



# ANNUAL REPORT 2021



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## Foreword

Despite the challenges posed by the pandemic, the Nansen Dialogue Centre Mostar team was able to meet the program objectives outlined in our Annual Plan. With various modifications imposed by the pandemic and with a hybrid training system, NDC Mostar has continued to contribute to peaceful and democratic development in a challenging post-conflict environment.

In 2021, we continued to develop and implement our Nansen Model of Education - integrated education through weekly extracurricular classes in 10 schools in Herzegovina Neretva Canton.

Every year, approximately 250 students from primary and secondary schools attend Nansen Model, which aims to establish regular multi-ethnic classes where students can learn new skills and knowledge while also having the opportunity to interact with peers from different ethnicities. It's heartening to learn that more than 90% of students polled expressed high levels of satisfaction with the program and expressed a desire for it to continue.

In addition to the programs focusing on "two schools under one roof", NDC Mostar continued its Peace Education activities in various mono-ethnic schools in Herzegovina Neretva Canton.



NDC Mostar has organized a new cycle of trainings for 21 secondary schools in cooperation with the Ministry of Education. As a result of this work, schoolchildren receive quality education and develop intercultural and critical thinking skills while teachers are supported in their professional development and conflict resolution skills.

Our education team, in collaboration with distinguished teachers, completed the process of upgrading and enriching two new integrated education programs. Together with the previously developed six programs, these educational toolkits provide a valuable platform for running intercultural classes in Bosnia and Herzegovina's schools.

In order to expand the work beyond the classroom, the professors and their students participate in additional social cohesion activities and have started to initiate more than 20 small-community projects in 2021. NDC supports activities that are chosen jointly to benefit entire communities and show the tangible benefits that diversity can bring. By bringing diverse communities together around shared needs, social cohesion initiatives enable positive long-term cooperation and shared successes.

We believe that by establishing strong relationships with local actors, we can establish ourselves as a trusted peacebuilding actor. Our constructive and even-handed approach to engaging diverse education stakeholders resulted in formal recognition through a memorandum of cooperation with the Cantonal Ministry of Education and 14 schools.

Last but not least, we'd like to take this opportunity to thank all of our professors, students, parents, and collaborators - much of this work would have been impossible without your enthusiasm and hard work.

We acknowledge that we still have a lot of work to do together to achieve our long-term goals in integrated education. As a result, the NDC Mostar team remains motivated to support the work and initiatives aimed at bringing positive changes to the education system in Bosnia and Herzegovina.

**Elvir Đuliman**  
Director

## About NDC Mostar

Nansen Dialogue Centre (NDC) Mostar is independent non-governmental organization, founded in 2001.

NDC Mostar supports, actively and effectively, dialogue processes among different ethnic groups at local, national and cross-border levels, specializing in integrated education activities, community projects and advocacy for education policy reform.

NDC Mostar is profiled as a resource centre, which continuously creates and develops innovative integrated education strategies and approaches, supporting teachers, students and parents in creating new and successful collaborative school practices and community-based programs.

Its 21 years of experience of working with ethnically-challenged communities in Bosnia and Herzegovina and the Western Balkans has enabled NDC Mostar to successfully build acceptance and trust among local communities, such as schools and local administrations, as well as strong partnerships with Ministries of Education and international organisations.

This experience places NDC Mostar in a unique position to effectively promote integrated education and social cohesion initiatives and to engage diverse stakeholders in meaningful policy dialogue. As a result, NDC Mostar has established itself as a leading non-governmental organization in this field, implementing various projects involving many students, teachers, school principals, local authorities and other stakeholders in communities throughout Bosnia and Herzegovina and the region.

NDC Mostar is a member of the informal Nansen Dialogue Network in the Western Balkans, which have been nominated for the Nobel Peace Prize several times for its contribution to peace building and reconciliation in one of the Europe's most conflict-torn regions.



### MISSION

NDC Mostar supports, actively and effectively, dialogue processes among different ethnic groups at local, national and cross-border levels, specializing in integrated education activities, community projects and advocacy for education policy reform.

### VISION

To contribute to sustainable peace and reconciliation among various communities in Bosnia and Herzegovina by engaging youth, parents and teachers in a constructive dialogue through integrated education activities, social cohesion projects and evidence-based advocacy for policy changes.

