



PEER LEARNING ACTIVITY **DÜSSELDORF**

Evaluation of teaching all key competences for newcomer pupils: from assessment of prior learning and welcome classes to the different transitional arrangements into mainstream classroom and support

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INTRODUCTION

SIRIUS 2.0. ACTIVITY PEER LEARNING

The proposed action SIRIUS 2.0 – Policy Network on Migrant Education (EAC/S28/2016) aims to promote co-operation between different stakeholders, support inclusive policy development and implementation at different governance levels and facilitate the integration of children and young people with migration background in school education.

One of their activities entails Study Visits to promote transnational learning between various types of stakeholders, such as policymakers, practitioners, migrant-led education initiatives and organisations, etc. In the process of identifying good practices and receiving multi-stakeholder international feedback, the study visits will consolidate good practice and stimulate further innovation both in the host and learning countries. The follow-up reports will include policy recommendations and descriptions of educational practices that will contribute to the content development of the EC's Toolkit for Schools and School Education Gateway. The results of the follow-up reports will also feed into the development of the annual SIRIUS Watch. Finally, the study visits will facilitate exchange and learning between partners and their policymakers and stakeholders. This process further consolidates the national partnerships within SIRIUS and its functioning as a sustainable and inclusive European network.

The Study Visits will be implemented based on the established SIRIUS Peer Review methodology. This methodology was applied in SIRIUS reviews during the EC funded period 2012-2014, and in one of the follow-up Erasmus + projects 'Professional capacity in dealing with diversity' (2014 – 2017). In annex 2 the applied questionnaire of the methodology can be found. Partners' national reform priorities were identified through a partners' survey in January 2017 and then the good practices were selected based on SIRIUS' evidence base of studies since 2012.

In this year 2018, we have organised two study visits, in May and July, in two countries:

1. Portugal: Reinforcing all key competences for migrant pupils through non-formal education: the Escolhas programme and its impact on migrant pupils. Lisbon was visited by a four-person country delegation of Ireland and United Kingdom and five most relevant policymakers and stakeholders involved in the reform process as well as the peer review methodology specialist from SIRIUS. There is a report on this visit as well.
2. Germany: Evaluation of teaching all key competences for newcomer pupils: from assessment of prior learning and welcome classes to the different transitional arrangements into mainstream classroom and support. Düsseldorf was visited by a four-person country delegation of Lithuania and the Netherlands and five most relevant policymakers and stakeholders involved in the reform process as well as the peer review methodology specialist from SIRIUS. This report forms the outcome of this visit.

The study visit is organised in such a way as to present the good practice from diverse perspectives of practitioners, policymakers and researchers. The visit also ensured that the visiting team(s) have access to the implementing practitioners and to the beneficiaries of the practice (on-site visit to schools, interviews with teachers, students, school leaders). The visiting team (peer reviewers) are composed of mixed teams (practitioners, policy makers and researchers) from two partner countries and from the international networks partnering in the project (14 peers). Together, these visiting teams conducted a series of in-depth interviews with implementers and beneficiaries of the practice.

EXPECTED RESULTS OF THE STUDY VISITS

The learning and knowledge acquired through the study visits will feed into the Policy Briefs that will be produced by the Network throughout the duration of the project. These Policy Briefs will specifically address the adaptability and possibility for transfer across the EU. The results of the peer review reports will also complement the national contributions to the SIRIUS Reports. The findings of the



study visits will be disseminated through the SIRIUS 2.0 annual policy conference as well as in National and Regional workshops. The description of good practices will be available to schools and practitioners across the EU through the SIRIUS and EC dissemination channels. National partners will use elements of the good practices for their national activities. Furthermore, the study visits will ensure the increased knowledge in the Network on what works and why in the many areas related to the education of children and youth with migrant background. The Study Visits will strengthen the networking and exchange of knowledge between its members.

INTRODUCTION TO THE DUSSELDORF STUDY VISIT

CONTEXT

Migrant Population numbers in North Rhine Westphalia

The study visit took place in North Rhine Westphalia (NRW) in Germany. In NRW approximately 18 million inhabitants live, the largest federal state in Germany looking at households. 25% of the population (= 4.3 Mio people) have a migration background. In figure 1 we can see that this federal state has the most persons registered as refugees and asylum seekers.



