

STUDY TRIP REPORT

Activity A.T1.1.

Date 16.12.2019

Name of Partner: Burgenland District, University of West Bohemia

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Study trip report

Study trip has been organized within a framework of the project titled “*Exploring social innovation approaches for the social and economic integration of non-EU nationals ARRIVAL REGIONS*”.

- **This form is designed to capture the social innovation approaches for the social and economic integration of non-EU nationals.**
- **The responses from this survey will be collected, analysed and used to prepare the pilot action concepts.**
- **In order to improve the readability of the questionnaire, please delete options that don't apply to the visited initiative.**

Practice summary	
1. Title of the good practice	Hans-Wilsdorf School - Governmental Vocational School Kulmbach - Vocational Integration Class
2. Geographical Coverage <i>(underline the right answer)</i>	<ul style="list-style-type: none"> • European • national • <u>regional</u> • local
3. Location of the practice (city, country)	Kulmbach, Germany
4. Main institution involved	<ul style="list-style-type: none"> • Hans-Wilsdorf School - Governmental Vocational School Kulmbach • District administration of Kulmbach
5. Visit agenda <i>(people met, institution visited)</i>	<ul style="list-style-type: none"> • People met: <ul style="list-style-type: none"> -Alexander Battistella: director of the school -Christine Greim: responsible of the project -Gabrielle Popp: German teacher -Other teachers and students participating in the integration classes • Institution visited: Hans-Wilsdorf School in Kulmbach
6. Dates of study trip	11.12.2019
7. Thematic area <i>(Intercultural dialogue, Social innovation, Migrants' Economy)</i>	<ul style="list-style-type: none"> • Social innovation • Migrants' Economy • Intercultural Dialogue

<p>8. Type of practice visited <i>(delete options that don't apply)</i></p>	<ul style="list-style-type: none"> • introducing or improving integration programmes for immigrants upon arrival (orientation courses, providing basic information on the way of life, values and norms of the society or various forms of training) • offering or improving language courses to immigrants upon arrival • making integration programmes and language courses mandatory for immigrants upon arrival • providing measures for job finding (training, job matching, guidance, recognition of qualifications etc.) • ensuring that immigrants have the same rights in practice as nationality citizens in access to education, healthcare and social protection • promoting intermingling of nationality people and immigrants in schools and neighbourhoods • Social integration of refugees
<p>9. Participants (PPs + stakeholders)</p>	<p>-PP7 – 1 participant -PP12 – 1 participant -National institute for further education – 1 participant -Refugee Facilities Administration of the Ministry of Interior – 2 participants -Pedagogical-psychological advisory centre Pilsen – 1 participant -Regiona council of Pilsen region – department of education, youth and sport – 1 participant -Vocational school of civili engineering Pilsen – 1 participant</p>
<p>10. Reporting Person</p>	<p>Sonia Moreno (PP12), Jan Pěchota (PP7)</p>

Practice description

11. Introduction (include any relevant pictures)
background information, aim/purpose of the study trip, objectives

The vocational school centre includes four different types of schools:



Pic. 1. The logo of the Vocational School Centre in Kulmbach. Pic by the Vocational School

-Orange: Vocational School Hans-Wilsdorf-School. Students can get here a professional degree. Hans-Wilsdorf was born 1881 in Kulmbach and was the founder of the Company ROLEX. Therefore, this company awards a Rolex watch every year to the best graduate of the vocational school and invests considerable financial resources in the association for the promotion of the vocational school.

-Pink: Vocational Secondary School Adalbert-Raps-School. Students can acquire the high school certificate.

-Blue: Technical Schools: civil engineering, Heating and air conditioning, food technology

-Green: Business school. Students can get the secondary school leaving certificate.

First of all, students come to the general vocational school and afterwards they can decide, which path they take and therefore which school is the proper one for them.

The vocational school centre counts with 2.400 students, of whom 771 are graduates, 227 will get the university entrance qualification, 63 technicians and 107 got the secondary school leaving certificate. Besides, 145 teachers are working in these four types of schools.



Pic. 2. Alexander Battistella, director of the school, explains the agenda. Pic by Sonia Moreno

Moreover, the school belongs to the UNESCO-Program “Project schools” and offers exchange programs for both students and teachers in France, Turkey, Italy and Ireland. The vocational school centre in Kulmbach also has the certification “Fairtrade School”, as they only offers Fairtrade products in its cafes.