## Program Goals

In November 2018, NDC Mostar adopted a new 4-year Strategic Plan following extensive consultations, interviews and planning workshops with partners, donors and beneficiaries (school directors, teachers, government representatives, students). The strategy allows NDC Mostar to translate its vision into practice through the pursuit of the following priorities:

- **Fostering trust and constructive relationships between students, parents, teachers and school officials of different ethnicities through integrated education programmes in primary/secondary schools.** Through this work, school children receive quality education and develop intercultural and critical thinking skills while teachers are supported in their professional development and conflict transformation skills.
- **Enhancing social cohesion through the implementation of jointly prioritized community projects.** NDC Mostar works in partnership with and in accordance with the needs of local communities. Under this strategic pillar, students and their families, teachers and other community members are supported to take common action around shared priorities.
- **Enabling policy dialogue on integrated education between relevant authorities and educational institutions.** NDC Mostar believes that the current education system creates structural barriers to reconciliation. Since our work shows that progressive change is possible and meaningful, we will share our experience and results with relevant stakeholders and decision-makers and bring them together to jointly identify long-term and systemic solutions.

In order to achieve planned long-term impact, following assumptions are made and theory of change is as follows:

If students of different ethnic backgrounds are able to experience more systemic and structured opportunities for positive interaction and joint learnings about the potential of inclusive and diverse communities, and if there is more institutional and public support for integration of peace and reconciliation topics in classes and implementation of joint projects by divided and monoethnic schools, where all education stakeholders (authorities, students, parents and teachers) recognize the benefits of diversity for their community, then social cohesion between ethnic groups will be fostered and a climate for peaceful democratic development will be strengthened.



# Nansen Model of Education (NME)



## Nansen Model of Education (NME)

Nansen Model of Education (NME) is a program created to address the principle of “two schools under one roof”, where teaching processes have been organized in the way that children are divided on an ethnic basis. This model combines joint classes, multi-ethnic joint grassroots initiatives and strong partnerships with broader municipal community actors, especially with parents. The objective of these activities is to reduce cultural barriers as well as the stereotypes and prejudice linked to the students' different ethnic, religious and cultural backgrounds with the aim of fostering increased integration and socialization.

NME is implemented **in ten (10) partner schools** in Herzegovina-Neretva Canton, with a signed memorandum of Understanding with the Ministry of Education and the positive involvement of representatives of two respective Cantonal Educational Institutes.

This program is well established as a unique opportunity for integrated classes in these divided schools. It offers opportunity for students' interaction but it also presents a model how the integration and cooperation in these schools could function. **Around 350 pupils** regularly participating in the program every year. Public events that promotes this program, joint excursions, intercommunity visits are also addition to the program that serves to create further and more solid links that cross ethnic lines.

Several of these schools included this program in their regular annual curriculum, which is the first integrated program that has become part of regular curriculum.

Program contributes to the national goals that are connected to international recommendations.



## Activities

### 1. Workshops for teachers who implement NME activities:

· Implemented 2 workshops for 15 participants from 5 schools. One workshop was for secondary school teachers (Prometna škola, Mašinsko saobraćajna škola, Gimnazija Mostar) and the other one was for elementary school teachers (IV and V elementary schools).

Workshops were organised in small groups, due to epidemiological measures but also from the reason to dedicate time and resources to each individual teacher.

These workshops are proven to be very important due to increased need to offer support to the teachers in new circumstances.

· Workshop “Importance of tandem work in NME” for teachers who implement NME activities. Organised in Mostar on November 23rd, 7 teachers participants.

**TOTAL – 3 WORKSHOPS, 22 TEACHERS, 5 SCHOOLS**

### 2. Developing 2 new programs for NME classes:

Six programmes are finished and are in use in schools. These are:

1. Little Ecologists – elementary school
2. Me and the Other – elementary school
3. Travel the World – elementary school
4. Meet the B&H – elementary school
5. Me and the Other – secondary school
6. Education for Peace – secondary school

In 2022 they will be published. Some of them required additional work and development in order to adjust them to online work.

**2 NEW PROGRAMS FOR NME CLASSES DEVELOPED**

### 3. Establishing Nansen Classrooms in divided schools

Preparatory activities were conducted. Schools and classrooms are selected, need assessment was conducted, plans for constructions are made – this was done previously.

