

englisch – english



Diversity in Schools

Information papers

on intercultural issues for parents

Impressum

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Download:  www.li-hamburg.de/bie
→ Praxismaterialien

**This publication is available in Arabic, German,
English, Farsi, French, Russian and Turkish.**

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Foreword



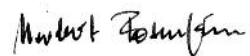
Dear Parents,

School is an important place for you and your child. After all, your children spend a large part of their day there. They learn and experience how versatile the world can be and the challenges that come with that. For you as parents this often means having to deal with foreign and unfamiliar approaches, habits, traditions and norms. Thus making intercultural experiences and integrating the diversity within the community into day to day life.

For the senator of the Free and Hanseatic City of Hamburg, in which individuals from over 180 countries live, this challenge is a central point in his integration policies: integration means seeing variety as enrichment, accepting opportunity and challenge, acknowledging each other based on the values of the constitution and sharing the responsibility for the community. The “intercultural competence” that is often mentioned applies to everyone in Hamburg – locals as well as migrants. Both groups have skills and knowledge. Consequently both sides need and should learn from each other, move towards each other and work together to ensure that migrants become part of the German society.

These guidelines are intended to aid you, as parents, to have an active part in the structure of everyday school life. It covers questions and answers on certain themes, which result from the cultural and religious variety of students in Hamburg schools. This brochure was created through the cooperation of the Intercultural Education Information Centre of the Hamburg Regional Teacher Training Institute and School Development and a member of the council for integration.

I hope that the advice and information in this brochure is helpful. If you have any questions please feel free to contact the teachers and the cultural agents.



Norbert Rosenboom,
Leiter des Amtes für Bildung

Foreword by the Editors

Dear Parents,

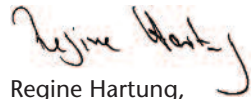
Schools in Hamburg are characterised by diversity. In Hamburg's primary schools, almost half of all children have a "migration background". If the cultural diversity resulting from this is to be developed fully at school as well as in society at large, it is important that all those involved in schools are well-informed about their respective institutions.

The information papers provided under the heading "Diversity in Schools" are designed to serve as an information resource, guide and orientation aid for you in relation to cultural or religious aspects of everyday school life. The information papers inform you in Arabic, German, English, Farsi, French, Russian and Turkish about the following topics: religious holidays and fasting periods, prayer in schools, physical education (sport) and swimming instruction, sex education, and school trips.

It is on these topics that we would like to make the legal position clear to you, provide you with arguments for your discussions with teaching staff or school governing bodies, and give you all the information you might need for these discussions in a compact form.

Furthermore, we would like to draw your attention to the multilingual publication "Parents' Guide for Migrants", which provides information on general school-related issues. This publication can be obtained from the Schools Information Centre (SIZ) at: www.hamburg.de/bsb-broschueren

We hope that you enjoy reading the brochure and that the school years are happy and successful ones – for your child and for you.



Regine Hartung,
Intercultural Education
Information Centre



Özlem Nas,
Schura Hamburg e.V.



Max von Redecker,
Intercultural Education
Information Centre



Religious holidays, fasting periods and prayer in schools

The special significance of religious festivals and ceremonies for the individual and the community

Being familiar with the festivals staged by the various religions and finding out what they signify is important not only for the school, but also for social coexistence. Festivals generate a sense of community and integrate individuals into the respective social group. As customs and rituals practised together strengthen a community's solidarity, these festivals are even celebrated by people who come from different social or religious groups.

Exemption from lessons on grounds of religious and national public holidays

In most German Federal states, pupils of different faiths are exempted from the obligation to attend school during their respective religion's most important public holidays.¹ For these festivals, notifying the class teacher that the pupil will be observing the public holiday in question is sufficient. Exemption from lessons on any further days (e. g. in order to celebrate the festival in the country of origin or for other important public holidays) must be applied for separately and is decided upon by your child's class teacher or the head teacher.

With regard to this issue, please hold timely consultations with your child's teachers or head teacher.

¹ This is based on Art. 4 of the German Basic Law. In Hamburg, exemption from lessons is regulated by the Hamburg Schools Act (Hamburgisches Schulgesetz) as amended! and by the "Guidelines and Information for the Education and Instruction of Foreign Children and Adolescents in Hamburg's Schools" from 1986. These stipulate as follows: "On **religious holidays**, foreign children and adolescents who are affiliated to the respective religion shall be excused from attending school. On **national holidays**, the pupils in question generally have no special exemption from the obligation to attend lessons (...)." In practice, this rule applies to all children and adolescents in the respective religious community, irrespective of their national origin.

