



Landesinstitut
für Schulentwicklung

Integration of young refugees

Needs analysis October 2016

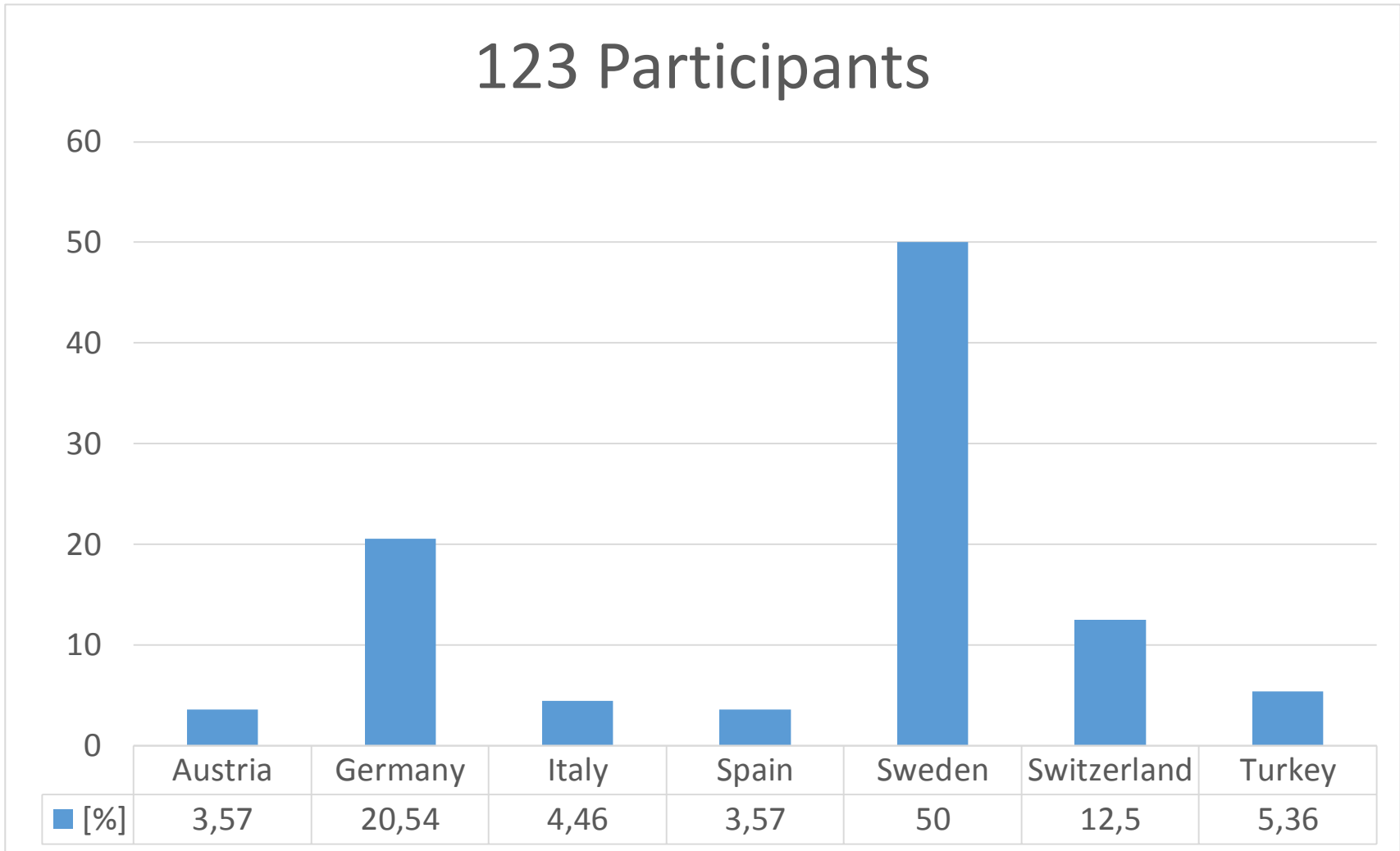
Andreas Wittemann

Christina Henn

Outline

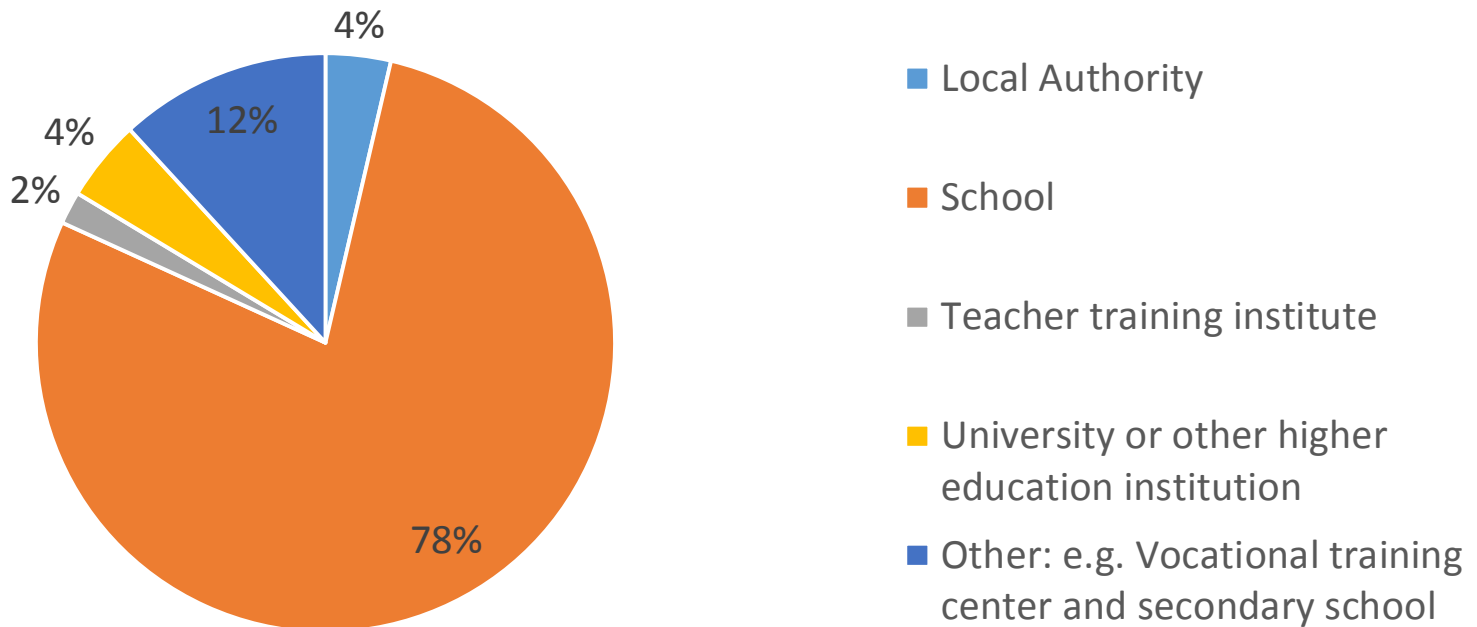
- General information
- Language acquisition
- Career guidance
- Technical questions
- Support

