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requalification  
of (recently)  
immigrated  
and refugee  
teachers in  
Europe

## IO1 - Transnational Framework Comparative Analysis of the Administrative Frameworks on the (Re-)Qualification Situation of Internationally Trained Teachers in Austria, Germany and Sweden

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## 1 Introduction

Intercultural as well as transcultural diversity are currently pressing issues in many European countries. Migration has long shaped the characteristic of most European (even more so global) communities. This tendency will not be over sometime soon but represents a permanent phenomenon that further shapes societies.

Since 2015, several countries, notably Austria, Germany and Sweden<sup>1</sup>, have experienced a significant increase in the number of school-aged children and youth arriving on humanitarian grounds. This requires not only recruiting more teachers in general, but ideally also finding teachers, who are qualified to teach these youth, including in special reception classes for newly arrived refugee children and youth (OECD 2016). Despite the fact that the student population is increasingly culturally and linguistically diverse, the majority of teachers remains white and monolingual. This is not only true for Scotland, where the study by Santoro (2016, 3) was conducted, and the UK, but these findings can be transferred into other countries as well. Santoro further points out that the lack of ethnic diversity is seen as problematic by researchers as well as policy makers worldwide (ibid.). One proactive approach is the promotion of diversity in the teaching profession as opportunity to encounter the increasingly diverse learner population in European societies. In a comparative analysis of teachers with a migrant/minority background across the EU28, Donlevy, Meierkord and Rajania (2016, 10) point out general barriers on four levels. Focusing on students with a migration/minority background Donlevy, Meierkord and Rajania stress difficulties concerning the access to higher education to become a teacher, to be able to complete studies and to enter the teaching profession and continue to work as a teacher. Related to internationally educated teachers, the options for formal recognition of their teaching qualifications are central. Mobile teachers have to be able to transfer their professional knowledge into a yet unknown school system. This refers to (recently) immigrated and refugee teachers within the EU as well as in a global perspective.

As part of a general discourse on the bureaucratic challenges and national structures that currently aggravate the cultural and professional gap between newcomers and locals, misconceptions about the professional backgrounds might further fuel prejudice when comparisons are made based on what is perceived as a lack. Recognition and conversion of foreign qualifications, and streamlining to European standards often pose a major obstacle to design recruitment processes, suitable to the expertise of newcomers. Beyond recognition of qualifications, developing re-professionalisation measures to support the entry of skilled immigrants to cope with teacher lows calls for policy and action. This framework of the European cooperation “R/EQUAL – Requalification of (recently) immigrated and refugee teachers in Europe” aims to enhance cross-national exchange on the issue of acknowledgement of prior qualification and layout of

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<sup>1</sup> To avoid hierarchical structures, countries are ordered alphabetically. Whenever all four programmes are mentioned the following order is used: Vienna (Austria), Cologne (Germany), Weingarten (Germany), Stockholm (Sweden) to help keeping a consistent structure.

qualification and requalification programmes in Higher Education institutions. R/EQUAL is based on a participatory approach, which includes the perspective of the participants of the programmes as co-researchers to reflect on existing conditions as well as the expectations of all actors involved at the partner organisations.

Based on the different national and regional conditions of the programmes, the framework offers an overview of programmes, how such services are implemented and what participants and alumni make of it. **The framework's aim is to help institutions in Higher Education in Europe and abroad offer programmes for (recently) immigrated teachers and give an insight in the programmes' current state of the art in Vienna, Cologne, Weingarten and Stockholm.** Since the framework – despite all differences in national regulations on migration and teacher training – is based on shared theoretical assumptions and convictions of the importance of corresponding support for internationally trained teachers, we speak of a *transnational* framework (for underlying theory see Basch/Glick Schiller & Szanton Blanc 1994).<sup>2</sup> It is not so much a question of a national comparison, but of a common idea from a European point of view, which the partner universities in R/EQUAL understand as educational institutions with global social responsibility. R/EQUAL is a transnational cooperation project that lives through exchange and mutual enrichment and reflection of the partner organisations. The framework is to guide future activities but can also be considered as a living document that might be enhanced over time.

## 1.1 Project Background

In September 2017, the University of Cologne invited researchers from all over Europe, which already had a qualification programme for teachers with refugee background or had a profound interest in the topic, to a meeting. Since then, several meetings did take place, where the ongoing work with the participants of the (re-)qualification programmes was discussed. In an effort to exchange thoughts, reflect on action and build a network, where all parties – and most of all the requalification programmes and its participants – can benefit from, the idea of a project like [R/EQUAL – Requalification for \(recently\) immigrated and refugee teachers](#) started to grow. R/EQUAL aims to build an international network between the partner organisations in Austria, Germany and Sweden, to exchange and improve the expertise in Higher Education training for internationally trained teachers with a participatory approach. Encouraging highly-skilled migrants to bring in their professional knowledge and experience helps strengthen their social inclusion into the host society (European Union Agency for Fundamental Rights 2017). The aim of the project is to support existing (or planned) Higher Education programmes of the project partner organisations that accompany the re-entrance of internationally trained teachers in the education systems of the European host countries. R/EQUAL supports these programmes by collaborating at a European level. The collected expertise carried out in the work packages (leading to Intellectual Outputs) of the project partners will help

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<sup>2</sup> The theoretical concept of the transnational is applied here to a European partnership in Higher Education and thus used in a specific form. This use can be criticised in the sense of a Eurocentric perspective. It is therefore our concern to use R/EQUAL to involve representatives of other programmes and further stakeholders in the cooperation and for exchange. This is reflected not only in the involvement of international colleagues as critical friends commenting this text but also the invitation of international guests to the multiplier events. The search for corresponding programmes in 'non-Western countries' has not been successful so far. However, we are always looking forward to receiving further information about other programmes.

Higher Education Institutions in other European countries planning and providing a (re-)qualification programme for internationally trained teachers. The Project lasts from September 2019 until February 2021. A detailed overview of the project duration and the planned IOs see Illustration 1. R/EQUAL's outputs are not only for but first and formal created with internationally trained teachers of the four existing programmes. As these programmes are currently at a different stage of implementation, the internationally trained teachers are either alumni or participants in the programmes and, in the framework, also called this way.

The Intellectual Outputs (short: IOs) 1 to 6 of R/EQUAL cover theoretical foundations for a well experienced conceptual work as much as practical material for running a programme. In the following enumeration, you find an overview of the intellectual outputs planned:

- **IO1: Transnational Framework**
- **IO2: Manual for Language Learning**
- **IO3: Method Toolbox**
- **IO4: Digital Library**
- **IO5: Evaluation Report**
- **IO6: Guideline**

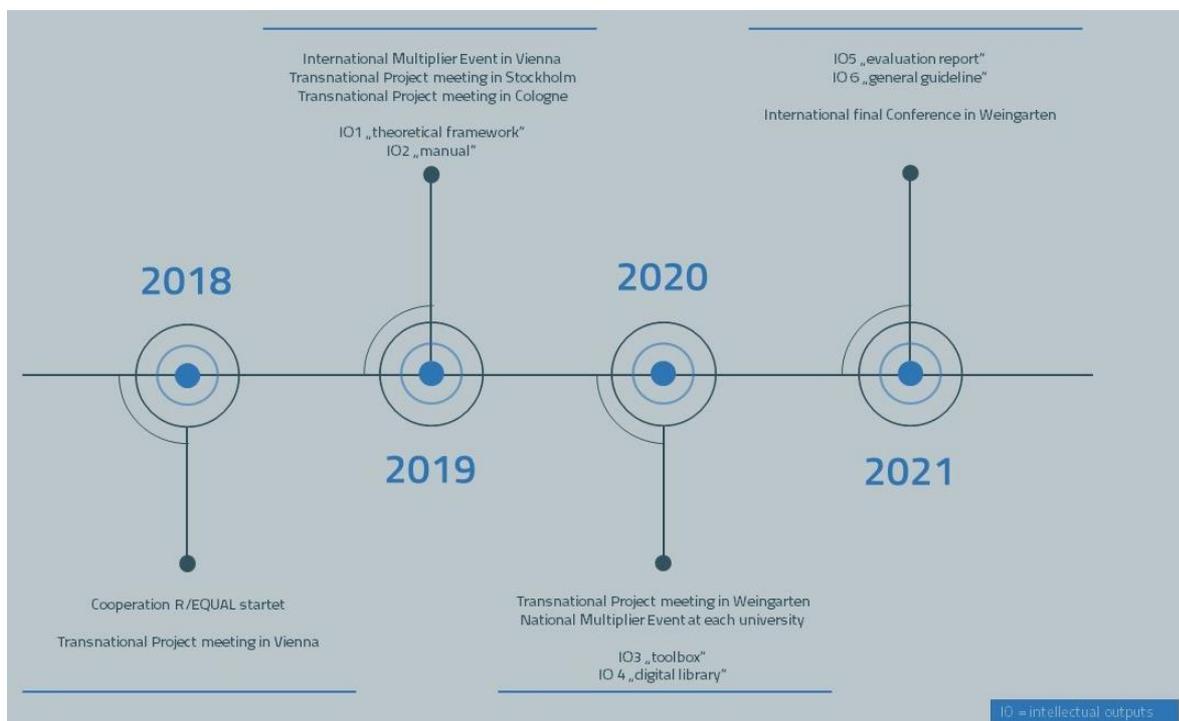


Illustration 1: Detailed Overview of the Project Duration

**IO1**, which is the focus of this paper, is a **transnational framework**. The goal of IO1 in the project proposal is stated the following:

**IO1 is a literature and policy analysis of the current situation of recently migrated teachers and integration measures taken on national and European level. Led by the University of Vienna, the partners will work on a framework of the administrative conditions for refugee teachers to be able to contribute to the school system of their host country. By comparing the situation in the three countries, options and limitations will be discussed, recommendations for the improvement of the access for (recently) immigrated and refugee teachers will be given in an analysis report.**

## 1.2 Content of the Framework

The framework includes a detailed overview of the research design of IO1 including its methods ([chapter 2](#)) and the results of the project teams from Austria, Germany and Sweden, as well as agreeing on a certain common wording ([chapter 3](#)). In [chapter 4](#), the participatory approach with its historical use as well as its characteristics is depicted. A literature review concerning various aspects of internationally trained teachers (such as teacher migration, transcultural teacher training in Higher Education, teacher qualification and social inclusion and teacher professionalization) can be found in [chapter 5](#). After a brief description of the four partner programmes for internationally trained teachers in [chapter 6](#), the framework will present the findings of the participatory research process ([chapter 7](#)).

Following the analysis, reflections on the participatory process will be discussed in [chapter 8](#). In [chapter 9](#), we resume of the findings about IO1. [Chapter 10](#) will offer an outlook on the IOs 2 to 6, which will be carried out until the end of the project in February 2021. Some overall closing words sum up the research process at the end of the framework in [chapter 11](#). Throughout the framework reflections concerning the content as well as the process itself, are complementing the participatory process illustrating the process.

## 2. Research Outline of Intellectual Output1

This chapter will present the detailed design of IO1 as well as the accompanying research methods. The first R/EQUAL work package (Intellectual Output 1, short: IO1) has been developed from October 2018 to March 2019 and was conducted by the following R/EQUAL partners: The University of Vienna (Austria), the University of Cologne (Germany), the University of Education Weingarten (Germany) and the Stockholm University (Sweden). For this first work package (= IO 1), the University of Vienna has the lead and responsibility. Whereas some specific tasks were distributed between the partner universities, the package was the result of joint work.

At first glance, the programmes in the three countries are quite similar concerning their goal to provide a further qualification for teachers with migration/refugee background. However, when taking a closer look, the specific target group, the wording, the national anchorage, the national situation where each education programme is embedded are quite different. This led to a different outcome. In IO1 all these different approaches and circumstances were described, elaborated, and compared. The goal was not to identify a supposedly “best” programme, but to take a closer look at each programme and discuss the possibilities as well as their limitations against the international background. Although, the focus of IO1 is the comparison and analysis of the programmes of the three partner countries, it also includes an overview of existing requalification programmes for internationally trained teachers worldwide.

IO1 is divided into four phases:

- **A1: Structuring the Working Paper**
- **A2: Desk Research**
- **A3: Compilation of Results**
- **A4: Feedback and Editing**

These four phases encompass the following tasks:

### 2.1 Working Paper (A1)

R/EQUAL started in September 2018 with the first project meeting in Vienna. After that the Viennese team drafted a working paper (A1), which gave insight into the research goal of R/EQUAL, as well as various topics concerning requalification of internationally trained teachers (like the wording used to describe the target group, the participatory research as well as some guidelines of how to ensure participation). The three other partners gave feedback on the structure, research plan and the working paper. Throughout IO1, the working paper grew into this final framework.

## 2.2 Desk Research (A2)

After a broad overview, which was given through the process of A1, the desk research (A2) started. The main goal of the desk research was to give a summary of the current national administrative frameworks in the European Countries regarding the training and employment of internationally trained teachers in the school system. In consultation with the partners, A2 is divided into two parts. The **first part** aimed to provide the curricula of the respective programmes (Task 1). Further, an insight in the legal basis and national background (Task 2) is given by designing a questionnaire concerning the development, participants, national background, contents and the outcomes of the programmes. The first part also provided some reflections about it (Task 3, see [Appendix 1](#)). The last task was to elaborate the alumni/participants' role in the programme (Task 4). As, we will comment in [chapter 3](#), participatory research cannot be confined in a strict guideline. Therefore, all four partners were free to decide the way the participatory approach would be achieved. While the first part was managed in cooperation by all partners (Tasks 1-4), the **second part** of the desk research (Task 5) was developed through extensive collaboration based on a participatory manner. The goal was to learn about the four programmes from the (respective) participants/alumni's perspective.

### *Participatory Research Activities*

We invited all alumni/participants as leading researchers to take part in the meetings accompanying the research process. A total of ten participatory meetings did take place in Austria, Germany and Sweden, minutes were taken. The Viennese team, which has broad expertise in participatory research, set up a research group made up of six internationally trained teachers of the Viennese certificate course consisting of one alumna and five current participants in the programmes who volunteered to take part as co-researchers in the research activities. All the programme partners were asked to provide the Viennese team with contact addresses of interested alumni/participants of the respective programme that could act as research team members.

Meanwhile, the planning and implementation of Task 5 was planned during the first participatory meetings held in Vienna. After summarising the R/EQUAL project and the goal of IO1, we brainstormed about the questions that could be considered interesting for investigating the programmes. During the meetings, we discussed the goal of Task 5, the methodological approach (qualitative in nature, Mayring 2015); the method of qualitative interviews as well as the analysis method was agreed upon. Further, the setting of the interviews with alumni participants from Germany and Sweden was settled. In the first meeting, the idea of R/EQUAL as well as the goal of IO1 was presented to the co-researchers. After that, the participants/alumni brainstormed some questions, which were considered interesting about other programmes. Finally, the research group came up with a draft questionnaire of 45 questions. Team Cologne organised one participatory meeting as well, where questions for the questionnaire were discussed. These questions are included in the draft questionnaire (see [Appendix 2](#)). In the second meeting, we focused on reducing the questions to an amount suitable to an interview lasting approximately one hour. The final questionnaire consisted of 15 questions grouped according to the following five categories: Organisation,

Content, Internship, Current issues and Population (see [Appendix 3](#)). In the end, five interviews were conducted (see Table 1):

- Two Viennese alumni participants interviewed in pairs alumni participants of the Weingarten programme and the Cologne Programme and individually alumni participants of the Stockholm programme
- One participant of the Cologne programme interviewed the Viennese alumna.

After the transcription, the analysis as well as the compilation of results started.

	Interviewed Pary	Interviewers	Main Focus on Programme of
1	Two Participants of Cologne	Two Participants of Vienna	Cologne
2	One Participant of Weingarten	One Participant and one Alumna of Vienna	Weingarten
3	One Alumna of Vienna	One Participant of Cologne	Vienna
4	One Participant of Stockholm	One Participant of Vienna	Stockholm
5	One Participant of Stockholm	One Participant of Vienna	Stockholm

Table 1: Overview of five Interview

## 2.3 Compilation of Results (A3)

The data material for IO1 consists of the desk research document for each partners programme as well as five interview transcripts. These five transcripts are considered the core of the comparative analysis, as participants/alumni share their perspective both as interviewees and interviewers.

