<table>
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<th>Projekt Nr.</th>
<th>141803-LLP-2008-AT-GRUNDTVIG-GMP</th>
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<tr>
<td>Projekt Akronym</td>
<td>NEW VIEW</td>
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<td>Projekt Titel</td>
<td>New Methods in Teaching Migrants</td>
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Report first stage of the project – research phase

Germany
English

Diakonisches Werk Berlin Brandenburg schlesische Oberlausitz
Arbeitsbereich 6 Existenzsicherung und Integration

Bea Schramm
Zusammenfassung


Stichworte: Bildung, Migration, Unterrichtsmethoden

summary

The study describes the challenges, met by managers, teachers and participants of vocational training institutes within heterogeneous groups in the social sector. Single and group interview methods were used for questioning institutions belonging to “Diakonisches Werk Berlin Brandenburg schlesische Oberlausitz” in the area Berlin and Brandenburg. The results show that compared to the rest of the population a relatively few amount of migrants attend a training in the institutions of the Diakonisches Werk. It was reported, that language problem and group dynamics influence the learning process in heterogeneous groups. To analyze and influence these group dynamics effectively was considered a challenge in the classrooms. Gender aspects have an influence on the situation too, because women are overrepresented in the social and care sector. A further challenge is a lack of sufficient intercultural knowledge of the different countries, cultures and religions of the teachers. That implied the question how to enable individually important learning for learners from strange and common cultural and social backgrounds?

keywords: teaching methods, migration, vocational training

\[1\] Diakonisches Werk Berlin Brandenburg schlesische Oberlausitz is one of the leading social welfare organisations. It is an independent regional association of the Diakonisches Werk of the Protestant Church of Germany.

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Report NEW VIEW
Survey Phase
Deutschland - 3 -
1 Introduction

Adult Education centres experience increasing diversity and heterogeneity of their course participants. Participants differ in social, ethnic, and educational background, and they bring diverse cultural socialisation and language knowledge with them (Pfabigan 2007:37). This causes several challenges for adult education centres and teachers. To cope with the growing requirements implies both potential and challenges: to thrive on the potential necessitates processes of opening and of changing views on structural as well as on individual level (Bruening 2004).

The project “NEW VIEW. New methods in teaching migrants” aims at developing new views and approaches how to handle the challenges whereby vocational trainings for professions within the field of health and social care are in focus. The European Commission supports NEW VIEW within the Lifelong Learning Programme, Grundtvig. Researchers and experts from Austria2, Denmark4, Germany5, Greece6 and Hungary7 are collaborating in the project that is coordinated by the Research Institute of the Red Cross, Austria.

Teachers are the main target group of NEW VIEW: They are facing different needs and specific demands in their classes like diverse educational background, language competences, learning styles and more subtle group dynamics on several levels. Thus, their teaching methods do not fit in the same way as before. Other pathways are not known or due to several reasons not taken; however, they are required though.

Developing new pathways is also abetting course participants, especially migrants, who are confronted with several stresses attending a vocational training: environment, teaching style and materials might be new; studying in a different language than mother tongue may cause high efforts. Moreover, migrants often experience contempt of their competences and their accomplishments. This is especially happening in the context of language. Mistakes in speaking and writing are often interpreted as impression of less competence. Our education system reacts on these challenges with compensation like special support programmes, through differentiating the education offers or with the phenomenon of exclusion.

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2 Research Institute of the Red Cross, Austria (European Coordination; research, development and dissemination Austria)
3 queraum. kultur- und sozialforschung, Austria (evaluation)
4 mhtconsult ApS, Denmark (research and dissemination Denmark)
5 Diakonisches Werk Berlin-Brandenburg-schlesische Oberlausitz e.V., Germany (research, development and dissemination Germany)
6 BWORX S.A., Greece (dissemination)
7 Institute for Basic and Continuing Education of Health Workers, Hungary (research, development and dissemination, Hungary)

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Special offers are very important though, but there are alternatives and NEW VIEW figures one: to adapt teaching methods to the needs of migrants. Sensitive teaching and considering the demands of course participants brings out the whole potential, improves cultural understanding and has even to this point an integrative aspect.