During this period, official opening of two classrooms were planned:

(1) Elementary schools Marka Marulića and Alije Isakovića (Prozor-Rama) and (2) Prometna and Saobraćajna high schools (Mostar). Both of them are two-schools-under-one-roof.

(1) classroom was officially opened in January

(2) classroom is finished will be officially opened in May

**3 NANSEN CLASSROOMS OPENED IN SCHOOLS**

### 4. Implementation of NME classes in divided schools

NME classes implemented in 10 schools: 6 elementary schools (Marko Marulić OŠ and Alija Isaković OŠ in Prozor/Rama, OŠ Stolac and Prva osnovna škola Stolac, IV and V OŠ in Mostar)

and 4 secondary schools (Mostar Gymnasium, Stolac High-School, Prometna škola Mostar and Mašinsko saobraćajna škola Mostar).

Total number of 363 pupils attended these programs on a regular basis.

**TOTAL – 10 SCHOOLS, 363 PUPILS**





# Peace Education



## Peace Education

Peace Education offers new and innovative teaching methods related to reconciliation and dialogue focusing teachers and students from primarily mono-ethnic schools/communities, with existing minority groups. The topics covered by the program emphasize the development of critical thinking skills, combating stereotypes, discrimination and prejudices, antiracialization, emphasizing human rights principles, dialogue principles and respecting differences.

Peace Education was implemented **in 21 schools** (which is 80% of secondary schools in HN Canton). It is addition to NME in monoethnic schools in order to integrate peace and reconciliation topics in classes in a systematic and structured way. Further aim for these topics are to become included in schools' curricula. Internal Monitoring and Evaluation shows this approach is needed in the schools and teachers and pupils included in the program finds it very useful.

**More than 600 students** and **more than 20 teachers** participated in the activities during 2021. Their feedback was positive, positive changes on attitudes, behaviour and acceptance of others is recorded. Schools are interested in continuation and incorporation of peace education concepts in their annual programs.

Cooperation is established with Ministry of Education and in partnership with this institution program is developed and it will be implemented in **more than 20 schools** in Herzegovina – Neretva Canton by the end of the project.

The plan is to further strengthen this program, and in partnership with Ministry of Education, to develop it in a more structured and systematic way to address peace education in the school system.

## Activities

### 1. Training for Peace Education teachers

During this period 2 training cycles were organised. First cycle was organised in January and the second was organised in February-March 2021. Due to relatively satisfying epidemiological period, workshops were organised in person. 7 workshops were organised (participants were divided in smaller groups).

21 teachers participated in the training process and each participant attended 3 workshops.

21 secondary schools from Herzegovina-Neretva Canton were represented in the process.

Whole process was organised in the partnership with the Cantonal Ministry of Education.

**TOTAL – 21 WORKSHOPS, 21 TEACHERS, 21 SCHOOLS**

### 2. Peace Education workshops in partner schools

44 workshops in the schools were organised during this period.

468 pupils directly participated in the workshops, while other 130 indirectly (via online platforms in their respective schools). Workshops were organised in 21 schools.

**TOTAL – 44 WORKSHOPS, 618 PUPILS, 21 SCHOOLS**

### 3. Development of multimedia handbooks for Peace Education-based teaching modules

This handbook is in early phase of development, it will be finished and launched in 2022.



# Social Cohesion

## Social Cohesion

In addition to direct work with schools, students and their families, teachers and other community members are supported to implement jointly prioritized community projects for enhanced social cohesion. As action around, common priorities have proven its effectiveness in the past, ensuring collaboration across ethnic lines and tangible results, NDC Mostar will continue this engagement.

Additional efforts will be invested to connect with schools from neighbouring municipalities so that they join in each other's initiatives. We want our work in schools to benefit communities more broadly. Through these activities, we contribute to positive community relationships and peaceful development. 21 joint community projects were implemented in Stolac, Prozor-Rama, Mostar, Trebinje, Berkovići/Ljubinjje that gathered hundreds of pupils and teachers.

Prior to this, teachers are educated in developing community projects. Through community projects, involved pupils and their families, teachers and other participating community members developed a stronger sense of the common public interest beyond dividing lines.

