



Conceptual Framework

**for the schooling of newly arrived immigrant
children and teenagers**

**with special regard to the war in Ukraine and its consequences for schools
in North Rhine-Westphalia**

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**Ministry of School and Education
of the State of North Rhine-Westphalia**

Table of contents

Foreword by the Minister	4
Preamble	5
1. Arriving in North Rhine-Westphalia	6
1.1 Legal aspects of compulsory education and the right of residence	6
1.2 School-related education offered in central accommodation facilities or the buffer facilities....	7
1.3 Counselling.....	7
1.3.1 Municipal Integration Management NRW.....	7
1.3.2 Municipal Integration Centres and State Office for School Integration	8
1.4 School entrance examination	9
2. Arrival at school and further school attendance	11
2.1 Schooling in initial support in primary and lower secondary education	11
2.1.1 Forms of organization of schooling.....	11
2.1.1.1 Significance of schooling outside of an education track.....	12
2.1.1.2 Transition from initial support to the regular system.....	12
2.1.1.3 Formation of extra classes	13
2.1.2 Basics of special needs education.....	14
2.1.2.1 Special education support for newly arrived pupils	15
2.1.2.2 Specific initial situation of newly immigrated youth with complex disabilities from war zones	15
2.2 Schooling in the upper secondary level	16
2.2.1 Upper secondary school	16
2.2.2 Vocational education	16
2.2.2.1 Offers for school-age newly immigrated youth without sufficient German language skills.....	17
2.2.2.2 Offers for newly immigrated youth who are no longer of school age and do not have sufficient German language skills	17
2.2.3 College of further education “Weiterbildungskolleg”	18
2.2.4 Recognition of foreign school-leaving qualifications already acquired	19
2.2.5 Recognition of foreign professional qualifications	20
2.2.6 Recognition of foreign educational certificates for university admission	21
2.3 All-day and childcare services, open all-day schools	22
2.4 Resource of the language(s) of origin	23
2.4.1 Language of origin teaching.....	23
2.4.2 State programme “Grundschulbildung stärken durch HSU – Mehrsprachigkeit unterstützt den Bildungserfolg der Kinder” (Strengthening primary education through HSU - multilingualism supports children's educational success).....	24

2.5 "FerienIntensivTraining - FIT in German"	24
2.6 "Ankommen und Aufholen" (Arrive and catch up) action programme	25
2.7 State initiative "No graduation without connection – transition from school to work in NRW"	26
2.8 Parents network.....	26
2.9 Democratic participation in diversity.....	27
3. School integration infrastructure and resources	28
3.1 Provision of school space	28
3.1.1 Transitional arrangements.....	29
3.2 Management and reinforcement	31
3.2.1 Budgetary measures	31
3.2.1.1 Integration through education	31
3.2.1.2 Job reserve of the MSB	32
3.2.1.3 Flexible funds for substitute teaching.....	32
3.2.1.4 State-approved substitute schools	32
3.2.1.5 Digital equipment	33
3.2.2 Activation of personnel to support educational services for school-based projects in the immigration society	33
3.2.3 Newly immigrated and refugee teachers	35
3.2.3.1 Lehrkräfte Plus (Teachers Plus) and International Lehrkräfte Fördern (Supporting International Teachers).....	37
3.2.3.2 On the role of Ukrainian teachers in the educational offerings for school projects in an immigrant society	38
3.2.4 Federal funds	40
The state passes on federal participation in the refugee costs of 430 million euros in full to the municipalities of North Rhine-Westphalia.	40
3.3 Support systems.....	40
3.3.1 School psychology.....	40
3.3.2 School social work.....	42
3.4 Educational materials	42
3.5 DaZ/DaF qualification of teachers who are already in the system, qualification opportunities at the universities.....	45
4. Management assistance through data	46

Foreword by the Minister

North Rhine-Westphalia is characterized by migration-related diversity; it is the norm in our schools. Even though migration has always occurred in a variety of dynamics, such as in the course of increased refugee migration from Syria in 2015/2016 or from Ukraine in the first half of this year, migration has shaped North Rhine-Westphalia since the beginning and will continue to be an ongoing phenomenon of our state in the future. Our schools and our school inspectorate in North Rhine-Westphalia have therefore already gathered extensive experience and expertise in integrating newly immigrated children and youth into the school system – and our current integration work also builds on this.

Our goal has always been to open up and improve educational opportunities for refugee and other newly immigrated children and youth, ensuring they have the opportunity to continue and successfully shape their school career in North Rhine-Westphalia despite interruptions caused by flight or migration. To achieve this, we need to provide help in arriving in our state, to make school a place that is safe, enable school integration from the very beginning, support transitions, and prepare students for graduation.

This conceptual framework provides an overview of all existing structures, framework conditions, and support systems that exist in North Rhine-Westphalia to integrate newly immigrated children and youth in schools. Even though this conceptual framework was created due to the war in Ukraine, it builds on decades of experience with integration in North Rhine-Westphalia. Our proven structures and measures apply to all immigrant children and youth, regardless of their nationality and country of origin.

The addressees of this conceptual framework are all the responsible parties in our schools, our school inspectorate with the school authorities, the staff representation bodies and parents' and teachers' associations, and in the extracurricular institutions and organizations of civil society – including, in particular, the many volunteers, without whose selfless and tireless work integration would not succeed! They are to be supported in a legally secure and professionally sound manner in the important work they do and their impressive commitment.

I would like to sincerely thank all those involved in our school life who have been and who are continuously committed to the important task of school integration day after day.

Yours

Dorothee Feller

Minister of School and Education of the State of North Rhine-Westphalia

Preamble

People from over 190 nationalities live in North Rhine-Westphalia. Diversity is part of our daily life. In North Rhine-Westphalia, we have consciously made it our task to appreciate, value and also use the opportunities and potential that emanate from the diversity of people for the benefit of all. We want innovation-oriented migration-sensitive teaching and school development, which puts pupils with their respective resources and their daily experience in the foreground.

Immigrant families or families with refugee experiences are welcome in North Rhine-Westphalia. Openness and diversity enrich our life as a society. It must be lived and practised in our schools. In particular, this includes creating good conditions for integration and participation in social processes. For our schools, equal treatment of all newly immigrated pupils, regardless of their nationality, residence conditions or other attributions, is the highest maxim of our understanding of school integration. North Rhine-Westphalia has an efficient and experienced school system in which all responsible parties are committed to ensuring that all pupils can achieve their set goals. The focus is on integrating newly immigrated pupils as quickly as possible so that they are included in school life from the very beginning and become part of the school's social community, can participate successfully in classes in the future, and feel safe and comfortable at school as children and youth.

Even though migration is a constant feature of our state and we in North Rhine-Westphalia can look back on a long and successful history of immigration, the current influx of refugees from Ukraine presents our schools with very special challenges. All the more important in this situation is our modern understanding of comprehensive integration from the very beginning, with respect for the culture and identity of the immigrants, and based on this, our foundations for legally secure, which were set out in recent years with the decree "Integration und Deutschförderung neu zugewandeter Schüler und Schüler" (Integration and German-support for newly immigrated pupils) (BASS 13-63 No. 3) and which have been clearly underlined professionally in the current situation by the Standing Scientific Commission of the Conference of the Ministers of Education and Cultural Affairs (https://www.kmk.org/fileadmin/Dateien/pdf/KMK/SWK/2022/SWK-Stellungnahme_Ukraine.pdf). Furthermore, the established structures of the Municipal Integration Centres, the broad expertise and solid experience of our teachers, our school administrators and the school inspectorate also form the basis for meeting the current challenges.

1. Arriving in North Rhine-Westphalia

1.1 Legal aspects of compulsory education and the right of residence

Anyone who is domiciled or habitually resident in North Rhine-Westphalia or who has their place of training or work is required to attend school (Section 34(1) SchulG – School Act).

Pursuant to Section 34(6) SchulG, children of asylum seekers and single children and youth who have applied for asylum are required to attend school as soon as they are assigned to a municipality and for as long as their stay is permitted. For foreign children and youth who are obliged to leave the country, school attendance is compulsory until they have fulfilled their obligation to leave the country. In addition, children of foreigners are subject to compulsory schooling if the requirements of Section 34(1) SchulG are met.

Pursuant to the Implementing Decision of the (EU) 2022/382 Council of 4 March 2022 (OJ. L 71 of 4 March 2022), however, Ukrainian citizens who have fled Ukraine generally do not go through asylum proceedings. Instead, they have an immediate right of residence in Germany and can subsequently obtain a residence permit in accordance with Section 24 AufenthG (Residence Act) (granting of residence for temporary protection). The regulations on the start and duration of compulsory schooling that apply to children of asylum seekers (Section 34(6) SchulG) therefore do not apply to them, but rather the general rules. Pursuant to Section 34(1) SchulG, anyone who has their place of residence or habitual abode or their place of training or work in North Rhine-Westphalia is required to attend school.

As a rule, an obligation for compulsory schooling is to be assumed from the time of assignment pursuant to Section 24(4) AufenthG, because, as a rule, only at that point is a residence or habitual abode in the municipality established. With nationwide distribution pursuant to Section 24(3) AufenthG and in-state assignment pursuant to Section 24(4) AufenthG, the person who has been assigned is obligated to take up their residence and habitual abode at the place of distribution/assignment (cf. Section 24(5)(2) AufenthG).

For youth who have already obtained a Ukrainian upper secondary school leaving certificate and are older than sixteen years of age, Section 38(3) SchulG NRW applies, according to which compulsory education ends before the age of eighteen with the successful completion of a full-time upper secondary school education programme. Conversely, this means that youth with an equivalent qualification from Ukraine are no longer obligated to attend school, even if they have not yet reached the age of eighteen.

In addition, on 10 May 2022, the Conference of Ministers of Education and Cultural Affairs adopted regulations for dealing with refugee children and youth from Ukraine (who are required to attend school) until the summer holidays, according to which the existing regulations on compulsory schooling at the respective state level also apply to Ukrainian refugees and the children and youth are to be integrated into the German school system – with a particular focus on language acquisition. According to the decision, pupils are to be given the opportunity to take advantage of additional Ukrainian online learning opportunities, if they are available.

1.2 School-related education offered in central accommodation facilities or the buffer facilities

The joint circular of the, at the time, Ministry for Children, Family, Refugees and Integration and the Ministry of Schools and Education of the state of North Rhine-Westphalia dated 1 July 2020 introduced "Schulnahe Bildungsangebote in den Zentralen Unterbringungseinrichtungen (ZUE) in Nordrhein-Westfalen" (School-related education in the central accommodation facilities (ZUE) in North Rhine-Westphalia) (BASS 13-63 No. 5). The objective of this offer, was to already reach refugee children and youth of school age, who are accommodated in a ZUE, before they enter school and before compulsory school attendance arises, to teach them their first German language skills, and to offer them a structured learning environment.

Due to the high level of refugee migration from Ukraine, some of the 28 ZUE were temporarily reclassified as "buffer facilities" at the beginning of March 2022, i.e. they are or were only available for Ukrainian refugees. In the buffer facilities where the school-related education programme had already been set up, children and youth of school age from Ukraine were thus able to experience a structured daily routine and acquire their first German language skills before attending school.

The school-related educational programme in ZUEs and buffer facilities is taught by teachers from the state on the basis of a pedagogical concept of the Ministry of Schools and Education of the state of North Rhine-Westphalia. These teachers receive comprehensive training and support for their work in the ZUEs. They work with the programme "Kernvokabular trifft DaZ" (Core vocabulary meets German as a second language – KvDaZ), which was developed by the Forschungs- und Beratungszentrum gemeinnützige GmbH (FBZgGmbH) at the University of Cologne. KvDaZ aims to use German core vocabulary to quickly build communication through everyday language. The programme itself includes teaching-learning materials and specific training for teachers. Within the framework of the KvDaZ materials, bilingual German-Ukrainian, German-Russian as well as German-Arabic communication aids are available in the ZUE and buffer facilities where the school-related educational programme has been established.

Currently, 50 positions and EUR 250,000 in material resources are budgeted in the school sector. The Ministry for Children, Youth, Family, Equality, Refugees and Integration also provides a budget of EUR 2.25 million for material resources.

For more information on the school-related education offered in ZUEs and buffer facilities, please visit <https://www.schulministerium.nrw/schulnahes-bildungsangebot-zentralen-unterbringungseinrichtungen>

1.3 Counselling

1.3.1 Municipal Integration Management NRW

The state programme *North Rhine-Westphalia Kommunales Integrationsmanagement* (MICM) encompasses both operational elements of municipal integration work and those of the relevant structures' organizational development. It is intended to promote intra- and inter-

municipal cooperation in the field of integration and to strengthen the provision of services in the regular structures of municipal offices.