According to Mayring (2015) through the content analysis, the transcripts were dissected with inductive coding. From all five interviews, passages fitting and relevant to the 15 leading questions of the questionnaire were broken down to a set of categories. These overall categories will be presented in [chapter 7](#) *Compilation of Results*, quotes used as core/anchor examples of the interviews will also be presented. The analysis method of Mayring does not include interpretations (these will be subject of later more in-depth research). Therefore, at this stage the insights into the categories stay rather descriptive.<sup>3</sup>

Even though some aspects could be assigned to two or even more categories, for the sake of simplification and in order to avoid repetition the aspects were ascribed to one category only. Of course, the categories should not be seen as strictly separated from each other. In chapter 7, results of the desk research will be woven into the respective passages complementing the insight into the programmes. The results of IO1 will be reported in this framework and presented from the Viennese alumni/participants at the multiplier event in March 2019. The presentation and a poster were used to introduce the findings of IO1 as well as the participatory process itself.

<sup>3</sup> However, interesting passages are noted down and will be looked into in detail for the course of R/EQUAL. The same also applies for fruitful discussions during the participatory meetings, which are highly relevant for R/EQUAL in general, but not precisely for IO1 and the transnational framework.

## 2.4 Feedback and Editing (A4)

After finishing the framework, [Fabio Dovigo](#) and [Ken Cruickshank](#), two experts from outside the consortium, were invited to review this framework. Dr. Dovigo a Professor at the Aarhus University/Danish School of Education in Denmark. One of his latest publications is about the challenges and opportunities in education for refugees in Europe (Dovigo 2018). Dr. Cruickshank, a Professor at the University of Sydney, does research among others in minority education and teacher professional development. Both experts are complementing the framework with their expertise in research and/or even practical knowledge on the topic. The feedback was discussed in the team and the framework was adapted afterwards.

We want to express our gratitude to Fabio and Ken for their highly appreciated feedback!

After this methodical outline, the wording used to describe the target group of the programmes will be discussed in the following chapter 3.

### 3. Internationally Trained Teachers

“Displaced Teachers” (Vienna), “Refugee Teachers” (Cologne and Weingarten), “recently immigrated teachers” (Stockholm – Fast-Track) and “migrant teachers” (Stockholm – Bridging Programme) are the addressed target group according to the four programme titles and contents. Before analysis or comparison of the programmes can take place, these different labels need to be taken into consideration. Not all of these programme titles are labelling people on the basis of forced migration, whereas “refugee teachers” and “displaced teachers” are. With this label, the teachers are certainly addressed as people with a migration background but further distinguished from people who moved from their home country out of any other reason than flight, such as work, education, etc. The reasons for migration are diverse (Mecheril 2012, 2015). However, the Swedish programmes address the education that these migrants have, and not the reason they have migrated. The migrant teachers are addressed as “personer med utländsk lärarexamen” – “people with foreign teaching degree.”

Even though the labelling of the target group in the programmes title might seem non-inclusive, the rationale for that stems from quite different reasons such as funding, institutional restrictions, and differentiation from the regular teacher training programmes.

Teachers from the target group cannot attend regular teaching programmes due to the foreign teacher qualification certificates or the risk of losing the financial support from the social services. As different – mostly bureaucratic – reasons demanded a distinction and formal separation of the regular teacher training programmes from other programmes, the partner countries came up with the following labels “refugee teachers”, “immigrated teachers” and “displaced teachers”.

This serves as a perfect example for the tension and conflicting priorities between, on the one hand, institutional standards and their practical implications and, on the other, humanitarian needs and scientific approach those programme claim to promote.

More examples like the ones above will be pointed out and discussed throughout this chapter. Even though the programme titles remain, all definitions with its implementations was discussed, before agreeing on a common wording for R/EQUAL and the joint work. Whether talking about “teachers with refugee background”, “refugee teachers” or “displaced teachers” or any other definition, commonly used definitions are brought up and discussed concerning their meaning and implementations with input from literature and further reflections on a participatory approach.

Bense (2016, 38) reviews international literature and empirical research on international teacher mobility and migration concerning the following definitions “Immigrant teacher(s), Lehrer mit Migrationshintergrund, Migrant teacher(s), Teacher migration, Internationally trained/educated teacher(s), Overseas trained teacher(s), Foreign trained teacher(s), Minority immigrant teacher(s), Overseas teacher(s), Non-native teacher(s), Imported teacher(s), Global teacher(s), Teacher mobility, Lehrer mit Zuwanderungsgeschichte, and Overseas born teacher(s), plus combinations of these terms with alternative expressions,

such as Educators and Professionals”. Motivations for migration are not labelled explicitly in these definitions, as it is the case in some of the partner’s programmes, e.g. the teacher training in Vienna, Cologne and Weingarten. The programme in Sweden addresses migrants in general, whereas, some of the participants are refugees. In addition to the already mentioned definitions, the terms (recently) displaced teacher(s), multicultural teacher(s), immigrant teacher(s), multilingual teacher(s) and internationally educated/trained teacher(s) appear especially in other teacher training programmes where refugees are explicitly addressed. Embedded in societal and cultural events there is a tendency that European programmes established after 2015 focus on the target group of people with refugee background and, as a consequence, label the bridging programmes that way. Programmes, which already existed before 2015, tend to be open for migrants in general – regardless of the reason for migration. This aspect has a strong impact on people’s lives when the wording expresses the criteria for admission for bridging programmes. There are also a variety of different terms, which do not have consequences to this extent, e.g. “overseas trained teachers” and “internationally trained teachers”. Both definitions do not – to our knowledge – specify the reason of migration but are, of course, different. Unsurprisingly, most definitions used show a strong reference to the national background. According to Mecheril (2010), categorisation often follows the classification after nationality or ancestry. These categories are hierarchically classified to each other and have a strong dependency on hegemonic power structures.

The term “overseas trained teachers”, (OTTs), is often used in England, whereas references to “internationally trained/educated teachers” can be found in Australian and Canadian publications (Marom 2017, 159). There is, however, a difference between the wording of national documents and the wording in research publications.

After theoretical and practical consultation as well as in reference to the feedback of participants/alumni the R/EQUAL consortium has decided to use the term “internationally trained teachers”. In the full R/EQUAL title as well as the proposal, as already mentioned in this framework, the term “(recently) immigrated and refugee teachers” is still used. However, it has to be noted that, the titles of the programmes were chosen much before the start of this research process and in accordance with certain precondition. In addition, when the refugee background is emphasised, “teachers with refugee background” is used. In all other cases, the R/EQUAL consortium decided to use the term “internationally trained teachers” from now on, beginning with this framework. Using this definition makes a clear statement against labelling teachers with refugee/migrant background. The goal is, that with opening up the definition, the expertise of the internationally trained teachers get in the focus and move away from the motive of migration, as this is not needed in a professional context and might negatively influences the perception from the environment. However the distinction between internationally trained teachers should be preserved, as it is connected to bureaucratic rules and structural obstacles differences or structural obstacles e.g. when it comes to re-entering the job market.

## 4. A Participatory Approach in Research

In order to give the group defined above a voice, **R/EQUAL chose a participatory approach (von Unger 2014) for the whole project duration.** In choosing a participatory approach, internationally trained teachers and in particular current participants or/and alumni of the four teacher training programmes is given the right to have a say in the project activities, co-determine decisions and the certification implementations for refugee teachers and state their individuality within the process. This is to guarantee user-friendly outcomes and design of all outputs.

Participatory research has been commonly used in social sciences since the 1970's. It was established as a critical reaction to the predominant empirical-analytical and quantitative methods of scientific practice up to that time. It has a long history in health research (Cornwall/Jewkes 1995) and disability studies (Nind/Vinha 2014) and lately also in research with refugees (Ellis et al. 2007). According to Brydon-Miller (1997, 657), the participatory approach "refers both to research practices that create social change and, in the process, transform those participating in the research as well as to a fundamental transformation of the field". Key for participative research is to explore and further on study the topic with experts in the field, (e.g. refugee teachers). As opposite to doing research without involving them and consequently promoting empowerment by co-creating the (research) environment. Adopting a participatory research process, we want to make sure that instead of reproducing colonial, hegemonic power structures by implementing research *about* subjects, we do research *with* participants as experts on themselves – which in the same way needs to be critically reflected according to a postcolonial perspective (Castro Varela 2015; Mecheril/Rose 2012).

According to that, participatory research does not have a standard methodology or a unified method. Existing literature to participatory research describes an enrichment in perspectives and a convenient way to build a bridge between practical experience and research (von Unger 2017). Due to the quality of closing gaps between theory and life praxis as well as different institutions and people, participatory research requires flexibility and an open mind set.

As every methodological approach, participatory research bares advantages and disadvantages. Its benefit are highly dependent on the research question as well as the field of study. Some **characteristics of a participatory approach in research**, which can be seen as positive or negative according to the desired research process, are stated in the following passages:

- One challenge might be that it is difficult to identify people with the necessary expertise who are willing to engage in a long-term participation (Flieger 2003). Secondly, some individuals might need additional resources or assistance to enabling their participation. One of these additional resources could be the factor of *time*, as the participatory approach benefits from the broad involvement of co-researchers (individuals or representatives of institutions), their different perspectives and different theoretical and practical knowledge. Against this backdrop, a time-consuming process of bringing together involved parties and building a common basis (from which the research process can start) among all co-researchers has to be taken into account.
- It can also become a challenging task to collectively define priorities within the research team and maintain group cohesiveness (Altpeter et al. 1999). This particularly comes into play when the role and relationship between researchers and participants are not clarified and an exaggerated self-perception leads to a possible overestimation of capabilities, as Flieger (2003) points out.
- On the other hand, many characteristics like the creation of competences, the capacity building and the empowerment of co-researchers are vital for the success of participatory research and confirm the extraordinary advantages of this approach. These former stated characteristics can be seen as unique features of participatory research. In addition to the former mentioned attributes it promotes highly valid outcomes because the participants generate a more authentic and accurate analysis. Moreover, participatory research enables to expose and address social and practical problems, with the main goal of reaching a social change (Altpeter et al. 1999).
- According to von Unger (2014, 95f.) one aspect concerning methodical and practical issues, namely the selection of participants, stands out, because it can influence the research positively as well as negatively. The selection process of specific partners, with their location in their respective fields, sets an investigation strategy that can have a decisive influence over the course of the project. This way unique insights into the life experiences of co-researchers are made possible, but blind spots can also develop.
- With regard to method selection, a particularly creative potential concerning the development of the project is possible, through participatory research, even though not all methods of empirical social research are equally suitable, especially if they involve a high level of training or technical effort (ibid.). Still, this approach involves a high collaboration, cooperation and co-learning and is thus highly recommended, if ethics require the participation of co-researchers and conventional forms of research approach their limits (ibid.).

Taking all characteristics of participatory research into account, the project team found it as a suitable approach for the questions of R/EQUAL. As a tool to measure the level of participation in a process Wright, von Unger and Block (2010) propose the following stage model of participation (Illustration 2).

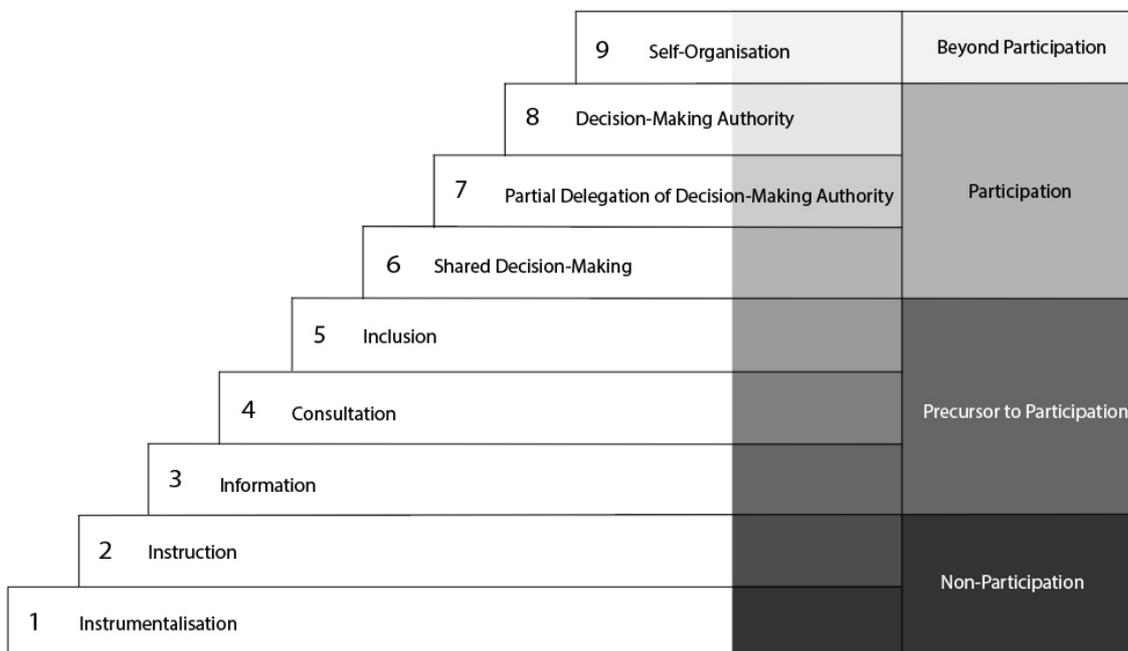


Illustration 2: Stage Model of Participation (Wright, von Unger, Block, 2010)

In the following the **9 steps of the stage model of participation** are briefly described:

- Stage 1 “Instrumentalisation” and stage 2 “Instruction” are not considered to be participative at all and, therefore, labelled as “Non-Participation”;
- Stage 3 to 5 (3 “Information”, 4 “Consultation” and 5 “Inclusion”) are counted as pre-stages to participation. Participation according to von Unger et al. is starting from stage 6 upwards – considered that there are 9 stages in total, this is rather high;
- Stage 6 “Shared Decision-Making”, 7 “Partial Delegation of Decision-Making Authority” and 8 “Decision-Making Authority” qualifies as participation;
- The last stage, 9 “Self-Organisation” can be seen as a stage “Beyond Participation”.

This stage level of participation was built as a (self-)reflective tool for participatory research and not as a way to either boast with a high stage of participation or apologize for a low one. While one part in the research process can be highly participatory, another one could not be at all as such. As the level of participation tends to be fluid and modifiable, it has to be considered in several phases throughout the whole research process. The reflections on the participatory process as well as the levels of participation are discussed in [chapter 8](#) of this framework.

## 5. Aspects of International Teacher Training

When talking about international teacher education, we need to take into account some aspects, which all four programmes have in common. This chapter will give an overview of some important elements, when it comes to international teacher training.

### 5.1 Teacher Mobility and Forced Migration

According to the European Commission secondary school teachers belong to one of the most mobile professions. More precisely, they currently rank on the third position, right after Doctors of Medicine and Nurses (European Commission, n.d.). There is a lack of internationally comparable data concerning the mobility of teacher professionals, due to the fragmentation of different government agencies, educational institutions, research organisations and definitions (Caravatti et al. 2014). A few data sources, such as the European Commission, give an insight and make data internationally comparable. A crucial point is, that the in the former mentioned statistics the motivation of migration is not mapped. Hence, forced migration is not analysed. As teaching in general is becoming a more and more globalised labour market, current practices and policies in the host countries have to undergo developmental processes, as a support is crucial for internationally trained teachers to get accustomed to the formal structures in accordance with their professional qualities. However, this support is not always given. This would suggest that the failure to integrate teachers into the unfamiliar norms and customs equals neglect (Bense 2016, 44).

When it comes to teacher mobility and forced migration, it is crucial to have a closer critical look at the aspects of the re-entrance to school in the host country, as well as the aspect of further teacher training. Furthermore, a closer critical look, if this requalification of highly qualified teachers is needed at all. As there is no general curriculum for teacher training, on a national or international basis, let alone for international teacher training, all countries have to construct rules according to their own specifications. These guidelines influence the accessibility to the labour market.

### 5.2 Aspects of Re-Entering the School Labour Market

There are some factors reviewed in literature, which can be viewed as preventing internationally trained teachers from finding work or working as teachers in a new country. Such as the restrictions of rights, (including the right to work) and the restrictions on entering the labour market. The PES (Public Employment Service) in Sweden also reported that the issuing of temporary residence permits has a discouraging effect on people with refugee background when it comes to job hunting. This observation was backed up with a study cited in Konle-Seidl (2018). According to this study especially women struggle to enter employment, although they are mostly better qualified. Another limiting factor is the lengthy examination time of asylum claims (idem, 21).

