

The Programme “Qualification for Intercultural Coordination” for Teachers in Multiethnic Schools in Hamburg, Germany

CASE STUDY for the NAOS-Project

Jens Schneider
verikom - Verbund für interkulturelle Kommunikation und Bildung e.V.
Norderreihe 61
22767 Hamburg

schneider@verikom.de
www.verikom.de

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NAOS: Intellectual Output (O5) case studies

Countries face challenges in catering for the diverse needs of migrant students and narrowing the gaps in education outcomes between native students and immigrant students. (Inter)national evidence (OECD 2010 Reviews of Migrant Education) suggest that strategies to raise education outcomes for migrant students need to focus on school level and system level, such as:

- preparing school leaders and teachers to meet the needs of diverse student groups;
- increasing student opportunity to learn language (mother tongue as well as language of instruction) in regular school lessons;
- encouraging schools to build capacity in the area of dealing with diversity;
- making collaboration between school and community more effective.

The central topic in NAOS is professional capacity concerning dealing with diversity related to migration (in all its different forms). Professional capacity includes innovative forms of cooperation between educational professionals and other professionals dealing with children.

NAOS is complementary to the SIRIUS policy network carried out from 2012 to 2014. SIRIUS has promoted and enhanced knowledge transfer among stakeholders in order to improve the education of children and youngsters from migrant background. One of the focal points in SIRIUS was professional capacity. The difference between the SIRIUS activities in this area and the NAOS activities concern the specific focus on pre- and in-service modules for professional development as well as the inclusion of schools in the network.

One of the activities is running case studies (Intellectual Output O5) in three different non-NAOS countries with a focus on an inspiring approach, method or pedagogical act in teaching inclusion dealing with diversity.

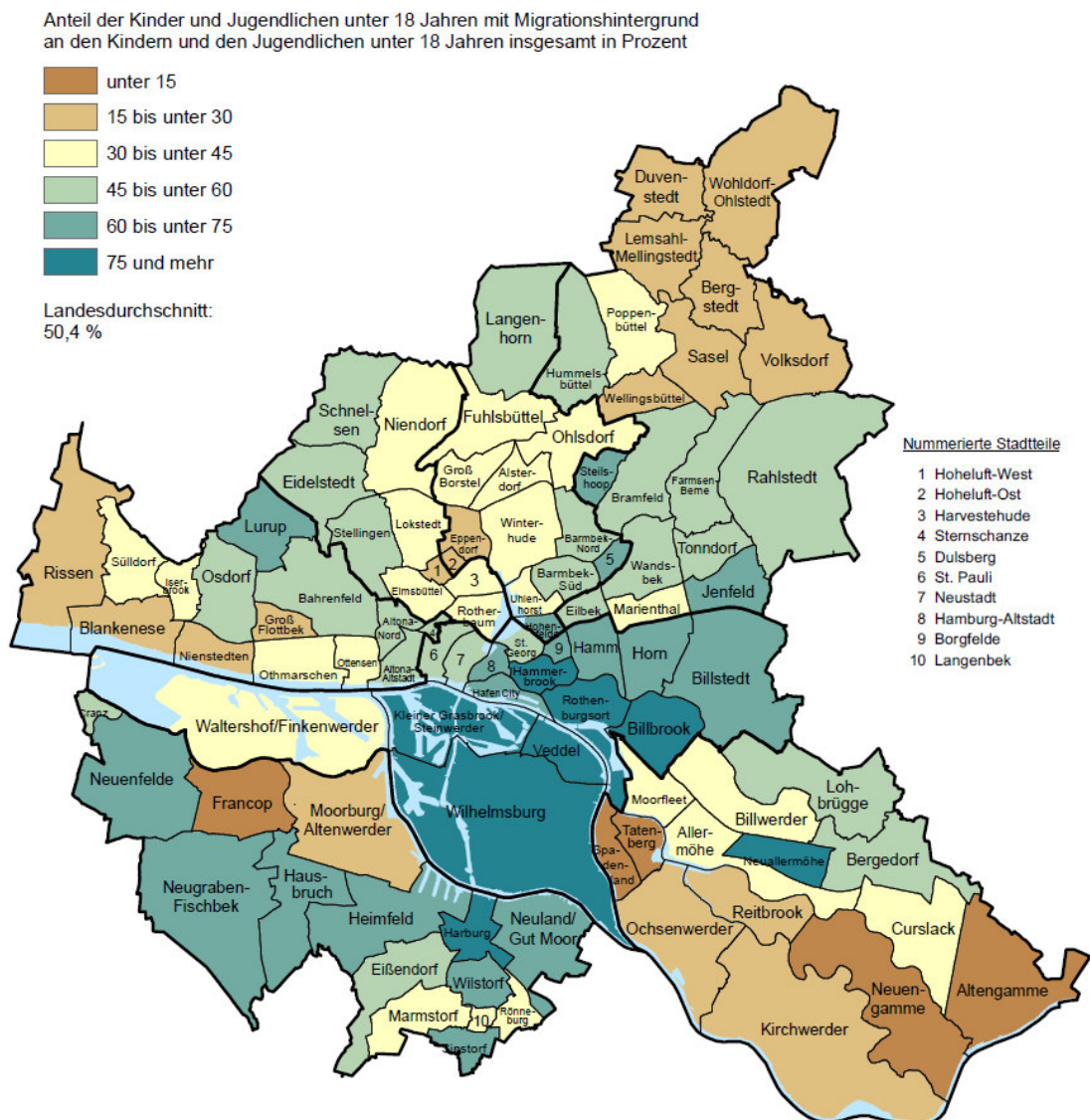
This report reflects findings of a case study held in Hamburg, Germany.¹