Municipal integration management is intended to support and optimize locally developed structures. The aim is to enable efficient cooperation between all the important actors involved in integration across all jurisdictions and to strengthen and consolidate this cooperation by promoting networking.

Systematic dovetailing of integration services is intended to identify and supply shortfalls. The goal is to develop a well-functioning integration chain that focuses on the individual needs of new immigrants.

Within the framework of the three components of municipal integration management, funding is provided for coordinating positions for overall coordination, case management positions, and staff positions in foreigners' and naturalization authorities. Funds of 75 million euros are available for this in 2022. The Municipal Integration Management is located at the Ministry for Children, Families, Refugees and Integration.

Case management in municipal integration management

To implement a local integration management system, staff positions for individual, cross-jurisdictional *case management* will be set up in the municipalities. Integration management at the individual level means appropriately qualified individual case counselling that promotes the integration of immigrants across legal spheres, taking into account their individual circumstances and needs.

Municipal integration management starts where people with an immigration history do not have access to case management. It complements and connects the existing counselling structures and develops the structures concerning increased participation of immigrated persons.

Some of these positions, totalling up to 714 in North Rhine-Westphalia, have already been created in 2021, and others are currently being filled in the municipalities.

Cross-jurisdictional case management is an innovative aspect of municipal integration management. Through the resource-oriented, case-management view of the immigrant person, complex integration chains emerge from the individual case perspectives. Depending on the immigrant's life situation, different challenges arise, which have to be overcome one after the other but often also in parallel. These include, for example, issues relating to immigration law, initial social and legal orientation, participation in the labour market, housing, school attendance and health. In this sense, case management acts as a catalyst by revealing needs in the system and enabling optimization approaches.

1.3.2 Municipal Integration Centres and State Office for School Integration

The Municipal Integration Centres (MIC) in North Rhine-Westphalia have the primary task of sensitizing and qualifying the municipalities' regular institutions concerning integrating people

with an immigration history by providing coordination, consulting and support services. This also applies to new immigrant groups in particular. The teachers in the municipal integration centres advise children, youth and their parents, e.g. on entry points, education and training paths, all-day programmes, extracurricular activities and transitions.

As part of the counselling of incoming families from Ukraine, information on appropriate schooling for children and youth is provided as an essential element. In most North Rhine-Westphalian municipalities, this advisory service is provided by teachers from the state of North Rhine-Westphalia who are seconded to the municipal integration centres. In addition to passing on regionally significant factual information, these counseling sessions set the course for a successful, individually-focused continuation of the arriving children and youth's educational biography. In order to provide additional personnel support for this, the Ministry of Schools and Education plans to offer the municipal integration centres the opportunity to deploy senior advisors (retired teachers, school and seminar heads or school supervisors) at certain locations through a matching process.

The Landesstelle Schulische Integration (State Office for School Integration – LaSI, www.lasi.nrw.de) at the Arnsberg district government advises and supports the teachers working in the municipal integration centres and ensures the exchange of information between them and with the Ministry of Schools and Education of the state of North Rhine-Westphalia and the additional school inspectorates. With regard to counselling families who have fled Ukraine by the Municipal Integration Centres, LaSI supports those involved through networking and with professional support in performing their important and far-reaching counselling mandate.

The locally responsible state school offices then allocate a school place for the school-age children and youth. Currently, 263 positions are budgeted for working in MIC, the LaSI, and measures for coordination, consultation, and quality development of integration through education in the school sector.

1.4 School entrance examination

- Pupils are required by the School Act to undergo school medical examinations. This also includes the school entrance examination (Section 54(2)(2)(1) SchulG).
- The school management informs the responsible health office about the arrival of newly immigrated pupils so that the office can arrange the school entrance examination as soon as possible. It should be noted that health departments are currently under heavy pressure due to various priority commitments in the context of pandemic response and the housing of displaced persons. In this respect, school entry examinations may be delayed.
- School management may not, as a matter of law, deny admission to a child who has not had an initial physical examination. Likewise, attendance at classes and other school functions may not be denied. The school entrance examination should subsequently be performed in a timely manner.

- However, if there are concrete indications that a pupil attending the school poses a tangible danger to the health of teachers or other pupils (especially in the case of infectious diseases or a corresponding suspicion of illness), this person may be temporarily or permanently excluded from classes based on an official medical opinion (Section 54(3) SchulG).

Measles vaccination: For this purpose, the Infection Protection Act (IfSG, Section 20(8) et seq. provides for the following:

- Pupils must submit proof of measles protection (proof of vaccination, proof of immunity, proof of contraindication, or proof of confirmation that one of the three aforementioned proofs has been provided) to the school administration before the start of school.
- Notwithstanding the foregoing, however, pupils of compulsory school age must be admitted by the school and be educated and cared for there even without this proof. The following principle applies: Compulsory schooling takes precedence over the obligation to provide proof.
- The principal must immediately report by name to the competent health department the school-age pupils who have not presented proof when they were admitted to the school.

TB screening:

- All persons who are to be admitted to a facility pursuant to Section 36(1) No. 4 IfSG (facilities for the communal accommodation of asylum seekers, persons who are obliged to leave the country, refugees and ethnic German immigrants) must submit a medical certificate to the management of the facility before or immediately after their admission stating that there are no indications that they have infectious pulmonary tuberculosis. Persons who are to be admitted to a facility pursuant to Section 36(1) No. 4 IfSG are required to tolerate a medical examination to rule out infectious pulmonary tuberculosis, including an X-ray of their respiratory organs.
- The age groups for which an examination is indicated is specified in the "Recommendations of the Ministry of Labour, Health and Social Affairs on the initial examination including the offer of vaccination for persons who have fled from Ukraine":
 - For persons who have reached the age of 15, an X-ray of the respiratory organs to examine for tuberculosis requiring treatment,
 - in children under 15 and pregnant women, an interferon-gamma assay (IGRA),
 - or, in the case of children under 6 years of age, a tuberculin test,
 - if the tuberculin test is not available or in the case of a BCG vaccination: symptom-oriented medical examination. If positive or in case of exposure, IGRA or radiography, if necessary.
- Privately housed persons are not required to tolerate such an examination. If you participate in the voluntary initial examination, you should therefore be asked in this context whether you have any symptoms of tuberculosis or whether you have recently

been in contact with a known case of tuberculosis. Accordingly, further clarification should be initiated.

The state and the state associations of health insurance physicians have concluded appropriate contracts to regulate issues related to the organization and costs associated with the examination, care and vaccination of people from Ukraine.

2. Arrival at school and further school attendance

2.1 Schooling in initial support in primary and lower secondary education

The basis for schooling and instruction is the decree BASS 13-63 No. 3. This decree applies to all newly immigrated children and youth of school age, regardless of origin, nationality or reason for immigration,

- who are attending a German school for the first time and do not yet have sufficient knowledge of German to follow the lessons, or
- who, in the event of a change of school level (from primary to lower secondary or from lower secondary to upper secondary) or school, have not yet been able to acquire the necessary German language skills sufficiently due to their short period of stay at the sending school.

The participation and integration of newly immigrated pupils is a task of all school types, all schools, and in each case the entire school including with the involvement of extracurricular partners. The current budget includes 5,018 positions to compensate for additional instructional needs for ongoing language education, language support, and intercultural school and classroom development for integration through education.

2.1.1 Forms of organization of schooling

Newly immigrated pupils can receive German language support in three different organizational forms:

- in internal differentiation, i.e. in the context of full participation in regular classes,
- in partial external differentiation, i.e. by attending a separate learning group and partial participation in regular classes, or
- in full external differentiation, i.e. in separate learning groups.

The organizational form of differentiation is based on the school's individual concept. This also means that the school determines the organizational form of differentiation. This usually involves prior consultation and coordination with the responsible school inspectorate.

German language support in a form of partial and complete external differentiation amounts to at least ten to twelve hours per week. During the rest of the time, pupils receive instruction within the total scope of the schedule applicable to the type of school and grade level. During this German language support, the children and youth are not yet assigned to an

educational programme, meaning that the type of school attended is initially irrelevant (see point 2.1.1.1).

As soon as newly immigrated pupils have sufficient German language skills to follow the lessons, they are assigned to a suitable educational programme of a school type, taking into account their individual learning level, their individual learning development and their expected performance (see point 2.1.1.2).

With the aim of rapid integration, the transition to the normal system should be aimed for after two years at the latest. In individual cases, the period may deviate due to the above-mentioned conditions.

2.1.1.1 Significance of schooling outside of an education track

Admission to the individual school is not yet synonymous with an assignment to a particular education track; irrespective of this, the children and youth are pupils in a class or learning group with all the resulting tasks and duties for the teachers who teach them.

Temporary schooling of newly arrived immigrant pupils outside of an education track has different implications:

- The performance of newcomer pupils is reflected by a learning progress report from the teachers who teach them. They do not receive any certificates in the usual sense (Zeugnis) during this time. However, the learning progress report may already contain grades if grading is already possible. The performance evaluation is then carried out according to the usual standards of the type of school attended. The grades of a learning progress report serve, among other things, as orientation for a later education-track decision, but do not have the same significance as the grades on a report card within the meaning of the School Act. Learning progress reports cannot be used to award degrees and credentials. The Ministry of School and Education of the State of North Rhine-Westphalia has provided technical advice on the preparation of these learning progress reports at <https://www.schulministerium.nrw.de/docs/Schulsystem/Integration/Lernstandsberichte/index.html>.
- The course-specific regulations of the School Act and the training and examination regulations are not applicable. This also means, among other things, that pupils do not take part in the Central Examination ZP 10 or that they are not "transferred" to the next grade level based on their performance within the meaning of Section 50(1) of the North Rhine-Westphalia School Act (SchulG Nordrhein-Westfalen), but only "move" to the next grade level. All other, and general, principles under the School Act apply to them to the same extent as to all other pupils.

2.1.1.2 Transition from initial support to the regular system

The decision on the transition to the regular system and thus also on the assignment to a suitable education track is made jointly by the teaching staff. The decision should be as final

as possible, however, there is still the possibility to review the assignment decision effective from the following school semester. This procedure improves the prognosis for educational success and helps to avoid multiple and stressful school changes.

Once newly immigrated pupils have been transferred to the regular system by being assigned to an education track, they are subject to the same regulations as all other pupils. The assessment of their performance should take appropriate account of language-related learning difficulties, insofar as this is permitted by the applicable training and (examination) regulations.

Nevertheless, it can sometimes occur that the German language skills enable successful participation in the lessons of the regular class, but pupils still need support in the educational language German. Follow-up support is an option that exists for them. It serves the purpose of continuous language education and is intended to contribute to improving the educational opportunities of children and youth. It is offered in addition to the lessons according to the timetable and does not replace the regular lessons. The Ministry of Schools and Education of the State of North Rhine-Westphalia supports schools in this regard in accordance with the budget by providing resources (decree of 17.12.2019 "Vielfalt gestalten – Teilhabe und Integration durch Bildung; Verwendung von Integrationsstellen" (Shaping diversity – participation and integration through education; use of integration positions) (BASS 14-21 No. 4); see item 3.2.1.1).

2.1.1.3 Formation of extra classes

In the integration of newly immigrated pupils, a distinction must be made between admission to a school and admission to or assignment to an education track:

The newly arrived pupils are initially admitted to schools without being assigned to the education track for that type of school. After admission to a school, they are educated either in internal differentiation, in partial or in full external differentiation, primarily in order to learn the German language as quickly as possible. Schooling in completely external differentiation involves specifically established classes, which schools often refer to as welcome or preparatory classes. However, these classes are not regular extra classes within the meaning of Section 81(4) SchulG because the classes do not exist permanently. After a maximum of two years, the welcome classes are dissolved and the pupils are assigned to education tracks.

For the formation of extra classes, acc. Decree BASS 13-63 No. 3 (item 4.3): "If, in the case of assignment to an education track of one type of school, forming extra classes becomes necessary, the general regulations of the ordinance for the implementation of Section 93(2) SchulG (BASS 11-11 No. 1) shall apply to the establishment of such classes. The creation of an extra class exclusively with pupils who have recently immigrated shall be impermissible."