The discussed general aspects of barriers to re-entering the labour market in the previous paragraphs also affects teachers with a refugee background. In addition, internationally trained teachers with refugee background face further barriers. In Austria, for example, an integration year was established with the goal of assessing the competences and starting a German language course. However, these support measures have an inherent barrier, as they start at the German level A2 (according to the European Reference Framework for language acquisition), which means that A1 (as a basic level) is required to enter the programme (Konle-Seidl 2018, 39). In Sweden, language acquisition might also be delayed due to the dependency on a granted protection status before being able to enter such courses.

Germany, Sweden and Austria are trying to bridge these delays with online tools and apps, thereby creating another possible barrier as that requires owning a smartphone (ibidem, 41). Another problematic factor is the perception of lack of language competences as an individual deficiency, overshadowing their structural and systemic nature (Marom 2017, 167) further triggering the distinction between “proper” and “non-proper” language within the field of teaching. However, this distinction is not determined by the mastery of a language per se, but rather by a person’s accent and cultural nuances (ibidem, 169).

Analysing the situation of forcibly displaced teachers and doctors in the UK, Pietka-Nykaza (2015) concluded, that the main group of possible barriers are represented by the structures of the professions itself, because the work experience and professional qualifications are not recognised as equivalent to UK standards. Additionally, mental health problems due to the experience of forced exile and violence alongside negative representations of people with a refugee background in the public discourse may have further negative impacts on their job prospects (idem, 526). Getting that obtaining a degree in a different national education system might lead to depreciation of formal education, as prospective employers cannot evaluate the degree. Although empirical evidence from Germany signals that, there are high gains from recognising foreign credentials (Konle-Seidl 2018, 37).

Donlevy, Meierkord and Rajania (2016, 63ff) describe possible barriers for teachers with a minority background, which might also affect forcibly displaced teachers. For one, teachers with a minority background face high levels of competition on entry-level positions and are subject to potential bias of assessors and even discriminatory recruitment practices. Prolonged and complicated processes of recognition and minimal opportunities to “re-qualify” or attend additional training to obtain missing country-specific qualifications are also described as possible and existing obstacles for teachers with a refugee background. Facing these challenges and dealing with the ongoing globalisation of the labour market are among the reasons for developing trainings tailored to teachers with a refugee background. At this point, the recertification process itself has to be criticised. Teachers trained in European Union countries, Switzerland, Canada, New Zealand, the US and Australia do not have to undergo re-qualification in the UK, owing this fact to the recognition of qualification under the Bologna Convention (Miller 2018, 161). This does not guarantee that those teachers have a better understanding or acceptance of cultural nuances. Solely their belonging to the White-majority grants them the status of a qualified teacher. Further implying that teachers from other countries are unqualified and thus have to undergo training and assessment. All of this against the background of a racialised education and migration policy granting exclusion of teachers from non-white, non-industrialised countries (ibidem, 160). At this point researching the transcultural perspective

on teacher training became a necessary focal point, as there are some countries, amongst others Australia and Canada, working with internationally trained teachers.

What we learned from discussions: The field of education is a paradox one: it summons society's huge expectations for future generations but only slowly modernises or develops its structure, remains static. This could be due to fear of change or acknowledgement of change. Additionally, compared to other areas of administration, getting into school is often associated with high knowledge of complex bureaucracy and people.

### 5.3 Transcultural Perspectives on Teacher Training

Looking at internationally trained teachers from different perspectives helps emphasise key economic benefits of immigration for the arriving country, as it gets professionally trained and experienced people, whose education has already been paid and completed (for an overview on overseas trained teachers see Cruickshank/Ellsmore & Brownlee 2018). These teachers arrive not only with substantial amounts of 'human capital', in terms of qualification, but also with previous experience of working as educators (Collins/Reid 2012, 45).

As mentioned in the previous paragraphs, teachers need culture-specific competences to fulfil their role, which are taught, (one way or the other), within the specific teacher re-qualification programme in the host country. Peeler and Jane (2005, 334) argued that programme effectiveness should be improved by providing teachers with opportunities to interact with mentors, offer a means of bridging the gap between former ways of knowing and current practice mentoring mobilises their capacity to operate effectively as teachers in the new context. Bridging programmes become a necessary part, especially when not only focussing on economic reasons is preferred. For example, in Canadian schools, these programmes are the response to an ever-growing cultural and linguistic diversity, but they might also prioritize the employment of teachers with a refugee background over other factors of success, unjustly positioning teachers solely as economic assets, overshadowing their contributions as advocates, teachers and leaders (Schmidt/Janusch 2016, 149).

Hajer and Economou (2017, 5) present a similar, even though less specific, report about the goals of Fast-Track courses in Sweden. They are an introduction to the Swedish school system, combining theoretical classes and work experience. Requalification through theoretical classes include learning about teacher's attitudes and pedagogical roles in the Swedish context, like the active involvement of students in the classroom.

However, a critical view on (re-)qualification programmes needs to be added at this point as well: Teachers who want to work within their respective field of expertise after their forceful displacement often have to accept the compulsory nature of "re-qualifying" and "re-educating" themselves to a new system, even though they already have expertise in teaching and fulfilled the teacher training in another country (usually their home country). In the UK, this process is a one-sided endeavour (Pietka-Nykaza 2015, 531), internationally trained teachers first have to overcome their feelings of injustice, frustration and disappointment related to the lack of recognition of their credentials, because access to their own profession is given

as a reward in exchange of an attitude of conformity. Teachers also have to go through a process of professional acculturation, where previous expectations and their former identity as teachers have to be re-negotiated and reconstructed, in order to comply with the expectations from the system, as they are also required to gain culturally specific educational knowledge. From a socio-cultural perspective, this knowledge can only be acquired in dialogue with colleagues, educators and students (Bense 2016, 44).

Marom (2017, 163), in accordance with Bourdieu (1985), states that internationally trained teachers, who arrive in Canada are viewed as immigrants and in most cases belong to a minority group. However, they own a vast amount of human capital and a prospective well-developed habitus. This creates a situation of inherent tension between habitus and cultural capital attained in their home countries and demands from the field they are trying to re-enter. According to Marom (2017, 180) the requalification process itself, is also used as a way of categorisation into, (in Marom's case) Canadian and non-Canadian teachers, so continuing to strengthen the homogeneity of the teaching profession. Implying that even Canada, with comparably progressive human rights and a long migration history, faces problems of systemic discrimination against internationally trained teachers (Schmidt/Janusch 2016, 141).

In the next paragraph, the advantages of accrediting transcultural training will be explored and we will show that teachers with a refugee background contribute to a positive development of the respective school systems they join.

## 5.4 Social Inclusion through Higher Education

The importance of internationally trained teachers goes beyond the thought that only students with a minority or refugee background can benefit from their teaching. On the contrary, a non-homogenous group of teachers can offer multiple worldviews and better strategies to anticipate students' needs (Marom 2017, 161).

In terms of understanding: even if the teachers do not share the same cultural background as the pupils they, nevertheless, may have experience with difficulties associated with resettling and immigrating to another country. They may even have the experience of having to learn English as a second or third language anew, as in the case of Santoros (2016, 10) publication. This can probably be transferred to having to learn any kind of new language.

Transcultural teachers are further able to utilise culturally responsive teaching approaches, they function as role models in terms of work ethic, leadership, tenacity and passion for teaching (Bense 2016, 46). Bense also claims that teachers, because of their background, have a particular commitment to the education of students who, like themselves, are not part of the mainstream society. This "advocacy" attitude represents an important feature of their own teacher identity (*idem*). Furthermore, bicultural and bilingual teachers are able to contribute different cultural perspectives that are unavailable to teachers from the hegemonic mainstream (Santoro 2016, 11). Due to their specific intercultural experiences, they are often very sensitive to diverse and complex issues of marginalised groups. Through their exemplary effect, they also have high expectations for students with a refugee or minority background (Marom 2017, 160). Even though their researched programmes were mostly conducted on a relatively small scale, similar results

are reported by Donlevy, Meierkord and Rajania (2016, 125). The investigation was able to identify a number of positive impacts of diversity among teachers. Similarly to other studies the author distinguishes between direct impacts on individual beneficiaries and collective impacts. Compared to Maroms findings Donlevy, Meierkord and Rajania introduced a further distinction, longer-term impacts of teachers with a minority or refugee background. They are able to build linguistic and cultural bridges between the schools and communities contributing to ongoing transcultural communication, further fabricating systemic changes in education systems and raising awareness for students as well as teachers with a refugee and minority background. Thus functioning as positive influencers within the communities, if they are interested to take on the role of a kind of transcultural educator. Overall, internationally trained teachers can contribute to a heterogeneous teaching staff, in which teachers with and without a so-called migration background can participate differently according to their individual personality and interests. Such a diverse teaching staff can do justice to a diverse student body and serve as a model for a heterogeneous, inclusive and democratic society.

## 6. R/EQUAL-Programmes

The requalification programmes for internationally trained teachers presented here bare particularities based on, for example the national education system or the cooperating institutions. All programmes also share certain aspects in structure and curricular content. In the light of these four programmes, this proposal focuses on the experiences of the displaced teachers in the context of the requalification programmes, from initial stages of the development to the actual implementation of the programme. Obstacles, barriers and compromises in developing the course as well as outcomes and accomplishments achieved in every programme will be discussed. Special emphasis will be given to the experiences of participants and graduates of the programmes: The analysis provides the opportunity to get an insight into the programmes, and further to relate the results of the four programmes reflecting systematic particularities and personal experience.

### 6.1 Austria

Certificate Course “Basics of Educational Studies for Displaced Teachers” at the University of Vienna

*Original Title in German: [Zertifikatskurs “Bildungswissenschaftliche Grundlagen für Lehrkräfte mit Fluchthintergrund”](#)*

Since 2016, the University of Vienna (Center for Teaching and Learning & Department of Education) has been exploring the educational background of displaced teachers with a participatory approach. Results from this research led to the development of the postgraduate certificate course “Basics of Educational Studies for Displaced Teachers”, which is currently offered at the Postgraduate Center of the University of Vienna. Further, the certificate course has a few cooperation partners, such as the school authorities of Vienna, as well as the job market service. With enrolling in a regular study programme, Austrian students are losing the opportunity to get financial support of the job market service or social service. With this cooperation, the students of the certificate course are getting financial support while continuing their study.<sup>4</sup> This post academic training programme is accredited with 40 ECTS and is provided exclusively for recently migrated teachers. The content of the certificate course mainly reflects the curriculum of the regular Austrian teacher training programme with minor adaptations. The course includes an internship with an intensive mentoring programme to provide participants direct access and exposure to the teaching practice in Austria. The course offers qualification for the Austrian job market, provides improvement of

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<sup>4</sup> The Austrian teacher training consists of three parts. Students of the certificate course already bring one subject with them. According the austrian teacher training they are “lacking” two parts: the pedagogical basics as well as the second subject. The legal framework of teacher training in Austria, as well as the critical discussion about the lack of education will be echoed at a later point in this framework.

the German language level to C1, and aims at direct inclusion of teachers with refugee background in Austrian secondary schools. Graduates are entitled to apply for a teacher position under special contract in schools in Vienna. The Austrian teacher qualification system requires specialisation in two school subjects for secondary school teachers. Graduates of the re-qualification programme would require qualification for a second teaching subject to be entitled to a regular teaching contract. So far, the certificate course has started the second round. Currently 23 participants are in the programme. The 23 alumni, who graduated in June 2018, found jobs in afternoon care of all-day schools or are still looking for a job (as of March 2018: 16 out of 23 are in full or part-time positions). Further accompaniment of the alumni with practical measures and research is ongoing.

## 6.2 Germany

### “Programme for Refugee Teachers” at the University of Cologne

*Original Title in German: [Studienvorbereitungsprogramm für geflüchtete Lehrkräfte](#)*

In Germany, the opportunities to work as a teacher with a foreign degree are very limited. The possibilities of recognizing the qualifications differ according to the structures of teacher education in the federal states. Central barriers are the non-existent equivalence of teacher training in Germany (two-phase education with study and legal clerkship, educational studies, mostly two subjects) and the language skills in German. According to the Federal Office of Migration and Refugees, more than 11,000 teachers applied for asylum in Germany in 2016 (see Neske 2017). With this group the question arose (again), how to include these skilled migrants into the education system.

Since 2016, certain German universities offer programmes for further qualification of foreign teachers and support accessing the education system, thus opening up the system to the labour market. At the University of Cologne, a pilot programme is taking place since July 2018. Based on existing activities for refugees at the university level, this includes – as in all relevant programmes – language courses, educational seminars, a practical phase, and individual counselling. In connection with the scientific, as well as public discourse on migrant teachers in Germany, expected benefits and empirical findings are discussed in the chapter about. The way, the existing programmes are framed by this organisation and, at the same time they may contribute to transform it.

### “Integration of Refugee Teachers into the University Programme for Teacher Education” at the University of Education Weingarten

*Original Title in German: [IGEL – Integration geflüchteter Lehrkräfte in die Lehrer\\*innenausbildung](#)*

The University of Education in Weingarten offers various programmes for teacher education and other professions for later employment in the field of education. To engage in the effort of integrating refugees in Germany, a team from different departments of the university developed a programme by which immigrants, who already worked as teachers in their home countries can find access to the German education system. The programme gives access to university studies at a higher level since in the federal state of

Baden-Württemberg the fixed level of teacher education has to be reached by all who want to work as a teacher (Ministerium für Wissenschaft, Forschung und Kunst Baden Württemberg, n.d.). Among immigrants and refugees are teachers, who mostly bring in the studies of one subject but, can only be accepted as teachers after they complemented their studies with a second subject and educational, psychological and philosophical studies for teaching. Thus the programme combines three steps: (1) a course for language acquisition, run by a partner of the regional educational network (Volkshochschule) with a focus on the terminology of education, (2) a 4-week full-time preparatory course in which university teachers teach educational and psychological science in a highly sensible way to the needs of foreign language learners and (3) the integration in the regular studies (BA+MA) accompanied by the project team and a group of student peers as buddies.

In order to secure that the interested immigrants and refugees can join the programme, which requires full time engagement, the project team cooperates intensely with the regional job centres to make sure they get financial help for their daily living. For the financing of the administrative coordination and accompanying student buddies, a budget was competitively won from the DAAD<sup>5</sup>. The teaching during the 4-week class is brought out by the members of the Department for Educational Sciences and the Department for Psychology on a voluntary basis.

## 6.3 Sweden

“Fast-Track for Recently Immigrated Teachers and Preschool Teachers” and “Bridging Programmes – Supplementary Education for Migrant Teachers and Preschool Teachers” at Stockholm University

*Original Title in Swedish: [Snabbspår för nyanlända lärare och förskollärare](#) and [Utländska lärares vidareutbildning](#)*

Since 2007, Stockholm University, in cooperation with five other universities (Gothenburg, Linköping, Malmö, Umeå and Örebro) in Sweden, has offered bridging programmes for migrant teachers. The Swedish government has allocated resources for bridging programmes, aimed at immigrants with prior Education qualifications and degrees.

*The bridging programme* is an individually tailored, university-level package of courses, which aims to either enable students to supplement their previous studies, in order to attain a Swedish teaching degree or to acquire the knowledge and skills for practising their profession in Sweden, in accordance with the requirements of attaining a teacher certification (see Ordinance on eligibility and certification for teachers and preschool teachers 2011, 326). Within the bridging programme, each student receives an individual study plan, based on their educational and vocational background as well as their aims in regards to the labour market (at which levels and which subjects they wish to teach).

Between 2016 and 2019, a unique initiative has been in progress: *the Fast track for recently immigrated teachers and preschool teachers*. The government finances the course and it is a cooperative effort between The Public Employment Agency, parties of the labour market and six universities (Stockholm,

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<sup>5</sup> The DAAD is short for the German Academic Exchange Service: <https://www.daad.de/de/>.