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Background Hamburg

Demographically, Hamburg is a city with a moderate share of immigrant population. At the end of 2016, 34% of the total population (i.e. 630,000 persons) are either foreign-born or native-born children of immigrants. However, there is a strong age component involved: the share of those with a “migration background” is 50%, when looking at the age group below 18 (and even higher shares at the younger ages). Due to considerable social differences across districts and neighbourhoods, and the overwhelmingly working-class background of immigrants, there are also strong differences with regard to the distribution of the migrant populations in the different neighbourhoods, ranging from below 15% in the more rural peripheral areas of the city to more than 75% in some neighbourhoods. The following graph shows the unequal spatial distribution of children and youth of “immigrant background” in Hamburg (Statistik Nord 2017):

Kinder und Jugendliche mit Migrationshintergrund in Hamburg am 31.12.2016



The main countries of origin of immigrant populations in Hamburg are, by order of size: Turkey, Poland, Afghanistan, Russian Federation, Iran, Kasachstan, Syria, Portugal, Romania, Ghana, Italy, Bulgaria, and Greece (groups with above 10 thousand persons, including first and second generation).

Schools in certain areas have been dealing with a very diverse student force since long, and also high indices of socially deprived families. To account for this, two decades ago a system of measuring the degree to which schools are “socially cumbered” was installed – the so-called KESS-factors (acronym for “competences and attitudes among pupils” in German), ranging from 1 (= socially strongly cumbered) to 6 (= socially strongly privileged). The KESS-factors were used, among other things, to allocate resources to schools, so that, for example, KESS 1-schools would have a lower frequency of pupils per class and receive extra-funds for language support-programs. Relatively new phenomena today are that (a) there is a growing number of schools in which children of non-immigrant background represent just a small minority as all other children, and (b) there is a growing number of middle-class neighbourhoods (and schools) in which children of “migrant background” make up about one third of the student force.

Over many years there have been growing demands by educational scientists for more general and holistic approaches and strategies for dealing with the increasing heterogeneity of the student force and phenomena, such as grouping along ethnic boundaries and cultural differences, and discrimination. “Intercultural Opening” (IKÖ) and “intercultural school development” have been two key terms that do not only refer to the simple presence of pupils with different home languages, identities, family backgrounds and religions, but also to equal educational chances and the promotion of individual talent and potentials, independently from the social and ethnic familial background.

