

// Documentation //



Education International

Teachers Organising for Quality Education Provision for Refugees

Impressum

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Teachers Organising for Quality Education Provision for Refugees

Eine Broschüre des
GEW Landesverband Bremen

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German as a 2nd. Language

1 Introduction

Project Team

In the years 2015 and 2016, around 15,000 refugees came to the German state of Bremen (population: 670,000), among them many unaccompanied minors. At the same time many migrants from poorer parts of the European Union were attracted by the combination of good job opportunities and affordable living space.

An education system that was already struggling with the highest rate of child poverty in Germany as well as low educational funding compared to cities like Berlin or Hamburg, has had difficulties to integrate refugees into the education system and to provide good learning and teaching conditions.

On the one hand, the reduction of public debt has meanwhile become a constitutional requirement. On the other hand, good education and integration of refugees are nothing but a humanitarian gesture as well as an investment

in future prosperity, and thus serve the purpose of avoiding future governmental social security and other expenditure.

In contrast to other federal states in Germany, politicians in Bremen relied on teachers who were outsourced and so not integrated in this system themselves, to integrate refugee children and youths in the state school system. In the city of Bremen, most preparatory courses were given to cheaper, temporary contract teachers while in Bremerhaven parts of the schooling of refugees were totally outsourced. Additionally, class sizes had been increased by up to 25 percent in parts of the state, to “extend capacities” and shorten waiting lists. And yet in 2016, young refugees had to put up with waiting periods of up to six months before they could get a place at school, or at least an outsourced place.

In mid 2016, due to these problems, the GEW Bremen started the project “Teachers Organising for Quality Education for Refugees”, which is funded by Education International, the international umbrella organisation for education unions. The aims included:

- » the organisation of teachers who work with refugees and
- » the united struggle for better working conditions and better learning conditions for refugee children and adolescents in the State of Bremen.

These aims are closely linked because dedicated teachers particularly suffer through not being able to provide the necessary education and support to the refugees, quite often feeling overwhelmed themselves. Besides the lack of safe working conditions that would make it easier to concentrate on the actual job, more funds are needed for more support by social workers, psychologists, etc., for paid time for cooperation, for smaller groups, teaching materials, and so on. Furthermore, there are also many other problems concerning organisational structures.

There is an exchange between teachers within the framework of the project. The drawbacks and demands that have been collected at staff meetings, assemblies, and also in the articles that are documented here, have been published in press releases, meetings, and publications – partly in cooperation with the Refugee Council of Bremen.

It is the nature of a union that it cannot enforce improvements just through board resolutions or the work of its officials and employees. Achievements are made when the aims are supported by a broad base and forwarded by active members in their respective functions.

The project team would like to thank all colleagues from the GEW who have supported them in establishing a works council at the biggest temping agency in order to improve working conditions at schools in Bremen. We also achieved that most of the employees were integrated into regular contracts for teaching at schools.

The GEW Bremen wants to continue the project. Next year the focus will be on good conditions for refugees who are already integrated in the regular school system – and on the qualification and career opportunities for refugee educators whose skills are needed given the diversity of the pupils and the actual shortage of teachers. We will continue to be open to all colleagues who want to share this commitment with us and welcome your participation.





Working with Parents
 - parent - teacher time
 - shortage of translators

2 The case of Bremen

Challenges for newcomers to get recognition as a teacher in Germany

René Böhme, University of Bremen

16.08.18

Germany is a country of immigration. Immigration is reflected in the labour market. According to employment statistics of the Federal Statistical Office, the proportion of foreigners in employment subject to social insurance increased between the year 2000 and the year 2016 from 6.8 to 10 percent.

In the past 16 years, the number of foreign employees in Germany has risen from around 1.9 million to more than 3.1 million people, while the total number of employees subject to social insurance increased by only 12.7 percent. The employment dynamics of foreigners have increased considerably since 2011. In 2016, foreigners made up about half of all growth in the number of employees in Germany. It should be noted that the qualification structure of new migrants has improved significantly (i.e. newly arriving migrants are better qualified) in the 2000s. With the growing importance of foreigners in the

German (and Bremen) labour market, the issue of recognition of foreign qualifications is becoming more important. To this end, the federal and state governments have developed legal measures to facilitate the recognition of qualifications that migrants have obtained in their home countries. This makes it easier for skilled workers from abroad to use their professional qualifications in the German labour market. For example, foreign professionals have the right to have a profession-specific competent authority examine the equivalence of the qualification, taking into account their existing professional experience.

However, the chances of gaining recognition vary considerably from job to job. As the results of a study on the implementation of the Recognition Act in Bremen show, the recognition of a teaching qualification is associated with many challenges. When recognizing teachers, a fundamental distinction must be made between obtaining either an official teacher certificate or just a limited teaching qualification (e.g. one subject). Only as an officially certified teacher it is possible to be employed in a public school with a considerably better pay. Those with a limited teacher qualification can, for instance, only teach in non-formal further education institutions.