Concretely, the project aims to:

- explore the specific challenges faced by teachers who teach mixed groups (migrants and non-migrants) and
- explore the challenges faced by course-participants attending these courses;
- adapt existing and develop new teaching methods to integrate the demand of intercultural education;
- define methodical-didactical competences and skills which describe the required profile of teachers in multicultural adult education;
- sensitise the vocational teaching community about the impact related to the issue of language.

As a result, a “Tool-Kit” with useful methods for teaching heterogeneous groups will be developed and be available in Danish, German, Hungarian, and additionally in English. Intense dissemination will support awareness rising and acknowledge enhancing activities. Via website and exploitation activities, all collected inputs are spread especially to the vocational teaching community.

This report summarises the results of the exploration phase conducted in Germany in English. It brings out the findings of interviews with managers, teachers and course participants and concretises the main challenges in vocational trainings for each particular interviewee group from their point of view.

2 Migrants in the German educational system – a short overview

Nowadays there are app. 15.3 mill migrants living in Germany. This constitutes 18,6% of the population. Compared to individuals the rate for families is even greater. Every third child is growing up in a family from an emigrational background. In the German educational system this multifaceted group have different results within this demographic. Therefore this study focuses more on the educational successes and failures of these heterogeneous groups.


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Before introducing the research process; the migrant demographic, some of their educational results and the German educational system are firstly explained.

### 2.1 Constitution of the group of migrants

8.9% of the people living in Germany are foreigners; 9.7% of the people living in Germany are naturalized Germans with different country of origin.

<table>
<thead>
<tr>
<th>foreigners</th>
<th>naturalized Germans</th>
</tr>
</thead>
<tbody>
<tr>
<td>47%</td>
<td>32%</td>
</tr>
<tr>
<td>immigrated foreigners first generation (36%)</td>
<td>since 1950 immigrated ethnic German immigrants (12%)</td>
</tr>
<tr>
<td>foreigners born in Germany second and third generation (11%)</td>
<td>naturalized immigrated foreigners app. (20%)</td>
</tr>
<tr>
<td>21% people with at least one immigrant parent</td>
<td></td>
</tr>
</tbody>
</table>

Image 1: constitution of the people with migrant background (quotet as 100%) with data from the statistischen Bundesamtes 2006

Here showed in comparison to the native Germans:

Image 2: Structure of the German population

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2.2 Education results from migrants compared with native Germans

Every year some pupils leave school without graduating. A comparison shows more foreign migrants\(^9\) than native Germans leave school without graduating.

![Non-graduators in comparison](image)

**Image 3: Non-graduators in comparison (dates from Erster Integrationsindikatorenbericht der Beauftragten der Bundesregierung für Migration, Flüchtlinge und Integration, Seite 46)**

But the rate of the 18-25-years old non-graduator migrants is less than the amount of the native German non-graduators.

![Comparison between the 18-25-years olds non-graduators](image)

**Image 4: quota the 18-25-years old non-graduators, comparison between the native Germans and the second generation migrants born in Germany (Erster Integrationsindikatorenbericht der Beauftragten der Bundesregierung für Migration, Flüchtlinge und Integration, Seite 6)**

\(^9\) see: Integration in Deutschland – Erster Integrationsindikatorenbericht. erstellt für die Beauftragte der Bundesregierung für Migration, Flüchtlinge und Integration, Seite 46

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2.3 **German educational system**

Education is an important value for 74% of the migrant population\(^\text{10}\). But pupils have to fit into a system, which can be described as highly diverse and segregated. The results of PISA studies showed, that educational results are highly dependent on the education levels reached and the economic and social background of the parents. This requires competent language skills of migrant parents and an understanding of the German educational system with its differing pathways to enable the various intervention decisions and informed choices for their children’s education.

