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of (recently)  
immigrated  
and refugee  
teachers in  
Europe

## Initiating Programmes for (Recently) Immigrated and Refugee Teachers in Europe

A Guideline for Higher Education Institutions

Consortium of the R/EQUAL Partner Programmes



## IMPRINT

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## Table of Contents

1. Introduction	1
2. Participatory Approach	5
2.1. General Information	5
2.2. Implementation into the partner programmes	6
2.3. Feedback by the participants	6
3. About the Intellectual Outputs (IO)	7
3.1 Transnational Framework (IO1)	7
3.2 Manual for Language Learning (IO2)	11
3.3 Method-Toolbox (IO3)	15
3.4 Digital Library (IO4)	19
3.5 Evaluation (IO5)	22
4. Closing Words	25
5. References	27



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# 1. Introduction

## BACKGROUND

It is not only since 2015 that Europe has become a central destination for migrants and refugees worldwide. Sweden, Germany and Austria are the main target countries for many recently immigrated people from conflict and war zones. These three countries have recorded high numbers of asylum seekers in the last years. Teachers have come to Europe as well. The possibility of having their qualifications acknowledged in the host country vary according to the respective national migration policy and the structures of teacher education, but most of them are not able to work as teachers in the host country.

## PARTNERSHIP PREPARATIONS

After an international workshop at the University of Cologne in September 2017, the universities of Stockholm, Vienna and Cologne decided

to continue the cooperation of the programmes for (recently) immigrated and refugee teachers. A follow-up meeting took place in Stockholm in January 2018, which was also attended by the University of Education Weingarten. At this meeting, good practices were presented, previous research results were shared, and theoretical and administrative issues related to programmes for immigrant teachers at universities were discussed.

The collaboration resulted in a joint application for foundation from ERASMUS+ in the spring of 2018. The application was approved and the ERASMUS+-project Requalification of (recently) immigrated and refugee teachers in Europe project was started in September 2018 with a meeting in Vienna.

## PROJECT PARTNERS

The European partnership R/EQUAL was founded as a cooperation of four partner universities in Germany, Austria and Sweden that offer programmes for (recently) immigrated and refugee teachers: the University of Cologne (coordinator), the University of Vienna, the Stockholm University and the University of Education Weingarten.

With regard to the different national and state-specific regulations for the professional re-entry of internationally trained teachers (for more information see IO1), the cooperation enabled the exchange and discussion of the respective

experiences in the partner programmes. Together, the participants<sup>1</sup> developed materials were for other universities in Europe that (would like to) offer corresponding education for further education of teachers with a foreign qualification.

The partners in R/EQUAL have different levels of experience in the further education of (recently) immigrated and refugee teachers: Stockholm University, as coordinator of a national network of six Higher Education Institutions in Sweden, already has more than ten years of experience with corresponding further qualification measures<sup>2</sup>. At the Universities of Vienna and Cologne, the programmes for refugee teachers started in 2018. The University of Teacher Education Weingarten offered the first course of the *IGEL programme* (Integration of refugee teachers in the teacher training) with the beginning of R/EQUAL in Spring 2019.

In addition to the different durations of experience, the four R/EQUAL partners also contribute different professional backgrounds, from the fields of adult education, inclusive and intercultural education and school pedagogy with a special focus on social inequalities, which were perceived as a great enrichment for joint scientific elaboration of the project contents.

In addition to the four project partners, associated partnerships were established with the *Migrant Teacher Project* at the Marino Institute of Education Dublin in Ireland as well as the Institute for Educational Sciences at the University of Basel, Switzerland in the course of the cooperation. Through the R/EQUAL partnership, networking with other institutions that provide services for migrant teachers was also promoted; the exchange of experiences in a European as well as global perspective was thereby supported.

The diverse perspectives and expertise of the contacts established during the project were brought together at the [International Online Multiplier Event](#) “Paths of Transition in Education - Requalification of (Recently) Immigrated and Refugee Teachers in Europe and Beyond” at the end of the funding period in March 2021.

## OBJECTIVES AND OUTPUT

R/EQUAL focuses on international networking and the exchange of expertise in the field of higher education activities related to (recently) immigrated and refugee teachers in Europe.

The project supports existing (or planned) programmes for teachers to accompany their entry into the education systems and the labour market of the European host countries. Supporting highly skilled migrants in Higher Education to bring in their professional knowledge and experience as a teacher strengthens their social inclusion in European societies. The possibilities

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<sup>1</sup> In the following, participants is used as a generic term for the internationally trained teachers who participate in programmes or are enrolled as students in so-called bridging programmes.

<sup>2</sup> The network is made up of the Swedish universities in Stockholm, Linköping, Umea, Malmö, Örebro and Gothenburg.

of acknowledgement of their qualification into the country of immigration vary according to respective national migration policies and the structures of teacher education. R/EQUAL supports existing programmes by collaborating on a European level. The collected expertise is implemented in theoretical foundations as well as practical material for running a programme in the future and is provided for Higher Education institutions in Europe.

The open-access material includes the Transnational Framework (IO1) with a comparative analysis of the current situation of internationally trained teachers; the Manual for Language Learning (IO2) considering all language competencies existing in a multilingual learning setting in Higher Education; the Tool Box (IO3) of educational methods for working on the topic of heterogeneity in school, considering the European anti-discrimination policy; a Digital Library with references to scientific papers and studies on teacher education and (re-)professionalization (IO4); as well as an Evaluation Report regarding the participatory approach chosen in R/EQUAL and the partner programmes (IO5). The present Guideline (IO6) includes all results

as well as further recommendations for setting up set up a programme for (recently) immigrated and refugee teachers.