Examples from practical experience

Exemption from lessons on grounds of religious holidays and events

The major Christian holidays (Good Friday, Easter, Ascension Day, Whitsun, and Christmas) are officially free of lessons. For other church-related holidays, the following principles generally apply:

- On Penance Day and Reformation Day (31 October), Evangelical pupils must be given the opportunity to attend church services. The class teachers must be informed in good time about any desire to take part in worship..
- In exceptional cases, Catholic pupils apply for exemption from lessons on 6 January (Twelfth Day), Corpus Christi (Thursday after Trinity Sunday) and All Saints' Day (1 November).
- In the case of Orthodox Christian pupils, it must be taken into account that some Orthodox churches comply with the old (Julian) calendar and celebrate the major Christian festivals 13 days later.

Exemption from lessons on grounds of Hindu and Buddhist holidays

The most important holy festivals of the Hindu communities are *Divali* (festival of light to honour the gods Vishnu and Lakshmi which concludes the course of the year and is celebrated in October/November) and *Holi* (exuberant spring festival to honour Krishna).

Vesakh is regarded as Buddhism's most important holy festival. Three events from Buddha's life are celebrated on this day (his birth, his awakening as Buddha, and his parinirvana, his entry into the nirvana). The Buddhist New Year celebrations are also of great significance for many people from strongly Buddhist-influenced countries.

Exemption from lessons on grounds of Jewish holidays

Rosh Hashana (the Jewish New Year festival which is celebrated in September/October), *Yom Kippur* (“Day of Atonement”, the paramount Jewish holiday which is celebrated 10 days after the Jewish New Year) and *Pesach* (“Passover”, March/April in remembrance of liberation from slavery in Egypt) are regarded as the most important Jewish festivals. During the Pesach week, the introductory Seder evening and the subsequent first day of the festival week are particularly significant.

Other important festivals are *Sukkoth* (“Feast of Tabernacles”) and the subsequent *Simchat Thora* (“Rejoicing in the Torah”), *Hanukkah* (“Festival of Lights”), Purim (“Feast of Lots”) and *Shavuot* (“Festival of Weeks”).

Exemption from lessons for pupils of the Islamic faith

The most important religious festivals for Muslims are the four-day *Festival of Sacrifice* and the three-day festival to celebrate *the end of the fast*. The Festival of Sacrifice, the most important Islamic festival, commemorates the willingness of Abraham to sacrifice his son Ishmael at God’s command. The festival to break the fast (“Ramadan” festival) brings the Ramadan month’s fasting period to an end. In regards to the timing, both festivals are bound to the Islamic moon calendar² and “wander” through the year accordingly.

Muslim pupils in Hamburg are given a day off school on request. In recent years, having time off school on the first day of each festival³ (and not, as before, on a day to be chosen freely by the families) has proven its worth. This rule makes it easier to plan school trips, excursions, class work and schedules for written tests.

² The Islamic moon calendar is 10–11 days shorter than the Gregorian sun calendar.

³ The first day of the festival can vary by one or two days depending on the type of moon sighting chosen (local or global).

Respecting the fasting period (Ramadan)

Many Muslim pupils participate in the fast, which means that they are not as resilient as usual. If your child fasts and you have any misgivings about his or her physical condition (e. g. in relation to physical education lessons), please talk to the child's teacher. If a school trip has been planned during the month of fasting, talk to your child's teachers and point out that a school trip during this period would undoubtedly be a substantial burden because it disturbs the entire daily rhythm and adhering to the fast is very difficult in a predominantly non-Muslim environment.

If your child is still of primary-school age and would nevertheless like to take part in the fasting because he or she is keen to be involved in community activities, you should monitor your child's condition during lessons in consultation with the teachers and act in the interests of the child, particularly since fasting at that age is not obligatory.

Prayer in schools

If your child would like to adhere to prayer times and say his or her prayers in school, please speak to the teacher about it. Schools are advised to make it possible for pupils to say their prayers in lesson-free periods (e. g. during breaks or free periods) on request and to give them access to a room (a classroom or the like). It is unnecessary to furnish a separate room as a prayer room because individual pupils or groups of pupils have no legal entitlement to any special arrangements (exemption from lessons, access to rooms) for praying. You should speak to your school about the issue if necessary. You, and your school, can obtain advice on prayer in school from the addresses specified below.