Participation in these actions changed attitudes and behaviour of involved pupils, especially for many of them who did not have an opportunity to participate or to contribute to multi-ethnic cooperation. The role of schools as an institution in initiating and planning of these actions is significant.

The number of interested schools increased initial plans, so in future this kind of approach (combination of educative activities, capacity building and implementation of small community projects that increases social cohesion in multi-ethnic communities) should be used more extensively.

## Activities

### 1. Trainings for teachers and students (project planning and community actions)

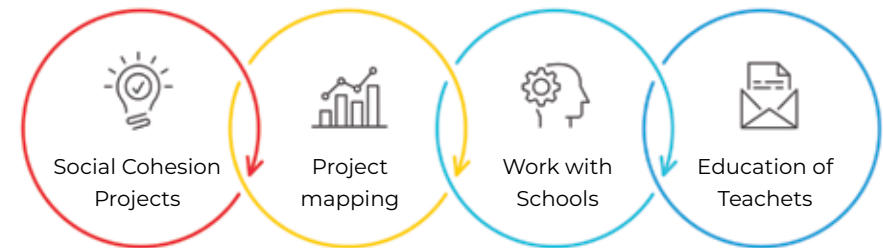
Training 1 - Project mapping and planning of community projects  
27.2.2021 (13 teachers from 8 schools)

1. Srednja turističko-ugostiteljska škola Mostar
2. SŠLU Gabrijela Jurkića
3. Srednja građevinska škola Jurja Dalmatinca
4. JU Srednja građevinska škola Mostar
5. JU Srednja tekstilna I poljoprivredna škola Mostar
6. Srednja prometna škola Mostar
7. JU Srednja mašinsko-saobraćajna škola
8. Srednja škola Stolac

Training 2 - Project mapping and planning of community projects  
13.3.2021. (10 teachers from 4 schools)

1. Gimnazija Mostar
2. Srednja škola Stolac
3. Srednja ekonomska škola Joze Martinovića Mostar
4. JU Srednja ekonomska I ugostiteljsko-turistička škola

**TOTAL - 2 TRAININGS, 23 TEACHERS, 12 SECONDARY SCHOOLS**



## 2. Implementation of Social Cohesion Community Projects

- 1.) Work hard for a better future – JU Srednja tekstilna i poljoprivredna škola and Udruženje CERUR – Centar za edukaciju, rehabilitaciju i usavršavanje i rad (working group of 9 pupils and teacher mentor + 71 pupils)
- 2.) Greener schoolyard – Srednja turističko-ugostiteljska škola Mostar (working group of 9 pupils and 2 teachers mentors +40 pupils)
- 3.) Nansen Amphitheatre – SŠLU Gabrijela Jurkića (working group of 9 pupils and 3 teachers mentors +50 pupils)
- 4.) Long jump – Gimnazija Mostar 13 pupils +3 teachers
- 5.) Effective students' networking in Mostar Gymnasium 25 pupils + 4 teachers
- 6.) Reconstruction of school yard – JU Srednja mašinsko/saobraćajna and Srednja prometna škola – (4 pupils +2 teachers + 10 pupils)
- 7.) Paint me – Srednja građevinska škola Mostar – (3 teachers + 30 pupils)
- 8.) Games without borders – Stolac two Elementary schools (Osnovna škola Stolac and Prva osnovna škola Stolac) (working group of 2 teachers + 30 pupils)
- 9.) Nansen Corner – Secondary School of Economy and tourism Mostar (working group of 2 professors +20 students)
- 10.) Bench of knowledge – Secondary School of Economy dr. Jozе Martinovića Mostar (working group of 2 teachers + 20 students)
- 11.) Stairway to knowledge – Secondary School Stolac – (working group of 2 professors and 15 students)
- 12.) Daydreaming benches – Gymnasium Mostar (working group of 4 professors and 25 students)
- 13.) Nansen Room – Civil Engineering Highschool Jurja Dalmatinca – (working group of 2 professors + 10 pupils)
- 14.) Nansen Eco Corner – Fourth Elementary School Mostar – (working group of 3 teachers + 15 pupils)
- 15.) Nansen Eco Corner – Elementary school Ivan Gundulić Mostar – (working group of 3 teachers + 15 pupils)