Gothenburg, Linköping, Malmö, Umeå and Örebro). The participants of the course are recently arrived teachers, who receive an introduction to the Swedish school system through the course. Stockholm University currently have two different groups of participants. In the first group, the tuition is in Arabic and Swedish, as the teachers all have Arabic as their native language. The other group consists of teachers from different language backgrounds, and the tuition is given in basic-level Swedish, where the participants receive support from mentors who share their respective native languages. The course is a labour market incentive with the aim to provide an insight into the Swedish educational system, and practical vocational training in the form of workplace-oriented learning. They also receive information on as well as individual guidance towards their paths to certification and the labour market. The participants have the opportunity to take part in a relatively complex course content, which sometimes differs greatly from the participants' previous experiences, both in their native language and in Swedish. So far (February 2019), more than 1,200 participants have enrolled, and the vast majority have completed the course. The retention rate is 92.1%.

#### 6.4. Worldwide Programmes for Internationally Trained Teachers

Although R/EQUAL focuses on the four requalification programmes mentioned above in Austria, Germany and Sweden, there are requalification programmes for internationally trained teachers worldwide. The following collection of programmes (see table 2 below) gives an overview of programmes in other regions identified so far.

	<b>Programme Title</b>	<b>Institution</b>	<b>Country</b>
1	Certificate in Language Teaching	University of Sydney	Australia
2	English Prep Course + Accreditation Test	University of Sydney	Australia
3	Master of Teaching	University of Sydney	Australia
4	Teacher Career Counselling	University of Sydney	Australia
5	Internationally Educated Teachers Bridging Program	University of Alberta	Canada
6	Bridge to teaching, Accreditation Program for Internationally-Trained Teachers	University of Calgary	Canada
7	Internationally Educated Teachers Certificate (IETC)	University of Saskatchewan	Canada
8	Lehrkräfte Plus	University Bielefeld	Germany
9	Lehrkräfte Plus	University Bochum	Germany
10	Refugee Teachers Program (2016-2019)	University Potsdam	Germany
11	Back to School	University Vechta	Germany
12	Anpassungsqualifizierung für Lehrkräfte mit ausländischer Berufsqualifikation	IQ Netzwerk	Germany
13	Migrant Teacher Project	Marino Institute of Education Dublin	Ireland

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14	Resilient Refugee Children and Teachers in Malaysia	University of Maryland Growing Space Psychology Center University of Birmingham	Malaysia
15	Fast-Track for Recently Immigrated Teachers and Preschool Teachers and Bridging Programmes – Supplementary Education for Migrant Teachers and Preschool Teachers	Gothenburg University	Sweden
16	Fast-Track for Recently Immigrated Teachers and Preschool Teachers and Bridging Programmes – Supplementary Education for Migrant Teachers and Preschool Teachers	Linköping	Sweden
17	Fast-Track for Recently Immigrated Teachers and Preschool Teachers and Bridging Programmes – Supplementary Education for Migrant Teachers and Preschool Teachers	Malmö University	Sweden
18	Fast-Track for Recently Immigrated Teachers and Preschool Teachers and Bridging Programmes – Supplementary Education for Migrant Teachers and Preschool Teachers	Umeå	Sweden
19	Fast-Track for Recently Immigrated Teachers and Preschool Teachers and Bridging Programmes – Supplementary Education for Migrant Teachers and Preschool Teachers	Örebro	Sweden
20	RITeS (Refugees Into Teaching in Scotland) (2005-2011)	University of Strathclyde (host organisation for the project), the University of Paisley, the University of Glasgow, Anniesland College, the GTC Scotland, the Scottish Refugee Council, the Institute of Contemporary Scotland, Glasgow City Council Education Services, the West of Scotland Wider Access Forum and Greater Opportunity of Access and Learning with Schools (GOALS)	UK
21	International Teacher Education Program	Portland State University	USA

Table 2: Results of Inquiry Concerning International Teacher Training Programmes Worldwide

When looking at the, non-exhaustive, table above, the number of programmes for internationally trained teachers gets visible. In the following, the four specific programmes in Vienna, Cologne, Weingarten and Stockholm, are in the focus again.

## 6.5. Financial Backgrounds and Resources

With regard to the institutional embedding and the financial background of the programmes in R/EQUAL, similarities and differences become apparent. The offers at Stockholm University (as well as the Swedish universities in the national network) are sustainably integrated through national funding. The programmes in Vienna, Cologne and Weingarten are made possible by temporary public funds, donations and depend on in-kind contribution from university resources. Thus, the latter are not secured in terms of sustainability. This situation leads to the reality of voluntary effort in parts of teaching and administration concerning the programmes which can be viewed critically. In addition, cooperation partners and alumni act as multipliers and supporters of the programmes. In this way, existing professional networks are used to compensate for the mostly existing lack of social capital (professional networks, contacts to school principals, internships) among the groups of participants.

All partner programmes point out the great effort needed to develop and implement programmes for internationally trained teachers. This has to do with the fact that the needs of participants of such programmes only partly meet the structures of teacher training at university. Rather, there are connections to post graduate studies or further education in teacher training at university. This enables the lecturers involved in such programmes to reflect on general assumption and routines in teacher education concerning normality in terms of language, cultural background, religious belonging etc. with regard to university structures and their own teaching practice. At the participating institutions, the programmes also open up a discourse on the topic of (global) social responsibility of and at universities. In some cases, the efforts are also used to present their own reputation and external image.

## 7. Compilation of Results

The data collected in IO1 will be presented in this chapter. The findings refer to both parts of the research. The first part focuses on **the curriculum, legal framework and questionnaire conducted by the partners**, the second part consists of **the interviews carried out by alumni and current participants**. In the process of analysing the interviews using the method of qualitative content analysis, the participatory research team yielded eight categories:

- Comparison of School Systems
- Application Process
- Organisation
- Content
- Internship
- Job, Perspectives and Legal Framework
- Language & Culture
- Critical View on the Programmes

In trying to organise these eight categories (see Illustration 3), a first version of the model was built (see Illustration 4). The following, final model emerged in form of a chronological narrative for the participants/alumni (see Illustration 5 below).

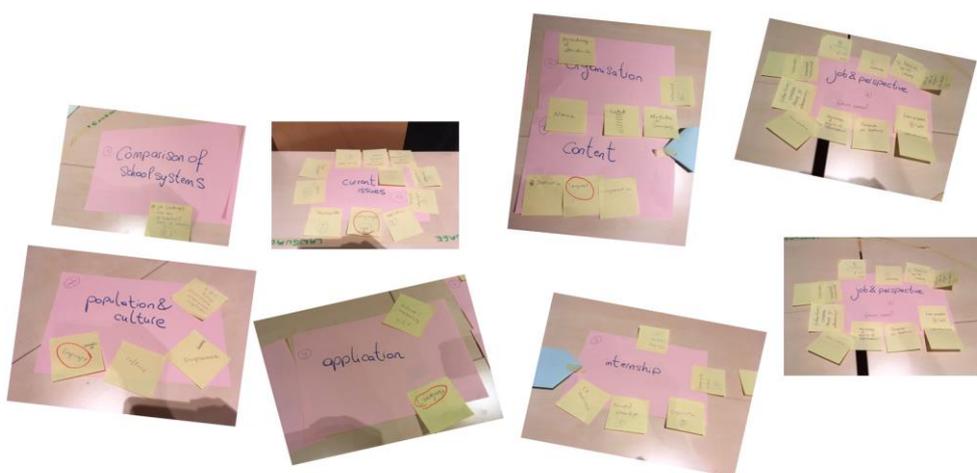


Illustration 3: The Analysis yielded in eight Categories.



Illustration 4: Draft Module

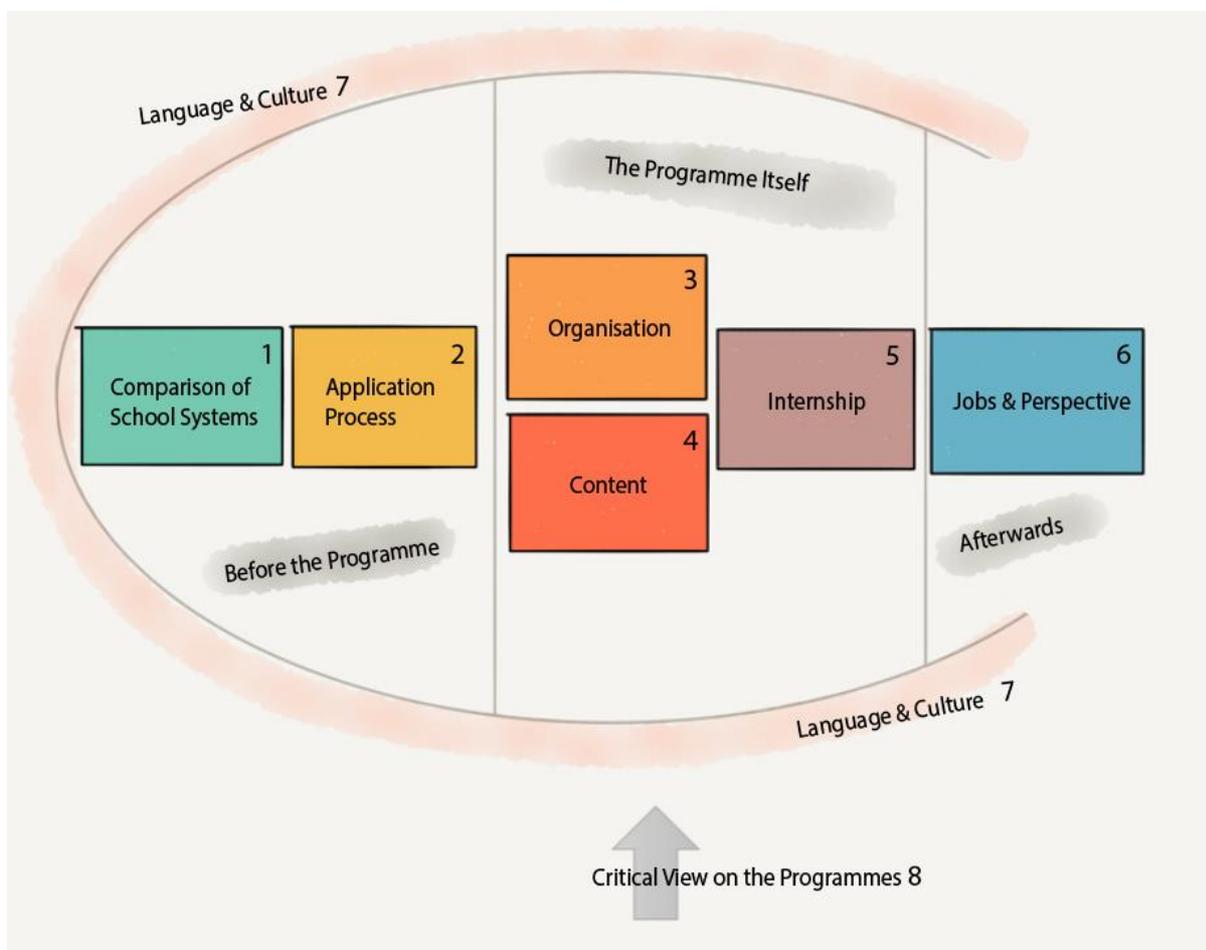


Illustration 5: Final Model of the Findings for IO1

In the following eight categories will be presented including a descriptive passage about the respective findings. Core examples in the form of direct quotes from the interviews are used to illustrate the findings. Information from the first part of the desk research will complement the findings, which means that sometimes information given by the interviewees are subjective impressions or understandings.

## 7.1 Comparison of School Systems

This category presents the findings related to the comparison of school systems in the home countries of the participants/alumni and the school system of their host country. Here, we can see the differences and similarities of home and host countries of the participants/alumni. This refers to formal framework conditions (e.g. age structure of students), the degree of autonomy of teachers, classroom management and didactic implications. In the following, central findings in the comparative presentation of the experiences working as a teacher in the school system in the country of origin and the host country are given:

### Syria and Austria

*“If I had received such training when I was a student, I would have chosen my career and my job better than I did.”*

The interviewees' home countries were Syria, Kosovo, Turkey and Iran. Hence, the comparison took place respectively between these home countries and the programmes countries Austria, Germany and Sweden. One of the differences between Syria and Austria mentioned was, that in Syria there is no vocational school (Berufsschule) as a distinct school type, nor, is the future education and work perspective included as a school subject as it is in most of the schools in Austria.

Furthermore, Syrian kids do not have the freedom to choose which school type they want to attend after intermediate school as in Syria the grades of the students decide the further education. One of the similarities is that the compulsory school in Syria as well as in Austria starts at the age of six.

### Kosovo and Germany

*“Here in Germany [...] the teacher itself is a planner, he can use, he can plan, he can manage, he can choose topics, he can speak in different ways. It is just more open [...] the teacher has more freedom [...] He can explain these topics in very different ways.”*

Whereas the school system has similar structures comparing Kosovo and Germany, many things in classroom management and teaching are quite different in the actual school life. The interviewee points out the influence of the government in Kosovo and highlights the freedom teachers in Germany have in how they teach subjects.

## Turkey and Germany

*"The schools in Turkey are more teacher oriented, but here is student oriented"*

From the perspective of one participant, one of the differences between German and Turkish schools is the focus on teaching. As the core example above expresses, German schools are considered more student oriented, while Turkish schools are seen as more teacher focused. Moreover, the interviewee thinks that there is less pressure in German schools than in Turkish ones.

## Iran and Sweden

*"The very first thing that struck me when I came to Sweden was that there is a very good teamwork between students in the classroom."*

In the Iranian and the Swedish school system there are few, but significant differences. One big difference is the teamwork in the classroom in Sweden compared to the school the interviewee worked in Iran previously. Moreover, the interviewee thinks, that in Sweden there is a more reflective approach to learning, as students are encouraged to reason about the content of the subjects more.

## Syria and Sweden

*"It doesn't matter in which way you use to reach this goal."*

The core example above describes the aspect also mentioned in the comparison of Kosovo and Germany. Even though the organisation of the schools is almost the same in Syria and Sweden, there is a difference in teaching. Schools in Sweden have the freedom to choose the curriculum they want if it covers the specific teaching objectives of each level. Syrian schools are described as levelled out with the same teaching books as well as the same ways to teach. The schools in Sweden focus more on the practical way of teaching rather than the theoretical one.

## 7.2 Application Process

The applicants need to submit their university certificates together with other documents. They need at least a bachelor degree, a certain level of the host country language and an application interview with university professors/staff members of the course. Applicants to the programmes at Stockholm University need either a teaching degree (at the post-secondary or higher education level) or a general degree in a subject, which is taught in the Swedish school system. According to the required application documents, no major difference could be identified between the programmes. However, the programmes require a different entry level when it comes the teaching language provided, such as B1 at the Cologne programme and B2 at the Viennese and Weingarten one.

*"Whatever you have, it shortens the period."*

One specific characteristic of the Swedish bridging programme is that further education and teaching expertise is individually checked and might lead to a reduction of courses.

There are some differences also regarding to the subjects of the teachers. For example, the Viennese programme enrolls teachers with experience and academic diploma in a subject, which is anchored in the Austrian range of subjects, likewise in Germany. This excludes teachers with Islamic studies or Arabic as a language subject, since the university programmes usually provide studies that cover school subjects and can only accept such from international studies. The Weingarten programme, however, is accepting teachers with Islamic Theology studies since the university teaching programme covers this subject.

### Admission Requirements and Application Process in Vienna

The criteria to fit in the target group are the following:

- At least a bachelor's degree in one subject, accredited by ENIC NARIC Austria<sup>6</sup>
- Experience in teaching in the secondary education (regardless of which country the teaching expertise did take place)
- Verification of very good German skills (at language level B2.2.)
- Positive status of asylum or subsidiary protection.
- Residence in Vienna, Lower Austria or the Burgenland.<sup>7</sup>

The application process was divided in three steps. The process started with an information event (Step 1), where the time period of the application process as well as the formal criteria of the application were presented. After that, the application documents had to be submitted online (Step 2). After looking through every application all eligible applicants got an invitation to an interview (Step 3). The interview consisted of two parts: a questionnaire for which the applicants had one hour and a face-to-face interview with at least two members of the certificate course team. All applicants had to answer the same questions in the face-to-face interview. Additionally, this was used to clear up open questions about the application documents.

In the second round of the certificate course: all the suitable participants were sent to the job market service to clarify in advance if they could get funding for this further education programme.