R/EQUAL is based on the intention to carry out the project activities in cooperation with the participants of the partner programs. Therefore, the participants of the partner programmes were involved in the development of the project results. The evaluation of the participatory approach was evaluated within the project.

### IMPACT

The R/EQUAL project has had an impact on the competences of staff and teachers within the partner programmes and has aimed to support the professional and social inclusion of migrant and refugee teachers. In R/EQUAL, the networking of participants as well as teachers was made possible and the (recently) immigrated and refugee teachers were involved in the work carried out in R/EQUAL. In addition, the participants in the programmes that offer internships, as part of the school reality, can challenge many existing notions of normality of a teacher in Austria, Germany and Sweden and therefore also set impulses in the cooperation schools.

### COVID -19

In the beginning of 2020, the world was hit by COVID -19. The pandemic has of course affected the way of working within the final phases of the project. Project meetings, MEs and other activities have been replaced with digital meetings. The work within the project has been able to progress thanks to each partner's access to digital equipment.

### THANK YOU

The ERASMUS+ funding line for Strategic Partnerships in Higher Education (KA203) has given the R/EQUAL partners the opportunity to stabilise the cooperation of the four partner universities and to enable a sustainable and productive cooperation with the help of the financial support from the European Union. The partners in the R/EQUAL project would like to take this opportunity to thank explicitly the European Union for the financial support within the framework of ERASMUS+.

Furthermore, the cooperation partners would like to say thank you to the German Academic Exchange Service, which accompanied the R/EQUAL project as the national agency. Special mention should be made of the very good support during the worldwide COVID-19 pandemic, which led to adjustments in the implementation of the international cooperation in the second half of the project period.

The R/EQUAL partner projects would also like to thank their own universities, the University of Cologne, the University of Vienna, Stockholm University and the University of Education Weingarten. Within the framework of the strategic partnership, the partner programmes were able to work closely on the services offered to (recently) immigrated and refugee teachers. This work was accompanied by the administrative support of the universities, which was provided in particular at the coordinating university, the University of Cologne, by the Department of International Research Funding.

Last but not least, the R/EQUAL consortium would like to thank the colleagues who reviewed the publication and thus enriched the discussions within R/EQUAL as critical friends, namely Fabio Dovigo (Danish School of Education, Aarhus, Denmark), Ken Cruickshank (University of Sydney, Australia), Tim Wolfgarten (RWTH Aachen, Germany) and Rory Mc Daid (Marino Institute for Education Dublin, Ireland).



## 2. Participatory Approach

### 2.1. General Information

Participatory research has been widespread in the social sciences since the 1970s. It was established as a critical reaction to the empirical-analytical and quantitative methods of scientific practice that had prevailed until then.

For example, it has a long history in health research (Cornwall/Jewkes 1995) and disability studies (Nind/Vinha 2014) but can also be found within the context of research with refugees (Ellis et al. 2007). “Participatory research as a social science approach understands research as a process in which different actors conduct research on an equal footing” (Hartung, Wihofszky & Wright 2020, 2)<sup>3</sup>.

Based on such an assumption, research and the generation of knowledge no longer appear as the privilege “of scientists, but as a co-production of all researchers involved” (ibid.), who bring in different “stocks of knowledge and experience” (ibid.). The primary goal is to involve in research processes those people whose lives are “directly affected by the content and results of research” (ibid.).

In this respect, it should be emphasised that the aim is not to “gain new insights” (ibid.) that are (and remain) merely theoretical. Rather, the aim is to develop practical approaches and implementations; therefore, the central focus is on identifying discriminatory and/or disadvantageous aspects influencing/affecting the reality of life of a target group, “understanding them and [also] changing them” (von Unger 2014, 1).

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<sup>3</sup> All quotations other than English have been translated in English by the authors.



## 2.2. Implementation into the partner programmes

R/EQUAL has a participatory approach; from the very beginning, the appreciation of all participants played a central role and formed the basis for planning and taking all steps of the cooperation project. Regarding the implementation of the participatory approach within the partner programmes, it can be stated that the experiences with this approach, so far, have been very different. Nevertheless, the partner programmes have agreed upon and shared the common goals of working together in R/EQUAL with the participants of the partner programmes and developing materials for universities. On the other hand, this process should support a participatory orientation of the partner programmes themselves and make them as participatory as possible (further information in IO5).

## 2.3. Feedback by the participants

In summary, it can be noted that within the respective programmes as well as within the project R/EQUAL, there was a constant attempt to strengthen participation (see IO5). The participants/alumni reported that they generally perceived an increase in participation opportunities as the programmes progressed (this statement also applies to R/EQUAL).

The majority of the people felt adequately informed about the goals, contents and the organisational aspects of the programmes; furthermore, the basic feeling prevailed that they could contribute with their individual concerns and get into contact with each other in the sense of an open, non-hierarchical atmosphere. Although the participants/alumni would like to have been involved in content-related and organisational issues from the very beginning, they also pointed out that the respective programmes also require a structure and specifications regarding the scope, and that certain aspects were therefore predefined. With regard to R/EQUAL, the interviewees (especially those who regularly participated in research activities

and related meetings) claim to have been adequately involved in decision-making processes; however, the main focus on the English language can be seen as a barrier, as this indirectly made access to participation opportunities more difficult for some people. This is reflected upon critically within the project. The results of the valuable feedback from participants/alumni collected in the evaluation (IO5) can be used as an incentive for a deeper conversation about the opportunities and challenges of different aspects as well as structures of the programmes and of R/EQUAL.