Hamburg has been at the forefront of these nation-wide debates for a number of reasons:

- together with Berlin and Bremen it shares being a city, but also a federal state of its own. Since education in Germany is entirely in the responsibility of the 16 federal states, educational policies can be more directly decided and put into practice in these three cities than in those which belong to the larger territorial states;
- it has a long social-democratic tradition of educational reforms that aim at a broader and better participation of children from socially disadvantaged families in the educational system. Hamburg’s latest school reform in 2009 was the first in Germany to replace the long criticised three-track-system in lower secondary education by two school types that both offer direct access to higher education: the academic *Gymnasium* and the comprehensive *Stadtteilschule* (“district school”);
- in the mid-1990s and on the basis of a joint declaration of the German ministers of education, intercultural education became a central topic in the city’s educational legislation and in teacher education;
- the city founded one of the most prestigious and advanced university centres for intercultural education (*Arbeitsstelle Interkulturelle Bildung*) in Germany at the Department of Education of the University of Hamburg, which contributed scientifically to the introduction of elements of intercultural and multilingual education into the curriculum of teacher education. Shortly after an Information Centre for Intercultural Education (BIE) for schools and teachers was founded at the

State Institute for Teacher Education and School Development that is responsible for the in-service training of teachers. The BIE was also a founding member of a nationwide network of experts in intercultural education in schools, called INKA.²

This period in the late 1990s was followed by a certain backlash in the early to mid-2000s, when a conservative-right wing populist government stopped the further development and drew back a number of political measures, such as e.g. the promotion of bi-lingualism, echoing also a certain reluctance in the educational authorities to give the topic of intercultural education and raised awareness and sensibility for diversity among teachers its corresponding central place and importance.

However, this changed again when, in the late 2000s, new elections led to a conservative-green coalition in which the new Minister of Education came from the Green Party. The new minister not only initiated the above mentioned reform, but also put intercultural education high-up on the political agenda again. Part of the new strategy was to strengthen two aspects: more intercultural awareness and sensibility, but also more intercultural competences in the *teacher force* – including the intensified training and recruitment of teachers of immigrant background – and making a positive and accepting approach to the heterogeneity of the student force a central topic in *school development*.³ In 2010 was founded the local branch of the nation-wide Network of Teachers with an Immigration History.⁴ And the above mentioned Information Centre for Intercultural Education (BIE) also initiated the elaboration of a training concept for “mainstreaming” intercultural education in schools by qualifying active teachers as “intercultural coordinators”. This course was advertised and realised as a pilot project for the first time between 2012 and 2014.

The Concept of “Qualification for Intercultural Coordination”

The concept was developed in cooperation between the BIE and a project with a particular expertise in intercultural projects in education and the labour market: *BQM – Beratung, Qualifizierung, Migration* (“Counselling, Qualification, Migration”)⁵ and is based on the conviction that more holistic strategies are needed which connect what happens in the classrooms with changes in the organisation, with the adaptation of pedagogical contents and tools, and with the wider institutional and social environment of schools: It is the school as a whole that needs to develop. Therefore the concept targets individual teachers – and their capacity to reflect their routines and actions and to plan and execute locally adapted changes – but also the schools that need to change or adapt as social organisations. As the project flyer states:

The objective of this qualification measure is to qualify Intercultural Coordinators to support their

² <http://www.lehrerinnenfortbildung.de/cms/images/stories/arbeitsgruppen/inka/inka2016.pdf>

³ It should also be mentioned here that in 2009 Germany signed the UN-Convention of the Rights of Persons with Disabilities which was translated in Hamburg among other things into the right of children with disabilities to be educated in regular schools (called “inclusion”). This means that the topic of dealing with heterogeneity and diversity got an additional dimension that put a lot of pressure on schools, but also demonstrated the need for a more generalised concept in the approach to heterogeneity in schools.

⁴ <http://li.hamburg.de/netzwerk>; see on these teacher networks in Germany also the following SIRIUS position paper: http://www.sirius-migrationeducation.org/wp-content/uploads/2014/12/Position-Paper-Teachers_final.pdf

⁵ The project BQM was initiated in 2002 by the City Mayor and is hosted by the NGO *Koordinationsstelle Weiterbildung und Beschäftigung e.V.* that works in the field of professional training and qualification for groups that face certain obstacles in the access to the labour market, such as e.g. women, migrants, and refugees.

school's development processes with their intercultural expertise. For this, they are introduced to the basic fields of action of intercultural school development at the level of teaching, organisation and personnel. (...) During the qualification they will also be constantly advised as regards the concept they develop for their schools.