Figure 1: people registered as refugees and asylum seekers in June 2018 by Bundesländer (federal state)

Overall Number of Students	Students with a migrant background	Refugees themselves (fled)	German as a second language (other home languages)	At least one parent not born in Germany
2.461.625	869.218 (35.5%)	236.608	500.948	824.886

Table 1: Student migrant numbers in NRW

The School System in NRW

The compulsory educational system starts at age six in Germany. There are at least nine years of compulsory schooling until the age of sixteen, or the successful completion of a full-time schooling education of a secondary school type II. Furthermore, young people must also attend either a vocational school or an upper secondary school before finishing their schooling career. Arrangements of primary



and secondary schools differ considerable between the Bundesländer due to the fact that school education is in the responsibility of each Bundesland. Table 3 shows the schooling system overview of NRW.

The schooling system for Newly Arrived Migrant Students (NAMS) is a little different. The main goal for the schooling of refugee and NAMS children is to integrate them as fast as possible into regular school classes. This means that fast acquisition of the German language is necessary to achieve that goal. There are different approaches to the fast integration of NAMS in the German schooling system. The first approach is that NAMS could be placed into **temporary support classes**, which are aimed at using small learning groups for support while attending regular classes simultaneously. The second approach is using **separate classes (also called welcome/international classes)** where pupils mainly learn German and where the goal is that students gradually integrate into regular classes when their knowledge of the German language is proficient enough. Both approaches are implemented in NRW, depending on the decision of the municipality. Such classes can be organised at primary and secondary levels at school. When a child is older and needs to go to higher secondary level or vocational school, special international classes are being put into place for the students to have additional language support and one-year preparation class before entering regular vocational education. All support systems are aimed at German language proficiency and separating NAMS in allocated support classes before fast integration into regular classes.

Das Schulsystem in NRW

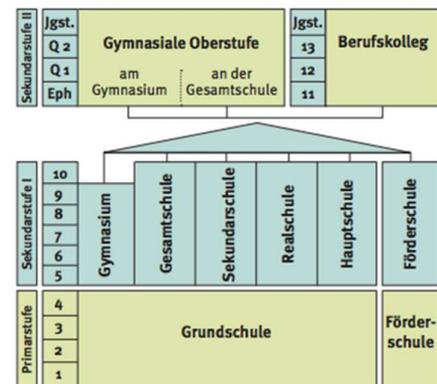


Table 2: School System of NRW depicting the three stages of schooling

INTRODUCTION TO THREE FIELD VISITS

Study field visit Dusseldorf no. one: International exchange about experiences and good practices in the education of newly arrived migrant students

Prior to the Study Visit there was a National workshop on 'Educational integration of refugees and newly arrived children and young people in Germany'. This workshop was not an official part of the PLA, but since we were there already and the topic fitted our scope, we facilitated an exchange about experiences and good practices in the education of newly arrived migrant students among the participants of the PLA and the German participants of this prior national workshop.

Study field visit Dusseldorf no. two: Gertrud-Bäumer Realschule (Medium Secondary School)

The second study visit was at a medium secondary school in Dortmund. This school was founded in 1957 and has circa 750 students and 40 teachers. The school has two international classes since school year 2015/16. The international classes are designed for NAMS and are put into place to give additional language support and help in the integration to regular school classes. Generally, these classes take two years before a student is able to fully integrate into regular schooling. The Realschule has a diverse student population, with students coming from Syria, Romania, Afghanistan, Bulgaria, Albania, Croatia, Macedonia, Spain, Morocco, Guinea and Ghana. Not only does the school serve a highly diverse schooling population and supports students' integration, the Realschule also works with many projects and activities that support inclusion in different ways, such as the campaign "School without Racism", and using interreligious dialogue, intercultural learning, writing and theatre workshops in order to achieve their inclusive goals.



Photo of the Gertrud-Bäumer Realschule made by one of the participants during the study visit



Study field visit Dusseldorf no. three: Project Goin (Coordination of all education services for newly arriving migrant students)

Project Goin is a project funded and coordinated by the municipal integration centers of the federal state NRW. These municipality centers are responsible for schooling issues in the coordination office of the district government of Ansbach in Dortmund and are a central contact point for politics, schools, parents, etc. The main tasks of the municipal integration centers are to build a network between integration-relevant stakeholders in administration, private bodies and in migrant organizations, advise and support newcomers from different professional backgrounds, and to support the intercultural qualification offers along the educational chain of young people.