16.) Learning by Helping Trebinje\* – Secondary Technical School Trebinje (3 teachers + 3 pupils)

17.) Learning by Helping Mostar – Civil Engineering Mostar (working group of 2 professors and 6 pupils)

\*(Schools in Trebinje and Mostar organised the same activities in their respective communities)

18.) Games without borders 2 – Stolac two Elementary schools (Osnovna škola Stolac and Prva osnovna škola Stolac) - (working group of 2 teachers and 30 pupils)

19.) Reconstruction of school yard –Berkovići Highschool (3 teachers and 20 pupils)

20.) Colour My World! – Sixth Elementary School Mostar (working group of 2 teachers + 15 pupils)

21.) Reconstruction of the School Yard – Two Traffic Secondary schools from Mostar (working group of 2 professors and 15 pupils)

22.) Colour My World! Phase 2 – Sixth Elementary School Mostar (working group of 8 teachers + 30 pupils).

**TOTAL - 22 COMMUNITY PROJECTS IMPLEMENTED, 64 TEACHERS, 536 PUPILS INVOLVED**



### 3. Nansen Open days for promotion of social cohesion projects

1. Official opening of the Nansen Classroom in Two Traffic Secondary schools from Mostar
  2. Bench of knowledge – Secondary School of Economy dr. Joze Martinovića Mostar
  3. Nansen Corner – Secondary School of Economy and tourism Mostar
  4. Greener schoolyard – Srednja turističko-ugostiteljska škola Mostar
  5. Nansen Amphitheatre – SŠLU Gabrijela Jurkića
  6. Nansen Room – Civil Engineering Highschool Jurja Dalmatinca
  7. Work hard for a better future – JU Srednja tekstilna i poljoprivredna škola and Udruženje CERUR – Centar za edukaciju, rehabilitaciju i usavršavanje i rad
  8. Two elementary schools from Prozor-Rama (OŠ Alija Isaković and OŠ Marko Marulić) Joint gathering and celebration of end of school year – teachers and pupils who participated on NMIE classes
  9. Nansen Eco Corner – Fourth Elementary School Mostar and Elementary school Ivan Gundulić Mostar – joint celebration
  10. Stairway to knowledge – Secondary School Stolac
  11. Paint me – Srednja građevinska škola Mostar
  12. Certificate award ceremony for teachers who participated on Peace Education trainings
  13. Nansen Gathering - meeting of Nansen partner school principals
  14. Reconstruction of school yard –Berkovići Highschool
- During this period, good epidemiological situation allowed us to organise more of these activities than planned, within the same budget.
15. Nansen classroom opening ceremony in Prozor-Rama elementary school

**TOTAL – 15 NANSEN OPEN DAYS**

### 4. Best practices exchanges – Intercommunity Study Tours

1. Stolac two Elementary schools (Osnovna škola Stolac and Prva osnovna škola Stolac) excursion to Mostar
2. Two Traffic Secondary schools from Mostar
3. Mostar Gymnasium

**TOTAL – 3 INTERCOMMUNITY TOURS**

(Pupils and teacher from the two Traffic Secondary schools and Mostar Gymnasium did not travel to other communities due to epidemiological restrictions by their schools – instead they organised gathering and exchanges in Mostar)





Geneva Centre for Security Policy  
Where knowledge meets experience



E. DJULIMAN



ABOU TARKA



V. ANGELO



# Policy Dialogue

## Policy Dialogue

NDC Mostar aims to intensify policy dialogue on developing the educational system towards internal country integration between policy-makers at all levels in Bosnia and Herzegovina. NDC Mostar plans to contribute the dialogue with decision-makers with its relevant expertise and promotes multifaceted approaches based on actual long-term experience involving various actors and stakeholders.

During 2021, we drafted the Policy Analysis which address the issue of ethnic-based divisions in schools in Bosnia and Herzegovina, and will search for possible solutions or recommendations.

This document would serve as the elaborative and informative document and its recommendations would also feed in Roundtable discussions/ Focus groups with policy-makers and local stakeholders in 2022. These round tables would create space for policy discussions and facilitate exchange of good practices between partner schools and decision makers. Some activities related to this program line were postponed due to Covid-19 pandemic since most of these actions required gatherings in closed spaces. NDC Mostar was reluctant to organising these events online, but since situation related to Covid-19 is improved events will be organised as a combination of live and online events.