Further information and tips for everyday school life

- Ask whether your child's school takes fasting periods and religious holidays into account when planning the school year and especially when planning school trips. Point out, if you feel it to be appropriate, that school trips and written tests/exams should – as far as possible – not be scheduled during those holidays.
- Inform the teachers in good time about your child's exemption from attending lessons on religious holidays.
- Talk to your child's teachers about the possibility of telling your child's school/class about the significance and activities of the festival. In this way, your child, you as parents, or the grandparents could provide a lively insight into the traditions and customs of the religion in question and help to establish some inter-religious learning.

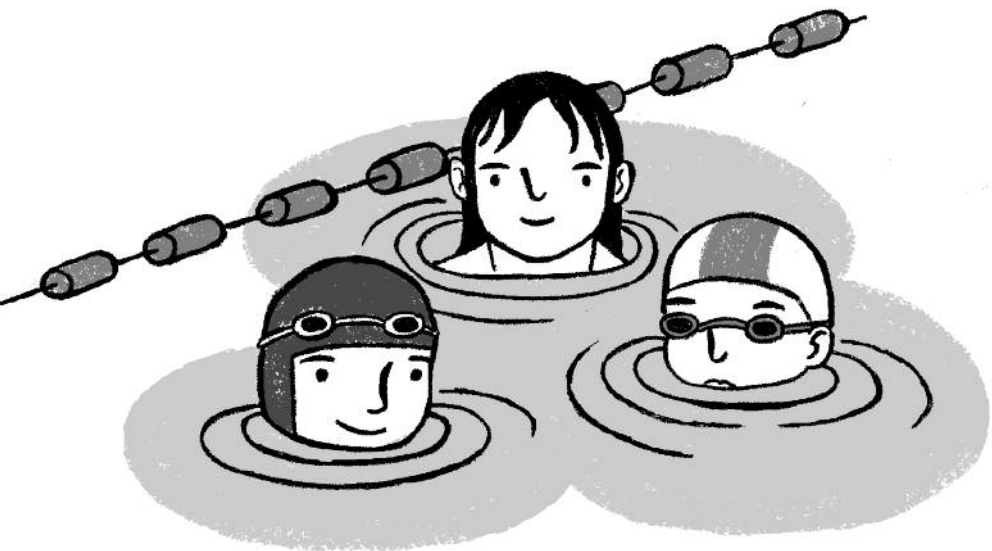


INFORMATION AND ADVICE

▶ **Landesinstitut für Lehrerbildung und Schulentwicklung**
Arbeitsbereich Religion (Religion Working Group)
Mara Sommerhoff
Tel.: 428842-566
mara.sommerhoff@li-hamburg.de
www.li-hamburg.de

▶ **Pädagogisch-Theologisches Institut (Educational/Theological Institute)**
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www.pti-nordelbien.de

▶ **Islamisches Wissenschafts- und Bildungsinstitut (Islamic Scientific and Educational Institute)**
Tel.: 325067-31
info@iwb-hamburg.de
www.iwb-hamburg.de



Physical education (sport) and swimming instruction

School physical education (PE) in Hamburg gives children and teenagers a diversity of possibilities to enjoy physical exercise, to gather experience of physical exercise, to acquire sporting competence and to encourage their own physical development. Physical education lessons are a compulsory part of school education. The grade for PE is just as relevant for transfer decisions as the grades given in other subjects. These lessons also include compulsory swimming instruction. This is presently given in year 3 or 4 and in year 6, usually by swimming instructors from Bäderland Hamburg. In addition to the compulsory PE lessons, schools offer varied programmes to promote exercise and sports. Participation in these is voluntary.

If you have any questions about the organisation and structuring of PE and swimming lessons, please speak to your child's teachers about it. If you have any misgivings of a cultural or religious nature about participation in PE lessons, these too can be discussed with the teachers. Further, you can consult cultural intermediaries whom you can reach via the school or the Land (Hamburg) institute. In the interests of your child, we would again like to draw your attention to the importance of PE and swimming lessons. They contribute to a healthy physical development and are particularly suitable for building bridges, generating mutual understanding and forming communities and friendships. In particular, swimming instruction can have a life-saving function. The ability to swim is an important prerequisite for many activities, e. g. on school trips or in the numerous water-sports activities that Hamburg has to offer.

The following points should be kept in mind

■ Clothing in PE instruction

Please take care that your children wear clothing that is suitable for sporting activity. This includes appropriate sport shoes, a T-shirt or the like, and gym shorts or tracksuit trousers. Watches, neck chains and jewellery must be taken off before the lesson as they are a potential risk for injury.

⁴ There are 2-piece headscarves made from wool which work without pins and allow great freedom of movement.