Project Goin is a project that does the coordination of all education services for NAMS. They also help in the specialization of schools and educational professionals. Moreover, they help with the integration of NAMS in mainstream classes and language support without separate preparation classes.

STUDY FIELD VISIT 1: EXCHANGE WORKSHOP

INTRODUCTION OF AN EDUCATIONAL PROGRAM FOR REFUGEES BY THE INTERNATIONAL RESCUE COMMITTEE

On the first day PLA Participants were invited to listen to the presentation of Barış Altındağ, representing the International Rescue Committee (IRC).

IRC is the largest international organization working with migrants and refugees that has no religious aspect. Their main body is in the US, and they are not so well known yet in Europe, where they work in Germany, Italy, Serbia and Greece. In Germany they provide teacher trainings in order to prepare teaching professionals on how to include migrant children in their classes.

Their main goal is to teach teachers, how to eliminate toxic stress in the pupils' lives, that prevents them from successful and effective learning. They also help the teachers on how to approach the parents, as the teachers often give up on working together with the parents, although they are aware of the importance of this inclusion.

The training they offer consists of three workshops, where the teachers can participate for free. The teachers are asked to evaluate their students at the beginning of each session, which helps them to track the changes and new perspectives teachers make inside the classroom throughout the training. The first session is the same for each group, however in the second and third workshop session, the trainings are somewhat customized to the needs of the teachers.



The main challenge expressed by IRC is that teachers who are already aware of the need for diversity training and have certain knowledge in the field are applying for workshops. IRC would like to expand their training in the future to those teachers as well, who are not aware that they need it, and they wish to include more schools, especially vocational schools.

The second presentation was held by the representative of the Network for Teachers with a Migrant Background in the federal state of North Rhine-Westphalia. Their main goal is to eventually be able to dissolve the network, normalize the presence of teachers with migrant background, and avoid stigmatization. The network currently offers jobs, fights segregation, provides trainings in the field of intercultural learning environment, and presents role models for migrants. The trainings are needed, as the perception about teachers with a migrant background is that they are instantly intercultural competent, which is not true.



FOUR EXCHANGE MINI-INTERVIEWS

Mini Interview 1: Dita Vogel, Researcher Bremen University

There are lots of similarities between Germany and the Netherlands concerning the integration of newcomers, migrants' 2nd/3rd generation, and refugees. Age is a very important factor because primary schools are doing a much better job in integrating children into regular classes than secondary or vocational schools. That has partly to do with age, because children absorb language and information better but has also has a lot to do with the education of teachers. We discussed the teacher education specifically in Bremen because in Germany much depends on the federal state because each federal state has a different educational system. In Bremen the intercultural aspect is part of the teacher training and it is easier to implement in primary teacher training because the training is much more focused on the pupil individually. In secondary education the training course is more focused on the actual subject, albeit an academic subject or secondary school course. This is the same for vocational teacher training. This is an important point to take into consideration. Also, with regards to the age in which people enter the country, different support and policies are needed for older children than for younger children. If integration of children in the classroom is successful, they are really becoming part of the school community as well as of the larger community. What was interesting is that immigrants who do get access to vocational education through dual plans, meaning work and schooling at the same time. This means that they are able to get access to companies and this help for their future success.

Mini Interview 2: Agnes Weiss, Mercator Foundation

Mercator Foundation is a private foundation that supports different types of stakeholders (NGOs, policy actors, schools) in building a cohesive and inclusive society in Germany. The key priorities of Mercator's activities are: integration, united Europe, climate change and support of fine arts. Under the strand of integration there are multiple projects focusing on language support, teacher training, designing teaching and learning materials, developing an integration climate in the society, etc.

One of the projects Mercator is supporting in cooperation with the universities and Ministry of Education is the Education of refugee teachers. Syrian teachers who come to Germany are able to get a certificate in one year to help and work in an educational setting and become teacher assistants. They do not get an official teaching diploma but the certificate is recognized by education settings. During this training program Syrian refugee teachers learn German, as well as get insights into the German education system and curricula (they work together with mentors in the University and schools where they work). Currently they have a batch of 25 teachers enrolled in the program. The success indicator would be if at least 20 teachers graduate and become assistants in German schools. Ms. Weiss told us that it takes about 7 months approximately for a child to receive a temporary refugee status (though on paper it should not be more than 3 months). In these 7 months, it is very ambivalent if children go to school or not. Usually, children have a chance to take part in non-formal education programs, provided by volunteers. However, the availability of such opportunities, as well as the time when children enroll in regular schools differs across federal states and municipalities within federal states.