## Activities

### 1. Policy Analysis

Policy analysis is completed. This analysis will address the issue of ethnic-based physical segregation in public schools in Bosnia and Herzegovina, and will search for possible solutions or recommendations. The launch of the analysis is planned for 2022.

### 2. Roundtable discussions/ Focus groups with policy-makers and local stakeholders

One meeting/discussion organised. Meeting Programs of school mediation and dialogue in elementary and secondary schools in Mostar and Herzegovina Neretva Canton was held with representatives of 12 schools and Ministry of Education.

### 3. Signing the Partnership Agreements with partner schools

Signing new **14 agreements** with schools exceeded initial plans and expectations, indicating that educational institutions recognize our programs as a necessary addition to the school curriculum. We expect new agreements with schools, number of people in project will increase and the support will increase as well.

From the other hand, negative political rhetoric and constant political crisis are factors who are not supporting integration (negative rhetoric in the aftermath of local elections in Mostar and current political crisis are also not contributing positively).

From that reason, NDC Mostar is focused on work with schools and, based on previous experience, we believe that important factor in achieving this outcome is positive attitudes of local people (students, parents, teachers, school officials and educational authorities) involved with our program and they are the best promotor of integration in their respective communities.

Impact of political situation to the project: In addition to that, new negative developments related to the political situation could affect some activities, although so far this is partly mitigated by constant contact and communication with local partners. Political crisis from top-level politicians can influence local and community level of relationship, but thanks to long-term presence of NDC Mostar in these communities, it doesn't have huge impact on activities. Next period could also be challenging, especially if the current negative trends of political crisis continue since political crisis can damage valuable achievements in reconciliation efforts.



# Global Partnership for the Prevention of Armed Conflict (GPPAC)



A Network of People  
Building Peace

## GPPAC

NDC Mostar is a member of the Global Partnership for the Prevention of Armed Conflict (GPPAC) – a global network led by civil society organisations actively working to prevent violent conflict and build more peaceful societies. The Global Partnership for the Prevention of Armed Conflict (GPPAC) is a global network led by civil society organisations (CSOs) actively working to prevent violent conflict and build more peaceful societies. The network consists of 15 regional networks, with priorities and agendas specific to their environment. Each region is represented in the International Steering Group, which jointly determines our global agenda and approach.

Vision GPPAC seeks a world where violence and armed conflicts are prevented and resolved by peaceful means based on justice, gender equity, sustainable development and human security for all.

Mission GPPAC is a global network that links civil society with relevant local, national, regional and international actors and institutions to collectively contribute to a fundamental change in dealing with violence and armed conflicts: a shift from reaction to prevention. Our main work focuses around human security, gender, peace education, youth empowerment, dialogue and sustainable development goals.

GPPAC work in the Western Balkans stems from the recognition that the regional context is marked by political and economic instability, rising youth unemployment and unresolved issues from the wars of 1990s, which results in the institutionalisation of ethnic divisions, including in the educational system.

In this context, our regional members continue to work on conflict prevention and peacebuilding and to dedicate significant efforts to Education for Peace, to the Prevention of Violence, Radicalization and Extremism among Youth and School Mediation in Multicultural Communities through capacity building trainings for teachers, parents, students and representatives of local communities and through classroom and extra-curricular activities in schools.

These activities all follow the same overarching goal: to empower the local population to be resilient to negative influences of populist politics and to continuously facilitate cross-border cooperation to support reconciliation and create peaceful societies in the Western Balkans.

Since 2006, our regional members – professional, skilled and motivated teachers/educators, school counselors, psychologists, school management, educational advisers from ministries of education and representatives of peacebuilding CSOs from Serbia, Bosnia and Herzegovina, Croatia and Montenegro – have worked to implement education for peace. Our education work also includes the integration of divided communities and school mediation in multicultural communities.