It is an explicit goal of the program to go beyond bringing more teachers into trainings for intercultural education in diverse classrooms, because "these are frequently not more than a drop in the bucket". The difference is that the teachers in this program are understood as "agents of change" for initiating processes of *organisational development* that aim at the "intercultural opening" of the school as a whole. The program makers are convinced that – as broader long-term effects – this will help to create a "better social climate", a more inclusive school, offering more equal chances to all its pupils, and also contribute to a general improvement of the pupils' school results.⁶

The concept works with three interwoven basic strands:

1. Working on the participating teachers' own attitudes and convictions on the basis of "anti-bias-training" and "prejudice-conscious pedagogy"

Anti-bias-training is a concept developed in South Africa that tries to raise awareness of the omnipresence of biases in regarding different groups of people on the basis of frequently widely unconscious pre-judgements and evaluations. These are part of one's socialisation, so that anti-bias-training presupposes that it needs particular efforts to become aware of one's own biases as a departure point for raising the awareness about these biases also in other persons. This is obviously particularly relevant for professionals of education. The participants of the qualification reflect their own background and experiences and are made aware of the interpretational frames they use for narrating these experiences. In a next step, they learn how they can make use of this awareness in teaching processes, for which the concept of "prejudice-conscious pedagogy" provides useful practical tools and a general methodological framework. The idea is thus that the intercultural coordinators themselves can work with a different pedagogy, but also give indications to colleagues as regards possible starting points for reflecting on one's teaching practice.

2. Intercultural school development in terms of teaching, personnel and the organisation

To make a school a "better place", processes of Intercultural Opening (IKÖ) cannot be limited to the individual teaching practices of individual staff members, but needs to affect the entire organisation – including staff development/recruiting, reviewing crucial organisational processes with regard to their potential effects on particular groups of students (or parents), and establishing intercultural content and teaching tools as permanent characteristics of the school.

3. Change management: coaching and supervision in processes of intercultural opening of the participating schools, peer counselling and expert discussions with the school principals.


To adopt Intercultural Opening as a school needs to understand this as a process that (a) needs time and development, (b) to take on board the school as a whole and with all its relevant actors, (c) the establishment of mechanisms of constant process revision, and (d) professional advice and supervision. This means that the management of the process does not rely on the participants as "agents of change" alone, but is accompanied by the State

⁶ Quotes in this paragraph are translated from the webpage at: <http://www.bqm-hamburg.de/bqm/pages/index/p/563>

Institute and the professionals who do the training with the teachers. Participation in the qualification already requires a statement of support by the school principals, so that the organizers can get in direct contact with them and offer additional coaching and accompaniment for the process. But part of this process is also to give the topic more weight and presence, which is partly achieved by upgrading the Intercultural Coordinators within the system of teacher salaries.

The training consists of 18 sessions and events that are spread over two entire school years – as the following box shows:⁷