When at school, the integration policy also differs from municipality to municipality: it can be welcoming classes for up to 2 years, or direct immersion into the mainstream classes. In one of the previous projects, Mercator foundation supported the training of 72 expert teachers who currently can support schools in the integration of students in special or regular classes, if the school applies for such support. This support involves developing different teaching materials for students and teachers on teaching German as a Second Language, or general trainings to help teachers deal with diversity in the classroom.



Mini Interview 3: Baris Altindag, International Rescue Committee

He mentioned as a problem that especially in Germany there are huge differences between the federal states as education belongs to the authority of the federal state-level. When there are elections and new policy makers come and change the educational system in the federal state, it results in great stress for the teachers and schools. In those uncertainties teachers have to operate. The Committee aims at training these teachers to deal with diversity and with stress factors in school. They would very much like to include more teachers. He sees a difference in the participation level: motivated teachers, partly stimulated by their headmaster, enroll much, whereas teachers who actually need the training the most, hardly participate.

The last issue he pointed out was the difference between secondary and elementary school. He said that in elementary school, usually the teachers who get the training, kind of reassure themselves to see that they are already doing what is right, whereas in secondary school it is much more needed because there the teachers' pay much less attention to, for example, structure in the lesson or in a student's life, or in thinking about mental health. Also in vocational schools, teachers often say that they really like the program but they do not really have enough time to implement it.

Mini Interview 4: Ahmet Atasoy, Network of teachers with a migrant background

The network does three things: they promote and look for jobs for teachers, they support a trainee phase for eighteen months where they teach on the job, and they offer qualification courses on intercultural competences and intercultural coordination for teachers. Interestingly, when teaching about intercultural coordination, the school, in which they come back to, assumes that they know about interculturality targeted at refugee and newly arrived students, but in fact it is helpful for everyone and it is needed to get every student and teacher involved.

The practice of separate classes for NAMS is still common in schools in Germany and in most of EU countries. There is still a lot to do about that. We discussed that every school has its own integration plan for NAMS and structure for classes. There is no overall right way of doing these things, there is not much of an interchanging, communication and uniformity concerning these classes. They are just doing what they think is right and that is still keeping NAMS separate in mainstream education.

About multilingualism, a lot of subjects do not have a linguistic part. Even though language is important, the subject is still focused on only academic writing and that is part of the overall competence, but language is hardly being taught. You still see that learning other languages or working with multilingualism in the classroom is considered as very difficult by teachers with them using arguments such as "*but how do I work with 20 different languages in the class, do I have to speak all those languages?*". But actually, there are lots of ways.



STUDY FIELD VISIT 2: GERTRUD-BÄUMER REALSCHULE

CONTEXT AND INTERVIEWS IN THE GERTRUD-BÄUMER REALSCHULE (MEDIUM SECONDARY SCHOOL)

The Realschule is a medium secondary school that pupils attend between 5th and 10th grade. The school hosts 750 pupils, from 27 countries. Out of the 750 pupils, only 35 students do not have a migrant background. There are a lot of children with Turkish, Bulgarian and Romanian heritage, but the recent refugee influx also affected the school. Around 80% of the migrant pupils are Muslims, according to the headmaster. The district itself, where the school is located is famous for having the highest share of migrant population in the whole county. However, as the headmaster said, "Eventually it is only a school, like any other school", but they have to face constant media attention and negative image of the neighbourhood.

Given the bad reputation of the district, the school also has a hard time recruiting new teachers. What comes handy to them, is the mandatory training period for freshly graduated teachers, where the graduates are allocated to different schools without given a choice. According to their experience, once teachers are 'courageous' enough to come to the school, they like it and quickly engage into the teaching process.

Because of the high share of migrants in the school, the main challenges the school faces are:

1. Lack of German knowledge among the students

Many of the students speak German, however it often is not enough to be able to understand the school subjects. Many pupils complain that they do not really speak any language perfectly, as their parents try to make them use German, but the parents do not speak it themselves perfectly. The school understands this challenging situation of the students, and they give more support and are more tolerant towards grammatical mistakes.

