Innovative development approaches

A number of innovative development approaches were used towards the achievement of the programme's objectives, which have been outlined above. These include:

- The structured consultative process for assessing governance capacities which brought about maximum ownership over the outcome.
- The introduction of robust mediation capacities for the resolution of disputes, through the establishment of a dispute resolution support unit in a civil society institute.
- The introduction of joint extracurricular activities focused on respect for and promotion of diversity. The activities contributed to the implementation of the goals related to multiculturalism in the revised primary education curricula. The activities provided a strategy for operationalization of curricular goals.
- The self-monitoring of national media coverage related to diversity and inter-ethnic dialogue, followed by a set of quantitative and qualitative analyses which were deemed unprecedented in the country's media community. They attracted a great deal of attention and served to dramatically increase the dialogue surrounding culturally-sensitive and unbiased reporting.
- The use of social content programming as a concept to increase civic awareness and show peaceful co-existence in popular media, which led to the development of two reality TV shows, focusing on youth.

#### b. Key constraints including delays

##### External to the joint programme

At the time of inception the programme was the only sizable project dealing with inter-ethnic relations in these areas. While the programme design considered the existing context in terms of capacity gaps and other actors work (government, other donors and actors), throughout implementation the programme confronted some changes to the programme's context.

The adoption of the Strategy for Integrated Education by the OSCE High Commissioner for National Minorities, politicized the issue and caused some resistance by the public and stakeholders for its implementation. Due to this, the joint programme's planned activities under Outcome 2, related to capacity building for policy development in education, had to be delayed and slightly modified to include development of action plans instead of a strategy.

Main mitigation actions implemented to overcome these constraints- UNICEF was heavily involved in donor coordination in the education sector and supported the establishment of the first donor coordination mechanism on multiculturalism and inter-ethnic relations which was later taken over by the Ministry. The key purpose of this mechanism was to ensure alignment, improve coordination, and avoid duplication. For the programme this meant modifying the planned action as mentioned above.

### **c. Monitoring and evaluation:**

At an early stage, it was recognised that the programme's M&E framework that was developed as part of the ProDoc could be improved. The programme undertook to revise the M&E framework at the end of the first year of programme implementation and produced a solid SMART based M&E framework, and set in place an M&E monitoring structure.

Progress indicators were regularly tracked and used for planning and programme management. The ease of access to progress data for indicators increased the transparency and mutual accountability of the programme between agencies and between the UN and partners. The Mid-Term Evaluation process was a useful exercise for the programme, allowing the programme team to take stock and assess progress and feed into planning for the successful phasing implementation of remaining activities. The improvement plan that stemmed from the findings of the MTE focused the team towards making specific improvements in programme strategy, management and stakeholder engagement.

### **d. Communication and advocacy:**

The programme developed a comprehensive Communication Strategy. The Strategy set out a number of communications and advocacy priorities and actions in a budgeted action plan. A full time UNCT Communications Officer provided support towards the implementation of the communications and advocacy work.

A website dedicated to the JP as part of the UN website ([www.un.org.mk](http://www.un.org.mk)) was set up and provides a space for communicating the objectives, activities and results of the programme to partners and the general public.

A number of communications products were developed throughout the programme's life, which include quarterly informal results reports, personal interest stories, factsheets, banners, and monthly programme updates.

This work contributed to reinforcing the programme identity and understanding and advocacy for the overall programme objectives. Communications materials (at times innovative and interesting) including materials, illustrated fact sheets, websites with interactive maps, kept partners and stakeholders informed of the programme's work and progress.

### **e. Scalability of the joint programme**

The entire programme was designed with sustainability and replication in mind. As set out above, all outputs are owned by national partners, who, as a result of the programme, are equipped to continue applying the policies, practices and approaches delivered by the programme. At all times the programme's development partners demonstrated their commitment towards sustaining the programme's work after the programme cycle. The approach at the local level of focusing on three pilot municipalities meant that successful policies could be replicated in other municipalities, which is indeed happening through the respective national authority. Ministry of Education and Science in the field of education, SIOFA for the replication of innovative approaches to the enhancement of inter-ethnic relations, and the Ministry of Local Self Government and ZELS for replicating governance successes in other municipalities.