Termine 2016/2017:	Termine 2017/2018:
<ol style="list-style-type: none"> 1. Fachtag Interkulturelle Öffnung – Schule in Zeiten von Flucht und Migration Fr, 23.09.2016, 16-19 Uhr, LI, Felix-Dahn-Straße 3, Aula (öffentliche Veranstaltung) 2. Anti-Bias/vorurteilsbewusste Pädagogik Fr, 07.10.2016, 9-17 Uhr, LI, Moorkamp 3 Sa, 08.10.2016, 9-17 Uhr, LI, Moorkamp 3 3. Anti-Bias/vorurteilsbewusste Pädagogik II Fr, 11.11.2016, 9-17 Uhr, LI, Felix-Dahn-Straße 3 Sa, 12.11.2016, 9-17 Uhr, LI, Felix-Dahn-Straße 3 4. Fachgespräche mit Schulleitungen und Interkulturellen Koordinationen in der jeweiligen Schule November 2016 - Februar 2017 5. Interkulturelle Schulentwicklung I: Projektmanagement Fr, 09.12.2016, 9-17 Uhr, LI, Moorkamp 3 6. Interkulturelle Schulentwicklung II: Projektplanung Do, 12.01.2017, 16-19 Uhr, LI, Felix-Dahn-Straße 3 7. Interkulturelle/rassismuskritische Unterrichtsentwicklung Do, 02.02.2017, 16-19 Uhr, LI, Felix-Dahn-Straße 3, Aula (öffentliche Veranstaltung für pädagogische Fachkräfte) Fr, 10.02.2017, 9-17 Uhr, KWB, Kapstadtring 10 8. Elternkooperation Do, 23.02.2017, 16-19 Uhr, LI, Felix-Dahn-Straße 3 (öffentliche Veranstaltung für pädagogische Fachkräfte) Do, 02.03.2017, 16-19 Uhr, LI, Felix-Dahn-Straße 3 9. Abbau von Bildungsbarrieren Do, 27.04.2017, 16-19 Uhr, LI, Felix-Dahn-Straße 3 10. Fachaustausch neuzugewanderte Schülerinnen und Schüler Di, 11.05.2017, 16-19 Uhr, LI, Felix-Dahn-Straße 3 	<ol style="list-style-type: none"> 11. Öffentlichkeitsarbeit Do, 08.06.2017, 16-19 Uhr, LI, Felix-Dahn-Straße 3 12. Beratung im interkulturellen Kontext Do, 28.09.2017, 9-17 Uhr, LI, Felix-Dahn-Straße 3 13. Vernetzung mit Kooperationspartnern/-innen für Schulen Do, 09.11.2017, 16-19 Uhr, LI, Felix-Dahn-Straße 3 (öffentliche Veranstaltung) 14. Interkulturelle/Interreligiöse Fragen in der Schule Do, 30.11.2017, 16-19 Uhr, Centrum Moschee, Böckmannstr. 40 (öffentliche Veranstaltung für pädagogische Fachkräfte) 15. Die Rolle der Interkulturellen Koordination und neuzugewanderte Schülerinnen und Schüler Di, 20.02.2018, 16-19 Uhr, LI, Felix-Dahn-Straße 3 16. Fachveranstaltung für Schulleitungen in der ZEIT-Stiftung-Ebelin und Gerd Bucerius Frühjahr 2018 17. Kollegiales Coaching: Schulentwicklung Mi, 10.04.2018, 16-19 Uhr, LI, Felix-Dahn-Straße 3 18. Zertifikatsverleihung/Projektpräsentationen und Informationsveranstaltung für den 4. Durchgang Di, 05.06.2018, 16-19 Uhr, LI, Felix-Dahn-Straße 3 (öffentliche Veranstaltung)



⁷ Source: Program folder (available at: <http://li.hamburg.de/contentblob/3998718/d1d50dd264eee8328726ff377a6b64ec/data/download-pdf-flyer-3-qualifizierung-ik-2016-18.pdf>)

The program includes seminars on different relevant topics, such as:

- Anti-bias/prejudice-conscious pedagogy I & II
- Intercultural school development I & II
- Intercultural/racism-aware development of teaching
- Cooperation with parents
- Lowering institutional barriers in education
- Dissemination
- Counselling in intercultural contexts
- Networking with non-school-based cooperation partners
- Interreligious issues in school
- Newly arrived children

They also include a number of public events (e.g. on intercultural education and networking with non-school based project partners), a visit to the main local mosque, a series of individual coaching meetings with the principals of the participating teachers' schools, and the final event of project presentations and handing-out the participation certificates.

The program was executed for the first time in 2012, and there have been two full circles realised. Currently, it is the third cycle that is going on. The total duration of this program has been rising over the three cohorts: from – originally planned – 60 hours in the first year to 98 hours in the current cohort. Each cohort consisted of 20 participants from different schools and different types of schools. It is not limited to secondary education and also not to specific tracks. Some particularly engaged schools have had more than one participant.

Teachers can only take part, if the school leaders agree and write support letters to the individual application that also includes a Letter of Motivation, giving emphasis in the access to the training to teachers with a particular commitment to the topic or a personal biographic connection. For this reason, there is an above-average share of teachers with a familial migration history among the participants. Until now, the interest in this qualification has exceeded the number of places by about the factor 2, so that the coordinators so far could select a particularly engaged and committed group of teachers.