Ill-informed educational choices early in their study plans followed by delays in the later years causes fractured learning biographies. According to its decentralized structure, school education is not homogenous throughout Germany but differs between the different regions. These differences concern all aspects of school legislation – character and structure of school types, duration of school education, obligatory content, examination rules, holidays, educational staff, etc. This raises obstacles for social and local mobility of people.

The results of Sinus-studies about migrants\(^\text{11}\) show, that migrants are quite aware that their successful establishment in the receptive society is highly related to educational outcomes. The higher the level of education within a family and the more urban the region they reside in the

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more successful their outcomes. Sadly, especially for immigrants, educational optimism meets structural obstacles from a lack of information which leads to poor judgements. Good educational results and achievements do not always match results or job positions within German society.

3 Preparation and acquisition of participants

In Germany the project NEW VIEW is located in the Diakonisches Werk in the regional branch Berlin-Brandenburg-schlesische Oberlausitz\textsuperscript{12}. This association is related to the protestant church and is head of 430 welfare organisations in the regions Berlin, Brandenburg and schlesische Oberlausitz. Therefore it was possible to approach the training institutions within the association\textsuperscript{13}. Six managers from schools and vocational training institutions took part in the first part of the interview.

Within this interview they agreed to promote the project amongst their teachers. The teachers received an invitation letter and met for a focus group discussion. Through mouth-to-mouth propaganda more teachers were informed about the project and wanted to join at the next stages. They were questioned via email. After the initial attendance at the schools followed student discussions in focus groups.

All surveys aimed on finding the challenges in heterogeneous classroom in teaching situations in social and health trainings from the perspective of the three interviewed groups.

\begin{tabular}{|c|c|c|}
\hline
managers & teachers & students \\
\hline
qualitative interview & focus group discussion & focus group discussion \\
\hline
\end{tabular}

integrating qualitative analysis

\textsuperscript{12} in the following called DWBO
\textsuperscript{13} see appendix: list of attending schools

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4 Research Process

Most of the managers were interviewed at their schools; one dean came to the office in DWBO. The interviews were carried out by the project leader and audio-taped for archival purposes.

Thirteen teachers participated in the focus group discussion. All attending teachers were women. This seems to be due to the high quota of women working in the social and health sector. Most teachers were contracted to the schools; four of them are freelance lecturers.

After an intense introduction and preparation phase the focus group discussion took place and small groups of teachers discussed the questions from the questionnaire. In conclusion they showed the results to the others participants and collated open questions. As a consequence more teachers asked the coordinator to participate in the project. They were questioned via email and their statements were collated into the results.

Image 6: detail photo from the room where the teachers discussion took place, quote from the opera: “Rise and Fall of the Town Mahagonny” from B. Brecht

“Paul: Coming to a strange beach, first you feel a bit uncomfortable.
Jakob: You don’t know where to go to begin with.
Heinrich: Whom you can scream at.
Joseph: To whom to bow.
Paul: That is the bad thing coming to a strange beach.”
The students were questioned similarly. They were offered the chance to influence what their teachers could implement in the classroom through the project. They participated openly cooperatively and curiously.

Image 7: detail photo from the room where the students discussion took place
“We are baking our teachers ourselves. But how???”

5 Results

5.1 Situation for managers of schools in the social and health sector

5.1.1 Institutions
The students can achieve school graduation and can graduate in vocational trainings ultimately to leading to a profession. The schools offer part time classes for working people and full time classes. The professions taught are:

- social assistant
- social aid (one year)
- teacher for challenged children
- rehabilitation education
- pre school teacher
- registered geriatric nurse
- basic care

An average amount of 498 students is attending the schools per year.

The schools are strongly influenced by a Christian ethic. This includes equality, participation, authenticity and the Christian conception of mankind.

The management is organized by a dean, who is ultimately responsible to a board. In the larger schools the different departments have sub-managers. The managers have mostly administrative functions. The curricula are defined by the different German states; the schools implement them into teaching practices.

