"FRIDTJOF NANSEN"
Integrated Bilingual Primary and Secondary School
Municipality of Jegunovce
Republic of Macedonia

NANSEN MODEL
FOR INTEGRATED AND BILINGUAL EDUCATION
What is an Integrated education?

The Nansen Model of integrated education represents a process in which students, their parents and teachers from different cultural and ethnic background are being actively and jointly involved.

This model of education fosters, encourages and integrates in itself the following: the multiethnic values, bilingualism, upbringing and educational upgrade of the students, as well as the parents, teachers and the community through harmonious relations based on respecting the differences, at the same time building a cohesive multiethnic community.

Integration does not mean giving up the language, cultural or ethnic characteristics or focusing on the differences. Integration means understanding, respecting and celebrating the differences.

Why Integrated and bilingual education?

One of the main reasons for segregation and generating stereotypes and prejudices (of each other) of the students, parents and teachers from different ethnic background is the language barrier, lack of mutual communication and joint activities.

Through the Nansen model for integrated and bilingual education, programs and activities intended for the students, their parents and teachers are being realized. The programs through the activities are offering:

- **For the students**: gaining new knowledge and skills for communication, team work, building confidence, reducing the prejudices and stereotypes, conflict resolution, learning the non-mother tongue, encouraging interaction, socialization and building a positive social and emotional climate. When realizing this program, the team and tandem cooperation between the students is being continuously promoted, supplemented with the game approach.

- **For the parents**: establishing communication parent-parent, parent-teacher, parent-teacher-student, motivating an active and voluntary participation in the school bodies and the program activities, building confidence and team work.

- **For the teachers**: trainings for integrated and bilingual education, successful communication, tandem cooperation, constructive conflict resolution, team work, as well as individualized approach to the students.

As a result of the 10-years work on promotion and facilitation of a dialogue and a program for reconciliation in post-conflict and segregated communities, the team of Nansen Dialogue Center from Skopje has begun to develop and practically apply a model for integrated and bilingual primary and secondary education in 2007.
Does bilingualism mean learning the non-mother tongue?

It is certain that the everyday realization of the bilingual activities has a big positive influence for spontaneous learning of the non-mother tongue, but through the programs and activities for informal education, it is not mandatory to learn the language of the other ethnic community.

In the realization of the activities from the program for integrated and bilingual education (writing, reading and speaking), both languages are equally represented.

If the students, parents or teachers express interest in regular learning of the non-mother tongue, the program is offering opening of courses for learning the second (non-mother) tongue.

How is the Nansen model for integrated and bilingual education being realized in the schools?

In the schools where the Nansen model for integrated and bilingual education is being applied, the regular teaching process is being realized on the own mother tongue, completely according to the National curriculum, i.e. according to the annual plans and programs prepared by the Bureau for development of the education of Republic of Macedonia.

The programs and activities for integrated and bilingual education have a non-mandatory and informal character and are being created in close cooperation with the teaching programs from the regular curriculum. The program intended for the students is most often realized by two teachers from different ethnic background in duration of 40 minutes. After the end of the regular curriculum, the students from both classes, at the same age but different ethnic background, continue the activities from the program for integrated and bilingual education in the same joint classroom. Depending on the age of the students and the engagement in the regular curriculum, the informal activities are being performed 3-5 times a week.

The teachers who are realizing the integrated and bilingual education are giving instructions, directions, questions and answers in such way that are not providing translation (one to another), but they do it through paraphrasing.

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What is the benefit from this model of education?

**The teachers** in our schools are well trained and deliver quality lectures for integrated and bilingual education; there are excellent working conditions in the schools, enough material and teaching devices; there is a positive and constructive climate and cooperation between the parents, teachers and the students.

**The students** from our schools come out of them as persons rich with skills, knowledge and desire to contribute to building the real values in the society, such as respecting the differences, open communication, dialogue, tolerance, constructivism while handling conflicts and overcoming the stereotypes and prejudices.

**Through this model of education**, we are decreasing the gap between the existing parallel systems of education on the own mother tongue, which have a tendency for separation and not bringing closer the students from different ethnic background.

Within the Nansen Dialogue Center Skopje, there is a Team for education, training and development, which takes care of the successful realization of the Nansen model in the primary and secondary schools in Macedonia.

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for integrated and bilingual education

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