In Bavaria, children stay at school during 12 or 13 years. Only those students who finished the high school (12-13 years of school) other the secondary school, (10 years of school) are exempt from compulsory schooling. This is a big problem for migrants who arrive to Germany in the age of the 10th class, because they often don´t have any school certificate. These migrants are obliged to go to the vocational school.

The following issues were discussed during the study trip:

At the start of the 2018/2019 school year, the Ministry of Education and Cultural Affairs established around 730 vocational integration classes at vocational schools for young asylum seekers and refugees. The aim of the project is to help young refugees, asylum seekers and EU-migrants into the education and apprenticeship.

Within the framework of the pre-vocational integration class (BIK/V - 1st year), special emphasis is placed on language acquisition, value formation and initial vocational orientation. Subsequently, the vocational integration class (BIK - 2nd year) prepares young people for an apprenticeship or a secondary school by giving more weight to vocational orientation. The overriding goal of this training offer is a successful entry into the vocational education system and thus the opening of the entire spectrum of possible educational qualifications.

Within the framework of the German strategy of the Bavarian state government, the language intensive classes at vocational schools were further developed into "German classes at vocational schools (DK-BS)". The entire teaching follows the approach of integrated language promotion and the principle of language-sensitive teaching (German as a professional language), the curriculum for the vocational integration and language intensive classes as well as the requirements of the applicable regulations.



Pic 3. Christine Greim, responsible for the project. Pic by Sonia Moreno

Concept of the project "Occupational integration classes":

- Target groups:
 - Asylum seekers and refugees who are required to attend vocational school

- Persons required to attend vocational school without any apprenticeship place with language support (e.g. new EU migrants)
- Age: Young people between the age of 16 and 21 years (in exceptional cases up to the age of 25, for example, when the school still have some vacant places)
 - Class size:
 - 16 to 20 students
 - At least 10 pupils at the beginning of the school year



Pic. 4. The repair garage at the school. Pic by Sonia Moreno

This two-year project works as follows:

- 1st year: Preliminary occupational integration class (BIK/V)
 - State-certified teachers 17 hours a week
 - Lessons: by cooperation partner 22 hours a week
 - Social pedagogical support by cooperation partners 10 hours a week
 - In the 1st year the pupils have the opportunity to graduate from school (Lower secondary school or Secondary school).
- 2nd year: Professional integration class (BIK)
 - State-certified teachers 22 hours a week
 - Lessons (UE) by cooperation partner 19 hours a week
 - Social pedagogical support by cooperation partners 10 hours a week

Because the vocational school cannot afford this project alone, due to the high number of students and therefore of needed teachers, they have an external cooperation partner, the company “ISTA language school”, which are subcontracted by the vocational school in order to cover the lessons. This external partner is usually determined by central tendering procedure. Their tasks are the social pedagogical supervision (10 hours per class), lessons, potential analysis, Workshop days (3 from 5 occupational fields, 80 hours of which 65 are practical) and internships (15 days). The duration of this contract is one school year, after that, the cooperation must be determined by central tendering procedure again, with the option of renewal. This measure counts with an amount of funding of €50,000 per class for the preliminary occupational integration class (BIK/V, 1st year) and with €45,150 per class for the occupational integration class (BIK, 2nd year). This funding comes from both ESF-Funds and also regional Bavarian one.

The general objective of the project is a successful vocational training and therefore, the acquisition of competences for a successful integration. Regarding the specific objectives for the 1st year of the program, The Hans-Wilsdorf School Kulmbach offers the students German classes and the possibility to get an official CEFR certificate (A1-B1). During this two-years-program at school the students learn an occupation in the described sectors. On the other hand, the school also has specific objectives for the 2nd year of the project, such as the achievement of a training and professional maturity, teaching basic and vocational language skills, career orientation (practical insights into various occupational fields, workshop days, internships) and the acquisition of a general school leaving certificate (secondary school graduation through successful participation in the BIK, qualifying secondary school diploma as external examinee).

Furthermore and as we already mentioned, the school educates in general education, moral values like tolerance or equal rights, and promote their intercultural competences.