The R/EQUAL consortium would like to thank all people involved, especially the participants and alumni of the R/EQUAL partner programmes at the University of Cologne, the University of Vienna, the University of Stockholm and the University of Education Weingarten for their commitment and feedback in R/EQUAL.



## 3. About the Intellectual Outputs (IO)

### 3.1 Transnational Framework (IO1)

→ see R/EQUAL website, [R/EQUAL Transnational Framework](#), Intellectual Output 1

#### 3.1.1 Central Idea

The product of IO1 is a literature and policy analysis of the current situation of (recently) immigrated and refugee teachers and integration measures<sup>4</sup> taken on the national and European level. Led by the University of Vienna, all partners involved worked on mapping the administrative conditions for (recently) immigrated and refugee teachers to be able to contribute to and re-enter into the school system of their host country. Based on the assumption of different

national and regional conditions of the participating programmes, the resulting document provides an overview of the implementation and status of the respective programmes in Vienna, Cologne, Weingarten and Stockholm. By comparing the situation in the three countries (Austria, Germany and Sweden), options and limitations have been discussed, recommendations for the improvement of the access for (recently) immigrated and refugee teachers have been given in an analysis report. The (main) purpose of the research was to highlight the (profitable) importance of international networking and the exchange of expertise in the field of Higher Education activities concerning (recently) immigrated and refugee teachers in Europe.

As R/EQUAL is a transnational cooperation project that thrives on exchange, mutual enrichment and reflection of the partner organisations, the intention was also to develop a guideline for future activities in the thematic context: institutions and organisations that would like to offer similar programmes gain valuable input that can facilitate the initiation and planning of new programmes at universities. However, the framework can also be seen as a 'living' document that can be developed over time. As R/EQUAL is based on a participatory approach, it was a matter of concern to involve the participants of the individual programmes as much as possible.

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<sup>4</sup> The term 'integration' has been chosen intentionally. From a critical perspective, it can be noted that this often involves integrative rather than inclusive structures.

IO1 was divided into four main phases: Structuring the Working Paper, Desk Research, Compilation of Results and Feedback and Editing.

After arranging a final structure for the planned document, the desk research started: the main objective of the desk research was to provide and ensure an overview of the current (national) framework conditions in the European countries regarding the training and employment of internationally trained teachers in the school system (focus of the first part: curricula of the programmes, legal basis and national background; second part: elaborated and developed on the basis of a participative collaboration. The aim was to look at the four programmes from the perspective of the respective participants/alumni). Together, all people involved thought about how the planned questionnaire should be designed; more precisely, it was about the methodological approach itself, the method of qualitative interviews as well as the analysis method. Finally, after several processing and feedback loops, a questionnaire with 15 questions was developed – with the significant participation of the participants/alumni – which focused on specific main

categories: organisation, content, internship, current issues and population. A total of 5 interview transcripts (evaluation in the sense of the qualitative content analysis according to Mayring 2015) were produced, which were subsequently linked to the results of the desk research document. After completion, IO1 was reviewed for quality assurance purposes by two experts outside the R/EQUAL consortium (Fabio Dovigo, Professor at Aarhus University/Danish School of Education in Denmark, and Ken Cruickshank, Professor at University of Sydney). Their feedback was discussed with all stakeholders and incorporated into the final document.

In conclusion, there are great differences between the school system of the country of origin and the country of arrival but also between the different host countries. The respective programmes can help to provide the necessary information here. Of minor importance are the internships offered, during which the teachers can gain valuable experience in the immediate practical field of the country of arrival and can also interact with other persons which can be im-

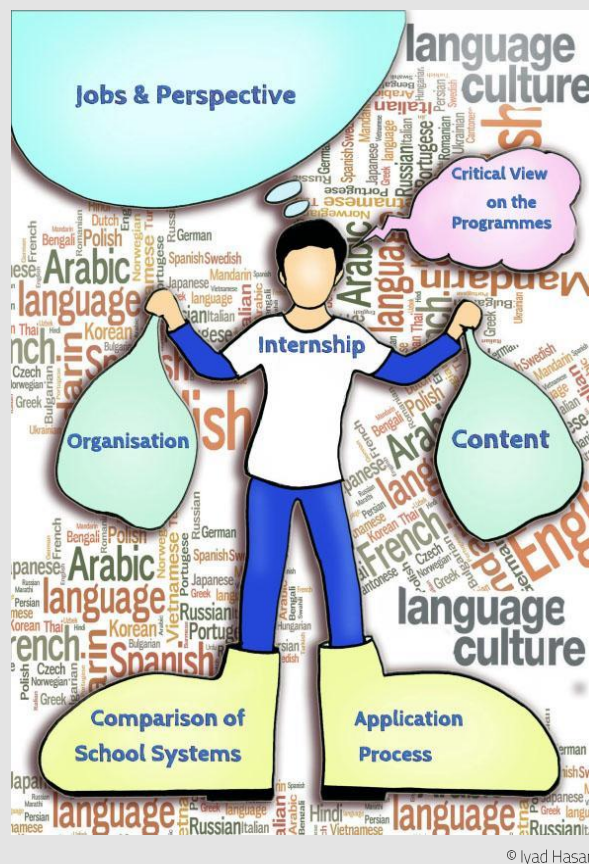
portant for their re-entry into the school system. The subject of language generally also plays an important role, both in terms of the internship and within the course itself – in both cases it is about the fact that language skills are necessary to start interactions, to establish and maintain (social) contacts. One of the most controversial topics for alumni is and was the future perspective: since a re-entry into the school sector is not guaranteed by the completion of a programme, there are always fears related to one's future, specifically in relation to finding a job and feelings of insecurity. This is a problem that cannot be solved by the respective programmes (which is critically reflected), nevertheless, completing a programme can represent a valuable step on the path to the (individual) re-entry.