To determine which options the migrant teachers have and what they need to do to obtain a teaching permit (i.e. official certification or limited teaching qualification) the responsible authority[1] examines the applicants' documents and certificates. Depending on the specific training needs of each 'applicant', the State Examination Office determines the number of credits/courses that need to be taken at the university. These may not exceed 90 Credit Points and a teaching practice of 18 months. The decision on which measures each applicant needs to take to receive a teaching qualification, is made in collaboration with the Centre for Teacher Education of the University of Bremen. After being admitted to study at the University of Bremen, applicants can take the required courses and following completion, apply for the teaching practice at the State Institute for Schools[2]. Depending on what the needs of each applicant are, the teaching practice period can be between six, 12 or 18 months. For each year of teaching experience abroad, half a year can be deducted from the 18 months. Following the completion of the adaptation measures (i.e. university courses and teaching practice) or after passing the aptitude test, a final decision will be issued by the Senator for Science on the

recognition with which the concerned persons can apply for a position as a teacher.

One challenge in recognizing teachers is that there is still (as of December 2017 and even three years after the entry into force of the law) no implementing regulation on how to interpret the law if there are differences between the Senator for Children and Education and the Senator for Science and Health. And, in the absence of an administrative instruction, both authorities may have different views as to when to grant recognition and when not. Without such an instruction, it is up to the respective clerk or clerks, as to what is to be done in individual cases, and the recognition decisions have no legal certainty, so they can be corrected at any time in the administrative court proceedings. It is therefore urgently necessary for both authorities to agree on a legal interpretation.

Furthermore, difficulties arise because teachers abroad often only learn one subject or are trained for another school system. These can then not be hired as full-fledged teachers and are thereby collectively disadvantaged. To solve this structural problem, the relevant regulations would need to be adapted so that one-subject teachers can be full-fledged teachers. For example, the state of Hamburg made that possible. Thus, a flexibilisation of the right of recognition for teachers as in Hamburg for the instruction of only one school subject is a major exception, but Berlin and Bremen are discussing this possibility due to a shortage of teachers.

Specific challenges may arise for certain subjects. For example, the recognition of teachers in 'German as a second language' is controversial. Although demand has increased enormously due to the high level of foreign immigration, the Conference of Ministers of Education has not yet included 'German as a second language' in its general school curriculum. The result is that teachers of German as a second language are not given full recognition, although the need for teachers in pre-courses, for example, for refugee or migrant children is great. However, some federal states deviate from these guidelines and recognize teachers of 'German as a second language', but it is not the case in Bremen yet. Many 'German as a second language' teachers teach in language courses, but at lower wages than fully accredited teachers. Physical education teachers cannot obtain recognition in Bremen because the university does not offer this subject anymore and thus no adaptation measures

exist. Cooperation with other universities (e.g. Oldenburg) would make sense here. In both cases, it seems that a sort of federal guidance or coordination would help solve these issues (for example terminate discretionary practices across States and enhance recognition in all fields). But some authorities are worried that lowering the requirements for foreign skilled workers compared to teachers trained in Germany can lead to a deterioration of the education system.

Finally, the language challenges are great. Amongst the applicants are both people with very little knowledge of German as well as people with B1 level and more, although rarely B2 level. Even if the language level is legally not a prerequisite for recognition, the applicants must ultimately reach C1 or C2 levels to cope with the necessary adaptation measures. A course that has been in place since autumn 2017 also aims to better prepare foreign teachers for the communication demands of everyday working life.

The high complexity of the recognition procedure requires a better staffing of the competent authority (Senator for Science) in order to be able to guarantee more extensive support and advice.

Notes

[1] In Bremen, the Senator for Science is responsible for the recognition of foreign teacher qualifications.

[2] The State Institute for Schools is an institution of the Senator for Children and Education and has the task of accompanying schools in the state of Bremen in their work and supporting their development. As a centre of excellence, the Institute provides professional, educational and psychological services and support services to all those responsible for the education of primary and secondary school students, lower secondary and secondary schools and vocational schools. The tasks of the Institute are for example the training of trainee teachers and the qualification of teachers, officials and school administrators as well as other pedagogical staff in schools.



Training for Teachers in Preparatory Courses
 - compulsory pre service training
 - financing provision

3 Building Networks - Forming Transitions

21st & 22nd September 2018 in Bad Zwischenahn
 Project Team

The participants consisted of colleagues from primary, secondary, and vocational schools. They are working in preparatory courses, mainstream classes, or BOSP classes (vocational orientation with language development).

After a reception with coffee and introductions the seminar started with an input via a keynote speech by Dr. Dita Vogel. She lectures at the University of Bremen and does research in intercultural education.

Input - Opening questions:

- » Is it most important for pupils to learn German as quickly as possible?
 - » Should math lessons be included from the beginning?
 - » Is the development of the community language also a task of schools?
- ... were agreed on by most participants.