The schools are cooperating with institutions like hospitals, day care centres and nursing homes for the practical element of the training. A strong connection between the theoretical and practical knowledge is of a high value in all schools. Further cooperation partners are schools in different European countries, for example Poland, the United Kingdom and the Netherlands. One manager, whose school cooperates with the Netherland and Poland, communicated how bad the nursing standards are in Poland and therefore the students are not allowed to graduate from these countries. But it was possible for the German students to graduate in the Netherlands because of their high nursing standards which are equal or in some cases more advanced in comparison with Germany.

5.1.2 Topic students
The participating schools all have a protestant religious background. However the second largest group of migrants in Germany is of a Turkish Muslim background (app. 36% German wide (app. 36% German wide\(^\text{14}\)). So the managers expressed the opinion that the amount of migrants and their religious background could not easily be compared with that of other schools in Germany. They assumed the barriers to apply for a vocational training at a protestant school would be perceived as difficult from the Muslim population perspective.

The numbers of migrant students are between 1% and 3% per year in the attending schools. In one school, that teach the basic care, the majority of the students are sent from the unemployment office in this school the number of migrant students is significantly higher between 30-50%. This indicates the relatively large participation of migrants, compared to native Germans, in low level graduation trainings. In vocational trainings with much better graduation outcomes there appears to be a relatively small amount of migrants. The rate of 14% Migrants in Berlin and 2.6 % in Brandenburg \(^\text{15}\) (the states where this research took part) confirms this presumption.

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\(^{14}\) see Angaben des Statistischen Bundesamtes: http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Content/Statistiken/Bevoelkerung/AuslaendischeBevoelkerung/Tabellen/Content50/TOP10,templateId=renderPrint.psml

\(^{15}\) see Angaben des Statistischen Bundesamtes: http://www.statistik-portal.de/Statistik-Portal/de_jb01_jahrtab2.asp

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The managers saw little need to change this percentage of immigrant students.

There is little difference between the drop out rate of students with an immigrant background and native Germans. The survey indicate migrant pupils with good language skills as a small minority in classes reach equivalent or better results as native Germans. This was confirmed by the managers.

Through the application interviews students are filtered and those without sufficient language skills are not allowed to enter the interviewed schools. They get offered a second chance the next school year after attending language classes somewhere else. It was reported, that some students were willing to follow this course.

5.1.3 Topic teachers

To employ a teacher, the ministry of education has to approve the teaching ability of a teacher. This is the same for freelance and contracted teachers. This makes sure, that the teachers have the necessary content and didactic knowledge. After a pre selection through the deans in agreement with the heads of the different departments (if existent) and a valid teaching ability, the teachers can be employed. In the case of schools belonging to a greater association, the association board has to agree as well.

In most schools there is at least one migrant teacher with an German educational background. The managers reported that this neither advantaged nor disadvantaged the employment prospects of a migrant teacher. The questioned managers had not the impression that the migrant teachers were considered a role model for migrant students. Whether a teacher is considered a role model for the students was judged by the personality of the teacher, and heir ability to communicate with the student body. Currently they take no actions to increase their number of migrant teachers. The relevant qualification is the main factor for an employment.

Teachers have a free choice to choose topics for their further education. The managers do not take special action to support intercultural education of their teachers. But the managers agreed to support NEW VIEW in letting their teachers participate.
Teaching teams are scheduled only by qualification and the requirements of teaching. Other aspects like age, gender or migrants background have no influence on team building, according to the questioned managers.

5.1.4 Topic heterogeneous groups in the classroom

In most of the classes are one to three migrant students. At the school with the participants from the unemployment office, the rate in some classes is up to 50%\textsuperscript{16}.

The questioned managers reported that they have heterogeneous classes in relation to age, educational background and knowledge motivation. The schools reported to have no statistics about the migrant background of their students. So the quoted numbers are solely approximated from the managers.

The managers reported no disadvantages for the students because of the migrant status; but though outsider influence. It would not be relevant consider factors the outside the education system. The managers reported certain advantages for migrant students in their classes. “At class parties they bring more food and organising the buffet is faster.” The reported advantages are highly connected to culturalistic views. They reported students helping each other with language barriers. And the students have a strong sense of justice. If the co-learning is not shared just, the students withdraw.