### 3.1.2 Practical Experiences

IO1 provides an overview of possible concrete implementation(s) for organizations/institutions planning to initiate similar programmes for (recently) immigrated and refugee teachers. However, the focus is not on providing a universal framework for action that formulates recipe-like instructions; rather, the resulting document is intended to serve as an orientation that motivates further reflection and adaptation to the respective given framework conditions. The content of the document pursues the goal, especially through the involvement of participants/alumni, to clarify that the needs, opinions, and assessments of those people who are to be supported in their life situation should be the linchpin of any thought and action structures in order to be able to meet the needs of the group of people at the centre as precisely as possible. By comparing programmes in different countries, it was also pointed out that there are rarely homogeneous starting points. The development and editing phase of IO1 clearly showed that the readiness for openness and flexibility in the thematic context plays an important role.

This became particularly clear with regard to the pursuit of a participatory approach. While in the beginning the idea of a linear work and research process tended to prevail, it quickly became apparent over time that the pursuit of such a research approach not only required constant active participation from all involved actors, but

also the motivation to refrain from any idea of rigid, pre-structured and/or entirely plannable action structures. It was necessary to modify plans, to adapt them, to rethink them, and to always reflexively incorporate emerging objections, inputs, etc. into the further procedure. This was not only a specific challenge for the project partners but also for the participants/alumni of the respective programmes who had to get used to the situation as not everyone was used to being able to express his or her opinion in a way that is possible within participatory research models. In addition, the research situation represented itself as a special one in that participants/alumni took place in a field of encounter that was unknown to many, in which hierarchies were suddenly distributed quite differently than usual. For this reason, it can and should be emphasised once again that the constant examination of the topic of power and hierarchy structures is of indispensable necessity. It seemed and still seems just as important to allow reflection processes with regard to one's own person in order to counteract the emergence of so-called blind spots – as far as possible.



### 3.1.3 Do's and Don'ts

#### Do's

- Focus on the individual needs of the group of people at the center, taking into account the given framework conditions, available resources, etc.
- Motivation and openness for dynamic (research) events.
- Willingness to be guided by unexpected situations; interest in (collective) further development.
- Examination of possible 'imbalances' in regard to hierarchy and power relations within participatory research.

#### Don'ts

- Avoid a deficit orientation.
- Introduction of and/or adherence to rigid structures, predetermined procedures.
- Lack of (ongoing) reflection processes.



## 3.2 Manual for Language Learning (IO2)

→ see R/EQUAL website, [R/EQUAL Manual for Language Learning](#), Intellectual Output 2

### 3.2.1 Central Idea

Intellectual Output 2 (IO2) is about teaching and learning in multilingual environments with focus on how, within continuing education (for people with foreign education), one can better make use of participants' linguistic resources. Within R/EQUAL different languages are considered an important resource, both within Higher Education but not least in the school, where the number of multilingual children is increasing. Using and taking advantage of the participants' linguistic resources is also a way to increase their participation, which is in line with the overall participation perspective that permeates the entire work of R/EQUAL.

IO2 is made up partly of a digital handbook with concrete tips and partly of a theoretical background. Based on IO2, institutions of Higher Education and other interested parties can receive guidance on working methods and teaching

methods that can be useful in multilingual environments.

IO2 is based on information and data collection in the form of interviews with both lecturers, participants and alumni from the different partner programmes within R/EQUAL.

IO2 is made up of a digital handbook and a theoretical background. In the handbook, concrete tips are given about how one can structure teaching and learning in multilingual environments. Advantages and challenges from lecturer' as well as participant' perspectives are highlighted. In the handbook there are definitions of terms and concepts which are connected to multilingualism and multilingual teaching as well as short videos with both lecturers and participants with experiences and thoughts about multilingual education.

The theoretical background within the framework of IO2 is divided into two parts:

**Part A**, gives an overview about the partner university's language policy, the supplemental educations' respective language concepts and the work methods and teaching methods with a focus on language.

**Part B**, builds on data collection and analysis from interviews with lecturers and participants and alumni from those different supplemental educations with focus on teaching and learning in multilingual environments.

IO2 was primary conceived for lecturers and participants in programmes for (recently) immigrated teachers within Higher Education, but the strategies and methods presented can also be used favourably in other multilingual environments such as in schools, preschools or within second language teaching.

### 3.2.2 Practical Experiences

The results within IO2 are divided up from the lecturers' and the participants'/alumni' perspectives.

Teaching strategies relating to multilingual teaching (lecturers' and teachers' perspectives)

- Openness for multilingualism – an open and positive attitude towards those languages which are spoken in the teaching group is an important quality to have in multilingual teaching. Encouraging the participants to use all their linguistic resources to create better

conditions for the participants to show their abilities.

- Using bridge-building/bridging languages (for example English). By using a language that many understand, consensus and common understanding is created between participants as well as between participants and lecturers.
- Using multilingual methods and translated material. For example, form groups based on language for groupwork, translate words/terms, texts or other teaching materials to different languages as well as use tools like pictures, films and digital translation tools.
- Forming multilingual teaching teams, in which multilingual teachers can input additional perspectives and deeper understanding of the teaching content.