At the time of the circular's entry into force, the statutory regulation on extra class formation in Section 81(4) SchulG did not yet exist. Extra class education was enshrined in law by the 15th School Law Amendment Act in order to create a uniform legal basis and to merge the

previously different approval practices. The explanatory memorandum to the law states: "An extra class exists if the number of parallel classes is increased only temporarily, i.e., for no more than two consecutive school years, of the same grade, in deviation from the number of classes approved by the school board." With this definition of extra class, the legislator wants to encourage the municipal school boards to fulfil their obligation to plan school development pursuant to Sections 78, 80 SchulG and to take school organizational, i.e. permanent, measures.

To enable pupils who have recently immigrated to be assigned to the respective education tracks as quickly as possible, schools that have already exhausted the legal framework for forming extra classes pursuant to Section 81(4) SchulG (i.e. have already formed an extra class in two consecutive school years) can form additional extra classes if admission to an education track cannot otherwise take place. In such cases, the district governments may approve extra class formation if the schools conclusively demonstrate that extra class formation is necessary to accommodate pupils who have recently immigrated in the respective education track. Furthermore, the other requirements for the formation of extra classes must be met (in particular, sufficient room capacities).

2.1.2 Basics of special needs education

All pupils with impairments and disabilities are required to attend school in North Rhine-Westphalia, from the primary level to the vocational level, regardless of the degree and extent of their impairment or disability. As a rule, parents apply through the general school or a special school to open the procedure for determining the need for special educational support. North Rhine-Westphalia has a very differentiated and high-quality system of special education support. Parents can choose between their children attending a general education school and a special school.

Through a pedagogical assessment procedure (procedure for determining a need for special educational support according to Section 13 of the Training Regulations for Special Educational Support – AO-SF), the school inspectorate commissions a pedagogical and, if necessary, also a medical expert opinion for diagnostics. The purpose of these reports is to determine whether the impairment or disability is so extensive that special education support is required. If this is the case, the specialization or specializations in learning, language, emotional and social development, physical and motor development, mental development, hearing and communication, or vision, as well as the education track, are determined.

According to Section 14(4) AO-SF, special needs education can also be provided on a trial basis for up to six months. Pupils with impairments or disabilities can, according to their abilities, acquire educational qualifications in accordance with the training and examination regulations of general schools (target-differentiated support). Autism spectrum disorder can be assigned to a special education focus.

In the area of sensory impairments (visual impairments and hearing impairments), children can be supported through early intervention before they enter school.

As expert advisors or coordinators for inclusion, autism spectrum disorders, assistive technologies, and augmentative and alternative communication, they provide support to teachers and the school inspectorate and are available in advisory and coordination processes for school administrators, teachers, guardians, and other local stakeholders.

Further information on special needs education can be found online at the NRW Education Portal <https://www.schulministerium.nrw/sonderpaedagogische-foerderung>

2.1.2.1 Special education support for newly arrived pupils

The support for young people with impairments and disabilities varies greatly depending on the national and cultural self-image in Europe, but also in non-European countries – this also applies to the school context. The 2009 UN Convention on the Rights of Persons with Disabilities has now been ratified by 182 countries. The Convention on the Rights of Persons with Disabilities created an international, legally binding instrument that sets minimum standards for the rights of persons with disabilities. The states currently do not have official information on the situation of people with disabilities in Ukraine or the situation of pupils with impairments and disabilities. The following picture can be sketched from various sources:

Ukraine has signed the UN Convention on the Rights of Persons with Disabilities and is embarking on the path of implementing special needs education and inclusive learning as a goal.

At present, Ukraine does not have comparable specialized pedagogical support and correspondingly differentiated schooling by trained teachers for special needs education as in the Federal Republic of Germany. The Ministry of Schools and Education of North Rhine-Westphalia currently assumes that not all children and youth with disabilities of compulsory school age are subject to compulsory education under Ukrainian law. The information available suggests that there are major differences concerning (special) educational diagnostics: in Ukraine – according to current findings – a very narrow, medically oriented concept of disability seems to prevail. Especially for children and youth with complex disabilities (including massive cognitive impairments), the impression is that no schooling options exist. In Ukraine, these youth are cared for through residential care or in clinics and sanatoriums.

2.1.2.2 Specific initial situation of newly immigrated youth with complex disabilities from war zones

In the arrival phase after fleeing from the war zone, it is a central concern to enable pupils with complex impairments and disabilities to arrive and come to rest – in the sense of emotional stabilization, but also hygienic-medical care. This is facilitated when people they trust accompany this process. It can be assumed that pupils with more complex impairments in particular often have hardly any schooling experience and, moreover, can only overcome language barriers outside their language of origin with great difficulty. Learning and

developmental disorders in the sense of special educational support requirements are likely to have been diagnosed in only a few cases.

Individual pupils with complex disabilities – i.e. in the sense of a comprehensive mental, physical-motor disability and/or sensory impairment can – like other young refugees according to the established regulations – be admitted and taught in general schools or special schools.

In the case of larger groups that have been evacuated as a community from residential placements and the like, options will be explored to accommodate and educate these pupils in their new environment. This means that schooling is first initiated where these groups of pupils are housed.

The first step is to provide emotional stabilization and orientation to build trust and confidence in the new living situation. In this way, openness to school learning can be built among these young people with complex impairments.

Establishing cooperation with schools of joint learning or special schools in the region offers good approaches to consolidate integration offers and integrate them into local network offers.

2.2 Schooling in the upper secondary level

2.2.1 Upper secondary school

For upper secondary school "gymnasiale Oberstufe" of the general school types, the regulations set out in the decrees BASS 13-63 No. 3 and "Special provisions for teaching refugee youth aged 16 to 25 pupils in classes of the Berufskolleg ("Fit für Mehr" – Fit for more)" (BASS 13-63 No. 4) of 18.01.2017 apply with regard to teaching newly immigrated pupils. They are based on many years of experience in the education of newly immigrated children and youth.

Newly immigrated children and youth usually do not have sufficient German language skills to follow regular classes when they enter the North Rhine-Westphalian school system, which makes it difficult to assign them to an educational programme. This means that the individual learning level can only be reliably determined at a later point in time to be able to properly make and follow the assignment. Against this background, an admission is initially made as a rule pursuant to Section 4.1.1 (BASS 13-63 No. 3). The recognition of school-leaving qualifications already acquired is carried out by the district governments (see 2.2.4).

Due to these conditions, Ukrainian pupils are usually not initially admitted to the upper secondary school level, especially not to the qualification phase of comprehensive and grammar schools. In justified individual cases, pupils with a corresponding level of language and learning may be admitted to the introductory phase on a trial basis.

2.2.2 Vocational education

For newly immigrated pupils who do not yet have sufficient German language skills to follow the lessons, the decree BASS 13-63 No. 3 applies. Under item 5, this decree formulates

special provisions for vocational schools, on which the schooling options described below are based.

The particular issues and problems of pupils in the educational programmes of the vocational colleges described below require the use of multi-professional teams (MPT), which are involved both in teaching and counselling, especially with regard to the education of pupils, including those from Ukraine, with war-related issues. The current budget includes 300 positions of multi-professional teams to accompany the schooling of newly immigrated youth.

2.2.2.1 Offers for school-age newly immigrated youth without sufficient German language skills

Pupils who are subject to compulsory education at secondary level II (Section 38 SchulG) and who do not yet have German language skills that allow them to participate successfully in lessons in a regular class are admitted to the *International Support Classes* (Internationale Förderklassen – IFK) (Sections 22 and 23 Appendix A APO-BK).

The classes focus on the social and linguistic integration of school-age youth under the age of 18. Language education takes place, in principle, in all subjects of the educational programme, whereby the subject German/communication, which has 480 annual lesson hours, is of particular importance. Language education in the *IFK* can take place on different levels, which include literacy as well as the acquisition and deepening of everyday German language up to extended basics of the language of instruction as well as basic knowledge of German technical and professional language.

It is also possible to obtain a secondary school leaving certificate equivalent to the Hauptschulabschluss/First School Leaving Certificate (grade 9).

Newly arrived youth of compulsory school age who are admitted to the vocational colleges during the year are initially admitted to the *Fit für Mehr (Fit for More)* training programme (see point 2.2.2.2) and are then allowed to enter the *IFK* in the next school year.

2.2.2.2 Offers for newly immigrated youth who are no longer of school age and do not have sufficient German language skills

The educational offer with the working title *Fit for More (FFM)* is derived from the decree BASS 13-63 No. 4 and is intended, first, for refugee youth in secondary level II who are still required to attend school and are admitted to the vocational colleges during the year and, second, for youth who are no longer required to attend school and are in the age group over 18.

The primary goal of *FFM* is to support the young refugees in their integration into German society by improving their skills in the areas of German/communication, mathematics, and politics/social studies, and to prepare them for the transition to other educational opportunities (educational measures offered by the Federal Employment Agency, vocational training, etc.). Language education is provided in all subjects, with German/Communication offered at an increased rate of 480 to 560 annual hours. No school leaving certificate can be obtained here.

The part-time educational programmes of training preparation (Appendix A APO-BK) can be a further educational offer for the target group of young new immigrants who are no longer of school age if the requirements for participation in a vocational training measure of the Federal Employment Agency are fulfilled and the spatial and personnel capacities of the vocational college permit an admission.

These can be *vocational preparation measures* of the Federal Employment Agency. The aim of the lessons here is also the social and linguistic integration of the youth by increasing competence in German, which takes place in all subjects of the educational programme. The subject German/communication is taught as a part-time course with up to 120 annual hours. It is possible to obtain a secondary school leaving certificate equivalent to the Hauptschulabschluss/First School Leaving Certificate (grade 9).

In addition to school-based support in accordance with Section 45 SGB III (Social Code III), the providers of these training measures also teach or expand job-related German language skills.

2.2.3 College of further education "Weiterbildungskolleg"

The school type "Weiterbildungskolleg" enables young adults in employment or young adults with previous professional experience to subsequently acquire school-leaving qualifications through a secondary educational pathway. The Abendrealschule (evening secondary school) course offers the possibility of acquiring lower secondary level qualifications at a later date, while the Abendgymnasium (evening upper secondary school) and Kolleg (college) courses offer the possibility of acquiring upper secondary level qualifications (Fachhochschulreife, allgemeine Hochschulreife). Applicants without a high school diploma usually attend the preliminary course if they have no knowledge of the compulsory foreign language or do not have a sufficient command of German or have not reached grade 9.

In principle, all applicants have the opportunity to take the one-to-two semester preliminary course to prepare for the intended course of education. The objective of the preliminary course is to prepare pupils to successfully participate in the educational programme. It comprises at least twelve hours per week, whereby the subjects German, mathematics and foreign language are taught with at least four hours per week each for all pupils. The school regulates the further organization of the preliminary course.

In the past, pre-courses adapted to the needs of new immigrants have been set up at individual schools. However, this was not isolated support of German language skills or an integration measure in the narrower sense.

One targeted measure for integrating new immigrants is the state initiative "Durchstarten in Ausbildung und Arbeit" (get ahead through work) (www.durchstarten.nrw), which was jointly developed by the Ministry of Labour, Health and Social Affairs (MAGS) and the Ministry for Children, Family, Refugees and Integration (MKFFI) and launched in December 2019.

According to this, there are opportunities for districts and independent cities to apply for funding to support the integration of youth between the ages of 18 and 27 into training and

work. The state government made a total of 50 million euros available when the funding guidelines came into force. According to this, refugees who have the immigration status “tolerated” (Duldung) and “permitted” (Gestattung), who otherwise have no or only subordinate access to employment support benefits and integration courses, are to benefit from the support measures in particular. Examples include language training (for learning German), participation in training courses, and courses for obtaining a secondary school leaving certificate (or first school leaving certificate).

According to the funding guideline, the districts and independent cities can earmark the funds for measures from the state initiative until the end of June 2022 and use them locally for the funding modules as needed.

2.2.4 Recognition of foreign school-leaving qualifications already acquired

The Certificate Recognition Office of the Cologne District Government is responsible for the recognition of foreign school-leaving certificates **up to the intermediate school-leaving certificate**. Further information can be found at [Foreign school certificates \(nrw.de\)](https://www.nrw.de/Foreign-school-certificates).