General information



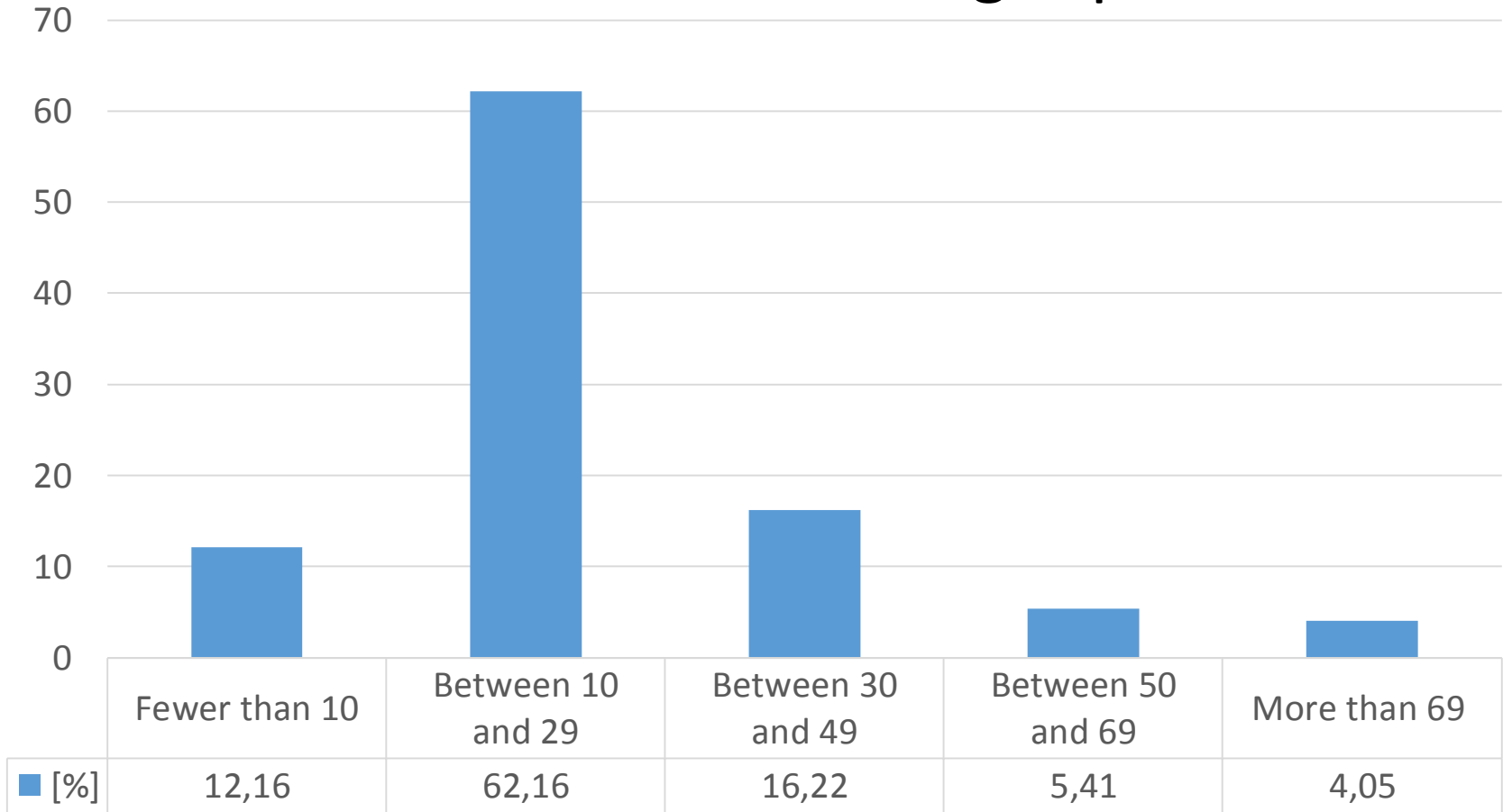
General information

Institutions participants are working for



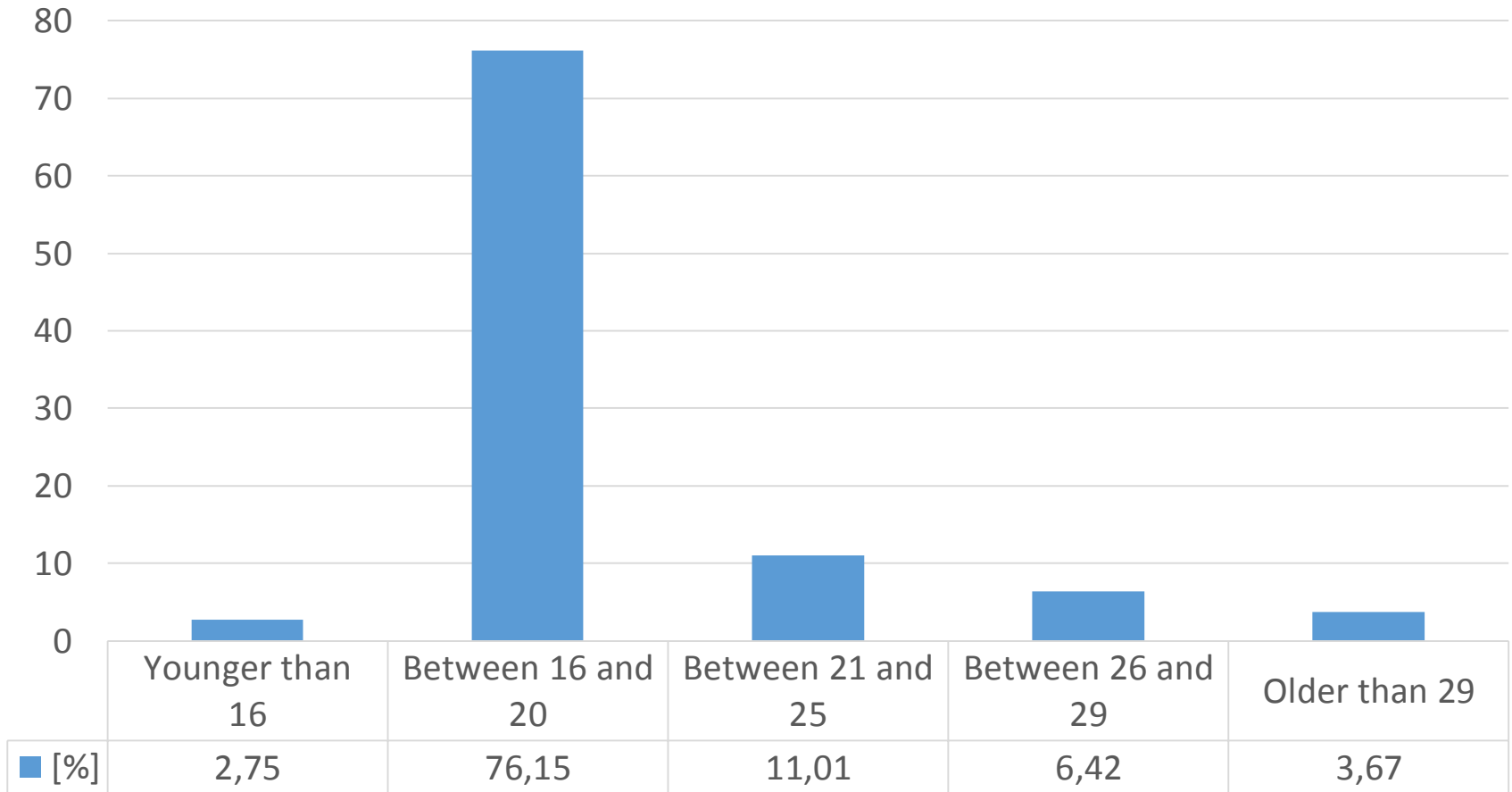
General information

Number of students taught per week



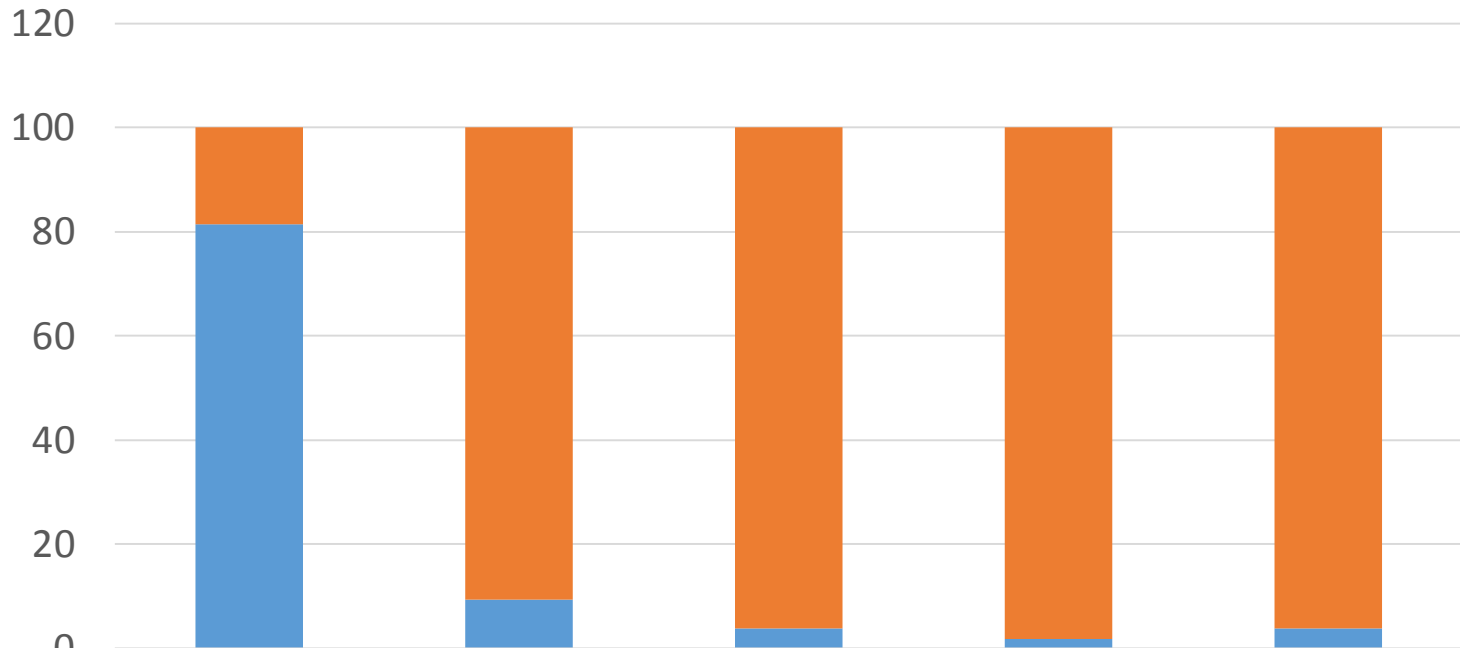
General information

Age of refugees