Advantages of multilingual teaching (according to lecturers/ participants)

- Experience of deeper understanding of teaching content for the participants. By using all one's linguistic resources, language barriers and misunderstandings can be, for the most part, avoided.
- A generally more positive outlook related to heterogeneity, diversity and multilingualism among both lecturers and participants.

Challenges with multilingual teaching (according to lecturers/ participants)

- Multilingual education is time-consuming. Changing between different languages, to translate and to use bridge-building language takes time.
- There is a risk that the content can be misinterpreted or misunderstood.
- A negative attitude toward multilingualism in which the attitude is that one prefers to use the target language, instead of the mother tongue, as much as possible, can exist among lecturers and participants.



Results referring to multilingual education  
(based on participant/ alumni perspective)

- An ambivalence emerges with participants and alumni between, on the one hand, using the new language as much as possible and on the other hand, using all of one's linguistic resources to better understand the content in the education. Some say that using the target language as much as possible increases integration and the chance to find work, while others maintain that the multilingual education strengthens the multicultural identity and gives a feeling that earlier experiences are appreciated.
- The fact that some teachers are multilingual highlights an advantage in, for example, the meeting of students, where they can serve as a role model to show that multilingualism is something valuable. It also emerges that a multilingual teacher through his linguistic resources can strengthen his teaching identity and be an asset during practice in the meeting of students and parents as well as when they seek employment.

The screenshot shows a digital manual page. At the top left is the word 'Manual'. At the top right are navigation links: 'Home', 'Methods and strategies' (with a dropdown arrow), and 'Advantages and Challenges'. The main heading is 'MULTILINGUAL TEACHING AND LEARNING'. Below it is a quote: '"Different languages are like different people, so they allow different perspectives on a topic."' followed by 'Participant'. Below the quote are two video thumbnails. The first is titled 'Student Cologne' and shows a woman in a hijab. The second is titled 'Vienna, students view on tra...' and shows a man and a woman sitting together.

- Among those multilingual study strategies and methods which emerge are, among other things, the strategy that with text production, first write in the mother tongue or a bridge-building language, and then translate it to the target language.
- Another strategy is that in connection with reading texts, use several languages at the same time in which parts of a text, certain terms and phrases, are translated.
- Using multilingual material, such as bilingual books or films with subtitles.
- Using a bridge-building language.
- Using those digital translating tools which are available.



### 3.2.3 Do's and Don'ts

#### Do's:

- Have a positive attitude and an openness towards those linguistic resources there are in different teaching contexts and learning situations.
- Be flexible and think creatively when it comes to the usage of different linguistic resources.
- Take advantage of the digital multilingual resources that there are available.
- As a lecturer, release control and dare to let different languages take place even if you do not always understand what is said.
- As a participant, release control and dare to benefit from and use those linguistic resources you find best for different learning situations.

#### Don'ts:

- Do not stick to only one language study- or learning strategy either as a student or a teacher.
- Do not deny or forget those linguistic resources you have.
- Do not rank different languages (try to avoid ranking different languages).



### 3.3 Method-Toolbox (IO3)

→ see R/EQUAL website, [R/EQUAL Method-Toolbox](#), Intellectual Output 3

#### 3.3.1 Central Idea

The Method-Toolbox is designed to support Higher Education Institutions. It is based on the assumption that lack of reflexivity in dealing with (the discourse on) heterogeneity and the persistence of social inequalities are central problems in European school systems (OECD 2010).

The Method-Toolbox aims to provide the opportunity to talk about existing pre-concepts and reflect on (experiences related to) stereotypes and prejudices as well as structural and institutional injustice based on the differentiation of social groups in Higher Education. In line with the European anti-discrimination policy (EU directives 2000/43/EC, 2000/78/EC, 2006/54/EC, 2004/113/EC, directive proposal COM, 2008, 462)

Method Toolbox „Heterogeneity in schools in Europe “			
Phase	Teaching & Learning Methods	Participatory Approach	
1	Entry	Impulse Questions Advance Organiser Sociometry Play the Dice	Contribution of individual associations
2	Evaluation of Pre-concepts	Bring a Thing Six Thinking Hats Genderbread Explain to Me	Bringing in personal experience & knowledge
3	Information on Topic & Content	Show Movie Clip Questionnaire on Heterogeneity Situation Analysis Method Cognitive Apprenticeship	Comparative analysis/ Contribution of own information or texts
4	Reflection, Deconstruction & further Development of Knowledge and Concepts	Power Flower Picture a Perfect School – for All W-Method Learning Portfolio	Autonomous working, discussion & transfer
5	Presentation of Results & Final Reflection	Manifest and Plan of Action Online Questionnaire Feedback/Sum-up Poster Gallery Walk	Reflection on the whole learning Process/Individual feedback & ideas on the overall structure

Inclusive education, equal opportunities and anti-discrimination are central, but so far unachieved goals within European Union policy. Further programmes for internationally trained teachers should also address these fundamental issues of teacher education.

The Method-Toolbox is a collection of teaching and learning methods that have been used and tested in the R/EQUAL partner programmes for (recently) immigrated and refugee teachers in Higher Education on the topic of heterogeneity in schools. It contains teaching and learning methods that are adapted for these programmes, focusing on how to prepare internationally trained teachers to deal with the existing (discourse on) heterogeneity in school, based on a “discrimination-critical and difference-friendly” (Heinemann & Mecheril 2018, 259) perspective. Furthermore, these methods are also highly relevant as a support tool for lecturers in Higher Education in general.