■ The headscarf in PE instruction

It is permissible to wear a headscarf on religious grounds in PE lessons. Hardly any of the content in lessons is impaired or disturbed by a headscarf which allows for physical exercise⁴. The decision is made by the PE teacher on a case-by-case basis.

⁵ German Federal Administrative Court judgment, 25.8.1993 – 6 C 891 pertaining to Münster Higher Administrative Court (OVG), 15.11.1991 – 19 a 2198/91: “If coeducational physical education instruction given by the State on the basis of its educational mission as per Art. 7 II, German Basic Law (GG) within the framework of general compulsory schooling for a twelve-year-old female pupil leads to a moral conflict with regard to the Koran’s stipulations regarding clothing, which she regards as binding for herself, the pupil shall consequently be entitled to exemption from PE instruction as per Art. 4 I and II GG, provided that said instruction is not offered separately for each gender.”

■ Girls and boys in joint PE instruction

Coeducation is seen as important at many schools. Sometimes, however, concerns are raised about it. If there are no organisational or staff-related obstacles, PE instruction can be segregated along gender lines, e.g. in certain school years. The decision is made by the school in question. If there are any fundamental misgivings about participation in coeducational physical education and if segregated instruction is not possible, an application for exemption from PE can be made in exceptional cases and when all other alternatives have been examined. An application for exemption is only approved if you as parents can genuinely convince those responsible that there is a real moral conflict on this issue.⁵

■ Changing rooms

In some cultures or religions, getting changed is an issue – even within a same-gender group. Some schools have therefore fitted fabric curtains to partition off small separate rooms for these children to use during the changing period. Separation by changing periods in the changing room is also worthy of consideration. If you have any concerns about the changing facilities prevailing at your child’s school, please speak to your child’s teachers. If you would like to, you can

bring cultural intermediaries along to these discussions.

■ **Swimming instruction**

If you regard the wearing of the usual swimming costumes as inappropriate, it is possible for your child to wear other clothing which is compatible with your family's religious and/or cultural convictions. Please take care that the clothing is made from material suitable for indoor swimming pools; it must not provide grounds for exclusion from swimming lessons. If you have any specific questions regarding the structuring of swimming lessons in the school years specified above, you can speak to the management of the swimming pool where the lessons will be given or call Bäderland Hamburg's telephone service on 040 188890. The conditions described above apply to joint instruction of girls and boys as well as to any exemption from this.

You should try to get in touch with the teachers if you have any concerns or questions. Special circumstances and specific consultations are best when they are agreed on by the involved persons themselves. Only by taking the viewpoints of all those involved into account and holding joint discussions can a solution be found which helps the most important person of all: your child.



INFORMATION AND ADVICE

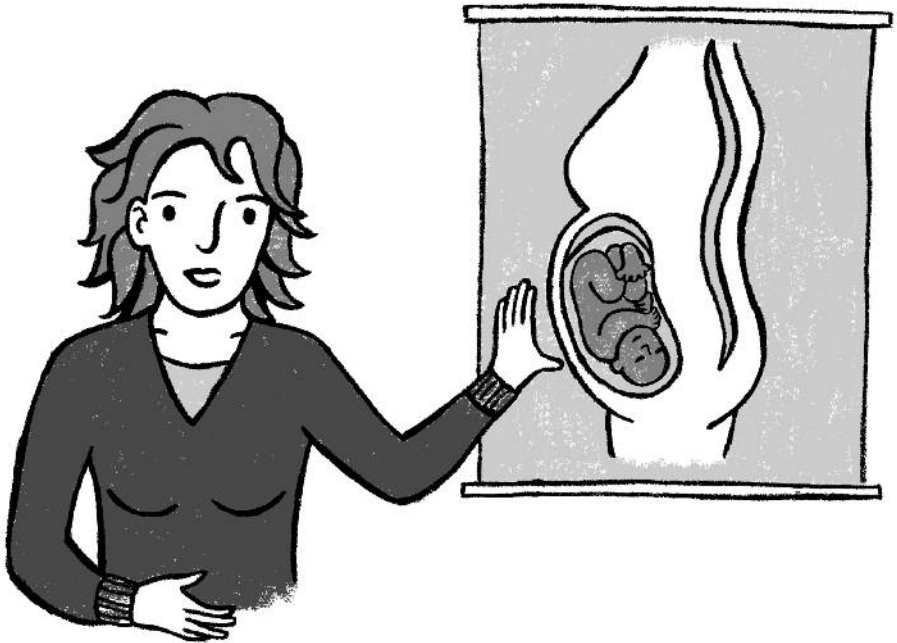
▶ **Landesinstitut für Lehrerbildung und
Schulentwicklung (Hamburg Institute of Teacher
Training and School Development)**

Schulsport

Norbert Baumann

Tel.: 428842-330

norbert.baumann@li-hamburg.de



Sex education

Sex education is a task incumbent on the parents and the school. Sex education in schools must therefore tie in with the sex education given in the home, complement it and if necessary expand on it. The instruction helps children and adolescents to acquire the competence to act in a self-determined and responsible way in the sexual sphere. One element of this is that children and adolescents learn to treat their bodies with respect. The prerequisite of this is that they know their bodies.