Input - Further questions:

- » Who's receiving the initial German language tuition?
- » What is special about it?
- » What does partly integrative mean?
- » What about returning home?
(Thought experiment i.e. What have the children learnt here?)
- » What are the challenges for children in the introductory phase.

There was an active debate during the talk and experiences of the participants were given as examples, so that there was a good working atmosphere from the beginning.

In the evening we watched the movie: "Neue Liebe" ("New Love" a documentary film from 2014.)

Five adolescent protagonists from different continents talk about their new home, leaving their country, and the departure, how they arrived in Germany, and how important the group of classmates is. They talk about fears, worries, homesickness, and hopes. They attended a preparatory course in Cuxhaven together and the film included scenes from their lessons and home life.

The participants liked the movie because it showed things about the pupils that nobody takes notice of at school.

On Saturday we worked in small groups.

First of all, for schools at all age levels - their needs, problems, and expectations but also the questions:

- » What is success?
- » What works well?

Requirements for teachers for all age levels are:

- » Language-sensitive teaching
- » Preparation for final exams
- » Integration work
- » Cultivating relationships
- » Literacy
- » Cooperation with school management, school social workers, and colleagues

Problems of colleagues included:

- » Having to teach too many subjects
- » Students having different socialisation / values – in terms of gender questions too.
- » Discipline
- » Heterogeneity (age, educational background)
- » Missing acceptance
- » Insufficient cooperation with colleagues
- » Different pay for colleagues
- » Too small rooms / too many pupils
- » No assistants for differentiation
- » Lack of material for language-sensitive classes

Expectations on lessons:

Pupils should be able to speak German fluently after a year – or 6 months at primary school – and be able to follow lessons. Further support is dropped in primary and secondary schools.

Pupils at vocational schools are expected to be able to follow subject specific language. For this they receive one year language support and 2 years job orientation with language support and a final exam.

The good thing is that the colleagues are dedicated to their work and they network via the working group in the GEW (The German Education and Science Union) and network meetings at the LIS (state institute for schools).

The situation at schools is difficult. If there is only one preparatory course at a school, there is a lack of exchange and support with the other colleagues.

They are often at their limits with the challenges of a heterogenous learning group.

After presenting the results of the discussion several participants expressed the desire to be able to work together with other colleagues working with the same age group.

These were the results of the second phase:

After the work phase there was a presentation of the results and a discussion.

Desire for a more favourable approach and more support at work:

- » Enough (more) teachers
- » Accompanying German courses for parents „Mama lernt Deutsch ”
- » Attendance improvement projects including migrant pupils
- » More varied learning groups, according to the child's level of knowledge
- » More social workers at schools
- » Integration through participation and buddy systems
- » Access to recognition and therefore jobs for foreign trained teachers
- » More preparation and planning time
- » Closer cooperation with companies for work experience / internships etc.
- » Better pre and in-service training for teachers

After the lunch break we continued with a creative session.

How can we present our work?

Results included drawings, an interview, a tableau and role play.

We finished the workshop with a quick impressions feedback and the experience that a workshop is always positive. To be able to exchange thoughts with other colleagues and the possibility to think about desires and utopias outside of the everyday reality at school gives us strength for our daily work.

**Support**

- linguistically aware teaching
- foreign trained teachers
- support after the preparatory course
- access to Regional Support Center for Special Needs

4 Challenges in the partially integrative schooling model

Dr. Dita Vogel, University of Bremen

The talk broached fundamental issues regarding the schooling of newly arrived immigrants and the special aspects of schooling in the partially integrative model in Bremen. It gave impetus to the participants to bring forward and discuss their own experiences and knowledge.

Newly arrived immigrants were defined as German language learners in their first two years after their arrival in Germany. This emphasises that the children and adolescents have experienced a change of school system and school language.

From the definition, it follows that they are learning the German language, have skills in another language, do not know the school system and have learned less in some fields – which is an apparent deficiency – but have better skills or knowledge in other fields, which often goes unnoticed. Their experiences can be very heterogeneous.

Furthermore, many have to cope with the burdens that also exist for some of their fellow pupils who have grown up in Germany, especially

- » loss and creation of networks due to relocation
- » pressure to succeed, but also demotivation
- » poverty and cramped housing
- » cultural differences between the school and their families
- » uncertainty about their residency status and length of stay
- » afflicting and possibly traumatising prior experiences

There is often a focus on learning the German language as the first and most important task for newly arrived immigrants in Germany. But one should not forget that not all parents aim to stay in Germany with their children and that the restrictive migration policy does not allow everyone to stay. At the same time, children have a right to education, irrespective of their residence status. Temporary and (cyclical) repeated immigration is empirically relevant. In the migration statistics for the period between 1991 and 2015, for every intake of 10 minors there were 5 departures. So temporary as well as permanent integration needs to be a task of an inclusive school.

The basic idea of the 'partially integrative' school model in Bremen is explained as follows on the web site of the Senator for Education:

“In Bremen’s preparatory courses, recently immigrated pupils without knowledge of German develop their first stable German skills. The children and adolescents are also partially integrated in regular lessons.”