Heterogeneity in schools as well as in teacher training is central in Germany, Austria and Sweden. For example, the Swedish Curriculum for the compulsory school, preschool class and school-age educare (2011/2018) stresses the

importance to “appreciate the values inherent in cultural diversity” (ibid. 5). Concerning Germany, Budde (2017) points out: “In recent years the school system has undergone a reorientation towards heterogeneity. For a long time, school was regarded primarily as a homogenising institution” (ibid., 14-15). With reference to Austria, authors of the most recent version of the (Austrian) National Education Report state that dealing (adequately) with heterogeneity and diversity “against the backdrop of ongoing societal changes is a central challenge at all levels of the school and education system” (Eder et al. 2019, 539).

With regard to an authentic inclusive school, there is a need for an attitude/stance “that is not oriented towards downward selection, but towards individualisation and the most comprehensive support possible” (ibid.).

Teaching and learning methods support structuring learning situations. They need to be embedded in an overall didactic concept and should be adapted to the learning needs of the respective learning group.



### 3.3.2 Practical Experiences a

In the Method-Toolbox, the 25 teaching and learning methods are structured as a teaching series of five learning phases that build up on each other. Furthermore, the method collection can also be used as an inspiration for single methods to be used in programmes for (recently) immigrated and refugee teachers. The Method-Toolbox can be used for different purposes:

- As a learning series on heterogeneity in schools and universities, which can be used along the five phases, with five methods to choose from per phase.
- As a motivation for new teaching-learning methods in teaching programmes for (recently) immigrated and refugee teachers at universities in Europe, in order to raise awareness of heterogeneity, difference and discrimination as well as the associated discourses and to open up possibilities for exchanging one's own experiences.

- As an inspiration for a difference-sensitive and discrimination-critical examination of methods in Higher Education teaching in general, by applying the reflection questions applied to the methods to existing teaching offers and encouraging teachers to examine their own convictions and (hidden) stereotypes.

- A collection of methods that, in an adapted form, can be used for work with children and young people in schools.
- As a suggestion for all extracurricular educational offers or adult education offers that deal with social heterogeneity and social injustice.

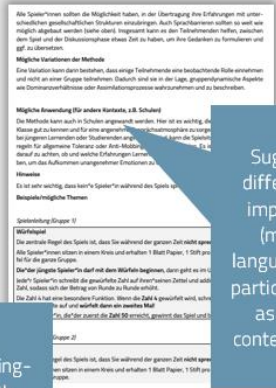
The general information at the beginning of each method is useful to clarify whether the method is suitable for one's own concerns.



For each method, the objective and the procedure are described.



An unreflective usage of teaching-learning methods to deal with heterogeneity, difference and social inequalities can lead to a reinforcement of prejudices and stereotypes. The reflection tasks are intended to counter this.



Suggestions for different ways of implementation (multilingual, language-sensitive, participatory as well as in different contexts) are given.

### 3.3.3 Do's and Don'ts

The Method-Toolbox was developed to take into account the experiences of internationally trained teachers in Germany, Austria and Sweden who participate in in-service training programmes. Participants in the programmes report that they have little previous experience of the specifics and discourses of dealing with heterogeneity in the respective school systems they enter through the programmes, e. g. the European discourse on inclusive education. At the same time, participants have experiences of difference and discrimination in different national contexts. This includes their experiences of discrimination and racism as migrants in Germany, Austria and Sweden.

#### Do's:

- Create a situation in which talking about experiences of discrimination, insecurity, lack of understanding etc. is possible in order to include previous experiences and pre-concepts.
- Talk about the basics for a difference-sensitive and discrimination-critical pedagogy and do not set the respective dominant perspective of the country of residence as unquestioned normality.
- Create an atmosphere of trust in which participants know that their criticism will be received constructively and valued.
- Information about the school system and the teaching profession should be given, which includes a professional adjustment on the expectations of a teacher in the respective country regarding heterogeneity and discrimination.

#### Don'ts:

- Do not culturalise yourself or ignore it in others. This applies to negatively culturalising attributions, but also to positively intended generalisations or (self-)culturalisation in which groups are culturally homogenised.
- Do not ignore participants' individual experiences of difference and/or discrimination. On this basis, reflect on any culturalising of others and oneself that may occur.
- Avoid not addressing the power hierarchies and dependencies of the framework of such programmes. The gratitude of the participants to take part in such a programme and to get to know the respective school system through practical experience can lead to criticism only being exercised cautiously.

### 3.4 Digital Library (IO4)

→ see R/EQUAL website, [R/EQUAL Digital Library](#), Intellectual Output 4

#### 3.4.1 Central Idea

The Digital Library brings together the most important aspects of the discourse on teacher education regarding professionalisation and the expectations of roles and competencies of teachers in the countries as much as on the situation of migrated teachers in the European countries and beyond.

When a scientific basis is needed, the Digital Library offers a compendium of scientific papers, which can serve as guidelines and orientation for the development of (re-)qualification programmes in the future. Since institutions other than universities might also be bringing out such programmes, the Digital Library ensures that people can be well informed not only about practical requirements but also about the idea of professionalisation for teaching in schools.

The library also serves (recently) immigrated teachers who attend running programmes to deepen their knowledge on standards for teacher professionalisation in the countries they immigrated too.

To set up the Digital Library, the partners of the consortium of R/EQUAL have reviewed the scientific discourse and deduced essential topics that are important for all who offer (re-)qualification programmes. The Digital Library offers several scientific papers published by other authors and by the partners of the consortium themselves reporting from the experiences in the (re-)qualification programmes they run. It also provides self-written summaries that allow easy reading for an overall understanding of the discourse. The Digital Library is divided into three sections covering various topics that may be of interest and addresses institutions that develop (re-)qualification programmes or people who attend (re-)qualification programmes as well as all other people who are interested in this special topic, e.g. students at university, colleagues or members of schools and school authorities.