2. Newly arrived refugee students

The school forms two international classes each year that have a total of 18 students each. There they have no means to separate the pupils by age (12-18) and academic background, which means that the children coming from elite schools are put together in the same class with children who never attended school before and are illiterate. Migrant children who do not have any previous school experience, not only need to be taught academic knowledge, but they also need knowledge about rules, such as arriving on time, listening to lectures, doing homework, etc. The parents usually do not speak German, they do not visit the school, and letters sent to them come back, and they do not have phones. In these cases, the child protection services and the social workers help to reach out to the families. Among the social workers many also have a migrant background, they might also share a language with the family, helping with the communication. According to the headmaster, they also tried to ask the help of other parents, but this usually is not very productive. However, the trust base between teacher and parents is there. The teachers also mentioned, that verbal disciplining is often ignored by these children, as they are used to different types of convincing techniques (e.g., physical punishment) where they come from. The international classes do not have a prescribed curriculum, it is almost entirely up to the teachers. Once the students finish the two years there, it is also hard to integrate them in the mainstream classes, as their age and academic knowledge usually do not correspond. As a rule of thumb, the school tries to put them to the highest grade possible, although there is not a clear rule when transition into mainstream education takes place. Starting from the second year, the school also designs individual programs for students. They face organizational problems when students enroll at different times into their school and they encounter students who are 15+ but have only went to primary education. An interesting fact is that they work closely with the Gymnasium, which is located next door; their students frequently visit their school for all kinds of activities together with Gymnasium students. This has probably a good influence since half of their students can go directly to upper secondary education, from which part goes to that Gymnasium. Most of the students go to vocational school though, for which they have to travel further into town.



3. Cultural differences

As most of the children are Muslims, it causes some difficulties, such as organizing sport classes. By law, girls and boys should attend the same PE (physical education) class. The school offers swimming classes, as most of the students cannot swim. First it was part of the 5-6th, and 9-10th grade curriculum. However, parents of female students in 9-10th grade forbid their daughters to swim together with the boys. Then the school tried to offer the class in separate groups, but as the swimming pool has a glass window to the street, parents were not satisfied with this solution either. Eventually, swimming is now organized only for 5-6th grade students.

At the same time, the school recognizes the role of PE and art classes in developing the sense of belonging in newly arriving pupils. The sport teacher (gymnastics) described an example of what can be done in PE with students with different languages and what can be achieved by physical exercises: since you actually not really need a language, you can work with physics on learning skills and building competences. Furthermore, the setting he created was one in which he could have personal talks with his students aimed at their feeling of better integrating into the German society.

The school is not only inclusive for migrant pupils, but they also host students with learning difficulties and minor mental illnesses.



STUDY VISIT THREE: PROJECT GO-IN

CONTEXT AND INTERVIEWS IN THE KOMMUNALES INTEGRATIONSZENTRUM KREIS UNNA

In the afternoon, we visited the **Integration Center District Unna (Kommunales Integrationszentrum Kreis Unna, KI)**. They presented a pilot project Go-In, which improves school careers for newly arrived students. The activities of the Integration Center defined by law are: 1. integration through education, 2. social integration as a cross-sectional task, 3. integration of refugees with the help of volunteers (KOMM-AN program). The Integration Center is directed through the federal state and has a network of over 100+ schools in the district.

The Integration Center complements the existing municipal integration tasks, and understands integration policy as a cross-sectional task, they build a network between integration-relevant stakeholders in administration, in private bodies and in migrant organizations, they advise and support newcomers from different professional backgrounds, they support the intercultural qualification/opening of organizations and educational offers along the educational chain of young people.

Projects and programs

- KI works in pre-schools and primary schools, where they show everyday multilingualism as a potential, and help parents to teach their mother tongue to their children. They also build and extend educational partnerships between families and educational institutions.
- BASS project takes place in schools, currently in 14. The project emphasizes that participation and integration is the responsibility of the whole school. The main aim of the project is to teach German to migrant children, while also promoting multilingualism. They have 10-12 German classes a week. This project also encourages the involvement of parents. However, according to law the migrant children need to pass the same exams as other children two years after starting the school in Germany, which the presenter found unfair.

