

UPPER Good Practice	
<b>Code</b>	International Institute of Humanitarian Law – Practice n°7
<b>Name (title) of the good practice:</b>	Network of Teachers with Immigration History in NordRhein-Westfalen
<b>Country/region</b>	Germany
<b>UPPER Scope: Fields affected (more than one field may be indicated)</b>	<ul style="list-style-type: none"> <li>▪ <b><u>Policy Making</u></b></li> <li>▪ <b><u>Teachers Competence Development</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-Assessment</li> </ul> </li> <li>▪ <b><u>Concrete School Practice</u></b></li> <li>▪ <b><u>Community Building</u></b></li> <li>▪ <b><u>Mainstreaming</u></b></li> </ul> <p><i>Short Description:</i> A network of teachers with immigration background was established in 2007 on the initiative of two NRW Ministries and provides support to in service teachers and students with migrant background to undertake the teaching profession; starting with 30 teachers, the network had over 300 members seven years later and has been imitated in several other German Laender, becoming a respected actor of integration policies.</p>
<b>Full Description</b>	
<b>Why is the case interesting?</b>	<p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> <li><b>1. Transformative</b></li> <li><b>2. Observable results</b></li> <li>3. Methodologically structured</li> <li><b>4. Potential for re-contextualisation</b></li> <li><b>5. Beneficiaries consider it a GP</b></li> </ol>
<b>Coordinating institution</b>	
<b>Strategies (more than one strategy may be indicated)</b> Please rank the different strategies in order of importance: 4 max, 1 min)	<ol style="list-style-type: none"> <li>1. Avoiding segregation</li> <li>2. Leadership/governance</li> <li>3. Information on diversity</li> <li>4. Teacher education on diversity</li> <li><b>5. Diversity in teaching workforce (4)</b></li> <li>6. Curriculum and pedagogies</li> <li>7. Multilingual education</li> <li>8. Interactive, culturally relevant methods</li> <li><b>9. School-Society relationship (3)</b></li> <li>10. Socially responsible ICT</li> <li><b>11. Involving NGOs and Youth organisat. (1)</b></li> </ol>

	<p>12. Incentives and reward for GP  <b>13. Social integration (2)</b>  14. Awareness of injustice  15. Promotion of Peace Value  16. Other (please specify)</p>				
<b>Accessibility of data and persons by UPPER Team</b>	Easy – <b>Average</b> –Difficult				
<b>Impact</b>	At local level, it helped to organise the small and dispersed minority of teachers with a migrant background and to formulate positive messages and practices for migrant students, giving concrete examples of successful and feasible integration paths; the example was followed by several other Laender of Germany and similar networks are now in place, with a coordination light structure.				
<b>Brief description of the context in which the practice was applied</b>	NordRhein Westphalen is the most populated Land of Germany, with a strong tradition of migrant workers; the initiative of gathering and engaging teachers with a migrant background emerged as part of integration policies.				
<b>Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)</b>	(1 min to 5 max)				
<b>Matrix</b>	1	2	3	4	5
Partnership structure		X			
Methodology			X		
Content of training					
Stakeholders involvement			X		
Evaluation approach					
Training to practitioners				X	
Other (please specify)					
<b>Critical aspects in the application of the practice</b>	Positive attitudes and resources from policy makers				
<b>Sustainability elements and recommended use in UPPER</b>	The idea of gathering and organising teachers with a migrant background deserves consideration as a possible line of action for the UPPER Lab				
<b>Contact persons</b>	Sultan Baysal-Polat				

<b>Web link(s)</b>	<a href="http://www.lmz-nrw.de">www.lmz-nrw.de</a>
<b>Filled by</b> [name and partner institution]:	Claudio Dondi, IIHL