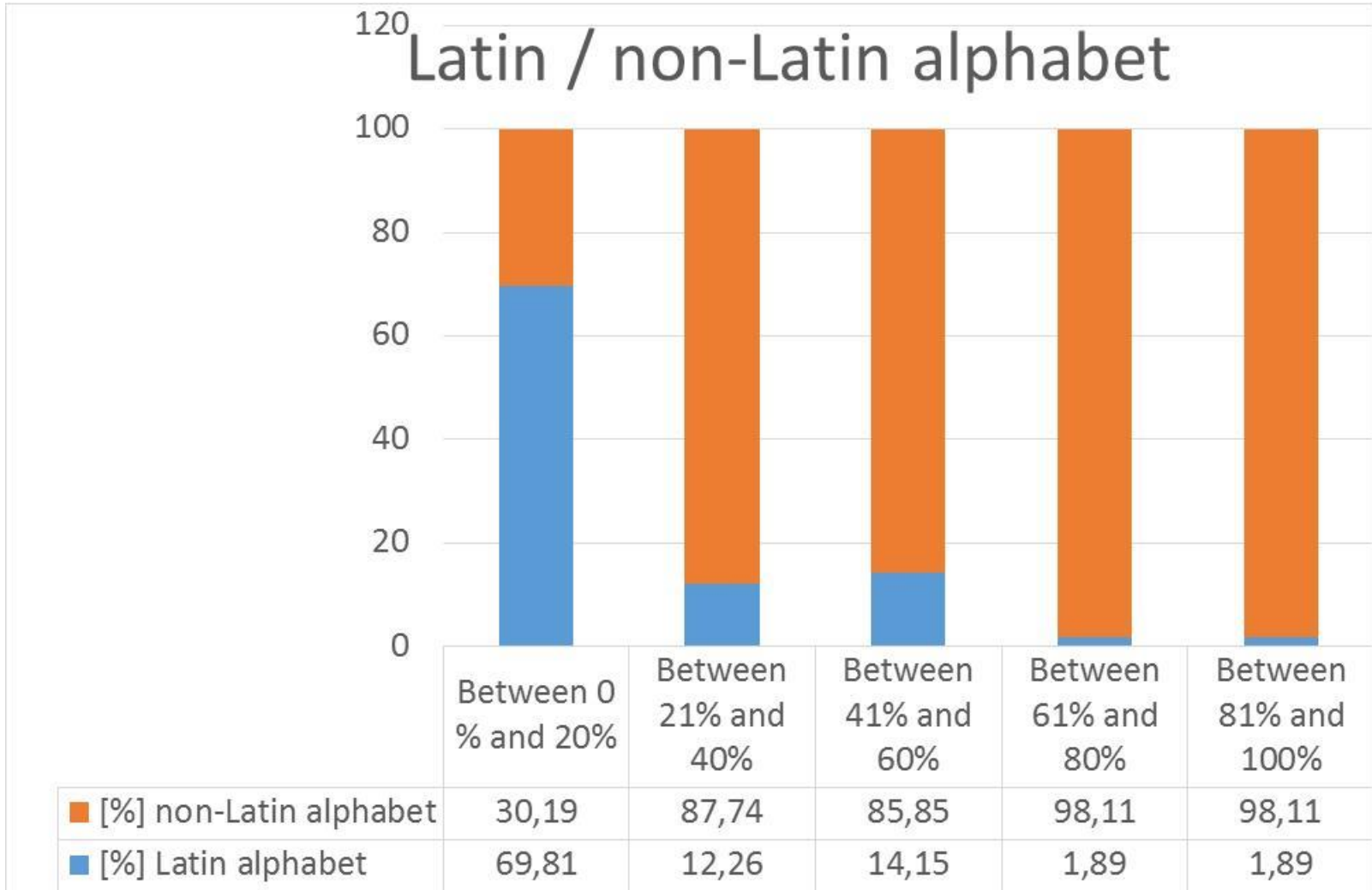
Language acquisition

Analphabets in class



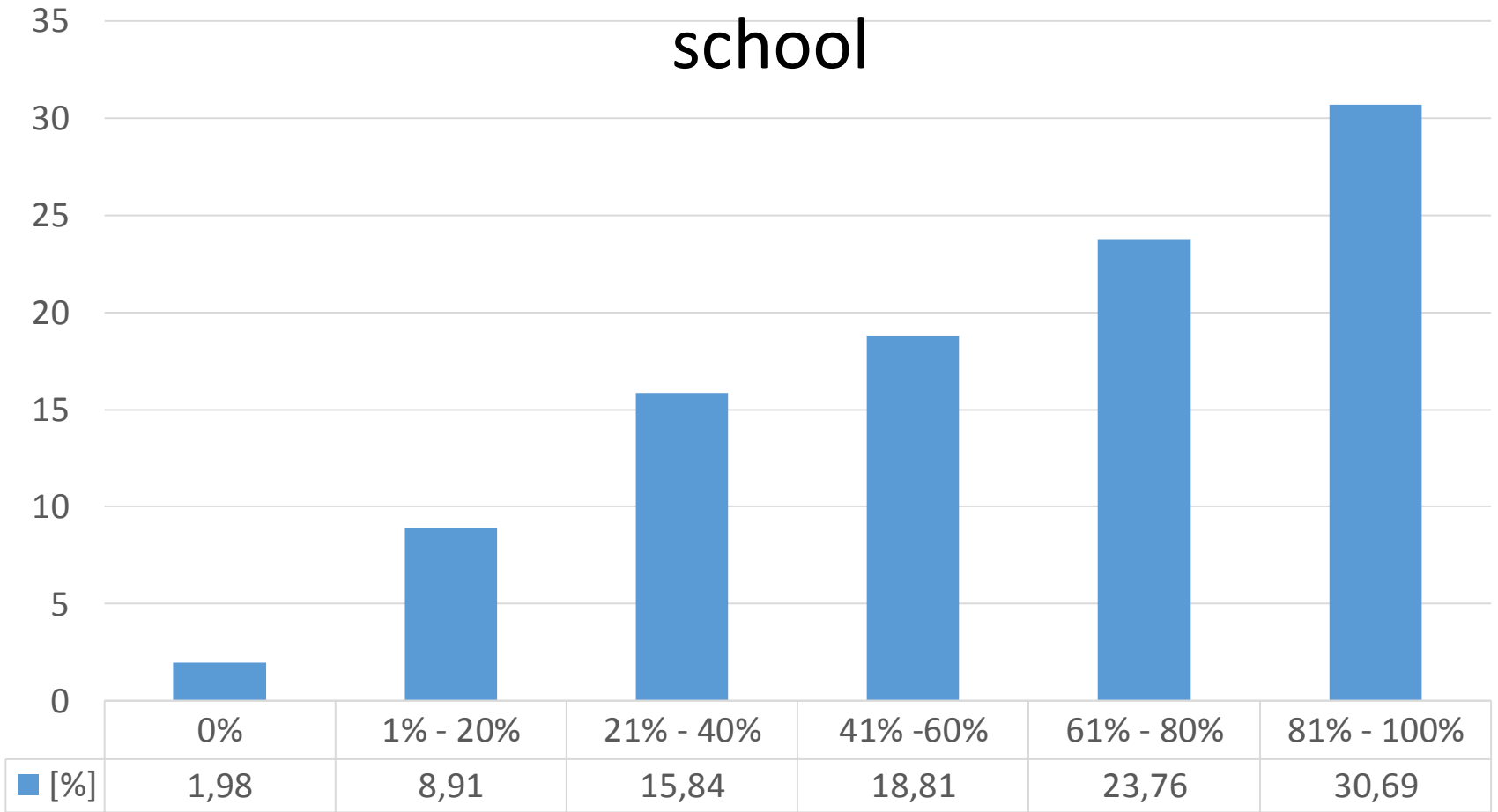
	Between 0 % and 20%	Between 21% and 40%	Between 41% and 60%	Between 61% and 80%	Between 81% and 100%
■ [%] Alphabets	18,69	90,65	96,26	98,13	96,26
■ [%] Analphabets	81,31	9,35	3,74	1,87	3,74