To formalise some key sustainability activities the programme undertook a Programme Stakeholder Sustainability Retreat six months before the end of the programme (this activity was assisted by the CPPB KM efforts). The retreat achieved 3 objectives: 1) update key stakeholder on programme progress; 2) evaluate programme progress; and 3) enhance and plan programme sustainability.

#### IV. FINANCIAL STATUS OF THE JOINT PROGRAMME

PROGRAMME BUDGET SUMMARY As of 31 August 2012			
Category	Agency	\$ Total	% Total
<b>Total Approved Joint Programme Budget</b> (Total Transferred, 3 tranches)	<b>UNDP:</b>	\$1,834,941	100%
	<b>UNICEF:</b>	\$1,239,060	100%
	<b>UNESCO:</b>	\$925,999	100%
	<b>TOTAL:</b>	<b>US \$4,000,000</b>	<b>100%</b>
<b>Total Budget Disbursed to date</b>	<b>UNDP:</b>	\$1,834,941	100%
	<b>UNICEF:</b>	\$1,239,060	100%
	<b>UNESCO:</b>	\$925,999	100%
	<b>TOTAL:</b>	<b>US \$4,000,000</b>	<b>100%</b>

## VI. CERTIFICATION ON OPERATIONAL CLOSURE OF THE PROJECT

By signing, Participating United Nations Organizations (PUNO) certify that the project has been operationally completed.

PUNO	NAME	TITLE	SIGNATURE	DATE
UNDP	Alessandro Fracassetti	Deputy Resident Representative		
UNICEF	Sheldon Yett	Representative		
UNESCO	Yolanda Valle-Neff	Director		

## VII. ANNEXES

### ANNEX 1 - Document/Studies Produced by the Programme

#### **Results of a Participatory Assessment of National and Local Capacities for Strengthening Inter-Ethnic Dialogue and Collaboration**

September 2010

The report presents the findings of a first time mapping of national and local capacities related to inter-community relations, presenting the views of 75 representatives from all stakeholder groups at national and local levels. The report identifies the capacity gaps, but also delivers comprehensive set of recommendations, paving the way for activities that address community needs.

[http://undp.org.mk/content/Publications/UNDP\\_Participatory\\_Report\\_Full\\_English.pdf](http://undp.org.mk/content/Publications/UNDP_Participatory_Report_Full_English.pdf)

#### **Handbook to Support Dispute Resolution in Multicultural Communities**

July 2012

This is a publication of the United Nations Development Programme (UNDP) and the Association of Local Self Government Units (ZELS). Its purpose is to provide an overview for citizens, local governments and community-based organizations on practices that can be used to resolve disputes in multicultural communities. It also orients readers with local resources that can be called upon to help resolve community-based disputes.

Web link: <http://undp.org.mk/content/Publications/Handbook.pdf>

#### **Life Skills Based Education manuals:**

for primary schools:

<http://umd.gov.mk/priracnici.aspx>

for secondary schools:

[http://app.bro.gov.mk/docs/rabotni\\_listovi/Rabotni%20listovi%20za%20uchenici%20za%20postavuvanje%20na%20web.pdf](http://app.bro.gov.mk/docs/rabotni_listovi/Rabotni%20listovi%20za%20uchenici%20za%20postavuvanje%20na%20web.pdf)

#### **Multicultural workshops manuals:**

[http://www.unicef.org/tfymacedonia/english\\_multi\(3\).pdf](http://www.unicef.org/tfymacedonia/english_multi(3).pdf)

[http://www.unicef.org/tfymacedonia/multi\\_mak.pdf](http://www.unicef.org/tfymacedonia/multi_mak.pdf)

#### **Methodology for textbooks review:**

<http://bro.gov.mk/docs/Biro%20za%20obrazovanie%20-%20konceptija%20za%20izrabotka%20na%20ucebnik%20mk%20-%20za%20na%20web.pdf>

<http://bro.gov.mk/docs/Biro%20za%20obrazovanie%20-%20konceptija%20za%20izrabotka%20na%20ucebnik%20ALB%20-%20za%20na%20web.pdf>