This is important because the expectation is that the Intercultural Coordinators succeed in giving some “initial sparks” for a process of “intercultural opening” that involves the entire school. Obviously, this cannot be an individual task, and for this reason the applicants need to prove the readiness of the school leaders to support and actively take part in the process, including the coaching and professional advice offered by the project coordinators and experts to them. Despite the fact that effective change in schools tends to be a difficult, tiresome and long process – not least because of the many different actors that need to be taken on board (including teacher colleagues that might either not be convinced by the concept) – many schools have been since long directly confronted with the need to find or develop new concepts for providing good education to all their pupils, despite the increasing heterogeneity of the student force. The first step is therefore to identify the so-called “gems” and “construction sites” with regard to the process of “intercultural opening”: what works (well) already and what still needs to be improved?

Evaluation

It speaks for the ambition for high quality that the qualification programme is being accompanied and evaluated by the Helmut-Schmidt-University in Hamburg since the very project start. The leading social scientist is Mechtild Gomolla, a distinguished expert in educational sociology with a strong research record in the institutional responses to immigration and diversity in the German school system.

The evaluation was done on two levels of observation: (a) analysing the programme itself and the process of qualification from the perspective of the participating teachers and their schools; (b) evaluating the approach and experiences of the intercultural coordination in the participating schools and reconstructing first processes of change at the level of the organisation, the staff and the pedagogical processes since the beginning of the data collection. Methodologically, the observation was based on qualitative interviews with the participants at three different moments and a few exemplary interviews with selected school leaders. Additionally, desk research was done in relation to the general educational policy and context conditions that would be considered as relevant for the general framing of the programme.

The evaluation was structured along the following topics:

- motivations and expectations among the participants
- evaluation of the personal development of competences with regard to (a) dealing with difference, discrimination and general ideals of justice, and (b) school and teaching development
- incorporation of the intercultural coordination into the institutional setting
- back-up by school leaders and feed-back from teaching staff
- (first) effects on the organisation and the teaching concepts

Since the evaluation was planned as accompanying the entire process, the following scheme shows the parallel phases of the qualification and the evaluation which was divided over three data collection phases:



In all three phases, interviews were done with the participating teachers, so that expectations could be collected as much as in-between impressions and a final evaluation. Additionally the organizers and project responsible persons and the school principals were interviewed, while accompanying document analysis was carried out through the entire process.

Results

Most participants were motivated by biographical aspects to apply for the qualification – not few of them because they also had a migration background in the family. But, at the same time, the qualification is also sufficiently ambitious to attract teachers who believe that it will increase their chances for better (and better-paid) jobs and/or to move into a position of more responsibility and weight. Finally, there is the intrinsic “political” motivation of wanting to provide their students means for moving ahead and being successful.

Many of the teachers believe that there is a need for change in their schools, especially in light of the changing demographics. As some teachers stated:

“I work at a school with very many children with a migration background. It is explicitly a topic in religion, but also implicitly. We have many problems with the different origins and do justice to them. In conflicts we see that there are different reactions and mechanisms, very different underlying behaviours which we cannot really grasp. And they make it difficult to communicate sometimes.”

“I am teacher for special education with a specialisation in behavioural and linguistic problems, and I have seen several times there are many injustices going on in this field.”

“First of all, I found out that my school is actually not doing anything in this area. And then I started to get some things going, but when you are all alone in this, it is very slow.”⁸

The evaluation study summarises the main results as follows:

The teachers and the school principals evaluate the qualification very positively. The participants see it as a new and practice-oriented approach which contributed significantly to a broadening of their professional tools and repertoires. It is especially the combination of practical aspects in dealing with heterogeneity, discrimination and equal participation in class and the general pedagogical day-to-day with the competences for advice and process management towards intercultural school development and with more general theoretical insights into Intercultural Opening as a special and cross-cutting task in school development that is applauded.

The participants also highly valued the expertise and constant support offered by the organizers and trainers and emphasized the possibilities for networking and cooperation within the group of participants.

The participants also felt better sensitized for the role of cultural, linguistic, religious, and social diversity in the everyday interactions in school and reported having become more aware of needs in this regard. Especially the deeper understanding of mechanisms of discrimination triggered a process of self-reflection about own prejudices and biases, but also the diverse forms of discrimination in daily interactions within the school context and how they are also inscribed in the pedagogical and organisational setting (institutional discrimination). This also helped them to develop a more resource-oriented perspective on the differences between pupils and their specific needs.