The formal prerequisite for **integration into the introductory phase of the upper secondary level** (educational integration according to Section 4.1.2 BASS 13-63 No. 3) is, in addition to adequate language skills in German as the language of instruction, as a rule, proof of a qualification from the country of origin that is equivalent to an intermediate-level school-leaving certificate (Mittlere Schulabschluss). The authorization required to attend the upper secondary level (Section 3(1) APO-GOST) is not stated in the above-mentioned examination procedure of the Certificate Recognition Office of the Cologne District Government. This results in an individual need for review. For this purpose, the principal of the receiving school makes an integration proposal for the upper secondary level, which is examined by the department heads with the general "Gymnasiale Oberstufe" in department 43 of the district governments (cf. VV 3.2 to Section 3(2) APO-GOST). The pupil must provide proof of sufficient knowledge of German to be able to follow the lessons from a linguistic point of view.

In case of a positive decision on the educational integration, the pupil can be admitted to the introductory phase of the upper secondary level, if necessary also on a probationary basis. In this case, the upper school inspectorate of the district government can also grant an exemption with regard to the entry age if this appears to be reasonable in the individual case (Section 3(4) APO- GOST).

The recognition of foreign school-leaving qualifications as **University entrance qualification (university entrance qualification or technical college entrance qualification)** for foreign nationals falls under the jurisdiction of the respective receiving university or Certificate Recognition Office of the Düsseldorf District Government, if the recognition is required for a profession or other purposes. Further information can be found at [Zeugnisanerkennung | Bezirksregierung Düsseldorf \(nrw.de\)](https://www.nrw.de/Zeugnisanerkennung-Bezirksregierung-Duesseldorf).

2.2.5 Recognition of foreign professional qualifications

In North Rhine-Westphalia, the Detmold District Government (Department 48) is responsible for people from Ukraine who want to work in Germany and for this purpose want to have the equivalence of their qualifications acquired in their home country with vocational or technical school qualifications checked.

Contact information <https://www.bezreg-detmold.nrw.de/wir-ueber-uns/organisationsstruktur/abteilung-4/dezernat-48/anerkennung-von-auslaendischen-0>.

A detailed list of professions regulated by state law for which equivalence can be applied is published at <https://www.bezreg-detmold.nrw.de/system/files/media/document/file/ListeBerufsuebersicht.pdf>.

Detailed information on the recognition of other professional qualifications acquired in Ukraine, for example including for the wide range of dual training professions, can be found at <https://www.anerkennung-in-deutschland.de/>.

Ukraine has enacted comparable, understandable, two-tiered degrees measurable by credit points (ECTS) for higher education programmes since 2014 as part of the Bologna Process. Further provisions regarding the Europe-wide comparability of diploma or master's degrees took effect on a gradual basis in 2015 and 2016.

Regarding Ukrainian (university) degrees and their German equivalents:

The Bakalawr (Ukrainian Бакалавр) (4–6 years), Specialist (Ukrainian Спеціаліст) (5 years), Magistr (Ukrainian Магістр) (1–2 years) degrees were introduced in the early 1990s, almost simultaneously with the collapse of the Soviet Union. The Ukrainian study system continues to be further amended.

The Magistr (Dyplom Magistra/Master Diploma) degree is equivalent to the Diplom or Master degree in Germany (prerequisite for employment as a school psychologist). The Magistr degree can be obtained after successfully completing the Bakalawr (Bachelor), (Specialist). Writing and defending a thesis is mandatory. Depending on the course of study, 60 to 120 ECTS credits can be attained.

Regarding the recognition of Ukrainian (university) degrees:

The Central Office for Foreign Education (ZAB) is responsible for the recognition of Ukrainian university degrees. The Central Office for Foreign Education is the central office for the assessment of foreign qualifications in Germany and was initiated by the Conference of Ministers of Education and Cultural Affairs <https://www.kmk.org/zab/zentralstelle-fuer-auslaendisches-bildungswesen.html>

A list of expert opinions on foreign universities and their degrees can be found on <https://anabin.kmk.org/anabin.html>

2.2.6 Recognition of foreign educational certificates for university admission

The legal basis for the requirement of recognition of foreign educational certificates is Section 51(4)(1) SchulG (BASS 1-1).

In the area of higher education entrance qualifications (Abitur, Fachhochschulreife), the assessment proposals of the Central Office for Foreign Education, Department VI of the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the States in the Federal Republic of Germany (KMK) must be bindingly applied in recognition decisions pursuant to Section 7(3) of the Ordinance on the Equivalence of Educational Qualifications with the Higher Education Entrance Qualification and Technical College Entrance Qualification of 08.07.2014 (Verordnung über die Gleichwertigkeit von Bildungsnachweisen mit der Hochschulreife und der Fachhochschulreife – BASS 13-73 No. 22.1). The respective receiving universities decide on the admission of foreign citizens to higher education (Section 10(2) GIVO). If, in the case of foreign citizens, recognition as a higher education entrance qualification (Abitur or Fachhochschulreife) is required for other purposes (e.g. profession), the Certificate Recognition Office at The Düsseldorf District Government decides on this (VV to Section 10 GIVO, 10.1 to paragraph 1). The Certificate Recognition Office of the Düsseldorf District Government is also generally responsible for the recognition of foreign educational certificates (upper secondary level) of German nationals.

The universities as well as the Certificate Recognition Office at The Düsseldorf District Government are bound by the KMK resolutions on university access in their decisions. These KMK resolutions are generally accessible via the ANABIN Internet platform https://anabin.kmk.org/no_cache/filter/schulabschluss-mit-hochschulzugang.html#land_gewaehlt.

The desired country, e.g. Ukraine, can be entered via the search mask.

Extensive information on the recognition procedure for university admission can be found on the Düsseldorf District Government's website:

<https://www.brd.nrw.de/themen/schule-bildung/schulrecht-verwaltung/zeugnisanerkennung>.

For those interested in studying, the science portal provides information about the diverse university landscape in North Rhine-Westphalia:

<https://www.mkw.nrw/hochschule-und-forschung/studium-und-lehre/ueberblick-hochschulen-nrw>.

Access to higher education for refugees with Ukrainian educational certificates in Germany was regulated by KMK decision of 05 April 2022: https://www.kmk.org/fileadmin/Dateien/pdf/ZAB/Hochschulzugang_Beschluesse_der_KMK/202405_KMK_Beschluss_Hochschulzugang_Ukraine.pdf. According to No. 3a of the resolution, educational certificates acquired during the Ukraine crisis are evaluated for university qualification in accordance with the "Resolutions of the Conference of Ministers of Education and Cultural Affairs on University Access with Ukrainian Educational Certificates", even if not all regularly required state examination achievements can be proven. Information

on the application of this decision can be found at <https://www.kmk.org/zab/ukraine-informationen.html>.

The regulations of the KMK resolution of 05 April 2022 apply to educational certificates/degrees that are/would have been acquired during the period of the war in Ukraine in 2022.

Enrolment in a German university is not possible after 11 years of schooling in Ukraine or after obtaining a Ukrainian Secondary School Certificate II. An assessment test (at the preparatory college – Studienkolleg) is always required. Since there are no state-run preparatory colleges in North Rhine-Westphalia, this assessment test is administered by the Cologne district government or commissioned universities: https://www.bezreg-koeln.nrw.de/brk_internet/leistungen/abteilung04/43/feststellungspruefung/. Admission to the assessment requires appropriate preparation.

The KMK resolution of 5 April 2022 does not regulate admission to German universities for the winter semester of 2022/2023 or the summer semester of 2023, but only the question of how to deal with the fact that state examination results could not be obtained due to flight.

The same regulations apply to the admission of refugees from Ukraine to higher education as applied to Ukrainians who came to North Rhine-Westphalia before the war. For the refugees, however, the KMK recognized they could not provide the required state examination performance through no fault of their own and that they should not suffer any disadvantage as a result. The Central Office for Foreign Education (ZAB), a department of the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs, evaluates foreign qualifications. These include school, vocational and university qualifications. Information on recognition issues (Ukraine) is available at <https://www.kmk.org/zab/ukraine-informationen.html>.

2.3 All-day and childcare services, open all-day schools

All-day schools provide time for support and social learning. Within the framework of all-day concepts, focal points can also be set in the context of the integration of newly immigrated children and youth. Thus, among other things, support concepts and offers are possible for pupils with special needs, e.g. in the area of language support, German as a second language, movement support, etc.

Open spaces for encounters and social learning can also make an important contribution to integration and participation.

In bound, all-day schools, all pupils participate in the all-day programmes in accordance with the requirements of the decree of 23.12.2010 "Gebundene und offene Ganztagschulen sowie außerunterrichtliche Ganztags- und Betreuungsangebote in Primarbereich und Sekundarstufe I" (Bound and open all-day schools as well as extracurricular all-day and care programmes in primary and lower secondary education) (BASS 12-63 No. 2).

In open all-day schools (OGS) at the primary level, registration of the pupil is necessary and binding for one year.

In extracurricular all-day and childcare programmes (pedagogical afternoon care, 13 plus, school from eight to one), some pupils participate by registration. 5.35 million has been budgeted for this purpose in the current budget.

For participation in the open all-day programme at the primary level, children should be admitted within the framework of the space capacities available in the municipality. The school authority decides on the allocation of a place in an open all-day school.

For children from refugee families, the higher funding rate is granted for one year in accordance with the decree of 12.02.2003 "Zuwendungen für die Durchführung außerunterrichtlicher Angebote offener Ganztagschulen im Primarbereich" (Funding for the implementation of extra-curricular offers in open all-day schools in the primary sector) (BASS 11-02 Nr.19). The increased funding rate is intended to take into account that these are usually children who need special support in arriving in their new environment, learning German and creating a supportive daily structure.

In the current budget, around 641.6 million euros and 3,359 positions are available for 362,500 places in open all-day schools in the primary sector. Of these, around 50,000 places are available with increased support requirements, including for refugees.

Newly immigrated children attending the OAS also benefit from additional offers implemented as part of the OGS helper programme.

2.4 Resource of the language(s) of origin

2.4.1 Language of origin teaching

A central component of North Rhine-Westphalia's integration policy is the language of origin instruction (HSU). It is an offering for pupils with international family histories who are growing up bilingual or multilingual. It is linked to the approach of valuing the languages of origin and incorporating them into the classroom in the form of multilingualism didactics. Both pupils who have been living here for a long time and new immigrants can participate in the language of origin classes.

The specific implementation of the lessons is regulated in the decree "Herkunftssprachlicher Unterricht" (original language lessons) of 20.09.2021 (BASS 13-61 No. 2). Classes are not limited to specific languages. In principle, it is established when at least 15 pupils with the same language of origin are enrolled in primary school and at least 18 in lower secondary school. If the required number of learning groups is not reached at a school, even in the case of inter-grade teaching, inter-school learning groups can also be set up if the school inspectorate so decides.

The school informs parents about the offer when children and youth are admitted to the school.

The Ministry of School and Education of the state of North Rhine-Westphalia is striving to establish Ukrainian as a language of origin instruction. For this purpose, the country wants to attract teachers from Ukraine, in particular, to teach in the language of origin.

The current budget includes 1,006 positions to compensate for additional instructional needs for pupils to promote natural multilingualism (language of origin instruction).

More information about the HSU is available at <https://www.schulministerium.nrw/herkunftssprachlicher-unterricht>

2.4.2 State programme "Grundschulbildung stärken durch HSU – Mehrsprachigkeit unterstützt den Bildungserfolg der Kinder" (Strengthening primary education through HSU - multilingualism supports children's educational success)

The state programme "Grundschulbildung stärken durch HSU – Mehrsprachigkeit unterstützt den Bildungserfolg der Kinder" (Strengthening primary education through HSU - multilingualism supports children's educational success) has so far supported 68 primary schools in North Rhine-Westphalia that have a high proportion of pupils with international family histories in strengthening the linguistic resources of all pupils and systematically incorporating multilingualism in the classroom and everyday school life.

The state programme "Grundschulbildung stärken durch HSU – Mehrsprachigkeit unterstützt den Bildungserfolg der Kinder" (Strengthening primary education through HSU - multilingualism supports children's educational success) is intended to develop and execute implementation options for closer integration of HSU with the other subjects in primary school. Each participating primary school is provided with an additional teacher position for HSU so that they can co-teach with teachers of other subjects. This is supported by the accompanying implementation of the parent support programme "Rucksack Schule" (backpack school) and the introduction of the "Bücherkoffer NRW" (book case NRW).

The primary schools participating in the state programme have a large number of newly immigrated pupils who can profitably use their multilingual resources not only to strengthen their own language of origin but also to learn German better and to support specialized learning.