#### **The UNESCO Club Guide issued by the UNESCO National Commission**

“Практичен водич на УНЕСКО клубови”, Скопје, Р. Македонија 2011 година, Абакус комерц Скопје

#### **Handbook for Reporting about Differences, in Macedonian and Albanian language**

М-р Марина Тунева, „Прирачник за известување за различностите“, Скопје 2011,  
Винсент графика, Висока школа за новинарство и за односи со јавноста



Mr. Marina Tuneva, "Doracak për raportim mbi dallimet", Shkup 2011, Vincent Grafika, Shkolla e Lartë për Gazetari dhe Marrëdhënieve me Publikun

### **Handbook for Ethics in Journalism**

Тамара Чаусидис; Зоран Бојаровски, „Прирачник за етиката во новинарството“, Скопје 2012, Аркус дизајн, Здружение на новинарите на Р. Македонија; [www.znm.org.mk](http://www.znm.org.mk)  
Tamara Çausidis, Zoran Bojarovski "Doracak për etikën në gazetari", Shkup 2012, Arcus Design, Shoqata e Gazetarëve të Maqedonisë; [www.znm.org.mk](http://www.znm.org.mk)

### **Media, Citizens, and Intercultural Communications, higher education textbook issued by the School of Journalism and Public Relations**

М-р Марина Тунева; М-р Емилија Петреска, „Медиумите, граѓаните и интеркултурните комуникации“, Скопје 2010, Винсент графика, Висока школа за новинарство и односи со јавноста; [www.vs.edu.mk](http://www.vs.edu.mk)

### **World Heritage in Young Hands Teacher Kit**

„Светското наследство во рацете на младите – образовно наставно помагало со упатства за наставници“, Министерство за култура на Република Македонија, Национална комисија на УНЕСКО, Скопје 2012, © UNESCO 2002

**The Role of High Education in Fostering Intercultural Dialogue and Understanding Multicultural Society - Needs assessment study;** Faculty of Philosophy, UKIM;  
<http://unescochair.fzf.ukim.edu.mk/index.php/jsdgksa>

**Four Media Monitoring Analysis -** <http://www.respublic.edu.mk/mk/nabljuduvanje-na-mediumite/istrazuvanja>

- a. Qualitative analysis: "The Media Discourse in the Notice for the European Championship in Handball"- (In Macedonian language).
- b. Qualitative analysis: "The Media Discourse in the Reporting of the Struga Events and the Consequences of the Vevcani Carnival" – (In Macedonian, Albanian, and English language).
- c. Quantitative analysis: Of the Content Published in the Media in the Period of January 16 - February 12, 2012 – (In Macedonian, Albanian, and English language).
- d. Qualitative analysis: The Professional Standards through the Prism of Discursive Analysis - Media Narratives in the Reporting of the Murder at Smilkovci – (In Macedonian, Albanian, and English language).

### **Catalogue of the Fine Arts Colony – Roma Art 2011 – Kumanovo**

Ликовна колонија – Рома арт 2011 – Куманово

## ANNEX 2 - Communication Products created by the joint programme

**Dedicated webpages on UN website** ([www.un.org.mk](http://www.un.org.mk)) which aim to provide an easy to access information on the programme, with regular posts on development stories from the programme, reports, calls for proposals, grant schemes, factsheets, an interactive map on work in municipalities, videos, and other communication products. (<http://un.org.mk/en-promoting-inter-ethnic-dialogue.html>)

**Programme Factsheet** (updated bi-annually) (<http://un.org.mk/en-promoting-inter-ethnic-dialogue.html>)

**3 Municipal Focused Factsheets** overviewing specific work at the local level (3 languages)

**3 promotional videos**, spotlighting areas of work from the 3 implementing agencies.

**Programme updates/Newsletters** were produced every 2 months showcasing the work of the programme and providing any news. These were aimed at Programme partners.