This means that Bremen’s model is a mixture of parallel models, in which immigrants are initially educated separately, and submersive and integrative models, in which regular lessons are attended from the beginning, whereby learning German is supported through differentiated teaching. The partially

integrative model is implemented differently in schools in Bremen, as has been confirmed by participants' different contributions to the discussion.

The results of these courses depend on how well preparatory courses are interlinked with regular lessons. To give an example:

- » If children are transferred strictly on schedule to regular lessons and so only have one of three math units per week, they won't be able to follow them, and will experience failure and develop additional knowledge gaps.

If preparatory lessons are included in the timetable in such a way that all regular maths lessons can be attended and there is also enough support to master the language requirements of these lessons, a sense of achievement and integration can be accomplished.

Generally, the affiliation to two reference groups – preparatory and regular class – can be an opportunity or an additional burden, so that flexible handling makes sense, based on the individual child and the school's support services.



Integration
- buddies

- being a valued part of the school community

5 For The Implementation of the (partial) Integration Model in Bremen Schools

Open Letter to the Senator for Children and Education in Bremen

Project Team

25.06.18

Dear Senator, Dear Dr Bogedan

The model of education for refugee and migrant children in Bremen – the partial integration model ¹ is a success – albeit a success which requires significantly more resources. Moving away from this model and introducing the so-called ‚cooperation classes‘ ² contradicts the inclusive basis of the Bremen Education Law, and would be a sign of the structural discrimination against refugee and migrant children

There have been many rumours at our schools about plans to introduce these so-called cooperation classes over the past weeks. Representatives of the Education Authority have repeated that the current model should be retained. That’s not enough however to remove the uncertainty amongst education staff and to resolve the problems in the partial integration model caused by underfinancing. We need more staffing for the preparatory courses – teachers, special needs staff and social workers. Apart from that, the students need a guaranteed place in mainstream classes where they will be supported through linguistically accessible subject teaching and ongoing support with German as an additional language.

We are therefore calling on you to provide schools with additional resources for support and to ensure, and make sure that school leadership teams implement, the partial integration model in every school with no exceptions.

It's also necessary to evaluate the Graduation Oriented ³ classes. These are an example for the so-called cooperation classes – where there is a lack of a curriculum, of education and support staff and other resources.

We would be happy to further explain our demands to you.

Yours Sincerely,



Andreas Staets

[1] Translators note: The ‚partial integration model‘ means that young people arriving in Bremen will be part of a mainstream class almost immediately while they have intensive support in learning German for up to a year.

See: http://www.fb12.uni-bremen.de/fileadmin/Arbeitsgebiete/interkult/Vogel/17_Vogel_Stock_Refugee_Schools_Germany.pdf for the EI report: Opportunities and Hope Through Education: How German Schools Include Refugees

[2] Translators note: The proposal for ‚cooperation classes‘ would mean that after the period of intensive support, refugee and migrant children would not join a mainstream class but rather be in a parallel class which (in theory) would cooperate with mainstream classes.

[3] Graduation Oriented classes (Abschlussorientierten Klassen (AO-Klassen)) are a type of cooperation class which have been running since 2017 for recently arrived Year 9 or 10 students.

6 Invitation to Brussels

An Education International Meeting

Barbara Schüll, GEW Bremen

In February 2018 we were invited by Education International to a workshop in Brussels. I was happy to accept the offer to report on language support for newly arrived refugee and migrant pupils in Bremen.

Together with Dr. Dita Vogel from the University of Bremen, and Elena Stock from GEW Frankfurt, I took part in the international discussion group. It was the conclusion of a multi-day event about education and migration.

After an official welcome and reports from the participants, an Italian colleague and I had the opportunity to present our work.

In the Italian project mostly young adult migrants were learning Italian through common activities. Learning Italian was more a secondary goal for them because their long-term perspective wasn't living in Italy, but rather other European countries.

This is different for migrants in Germany. For migrants who arrived after 2015 there is now a large range of integration and language courses. Before 2015 the number of courses was neither sufficient nor differentiated enough, but many people in different institutions made the effort to deliver education on language and values.

I have been working as a preparatory course teacher at primary schools in Bremen since 2002. Back then language courses were installed at 15 schools in the urban area of Bremen.

The first years were characterised by intensive cooperation between colleagues. Contents and methods were developed in monthly meetings. The duration of a course (in primary schools) was set to twelve weeks with 20 hours

of lessons per week and pupils finished with a final examination. The following topics were covered: me and my body, clothes, my home, my family, school, numbers, colours, shapes, nutrition, exploring the city.

The maximum number of primary school children in a course was limited to 10.

With the big migration wave from 2015 onwards, language courses were established rapidly at all schools in Bremen. First of all, colleagues were just recruited but courses for teachers at LIS (the state institute for schools responsible for teacher training) were developed much later. The duration of a course was still set to half a year but group sizes were increased despite the protest of colleagues.