The school with exams needing low language skills also offers after failing the first written exam a second verbal examination. So the students with lower language skills but strong work ethic and good verbal skills get offered a specific alternative.

No manager reported to offer special materials for working with heterogeneous groups. It was mentioned not to be a priority. Two managers noted that for future needs it is essential to meet the needs of migrant students. The managers reported to have various different sub-groups within a class (for example the growing number of teenage mothers) with heavily different living conditions. In between the different sub-groups the managers would like to have more dialog and interaction.

\textsuperscript{16} siehe Anhang: Tabelle mit Zahlen und Herkunftsländern der Schüler

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5.1.5 **Topic Future Perspectives**

The managers reported they expect more migrant students in the future. But one manager said: “Well they came to stay here. Than they have to learn to blend in, to fit into our culture.” This “blending in” does not get supported from the interviewed schools. The managers see the active part of integration in the hands of migrant students. The managers reported strong integration expectations towards the migrant students. But the managers seem to identify integration with an assimilation of not explicitly expressed German values.

All managers agreed to use the materials developed from NEW VIEW. But they mentioned, that the content of the classes are highest priority and the material is only considers useful when it supports the content.

The managers participated openly and diligently.

5.2 **Situation of teachers in social and health professions**

The participating teachers developed a set of questions to the different topics. They wish NEW VIEW to answer their questions.

5.2.1 **Topic cultural and religious preoccupations of the students**

The questioned teachers reported they perceive two layers of integration; insistence on the dominant culture and a need to adapt their cultural belief into the local society. They report they tend to refer to the dominant culture or to follow folkloristic descriptions. They report to have no experience how to moderate this process of negotiation. For this process they need more country specific and religious information.

Questions:

- Where is the security in the borderline discussions negotiating different practices? (knowledge about different cultures, difference between tradition and religion)
- How can they increase their knowledge regarding gender roles?
• Where do they have to support their opinions and where do they have room for negotiations to respond to their students needs?

5.2.2 Topic stereotypes and deficit oriented point of view

In some classes the teachers receive information about the background of their students before teaching. The teachers indicate two main expectations towards migrant students:

1. From students with a high educational background, unrecognised in Germany, they see the students’ expectations become embittered and despondent. The students show contempt towards the „low level of content“ in the classes.

• From students with under sufficient results the teachers expect very few positive experiences in their school history. Those students seem to expect to be unvervalued and misunderstood.

Two further problems in the classrooms reported the teachers:
• They are cautious about students with over assimilated behaviour. They would react carefully towards a student with high individual assimilation expectations. They experienced problems in the group dynamic from these students. This was reported to be independent from the cause of the high individual assimilation needs (for example hearing challenged students).

• The teachers mentioned partially very low level language skills of native Germans. This influences the process of teaching problematically as well.

The teachers reported the following experiences:

• sub group splitting with positive and negative effects
• high level helpfulness
• overuse of helpfulness is regulated independently from the students
• introducing cultural aspects is noticed positively (strong social interaction)

5.2.3 Learning types of migrant students

The teachers reported the following learning types from migrant students:

• visual, active
• practical learning

From ethnic German immigrants coming from the former Soviet Union they noticed a high affinity towards books, witch seems to have no connection to practical behaviour of the students.

Questions:
How can individual learning experiences be led into trusting and self motivated learning (connected to the actual debate about constructivism\(^\text{17}\))?

\(^{17}\) The teacher should enable the student to make individual important connections with the curriculum, because it is learnt easier and memorized longer; because the content gets connected cognitively with a variety of individual important facts. How can the teachers individualise a common topic for all students? see also: Meixner, Johanna/Müller, Klaus (2004): Angewandter Konstruktivismus. Ein Handbuch für die Bildungspraxis in Schule und Beruf**. Aachen: Shaker und Reich, Kersten (2006): Konstruktivistische Didaktik - Ein Lehr- und Studienbuch mit Methodenpool auf CD. Weinheim: Beltz und Gelberg

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5.2.4 Language abilities

All students taught from the participating teachers should be able to understand the classes in German. That is the institutional requirement for participation.