**A number of success stories** were produced from the Programme:

Kumanovo progresses as a true multi-ethnic city ([http://un.org.mk/files/news/media-releases/Interethnic\\_success\\_story-final.pdf](http://un.org.mk/files/news/media-releases/Interethnic_success_story-final.pdf))

Young People Acting to enhance their Multiethnic Society ([http://un.org.mk/files/news/inter-ethnic-dialogue/pdf/Featured\\_Story\\_Youth\\_Conference.pdf](http://un.org.mk/files/news/inter-ethnic-dialogue/pdf/Featured_Story_Youth_Conference.pdf))

Students Build a Multi-Ethnic Future for Kicevo (<http://un.org.mk/en-news-full/items/students-build-a-multi-ethnic-future-for-kicevo.html>)

**Website of the UNESCO Chair in Media, dialogue and mutual understanding** at the School of Journalism and Public Relations – <http://www.unescochair-vs.edu.mk/>

**1 minute TV trailer for The Key is Under the Mat** – a first TV show of its kind in the country produced under the programme that takes a fresh and innovative approach to promoting cultural diversity. This series of five short films that document two-day visits between young people from different ethnic and cultural backgrounds will be shown on national TV:  
[http://www.youtube.com/watch?list=UUohnPaIZ7vhdR7pFJtmXE0g&feature=player\\_embedded&v=8Le\\_CFzEA7c](http://www.youtube.com/watch?list=UUohnPaIZ7vhdR7pFJtmXE0g&feature=player_embedded&v=8Le_CFzEA7c)

**A blog, titled ‘Reality TV Celebrates Cultural Diversity, Challenges Perceptions’**, on the TV series: <http://europeandcis.undp.org/blog/2012/10/12/reality-tv-celebrates-cultural-diversity-challenges-perceptions/>

### Press Releases

UNICEF supports ethnically integrated education through extra-curricular programmes in new youth centres -  
[http://www.unicef.org/tfymacedonia/media\\_14712.html](http://www.unicef.org/tfymacedonia/media_14712.html)

Government and UN Launch Programme on Enhancing Inter-Ethnic Dialogue -  
[http://www.unicef.org/tfymacedonia/media\\_14001.html](http://www.unicef.org/tfymacedonia/media_14001.html)

UNICEF study provides platform to improve multiculturalism and inter-ethnic relations in education -  
[http://www.unicef.org/tfymacedonia/media\\_13402.html](http://www.unicef.org/tfymacedonia/media_13402.html)

UNICEF supported multicultural workshops encourage tolerance and communication among children with different ethnic background  
[http://www.unicef.org/tfymacedonia/media\\_16514.html](http://www.unicef.org/tfymacedonia/media_16514.html)

New youth centers open in Kicevo and Struga to cater for increased demand in ethnically integrated extra-curricular activities (29 March 2011)

[http://www.unicef.org/tfymacedonia/media\\_16863.html](http://www.unicef.org/tfymacedonia/media_16863.html)

Child-Friendly Schools: Multiculturalism and Respect for Children's Rights

<http://un.org.mk/en-promoting-inter-ethnic-dialogue-details/items/child-friendly-schools-multiculturalism-and-respect-for-childrens-rights.html>

Skopje hosts Media training event for the Members of the Council of Honor

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/skopje\\_hosts\\_media\\_training\\_event\\_for\\_the\\_members\\_of\\_the\\_council\\_of\\_honor/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/skopje_hosts_media_training_event_for_the_members_of_the_council_of_honor/)

UNESCO fosters tolerance and understanding in the media

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/unesco\\_fosters\\_tolerance\\_and\\_understanding\\_in\\_the\\_media/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/unesco_fosters_tolerance_and_understanding_in_the_media/)

Media, Dialogue and Mutual Understanding in The former Yugoslav Republic of Macedonia. The Ministry of Education and Science to cooperate with the School of Journalism and Public Relations

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/the\\_former\\_yugoslav\\_republic\\_of\\_macedonia\\_the\\_ministry\\_of\\_education\\_and\\_science\\_to\\_cooperate\\_with\\_the\\_school\\_of\\_journalism\\_and\\_public\\_relations\\_for\\_media\\_dialogue\\_and\\_mutual\\_understanding/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/the_former_yugoslav_republic_of_macedonia_the_ministry_of_education_and_science_to_cooperate_with_the_school_of_journalism_and_public_relations_for_media_dialogue_and_mutual_understanding/)