#### Section 1

##### International Literature on Teachers and Migration

that covers papers on professionalisation and integration of migrated teachers coming to Europe and papers on professionalisation with the background of migration in countries out of Europe.

#### Section 2

##### Literature on Professionalisation in Germany, Austria & Sweden

that covers the national discourses on the role and competencies of teachers in the partner countries and how professionalisation is been understood.

#### Section 3

##### R/EQUAL Interview- Study

presents a study on expectations and experiences of (recently) immigrated teachers who currently participate or have been participating in the (re-)qualification programmes of the partners and where interviewed in spring 2020 on how they perceived the path of lateral entry to teaching in the countries of arrival, Austria, Germany and Sweden.

### 3.4.2 Practical Experiences

With the constantly expanding knowledge on questions relating to migration and the teaching profession, the Digital Library represents a snapshot of the state of scientific knowledge with the articles offered. It can be understood as a first path into the subject. While engaging into the topic new papers should be researched additionally.

This is different in the section of professionalisation (Section 1). Furthermore, papers are presented in the Digital Library. A central foundation is laid out there, to which interested parties can refer at any time, though the scientific discourse continues. However, the idea of a professional teacher is based on the idea to accompany every child in class in a manner that best supports the developmental needs and learning interests of that child. To be able to do this, teachers feature teaching autonomy and are expected to have a wide range of skills and to constantly expand skills according to the latest state of the art. This refers to subject knowledge, didactics and educational sciences.



The above-mentioned understanding of professionalisation also takes into account that biographical moments influence the individual professionalisation process of teachers. They can have a lasting effect or clearly initiate professionalisation steps. The self-conducted study, which is available in the Digital Library (section 3), shows that participants in programmes for immigrated teachers are or must be willing to fulfil the necessary qualification steps in order to be able to work in their profession again. Because the participants have completed a university degree in their country of

of origin and, in some cases, have many years of professional experience, they are highly motivated to return to the teaching profession. Within the framework of the (re-)qualification programmes, there is a surge in qualification. The study shows that despite the triple burden of family care work, employment and further qualification, the self-image as a teacher and the interest in the profession lead to a lively debate about the expectations of teachers in different school systems.

### 3.4.3 Do's and Don'ts

#### Do's

- Teachers who take part in requalification programmes appreciate being addressed as teachers and not as students.
- Lecturers in the requalification programmes should be aware that they teach participants with appropriate professional experience and get them involved in that spirit.
- Despite a scientific foundation on which the topics in class are worked on, they should be illustrated by the lecturers as practically as possible, as the participants consider this to be particularly important.

- In the methodological design of the teaching, it is advisable to adaptively start with the level of knowledge of the participants and to take up their questions about how to work successfully in the school system in the country of arrival. This can be brought out similar to an in-service training setting.

- It makes sense to use a variety of interactive formats in class by which the participants can learn from each other, network and bring in their interests and, moreover, expand their repertoire of corresponding forms.
- If possible, the programmes should include extensive internship to get to know the school system by intuition. This also enables working on topics in a close interconnection of theoretical and practical aspects of teaching.



### 3.5 Evaluation (I05)

→ see R/EQUAL website, [R/EQUAL Evaluation](#), Intellectual Output 5

#### 3.5.1 Central Idea

R/EQUAL is based on a participatory approach. As there is still quite little information on the gains of such an approach, the need for further empirical results is given. This Evaluation is a report of the participation of (recently) immigrated and refugee teachers taking part in the R/EQUAL partner programmes. It explores the question of promising conditions and pathways for participation as well as barriers in participative approaches in (re-)qualification programmes for teachers from abroad. The idea of a participatory approach is not standard in (re-)qualification programmes in Higher Education and therefore, in the context of R/EQUAL, the partner programmes were interested to see how the participants themselves experience and judge the opportunity for participation and what ideas they have about possible (further) participation.

The aim of the report is to provide feedback to the R/EQUAL consortium as well as recommendations for (planned) programmes for and with (recently) immigrated and refugee teachers according to the empirical results.

In order to analyse participation in the partner programmes and in R/EQUAL, a mixed-methods design was chosen to collect the perspective of participants in the partner programmes regarding their experiences and expectations. For this purpose, the following data were collected:

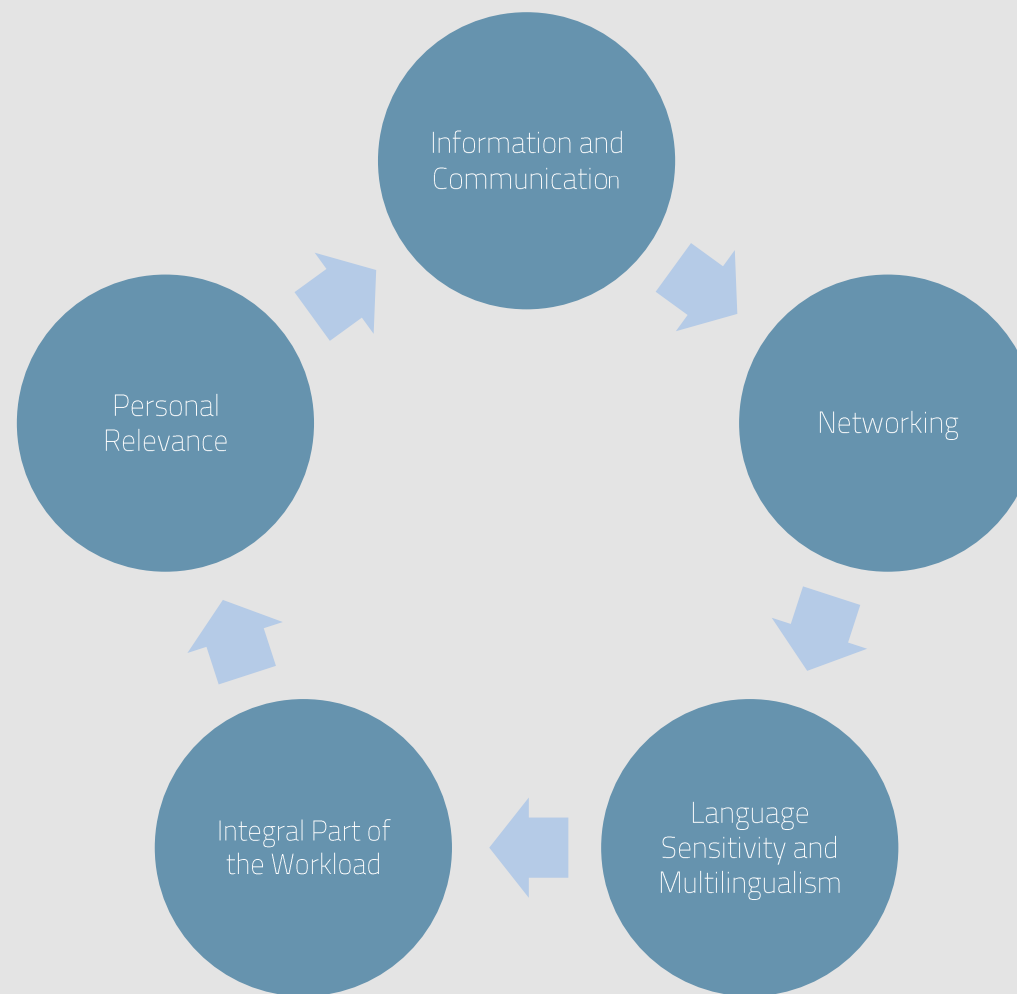
- Group interviews with participants of the four partner programmes and a qualitative content analysis with inductive coding.
- Online-questionnaire with closed and open questions and descriptive statistical analysis as well as a coding of the open questions.
- Each R/EQUAL partner was asked to give their perspective regarding the practice of the participatory approach in the respective programme as well as in the R/EQUAL cooperation in a paper-based interview.





### 3.5.2 Practical Experiences

In the course of the study, five pathways to support participation emerged. The three pathways, *Information and communication*, *networking* and *language sensitivity and inclusion of multilingualism*, became especially apparent in the qualitative study. The quantitative study, in addition, highlighted the *need for participation to be an integral part of the programmes* in respect to the work emerging from participatory engagement as well as the *personal relevance of the content strengthening participative effort*. Especially, when the five pathways are interrelated, promising support structure for participatory programmes can be developed. For example, strong networks among participants can spread important information precisely in different languages if there is enough time during the programmes provided for this purpose. The following figure points out the interdependence of the five pathways.



### 3.5.3 Do's and Don'ts

#### Do's

- Make information accessible and establish communication structures from the start.
- Clearly highlight the opportunities and benefits of participation at the beginning of the programme.
- The alumni of the programmes can take on an important role, as they have already experienced the advantages of participation. Especially with regard to the aspired employment as teachers in schools, they can pass their experiences on to the incoming participants.
- Strengthen the networking between current participants and alumni in addition to a general networking between participants and stakeholders.
- Strengthen the opportunity for participants to influence the structures that affect their personal learning paths.

- The participants should be able to express themselves as often as possible in the language(s) of their choice. In general, it is important to take the multilingual setting into account and develop language sensitive structures.
- Involve the participants as fully trained and competent teachers who know well in which contexts participation is helpful for them and their further development as teachers. Create an atmosphere where they feel recognised as such.
- Implement participation as an integral part of the programmes. There is a great interest in investing time. However, it is restricted by private and professional time constraints.
- Therefore, enough time should be provided in the programme itself for participation and networking activities.

#### Don'ts

- Caution is required when everything runs according to the predefined plan in participatory projects. Spaces for discussion and counter-speech as well as criticism must be created for all people involved. In implementation, one should not be too sure of doing the right thing for others but should always question one's own actions and listen to others.

## 4. Closing Words

The last page of the R/EQUAL Guideline belongs to the people who have contributed to R/EQUAL. This includes the consortium, consisting of two persons per project partner, and the other colleagues at the partner universities, who participated in the implementation of R/EQUAL with great commitment and creative ideas.

Due to the participatory approach that R/EQUAL has taken, the participants in the partner programmes are mentioned at this point, some of whom have contributed with great commitment to the conception and implementation of the project results as well as the multiplier events and internal project meetings. The decision to adopt a participatory approach in R/EQUAL presented some challenges for the project partners, especially since some of the colleagues were already well familiar with the approach, whereas for others the implementation of a

participatory project was a new experience. The participatory orientation of the project has opened a transnational space of experience that has led to intensive discussions and encounters. Through the cooperation of the staff of the partner programmes with the participants, the possibility of an exchange about one's own actions in an international perspective was constantly explored in the European cooperation. In the academic cooperation, the different perspectives and experiences of the participants were systematically taken up and analysed. This has significantly enriched the work and research in R/EQUAL.

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requalification  
of (recently)  
immigrated  
and refugee  
teachers in  
Europe



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