These days, sex education is regarded as a part of social learning. Topics such as “dealing with feelings” and “value orientation”, as well as traditional topics with regard to procreation and bodily functions, are dealt with because this is the only way that young people can gain access to reliable information. Speak to the teachers if you have any concerns whatsoever about your child receiving sex education at school.

Information for parents on the content and methods of lessons

The interaction of parents and teaching staff in the educational system requires a mutual information process. This means that teachers must inform parents about the content, form and objectives of the planned lessons, e. g. at a parents' evening or by means of a letter to parents. Parents can seek a personal meeting with the teacher in question. This right to information of parents is established in Art. 6, paragraph 2 of the Hamburg Schools Act (HmbSG). Parents do not, however, have the right to agree on which topics shall and shall not be covered in the lessons at a parents' evening.

Possible questions and misgivings aired by parents

Is it possible to have my child excused from sex education at school?

The legal situation regarding exemption from sex education lessons in schools stipulates that sex education is one of the compulsory tasks of schools. As a matter of principle it is therefore not possible for children or adolescents to be exempted from lessons on grounds of e.g. religious ideals. There have been court rulings to this effect.⁶ Non-attendance by your child will be treated as unexcused absence.⁷

Are girls and boys taught separately?

Permanent segregation in sex education in schools is not regarded as sensible because the point of sex education is, among other things, that girls and boys start to talk to each other and exchange views and experiences. It may well be the case, however, that one or two of the double lessons are segregated along gender lines.

Is the natural sense of shame of individual children borne in mind when teaching material is selected and used?

Concerns in this area include: "The teacher works with illustrative material such as photographs of naked people. This confronts my child with situations that he/she finds extremely embarrassing."

As a matter of principle, children's natural sense of shame is kept in mind when teaching material is selected and used. Generally, lessons no longer include photographs of naked people.

⁶ Decision by Hamburg Administrative Court from 12.01.04 (15VG5827/2003)

⁷ § 28 para. 2, Hamburg Schools Act (HmbSG), for download at: <http://fhh.hamburg.de/stadt/Aktuell/behoerden/bildungsport/service/veroeffentlichungen/schulgesetz/start.html>

What happens when my child finds something unpleasant?

Concerns in this area include: "My child is being confronted with so-called 'delicate topics'. In my opinion, these include 'masturbation' and 'homosexuality'. I don't want my child to learn about that because he/she is not yet old enough to be able to handle such topics."

On this point, it must be noted that lessons are generally structured in such a way that there are different alternatives. No child is forced to do things that he or she finds unpleasant.

Do the lessons take account of different cultural and religious ideals?

When structuring the lessons, teachers are not allowed to make any personal ideals the defining criterion. Instead, they must take care that different viewpoints are expressed, presented and tolerated. The moral guideline comprises the fundamental rights which are oriented towards human dignity and the free development of the individual. The teacher intervenes only if comments made by pupils call these moral guidelines into question.

If you have any misgivings about whether the lessons are taking different cultural and religious ideals into account, please speak to your child's teacher.

INFORMATION AND ADVICE

**Landesinstitut für Lehrerbildung und Schulentwicklung, Referat Gesundheitsförderung/
Sexualerziehung und Gender (Health Promotion/
Sex Education and Gender Department)**

Beate Proll

Tel.: 428842-740

beate.proll@li-hamburg.de

www.li-hamburg.de



School trips

What is a school trip?

A school trip is school in a different place. It is part of compulsory schooling. In the context of lessons, it serves to deepen knowledge and awareness through the pupils' own observations and experiences and promotes social learning within the class. The preparation and execution of school trips is one of the teachers' official tasks. It is compulsory for pupils to take part in school trips. The purpose of a class trip is chosen in the light of specific criteria and should be agreed upon with the pupils and their parents. Before a class trip takes place, the parents give their written consent to their children's participation.

The following school events that take place outside of school are deemed to be school trips: class and study trips, field trips, excursions, project trips, participation in inter-school competitions, international school congresses, student partnerships and student exchanges.⁸

What rules apply on a school trip?