UNESCO encourages interethnic dialogue between public radio and television editorial departments in The former Yugoslav Republic of Macedonia

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/encouraging\\_interethnic\\_dialogue\\_between\\_public\\_radio\\_and\\_television\\_editorial\\_departments/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/encouraging_interethnic_dialogue_between_public_radio_and_television_editorial_departments/)

UNESCO Celebrates Diversity in Skopje

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/unesco\\_celebrates\\_diversity\\_in\\_skopje/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/unesco_celebrates_diversity_in_skopje/)

Linking Media and Civil Society in Skopje

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/linking\\_media\\_and\\_civil\\_society\\_in\\_skopje/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/linking_media_and_civil_society_in_skopje/)

Media, Citizens and Intercultural communication live streamed

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/media\\_citizens\\_and\\_intercultural\\_communication\\_live\\_streamed/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/media_citizens_and_intercultural_communication_live_streamed/)

Principles of Journalistic Diversity Reporting

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/principles\\_of\\_journalistic\\_diversity\\_reporting/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/principles_of_journalistic_diversity_reporting/)

Multiethnic week - Celebrating Cultural Diversity for Dialogue and Development

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/media\\_citizens\\_and\\_intercultural\\_communication\\_live\\_streamed\\_copy\\_1/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/media_citizens_and_intercultural_communication_live_streamed_copy_1/)

Multicultural Visualization

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/multicultural\\_visualization/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/multicultural_visualization/)

Struga hosts the 2011 edition of the National Youth Conference on Shared Visions

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/struga\\_hosts\\_the\\_2011\\_edition\\_of\\_the\\_national\\_youth\\_conference\\_on\\_shared\\_visions/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/struga_hosts_the_2011_edition_of_the_national_youth_conference_on_shared_visions/)

Skopje: New Courses in Journalism and Public Relations

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/skopje\\_new\\_courses\\_in\\_journalism\\_and\\_public\\_relations/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/skopje_new_courses_in_journalism_and_public_relations/)

Youth reaches across ethnic divides

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/young\\_macedonians\\_reach\\_across\\_ethnic\\_divides/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/young_macedonians_reach_across_ethnic_divides/)

UNESCO-UNDP-UNICEF launch the UN Joint Programme on Enhancing Inter Ethnic Community Dialogue and Collaboration

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/unesco\\_undp\\_unicef\\_launch\\_the\\_un\\_joint\\_programme\\_on\\_enhancing\\_inter\\_ethnic\\_community\\_dialogue\\_and\\_collaboration/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/unesco_undp_unicef_launch_the_un_joint_programme_on_enhancing_inter_ethnic_community_dialogue_and_collaboration/)

Photo Contest “Shared Visions” in FYR Macedonia. Closing: 5 May 2010

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/photo\\_contest\\_shared\\_visions\\_in\\_fyr\\_macedonia\\_closing\\_5\\_may\\_2010/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/photo_contest_shared_visions_in_fyr_macedonia_closing_5_may_2010/)

National Youth Conference to share visions in FYR Macedonia

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/national\\_youth\\_conference\\_to\\_share\\_visions\\_in\\_fyr\\_macedonia/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/national_youth_conference_to_share_visions_in_fyr_macedonia/)

UNESCO Venice Office promotes joint youth ideas

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/unesco\\_venice\\_office\\_promotes\\_joint\\_youth\\_ideas/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/unesco_venice_office_promotes_joint_youth_ideas/)

Towards Community dialogue: Youth can do it

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/towards\\_community\\_dialogue\\_youth\\_can\\_do\\_it/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/towards_community_dialogue_youth_can_do_it/)

Enhancing Inter-Ethnic Community Dialogue and Collaboration

<http://www.undp.org.mk/default.aspx?LCID=82>

Media Round table and Book Promotion : Media, Citizens and Intercultural communication

[http://www.unesco.org/new/en/venice/about-this-office/single-view/news/media\\_round\\_table\\_and\\_book\\_promotion\\_media\\_citizens\\_and\\_intercultural\\_communication/](http://www.unesco.org/new/en/venice/about-this-office/single-view/news/media_round_table_and_book_promotion_media_citizens_and_intercultural_communication/)