

Erasmus+Project: Development and Implementation of Innovative Methods of Teaching Math, Science and Languages in the Multicultural European Classroom to Increase Student Literacy and Prevent Early School Leaving”

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Report of Germany, Städtische Adolf-Reichwein-Gesamtschule 2017

- **How did your organisation and the activities that you were in charge of contribute to the objectives of the project as a whole?**

Our school is the only comprehensive school in the town of Lüdenscheid / Germany, which means that this is the only school that offers a proper qualification to all children. Different school leaving qualifications are achievable for everyone, according to his/her abilities. Many of our 1250 students have a difficult family and educational background. In recent years the percentage of students with migrational background has increased dramatically. The overall percentage of students with migrational background (in a broad sense, i.e. at least one parent not born in Germany) is about 60%. A great number of our students are low achievers as to spelling, reading, and language comprehension. Besides, their achievements in the fields of maths and science are under average. Linguistic competence is an essential requirement for good achievements in school and for a successful integration. Training language competence has always been an important part of our school's curricular and didactic conception. This is why our school applied for the current project and why we are very happy to be part of this international exchange of experiences in that field.

In the frame of the current Erasmus+ project we presented samples of our permanent efforts to improve the conditions of learning for our students.

In order to make our approach understandable for the Erasmus partners we started our contribution with presentations about our school system and especially the role of comprehensive schools in our county (in Porto/Portugal). To ensure a deeper understanding we gave basic information on the German post-war history and concentrated on the different types of migration which shaped our history (post-war forced migration, immigrant workers from the 1960s onwards, ethnic German repatriates in the 1980s/1990s, the current refugee influx 2015-2017).

As a response to the current challenges posed by refugee children attending our school with no knowledge of German at all, we established a system of special classes to promote the acquisition of the German language two years ago. The presentation of our so-called GO IN classes on our Erasmus meetings shows a way of preventing academic failure by promoting language acquisition for refugee children. A video on the development and implementation of this project was also presented to our partners. The presentation and the following discussion among the project partners were very intensive, focussing on structural and organisational aspects of the issue.

Our second presentation in Nicosia/Cyprus focussed on the subject of “Language” that was developed at our school and honoured by different institutions. This new subject is taught additionally to the regular German lessons in years 5 to 7 in small groups (maximum 8 – 10 in a group). The curriculum focusses on the imparting of language based organisational and learning skills. Our presentation in Cyprus was met with great interest of our partners, especially the language difficulties students face in a normal school day concerning different aspects of daily learning. The scientific background of language acquisition in different family, peer and

6. Carsten Lampe (Lüdenscheid and Riga meeting)
7. Alessa Held (Lüdenscheid and Porto meeting)
8. Theresia Vogel (Lüdenscheid and Split meeting)
9. Ceyda Adillar (Lüdenscheid meeting)
10. Egbert Koch (deputy head, Lüdenscheid meeting)
11. Rolf Bauerdick (Lüdenscheid meeting)
12. Josette Ommer (Lüdenscheid meeting)
13. Kirsten Michalzyk (Lüdenscheid meeting)
14. Hans Joachim Kamper (Lüdenscheid meeting)
15. Theresa Düsterer (Lüdenscheid meeting)