The behavioural rules on school trips are the same as those that apply in school. This covers the rules of behaviour towards one's fellow pupils and towards teaching staff. They are discussed with the parents as well as pupils.

- The teachers are obliged to perform their statutory obligations of supervision and care throughout the entire school trip. Their supervision must be active, preventive and continuous.
- Girls and boys are accommodated in separate dormitories during a class trip – washrooms and toilets, too, are segregated along gender lines.

⁸ See also the guidelines for school trips www.hamburg.de/bsb (unter schulrecht/verordnungen, richtlinien/weitere richtlinien)

- The pupils are covered by statutory accident insurance during class trips, except for unsupervised leisure activities in their own organised time (while eating, in the washroom, during the night).
- The provisions of the German Act to Regulate the Public Protection of Young Persons (JuSchG) must be complied with (e.g. the regulations on smoking and alcohol).
- Over and above that, there are specific agreements reached between the teachers and parents concerning e.g. precautionary measures when a child suffers from particular illnesses (e.g. asthma, diabetes, etc.) or any dietary rules or requirements that a pupil must adhere to.
- In the case of specific activities such as swimming, cycling, skiing, hiking or boating, the parents are asked to give their written consent.

Costs incurred for school trips

- The teachers inform the parents in good time about the likely costs of the school trip. The costs must be within the limits set by the guidelines for school trips. The teachers ask the parents to sign a payment undertaking.
- Recipients of “Hartz IV” social security benefits and “Arbeitslosengeld II” unemployment benefits are entitled to have the costs of school trips lasting several days (Art. 23 para. 3 no. 3, German Social Security Code [SGB] II) paid. Unfortunately, this applies only within the framework of the set maximum cost limits. Applications must be made to the appropriate employment agency.
- Children of parents whose income is above the Hartz IV threshold but who are unable to pay the full cost of a class trip out of their own resources are entitled to have the class trip costs reimbursed by the employment and social security agency (ARGE).
- It is said that in some individual cases, the responsible clerk has turned down the application. This is not lawful! If you are unable to assert your claims, you should seek support from teaching staff or the head teacher..

- Regrettably, it is also becoming increasingly necessary to give support, which is held confidential, from the school's own internal resources (school association, social equalisation fund, class campaigns) to low-income families with no entitlement to payments from the employment agency. Information about such support possibilities at school can be obtained from the teachers or the school office.

A class trip is being planned

A class trip is an exciting experience not only for the pupils, but also for the parents as well. Separation anxiety, financial aspects and religious considerations are just a few of the many issues that concern parents. The following suggestions can be helpful in your preparations for a discussion with your child's teacher.

■ Ask yourself these questions:

- How should I imagine a class trip? What memories do I have from my class trips when I was at school?
- What are my fears?
- What do I want for my child? Have I talked to my child about it?
- Are the costs of the school trip a problem that can be solved?
- Do I have any concerns because of my religious obligations? (Are eating habits respected on the class trip?)
- How will it affect my child if I refuse to allow him or her to go on the trip?
- Apart from the teacher, is there another person (male or female?) accompanying the trip?
- Is it also possible for parents to accompany the trip as helpers?

Write down all the questions for which you still have no answer and approach the teacher to discuss them!

The best opportunity to talk about any questions you might have is provided at the parents' evening. As many parents are in the same position as you, you should not be shy about voicing your concerns. Most can be answered easily together with the teacher. If you are concerned about your command of the language, ask your child's teacher for an interpreter or ask one of the other parents to help you with the language on parents' evening.

In the event of more serious or personal problems, you can arrange for a one-to-one conversation with the class teacher. If you are uncertain about whether to allow your child to take part in a school trip, make the teacher aware of your concerns and, in discussion, try to reach a framework that makes it easier for you to let your child take part in the trip. You can also ask cultural intermediaries to participate in this discussion; to do so, please consult the class teacher.



INFORMATION AND ADVICE

▶ **Arbeitsgemeinschaft Hamburger
Schullandheime e.V.**

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▶ **Landesinstitut für Lehrerbildung und
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Annex: Sample letters for parents' evenings and parents' council meetings

On the next two pages you will find translations of sample invitations to the parents' evening and the parents' council meeting.

These two events take place regularly throughout the school year and are dependent on the participation of as many parents as possible, and preferably all of them. The specific topics that concern you, too, can be discussed with other parents and the class teachers on these occasions. The translations are designed to help you understand the letters, most of which are written in German, and those acting as class parents' representatives can also write these invitations using the templates in Arabic, English, Farsi, French, Russian and Turkish.

