

REQUALIFICATION AND RECOGNITION OF INTERNATIONALLY TRAINED TEACHERS

Evaluating a requalification programme for refugee teachers in Austria

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BACKGROUND

- Europe has become a central destination for a high number of refugees worldwide, also teachers
- requalification programmes for refugee teachers in Europe are rare (Resch et al. 2019)
- refugee teachers face the challenge of (re)entering the labour market in host countries
- some (pioneer) universities in Austria, Germany, and Sweden have established requalification programmes according to the structure of the respective teacher education curricula (Proyer et al. 2019)

"Without this certificate course, I have to work as a cook again." (Int. T, 16-17)

REQUALIFICATION PROGRAMME IN AUSTRIA

The University of Vienna launched a certificate course "Basics of Educational Studies for Displaced Teachers" in 2017, the only re-qualification programme for refugee teachers in Austria:

- one course per year (2017, 2018, 2019)
- 20-25 participants per year
- 2 semesters, full-time
- curriculum in 8 modules (30 ECTS)
- internships in schools (10 ECTS)



requalification of (recently) immigrated and refugee teachers in Europe

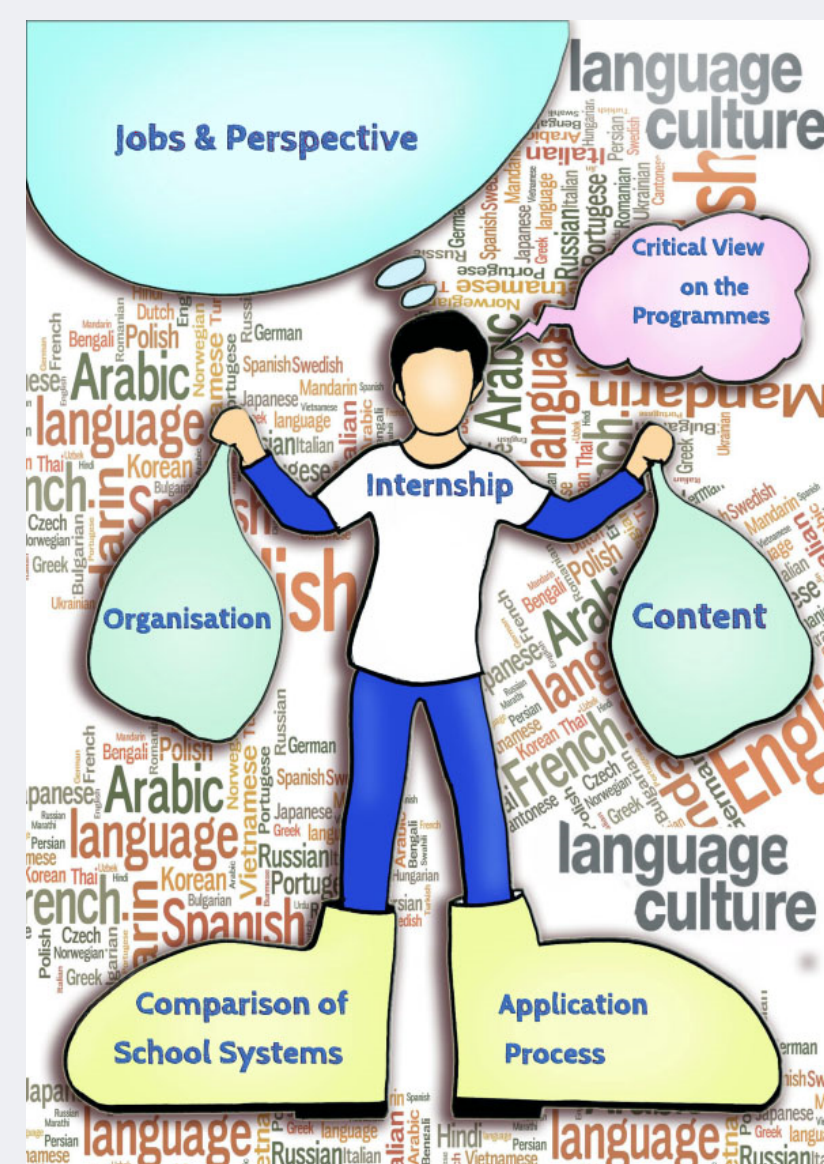
EVALUATION RESEARCH

Research question: How are the skills of refugee teachers recognised in the respective host countries?

Method: Qualitative interviews with n=28 teachers

Results:

- 1) **Formal recognition:** permanent resident status, recognition of formal documents and degrees, formal language level
- 2) **Recognition in higher education:** status as non-traditional student, limited participation in student activities
- 3) **Recognition in the school labour market:** being introduced as teachers, interns or pre-service teachers, being respected by peer teachers



References:
Proyer, Michelle et al. 2019. IO1 - Transnational Framework. Comparative Analysis of the Administrative Frameworks on the (Re-)Qualification Situation of Internationally Trained Teachers in Austria, Germany and Sweden <https://blog.hf.uni-koeln.de/immigrated-and-refugee-teachers-requal/>
Resch, K.; Terhart, H.; Kremsner, G.; Pellech, C.; Proyer, M. (2019). Ambivalenzen der Anerkennung beruflicher Qualifikationen von international ausgebildeten Lehrkräften mit Fluchterfahrung in Österreich unter Berücksichtigung europaweiter Entwicklungen. In: SWS-Rundschau (3), 2019, 255-274.