At one school there appears a different situation, because the majority of the students are placed in the classes from the unemployment office. There the students often only have a basic understanding of German. Various students have had to cancel their classes because of this.

Further language classes are not offered, because the ability to speak German is an institutional requirement. As further language classes are neither financial viable or could be place in the curriculum timetable. Developing better language skills is not considered mandatory for schools in the health and social sector.

The teachers meet a broad variety of language competence. This also includes native Germans speakers. The teachers report about sub-group development within the class room. The students tend to help each other. As soon as this offer for help seems to be abused, the “good ones” withdraw. “Looser-groups” tend to bring a negative dynamic into the classrooms.

Questions:
How can the teachers influence the group dynamic better? The teachers participating in the project perceive a dilemma: there are language problems, which are not supposed to exist because of the institutional requirements. How can they improve this problem?

5.2.5 Topic Teaching Methods

Reported methods:

- Lecturing
- small groups
- project work
- practical guidance (with patients or children or cocking)
- working in a day care centres
- feeling and touching through art as an medium (to reduce differences and make aware of all-human in senses as lived and shared in their community)

5.2.6 Topic Responsibilities

The participating teachers see two sides - the students and themselves - equally responsible for the material, the motivation and background knowledge. The teachers perceive it their task to each learning, rather than facts. More implicit than explicit they attempt to teach the following:

- values
- respectful behaviour
- violent free communication
- appropriate closeness - distance behaviour
- esteem and self-responsibility

Questions:

How can they use creative techniques to teach medical care? How can the teachers connect the
content to individual learner biographies (constructivism)? How can they implement diversity supportive techniques into their teaching?

5.2.7 Topic differences in values and norms

The teachers told the following metaphor: Discussions about values and norms often affect participants emotionally which can lead to conflict between the parties. To reach a working agreement is NOT to make each other jump through a burning hoop. Still the teachers feel as if either they or the students have to jump and each party is hesitant to do so.

Conflicts mostly occurred from different gender roles: „You as a woman can not tell me anything!“ "You as a woman can not give me marks anyway!"

These sentences were said from male migrant students mostly to female teachers when the student did not feel respected enough. The student seemed to use these sentences to stabilize their self esteem. The teachers found this explanation themselves but found no way to deal with problem as yet.

Question:
How can a teacher deal with the acceptable situation reasonably, without losing their professionalism or question the students self respect?

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5.3 Situation of migrant students in health and social professions

5.3.1 Intercultural aspects in their training

Teachers should attempt to show visibly genuine interest in different cultures. This should be implemented into the school curriculum. It could be shown through intercultural days for the different countries and in discussions about different cultural practices. The students reported, they would like to have role-plays about such topics in classroom. They reported some teachers show a lack of knowledge and fear in dealing with different cultures.

5.3.2 Different language skills

The students considered writing in German more difficult than speaking. Different language skills are reported to influence the group dynamics intensely and teachers often interfere insufficiently. Sometimes the questions asked in class are described as being too complicated. To offer some form of variation in questions would enable the students’ greater comprehension. Often the students would know the answer, after the question was further explained to them. Even from classes with only a few numbers of migrant students the different learning skills and language skills lead to a split of the class into various sub-groups. They wish their teachers would influence these splits into a more balance group dynamic.


5.3.3 Values and norms in the classroom

The participating students would like to have more group discussion style of teaching delivery in the classroom. They would like further discussions about differing norms and values of different
cultures and religions. But they do not expect to get marks for their own beliefs and values. They asserted reluctance from their teachers regarding these topics, which they interpret as unnecessary fear.

The questioned students exclaimed the wish for stronger leadership, more objectivity and an open discussion about German values from the perspective of the teacher.

5.3.4 Attitudes and Stereotypes of teachers towards migrants

The students made the observation of a "typical" east-west-difference in teachers attitudes. In respect of coloured migrants they perceived the a inferior expectation from teachers of their academic development. The bureaucratic obstacles to be observed by students are perceived to be difficult to negotiate. The students say, often they feel treated different as outsiders, but no worse than native German students. They wish to be treated equally.