If you are acting as a parents' representative, we recommend that you read the "Parents' Guide" issued by the Schools Information Centre SIZ (download at www.hamburg.de/elternratgeber) and the "Parents' Guide for Migrants", which you can also obtain from the above address.

Sample invitation: parents' evening

Frau Wohlgemuth
Class teacher
040 123456789

Class parents' representative:
Herr Lieb
040 123456789

Hamburg, date

Dear parents of class abc,

We hereby cordially invite you to the parents' evening at

Date:
Time:
Classroom:

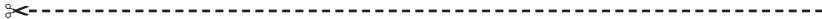
Our proposed agenda is:

- ▶ Welcoming address
- ▶ Personal introductions (if required)
- ▶ Current topics
- ▶ Main topic, e. g. homework
- ▶ Miscellaneous

Recently, parents have had many questions on the issue of homework, and this is why we have chosen it as our main topic. If you would like to propose any other topics, please phone us or note your preferred topic on the detachable section below.

We look forward to a large turnout!

Class teacher
Class parents' representative



Return message to the class teacher

I would like to come to the parents' evening and I have the following

proposed topic:

Name:

Signature:

Sample invitation: Parents' Council

To
the members and deputy members of the
Parents' Council.
all class parents' representatives,
the school governing body,
the head pupils' team,

the facility manager

Hamburg, date

Invitation to the Parents' Council meeting

Date:
Time:
Meeting room:

Agenda items:

1. Approval of the agenda and the minutes from ...
2. Brief discussion
3. Main topic, e. g. preparation of the full parents' meeting
4. Report by the school's governing body
5. Report by the district parents' council
6. Report on current projects, e. g. school fete
7. Miscellaneous

If you are unable to attend the meeting, please notify ...

Best regards,

The Chair of the Parents' Council

Downloadlink:
www.li-hamburg.de/bie → Praxismaterialien

Addresses

The following contacts and partners cannot be reached every day in their offices. You should therefore leave your inquiry on the telephone answering machine or get in touch with the institution by fax or e-mail. The matter that concerns you will then be dealt with as quickly as possible

Beratungsstellen und Arbeitsbereiche des Landesinstituts für Lehrerbildung und Schulentwicklung

■ Hamburg Institute for Training and School Development

Felix-Dahn-Str. 3, 20357 Hamburg

▶ Beratungsstelle Interkulturelle Erziehung (Intercultural Education Information Centre)

Tel.: 428842-583, Fax: 428842-329

Ulrike Wojahn

E-Mail: ulrike.wojahn@li-hamburg.de

www.li-hamburg.de/bie

▶ Arbeitsbereich Religion (Religion Working Group)

Tel.: 428842-566, Fax: 428842-569

Mara Sommerhoff

E-Mail: mara.sommerhoff@li-hamburg.de

www.li-hamburg.de

▶ Referat Gesundheitsförderung/Sexualerziehung und Gender (Health Promotion/Sex Education and Gender Department)

Tel.: 428842-740, Fax: 428842-699

Beate Proll

E-Mail: beate.proll@li-hamburg.de

www.li-hamburg.de

▶ Stabsstelle Schulsport (School Sports Unit)

Tel.: 428842-330, Fax: 428842 -300

E-Mail: sport@li-hamburg.de

Norbert Baumann

E-Mail: norbert.baumann@li-hamburg.de

www.li-hamburg.de/sport

► **Beratungsstelle Gewaltprävention
(Information Centre for Violence Prevention)**

Tel: 428842-930, Fax: 428842-329

E-Mail: gewaltpraevention@li-hamburg.de

Dr. Christian Böhm

www.li-hamburg.de/bsg

► **SuchtPräventionsZentrum
(Addiction Prevention Centre)**

Tel: 428842-910, Fax: 428842-329

E-Mail: spz@li-hamburg.de

Hubert Homann

www.li-hamburg.de/spz

Other information centres

► **Advice on school trips:
Arbeitsgemeinschaft Hamburger
Schullandheime e. V.**

Finkenau 42, 22081 Hamburg

Tel.: 225444, Fax: 224183

E-Mail: info@hamburger-schullandheime.de

or: frank.hincha@hamburger-schullandheime.de

www.hamburger-schullandheime.de

► **Pädagogisch-Theologisches Institut
(Educational/Theological Institute)**

Königstr. 54, 22767 Hamburg

Tel.: 30620-1300 und -1311, Fax: 30620-1317

E-Mail: info@pti-nordelbien.de

www.pti-nordelbien.de

► **Anti-discrimination and legal advice for migrants**

basis & woge e.V.