Further information on the state programme "Grundschulbildung stärken durch HSU – Mehrsprachigkeit unterstützt den Bildungserfolg der Kinder" (Strengthening primary school education through HSU - multilingualism supports children's educational success) is available at <https://www.schulministerium.nrw/mehrsprachigkeit-als-chance-nutzen-herkunftssprachlichen-unterricht-staerken>

2.5 "FerienIntensivTraining - FIT in German"

The state programme "FerienIntensivTraining - FIT in German" (IntensiveHolidayTraining) is a voluntary and free offer that takes place outside of class during the Easter, autumn and summer holidays. To this end, pupils receive intensive German language support in language-

heterogeneous learning groups with the help of supportive digital learning media, among other things. In the context of activities and excursions related to everyday life, pupils should also be given the opportunity to use and practice the language tools discussed in advance in authentic situations. The state grants subsidies in accordance with the provisions set out in the subsidy guidelines "Zuwendungen für die Durchführung "FerienIntensivTraining - FIT in Deutsch" (Funding for the implementation of IntensiveHolidayTraining - FIT in German) of 06.02.20218 (BASS 11-02 Nr. 31). The responsibility for the implementation of the offer lies with the bodies implementing the measures defined within the framework of the funding guideline, such as municipalities, municipal associations as well as other free carriers (number 3 of the decree). The responsible district governments in Department 48 are responsible for the application, approval and proof of use procedures.

For each measure that takes place, two specially trained language learning guides are needed, who are trained by LaSI or by a municipal integration centre commissioned by LaSI. Language learning facilitators are required to implement the measure they are to carry out based on the content standards taught in the training.

The state programme "FerienIntensivTraining - FIT in Deutsch" (IntensiveHolidayTraining - FIT in German) is open to all newly immigrated children and youth of school age. Since the Easter holidays, refugee children and youth from Ukraine have also been reached.

2.65 million has been earmarked for this in the current budget.

Further information on the state programme "FerienIntensivTraining - FIT in Deutsch" (IntensiveHolidayTraining - FIT in German) is available at <https://www.schulministerium.nrw/ferienintensivtraining-fit-deutsch>

In addition, the Ministry of Education, with the help of an increase in available funds, plans to offer the service outside of the holiday season.

2.6 "Ankommen und Aufholen" (Arrive and catch up) action programme

To help pupils make up for pandemic-related learning shortfalls and other deficits, the state government, with support from the federal government, is providing schools in North Rhine-Westphalia with a total of around 430 million euros for 2021 and 2022. These additional financial resources are to be used for individual support services, to hire additional staff and organize cooperation with partners outside the school.

School-age children and youth from Ukraine can participate in measures from the "Ankommen und Aufholen" (Arrive and Catch Up) programme to be able to benefit from school measures, e.g. within the framework of differentiation and supplementary cultural, creative or sporting offers. The measures are regulated within the framework of the programme and must comply with the relevant requirements (e.g. the funding guidelines), then the participation of different pupils is of course possible.

2.7 State initiative "No graduation without connection – transition from school to work in NRW"

In North Rhine-Westphalia, as part of the state initiative "Kein Abschluss ohne Anschluss - Übergang Schule-Beruf in NRW" (No graduation without connection – transition from school to work in NRW) (KAoA), all youth from grade 8 onwards are systematically supported in their career orientation process to expand their career choice skills and make a well-founded decision about a career.

In this systematic process, the youth go through binding standard elements starting with an analysis of potential, in which the young people learn about their personal strengths, interests and inclinations. In the further course of things, occupational and study fields are explored and internships and, if necessary, practical courses are carried out. Throughout the process, the youth are accompanied and advised by their teachers. In addition, they can also take advantage of counselling services provided by career counselling specialists working at the schools.

Ukrainian youth with language skills can participate directly in the standard elements of vocational orientation or, through the standard element KAoA-compact, go through the most important components of the comprehensive process of vocational orientation in a condensed form after gaining language skills. In KAoA-kompakt, youth also gain insights into the reality of the workplace and the dual training system. Specifically, they go through a two-day potential analysis, a three-day occupational field exploration, and practical courses that are designed to be realistic as well as language and culture-sensitive.

To support and accompany this process, the state provides what are known as "Beufswahlpass" (career choice passports). With their help, the young people can prepare and follow up the various standard elements and document their experiences. The Berufswahlpass NRW "SPRACH-KOMPAKT" was developed specifically for pupils who recently immigrated or refugee pupils and is issued free of charge by the providers to participants as part of KAoA-kompakt. It is also available in digital form in the BO-Tool NRW.

2.8 Parents network

The project "Eltern mischen mit – Mitwirken heißt verändern" (Parents get involved - participation means change) is carried out by the Elternnetzwerk NRW. The project aims to qualify migrant parents so that they can get involved in participation committees of early childhood education and school institutions, participate and positively shape the educational process of their children. The training concept trains parents to become parent facilitators. These, in turn, qualify other parents.

The project reaches many migrant parents at the participating sites, breaks down barriers between them and educational institutions, and supports mothers and fathers in participating. It can provide sound recommendations to all PTAs who want to be involved in the integration of newly immigrated children and youth in their children's and youth's schools. This network

can also be used for parents who have fled Ukraine with their children and teenagers. More information at www.eltern-mischen-mit.de

2.9 Democratic participation in diversity

School life in North Rhine-Westphalia is characterized by a diversity of both pupils and teachers. School is the place of social integration in our society. It is the place of encounter that offers all people in the school community the opportunity, based on their own experiences, to participate through education and to develop and live their own life plans through the dialogue with the educational offers and all other pupils. The basis of such a lived diversity is a lived culture of communication, mutual respect and mutual acceptance in our schools – free of discrimination, racism and other types of violence.

Pupils in North Rhine-Westphalia acquire skills in school life and through all taught subjects, to take responsibility for themselves and others, advocate for their own opinions, but also to respect the opinions of others. This requirement is currently of great importance in the reception of children and youth from Ukraine, also in relation to pupils from other countries of origin, and is supported by special advice from the school inspectorate and by specific materials.

Avoiding extremist positions is an important goal of the schools' democratic engagement. The subject's curricular guidelines refer to these aspects and the didactic-methodical design of the lessons and are oriented towards acquiring competencies in the area of democratic action. A variety of programmes allow schools to align their profile democratically, for example, "Schule ohne Rassismus Schule mit Courage NRW" (School without Racism School with Courage NRW). These and other programmes allow pupils to actively engage against any kind of discrimination (e.g. racism, homophobia, antiziganism, antisemitism, etc.). The aim is also to strengthen pupils' civil courage in their school and private environment and to enable them to participate in society in a democratic and pluralistic society.

Democratic action and awareness are also promoted at vocational schools. The NRW State Agency for Civic Education (LzfpB) (www.politische-bildung.nrw.de), in close coordination with the Ministry of Schools and Education of North Rhine-Westphalia and all district governments, runs the educational project "Demokratie für mich. Grundrechte in Deutschland – Ein erfahrungsorientiertes Konzept zum Demokratie-Lernen" (Basic Rights in Germany – An Experiential Approach to Democracy Learning) in the vocational colleges' International Support Classes.

The didactic-methodical concept includes the teaching of the following four key objectives

- teaching values, basic democratic rights and the basic structures of the political system in Germany,
- supporting identity formation in a foreign country for refugee youth,
- recognition of diversity/difference,
- supporting the acquisition of German.

To support the implementation of these guiding objectives, the state office has developed special teaching materials, the creation and use of which were scientifically monitored and evaluated by the Westphalian Wilhelms University in Münster.

The teaching materials are based on an experiential approach to democracy learning for immigrant young adults, thus stimulating and supporting the teaching of values and fundamental rights to youth. The didactic basis is, among other things, the approach of explorative learning, which enables democracy learning by discovery through appropriate learning arrangements and contributes to the fact that the learners acquire an overview of the German legal and social state.

Currently, 80 vocational colleges with international remedial classes participate in the project and are accompanied by the moderator team of the State Agency for Civic Education. Starting in the 2022/2023 school year, another 20 vocational colleges will participate in this school-based project and receive a corresponding qualification.

Many municipal cultural and educational institutions (e.g. libraries, museums, theatres) are responding to Russia's war of aggression against Ukraine and the situation of refugees with their offerings in the field of cultural education. Offers of this kind represent opportunities for encounters, for coming to terms with what has been experienced and for cultural participation. But even beyond these current formats, extracurricular partners support schools in their integration and educational work and provide important impulses in the field of cultural education.

3. School integration infrastructure and resources

3.1 Provision of school space

Pursuant to Section 79 of the North Rhine-Westphalia School Act (SchulG NRW), the acquisition, maintenance of school buildings and the furnishings of schools is the responsibility of the municipal school authority within the framework of its constitutionally endowed municipal self-administration. The school authority is also obliged to maintain or provide sufficient capacity of suitable school places and appropriate school space for school-age children and youth.

The state of North Rhine-Westphalia provides a wide range of financial support to help cities, municipalities and districts in the school sector fulfil their municipal responsibilities and make investments.

Local governments receive an annual school lump sum/education lump sum. This amounted to around EUR 723 million in 2021 and was increased to around EUR 748 million in 2022. These funds can be used for new construction, remodelling, expansion, acquisition, modernization, and space-creating improvements, as well as for furnishing and equipping school buildings and municipal day-care facilities. These funds can be used to procure interim buildings (e.g., containers) to accommodate skyrocketing pupil enrolment. In addition to the funds from the school lump sum/education lump sum, the municipalities receive other lump

sum funds as part of municipal financing, including the general investment lump sum, the sports lump sum and the expense and maintenance lump sum, which could also be used to finance necessary construction measures.

The state of North Rhine-Westphalia, together with NRW.Bank, has made an additional 2 billion euros available to local authorities from 2017 to 2020 under the "Gute Schule 2020" (Good Schools 2020) programme. The utilization period for these funds has been extended to 48 months.

In addition, there are other funding opportunities for municipalities in the area of school construction. This includes the 1st part of the Federal Municipal Investment Promotion Act, which has provided around EUR 1.1 billion since 2015, with a focus on "infrastructure" and "education infrastructure", among other things. These funds can be used for investment measures in schools under certain conditions.

The state of North Rhine-Westphalia has also been passing on federal funding to improve school infrastructure in financially weak municipalities (MICnvFG Chapter 2) totalling 1.12 billion euros to North Rhine-Westphalian municipalities since 2017 in a procedure that is as fast and unbureaucratic as possible.

NRW.Bank also supports local authorities with the NRW.Bank.Moderne Schule programme, through which very low-interest loans can be taken out for investments in schools.

However, it is also clear that these and municipal own resources are not sufficient to provide additional school space immediately. In addition to any necessary planning preparations in compliance with the extensive building regulations, there is also the difficulty that planning and construction services continue to be in high demand and in some cases are not even available; this is compounded by a sometimes glaring shortage of materials, also as a result of the war and the sanctions imposed (e.g. construction timber from the territory of the Russian Federation). This also applies to makeshift structures (containers, etc.) used for shelter construction or still tied up in flood-affected areas. It should therefore also be examined whether other premises (e.g. museum foyer, parish hall, conference rooms in hotels, etc.) can be used for teaching purposes.

3.1.1 Transitional arrangements

Given the high number of newly arrived pupils from Ukraine, the school inspectorate is asked to support the school authorities in this exceptional and historical situation. The following principles must be observed:

- In the allocation of school places, priority is given to pupils who are of compulsory school age in accordance with Section 34 of the NRW School Act over pupils who are not yet of compulsory school age.
- The circular BASS 13-63 No. 3 applies to the schooling of children and youth from Ukraine. This also applies to the organizational forms of German language support made possible therein. According to number 3.7 of the decree, the upper school inspectorate may, in an

exceptional situation and upon application by the school authority, approve the teaching of exclusively newly immigrated pupils outside the main school premises for a limited period of time, applying the "Leitlinien für Personalmaßnahmen bei schulorganisatorischen Veränderungen" (Guidelines for Personnel Measures in the Event of Changes in School Organization) accordingly and on the basis of a pedagogical concept of the school, if this is absolutely necessary due to recognizable spatial bottlenecks of the school authority. Immigrant pupils who are new to the school may only be placed outside of the parent school building within one year of the start of the respective approval period. This option can be used temporarily due to the current situation if the conditions for this are met. In view of the unpredictable developments of the war in Ukraine and the resulting unclear situation and perspectives of the refugees, the corresponding permits are to be limited. In an educational concept, the school must explain how regular encounters between the newly immigrated children and youth and the pupils of the main location are to be made possible. Additionally, the prerequisite of an approval is in any case a vote by the responsible school authority, the submission of an overview of the utilization of the schools by the school board, and a plan for how the groups that are taught outside the main school grounds are to be integrated into the existing system and educated together with the pupils on the main school site after the end of the respective approval period. In any case, the exception shall be clearly limited in time; the school board shall report to the higher school inspectorate in due time – at least four months before the expiration of the exception – on the appropriate partial steps already taken and planned to establish the regular procedure.