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<sup>6</sup> National Academic Recognition Information Centre

<sup>7</sup> due to the cooperation with the jobcenter of the federal states mentioned above and as well the compulsory attendance at the courses, the residence was important for the application process.

## Admission Requirements and Application Process in Cologne

The criteria to fit in the target group are the following:

- University Entrance Qualification and University Degree
- Teaching experience in the country of origin
- Verification of German language skills: completed Level B1 of CEFR (Common European Framework of Reference for Languages)
- Refugee Status
- Ability to participate in a one-year full-time Programme
- Ability to attend the courses at University of Cologne every day.

The application procedure was coordinated by the International Office of the University of Cologne. Candidates, who wanted to apply for the programme had to go through a two-step application process.

**Step 1:** paper-based application including a university entrance qualification, proof of the occupational activity as a teacher in their country of origin, verification of German language skills on a minimum level of B1 (CEFR) and proof of a refugee status. The documents were checked for completeness and a test of German language skills (onSET) was taken by all candidates eligible to participate in the programme.

**Step 2:** The applicants who were able to proof German knowledge in the onSET on the level B1 were invited to a personal interview.

## Admission Requirements and Application Process in Weingarten

The criteria to fit in the target group are the following:

- Bachelor's Degree in one subject that can be studied at University of Education in Weingarten
- Teaching experience in the country of origin (if possible)
- Language Level B2 of CEFR
- Residence Permit.

An information event at the University of Education took place in October 2018 to inform potential participants. Those participants were informed through the job centers from the surrounding areas. The job centers are in contact with refugees who are potential participants and networking partner in the programme.

After the information event, contact details were collected from the University of Education. Potential participants applied with their official documents during the following weeks. After that, the potential participants were invited to a face-to-face meeting. The face-to-face meetings were conducted as a questionnaire-guided interview with the university team. During the following welcome workshop, a potential assessment showed the job-related language competencies of the participants. Tied to the findings of the potential assessment the preparatory course, which then started for the first time, was slightly modified.

## Admission Requirements and Application Process in Stockholm

- In order to be eligible for the bridging programme, which subsequently leads to teacher certification through supplementary studies, the applicant needs a diploma of Education from a country outside of Sweden, qualifying the holder to work as a teacher or preschool teacher in the country of education. Alternatively, applicants need a general degree (e.g. a Bachelor degree) with sufficient credits in at least one Swedish school subject.
- In addition, the applicant's proficiency in Swedish must meet the requirements equivalent of the C1 level (according to CEFR) in Swedish. The individual can study a maximum of 120 ECTS within the bridging programme (as regulated in Ordinance on Higher Education, which supplements a completed foreign education, 2008,1101).

Since one of the aims of the Fast-Track is a speedier utilisation of new arrivals' knowledge and skills, both for the individuals concerned and for society as a whole, the Fast-Track admits participants based on their educational and professional background, as well as their prospects of obtaining a teacher certification, either directly after attaining the required level of Swedish, or through supplementary studies. Therefore, the admission requirements for the Fast-Track largely mirror those of the bridging programme, except for the level of language skills and documentation (as some documents may still be undergoing assessment and/or translation at this point). For the Fast-Track, the PES (Public Employment Services) identifies potential candidates who fulfil the requirement of having a residency permit, and who have relevant studies, work experience and/or an education within the teaching profession. Stockholm University then collects documentation from the applicants in person and conducts short interviews with candidates in order to assess whether they meet the requirement of being able to apply directly for- or supplementing their studies to obtain a certification. The candidates then send documents supporting the information given in the application form and interview (e.g. diplomas, transcript of the record, work experience certificates, etc.) to the Fast-Track by Email. National variations on this process can occur, based on the number of staff and participants at each of the six universities.

The bridging programme at Stockholm University uses a [national admissions service](#) as well as a programme-specific database for the online application. The applicants can apply online from March 15 to April 15 and from September 15 to October 15 each year. The application process collects data from the applicants about their previous studies and teacher experience, within and outside of Sweden. Applicants print out the form and upload it to the national admissions service along with their diploma of Education, certificate of the Swedish language course and other necessary documents for evaluation.

## 7.3 Organisation

This category describes the organisational and institutional parameters of the programmes in the three countries Austria, Germany, and Sweden. It entails background information on the programme structures and participants. It elaborates the name, attendance requirements, and length of the program, gives insights into requirements for participation, and details on (prospective) participants such as their nationality and languages spoken.

*“But in fact, it does not exclude the migrants as well. [...] The migrants, they have opportunities as well, if they are interest, they have. [...] So it depends, so far I understand it depends so how much interesting, or how much interest somebody shows in being a teacher in the schooling system, because there is a big gap of the teaching workforce in German school system.”*

The quote shows, that some programmes do address not only refugee teachers but migrant teachers as well. While the programme in Cologne and Vienna is open just for teachers with refugee background, the Weingarten and Stockholm programmes are accessible for teachers with refugee or migrant background.

Organisational differences according to the length of the programmes can be seen quite clearly when looking at the illustrations and descriptions in category 4 “Content”. The length of all the four programmes, however, do vary from two semesters (Vienna, Cologne), to 26 weeks (Stockholm – Fast track) and up to a maximum of 120 ECTS credits (Stockholm – bridging programme). The seven-semester duration of the Weingarten programme, add up by a four-week preparatory course and then regular studies as BA and MA student. As the core example in category 2 “Application” already showed, further education is recognised at the bridging programme. The minimum length of the programme is one semester if the special concept of Weingarten is not taken into account.

*“A lot of research, the reports show that, when you use your mother tongue, it's really facilitated and easier and faster.”*

The teaching language in Vienna and Weingarten programme is German. In the Cologne programme, it is mostly German in combination with multilingual learning settings using translanguaging methods. Stockholm has a bilingual teaching system in the Fast-Track programme. The Fast-Track has historically been taught in the mother tongue of internationally trained teachers (which has been Arabic for the past participants). Language tuition runs concurrently throughout the process; however, it is not a precondition for the commencement of validation and bridging efforts. Going forward, the Fast-Track round starting in January 2019 will be provided in Swedish. The language of instruction within the bridging programme is Swedish, though subject studies in a language are usually provided in the target language.

## 7.4 Content

This chapter depicts the content of the four requalification programmes. It gives insight into curriculum and the credits. According to the questionnaire, the research teams focused on the question if the curriculum does include language courses and/or subject-relevant courses.

*“The content is just teaching for foreign teachers.”*

All programmes have theoretical and practical content. However, this core example was one of the answers to the questions about what the content is about. The variety as well as the vagueness introduces

the occasion to ask of what content a transcultural teacher training should be. At this point, some information of the desk research given by the partners about the curriculum gives insight in the programmes detailed content (see below). The discussion about teachers competences though and the content of requalification programmes are not discussed in this framework but will be part of the Intellectual Output 4 of the project.

### Curriculum in Vienna

The certificate courses curriculum contains eight modules, which reflect the curriculum of the regular teacher training in Austria (see table 3 below). Every module has continuous assessments, in form of homework, tests, etc. during the course. Participants need to pass all individual modules in order to pass the whole certificate course and get certificate in the end. The certificate encompasses 40 ECTS, which is divided up into 30 ECTS theory and 10 ECTS for the practicum. All modules have continuous course assessment. Module 3, 6 and 7 include a practicum in compulsory schools. After an orientation practicum where the participants observe their mentors, they subsequently start to teaching more and more on their own more and more. In Module 7, they should be able to have teaching units on their own. The practicum is taking place at Viennese compulsory schools, which are willing to cooperate with the certificate course. Mentors are guiding through the different practicum phases.

#### Name of the Module

Module 1: Introduction to Principles of Educational Sciences	5
Module 2: Education and Development	5
Module 3: Teaching including Orientation Practicum	5
Module 4: Requirements, Processes and Implications of Classroom Teaching	5
Module 5: Inclusive Education and Diversity	5
Module 6: School Research and Teaching Practice	6
Module 7: Consolidation: Inclusive Schooling and Diversity	8
Module 8: Final Reflection	1

Table 3: Overview of the eight Modules of the Viennese Certificate Course

### Curriculum in Cologne

The programme consists of two semesters, composed of four modules

- German Language Courses
- Educational Courses
- School Practice and
- Individual Consultation

Prior to the first semester an intensive German language course takes place for three month, 24 hours a week. The course aims at bringing all participants to a German level of B2 according to CEFR (see Illustration 6 below).

## Program for refugee teachers at UoC



Illustration 6: Overview of the Modules of the Cologne Programme

### Curriculum in Weingarten

The curriculum (see Illustration 7 below) refers to the training of teachers for lower secondary schools. The content of the preparatory course focuses on Educational Science and Psychology and is comparable to the Curriculum of the Primary school teacher training. School visits and reflecting work with a Portfolio are also parts of the preparatory course. After the approval of the first subject studied in home country plus the basic studies, the participants follow regular studies in the second (new) subject and modules of Educational Science, Psychology and aspects of Sociology and Philosophy. They enter university at semester four.

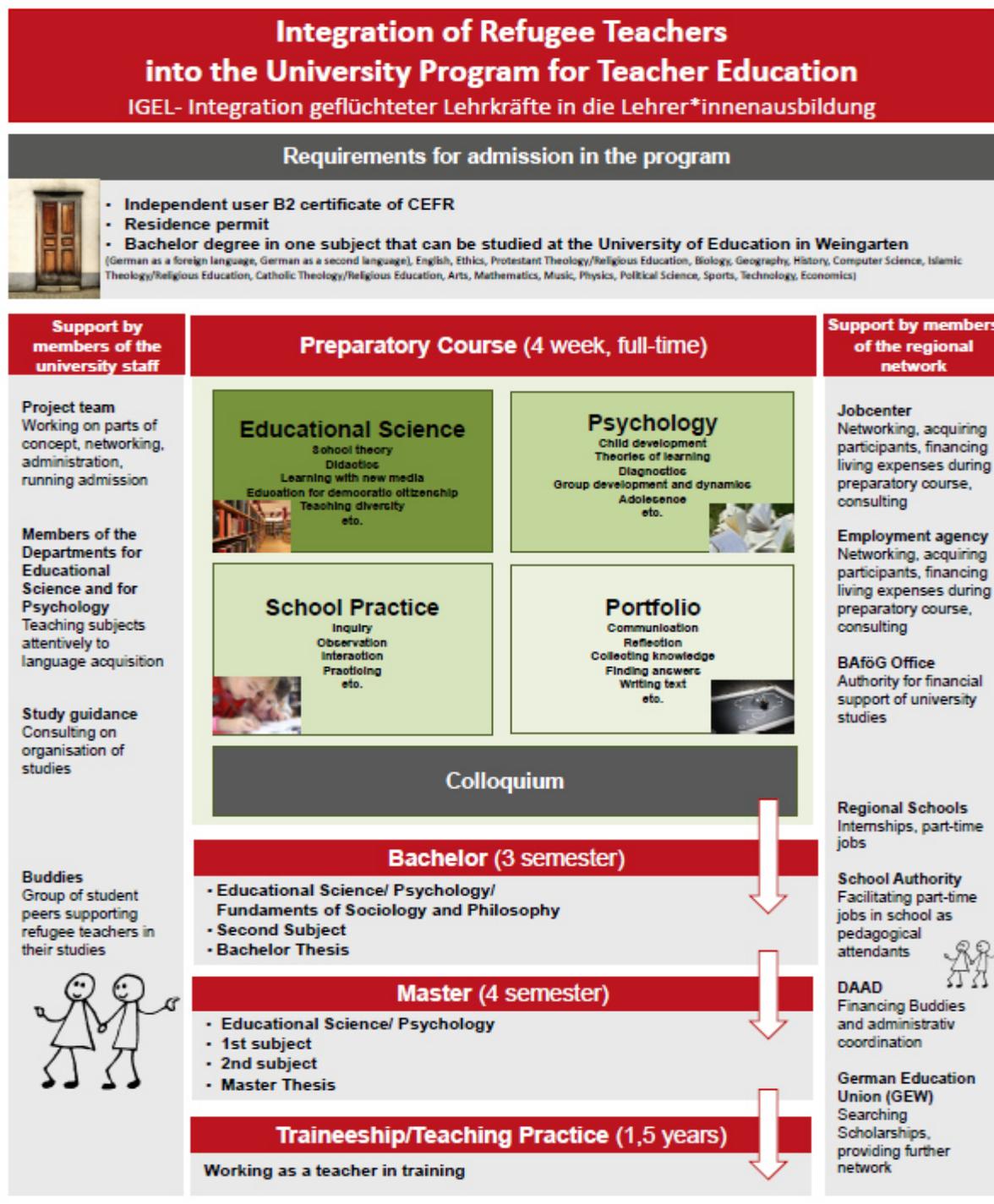


Illustration 7: Overview of the Modules of the Weingarten Programme

## Curriculum in Stockholm

As there are two programmes in Stockholm, the information about the content is also presented for both programmes.

### **The bridging programme for migrant teachers and preschool teachers**

Within the bridging programme, each student receives an individual study plan, based on their educational and vocational background as well as their aims concerning the labour market (at which levels and which subjects they wish to teach). The study plans contain courses, specialised in Preschool, Primary- and middle school, or Secondary- and Upper Secondary school teaching, with the following content, depending on the aforementioned factors:

- Knowledge of Swedish national regulations and requirements within the areas of preschools, contemporary- and secondary schools.
- Subject studies
- Educational sciences
- Internship placement in schools or preschools in Sweden
- Swedish Language as a Tool for Academic Studies and for Communication in School

There also is a joint introductory course for a group of students, who need additional opportunities to practice their academic and professional language, containing elements aiming to improve the student's language comprehension: Oral proficiency as well as academic writing, in a Swedish academic context is in the focus of this training.

### **The Fast-Track for recently immigrated teachers and preschool**

The overall aim of the course is to provide the participants with knowledge in three themes:

- The history, organisation, and values of the Swedish school system
- Social relationships, conflict management, and pedagogical leadership
- Didactic perspectives and documentation of learning

In addition to the theoretical courses, the Fast-Track also includes a school-based practical component. The component aims to provide coherence between the theoretical content and the school/preschool activities and contributes to participants' knowledge and understanding of the school and preschools' assignments and basic values.

Participants are also offered study- and career counselling, in individual and group sessions, which inform participants of the necessary steps in order to obtain teacher certification.

## 7.5 Internship

In this category, the participants of the programmes/alumni have to attend lessons in their subject(s). It is required to observe and teach complete lessons as well as parts of it. It gives them an effective chance

to get familiar with the school system. Every participant is supervised by a mentor when doing the internship; the participants/alumni also get credits, which are needed to continue their study.

*"We had a person called the mentor there, another teacher. It's whom you also followed all her or his classes."*

The curricula of all programmes do include an internship. Identically with the information in the content section, the interview data describes, that the Viennese programme has an internship divided into three phases. These phases start with the task of observing the lessons held and go further to first teaching sequences and then teaching whole lessons. The Cologne interviewees described the internship from observing several lessons to teaching complete lessons. Mentorship is mentioned from the interviewees of Vienna and Stockholm. Support from professors was mentioned in the Cologne programme. As the Weingarten programme has just started in spring 2019, the interviewee has no experience on the internship, yet. The 15-week internship is integrated in the university studies (Integriertes Semesterpraktikum) and will be accompanied by a mentor and lecturer from university.

*"You change it, if you have very good reasons, not to be able to work there. [...] for example, if you have, you have a serious problem with your mentor." "If the mentor doesn't want you for any reason." "But I mean the idea is that you go to just one school."*

It was mentioned that changing the school during the internship is not intended in Stockholm and Vienna. There is a change in venue in Cologne. In Weingarten, changes during the integrated internship are not intended. School visits during the preparatory course can take place at different schools. Even though, one interviewee points out the importance of the relationship with the teachers and sees the positive aspects of staying in one school, there are as well critiques on those programmes, which give insight into just one school (further details see [category 8](#)).

*"So, I had my internship there and it was really interesting but it was something new for me to deal with the children."*

Some interviewees stated the internship as interesting and challenging alike. In the core example above, the children are seen as a challenge but it is not further elaborated why they are seen as challenging or different from the interviewee's previous experiences. Another aspect mentioned was the different teaching style when comparing it to the previous experience in teaching (also see [category 1](#)).