## Activities

### 1. Supporting Local Infrastructures for Peace Post COVID-19: The Role of an Integrated Peacebuilding-Development Approach

1 preparatory meeting and 1 virtual dialogue held;

- The recommendations from the Western Balkans members were integrated in the overall recommendations to the UNDP and the Issue Brief Building Peace Locally Amidst a Global Pandemic:
- Infrastructures for Peace in the Era of COVID-19 published in June 2021;
- 5 GPPAC Western Balkans representatives participated in the consultations: Elvir Đuliman, NDC Mostar (Bosnia and Herzegovina), Marija Čavar, Institute for Education, Mostar (BiH), Dragana Radoman, ELTAM (Montenegro), Igor Đorđević, NDC Osijek (Croatia) and Dragana Šarengaća, NDC Serbia (Serbia)
- The activity included a learning element between the regions of Western Balkans, Eastern Europe, South Caucasus, and Central Asia. Western Balkans highlighted the importance of continuation of cross-border and cross-sectoral cooperation; integrating education for peace values in schools and local communities and building capacities and skills of key stakeholders in education as necessary for peacebuilding work during pandemic.

## 2. Tools for Conflict Analysis-Learning Through Practice

- 1 follow-up webinar held;
- 15 participants took part in the webinar;
- The activity had a learning component as it was a webinar, secondly the programme was designed to revise conflict analysis tools and restorative practice for a mixed group of participants – more experienced and less experienced teachers and peace educators.
- Đuro Dabović, deputy school principal of Marshall Tito Primary School reported that he held several workshops for colleagues and students. They applied ABC triangle in an innovative way.

## 3. GPPAC WB RSG meeting

- 1 RSG meeting held;
- 16 regional members participated;
- Western Balkans Regional Strategic Plan for 2021-2025 presented and approved;
- A handbook “Responsible Parents, Pupils/Students and Teachers Create Safe Environment and Work on the Prevention of Violent Behavior” which was developed as part of GPPAC Peace Education Working Group cross-regional project and implemented in Serbia was presented to the members;

News about the training published on NDC Serbia and NDC Mostar FB and GPPAC Updates.

## 4. Online consultative meeting with GPPAC members from the Western Balkans.

- 1 regional consultative meeting held;
- 16 members participated;
- 5 thematic workshops facilitated by the teachers presented;
- New participants for the regional training in April were identified, as proposed by more experienced teachers-members.

## 5. Influence of Online Learning on Resilience and Critical Thinking and Vice Versa, advanced regional training.

- 1 advanced regional training held;
- 23 regional participants took part in the training;
- The type of activity - a training programme suggests there were many learning elements. The most important were insights from participants on how strengthening resilience helped them cope with the challenges provoked by the pandemic;
- Action plans developed by the participants in order to implement dialogue and critical thinking skills in schools and educate students, parents and colleagues;
- It was designed for a mixed group of ‘old’ and ‘new’ participants: teachers and educational advisers from Serbia, Bosnia and Herzegovina, Montenegro and Croatia.
- News about the training published on NDC Serbia and NDC Mostar FB and GPPAC Updates.

## 6. Prevention of Radicalisation among the Youth in the Balkans Region, online regional training.

- 1 online regional training held;
- 16 participants took part in the training;
- News about the training published on NDC Serbia and NDC Mostar FB and GPPAC Updates.
- Learning elements: Insights into why is it important to concisely develop elements of personal identity; To guide students to choose their social groups based on values.

## 7. International Day of Peace activities in the region

- International Day of Peace was marked in 7 schools in which GPPAC WB members work;
- Montenegro: Oktoih and Milija Ničević Primary schools from Podgorica and Nikšić connected the Peace Day with the European Day of Languages. "Treasure Hunt" activities were organised and online workshop "Languages and bridges connect people";
- Maršal Tito Primary School from Ulcinj and the school's Eco Team were building a summer classroom. All activities are aimed to build resilience among students and teachers and recovering from the consequences of corona virus.
- Serbia: Teachers from Sveti Sava Highschool in Bujanovac organised multiethnic creative activities together with Sezai Surroi highschool;
- Zdravko Čelar Primary School from Čelarevo organised various presentations about climate change, creative workshops on friendship, solidarity and peace were held, and balloons with written messages for a more peaceful world.
- Bosnia and Herzegovina: Teachers and students from Prva Sanska škola from Sanski Most organised a number of creative activities including drawings and essay exhibition and singing of peace songs in the school hall.
- Summary of the International Day of Peace activities published in GPPAC Updates and on social media

## 8. International Day of Peace activities in the region

The International Day of Peace was traditionally celebrated by the schools which are members of GPPAC Western Balkans network.