- The start of lessons is bindingly regulated by the circular "Unterrichtsbeginn, Verteilung der Wochenstunden, Fünf-Tage-Woche, Klassenarbeiten und Hausaufgaben an allgemeinbildenden Schulen" (Start of lessons, distribution of weekly lessons, five-day week, classwork and homework at general education schools) of 05.05.2015 (BASS 12-63 No. 3). The decree not only sets the earliest start of classes at 7:30 a.m. but also the latest regular start of classes at 8:30 a.m. The decree BASS 13-63 No. 3 specifies the scope of schooling under No. 3.6. In principle, the specifications do not permit instruction in the form of purely multiphase or afternoon instruction. However, if in the current exceptional situation the right to education of school-age children and youth cannot be accommodated otherwise, it is permissible in the current situation to grant school authorities, upon request, a temporary exemption until the end of the summer vacation and thus temporarily enable models of multi-phase or afternoon operation.

The school authorities are asked to provide advice and written conceptual support for the implementation of other organizational measures (e.g. formation of multiple classes; initiation of inter-municipal cooperation to ensure schooling). The responsible school inspectorate supervises the planning as well as the maintenance of outsourced premises. It advises and supports the creation and implementation of an adequate pedagogical concept. The school inspectorate must also take into account the "Leitlinien für Personalmaßnahmen bei schulorganisatorischen Veränderungen" (Guidelines for Personnel Actions in School Organizational Changes) for these spaces, to the extent possible. Likewise, it takes care to ensure that proper instruction is possible for all school-age children and youth.

Due to the great importance of sports for the physical and psychological development of children and youth, especially against the backdrop of the restrictions on exercise opportunities in the wake of the Corona pandemic, sports offerings must be made possible on a reliable basis.

In principle, school authorities are obligated to provide the school facilities and buildings necessary for proper instruction. This obligation continues even if the sports facilities previously used by one or more schools are not available. In such cases, the school authorities and all schools should coordinate their efforts to make full use of organizational possibilities, for example by sharing the use of other sports facilities, to ensure that physical education classes are held on a regular schedule.

In the case of occupancy of sports halls in the context of short-term accommodation of refugees, sports lessons are to be relocated to other sports facilities or outdoors, depending on weather conditions and local options. Cancelling physical education classes for this reason is inadmissible.

For lessons in preparation for examinations as well as for the execution of sports examinations, the use of other accessible sports facilities suitable to prepare for or hold examinations must be ensured by the school authority. Overall, care must be taken to ensure that any potential burdens associated with the necessary restructuring of occupancy schedules are distributed as equitably as possible among the schools in the respective catchment areas.

3.2 Management and reinforcement

3.2.1 Budgetary measures

The current budget includes 5,018 positions to compensate for additional instructional needs for ongoing language education, language support, and intercultural school and classroom development for integration through education. In addition, temporary funds of EUR 1 million have been budgeted as part of "Integration durch Bildung" (Integration through Education).

Within the current capabilities of the school budget, the following actions have been taken to support managing refugee-related impacts on instructional supply:

3.2.1.1 Integration through education

Increase funding for temporary staff under the "Integration durch Bildung" (Integration through Education) programme:

- The original appropriation of 1 million euros can be augmented as needed from unfilled or salary-free positions. The restriction to vacant integration positions is not applicable this year. This means that sufficient potential is available to meet existing recruitment needs.

- The reinforcement takes place independently of whether the respective school is currently allocated a share of the positions in one of the fields of action pursuant to decree BASS 14-21 No. 4.
- The regulation has been implemented by decree of 18 March 2022.

3.2.1.2 Job reserve of the MSB

In the 18 March 2022, key data decree, county governments were notified of the anticipated position allocation for the upcoming 2022/2023 school year. This position allocation forms the basis for evaluating teacher hiring opportunities for the upcoming school year. The original pupil count projections were based on the assumption of an overall decline in the number of pupils, and therefore 1,052 positions were not allocated for the time being. These positions are now being used to educate refugee pupils. As soon as reliable immigrant pupil numbers are available, the positions will be distributed among the district governments so that further recruitment can take place. The positions may also be used to augment flexible funding for substitute teaching or to augment Integration through Education funding. For the previous school year, 867 additional positions were allocated to the district governments for this purpose.

3.2.1.3 Flexible funds for substitute teaching

The flexible substitute teaching funds may be used to provide substitute teaching in all types of schools to compensate for, in particular, long-term illness and maternity leave. Additional vacant teaching positions may be used to support flexible funds for substitute teaching. The flexible funds for substitute teaching of around 60 million euros were increased by around 3.5 million euros. In particular, this will also support district governments that no longer have a larger number of vacant and salary-free positions to augment their original replacement resources. This will give district governments further opportunities to deploy additional staff to educate refugee pupils. The needs were queried with the district governments. County governments will share in the funds as needed.

3.2.1.4 State-approved substitute schools

State-approved substitute school boards decide on their own authority within the framework of their constitutionally guaranteed right to free pupil selection on the admission of newly arrived pupils. It is therefore not possible to assign pupils to a state-approved substitute school, only in consensus with the school board.

The support instruments described above for public schools are transferred to the state-approved substitute school sector with the same effect under the regulations applicable to state-approved substitute schools:

- The temporary hiring of temporary staff for integration through education (Section 3.2.1.1) can also be carried out and refinanced at state-approved substitute schools at the expense of vacant and fillable positions.
- Since it is not possible to allocate positions to state-approved substitute schools, the objective of the position reserve is taken into account in the refinancing with the same effect. Since the number of pupils as of the cut-off date for the ASD (15 October) is decisive for refinancing, but pupils who have recently immigrated are admitted during the year, the resulting discrepancy is generally compensated for by an additional subsidy pursuant to Section 106 (10) sentence 1 SchulG.
- Funds for substitute teaching are compensated by the statutory lump sum for personnel requirements.
- The recruitment tools described in Section 3.2.2 are also available to state-approved substitute school boards.

3.2.1.5 Digital equipment

Pupils who have newly immigrated can of course also be equipped with a digital device as part of the state's equipment programmes (Sofortausstattungsprogramm as well as Ausstattungsoffensive NRW and React-EU). The state has made a total of around 357 million euros available to school authorities for this purpose since 2020. The digital terminals can be procured directly by the school authorities.

The funds made available will remain available to school authorities until the end of 2022.

3.2.2 Activation of personnel to support educational services for school-based projects in the immigration society

Due to the expected sharp increase in the number of school-age children and youth who have fled Ukraine, the need for teachers and other (social) pedagogical staff in the school service will also increase.

Temporary support for schools in the form of additional staff is, therefore, an essential condition for the successful education of immigrant pupils.

Depending on the needs of the school, schools may employ teachers – or based on the relevant decrees – other pedagogical or socio-pedagogical staff (e.g. teachers for home language teaching, specialists for school social work, specialists in multi-professional teams, socio-pedagogical specialists in the school entry phase, specialist teachers at special schools or specialist teachers at vocational colleges, e.g. workshop teachers and technical teachers) temporarily.

Temporary employment opportunities are published by the schools on the Internet portal www.verena.nrw.de. There, on the page of published calls for proposals, it is possible to filter specifically for publications for "Unterstützung Geflüchteter" (Supporting Refugees) under the

selection “Fächer/Berufsgruppe/Schulformgruppe” (Subjects/Vocational Group/School Form Group). The recruitment is carried out, in particular, with the aim of helping children and youth who have fled to North Rhine-Westphalia to arrive and integrate at their new school on an individual basis.

Both persons with a teaching qualification and other qualified applicants can apply for advertised vacancies for teachers. These can be, for example, university graduates, retirees, students or persons who have completed vocational training if they are suitable for the school service (cf. VERENA). In the case of vacancies for other pedagogical or socio-pedagogical personnel, the qualification requirements of the applicants specified in the relevant decrees apply.

In the case of temporary appointments, the school management, if necessary in cooperation with the school supervisory authority, shall decide whether an applicant is suitable for the activities specified in the vacancy. It also decides whether the existing German language skills are sufficient unless they are proven by a language certificate, e.g. from the Goethe Institute.

As a rule, a fixed-term contract is concluded without substantive reason (Section 14(2) TzBfG – Act on Part-Time Work and Fixed-Term Employment Contracts). Under the statutory requirements of Section 14(1) TzBfG, fixed-term employment relationships with a substantive reason are also possible.

The classification depends on the job and the individual qualification according to the pay scales of the TV-L or TV-EntgO-L. The state of North Rhine-Westphalia as a member of the Tarifgemeinschaft deutscher Länder is bound to these specifications. For example, the grouping of teachers according to the collective bargaining agreement is based on the school type of the assignment school and the individual qualification. Applicants without a university education recognized in North Rhine-Westphalia are classified in pay group 9b (school types with entry-level office A12) or pay group 10 (school types with entry-level office A13) (Section 2 no. 4 of the annex to the TVEntgO-L).

All school administrators were asked by school mail dated 04.04.2022 to contact suitable teachers in advance with the aim of

- the early return from a leave of absence
- the increase of part-time employment
- the later retirement
- attracting teachers who have already retired to substitute work.

With this renewed school mail, school principals have also been asked to approach suitable other (social) pedagogical staff in addition to suitable teachers.

Furthermore, by separate school mail dated 04.04.2022, both teachers who have not yet received an offer of employment and trainee teachers who will complete their preparatory service on 30.04.2022 have been written to with the aim of applying for temporary employment opportunities.

A further contribution to teacher staffing is the additional use of trainee teachers (LAA). To this end, the legal framework for voluntary additional independent teaching by trainee teachers

(LAA) was increased (to up to 6 hours per week). In the current exceptional situation, this group of people, in particular, has been approached about the possibility of providing additional independent instruction.

3.2.3 Newly immigrated and refugee teachers

Recruitment of refugees is possible within the framework of existing regulations or decrees as teachers (Section 57 SchulG) or as other (social) pedagogical staff (Section 58 SchulG), (see point 3.2.2).

When hiring refugees, the following special considerations must be taken into account:

➤ proof of residence status, work permit

Before taking up employment, proof of residence status in accordance with Section 24 of the Residence Act with permission for gainful employment must be presented or a fictitious certificate from the foreigners' authority with the entry "Erwerbstätigkeit erlaubt" (gainful employment permitted) (cf. [faq-ukraine.pdf \(bamf.de\)](#)).

No employment may be taken up during a visa-free short stay.

➤ Proof of qualification

If proof of the applicant's individual qualification cannot be provided due to the special situation, in exceptional cases, it is sufficient for recruitment if the existence of the qualification is credibly assured in writing.

➤ Grouping, level assignment

If the individual qualification cannot be proven by appropriate evidence, the classification is based on the lowest job title provided for in the remuneration regulations for the TV-L or the TVEntgO-L. If such proof is subsequently submitted and the qualification is recognized in North Rhine-Westphalia, the employees can be upgraded from this point on.

If evidence of previous employment is submitted, this must be reviewed for purposes of assigning a level pursuant to Section 16 TV-L. If prior employment is not supported by evidence, the classification will be made as level 1.

➤ Measles vaccination or immune protection

The proof required by the German Protection against Infection Act (IfSG) that sufficient vaccination protection exists against measles (Section 20(8)(2) in conjunction with (9)(1)(1) IfSG) or that measles immunity or vaccination contraindication exists (Section 20(9)(1)(2) IfSG) must always be provided before employment begins.

Temporarily and exceptionally, prior submission may be waived if, in an individual case, credible written assurance is provided that timely submission is not possible due to the special situation and the urgency of the start of employment. Any missing vaccination protection must be made up for immediately unless immune protection is already in place and there is no contraindication. The required evidence must be submitted as soon as

possible, but at the latest within three months of the start of the employment relationship; otherwise, the employment relationship ends. This exemption applies with immediate effect initially to hires with an employment start date up to and including 01.11.2022.