Many participants also learned to see intercultural school development as an ongoing and

⁸ All quotes in this report are taken from the evaluation report and were translated from German by the author. The evaluation report was published in August 2016 at the Helmut-Schmidt-Universität Hamburg by Mechtild Gomolla, Dorothee Schwendowius and Ellen Kollender (see reference list).

long-term process, for which they received some tools and methods to get it initiated and bring it on a good track.

Also the interviewed school leaders applauded the concept of Intercultural Coordination as an important element for their normal school development. Especially in schools that are already engaged in different types of intercultural activities the Intercultural Coordination offers the chance to establish this function as a permanent position in the school organisation – and by this give the activities more value and prominence and have them better anchored in the organisation and its development, and in the day-to-day of school activities. The qualification also helped to establish the Intercultural Coordinators as the local experts in the field and have their professional advice widely accepted and sought after by their colleagues.

Another important aspect is the process of establishment of the Intercultural Coordination in the schools, which is conceived as an integral part of the two-year qualification. Here the evaluation report observes that different pathways were gone by the participants and their schools – also taking into account the different specific situations at the schools.

The range goes from a rather informal sharing of knowledge and information with colleagues in everyday interactions to much more formal strategies, such as the joint detection of needs for action and the instalment of working groups on specific topics. In general, it is especially the official nomination of the Intercultural Coordinators for participation in the formal steering bodies of the school and the explicit visibility of the function within the school and to the outside that are important steps for establishing the Intercultural Coordination as a new organisational element in the schools. Most of the participating teachers got granted a reduction of their teaching load for the period of the qualification, but it is very positive that many of them continue to have a reduction of one or two teaching-hours per week to be dedicated to their new function. Some of them were even promoted to a higher ranking salary group in connection to their function as Intercultural Coordinators.

Still another important aspect is whether there are (first) visible effects of the training and the new function at the level of the pedagogical and organisation settings. Here, the evaluators observe an increased visibility and attention to the field of Intercultural Opening and an intensification and support to already existing processes. The school leadership is encouraged to intensify existing activities and to recruit more teachers with a migration family history. Those participants who did not have any formal responsibility for processes of intercultural opening at their school before beginning the qualification – many of them actually teachers of immigrant background – experienced a remarkable increase in legitimisation in their engagement so far.

Participants started to make use of the ideas and tools transmitted in the different modules of the qualification in order to adapt their teaching to working with heterogeneous groups of learners and to design their teaching material in ways that reflect a critical reflection on discrimination – especially by using elements of the anti-bias training.

The training also helped to improve the dialogue with the parents of immigrant origin and create better opportunities for participation for them – also by creating more attention for their needs, wishes, fears and critique at the school. The participants try out different ways and concepts to lower the thresholds for active participation of immigrant parents and bring them closer to the school, especially those with a rather distant and critical stance towards the school so far.

The qualification also led to increased networking activities with non-school-based actors and organisations in the surrounding neighbourhoods.

The evaluation study concludes that qualification meets specific needs for action that are perceived in the schools and wishes for professionalisation among the participants with regard to dealing with difference and discrimination. To have formulated the explicit objective of intercultural opening via intercultural school development takes up nation-wide and regional recommendations and decisions by the relevant political bodies to incorporate them also in the so-called “third phase” of teacher education, i.e. further education after the completion of the university studies and the compulsory internship period after the “first state exam”. The training is based on scientific knowledge and well thought-out in terms of concept, organisation and methods. Especially the combination of qualification and training for teachers with school development in relation to dealing with difference and discrimination can be considered an innovative strategy. The study concludes that the purpose and aims of the training were fulfilled.

It is obviously still too early to finally assess the long-term effects and sustainability of the implementation, but it seems already safe to say that the Intercultural Coordinators can effectively become “motors of change” in their respective schools. It has proven to be a good idea to start with the first steps of implementation already in the course of the training, so that an almost immediate transfer of the acquired knowledge and competences to the practice is possible. Another important factor for the success of the program has been the early incorporation of the school leadership and offering them consulting and advice by the experts at the two organising organisations independently from the actual training. This has helped a lot to install the Intercultural Coordination permanently in the school organisation.