This year's slogan was "Better recovery for a more just and sustainable world". Even in the times of the pandemic, teachers and students from Serbia, Montenegro and Bosnia and Herzegovina organised creative activities such as: making drawing, writing essays and peace messages (in local and in English language) on the theme of peace which were exhibited in the school halls; organising ecological activities and organizing presentations and workshops about climate change, solidarity and peace.

## 9. Follow-up meeting with UNDP representatives

- On the initiative of GPPAC, 2 informal online meetings were held with UNDP representatives from Istanbul (Robert Bernardo and Jonatan Zigrand) and Belgrade (Ivan Jovanovic, Marijana Toma) to touch base and present activities of each network/organisation;
- GPPAC WB activities presented by Regional Representative, RLO and GPPAC WB Regional Officer;
- UNDP activities in the Western Balkans presented with the focus on the projects on war crimes and transitional justice.

## 10. Prevention of Radicalisation among the Youth in the Balkans Region

- A new group of regional participants formed;
- 1 online regional training with a new group of regional participants held;
- Learning points: Participants stated they will use the task from small group work in their work practice; Students presented valuable data about resilience among the peers; It is important to invest in the development of social identity among students as the way of preventing radicalization.
- 4 high schools from 4 countries of the region took part in the training; Mostar Grammar School, Sveti Sava Grammar School from Belgrade, Stojan Cerović Grammar School from Nikšić and Beli Manastir Grammar School.
- 25 participants participated in the training. They actively participated in the regional training held, appreciated interactive approaches and estimated that new skills are practically applicable in everyday life situations;
- Youth equipped with skills and knowledge on the prevention of radicalisation and motivated to work on these themes with their peers;
- 1 research about resilience presented by the students of Sveti Sava Grammar School from Belgrade.

## Where we work

NDC Mostar is implementing its programmes in 11 communities across Bosnia and Herzegovina focusing on ethnically-challenged Herzegovina-Neretva and Central-Bosnia Cantons and predominantly mono-ethnic communities in the entity Republika Srpska.

These communities are: Stolac, Prozor-Rama, Ljubinje, Nevesinje, Čapljina, Neum, Čitluk, Konjic, Gornji Vakuf-Uskoplje, Bugojno and Mostar.





## Testimonials

I find the NDC team as an enormous support in non-formal education of our teachers and students. This group of enthusiastic, brave and open-minded people has great insight into all relevant issues and problems of our educational system and they have struggled in a caring and honest way to fit in and to help.

I was honoured to work with them, first as a teacher visiting Norway, later as a teacher advisor organizing seminars and workshops. I was also given the opportunity to unite with my colleagues from other pedagogical institutes and Ministry of Education in the same mission-to empower our young ones to recognize and prevent terrorism and radicalism. And not to mention they can always make a joyful atmosphere.

**Marija Ćavar**, teacher advisor at Mostar Department of Education

Peace education is very important to us because it is a process that will encourage us to have the best possible relationship. Our goal is to teach our students skills which will help them overcome everyday life challenges, as well as to improve their attitudes, knowledge and peacebuilding skills.

**Dijana Miličević**, Mostar Construction High-School teacher

This is a fantastic project, in my opinion. Students from “two schools under one roof” can finally get to know each other, which was previously impossible due to the current political situation. The program covered topics critical to understanding “others and different”. We discussed stereotypes, peaceful conflict resolution, and other topics. More specifically, everything that informal education has to offer. Unfortunately, the formal education does not allow us to do so because we are divided, not only physically, but also in all other ways.

**Seid Subašić**, Mostar High-School of Mechanical Engineering and Traffic student

NDC has been a long-term partner of the Ministry of Education and we appreciate everything they do for our students and teachers. NDC has successfully implemented a number of projects in all schools where the problem of “two schools under one roof” is presented. It’s great honor for me to attend the opening of Nansen classrooms throughout Herzegovina, which will be a place for our children to socialize and work to promote peace and a common future for all.

**Rašid Hadžović**, Minister of Education of the Herzegovina-Neretva Canton



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