Steindamm 11, 20099 Hamburg

Tel.: 39842671

E-Mail: birte.weiss@basisundwoge.de

www.basisundwoge.de

► **Arbeitsstelle Vielfalt – Juristische Beratung bei Fragen der Diskriminierung (legal advice on discrimination issues)**

Freie und Hansestadt Hamburg
Justizbehörde
Dammtorwall 11, 20354 Hamburg
Tel.: 42843-2175, Fax: 42843-2101
arbeitsstellevielfalt@justiz.hamburg.de
www.hamburg.de/ArbeitsstelleVielfalt
Office hours: Tue/Wed 14.00–17.00 hrs
Thu 10.00–13.00 hrs

► **Intercultural information centres for victims of domestic violence and forced marriages:**

► **Läle in der IKB e.V.**

Rendsburger Straße 10, 20359 Hamburg,
Tel.: 729632-25 oder -26, Fax: 729632-24,
E-Mail: lale@ikb-integrationszentrum.de
www.ikb-lale.de
Open advisory service: Tue 10.00–13.00 hrs,
Wed 14.00–17.00 hrs and by arrangement
Languages: German, Turkish, Spanish, English,
French, Portuguese, Bosnian-Serbian-Croatian,
Greek, Dari/Farsi

► **Verikom – i.bera**

Norderreihe 61, 22767 Hamburg,
Tel.: 3501772-26, Fax: 3501772-11
E-Mail: i.bera@verikom.de
www.verikom.de
Open advisory service: Mon 14.00–17.00 hrs,
Thu 10.00–13.00 hrs and by arrangement
Languages: German, Turkish, Kurdish, Dari/Farsi,
English and using interpreters

Freelance cultural intermediaries

► Ali Özdil (Turkish)

**Islamisches Wissenschafts- und Bildungsinstitut
(Islamic Scientific and Educational Institute)**

Buxtehuder Straße 7, 21073 Hamburg
Tel.: 325067-31, Fax: 325067-34
E-Mail: info@iwb-hamburg.de
www.iwb-hamburg.de

- ▶ Özlem Nas
Schura Hamburg e.V.
 Frankenstraße 35, 20097 Hamburg
 Tel.: 3200-4664, Fax: 3200-4691
 Office hours: Mon–Fri 10.00–16.00 hrs
 E-Mail: info@schurahamburg.de
 E-Mail: oezlemnas@gmx.de
 www.schurahamburg.de

- ▶ Latifa Kühn (Farsi)
Intercultural Training, Advice, Seminars
 Tel.: 2780-7420, Fax: 2780-9358
 E-Mail: training@latifakuehn.de
 www.latifakuehn.de

- ▶ Inga Schwarz (Russian)
 Can be reached via: **basis & woge e.V.**
 Steindamm 11, 20099 Hamburg
 Tel.: 398426-14, Fax: 398426-26
 E-Mail: inga.schwarz@basisundwoge.de
 www.basisundwoge.de

- ▶ Dr. Olga Diewold (Russian)
c/o Adolph-Diesterweg-Schule
 Tel.: 735936-10
 Office hours: Tue 13.00–14.00 hrs
 E-Mail: info@adolph-diesterweg-schule.de

Interpreters

- ▶ Application via the schools – get in touch with the school office!
 Procurement and financing:
 Schools and Vocational Training Department
 Schools Information Centre
 Frau Rasmussen
 Tel.: 42863-3320, Fax: 42796-9482
 E-Mail: inge.rasmussen@bsb.hamburg.de

Further information

- ▶ **„Elternratgeber spezial“** (parents' guide including legal information in nine different languages)
- ▶ Obtain from:
Schools and Vocational Training Department
Schools Information Centre (SIZ)
Hamburger Str. 41, 22083 Hamburg
Tel.: 42899-2211, Fax: 42863-2728
E-Mail:
schulinfirmitationszentrum@bsb.hamburg.de
- ▶ Download at:
www.hamburg.de/elternratgeber

- ▶ **Willkommen in Hamburg – Integrationsangebote für Zuwanderer (Welcome to Hamburg – Integration Assistance for Immigrants)**
(The Hamburg reference work for all advisory institutions, public authorities and clubs/societies which focus on migration and integration)
- ▶ Obtain from:
Social Affairs, Family, Health and Consumer Protection Department,
Tel.: 42863-7778, Fax: 42863-2286,
E-Mail: publikationen@bsg.hamburg.de
- ▶ Download at:
www.hamburg.de/zuwanderung/service/115234/adressbuch.html



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