The most important cornerstones in the Go-In-concept are

- structurally sound schooling with clearly outlined responsibilities
- timely and potential-oriented schooling of NAMS
- linguistic and social integration into regular classes and day-to-day life in school - without separate preparatory classes
- further vocational training of teachers in all school types - German as a second language is already part of the teacher education
- static documentation to enhance and create a basis for school development planning

The main challenges concerning the implementation of Go-In are

- not enough teachers taking part in the project
- limited assortment of appropriate study materials and learning resources
- difficult transition between preparatory and mainstream classes
- heterogeneity of students
- high number of students per class
- communicational issues between parents-teachers-students, parents are often hard to reach
- insufficient rooms
- lack of qualification for all teachers
- insufficient capacities at certain school types
- misunderstandings caused by cultural differences



Workshops offered at BiSS-schools

- "Oral communication in DaZ lessons" (facilitation of communicative competencies)
- "Literacy" (Examples from primary schools transferable to secondary school)
- "Arrived" - Go-In-concept Gymnasium Bergkamen (Implementation of language facilitation as part of school practice)
- "Working with profiling analysis (after W. Griebhaber)" (linguistic competency assessment and facilitation - practical examples)
- Learning opportunities outside of school in Go-In (examples)
- Differentiated learning/progress with A-level students (career counselling to competency with different types of texts)
- "Gemeinsam über den Tellerrand schauen" (Go-In in home economics)
- "Oral communication in DaZ-lessons" (promotion of communicative competency)
- "Language-sensitive specialized classes"





CONCLUSIONS: KEY MESSAGES AND LEARNING POINTS

KEY MESSAGES REGARDING THE VISITS

During the last session the peers formulated their main key messages concerning “evaluation of teaching all key competences for newcomer pupils”. The following key messages were formulated:

- A striking fact is that all organizations and people who we saw during the study visit are working in an environment that has a lot of *uncertain* factors: first of all, politics can change suddenly and that has a direct influence on the whole education system; how many children can you expect? What is allowed? What educational level are they on? Secondly, this instability requires teachers who are prepared for a new situation and are solution driven. Teachers need to be extremely flexible and the limits of that stretching is being tested, how far can they go until politics meets the needs of NAMS education?

On the Realschule:

- School professionals saw the diversity in school not only as a challenge, but as an advantage of having all these diverse impressions, views, meanings, languages that make society rich.
- The Realschule showed an approach which was done by the whole team, everyone is involved and acknowledges the principles of the school policy.
- In the Realschule every kind of student can find his/her place. There seems to be a lot of *trust* between teachers, between the environment and the classroom and that brings a positive climate into the school.
- We saw in the Realschule that in order to make school organization do-able *all* newcomers were put in two welcome classes, regardless of their age, background or prior learning experiences. Although we had seen a great trust and positive school climate amongst school professionals and students, the *mainstreaming* of educational arrangements for *all* students will not help them reaching their full potential or to serve students with learning difficulties. Especially the differences between migrant students in one class can be so various, that mainstreaming will take all the creativity off the table and will not help student's talent exploring.
- A teacher explained that having another school close by with older students was beneficial for their students. The school that is nearby is a Gymnasium, which is an upper secondary school. They do many collaborations with the Gymnasium because they see the positive effect that children have on each other. In this way the school stimulates the children helping each other, creating a buddy system, creating a safe learning environment and having high expectations from their students. Consequently, we know from literature that if schools can *collaborate, share knowledge, experience and professionalization trainings*: this helps *every* involved school improve.
- It was inspirational to hear the physical education teacher talk. He deals with all kinds of differences during his class: sports abilities, gender, and emotional state. These can all be addressed by *doing* sports, because it is a behavioural (group) training and the teacher seemed to have a lot of room to do personal talks with the students as well. Sport lessons also do not resolve around language, which means there is no barrier of such. It is a nice way when you start to learn a language that sport is a way to connect and to build on further.

On Kreis Unna:

- A well-organized knowledge center serving over 100 schools. They can actually make sure that theory is put into practice directly. Something which is usually much harder since it is quite difficult for universities to valorize theory into practice.
- Kreis Unna train and professionalize teachers from their network. We were not sure whether these schools have bilateral or multilateral exchanges among themselves on these issues. Then team teaching and peer reviewing (visiting each other's classroom) would be possible and that would be very beneficial for teacher's professionalization.



- On the other hand, if schools are on their own, they need to invent their own policies concerning integration of migrants and there might be a lack of unity between programs and professionals.
- Interestingly, they train their own teachers and have access to *many* schools (100+) in the district. This means that there is *uniformity* in the way they train their teachers. It allows for a wide reach of the practice, a constant monitoring and improving trainings, and it means that when migrants are moved around to other schools, they receive the same type of educational practices, which is beneficial and familiar to them. Even though some schools might adhere to a different teaching model, the training of the teachers becomes a “red dot” in finding an important point of uniformity in the way schools receive and integrate migrant students.