➤ Police certificate of good conduct:

For stays of four months or more in the Federal Republic of Germany, an extended certificate of good conduct (Section 30a BZRG) must be submitted before the start of employment. In the case of shorter periods of residence, a statement must be requested as to whether the applicant has a criminal record and whether any preliminary proceedings or judicial criminal proceedings are pending against them.

The appointing authority must also make certain of any previous convictions for the period of residence in Ukraine. Applicants must provide proof comparable to the German certificate of good conduct, e.g. an official certificate of good conduct, extract from the criminal record of the home country or an equivalent document. Temporarily and exceptionally, the prior presentation of such a document may be waived if credible written assurance is given that timely procurement is not possible due to the special situation in Ukraine or the collapse of the infrastructure there. In such cases, a statement must be requested before hiring as to whether the applicant has a criminal record and whether any preliminary or judicial criminal proceedings are pending against them. Recruitment is then initially based on this declaration. The required certificate must be submitted as soon as possible, but no later than before the end of the probationary period. If this is not possible due to an ongoing war situation in Ukraine, continued employment is only possible if a notarial affidavit is submitted before the end of the probationary period (Section 22(2) of the Federal Code of Notaries) stating that no previous criminal convictions in Ukraine exist and that no preliminary investigation or judicial criminal proceedings are pending; otherwise, the employment relationship ends. This exemption applies with immediate effect initially to hires with an employment start date up to and including 01.11.2022.

➤ Dual employment

In the case of existing employment in Ukraine, the type and scope of this activity (in accordance with the regulations on secondary employment, Section 3(3) TV-L) must be stated. It is desirable to state in writing that this employment relationship is, for obvious reasons, not currently being de facto exercised.

➤ Staff council participation

Temporary appointments are subject to co-determination by the relevant staff council in each individual case (Section 72(1)(1)(1) LPVG).

Insofar as the principal concludes fixed-term contracts to ensure the teacher staffing and to carry out special pedagogical tasks (Section 57(5)(3) SchulG), the participation of the teachers' council shall take the place of the participation of the staff council. However, even in this constellation, the personnel-administrating body must involve the personnel council it has formed (Section 72(1)(1)(4) LPVG) in the grouping and level assignment since this decision cannot be transferred to the principal.

3.2.3.1 Lehrkräfte Plus (Teachers Plus) and International Lehrkräfte Fördern (Supporting International Teachers)

The *Lehrkräfte Plus* (Teachers plus) programme is part of the "NRWege Leuchttürme" (NRW Paths Lighthouses) funding programme and is supported and managed by the Ministry of Culture and Science of the State of North Rhine-Westphalia. As part of this qualification programme, teachers with a refugee background as well as teachers from non-EU countries are given an insight into the German school system and are prepared for deployment at schools in North Rhine-Westphalia.

This aims to show them career prospects in Germany and to enable them to integrate into the labour market in line with their needs. The goal of the *Lehrkräfte Plus* programme is to tap into the professional and heritage language potential that the target group can offer schools.

The following criteria are required for participation:

- A teaching degree from the home country or a course of study that qualifies for the teaching profession in the respective home country,
- Professional teaching experience in the home country,
- Good knowledge of German at B1 level,
- Participants can commit to the programme full-time for one year and reach the university daily.

In cooperation with five teaching universities, the *Lehrkräfte Plus* programme prepares participants for work in schools in North Rhine-Westphalia and provides them with needs-oriented continuing education. In addition to pedagogical-intercultural qualifications, German courses and technical-didactic seminars, clearly coordinated programme elements also enable an extensive school internship.

In this context, the *International Lehrkräfte Fördern (ILF)* (Supporting International Teacher) programme of the North Rhine-Westphalia Ministry of Schools and Education offers a follow-up perspective for graduates of the state's *Lehrkräfte Plus* programme. As part of the *ILF* programme, participants gain further qualifications within two years at a school in North Rhine-Westphalia – with practical and professional support – and deepen their knowledge and skills that were successfully initiated through the *Lehrkräfte Plus* programme. This allows these teachers to be gradually introduced to independent teaching in a North Rhine-Westphalian school.

The following criteria are required for participation in ILF:

- The participants do not fulfil the formal requirements to work as a teacher in Germany and/or do not yet have the necessary German or didactic/methodological knowledge to be able to teach.
- Participants have completed the *Lehrkräfte Plus* programme. "Best selection" is ensured by involving the district governments in the selection process at *Lehrkräfte Plus*.

The state of North Rhine-Westphalia provides 160 positions for the ILF programme (10 of which have been budgeted to support participants for qualification and counselling).

With regard to the target group in focus, the state programme is also open to refugee teachers from Ukraine, provided they see a future at a school in North Rhine-Westphalia.

Information on the state programmes as well as the application process is available via the state-wide digital portal <https://lehrkraefteplus-nrw.de/>.

3.2.3.2 On the role of Ukrainian teachers in the educational offerings for school projects in an immigrant society

It is the declared goal of the state government to enable children and youth who have fled Ukraine to integrate successfully and to continue their educational biography as quickly and flexibly as possible. Ukrainian teachers who take up employment at schools in North Rhine-Westphalia can also participate in this process.

Employing refugees is possible within the framework of existing regulations or decrees as teachers (Section 57 SchulG) or as other (social) pedagogical staff (Section 58 SchulG) with the corresponding tasks.

Deploying refugees is intended in particular to help children and youth who have fled to North Rhine-Westphalia to arrive and integrate at their new school on an individual basis. This refers in particular to children and youth who are attending a German school for the first time or who do not yet have sufficient German language skills to follow the lessons and other educational offers of the schools (e.g. within the framework of the (open) all-day programme).

Performing tasks, therefore, focuses on the needs of the children and youth and, depending on the activity as a teacher or as (social) pedagogical staff, can include teaching activities and, alternatively or in addition, these areas of activity if the necessary prerequisites are met:

- Participation in acquiring German with the inclusion of the languages of origin
- Teaching activities as part of a school's teaching staff
- Working group offers for integration into everyday life both inside and outside the school
- Supervision and assistance – including at extracurricular places of learning, e.g. on excursions, during (career-oriented) internships, during activities supporting everyday life, etc.
- Support in exercising participation opportunities at school (for parents as well as for pupils)
- Inclusion of the views of newly immigrated children and youth in school committees

The activity usually requires German language skills and will be specified in consultation with the school management involved. Alternatively, demonstrated English language proficiency may satisfy the requirements.

The opportunity to apply for a position at a school in North Rhine-Westphalia is advertised in publications of the Ministry of Schools and Education of the State of North Rhine-Westphalia,

via the Landesstelle Schulische Integration (State Office for School Integration) (<https://www.bra.nrw.de/bildung-schule/landesstelle-schulische-integration/ukrainische-lehrkraefte>) and through the school departments of the district governments.

On the part of the Landesstelle Schulische Integration (LaSI), the teachers in the Kommunalen Integrationszentren (MIC) continue to be included in state-wide information about the possible task profile and the associated employment opportunities. The department heads with General Integration through Education in the district governments communicate this information with the school principals concerned.

Together with other employees within the framework of educational offers for school projects in the immigration society, Ukrainian teachers are provided with content support by LaSI on behalf of the Ministry of Schools and Education of the State of North Rhine-Westphalia. For this purpose, a central coordination office has been set up at LaSI.

The activities of the coordinating body aim to achieve the following goals; for this purpose, individual case-related consulting and holding information events:

- Finding suitable employment at a school in North Rhine-Westphalia
- Structural and content-related knowledge about the school system in North Rhine-Westphalia; introduction of information about the school system in Ukraine
- Basic knowledge of teaching German; consideration of existing knowledge in the field of foreign language didactics
- Basic knowledge for the organization of the other areas of responsibility in which the Ukrainian teachers as well as the other staff members are active (focus: targeted individual support of pupils); consideration of existing knowledge by the Ukrainian teachers
- Shaping intercultural dialogue; consideration of the mission of schools in North Rhine-Westphalia to promote a European identity
- Consideration of the situation of refugee women
- Demand-oriented opening of longer-term professional perspectives, among others in cooperation with members of the network "Lehrkräfte mit Zuwanderungsgeschichte" (Teachers with a Migrant Background)
- Support of the participating schools regarding a qualified cooperation with the new college members

To support teachers from Ukraine, the Goethe-Institut offers a programme with the objective of preparing teachers of all subjects from Ukraine to support the integration of Ukrainian pupils in their everyday schooling and learning in the German school. The programme promotes German as a language of instruction and the further development of methodological-didactic skills. The target group is people who are already involved in the care and teaching of pupils from Ukraine or are about to start working at a school or care facility. Teachers of all subjects from all types of schools from Ukraine who came to Germany in the course of the war and would like to improve their German

language skills (levels A1 to C1) are addressed. Currently, 75 Ukrainian teachers who have fled to NRW are participating in the programme. They are accompanied by employees of the coordination office of the State Office for School Integration.

3.2.4 Federal funds

The state passes on federal participation in the refugee costs of 430 million euros in full to the municipalities of North Rhine-Westphalia.

At a special meeting on 13 April 2022, the state cabinet decided that the full amount of federal funding would be passed on to the municipalities in North Rhine-Westphalia. The Budget and Finance Committee gave its consent to this on 27 April 2022. In addition to housing costs, these also include a bridging allowance to compensate for costs incurred to date in supporting refugees in the area of living expenses, as well as supplementary costs related to refugees, such as childcare and schooling, and health and care costs. Of the approximately 430 million euros, three quarters (323 million euros) will be passed on to the municipalities as a lump sum. The allocations will be made in several tranches to ensure a fair distribution of funds among the municipalities. This is the only way to take the actual numbers of refugees and their distribution among the municipalities into account. The school boards can thus also use the funds for the areas that are their responsibility in connection with the schooling of refugees as part of the burden-sharing between the state and the school authorities. These also include costs associated with the creation of additional school space, for pupil transportation, teaching and learning materials.

3.3 Support systems

3.3.1 School psychology

The school psychological counselling centres in North Rhine-Westphalia are jointly run by the state and local authorities. With their wide range of counselling and support services, they are an important point of contact for schools in North Rhine-Westphalia and an indispensable source of help for everyone involved in school life. School psychologists use psychological insights to support schools in their educational mission: This is done through qualification, e.g. in the context of topics such as social skills, individual learning, communication and health, and through systemically oriented consulting in individual cases. School psychologists are subject to the legal obligation of special confidentiality. All school psychological counselling centres are well acquainted with the other local support systems, such as local youth welfare and youth work facilities, therapeutic facilities, and prevention work facilities.

There is a school psychological counselling centre in all 53 districts or independent cities. Currently, there are 464 school psychologists on duty, of which 289 are currently in the state service and 175 positions are under municipal sponsorship. You can find your nearest school psychological counselling centre at the following link <https://www.schulministerium.nrw/themen/schulsystem/angepasster-schulbetrieb-corona-zeiten/schulpsychologische-beratungsstellen>. All school psychological counselling centres

have expertise in dealing with traumatic experiences, loss, death, and grief. If necessary, in the context of schooling children and youth from Ukraine, schools can contact their school psychological counselling centre, which supports schools in the form of system counselling (e.g. briefings of colleges).

For dealing with the psychological stress in the aftermath of the war in Ukraine, the website of the NRW School Psychology Department at <https://schulpsychologie.nrw.de/themen/krieg/index.html> as compiled information and tools for teachers and parents. The information is continuously updated and supplemented by the State Office of School Psychology and School Psychological Crisis Management.

In addition, almost all lower and upper secondary schools have at least one specially trained guidance counsellor. They counsel pupils and arrange for outside professional help when needed. Guidance counsellors are generally the first point of contact when for stress at school. Regular contact with school social work specialists, school psychological counselling centres, and local specialized counselling centres ensures that guidance counsellors have the necessary expertise and act as a guide to get pupils the help they need. In addition, the counselling teachers are an integral part of the schools' violence prevention and crisis intervention teams and are well networked with other support systems, e.g. child and youth welfare institutions, especially in the implementation of child protection at school, and can provide contacts when needed.

Schools can also contact the State Prevention Agency against Violence and Cyber Violence (Landespräventionsstelle gegen Gewalt und Cybergewalt – LPS). In addition to networking and coordinating existing prevention programmes, the activities focus primarily on measures and concepts against cyberbullying. LPS is a helpful resource for schools with specific questions about incidents of bullying and the use of force (<https://www.duesseldorf.de/lps.html>).