A huge difficulty was the heterogeneity of the participants along with the frequent fluctuation of pupils due to relocation from emergency housing to flats or family reunion.

In Germany children visit primary school from the ages of 6 to 11. They then attend a junior secondary school - either comprehensive or selective (Grammar schools). Afterwards they do vocational training or 'Arbitur' (Tertiary Entrance Certificate) and can go to university.

Migrant children and adolescents are allocated a place at a certain school level according to their age. Some have had good schooling, others had never been to school. Children are affected by the changing situations in their lives, grieving for lost friends and relatives, and trying to cope in a place where they do not know the rules and where nobody understands them.

At primary school we can offer pupils more support and provide a gentler and more playful start at school with games, exploring the city alongside work with parents.

At secondary schools adolescents have to accomplish a lot more. Besides language courses, specialised subjects and independent learning play a more significant role.

If they attend one of the vocational schools at 16, there are even more demands. Besides language courses and specialised classes in various subjects, they also have to prepare and decide on their future career and employment.

After my presentation some colleagues from Bulgaria, England, and Greece briefly presented their experiences.

Thus we had a basic overview of how to manage pupils with different backgrounds and languages.

Generally speaking, it was good to come together and exchange experiences.



7 Bremen Teachers Speak Out!

For better education for refugee and newly arrived migrants in primary schools in Bremen!

Project Team

The German education union's (GEW) working group „Quality Education for Refugees“ in Bremen has begun a letter writing campaign focusing on conditions in primary schools.

The demands aim to ensure a comprehensive improvement package including:

1. Literacy courses at primary level which need to be linked to the preparatory courses (for newly arrived children) and the Bremen intensive reading courses.
2. Significantly more resources, embedded into the system, for the development and implementation of a German as an additional language support concept for children once they have left the preparatory courses
3. More staff are needed to ensure that the needs of all students are met. To make sure inclusion works – means special needs staff and social worker support in the preparatory courses too.

The GEW working group „Quality Education for Refugees“ has asked all staff in Bremen's primary schools to join in supporting these demands and show their solidarity with the children and staff of the preparatory courses.

// Arbeitskreis Gute Bildung für Geflüchtete //

GEW Landesverband Bremen • Bahnhofplatz 22-28 • 28195 Bremen

An alle Kolleg*innen der Grundschulen in Bremen und Bremerhaven,

Barbara Schüll, Katharina Lenuck
Telefon: 0421/ 33764
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GEW Kampagne:

Wir brauchen Alphabetisierungskurse, Ressourcen für die Umsetzung eines Sprachförderkonzeptes nach den Vorkursen und zusätzliches Personal für die Vorkurse an Grundschulen

Liebe Kolleg*innen,

der GEW Arbeitskreis „Gute Bildung für Geflüchtete“ setzt sich für eine bessere Beschulung von geflüchteten und zugewanderten Kindern und Jugendlichen ein. Um eine umfangreiche Verbesserung der Bildungsqualität an den Grundschulen sicherzustellen haben wir die hier aufgelisteten Forderungen zusammengetragen.

Wir möchten euch bitten den vorliegenden Brief unterschrieben bis zum 21. September 2018 an die Geschäftsstelle der GEW Bremen zurück zu schicken. Die Briefe werden gesammelt der Senatorin für Kinder und Bildung, Frau Dr. Bokedan übergeben.

Gerade wenn Kinder in der dritten und vierten Klasse eingeschult werden, bedarf es bei der Alphabetisierung besonderer Anstrengungen. Aus diesem Grund ist die Einrichtung von Alphabetisierungskursen für die weitere schulische Entwicklung der Kinder essenziell. Häufig brauchen Kinder auch nach den Vorkursen weitere sprachliche Förderung. Die dafür vorgesehenen Ressourcen reichen aber bei weitem nicht aus. Deswegen fordern wir ein Sprachförderkonzept, das für die Zeit nach den Vorkursen greift. Die zahlreichen Herausforderungen in den Vorkursen können nur mit zusätzlichem Personal, besonders durch sonder- und sozialpädagogische Unterstützung bewerkstelligt werden.

Bitte unterstützt unser Anliegen, solidarisiert euch mit den Lehrkräften der Vorkurse und den Interessen der geflüchteten und zugewanderten Kinder.

Mit kollegialen Grüßen

Barbara Schüll und Katharina Lenuck



8 Creating Successful Schools in Migration Society

Thoughts from a visiting New Yorker

Dr. Marguerite Lukes, Internationals Network for Public Schools

I arrived in Bremen on a flight from New York City on a gloomy late September day in 2018, not quite sure what to expect. Having been awarded a Fulbright Scholar Research and Teaching grant, I was to spend 8 weeks away from my familiar New York City streets to learn how Bremer schools, teachers and teacher educators are educating the growing numbers of new immigrant school-age students. I knew where I was staying, what day my class started, but little else, other than I was to say “moin moin” and not simply “moin,” if I wanted to fit in.