LEARNING POINTS FOR EDUCATION IN EUROPE

The following learning points for education in Europe, which peers took home, and interesting thoughts for improving educational systems for newly arrived migrants are formulated below:

- Since primary schools are much more focused on pedagogy, they could make the integration of NAMS much easier because they already do the things that are needed for these children, to feel quickly welcomed into a learning environment. Whereas teachers from secondary schools have a strong focus on their subject and therefore it would be a good thing, when having NAMS, to focus their training more on pedagogical elements, like class structure, school climate, inclusive teaching, etc.
- We need to review and revise teacher educational institutes and make sure there are courses on issues dealing with diversity and NAMS, not just one course, but a whole curriculum providing different models, so that teachers are prepared when they start in practice. And during their school career they should have continuous professional development.
- That also means that every teacher (not only language or ‘welcome class’ teachers) need to be prepared to receive migrant students.
- The importance of teacher education should be further emphasized. It is a blind spot internationally when we discuss NAMS, since it always refers to more development of teachers in practice, meaning those who are already employed as teachers: they need to learn more about the multicultural classroom, about CLIL, about working together with parents, etc. This is important for all those teachers working, but teacher education is about training future teachers now and we can affect them now on how to deal with NAMS, especially bilingual student teachers. In this way, different projects can be conducted together with schools, helping with homework, afterschool activities, and so on. Teacher educational systems across Europe are still not 21st century proof and that is a missed opportunity.
- One can have a view on a school discourse in a setting with a lot of diversity as problematic and challenging, but if one looks at the situation from a view that embraces potentialities and richness, it changes your perspective and therewith also solutions and establishing creative arrangements.
- Teachers in Europe face an immense change in what is going on in schools over the past years, while a lot of these teachers working at those schools, were trained before in a completely different mind-set that was seeing any kind of heterogeneity as problematic. They have their practical experience but it depends on the school policies how they are able to professionalise in-service to meet the current school population’s needs: more diverse and more demanding.
- The importance of language and content integrated learning (CLIL) became apparent, meaning that students do not only get subject content through the majority languages only and separate language learning for two years. This is the “old” way of thinking and which has been proved by literature to be not very effective. It is important to simultaneously work with the development of second language acquisition and promoting the use of the first language. Furthermore, students should have access to other subject matters combined with the language aspect. There needs to be a constant exchange of





language and subject matter. It is important to integrate content and language learning in the practice throughout schools in Europe.

- When we talk about integration, we need to talk about inclusion. Inclusion is about moving barriers, access to meaningful and equal education. Our (migrant) students have a legal right to that. It is also a moral and practical obligation from our society.



ANNEX 1

Agenda

12 July 2018

FFFZ Hotel und Tagungshaus

Kaiserswerther Straße 450, 40474 Düsseldorf

10.00 – 14.00

National workshop on 'Educational integration of refugees and newly arrived children and young people in Germany' - not part of the PLA, PLA participants are invited to participate, especially in the following session in English:

10.15 – 10.45

Education of Refugees in Europe from a comparative perspective, Nihad Bunar

13.30

Preparation of study visit 1 (meeting at FFFZ lobby)

15.00 – 16.30

Study field visit 1

International exchange about experiences and good practices in the education of newly arrived migrant students

(This session will facilitate an exchange about experiences and good practices in the education of newly arrived migrant students among the participants of the PLA and the German participants of the prior national workshop)

Introduction of an educational program for refugees by the International Rescue Committee - Barış Altındağ

Group sessions

16.30 – 16.45

Break

16.45 – 18.30

Summaries by the Rapporteurs of the International Exchange

Introduction to North Rhine Westphalia: migration flows and school system

Introduction to the study visits 2 and 3



13 July 2018

07.45

Departure for study visits 2 and 3 (Bus in front of the FFFZ Hotel)

09.00 – 11.00

Study field visit 2

Gertrud-Bäumer Realschule (Medium Secondary School)

Goethestraße 20, 44269 Dortmund

Travel to study visit 3 by bus

11.45

Lunch in Kommunalen Integrationszentrum Kreis Unna

12.30 – 14.30

Study field visit 3

Project GoIn (Coordination of all education services for newly arriving migrant students)

Kommunales Integrationszentrum Kreis Unna (Integration Center)