Language acquisition



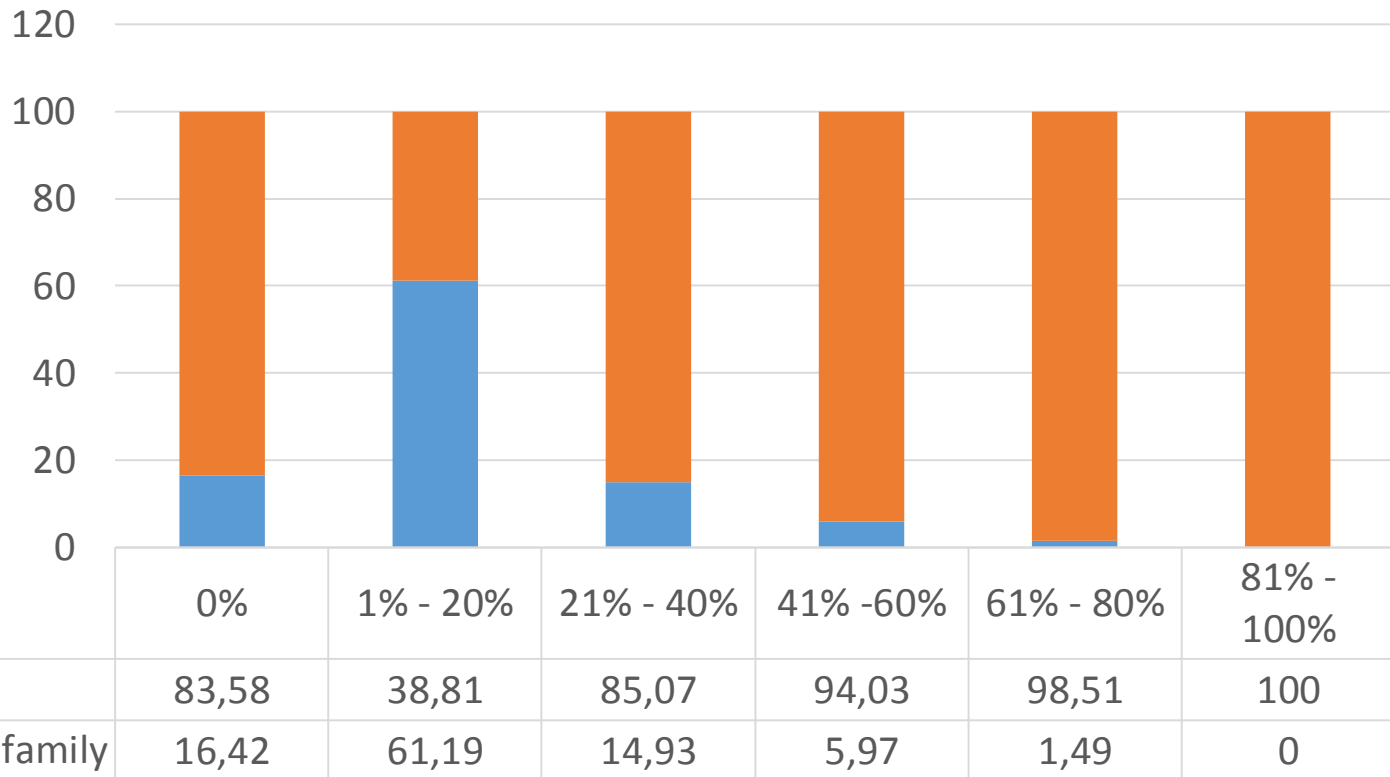
Language acquisition

Acquisition of reading and writing at school



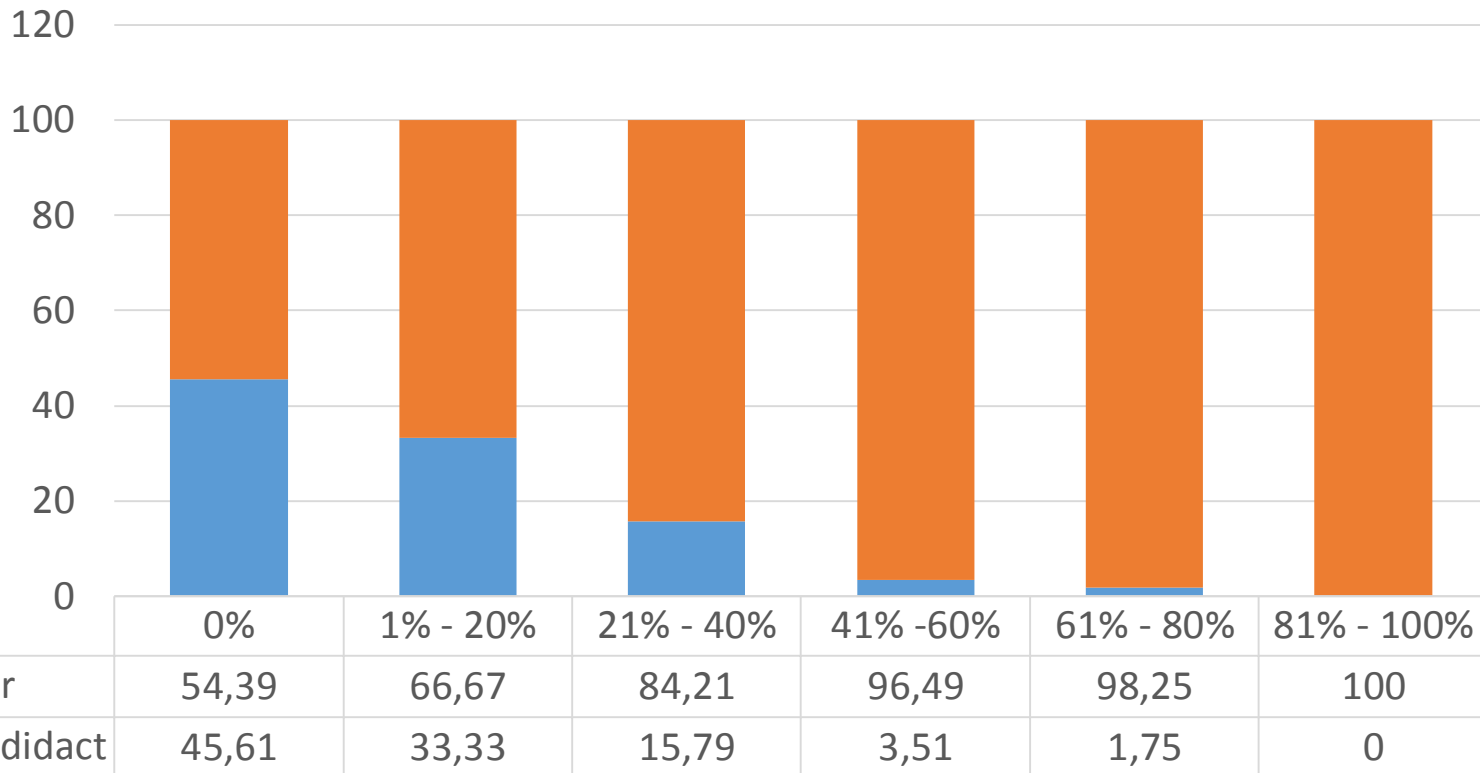
Language acquisition

Acquisition of reading and writing at home / with the family



Language acquisition

Acquisition of reading and writing as autodidact



Language acquisition

Most common mother tongues of the refugees

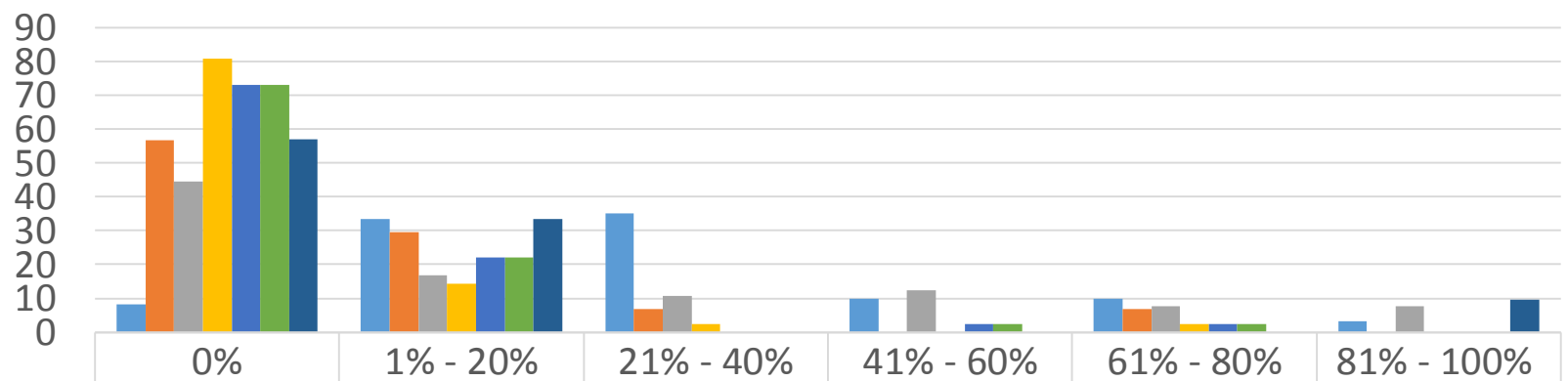
- Persian (Farsi, Dari)
- Arabic
- Tigrinya
- Somali

but also:

- Kurdish, Russian, Urdu, Pashto

Language acquisition

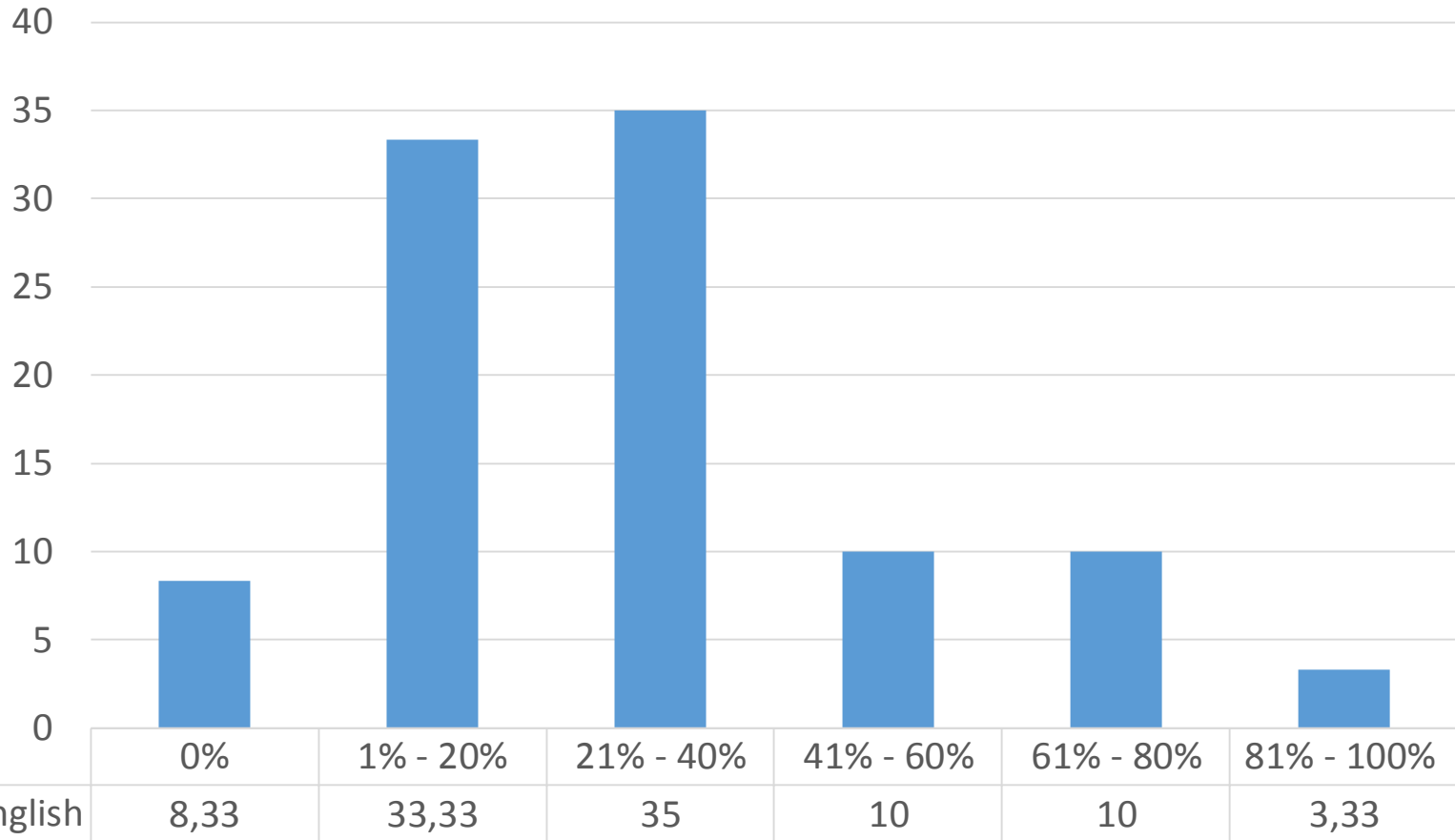
Foreign languages spoken at level A2



	0%	1% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
■ [%] English	8,33	33,33	35	10	10	3,33
■ [%] French	56,82	29,55	6,82	0	6,82	0
■ [%] German	44,62	16,92	10,77	12,31	7,69	7,69
■ [%] Italien	80,95	14,29	2,38	0	2,38	0
■ [%] Spanish	73,17	21,95	0	2,44	2,44	0
■ [%] Swedish	73,17	21,95	0	2,44	2,44	0
■ [%] Turkish	57,14	33,33	0	0	0	9,52

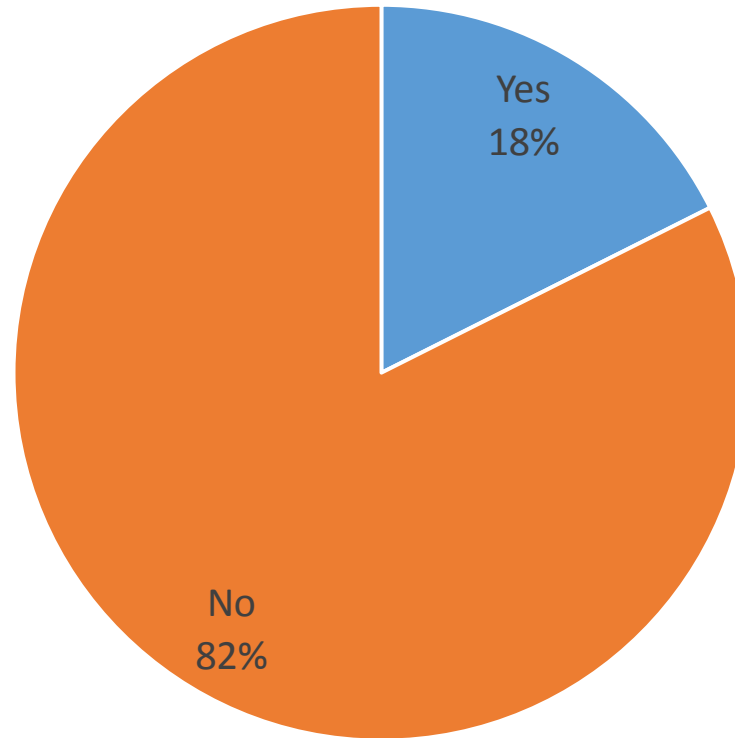
Language acquisition

English spoken at level A2



Language acquisition

Usage of language apps in class

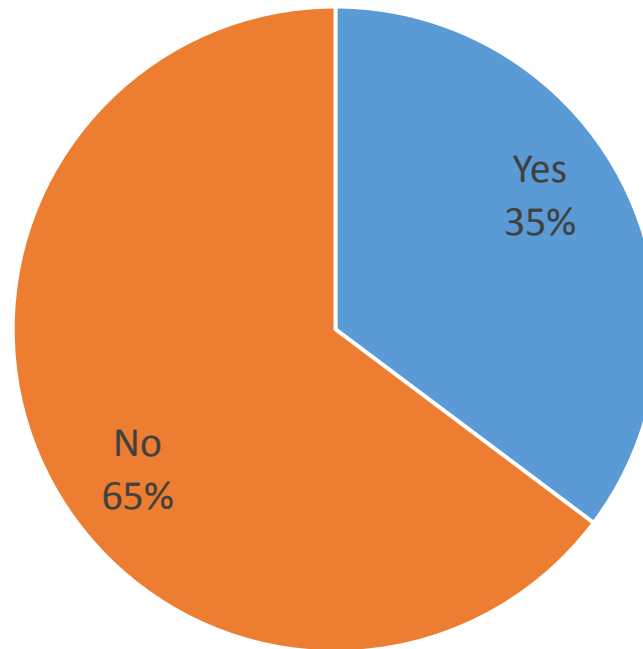