- Phenomenon like "favourite students" are reported and detested.
- The questioned students wish not necessarily to be considered experts of their former home country.
- Stopping class conversations with the phrases like "well, here we do it like this!" they disapproved of.
- Bureaucratic obstacles appeared difficult in many ways in Germany.

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• The students report no wish for a "migrant bonus" but additional helpful material "We can google ourselves."
• The students wish to use their teachers as academic reference, not only gathering information from documentation and research.

5.3.5 Teaching methods

The teaching methods seem to fit the content well, according to the students. But the students express their impression, that the teachers have a far better content knowledge than having a repertoire of didactic and group dynamic methods. The students expressed their wish the teachers would be able to see a difference between lazy and weak students. They want to be judged by transparent and valid criteria. The students found a metaphor for their wishes: Their teachers should be less fire-fighters (helping when it burns) but more accompanying them continuously in their development.

6 Interpretation und Critic

6.1 Interpretation

The survey shows an inconsistent situation. Teachers and managers report good personal interaction. The students express to notice good personal interaction. But at all levels of the education experience they express their lack of knowledge and their fears of how to react professionally in critical situations with student/teacher interchange.

It appears the German survey offers three domains for the new view project:

• dealing with numerous language and knowledge differences
• managing group dynamics and intervention in the class room
• cultural sensitivity and country specific information.
6.2 Critic

The limitation of the survey of protestant schools in the DWBO is that there is an insufficient amount of migrants in class to fully represent the full impact of the problems of teaching to heterogeneous groups in Germany. But the problems reported appear, according to the literature research, to cover most of the teaching problems encountered. Even with a few migrants per class most of the problems seem to be representative of the broader picture of the education system in Germany.

The second criticisms to generalize the results for all German schools as the entrance requirements at the participating schools are different from other types of schools. The entrance interviews suggest that the participating schools choose the more eloquent and better educated students over the knowledge distant students. Students with poor language skills are rarely accepted into the schools. This facet has to be considered in interpreting the results.

The last aspect which needs consideration, in regards to the results, is the gender imbalance in the social and health sector. It must be assumed that this imbalance of gender influences the male students’ interaction with mostly female teachers. But this aspect was not the main focus of this survey. The author denies speculations about the reasons and about the outcomes of this imbalance.
7 Appendix

7.1 List of participating schools

Ausbildungszentrum Johanniter
Zinnwitzer Str. 1
10115 Berlin

Hoffnungstaler Anstalten
Bernauer Str. 115
16321 Bernau OT Lobethal

ELISABETH-SCHULEN der St. Elisabeth-Stiftung
Parkstr. 22
13086 Berlin

Fachschule für Sozialwesen und
Berufsfachschule Soziales
Hermannswerder. 10
14473 Potsdam

Dietrich-Bonhoeffer-Schule Berufliche Schule des Evangelischen Diakonissenhauses Berlin-
Teltow
Lichterfelder Allee 45
14513 Teltow
7.2 *Table with numbers and Countries of Origin of the migrant students*

<table>
<thead>
<tr>
<th>Guessed ranking from managers</th>
<th>Guessed countries of origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Russia</td>
</tr>
<tr>
<td>2</td>
<td>Eastern Europe</td>
</tr>
<tr>
<td>3</td>
<td>Turkey</td>
</tr>
<tr>
<td>4</td>
<td>Arabic countries</td>
</tr>
<tr>
<td>5</td>
<td>Thailand</td>
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<tr>
<td>6</td>
<td>Kenya</td>
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<td>7</td>
<td>Sri Lanka</td>
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<td>8</td>
<td>Canada</td>
</tr>
<tr>
<td>9</td>
<td>Brazil</td>
</tr>
</tbody>
</table>
7.3 Literature


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Mikrozensus des Statistischen Bundesamtes

http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Presse/abisz/Mikrozensus,templateId=renderPrint.psml


Statistisches Bundesamte http://www.statistik-portal.de


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