*„There are many Turkish backgrounded [...] that could be a kind of bridge between the families and school system."*

When talking about the internship and school culture, the idea of being a key person to foster cultural diversity in addition to develop the expertise in teaching, came up in several interviews (also see [category 7](#)).

## 7.6 Job, Perspectives and Legal Framework

All participants have agreed upon the fact, that after finishing the programme (in Weingarten the preparatory course), they cannot work as regular teachers, but only as teachers with a special contract assumed they find a job. To teach as a regular teacher would need university studies of two subjects that are taught in school. In Sweden, teachers must have obtained their certification in order to be permanently employed as teachers, although they can be certified in a single subject only.

*“So, I have diversity of experience and knowledge. I find myself different.”*

One question in the questionnaire was if and how the programme helped change the interviewee’s professional or private life. As the interviewee stated above, change in private as well as professional life did happen. More details on the change and development of the career see also in [category 7](#).

*“As far as I’m concerned, I found it a very very big and important chance for me to join. Because I really wanted that. Not only to find a job, but to know about all, the educational system. And in order to be able to follow up with everything.”*

The interviewee mentioned the ability to “follow up” with everything, which implies a certain experienced lack of something, whether that is true or not. This statement could be interpreted in various ways. At some point in the further R/EQUAL research process, this feeling of deficiency of internationally trained teachers might be followed up upon.

*“So, I was shocked that I couldn’t teach it at school because compared to university just teaching at school, I have been teaching at all levels I have been teaching English at private English schools.”*

Next to the positive voices on the programmes’ impact, there are as well some critical ones who state a first shocking impression of not being allowed to work in the profession and question the need for (re-)qualification of highly experienced teachers that provide years of teaching experience (see also [category 8](#)).

*“I tested the waters and I can see, that it’s not easy for me to get a job that I’d love. So, my plan B is to continue with my studies and apply for PhD. So, I think that I should go on with my, begin my plan B now.”*

One of the interview questions asked, if the participants/alumni do have a plan B in case they would not find a job right after the programme. The mentioned plans were continuing studying (e.g. master’s degree, PhD), working as translator, or teaching languages.

*“When I get the certificate, **yes**, I can actually work as I mean regular normal teacher. [...] At least on paper. [...] It’s not easy to find a job. It’s not easy.”*

Some of the interviewees are still in the respective programmes, while others already passed the requalification training. One of the interviewed alumni is currently looking for a job. Job perspectives were eagerly discussed in all interviews. The difference between getting the certificate by passing the programme successfully and the chance of really getting a job as a teacher is emphasised.

*"I have the possibility to teach, but not as a regular teacher."*

Some of the interviewees get the opportunity to work as a regular teacher after the programme, while others only get a special contract or become assistant teachers afterward, as the requalification programmes are not comparable to university exams. In some countries, the respective programme is a part or a bridge to the regular teacher training, for example, the Viennese certificate course is one of three parts of the regular teacher training in Austria (see the programmes legal framework in [category 7](#)). Moreover, the words, "regular" and "normal" referred to teachers occur several times in the interviews. With "normal teachers" the internationally trained teachers never meant themselves. This also could be one of the topics for further research and discussion in the course of R/EQUAL.

## Legal Frameworks

In the following the legal frameworks of teacher training, the participants refer to in the interviews, are presented to give an insight into the respective background in which the international teacher trainings take place.

### Legal Framework in Vienna

To enter a study a Higher School certificate (Reifezeugnis/Matura) is required (or a university entrance exam), which is regularly acquired after attending school for 12 or 13 years and passing the Matura examination.

Teacher training in Austria is legally anchored in the reformed Education Studies, which has been approved by the Federal Government (BMBWF 2018a). All teacher training courses offered in Austria are covered by this reform. The students are academically trained in Bologna conformity. The programmes are modularised and equipped with a credit point system (BMBWF 2018c). The new bachelor's and master's degree programmes provide a scientific and occupational field-specific qualification in the context of a competence-based and professionally oriented training of future teachers in a basic outline (ibid.). The responsibility for teacher training rests with both, the Ministry of Education, Arts and Culture and the Ministry of Science and Research (Rechtsinformation des Bundes n.d.). The universities or the colleges of education take care of the education mandate. According to the new reform, colleges of education and universities work together within four regional networks: the regional network West (consisting of the federal states of Austria: Tyrol, Vorarlberg), the regional network Centre (Upper Austria and Salzburg), the regional network South-East (Burgenland, Carinthia and Styria) and the regional network North-East, consisting of Lower Austria and Vienna (Career Counselling for Teachers n.d.).

Teacher training is basically divided into three parts (Lehramt Nord-Ost 2018):

- Subject / Specialisation
- General Educational Science Basics
- Educational-practical studies

A master's degree examination is the requirement for admission to the first vocational entrance year (Lehramt Nord-Ost 2018). Furthermore, the teacher training requires the completion of a proficiency check.

### Teacher Training – Secondary School

Both, in general education and vocational education, the specific needs of the respective school sector are given a high degree of consideration. Secondary education is not limited to subject-specific training of two subjects, but also allows for specializations, for example in inclusive pedagogy, media education etc.

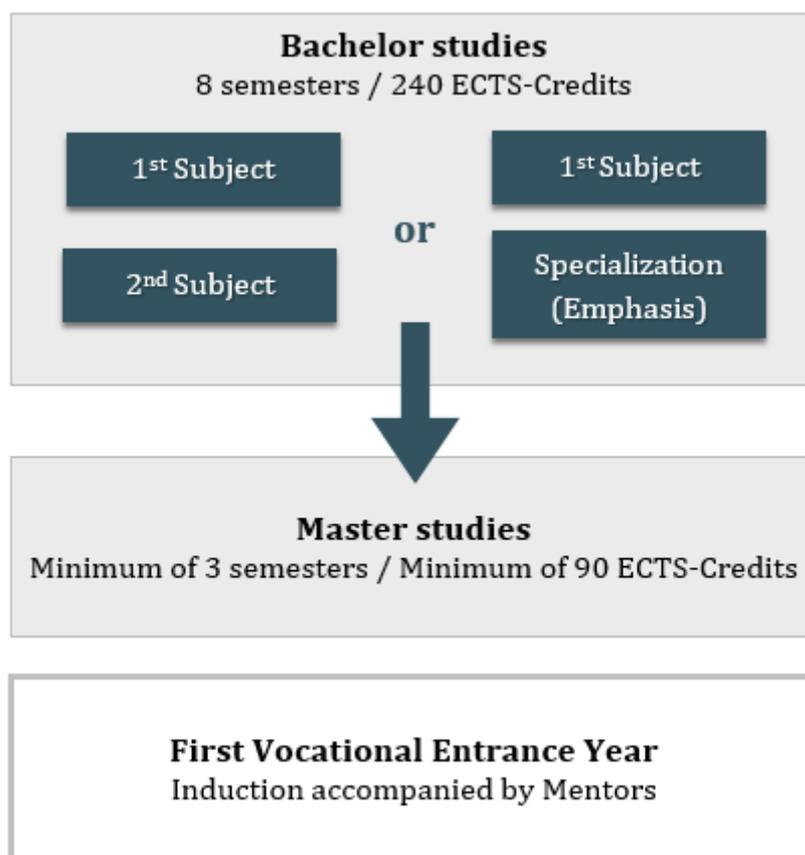


Illustration 8: Teacher Training in Austria (translated illustration according to the Bundesministerium Bildung, Wissenschaft und Forschung 2018c)

The studies are composed of a bachelor's degree of eight semesters and 240 ECTS-Credits, followed by a master's degree in general education of at least three semesters and at least 90 ECTS credits or a Master's degree in vocational training of at least two semesters and at least 60 ECTS credits (ibid.). Successful

completion of the teacher training course qualifies students to study the chosen subjects and specialisations (e.g. inclusion) in the following types of schools:

- General secondary school (Allgemeinbildende höhere Schule, in short: AHS)
- New middle school (NMS short for Neue Mittelschule)
- Vocational middle or high school Berufsbildende mittlere oder höhere Schule (BMHS)
- Polytechnische Schule (PTS) and
- Allgemeine Sonderschule, in short: ASO, (Lehramt Nord-Ost 2018).

### **Further Options to Become a Teacher in Austria**

Furthermore, new training paths are taken into account, which should enable persons with other initial training at a later date to enter an educational career (side-entrance, BMBWF 2018c). With the reformed education study called „Pädagoginnen- und Pädagogenbildung NEU“, interested persons with a relevant study and professional experience can enter the teaching profession as full qualified pedagogues. The legal basis for this reform was laid down in 2013 with the Federal Framework Law on the introduction of an education reform act for teachers. Since the academic year 2016/17, the new act provides flexibility in bachelor's and master's programmes for secondary education. There, teacher education can be designed as so called "crossover studies" with only one subject instead of the two optional subjects (BMBWF 2018b).

If there are too few teachers available in a particular region or subject, non-teaching staff may also work as teachers, provided that they have appropriate professional qualifications. In order to remain permanently in the teaching profession, however, they must acquire a teacher's certificate. In this case, relevant qualifications are recognised, so that the study duration is shortened accordingly (Career Counselling for Teachers n.d.)

In addition, there are different regulations for teachers at vocational schools. For example, although the teachers of some subjects at the vocational school do not need a school leaving certificate, they need relevant vocational training and professional experience. They begin to teach directly as new entrants and start their teaching studies after one year of teaching practice. There is also a special way to work for the teachers of commercial subjects at vocational middle and high schools. These students study business education at university and acquire not only a teaching qualification, but also qualifications for working in business sector *ibid.*).

### **Legal Framework in Cologne**

The basic entry requirement for teacher training courses is Higher Education entrance qualification, which is regularly acquired after attending school for 12 or 13 years and passing the Abitur examination (Kultusministerkonferenz 2017, 194). The structure of the Education System in the Federal Republic of Ger-

many differs from state to state (bpb 2013). The levels and types of school in the federal states correspond to the various careers for which teachers are trained. When looking at the diverse number of different regulations for teaching careers, six types of teaching careers can be distinguished.<sup>8</sup>

The teacher training of all school types is regulated by state legislation. Therefore, the responsibility (for teacher training) rests with both, the Ministries of Education and Cultural Affairs and the Ministries of Science of the federal states (Kultusministerkonferenz 2017, 192). The training is regulated through study – or training – and examination regulations or corresponding statutory provisions as well as by defining the conditions of access. The training is in the responsibility of the universities (LABG 2009). Regardless of how the study is organised, the study courses have been modularised in Bologna conformity and provided with a credit point system in Germany.

Teacher training is divided into two stages:

- **Phase 1:** bachelor and master course of Higher Education including periods of practical training,
- **Phase 2:** preparatory service in a school accompanied by courses in a Studienseminar.

A Master's degree examination (or the First State Examination or a similar Higher Education examination) is the requirement for admission to the preparatory service (Kultusministerkonferenz 2017, 182) which is the direct responsibility of the federal states.

### **Teacher training – Example of Differentiation: North Rhine-Westphalia**

Teacher training is practice-oriented in Germany. Prospective teachers can already gain professional experience in schools and educational areas outside the school during their training time. An example will be given about the system in the federal state of North-Rhine Westphalia (Ministerium für Schule und Bildung des Landes Nordrhein-Westfalen/MSB Nordrhein Westfalen 2018, 8).

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<sup>8</sup> Teaching careers in primary school (Grundschule/Volksschule); general teaching careers at primary level and all or individual lower secondary level school types; Teaching careers at all or individual lower secondary level school types, Teaching careers for the general education subjects at upper secondary level or for the Gymnasium; Teaching careers in vocational subjects at upper secondary level or at vocational schools; Teaching careers in special education

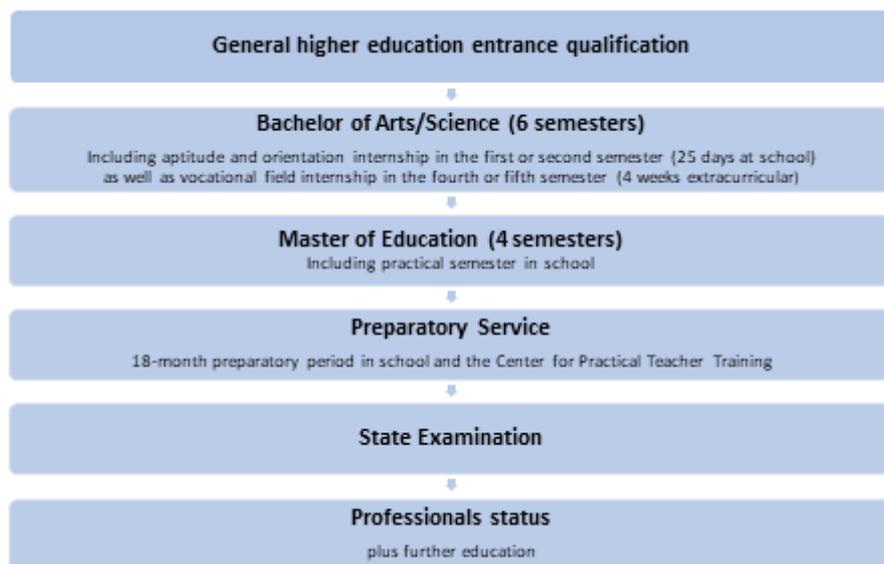


Illustration 9: Teacher Training in North Rhine-Westphalia  
(Own visualisation based on MSB Nordrhein Westfalen 2018, 8)

The teaching profession at primary schools requires the study of the learning areas “Basic Language Education” and “Basic Mathematical Education” and a further learning area or teaching subject. Each case includes the didactics of the subject plus modules in educational sciences. For teaching profession at secondary schools (Hauptschulen, Real-, Sekundar- und Gesamtschulen) the study of two subjects including subject didactics in combination with educational courses is required. In special educational teacher training, two special educational disciplines and two subjects have to be studied to approximately the same extent. The scope of educational science, on the other hand, is relatively small since special education is studied intensively.

The teaching profession at grammar schools and comprehensive schools requires the study of two subjects, including didactics. The subject of art or music may take the place of two subjects in accordance with the related ordinance (LABG 2009).

### Further options to become a teacher in Germany. North Rhine-Westphalia as an example

In the case of irrefutable need or specific teaching careers or disciplines in the federal states that cannot be met by teachers with formal teacher training, lateral entrants may be employed in order to meet short-term demands (Kultusministerkonferenz 2017, 201). The Standing Conference (equals the Kultusministerkonferenz in German, short for KMK) agreed on the following minimum requirements for the qualification of lateral entrants (ibid.):

- University master’s degree or equivalent Higher Education qualification from which at least two teaching-related subjects can be derived
- Preparatory service or a comparable training which ensures basic educational competences through a (second) state examination or an equivalent state-certified qualification.

In North Rhine-Westphalia the internet-portals [VERENA](#) and [LOIS](#) facilitate (temporary) lateral entrance into the teaching profession. VERENA offers temporary employment opportunities in the school sector and LOIS offers current job advertisements for lateral entrants into the teaching profession.

Teachers with a foreign degree can use the following portals to gain information on the recognition process of foreign educational qualifications:

- [Standing Conference](#) (KMK)
- [Federal Government](#)

In Addition, teachers with a German teaching degree and migrant background are particularly sought after in North Rhine-Westphalia (Bildungsportal des Landes Nordrhein-Westfalen n.d.). The German language and the language of origin are seen as a double competence. With the additional language competence as well as their cultural knowledge and their experience of being a person with a so-called migration background, they are seen as important sensitive-intercultural mediators in migration societies.

## Legal Framework in Weingarten

As the legal Framework of Cologne already pointed out, the education and training of teachers in Germany is mainly a matter of each federal state. The Ministry for Science, Research and the Arts is in charge of teacher education in Baden-Württemberg but since school issues like teacher employment and administrative instruction which concern teachers' work in school are taken responsibility for by the Ministry of Education, Youth and Sports both ministries reconcile on teacher education. In the following, we explain its framework conditions of Baden-Württemberg.

In order to register for the teacher training at the Universities of Education, students have to obtain an admission qualification. These can be obtained with the corresponding higher entrance qualification or comparable qualifications. Certain requirements and passing an aptitude exam or a test for gifted students make it possible to study even without a Higher Education entrance qualification to enter. In addition, the student teachers must take an [orientation test](#) but its results are not binding for permission.