Pic. 5. Visiting German classes. Picture by Sonia Moreno

13. Evidence of success (results achieved)

The last four years, the project has experimented a lot of changes in matters of number of students. For example, in the school year 2015/2016, the integration classes began with 39 students for the BIK-V but there was no one for the BIK (the advanced course). The year after, 2016/2017, there were respectively 45 and 38 students. Since then, the number of the students is decreasing, in part due to the fact that the younger migrants are attending the primary or secondary school together with other German students, and also because the older ones have already found a place in a company in order to attend an apprenticeship. However, in the school year 2017/2018, there were more students in the advanced class (49) than in the other one (29), in contrast with the school year 2018/2019, with 35 students in the first class and 24 in the advanced one.

Although the number of students is decreasing, the school points out the importance of the increasing number of female students in the current school year, it means, 2019/2020, 9 female students in the first class and 3 in the advanced one. As the vocational school said, the first years of the project only male students attended the classes.

In this study trip we also had the possibility to interview some current students. There we got to know Arian (21, Iran), Mohamad (19, Syria) and Saad (23, Irak). They told us the importance of the learning at the vocational school, since not all of them had such an opportunity in their countries or origin. Although they admitted they had had difficulties with understanding German laws, rules and structures, they highly appreciated the German values, freedom in all ways, respect to each other and the fact that everyone can live in peace.



Pic. 6. A group picture with PP's and Stakeholders. Pic by vocational school Kulmbach

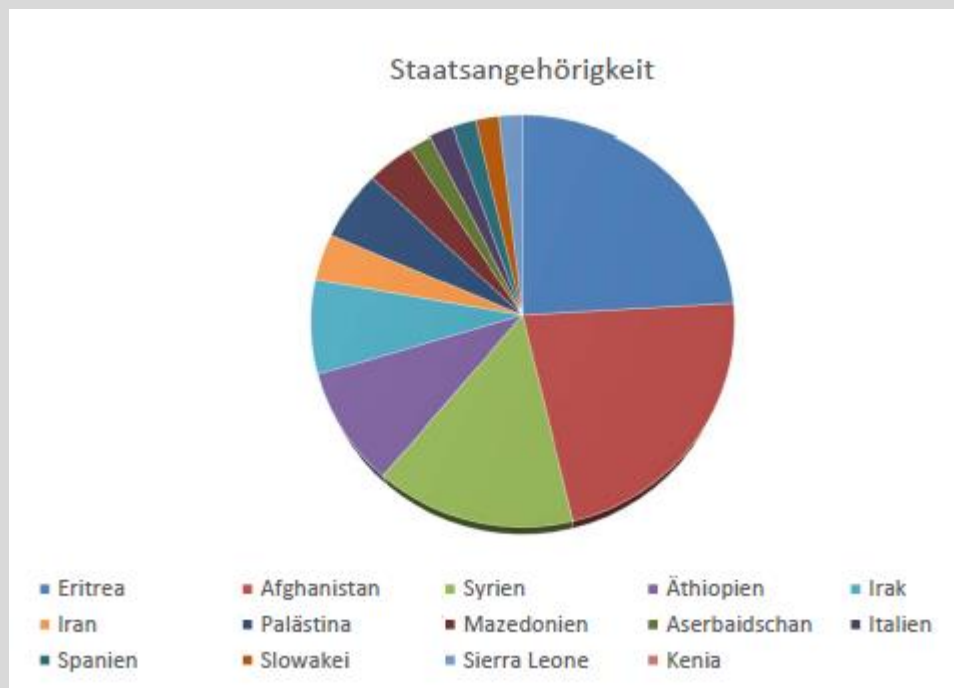
14. Difficulties encountered

Although this project is very well structured and it has been very welcomed along the students, the vocational school of Kulmbach has to face some problems regarding specially the work with the migrants themselves:

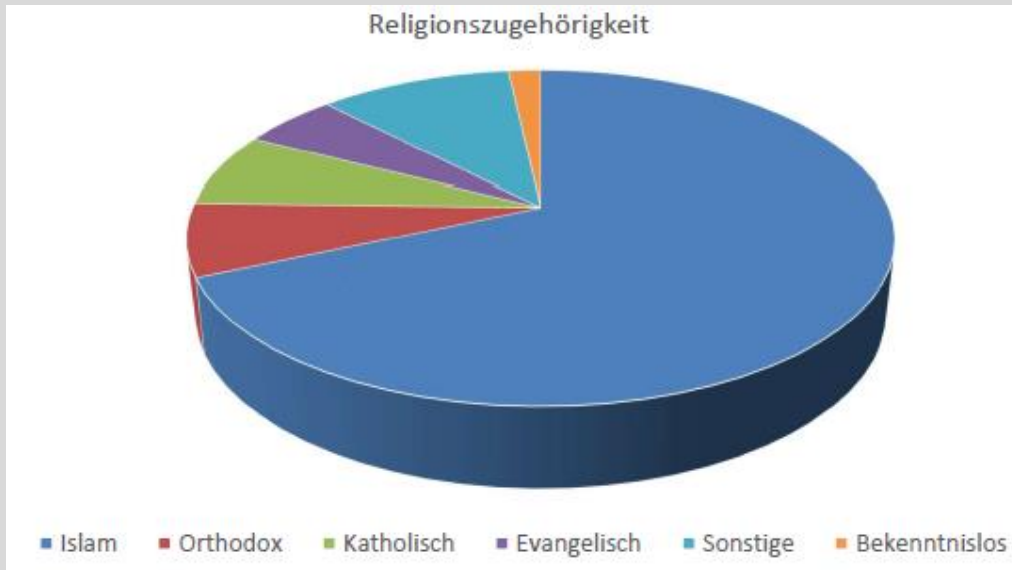
The very first problem the school encountered before the program was setted was the fact that most of the migrants couldn't attend the „normal“ classes with other German students, as both the language skills and the educational level from their countries of origin wasn't good enough to be able to keep up with the German students. However, not all migrants are at the same educational level, what the other way round causes some conflicts within the integration courses.

Besides, almost every asylum seeker or refugee brings along a strong psychological strain, due to the experiences lived in their countries of origin. This fact affects directly to their behaviour at school in particular and in Germany in general.

Also the heterogeneity in the different classes sometimes causes some conflicts: different religions or ways to understand the same religion, cultural differences, bringing some existent problems from their countries of origin to Germany, etc. For example, in this current school year, 14 nationalities with 6 different religious beliefs are attending the integration classes:



Pic 7. Diagram of the different nationalities in the program. Pic by the vocational school in Kulmbach



Pic 8. Diagram of the different beliefs of the students in the program. Pic by the vocational school in Kulmbach

Even if the presence of female students has risen up within the last years, these ones are still in disadvantage, fact that the school hopes will change in the future.

From the side of the students, some of them complained about the fact that they have to take a practical look on the different occupational fields even if they didn't like it or already knew what they wanted to do. Therefore, some of them were sometimes demotivated.

15. Which structural funds support this good practice?

The project is funded by ESF funds and regional budget. The contracts for the external cooperation partners are funded by ESF-Funds and regional Bavarian budget.

16. Is there any cost to participate in engaging with this good practice?

If yes, what are additional costs incurred by project participants?

Participants don't have any costs, as the whole project is financially covered by ESF funds and regional budget.

17. What is new and/or innovative about this good practice?

We can't really talk about innovativeness in the framework of German educational system, but the effectivity of program is inspiring for those countries, that haven't built up such a program yet, because it seems to be a necessary tool for the integration of youths with migrant background and its launching will be inevitable in near future. The emphasis on the language education is crucial and intensive language lessons doesn't serve only for learning the language, but for acquaintance with culture and society as well. Other activities, like cooking workshop, where students cook for other students were also helping to build a very inclusive atmosphere and initial vocational orientation prepares students for upcoming phases of their education.

18. How has this good practice boosted immigrants' integration?

The project supports migrants not only in school matters or in order to find an apprenticeship but in all facets of their daily life. A very important point of the program is the work of the social workers, since the internal conflicts the migrants might have affect directly to their success at school. Therefore, this project take care of the migrants in the following matters: German language, school and work life, and mental and psychological health. Students feel very comfortable at school, as teachers and social workers are very helpful, open-minded.