Examples of language apps

- translation apps
- dictionaries
- learning apps

Career guidance

Systematic and structured career guidance



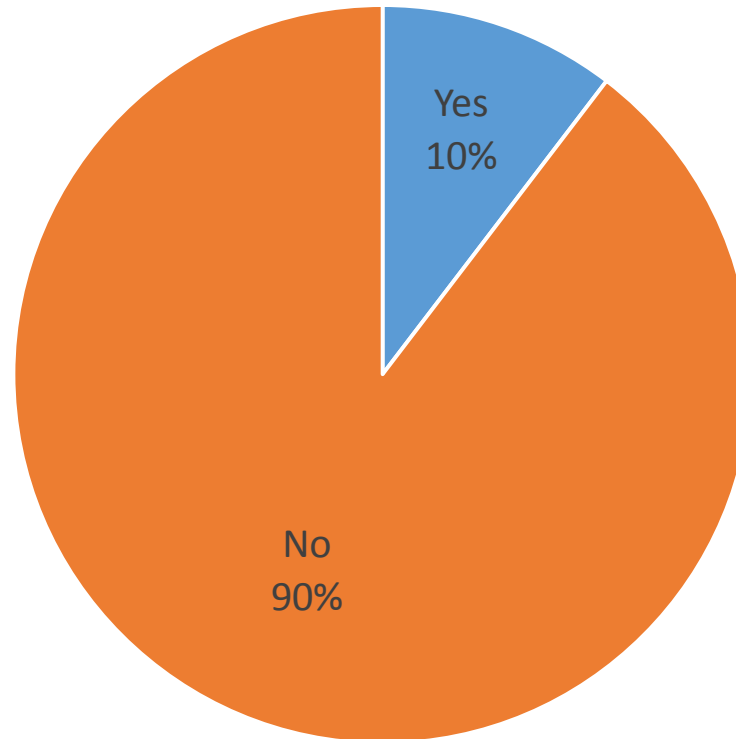
Career guidance

Examples of career guidance

- refugees have at least one career guidance every term
- school has contact to public employment center
- refugees speak with counselor once a week
- teachers give advice
- social workers give advice
- Career Guidance Project

Career guidance

Usage of career guidance apps



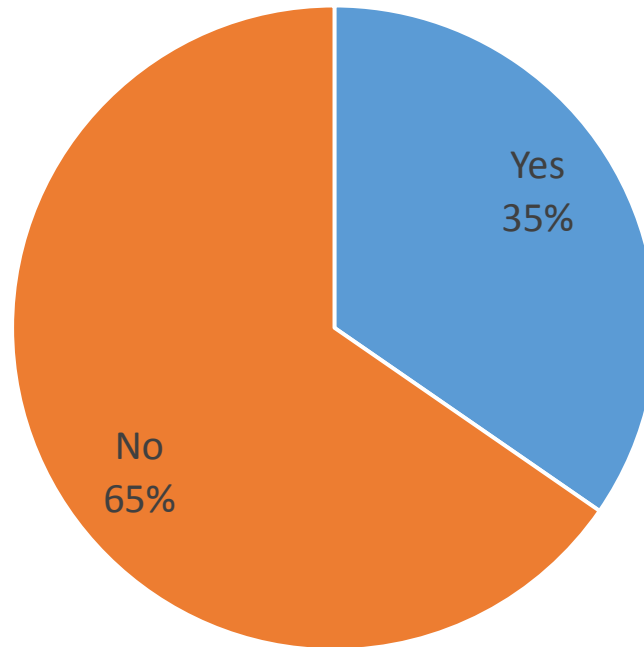
Career guidance

Examples of career guidance apps

- public employment service's vocational information centres (BIZ)