Schulstraße 8, 59192 Bergkamen

16.00 – 17.30

Feedback and concluding session at FFFZ Tagungshaus

ANNEX 2

Questionnaire

Basic Questionnaire for the PLA Dusseldorf

TOPIC: Evaluation of teaching all key competences for newcomer pupils: from assessment of prior learning and welcome classes to the different transitional arrangements into mainstream classroom and support

	International Exchange 12 July	PROJECT GoIn 13 July	SCHOOL STAFF Primary school 13 July (teachers, school-leaders and school-professionals)
DESCRIPTION OF THE PRACTICE & CONTEXT	How large is the influx of refugee and NAMS children in the area? What does educational integration entail? How is involved, and in which way? Description of programs for refugee and NAMS?	What does the project entail? Who is involved? How does it fit with other programs? Role of employers involved?	Context of the school and neighbourhood? Who participates? What are their background characteristics? Duration and obligations of participation? Parental involvement?
GOALS & ACTIVITIES	Short and long-term goals of integrating? Kind of activities: what is important or focused on? Design & kind of the activities: what happens in welcome classes? How is <i>prior learning</i> incorporated? <i>Key competences</i> : what does it entail and how does that look like in class? What does the schools offer for <i>additional support</i> ? When do children enter mainstream education: under which conditions for transferring from welcome to mainstream?	Short and long-term goals? Kind of activities? Design & kind of the activities? <i>Is prior learning</i> taken into account: in which manner?	Short and long-term goals? Kind of activities? Design & kind of the activities? Does it stroke with the goals of the welcome classes? <i>Is prior learning</i> taken into account: in which manner? Which key competences are learned / are in the lesson plans? What does the schools offer for additional support?
RESULTS & CRITICAL FACTORS	What results are aimed for? Results reached? Evaluation of key competences? Contact and interaction between welcome class and mainstream teachers: process and peer learning? Critical success factors?	What results are aimed for? Results reached? Evaluation of key competences? Critical success factors?	What results are aimed for? Results reached? Evaluation of key competences? Contact and interaction between welcome class and mainstream teachers: process and peer learning? Learning the German language: experiences? Parental involvement: experiences? Critical success factors?
LEARNING ELEMENTS for PEERS	What can be learned from your experiences? What are good and not-so good elements of the system? Transnational elements? What does interviewee wants to know/ learn from the peers? Discussion points?	What can be learned from your experiences? What are good and not-so good elements of the system? Transnational elements? What does the coordinator wants to know/ learn from the peers? Discussion points?	What can be learned from your experiences? What are good and not-so good elements of the system? Transnational elements? What does school-professionals wants to know/ learn from the peers? Discussion points?



ANNEX 3

Participants' overview

Country/EU Platform	Participant	Organisation/Role
Lithuania	Aušra Dambrauskienė	Vilnius Lithuanian House, Lithuanian language teacher in the welcoming class
Lithuania	Živilė Deksnytė	Vilnius Lithuanian House, English language teacher in the welcoming class
Lithuania	Giedrė Tumosaitė	Education Development Centre (under the MoE), coordinator of the programme for integration of migrants and refugees
Lithuania	Hanna Siarova	PPMI, researcher on migrant education
Netherlands	Jeroen Onstenk	Lecturer pedagogical-didactical arrangements in schools (organisation: Hogeschool Inholland)
Netherlands	Marieke Postma	Consultant and coordinator of welcome classes (ISK) in the Netherlands (organisation: LOWAN)
Netherlands	Laurinde Koster	Junior researcher multilingualism (organisation: Risbo, Erasmus University Rotterdam)
Netherlands	Tomislav Tudjman	Project manager EU-projects migration and education (organisation: Risbo, Erasmus University Rotterdam)
Austria/European Parents Association-EPA	Luca Laszlo	Network representative
Network of Education Policy Centers-NEPC	Pietro Santili	Network representative / Project Coordinator
Organising Bureau of European School Student Unions-OBESSU	Qendresa Ibrahim	Network representative
Don Bosco International	Eliana Emma	Network representative
Sweden/Expert	Nihad Bunar	Professor of Child and Youth Studies, Stockholm University



France/Expert	Christel Houée	Expert on assessment of national school programmes
Germany	Jens Schneider	University of Osnabrück / Verikom
Germany	Claudia Koehler	European forum for migration studies
Germany	Maria Matreux	European forum for migration studies