The teacher training courses for primary school and lower secondary level (pupils graduate in 10<sup>th</sup> grade) are completed at the Universities of Education with a master's degree of Education. Universities of Education (there are six) only exist in the federal state of Baden-Württemberg. They are on equal terms than universities, except to become a teacher on high school level, students have to complete their studies at Universities, such programmes are not offered at Universities of Education.

The Master's Degree of Education must be preceded by a bachelor's degree of Education and successfully completed.

Teacher training students must apply for two subjects of their choice. Depending on the choice of subjects, the chances of admission to the schools and, later on, of employment increases according to the demand of those subjects. For the subject's arts, music and sports an aptitude or entrance examination is usually required.

Subjects for teaching at secondary or primary school are: Culture and Health, Chemistry, German (German as a foreign language, German as a second language), English, Ethics, Protestant Theology/Religious Education, French, Geography, History, Computer Science, Islamic Theology/Religious Education, Catholic Theology/Religious Education, Arts, Mathematics, Biology, Music, Physics, Political Science, Sport Science, Technics, Economics)

### **Bachelor & master degrees**

The teacher training course comprises the two chosen subjects plus, educational sciences of pedagogics and psychology and practical school studies. It includes the studies of subject sciences, didactics, educational sciences, pedagogical psychology and practical school education. The Bachelor of Education is completed after a standard period of six semesters with successfully completed modules, participation in school internships (three-week orientations internship, fifteen-week integrated semester internship for primary school teacher training, for secondary school teacher training the integrated semester internship takes place in the Master of Education) and a Bachelor thesis.

After passing the bachelor's degree of education successfully normally student teachers (just they do not have to pass a selection process) enter the Master of Education programme if they apply. The Masters

programme consists of a standard period of study of another four semesters and comprises both, studies at University of Education Weingarten (subject sciences and subject didactics of the two selected subjects, educational sciences, pedagogic psychology) and further four-week internship for professionalisation which can be attended at any institution in the education system. The integrated semester internship (for students on lower secondary level) and the professionalization internship take place within the Masters of Education in the course of studies to the teaching profession.

When studying for a teaching profession at primary schools, some of the Masters programme count as part of the preparatory service (Vorbereitungsdienst), not so when studying lower secondary level.

The Master examination consists of the module examinations accompanying the course of study, practical school studies and the Master's thesis. The Master of Education is a consecutive scientific course of study, which leads to a further academic degree qualifying for a profession (Master of Arts).

The teacher training course for lower secondary teachers is followed by the preparatory service to become a teacher for the Master's Degree course. This can only be started if the Bachelor's and Master's degrees related to the teaching profession have been obtained. Preparatory service is, with 1,5 years, the largest part of practical school education but students get a salary already. It must be completed by exams at the state seminars for didactics and teacher training and by test lessons at schools.

The opportunities for recruitment will depend on qualifications, regional mobility, the needs of the type of school and subjects the candidate can teach, the number of teaching posts available and the number of competitors.

### Legal Framework in Stockholm and Sweden

European political frameworks and agreements, such as the Bologna Process, the Lisbon Convention and the Professional Qualifications Directive, have provided guidelines for how countries should organise the national education system for the recognition of foreign education and professional qualifications. An effective recognition structure for applicants with foreign education and professional qualifications is an important measure for promoting mobility, both for those who wish to study or work in Europe and for employers and businesses that are looking for qualified labour.

When it comes to migrated and refugee teachers, the demand for integration into education and, furthermore, the labour market is increasing. Additionally, Sweden has a shortage of qualified labour in many different professions, including teachers at both the preschool and school levels. The Swedish Government, therefore, allocates resources for bridging programmes, aiming at those with foreign (mostly non-European) Education qualifications and degrees in law, medicine, nursing, dentistry, pharmacy, engineering and teaching who need supplementary education in order to engage in professional activities in Sweden.

In order to gain permanent employment to teach, a certification as a teacher or a preschool teacher is required. The Swedish National Agency for Education has the responsibility for authorisation of teachers and preschool teachers and issues the certification. For decisions regarding certifications for preschool-/teachers, the Swedish National Agency for Education collaborates with The Swedish Council for Higher Education in the process of assessing foreign education. The Swedish Council for Higher Education (UHR) is the authority in Sweden responsible for evaluating foreign degrees on the tertiary level.

### **Options to become a Teacher in Sweden**

If the foreign qualification is very different compared to Sweden's teacher qualification requirements, the migrant teacher must supplement their education with further studies in order to obtain a Swedish teaching- or preschool teaching certification (as regulated in Ordinance on eligibility and certification for teachers and preschool teachers 2011, 326). The requirements for supplementary measures to compensate for the aforementioned differences can be fulfilled in a variety of ways; a so-called adaptation period, aptitude test (EU/EEA- teachers or preschool teachers only, as regulated by the Law on recognition of professional qualifications 2016, 145), teaching experience or supplementary studies.

The bridging programme is offered at six universities in Sweden, with Stockholm University being responsible for the national coordination of the programme. The collaboration between the six universities was established in 2007 and involves working together with other authorities: The Swedish National Agency for Education, The Swedish Council for Higher Education and teacher unions. The regulations on how to obtain a teacher certification and how to fulfil specific requirements are complex. The national steering group from the six universities, therefore, works with information regarding the Bridging Programme in different languages, for example in Arabic and Russian to reach as many potential candidates as possible. As previously mentioned, the applicants' proficiency in Swedish must meet the requirements equivalent of the C1 level in order to be admitted to the bridging programme. One major challenge for the universities is that the students have different levels in their Swedish language skills. Although all of the students have certified knowledge of Swedish, at the required level, their level of proficiency differs. The universities are continuously developing courses and methods by which students can improve their language comprehension more efficiently, both concerning oral proficiency and academic writing.

The Fast-Track initiative was proposed in the Swedish National Reform Programme 2015 when a number of dialogues were initiated in various sectors between the Ministry of Labour, employers' organisations, trade unions, the Public Employment Service (PES) and other relevant authorities. The objective was to find ways to increase opportunities for newly arrived immigrants to enter the Swedish labour market in industries that were facing a skills shortage, and thereby reduce the time taken to find work.

The aim was to create Fast-Tracks which, based on industry needs, would supplement the skills of new arrivals with education and/or experience from the industry, so that they can find work more quickly.

After the final rounds of talks, the Swedish PES assumed responsibility for convening the relevant trade unions, employer organisations and government agencies to take the process forward and formalise the concept of Fast-Tracks. The government offices did not take part in these meetings. Since then, these players have been working on creating and adapting processes and content in the Fast-Track programme based on industry needs. The PES have further responsibilities as well, such as managing applications and deciding on the allocation of promotional funds.

The Fast-Tracks cover most professions and industries and are planned jointly between the employers' organisations, trade unions, the PES and other relevant authorities and education agencies. As of March 2017, there were 14 agreements between the PES and employers' organisations and trade unions, which comprise 31 professions, compared with 21 since the time of the first assessment in October 2016.

## Overall Comment on the four Legal Frameworks of the Programmes

The Comparison between the four different cases show similarities and differences. All teacher programmes are structured through Bologna composition. Based on Bologna structure, the requirements for becoming a teacher is a **master's degree** in teacher studies (in Germany and Austria, this includes the specialisation in two subjects). In Sweden, certain teaching degrees as issued at the Bachelor level (Vocational Education, Primary Education – Extended School, Preschool Education and single-subject teaching degrees in Secondary Education). In nearly all teacher training programmes **practical experiences** are an integral part of the studies. In Austria and Germany, the teacher training programmes are characterised by diverse fields, based on the different demands through the different school types.

However, since a lack of teachers is mentioned, in Vienna, Cologne and Stockholm there is in some cases the possibility of **lateral entrance**, which works without a regular teacher studies certificate from the respective country. Most of the time, supplementary educational programmes (bridging programmes etc.) are required for the benefit of educational professionalisation of the lateral entrances. This is of high interest for requalification programmes for migrated teachers, as it is a chance to qualify for teaching (in the sense of entering the school system as a teacher) without repeating the whole teacher training programme.

## 7.7 Language & Culture

The importance of language is clear in the interviews. Learning the official language is the cornerstone in the participants/alumni future professional life in the host countries. As they mentioned, it is a big challenge in the term of communication with the students and within the courses. Some of the interviewees highlight, that the spoken language of the host countries is an additional challenge for them. Learning the pedagogical terminology is also a difficult mission.

Language plays a significant role in understanding the culture of the host country. The programme has a big impact on, for example, learning how to do teamwork well and the way democracy helps remove cultural barrier among students. Interviewees believe that they can be a cultural bridge between different cultures. Some of them stated, that a professional teacher is not supposed to talk about religion or ethnicity. They see being a foreign teacher in the schools as a good advantage, as it helps explain their culture and mentality to others. They talk about the cultural differences between European and Arab countries and how they should get used to the life in Europe.

As mentioned before, the categories are interwoven and can't be strictly separated from each other. This category gives insight in all aspects concerning language and culture. As you can see in the model of the findings for IO1 (see Illustration 5) these topics deserve an stand-alone category as they are omnipresent throughout the process of application, the programme itself and the aftermath of the programmes – (hence throughout, – all other categories).

*"The biggest difficulty is the language and we can pass this challenges through having the opportunity to work and learn at the same time."*

The biggest challenge for the interviewees seems to be learning a new language. Even if the teaching expertise is really high, facing students with a different first language is regarded as key challenge. As all of the participants/alumni are proficient in the teaching language of their country, this cannot be seen as lack of language competences as such. An interviewee points out the need to get the opportunity to learn the language on the job, as internationally trained teachers learn more quickly in a school environment. Language courses do not cover these particular needs and often do not give the right amount of practice needed.

*"I think we are like messengers here, we can give the impression to people around us. You know there are some people giving very bad negative pictures or ideas about us. But we can be messengers, a positive messenger too."*

Following up on the idea of change in private and professional life due to the requalification programme already mentioned in [category 6](#) *"Jobs & perspective"*; the core example above addresses private life. The interviewee describes the idea of being a messenger, who has a good impact in the community and eventually even for people that are sceptical about them. This idea of being a messenger (in this concrete wording) appears in two interviews, while in another interview the metaphor of building bridges is used. Furthermore, the aspect of expressing gratitude and giving the host country something back pops up several times in the transcripts. This example above does not only mention the idea of being a messenger in a positive context, but, explicitly expresses as well the impression that there is a negative image, which needs of some countermeasures. Who are the "we" mentioned is not further explained and could be followed up on a later point in research.

*"They have to know that we are, we have competence, we have, we can do, and we can teach and we have our own method."*

One interviewee stresses the competences of internationally trained teachers. As mentioned before, there was the idea of being a messenger and with it the statement of giving something back. The core example above brings a new perspective in the quotes of the interviewees, as the resources of internationally trained teachers with their language skills, the experience of teaching in a different country, and the diversity of teaching methods.

## 7.8 Critical View on the Programmes

Some aspects mentioned in the interview give constructive feedback to the programme. They are a chance to develop them further or look deeper into the critique through feedback of participants, fruitful discussions in participatory meetings or further research.

*“You change it, if you have very good reasons, not to be able to work there. [...] for example, if you have, you have a serious problem with your mentor. [...] if the mentor doesn't want you for any reason. [...] but I mean the idea is, that you go to just one school.”*

One organisational aspect addressed was the obligation in nearly all of the programmes to stay in one school during the whole internship. As mentioned earlier, only one interviewee pointed out the advantages of staying in one school, i.e. the chance to build a relation with the students.

*“One school is chosen for you throughout the whole program. [...] Just one school.”*

This is a big wish on the side of alumni and current participants, to get the opportunity to see more school types and schools, as even schools at the same school level are completely different. Like one can see on this quote again.

*“And this is one of the criticism that I had to this system.” “Aha you'd like to go to many schools, to have an experience in many schools.” “Exactly.”*

Even if the requalification programmes are considered a good idea by the interviewee, the duration is seen critically, as all internationally trained teachers do have a full teacher training education in their home country and often years of teaching expertise.

*“I think there are other ways to evaluate you.”*

Teachers who do have all the accreditation requirements should only be expected to complete an induction programme and then have a mentor in their first year of teaching in a new school system. The feedback underlines that there should be other, further ways to evaluate the expertise in teaching and, consequently, the needed courses, not only through documents but also in a more practical way.

Another point of criticism concerns the actual way to get to a requalification programme.

*“It's not that far away, but to commute at least four days a week was not easy for me. [...] the whole time to another city, took for me with I mean train and bus, I have to change two busses and from train. [...] It took me about nearly 4 hours every day.”*

This core example is representative of the need for the better accessibility of further education programmes, such as the four requalification programmes of R/EQUAL. Educational possibilities are higher in urban regions. People, who live far from the city, have to spend hours on the road or decide to not participate at all. A better accessibility for further education programmes is desperately needed. This might lead to more opportunities on requalification as such.

*"Yeah many crowded, many crowded classes."*

The accessibility issue mentioned explains why, in some programmes there are over-crowded classes in the general courses that are attended by all participants. This also proves the earlier point we made about the need of further education programmes or an alternative solution to increase the accessibility for people not living in urban areas.

*"So, I was shocked that I couldn't teach it at school because compared to university just teaching at school, I have been teaching at all levels I have been teaching English at private English schools."*

Another point of criticism is the less nostrification value, which is given the participant for the previous experiences in teacher training. This leads to the pessimistic expectations about future plans of the teacher training students.

*"I tested the waters and I can see, that it's not easy for me to get a job that I'd love. So, my plan B is to continue with my studies and apply for PhD. So, I think that I should go on with my, begin my plan B now."*

The participant pursues *Plan B* because he/she didn't expects getting a job with the certificate. Meanwhile the certificate gives the allowance to work as a teacher, the expectations to find a job actually aren't high.

*"When I get the certificate, yes, I can actually work as I mean regular normal teacher. [...] At least on paper. [...] It's not easy to find a job. It's not easy."*

Last but not least the distinction between *regular* and *non-regular* is made. Even if there is a possibility to teach, the categorisation as *regular teacher* is not given for some participants. The distinction continues.

*"I have the possibility to teach, but not as a regular teacher."*

All in all the participants criticizes the little diversity within the internship in comparison to the diversity of the school systems in every country. A further point of criticism is the little nostrification the participants get for their former experiences in teacher training, as well as the marginal elaborated accessibility to such programmes. Concerning job expectations, critique is, that the certification values less on the labour market, because the teachers still got the classification as *unregular*.



## 8. Reflections on the Participatory Process

The motivation of the participatory research group was immense. Considering that the participants of the ongoing programme in Vienna faced a very high workload, their readiness to meet up around once a week was astonishing. As in many other participatory research activities it took a while for the initial co-researchers to accept ownership and feel secure enough to engage in the research activities and understand themselves as a viable and valuable part of the research activities. Specific methods, such as visualisation of findings, have been used in order to boost the creativity and comprehension of the activities, as none of the volunteers had been involved in qualitative research tasks before. The following aspects are of specific interest for the activities:

- Considering that the two main researchers leading the research process are also involved in the teaching in the certificate course itself, a certain power-imbalance was given and needed to be reflected.
- Technical issues: In the course of the interview preparation, it became clear that some of the co-researchers were in need of technical guidance when it came to the cross-national research activities.
- Language barriers: the research activities took place in English. This choice helped bridge language barriers, but also posed a challenge, as all the participants involved in the research process are also learning their third or fourth languages (Swedish or German language). Sometimes a mix of languages and visualization was used to come to an agreement. This enabled one of the participants, who did not speak English properly, to join the process.
- The desire to discuss issues further has crystallised right from the beginning and led to extended research meetings. Participants questioned the superficial approach and hope to continue this exchange and dive into questions that go beyond.
- Valuing the time and effort invested by the co-researchers is of utmost necessity, since this cannot be done in monetary terms. At least for as long as the participants of the research course are attending the certificate course.

Furthermore, participants had to be encouraged to add their critical takes on the programmes. Alumni/participants agreed on submitting an abstract to the open access Journal "Social Inclusion", where the general question of if and why there is a need for (re-) qualification of highly trained teachers with a lot of expertise is critically discussed. If the submission is positive, the article will be published in November/December 2019 with the topic "Immigration the Migrants' Perspective". Additionally, the attendance of a conference is being considered.