Career guidance

Website recommendations for career guidance



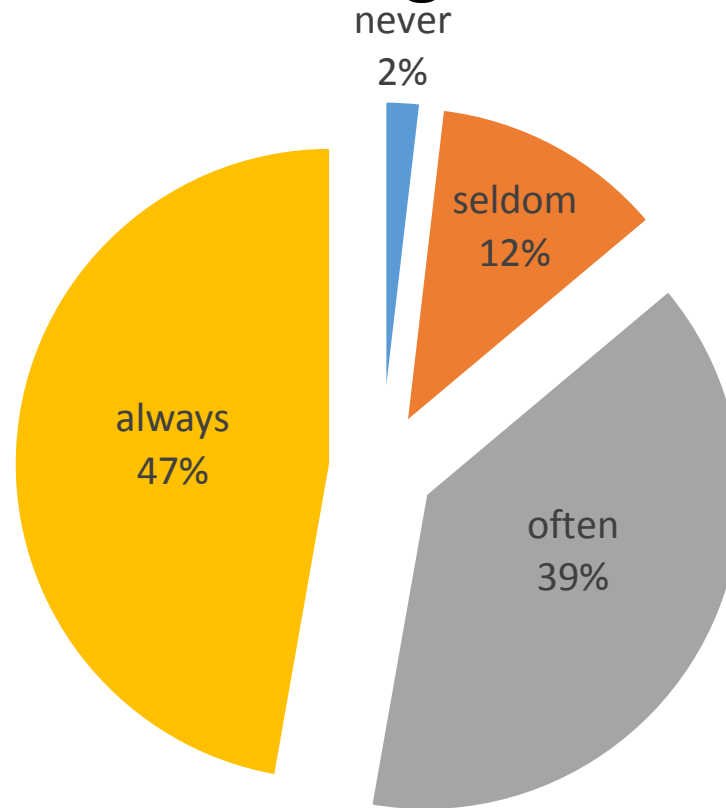
Career guidance

Examples of career guidance websites

- Employment / job center websites

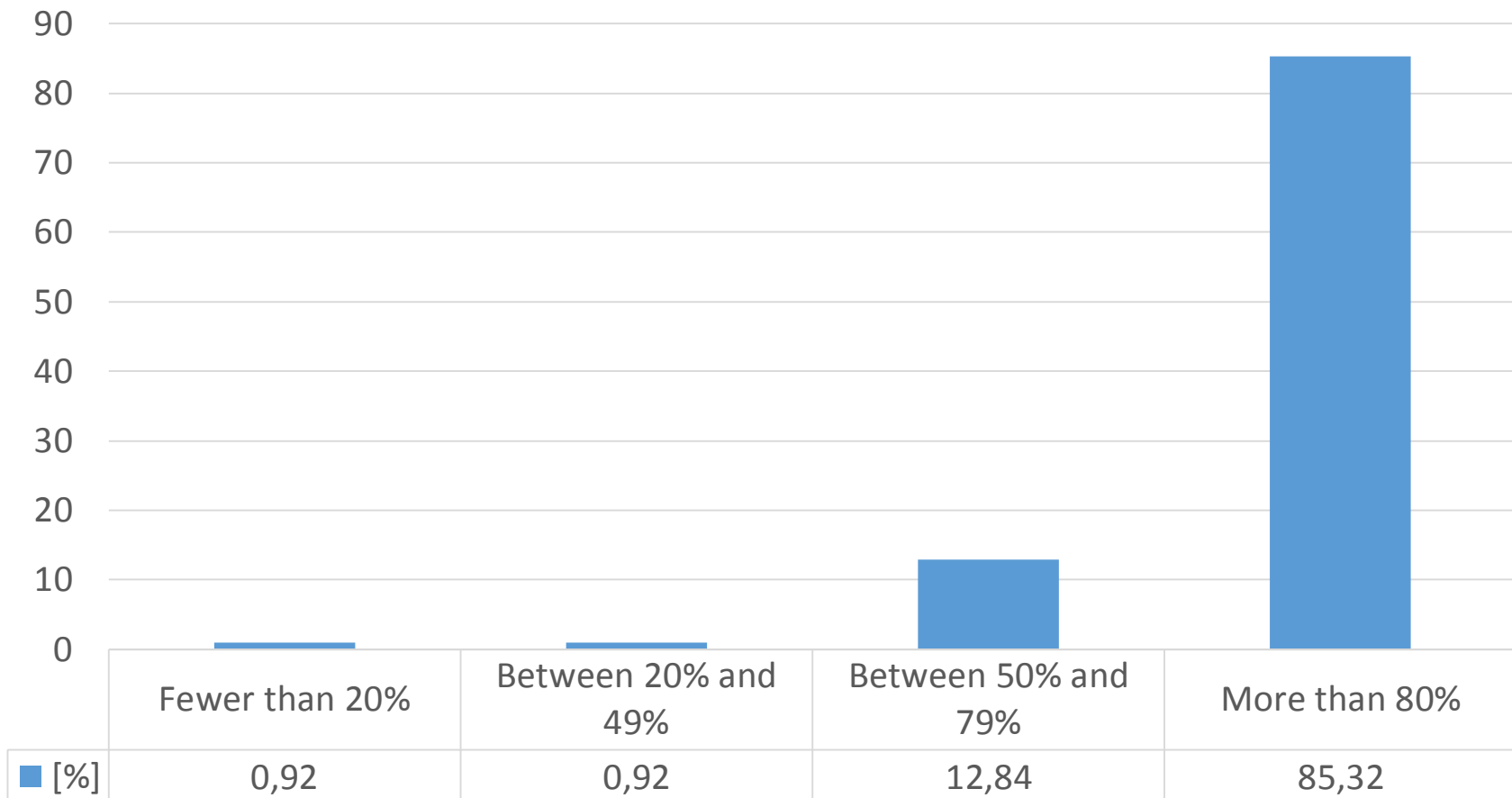
Technical questions

Reliable and strong internet access



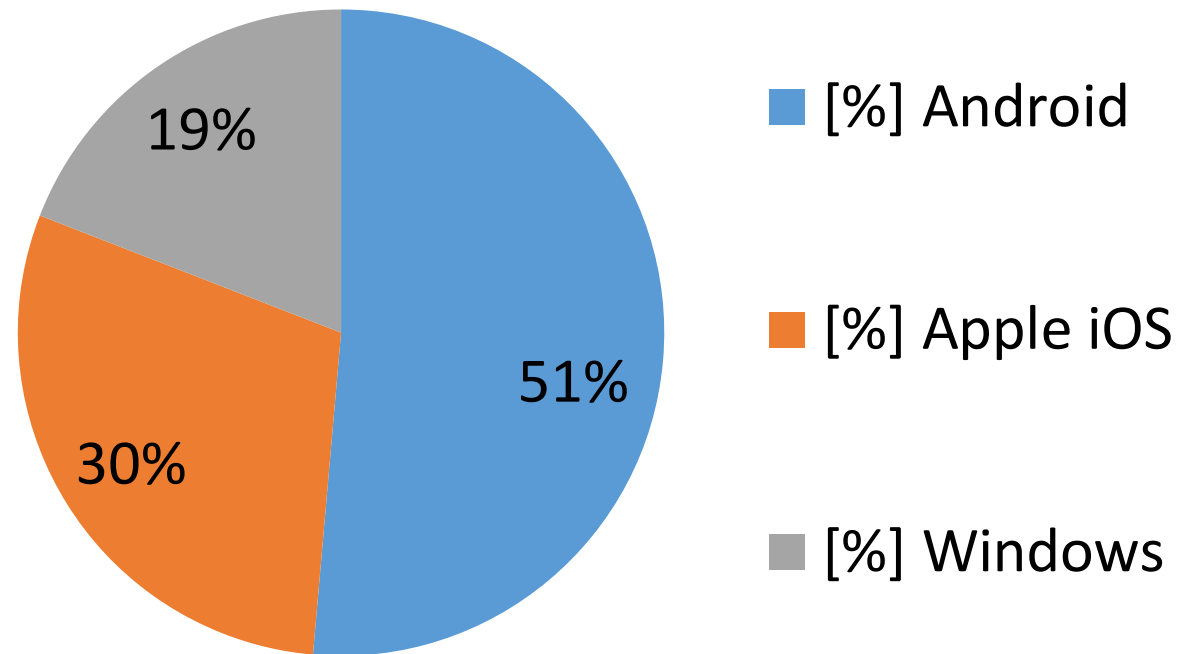
Technical questions

Refugees with own mobile phone



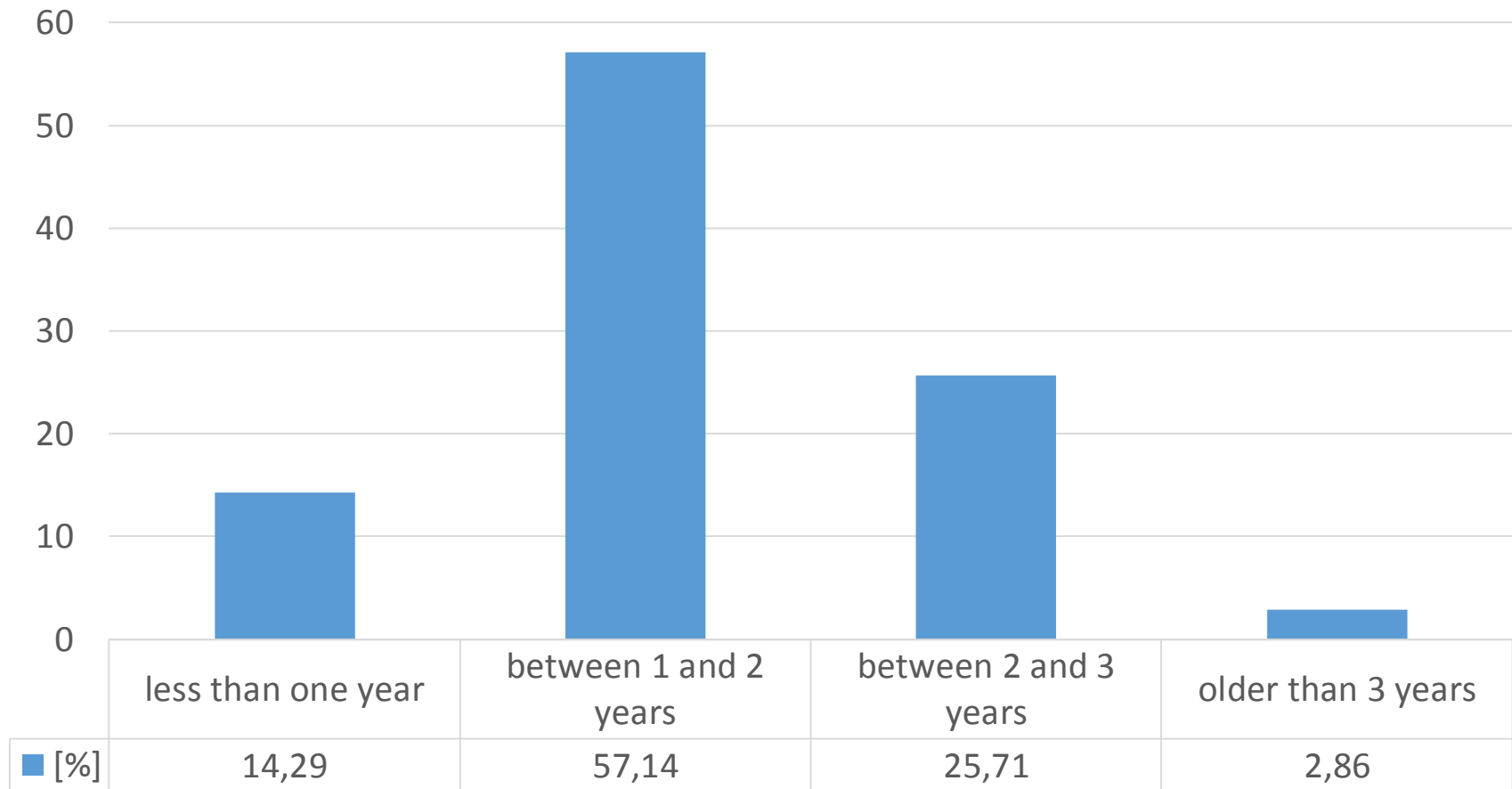
Technical questions

Operating system

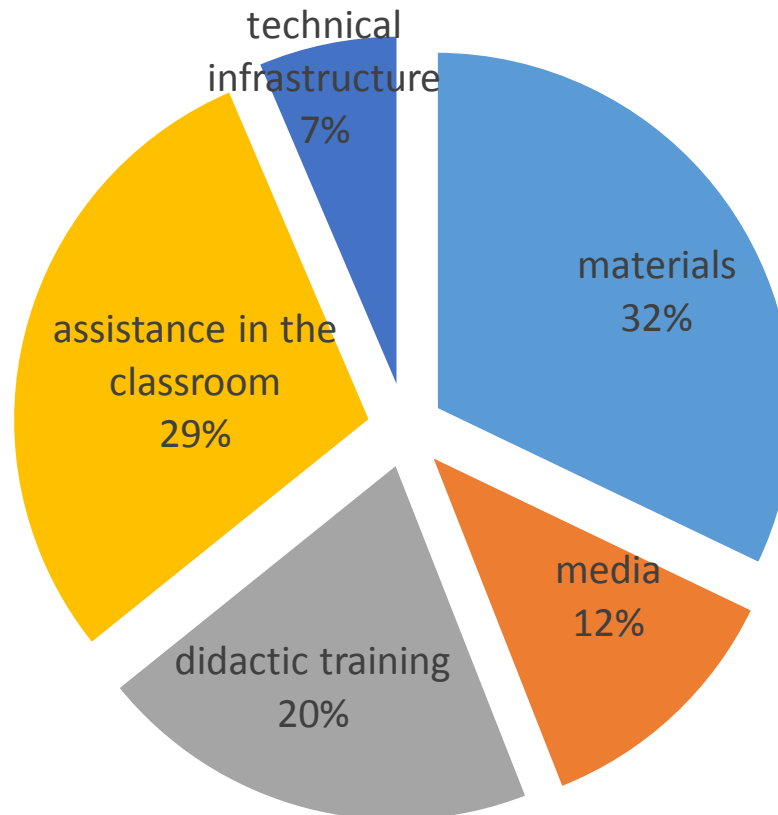


Technical questions

Age of refugees' mobile phone



Teachers' wish list: necessary items



Additional remarks

Problems which seem to come along:	Possible solutions:
- untrained teachers	- teachers need didactic training
- clear political guidance how to deal with this group of learners and what to do with them is missing	- national decisions should be made
- lots of learners have writing and reading problems	- specialists should help
- groups are too large	- ideally 15 learners

Additional remarks

Problems

- missing material suited for this age group
- groups are too heterogenous
- needs of individuals get neglected
- media training is missing

Additional remarks

Last comments

- learning the language of the new country should be the main aim
- digitalization as method training seems important

Contact

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