One of my initial surprises is how I am constantly corrected -- I have learned that in Germany there is one right way and many wrong ways. In that vein, when I talk about Germany’s history of taking in immigrants, laypeople who are not involved in the daily workings of schools remind me “No, this is the

first time that we have immigrants in our schools.” That assertion is perplexing, especially as I wander the city streets in the Northern German towns that I have visited and see a vast heterogeneity of faces and languages and skin colours. The man who runs the Döner shop that I frequent is a multilingual Bremer old-timer who wears his green-white scarf unapologetically both on game days and off. Perhaps the corrections are meant in comparison? The US, despite growing xenophobia and anti-immigrant hate crimes, has always defined itself as “a nation of immigrants,” although headlines make clear that, despite its heterogeneity, the US has not been entirely successful in addressing diversity or in developing a national embrace of pluralism. Still, it has been important for me to highlight also that in many schools and districts in the US, there are growing numbers of multilingual immigrant students who are new to the English language -- in some regions a growth of 200%-300%. This is relevant because in both Germany and in the US, teachers are grappling equally with ways to address the needs of students who are adjusting to a new school system, a new language, and a new environment -- and at that, sometimes a hostile one.

Colleagues from the GEW have been extremely gracious, and I have had the opportunity to visit schools in Bremen, Bremerhaven, and Dresden, and to talk with teachers, school administrators, and students. I’ve seen a range of approaches, differences in resources, differing expectations and school cultures.

Some examples I have seen that have stood out include teachers working together collaboratively to plan and problem-solve to design engaging materials for their recently arrived students. I have seen differentiated texts and activities designed to meet the needs of students at different levels. Teachers have stopped and shifted direction in a lesson to take advantage of ‘teachable moments,’ like an impromptu geography lesson. I’ve seen “peer mentoring” programs where German-born students are paired with new immigrant students and plans for school outings that include trips to the theater, the museum, the carnival, picnics, family nights.

Overall, what has been clarifying and heartening is the importance of coalition work -- through the GEW I have met countless creative and tireless colleagues who are working across institutions and regions to develop creative

solutions for transnational, multilingual students in these shifting and troubled times. I've attended meetings, been invited to open forums, participated in honest dialogue. Notable have been the vibrant collaborative partnerships of colleagues from social work, teaching, community-based organizations working together into well past quitting time to explore what works and how to improve situations for students and teachers. Some key elements have emerged for me among the exchange, and these include the following:

- » Leadership is key to success in schools. School-wide commitment to new immigrant multilingual students with emerging German skills is foundational for the important collaborative work of educating a new generation of citizens. This leadership does not always need to come from "the top" in the form of a state policy or a principal's directive but often comes from GEW members in the workplaces. The best examples of pedagogy I have observed have been rooted in schools where the entire school community exhibits a desire for success for all students who attend, and all students, regardless of their backgrounds, feel part of the work of co-creating learning.

- » The path to success is paved with trial, error and collegial exchange: the GEW's Arbeitskreis model I observed in Bremen and Saxony of colleagues working together holds great promise, as it is a safe, non-evaluative space for learning, problem-solving, exchanging best practices. These working groups exhibit pragmatic professional commitment to sharing what works extends beyond the schoolhouse doors and across regions.

- » Resources matter: Teachers want parity and security in order to go about their daily work with ease. They need books, tools and effective strategies that have been vetted by colleagues, classroom-based examples of what works. They want opportunities to meet together, learn from each other, take students on trips, and time to meet with families. Scarcity threatens quality, student success, and professional well-being.
- » Commitment to equity for all students requires trust, flexibility and the ability to examine who is successful and why.

Bremen gets dark and gloomy in November, but people do not retreat inside, instead donning hats, gloves, those impossibly bulky German handknit scarves and cycling to their duties. And thus the collaborative creative work of educators continues, and it reflects great promise. The collaborative work of professionals who are undaunted by the challenges they face and manage to identify and learn from success are forging a path toward equity.

Notes

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9 Education, Yes! Only Not for Everyone!?

Project Team



Flüchtlingsrat
Bremen

Gewerkschaft
Erziehung und Wissenschaft
Landesverband Bremen



// BI Projekt: Gute Bildung für Geflüchtete an Schulen //



Education, Yes! – Only Not for Everyone!?

Joint Statement for May Day 2018 by Bremen GEW and Bremen Refugee Council

The following joint statement is being distributed at May Day rallies, in Central Bremen, Bremen North and Bremerhaven. These rallies are usually attended by well over 5,000 people.

Education, Yes! – Only Not for Everyone!?

Poverty and deprivation are so much part of the reality of Bremen that it hardly gets noticed while some thousand young refugees finish school and are left without further support by the Bremen Education Department (Bildungsressort.) These young people don't have any real chance of an apprenticeship and never had the same chances in education which other children and young adults had.