Also the fact that they have time to decide which kind of school they want to attend, and if they will be able to get a school diploma, gives them the opportunity to freely decide about their lives and paths.

As we said before, this program offers students the opportunity to get to know different fields of work through different stations. This fact is very important, as the students who might be insecure about what professional field they want to work in, can take a look on it in advance.

For all this reasons students are motivated, willing to work and involved in all matters of the school. Also they can participate in some recreational activities like theater, swimming classes, football competitions and excursions. Professionalism and a good climate at school are crucial factors that positively affect the successful integration of the young migrants.

19. What lessons did you learn? What are your overall conclusions?

Participants of the visit had an opportunity to witness how the process of integration of students with migrant background works on the example of vocational education and had opportunity to create own opinion not only based on presentation by teachers, but also by visiting classes and discussing with students themselves.

It clearly appeared that great emphasis is put on language education, which is pillar of integration process. In combination with “integrational classes”, where students learn about crucial values of German society (democracy, human rights etc.), vocational orientation and social-pedagogical support is created efficient formula. This is also supported by workshops and other extra activities – for example students have cooking classes in school canteen, during which they cook for other students. Even though there is often in one classroom mix of students of different age, different level of German language and different cultural background, classes seem to be functional due to several factors. These factors include high-quality and enthusiastic teachers with enough of experience, adequate time range for language classes and motivated students. Because the school itself does not have enough capacity for such a demanding task, part of classes is outsourced to external partner. This outsourcing is made possible by additional funding from ESF.

From interviews with students was clear that they accept the structure of integrational courses and appreciate emphasizes on language, because they also consider language barrier as the biggest obstacle in the integration. Nevertheless, their opinion on what integration means was very diverse and often simplified. According their testimonies, they don't consider “German/European values” as complicated to accept, because lack of these values was very often the reason why they had to flee their countries of origin. What some students were missing in the classes could be considered as introduction to orientation in every-day life, e.g. which ticket for public transport they need and so on. With similar things they usually struggle during the first phase of their stay and they are reliant to their community or strangers.

20. Outreach and dissemination

Newsletter, useful websites, mailing group, local government

- List of the attached document(s):
Attendance list
- Link to website:
[-https://bsz-kulmbach.de//wilsdorf/index.php?page=211unesco_schulprofil](https://bsz-kulmbach.de//wilsdorf/index.php?page=211unesco_schulprofil)

[-https://www.km.bayern.de/lehrer/meldung/3755/junge-asylbewerber-und-fluechtlinge-koennen-in-ganz-bayern-berufsintegrationsklassen-besuchen.html](https://www.km.bayern.de/lehrer/meldung/3755/junge-asylbewerber-und-fluechtlinge-koennen-in-ganz-bayern-berufsintegrationsklassen-besuchen.html)





- <http://ispa-info.de/>
- Contact information of the good practice:

Arrival Regions

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D.T1.1.4 – STUDY TRIP REPORT: Berufliches Schulzentrum Kulmbach KULMBACH (GERMANY), 11.12.2019

List of Study Trip Participants

Organization	Last Name	First Name	Signature
Center for Support of Integration of Foreigners – Plzeň Region	Fidlerová	Klára	
Center for Support of Integration of Foreigners – Plzeň Region	Gažarová	Barbora	
Masarykova základní škola Plzeň	Herrmann	Antonín	
PP7 – University of West Bohemia	Komendová	Klára	
Pedagogicko-psychologická poradna Plzeň	Maráková	Jitka	

P12 - Burgenland district	Moreno	Sonia	S. Moreno
Landratsamt Kulmbach	Nicholson	Souzan	S. Nicholson
PP7 – University of West Bohemia	Pavlikovský	Josef	J. Pavlikovský
PP7 – University of West Bohemia	Pěchota	Jan	J. Pěchota
Národní institut pro další vzdělávání	Štruncová	Radka	R. Štruncová
Krajský úřad Plzeňského kraje, odbor školství, mládeže a sportu	Švehlová	Zuzana	Z. Švehlová
Střední odborné učiliště stavební Plzeň	Toucha	Václav	V. Toucha
CENTRUM NA PODPORU INTEGRACE CIZINCŮ	NEJEDLOVÁ	YAREKETA	J. Nejlová