The first school development measures have been mainly targeting teaching methods and materials in the direction of teaching and in-class interactions that are sensitive to differences and discrimination, closer cooperation with parents and the construction of cooperation structures in the schools and between them and their surroundings. The connected transparency has helped creating more security among the participants, better coordinated and systematized strategies, and more synergy effects with other crucial development processes (e.g. the inclusion of pupils with disabilities). Many participants even report an improved social climate in their schools which they believe to be caused by more attention and valuation of heterogeneity.

On the basis of these outcomes, the evaluators formulate four central recommendations:

1. Further develop the contents of the concept and training, especially incorporating more explicitly questions of school outcomes, achievements and the equality or justice of chances into the strategy of intercultural opening. This should also include concepts for promoting professional reflexivity in the teaching staff in relation to difference and discrimination;
2. an even stronger participation of the school leaders in the program
3. the implementation of sustainable structures for the professional and collegial support of the Intercultural Coordinators after the end of the training;
4. the establishment of the program as a permanent and long-term (financially) guaranteed tool for teacher education and school development.

And also the overall evaluations of the participants are not only positive, but underline the need for mainstreaming the approach within the school system in Hamburg. Here are some corresponding statements from the evaluation report:

“What really stayed in my mind is the conversation with the school leadership. That was something that represented to me all the in-depth part of the qualification. That was really good, because my school leaders had to be prepared and think about the topic, so that was very helpful. They had to have an idea about my work, my perspective, and that made them become aware, how much was already going on, and what still did not work well, and what would have to be done to advance on this. I found that very helpful.”

“I don’t know, but the most important and also most emotional part was definitely the anti-bias-training in the beginning. I mean, I had done that already twice, so I more or less knew what was going to happen and that it has this special effect. People are normally not aware that they may be discriminating, and that’s shocking for them to know, so that all kinds of emotions come up. And that was very exciting again. ... I think that there cannot be enough of these trainings and I would wish that not only the participants of this program have to do it, but ideally also all my school colleagues.”

“When you want to get processes started and then you have to experience that there is resistance – how do you deal with this? ... It was really new to me and very useful that I learned how to trigger reflection by the way you pose questions.”

“What I liked really a lot and make use of it very frequently in practice was the course on counselling. What got a sheet of paper, how to pose questions in counselling situation. So, you don’t tell people, what to do, but you show them the possibilities and options for dealing with a specific situation. I really liked that a lot. “

“I was very happy when I heard that it was also about school development, because – actually – that is the only way to go. It’s not a question of ‘doing good’ alone; it only makes sense in connection with the development of the school as a whole.”

“I was really surprised that, although the qualification was not over yet, things already started. That was much more than we expected, I have to admit that very clearly. And it was also quite unusual.”

Conclusion

The qualification program can be considered a valuable good practice in three important aspects:

1. *it addresses specific needs* among teachers and in schools as organisations;
2. *it is well conceived* in the sense of answering the needs and meeting the expectations of the participants, but also being ambitious and theoretically well-founded;
3. *it works* – as much with regard to providing the teachers with tools and methods for their daily practice as with the aim to give an impulse for an organisational development that changes schools as a whole.

Since the overall topic and aim of the program is basically valid for almost any educational setting in the Western world (and beyond), its success factors are transferable to other settings too, particularly in Western Europe, where the demographic development is very similar – as is the departure point of educational systems, which were not originally constructed and conceived for dealing with cultural and ethnic diversity. What makes this

and other programs additionally interesting and relevant is the fact that they also account for those aspects of diversity that are not migration-specific, but intersect with migration-induced heterogeneity, such as e.g. gender, sexual orientation, and social class. Initiating processes of school development that make schools a better place for the children of immigrants thus also has a high potential for making it also a better place for girls, kids from poor families, and youth that has discovered being homosexual – or in other words: better schools.

Sources and references

Project webpages:

<http://www.bqm-hamburg.de/bqm/pages/index/p/563>

<http://li-hamburg.de/bie>

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Personal interviews:

Rita Panesar, project responsible at BQM

Zahide Doğaç, intercultural coordinator at a comprehensive secondary school