In the two quick years of so called careers orientation and language development classes (Berufsorientierungs- und Sprachbildungsklassen), these young people were expected to achieve the same level of education which other young people achieved after nine years of school here.

Now they're being pumped out of the system and are being forced to compete in the jobs market without an adequate level of German and without vocational qualifications.



The Bremen Refugee Council and the Bremen State Branch of the Union of Education and Science (GEW) jointly demand:

1. There should be a right for young people to stay at school after they turn 18. Staying at school after this ages should be based flexibly on the student's needs. It's not possible for young people to catch up 9 years of education in 2 years. These young people must be given the time to achieve the mainstream basic high school qualification (Erweiterte Berufsbildungsreife) and a level of German at least the B1* level!
2. There should be educational and vocational offers for all young people who'll be leaving a vocational college this summer – so that they are not threatened with losing their immigration status with a right to remain. These stabilization offers should be based on the reality of these young people's lives so that it's possible to integrate them into the society in a permanent, sustainable and useful way.

If you want to get active in our campaign please contact

bi-projekt@hb-bremen.de

info@fluechtlingsrat-bremen.de

www.fluechtlingsrat-bremen.de/schule/
www.gew-hb.de/projekt-gute-bildung-fuer-gefuechtete/

B1* level = a similar level to a student at A Levels in a foreign language in the UK – See https://en.wikipedia.org/wiki/Common_European_Framework_of_Reference_for_Languages

10 Retired Members of the GEW

Making a commitment to newly arrived migrants and refugees in Bremen

Charlotte Schmitz with the support of the Project Team

Besides the manifold activities of preparatory course teachers who are going above and beyond 'business as usual' in their regular work to support refugees in Bremen, retired GEW members also do voluntary work in language courses and give other support.

Two qualitative interviews were carried out in order to obtain an overview of these diverse activities. The interviews were conducted to find out in which sectors the pensioners have their commitments, but also to get an idea on how the GEW can support their voluntary work.

Both interviews were conducted with retired teachers and already here you can see the wide-ranging commitment of the GEW members. The perfectly natural support of refugees in everyday situations through personal contact and friendship is one example. Undoubtedly an important field of activity is language support. This takes place, for example, in women's associations and church groups.

Both interviews showed that state supported German courses in adult education centers are not enough. Groups of 18 to 20 people per class make it impossible to cater to everyone's demands and needs. This is why voluntary work is so important, smaller groups in church-based community centers make it easier to cater to the interests of individuals, and in women's groups, delicate topics like visits to the doctor can also be broached. Voluntary services also make it possible to learn without time constraints.

Ultimately, issues in voluntary services are similar to those in state-supported ones. The groups here also have great heterogeneity regarding prior know-

ledge and there are also not enough resources. Because of the lack of resources it is impossible to work with the same textbooks as in adult education centers, although this would be useful as a supplement to the classes. In addition, refugees do not have the chance to make use of what they have learned in German classes elsewhere – they do not have the time or access to a German speaking environment. This slows down the progress but also shows the importance for all people in Germany to internalise the concept of an integrative society and to take time to support and help other people in everyday life.

Both pensioners also expressed the desire to meet “regular” German teachers at adult education centers and even observe their classes. It would then be easier to interlink the two kinds of classes. They suggested the GEW could offer a platform for voluntary supporters. On this kind of exchange platform new ideas and maybe also further training could be organised.

A further issue is that a lot of the GEW’s helpful resources on the German educational system have not been published in other languages. Of course it would be desirable to include more people who are not able to speak German yet in the union. Another issue was the lack of quality resources. The interviewees suggested that GEW could support this voluntary sector financially.

To sum up: committed retired members provide valuable and important contributions that are a great help to new residents in Bremen.

11 Union Visits to German Courses

for Refugee and Migrant Teachers and Education Workers in Land Bremen

Frauke Schüdde-Schröter, GEW Bremen

Background from the Translator:

Refugee and migrant educators arriving in Germany face two key challenges in accessing work in their profession. Recognition of foreign qualifications in Germany remains difficult – for example in 2015 just 16% of applicants in Bremen were granted recognition. A high level of competency in German, including written German, is also expected. These higher level courses are hard to find in Germany – particularly outside of university towns.

The IQ Netzwerk has been running higher intermediate level German courses for refugee and migrant educators in Bremen since mid-2017 and Bremerhaven since early 2018. These are focused on the specialist vocabulary needed to work within the German education system. As part of the Education International funded project “Teachers Organising for Quality Education for Refugees” visits were arranged to these courses in cooperation with the IQ Netzwerk.

What follows is a report by Frauke Schüdde-Schröter, the union’s member who coordinates union education.

I was asked to come as a union representative and speak to the groups as part of the module dealing with conflict at the workplace. I saw the request as being that I should inform the participants about the basics of work contracts, employee representation in the workplace and about unions and so had bought relevant short texts along with me. I was accompanied by the chairperson of the education departments’ works’ councils of the respective cities.