## 9. Résumé of IO1

In the former chapters, the findings of IO1 were presented. The impression of programmes, that have the same goal, but are all quite different, has been confirmed. When analysing and resuming the findings of IO1, more than the differences and similarities between the (re-) qualification programmes could be found. Putting the differences in a nutshell:

The **Austrian programme** is recognised as one part of the regular teacher training programme in Austria. Therefore, alumni can re-enter the job market as regular teachers in secondary schools but with a special contract (as long as they do not have passed a second subject). This programme is open only for teachers with refugee background.

The **Cologne programme** is conceptualised as a preparation for the teacher training study. The programme opens up various connection possibilities, which are strongly dependent on the individual requirements and interests of the participants. This includes further studies at master level, work in the educational and school system including teaching in heritage language classes as well as a focus on activities as an intercultural mediator. The curriculum includes not only the didactics of the subject, but also educational counselling.

The **Weingarten programme** is open for refugees and migrants. Apart from the preparatory course this (re-)qualification programme includes a second subject to study at university. The presented curriculum is for secondary teachers, a curriculum for primary school teachers is in the planning.

**Stockholm** actually has two programmes; the Fast-Track and the Bridging Programme. The first is specifically for recently immigrated teachers and an introduction of the Swedish school system, while the latter is for all teachers with international teaching degrees, and is a supplementary course that leads to teacher certification. Both programmes started as a collaboration among six Swedish universities. In the first programme, a bilingual approach in language and content teaching has been used.

In Cologne and Weingarten, a language course is part of the curriculum, whereas in Vienna it is not. In Stockholm, it is part of the Fast-Track, but not the Bridging Programme.

The interviews were conducted by alumni/participants of the Viennese programme with alumni/participants of the partners programme. Their mutual interest in the programmes made the research process more vivid. Topics which were of immense interest were the experiences in the internship, the perspectives after the programmes, and the handling of the language in the internship and in the course. The exposure to the language, not only during language courses, but also during the course session, and the

possibility to interact with locals during the course as well as during the times of the internship, has been highly valued. The internship as such was highly valued, as it presents the opportunity to learn on the job and in a safe space.

One of the main issues for most of the participants and alumni is that the future remains unclear. Finishing one of the programmes does not guarantee a job, even though this is what most of the participants are hoping for. The programmes as such are regarded in a positive manner, as a chance after long passages without any possibilities and perspectives. Expectations and motivation are high but fear and the need to invest energy in the process of arriving in and adapting to a foreign country as such need to be considered as sources of inequality.

Although the consortium is made up of experts for their national contexts, there are some shortcomings to the research for this framework. One special challenge is that it is not easy to get details on the numbers of internationally trained teachers living in the respective countries or hoping to move there.

## 10. Outlook on IO2 to IO6

IO1 and its product, the transnational framework, was the first of six work packages of R/EQUAL. The following five IOs will be described briefly as a preview of what is still coming, yet some adaptations are possible.

### 10.1 Manual for language teaching (IO2)

Beginning from March 2019 until September 2019, research of R/EQUAL will focus on language and language learning. In the case of internationally trained teachers, Higher Education Institutions needs to widen participation and engagement in order to better utilize the experiences and skills internationally trained teachers bring with them. Intentional use of multilingualism and native linguistic resources is supported by research on translanguaging (Garcia, 2008). Translanguaging means that second language learners use all their linguistic resources to think, understand and jointly create meaning. Based on this perspective, concrete methods of language learning will be provided in a manual after the completion of this IO.

### 10.2 Heterogeneity in Schools in Europe (IO3)

The discourse on social diversity in relation to race, class and gender as well as sexual orientation, religious diversity, multilingualism and disability in school is controversial in practice, but clearly geared towards meeting the objectives of anti-discrimination policy in Europe. A central aim of programmes for internationally trained teachers is to get to know and discuss European anti-discrimination policy with a special focus on education and school. IO3 is a toolbox, which provides a collection of content and methods, made available for the training of and with internationally trained teachers on the topic of heterogeneity in schools. Due to the participatory approach of R/EQUAL, it is central that the toolbox will be developed together with internationally trained teachers. This IO is planned to start in September 2019 and lasts until February 2020.

### 10.3 Role and Competencies of Internationally Trained Teachers (IO4)

IO4 merges the main aspects in the discourses on teacher education and the expectations of role and competencies of teachers in the countries. It will generate a compendium of scientific papers, which will be a guideline for the development of re-qualification programmes in the future on a sound theoretical basis. Since such programmes might as well be brought out by other stakeholders than universities, IO4 secures that responsible people there can get themselves well informed not only on practical requirements, but also on a professional basis in teaching and working professionally in schools. The library will also serve internationally trained teachers attending the existing programmes to deepen their knowledge

on standards in the countries they immigrated to. IO4 will review the scientific discourse in literature, deduce essential topics that should be known by all who provide re-qualification programmes in a paper, and provide readings through a digital library as much as by self-written summaries that ease the understanding of scientific texts. This IO is expected to last from February 2020 until September 2020.

#### 10.4 Evaluation Report of (Re-)Qualification Programmes and Participation (IO5)

Differently to most programmes that universities or other institutions of teacher education bring out, the (re-)qualification programmes in the partner countries run under participation of the addressed 'students', the internationally trained teachers. Since there is hardly any knowledge about the payoffs of such a democratic approach, empirical evidence is needed. The Evaluation in IO5 will cover the question of chances and obstacles in participative approaches in (re-)qualification programmes of internationally trained teachers. It will also work out helpful strategies according to the empirical results. Both quantitative and qualitative research methods will be used to gain data, even though the main approach will be qualitative. Data collection will be done by group interviews and questionnaire. Formative and summative data collection will be combined as an in-between clarification in order to adjust the participation strategy if needed and to produce a final statement. This Evaluation will be done from September 2020 to January 2021.

#### 10.5 Guideline (IO6)

Conducting the guideline will take place in parallel with IO5, from September 2020 to February 2021. The project works out Intellect Outputs that lead stakeholders from theoretical clarification of basic theories (IO1 + IO4) to the application of tools and methods (IO2 + IO3). Also, it provides empirical information on successful strategies and requirements on how to set up the participation of internationally trained teachers (IO5). With the Guideline a booklet will be brought out. Stakeholders, who want to gain experience from the project can use it as a pathfinder. The Guideline embeds the purpose and usage of each IO with further information on the do's and don'ts that the partners collected during their proceeding, and discussions in the project group and with internationally trained teachers. Any stakeholder who takes notice of the project's products would start reading the Guideline first and thus understand the connection of the IOs and their implementation.

Interested parties, who want to know about the following research findings, updates on the participatory process, as well as upcoming events, publications and conferences of R/EQUAL, can find all information on our homepage: <https://blog.hf.uni-koeln.de/immigrated-and-refugee-teachers-requal/>.

## 11. Closing Words

The framework aims at providing an insight into the four programmes that are involved in R/EQUAL. By presenting the programmes in detail, it becomes clear what differences but also similarities exist between the programmes. The purpose of this comparative presentation is not to recommend a certain concept. The decision for a concept depends on the respective national, regional and university requirements. For this reason, the national and regional legal conditions for teacher training in the three participating states were also presented.

Rather, it is a matter of providing interested universities with suggestions, which possibilities exist to conceive and implement a programme for internationally teachers. The comparative presentation is based on a discussion of shared theoretical foundations and experiences in a European perspective. In this sense and despite existing differences between the national conditions a transnational framework was conducted. All partners share the idea that the programmes make an important contribution to the difficult entry of internationally trained teachers into the respective education system as a labour market. Each of the four partners has a (re-)qualification programme and act with the best of their knowledge and beliefs organisational and content wise. Although these programmes in the end serve the labour market, the effort expended partly base on the voluntarily work of university teachers they bring in next to their regular obligations.

Nevertheless, (re-)qualification programmes also need to be seen critically, as they imply that internationally trained teachers have a lack in knowledge or training at some point.

Concerning the interview study carried out with the participants of the programmes some of the interviewees stressed the need of being a messenger and the ability of being a bridge in school between children and parents with migration/refugee background and teachers. The fact that the interviewees mentioned the aspect on their own could, on the one hand, be the result of selling their expertise as teachers under their value, when reducing it to language skills and cultural knowledge. Simply seeing them as bridges or substitute/assistant teachers is far from enough. The expertise internationally trained teachers already have in their respective subject, needs to be seen and acknowledged more clearly. On the other hand, the biographical background of the participants of programmes for (recently) immigrated and refugee teachers can be seen as a resource for engaging into the topic of education in migration societies such as Austria, Sweden and Germany. If an internationally trained teacher is interested in qualifying in the field of intercultural educational work, this might be a bonus for working as a professional in the field of education.

As teacher training and school systems differ worldwide, migration has and will be even more of a topic in a globalised world. This implies the need for a better tool than pure relying on paper documents for proving one's qualifications. Qualified internationally trained teachers represent a noteworthy population

of professionals whose re-qualification and recruitment into the school system is not only a humanitarian and legal obligation, but a yielding strategy to address the current teacher shortage and a chance to learn from the expertise brought along.

The gratitude for a (re-)qualification programme and a chance to re-enter the job market could be felt when listening to the interviews. Even if it is an immense challenge to adapt to a new school system and cultural context, most participants are gladly willing to take this effort and are aware of the uncertain job perspectives – also due to a lack in alternatives. Nevertheless, we have to keep in mind that there might be others who are not as privileged as to learn about the programmes due to lacking societal access or family boundaries, those unable to prove their background education due to loss of documents etc. Further research is urgently needed in that regard.

The dedication with which the interviewees talk about teaching as well the hurdles they accept to cross is impressive. Determination is high, as the following shows, one of the interviewees stated her purpose quite clearly: *"My message is to teach and to teach everything I know."*



Illustration 11: Visualisation of the cooperating countries from the R/EQUAL programmes, drawn by Iyad Hasan, a Participant of the Viennese Certificate Course.

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### Appendix 1: A2 Questionnaire for the Desk Research – Task 3

#### 1) Initiation, implementation, and DEVELOPMENT of your programme:

- At which stage of preparation, initiation etc. are you currently at?
- When did/will the first round of your programme take place?
- Who (which institutions etc.) initiated the programme?
- Which institutions/people were involved in developing the programme?
- How long did it take to plan and initiate the programme?
- What is the aim of the teacher training programme (e.g. one step in teacher training or (re-)qualification etc)?
- Where there some adaptations in the programme structure you implied throughout the programmes past?

#### 2) PARTICIPANTS

- Who is the target group of your programme (which criteria do the teachers have to fit)?
- Is there data on the size of your target group?
- Which alternatives are there to your programme?
- Describe the target group (in a broader way, national context: situation of refugee teachers in your country)
- How did the application process work?
- Who developed this process?
- Unexpected developments?

#### 3) NATIONAL BACKGROUND/about the institutional settings:

- To which institutions is your programme tied?
- How is your programme funded?
- Are there cooperation partners? If yes, which one(s)?
- Do you cooperate with stakeholders? If yes, which one(s)?
- Are relevant collaboration partners missing?
- Are there any costs for the participants?

#### **4) CONTENT/about the courses structure:**

- If not included in the curriculum: Give details on length, structure and detailed content of the programme.
- What is/are the language(s) of instruction?
- Who can participate in your programme (target group)?
- What are the criteria for the application?
- Who can't participate in your programme? Are there people which are excluded? Where do exclusion criteria stem from?
- How long does your (re-)qualification programme take?
- Are there options to individualize the programme for the participants?

#### **5) OUTCOME/about the job perspectives:**

- Does your programme include support for alumni in job search, on-the-job-training, and other forms of post-support structures?
- What are job prospects?
- What is the future professional field of the alumni?
- Do you have any numbers of how many of your alumni are having a job?
- Are there differences between the plan and reality concerning the professional field?
- What are main challenges faced by your programme's alumni?
- What are main differences between regular university alumni and programme alumni in terms of job perspectives?

#### **6) REFLECTIONS/some critical views on your own programme:**

- Which options do you see regarding the programme?
- Which limitations do you see regarding your programme?
- What are the future perspectives of your program?
- How do demands for your programme develop?

### **Appendix 2: A2 Draft Questionnaire for the Interviews – Task 5**

1. What is your training about? Is it an educational training or something different?
2. What's your role in the programme?
3. Have you or one of your friends already completed a similar educational training programme in your hometown/home country? And can you compare it to your programme in Europe (either at University of Stockholm/Weingarten/Vienna/Cologne)?
4. How could that programme help in changing your (professional or private) life?
5. As long as you couldn't get a job after the programme: What are you intending to do?
6. Do you recommend other migrant teachers to join this programme? And why/why not?
7. Have you ever thought of quitting the programme? And why/why not?

8. Which challenges did you come across?
9. Is there a job guaranteed after graduation? Are there any promises about the job?
10. How many hours do you spend a week for university/your study and your family/private life?
11. In addition to the course at university, do you attend a language course?
12. How is your course plan? Is the course delivered in semesters or in individual modules? What contains your curriculum?
13. Are there special lectures for language teachers?
14. Is there a course for your subjects (i.e. terminology, didactics,..)?
15. How do you feel in the school dealing with teachers and students as migrant teacher?
16. How is your internship organised? is there an opportunity to teach? How many hours does it include?
17. Are you studying with regular students at the university or is it a special course for migrant teachers? What do you prefer?
18. Is your programme supported from the job center? If not: who is supporting you financially during the course time? Should the job center decide on the further education or rather the school authorities?
19. What are the names of your modules according to the curriculum?
20. What is the name of the certificate course/the programme?
21. How can you build a bridge between your own culture and the German/Swedish/Austrian culture?
22. Are the German/Swedish/Austrian teachers and the parents of pupils going to accept new concepts (e.g. concerning teaching and culturally based taboos) which are not european?
23. What is the difference between named as immigrant teacher and refugee teacher?
24. In which schools are you allowed to teach once you finish the programme?
25. Do you think that there should be some courses in your mother tongue? Why/why not?
26. During the internship period do you change schools or do you stick to one school?
27. How many credit points do you get for this programme?
28. For the language teachers: Do you face any difficulties in switching languages?
29. How many participants are there?
30. After finishing the programme: Are you allowed to teach as a regular teacher concerning hours and contract?
31. Do you have to achieve a specific percentage of attendance?
32. How long is the duration of the internship (how many hours)?
33. What are the advantages and the disadvantages of the programme?
34. Are you welcomed as a foreign teacher in the schools?
35. How much did you gain from your internship according to methods (i.e. experiments), didactics, tools of teaching?
36. When comparing the school system in your home country and Germany/Austria/Sweden how would you describe it in one word?
37. Could you tell us something about the application process? Which requirements did you have to prove and was it easy to achieve?

38. What is the target group of your course? Is the course for refugees only or open for migrants and other participants as well?
39. Where did you get the information about the programme you are participating in?
40. Where are you participants coming from?
41. Which subject do the participants from your course cover?
42. Do you need to have one or two subjects to become a regular teacher in your country?
43. Is a nostrification process required after finishing the programme or could you go directly to school?
44. Which tips do you have to learn a new language?
45. When do we meet? :)

### Appendix 3: A2 Final Questionnaire for the Interviews – Task 5

1. When comparing the school system in your home country and Germany/Austria/Sweden how would you describe it shortly?

#### **Organisation:**

2. What is the name of the certificate course/the programme and which module do you have?
3. Could you tell us something about the application process?

#### **Content:**

4. In addition to the course at university, do you attend a language course? Do you have to achieve a specific percentage of attendance?
5. Is there a course for your subjects (i.e. terminology, didactics,..)?
6. How is your course plan? Is the course delivered in semesters or in individual modules? What contains your curriculum?

#### **Internship:**

7. How is your internship organised? Is there an opportunity to teach? How many hours does it include? During the internship period do you change schools or do you stick to one school?

#### **Current issues:**

8. In which schools are you allowed to teach once you finish the programme?
9. Which challenges did you come across?
10. After finishing the programme: Are you allowed to teach as a regular teacher concerning hours and contract? Do you need to have one or two subjects to become a regular teacher in Austria/Germany/Sweden?
11. Which challenges do you face and which advantages do you see in being a foreign teacher in the schools?

**Population:**

12. Could you briefly describe your role in the programme?
13. What is the target group of your course? Is the course for refugees only or open for migrants and other participants as well?
14. Which teaching subjects do the participants from your course cover?
15. How could your programme help in changing your (professional or private) life? What's your plan B if you can't get a job right after the programme?