Further guidance on dealing with exclusion in the wake of Russia's war of aggression against Ukraine can also be found at <https://schulpsychologie.nrw.de/themen/krieg/index.html>. Under the heading "Umgang mit möglichen Konflikten" (Dealing with Potential Conflicts), you will find solution strategies that give teachers tips for dealing with cases of exclusion of individual pupils by classmates.

In addition to the school support systems, refugees who are suspected of having been traumatized by war and flight can receive help in the OEG trauma outpatient clinics (OEG = Victim Compensation Act). The OEG trauma outpatient clinics offer individual psychotherapeutic treatment, group therapy and psychosocial counselling for severely stressed individuals. Affected persons who are suspected of having been traumatized by war and flight can contact an OEG trauma outpatient clinic directly. No referral is required; a statement of refugee status and need for treatment is sufficient. If a language barrier exists that cannot be overcome by a third language such as English, the cost of a language and integration mediation can be covered.

The OEG trauma outpatient clinics, which are a service of the Rhineland Regional Association (LVR) and the Westphalia-Lippe Regional Association (LWL), are financed by the Ministry of Labour, Health and Social Affairs of North Rhine-Westphalia (MAGS).

You can find an overview of the trauma outpatient clinics of the LVR at https://www.lvr.de/media/wwwlvrde/soziales/opfervonkriegundgewalt/kriegsopferundhinterbliebenedokumente_234/Traumaambulanzen_Rheinland_Stand_Mai_2022.pdf (lvr.de) and of the LWL at <https://www.lwl-soziales-entschaedigungsrecht.de/de/schnelle-hilfe/> (lwl-soziales-entschaedigungsrecht.de).

3.3.2 School social work

School social work has a holistic view of children and youth, especially their self-efficacy, personality development and health.

Far more than 2,000 specialists for school social work in the federal state service as well as local authority responsibility¹ support the children and youth at school with their social-educational specialized expertise. The school social workers work closely with the teachers, the pedagogical staff in the all-day programme, the youth welfare service and the school psychology department.

The state enables effective school social work by increasing the state funding for municipal school social work by 10 million euros to a total of 57.7 million euros from 2022 onwards, as well as by making available positions in the state service.

For newly immigrated pupils, 226 positions are explicitly available for multi-professional teams used for social work in schools. Through "matching", another 0.5 positions are added to a state position for multi-professional teams in the employment of the municipality, i.e. 113 municipal positions are provided at the same time. These positions are designed to help integrate newly immigrated pupils as quickly and as well as possible.

All professionals strengthen the mental and psychological health of children and youth from Ukraine with their efforts. This is achieved above all by creating a school routine that also offers leisure and recreational activities and contributes significantly to making the school a "safe place" for the children and youth from Ukraine.

General information about school social work in North Rhine-Westphalia can be found on the education portal at <https://www.schulministerium.nrw/schulsozialarbeit>.

3.4 Educational materials

Schools in North Rhine-Westphalia have a wide range of support services and materials at their disposal with regard to the admission of Ukrainian children and youth and the design of a successful integration process:

¹Around 1600 specialists in the state service and at least 900 employees in municipal responsibility are made possible by the state programme "Förderung von Schulsozialarbeit in Nordrhein-Westfalen" (Promotion of School Social Work in North Rhine-Westphalia) (Decree of 22.09.2021).

Due to the high level of refugee migration in 2015, the schools have their own concepts, and materials are also available at the schools that are used for teaching German in the initial support programme. In several municipalities, special budgets were made available to schools via the school authorities to purchase materials.

A wide range of teaching materials can be accessed via the Bildungsmediathek NRW, both on language education and the background to Russia's war of aggression against Ukraine. Here, teachers can find, among other things, support material that can facilitate communication and learning German. The material is constantly updated and expanded and can be found on the homepage of the Bildungsmediathek NRW. The Ukrainian textbooks in digital form provided by the Ukrainian Ministry of Education and Science can also be accessed via the Education Media Library.

In addition, creating "ready-to-use Moodle courses" is planned. The courses are designed to provide support to teachers who teach Ukrainian pupils in terms of preparing lessons in German as a foreign language. Likewise, there are plans to offer successive practice courses for pupils at different levels. The first courses have already been published. They are available via the QUA-LIS NRW website, the Bildungsmediathek NRW and via LOGINEO NRW.

To get an overview of the school system in North Rhine-Westphalia, the information flyer "Schule in NRW" (School in NRW) is available in different languages (<https://www.schulministerium.nrw/themen/schulsystem>). This information flyer is also available in Ukrainian.

Extensive offers are provided on the topic of *language education*:

- The Ministry of Schools and Education of North Rhine-Westphalia provides schools in North Rhine-Westphalia with the online brochure "Pädagogische Orientierung zur sprachlichen Bildung - Sprachbildung für ein- und mehrsprachige Kinder und Jugendliche in der Primarstufe und Sekundarstufe I in NRW" (Pedagogical Orientation for Linguistic Education - Language Education for Monolingual and Multilingual Children and Youth at the Primary and Lower Secondary Levels in NRW), a comprehensive, practical working aid for the design of successful linguistic education.
- To provide schools where Ukrainian pupils are taught with a condensed overview, an information pool for "German as a second language" is available on the LaSI website (www.lasi.nrw.de). In addition to specific material tips and information on offers of state teacher training, the federal-state initiative BiSS-Transfer – Transfer of Language Education, Reading and Writing Promotion with the BiSS Academy NRW (<https://www.biss-akademie.nrw/>) plays a special role. The BiSS Academy NRW networks, supports and assists teachers in the field of language education in order to enable pupils to experience success through improved language, reading and writing skills. In doing so, it draws on tried and tested concepts within the framework of the federal-state initiative BiSS-Transfer. These concepts also relate, in particular, to concepts for the language support of pupils who have recently immigrated in lower and upper secondary schools. Interested schools of all school types can join one of the eighteen school transfer networks in the state in order to benefit from a wide range of exchange, qualification and professionalisation

opportunities and to further develop their language education concepts in a targeted manner.

In the context of Russia's war of aggression against Ukraine, the quality and support agency QUA-LiS NRW has published a target group and occasion-related support offer at <https://www.schulentwicklung.nrw.de>, which both takes a look at the situation of Ukrainian children and youth who have fled, from a school perspective, providing advice and organizational support, and also enables all those involved in schools to reflect on how they deal with school integration processes. Necessary translation work will have to be performed by additional resources if necessary. Based on the current needs of schools and the expertise of QUA-LiS as well as existing support materials, it is intended to implement a digital information service with exchange opportunities for school administrators in cooperation with other state institutions (e.g. LaSI, LaSP) as well as the district governments and the Ministry for Schools and Education in the 2022/2023 school year. Taking into account the situation in late summer/autumn 2022 with regard to the influx of refugees from Ukraine as well as with regard to recognizable needs of the schools on this topic at that time, an examination will be carried out after the beginning of the school year 2022/2023 regarding whether and to what extent additional information and exchange offers will also be offered for other target groups of the school sector.

In addition, the quality and support agency QUA-LiS NRW publishes further working materials and practical examples on the field of action "Bildungssprache und sprachsensibler (Fach-) Unterricht (Educational language and language-sensitive (subject) teaching) in the support portal for the Reference Framework for School Quality NRW:

<https://www.schulentwicklung.nrw.de/referenzrahmen/index.php?bereich=1243>

The web offer of QUA-LiS NRW is intended to serve all those involved in schools with information and to support their daily work in the context of the war situation in Ukraine. The offer is aimed at different target groups and contains materials under the subheadings "Angebot und Materialien und für Lehrkräfte" (Offer and materials and for teachers), "Administrative Unterstützung für Schulen" (Administrative support for schools), "Schulische Beratungs- und Unterstützungsnetzwerke" (School counselling and support networks), "Einblick in das Schulsystem in der Ukraine" (Insight into the school system in Ukraine), "Unterstützungsmaterial zur Reflexion und Urteilsbildung" (Support materials for reflection and judgment) and "Broschüren und Portale zur Information und Unterstützung" (Brochures and portals for information and support). In addition to specific practical materials such as letters to parents or building blocks for lessons, which can be adapted to the circumstances of the respective school and used immediately, annotated link lists to background information or teaching materials are also available. In addition to the QUA-LiS NRW offers, corresponding links to other state offices are also listed. In this context, both the situation of the refugee children and youth and the school community in Germany as a whole are taken into account <https://www.qua-lis.nrw.de/qualis/aktuelles/unterstuetzungsmaterialien-zur-kriegssituation-in-der-ukraine.html>

With the brochure "Mit Bewegung besser Deutsch lernen. Impulse und Beispiele, wie sportliche Aktivitäten in der Primarstufe und Sekundarstufe I gezielt zur Förderung des Sprachgebrauchs eingesetzt werden können" (Learning German better with movement. Impulses and examples of how sports activities can be used specifically to promote language use in primary and lower secondary schools) (<https://msb.xn--broschren-v9a.nrw/mit-bewegung-besser-deutsch-lernen>), the Ministry for Schools and Education of North Rhine-Westphalia provides teachers and other educators who are active in all-day activities, for example, with ideas for language education. With the help of tangible practical examples, options are shown as to how, especially with regard to immigrant pupils, the promotion of the German language can be supported by known and already proven movement and play offers.

Bilingual tips and information for children and youth with little swimming experience are offered in the new brochure "Schwimmen lernen in der Schule" (Learning to swim at school) with German and Ukrainian texts. It is published by Unfallkasse NRW together with the Ministry for Schools and Education. In the brochure, the three main characters Hala, Amir and Nico, as well as their swimming teacher, show all the things that need to be taken into account during swimming lessons. At the same time, the word field "swimming" can be learned bilingually through numerous illustrations.

The Unfallkasse NRW has published a brochure to support teachers in their day-to-day pedagogical work. The brochure offers guidance in dealing with the challenges of integrating refugee children and youth, as well as suggesting strategies for action and providing impetus <https://www.unfallkasse-nrw.de/service/nachrichten/broschuere-gefuechtete-kinder-und-juendliche-aus-der-ukraine-1781.html>

3.5 DaZ/DaF qualification of teachers who are already in the system, qualification opportunities at the universities

The state teacher training programme offers the qualification extension "Deutsch als Zielsprache" (German as a target language) (DaZ) for teachers of all school types (comprises 80 hours). Within the framework of the resources expanded after 2015 – qualified moderators – there is now the possibility to expand the scope of the existing offers in the short term according to demand.

In the area of "German as a Second Language" (DaZ), there have been state-wide and comprehensive training programmes since 2016 as part of the "Weiterbildungsinitiative Deutsch als Zweitsprache" (German as a Second Language Training Initiative). These have been funded by the state to the tune of over 12 million euros in two funding cycles to date. These offers aim to prepare teachers at schools and in adult education as well as trainers in the vocational sector for teaching German as a second language and for the language-sensitive pedagogical work necessary in the respective context. Interested parties can, in principle, choose between two offers, which are also available nationwide:

- A basic qualification (6 European Credit Transfer and Accumulation System (ECTS)) introduces the basics of teaching German as a second language.
- A comprehensive and in-depth qualification (30 ECTS).

The funding allows universities to provide services free of charge to participants; funding was most recently extended through the end of 2023.

4. Management assistance through data

The Ministry of Schools and Education of North Rhine-Westphalia has been collecting weekly data on newly immigrant pupils in initial support (BASS 13-63 No. 3) at public schools in North Rhine-Westphalia since 30 March 2022 in the delineation described below.

New immigrants as defined by the decree are pupils,

- who are attending a German school for the first time and do not yet have sufficient knowledge of German to follow the lessons, or
- who, in the event of a change of school level (from primary to lower secondary or from lower secondary to upper secondary) or school, have not yet been able to acquire the necessary German language skills sufficiently due to their short period of stay at the sending school.

For reasons of management and planning in the context of the exceptionally high immigration from Ukraine, data on this is also requested.

In detail, the participating schools currently provide information about

- the total number of new immigrant pupils in the initial support programme, as well as
 - the number of new immigrant pupils thereof in the initial support from Ukraine.

Pupils in initial support coming from Ukraine are further differentiated according to whether they are

 - new to the school since the last cut-off date, or
 - were already at the school before the last deadline.
 - the number of learning groups set up for German language support.

The data collected in this way are of central importance for both the school inspectorate and school authority in managing school operations on site. Due to the weekly survey, the data is always up to date. Surveying schools directly also allows for great accuracy and reporting based on uniform delineations.

The Ministry of Schools and Education of the State of North Rhine-Westphalia makes the above-mentioned data available in electronic form on a weekly basis to the school inspectorate and the school authorities.