It was important for us to make it clear to the course participants that we weren't talking about issues of the professional role or about conflicts arising from the content of the work itself, but rather we were talking to them about their roles as employees, as wage earners.

That led to the participants being bought out of their roles as "learners" into instead a "teaching" role. It was important for us to make clear that in the world of work, there were clear rules and protective measures which applied for all employees – and which were statutory and formulated in laws such as the Working Hours legislation, Maternity Protection, or in the consultation rights which exist in public as well as private sector workplaces in Germany.

Using texts that mostly came from the German Trades Unions Congress (DGB) website (e.g. <http://www.faire-mobilitaet.de/en/>), the participants worked together on the basics of work contracts, minimum rates, the statutory minimum wage, working hours and works' councils.

Because the works' councils' chairs were there at the sessions, the participants could find out firsthand how important these bodies were for them as wage earners and employees. We indicated the ways they could participate at their workplace – for example (... the hard to translate the German concept of Personalversammlungen but - here goes ...) staff side meetings in work time and we encouraged them to turn to the staff representative structures for support when they got employed – for example if there were conflicts around how to value their qualifications and previous experience with in the German pay scales (Tarif) structure.

The importance of awards and on top enterprise based agreements was another topic. We made clear that the works' councils in Germany were elected by the workers in the company or department – not appointed by the "bosses".

For us, it was about encouraging the colleagues to stand up for their own interests and to give an idea of support structures which exist. Additionally a lot of specialist vocabulary was introduced and used so that the participants' competencies in German were strengthened too.

The participant developed vocabulary list provided further support in developing their German – so „Arbeit auf Abruf“ didn't mean getting sacked (abberufen) but rather meant being on call. „Abbummeln“ of overtime might mean that you can wander round shopping (in der Stadt bummeln) - but only because it means Time off in Lieu.

We wish all the participants good results in their German course and a success in finding work in the Bremen education or childcare systems or social services. We look forward to welcoming our new colleagues.



12 Preparatory Courses for Refugees and Migrants in the State of Bremen

German as a Second Language

Projektteam

Preparatory Courses

Bremen	2016-7 11.16	2017-8 9.17	2018-9 8.18
Primary schools	46	48	51
Junior Secondary Schools	55	42	64
Senior Secondary	8	12	-
Vocational	79	89	68
Summe	188	191	183

Bremerhaven	2016-7 11.16	2017-8 9.17	2018-9 12.18
Course prior to a school place	17	12	10
Primary schools	30	33	24
Junior Secondary Schools	20	19	16
Senior Secondary	1	2	2
Vocational	11	12	11
Summe	79	78	63

Quellen:

- 2016 Bremen: Antwort des Senates auf die Große Anfrage der Fraktion der Linke, Drucksache 19/396 – 01.11.2016
Bremerhaven: Stand der Integration und Schulraumbedarf, Dezernat IV, Schulamt, Seestadt Bremerhaven
- 2017 Bremen und Bremerhaven: Antwort des Senates auf die Große Anfrage der Fraktion der Linke, Drucksache 19/1227 – 12.09.2017
- 2018 Bremen: Senatorin, Presse Mitteilung 7.8.18
Bremerhaven: Mail 3.12.18

Antrag auf Mitgliedschaft

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Postleitzahl, Ort _____

Telefon / Fax _____

E-Mail _____

Geburtsdatum _____ Staatsangehörigkeit _____

gewünschtes Eintrittsdatum _____

bisher gewerkschaftlich organisiert bei _____ von _____ bis (Monat/Jahr) _____

weiblich männlich weiteres

Berufliches (bitte umseitige Erläuterungen beachten)

Berufsbezeichnung (für Studierende: Berufsziel), Fachgruppe _____

Diensteintritt / Berufsbeginn _____

Tarif- / Besoldungsgebiet _____

Tarif- / Besoldungsgruppe _____ Stufe _____ seit _____

monatliches Bruttoeinkommen (falls nicht öffentlicher Dienst) _____

Betrieb / Dienststelle / Schule _____

Träger des Betriebs / der Dienststelle / der Schule _____

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| <input type="checkbox"/> angestellt | <input type="checkbox"/> beurlaubt ohne Bezüge bis _____ | <input type="checkbox"/> befristet bis _____ |
| <input type="checkbox"/> beamtet | <input type="checkbox"/> in Rente/pensioniert | <input type="checkbox"/> Referendariat/Berufspraktikum |
| <input type="checkbox"/> teilzeitbeschäftigt mit _____ Std./Woche | <input type="checkbox"/> im Studium | <input type="checkbox"/> arbeitslos |
| <input type="checkbox"/> teilzeitbeschäftigt mit _____ Prozent | <input type="checkbox"/> Altersteilzeit | <input type="checkbox"/> Sonstiges _____ |
| <input type="checkbox"/> Honorarkraft | <input type="checkbox"/> in Elternzeit bis _____ | _____ |

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Vielen Dank – Ihre GEW



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