



School Teachers Enrichment Program

(In Cooperation with the Berlin Senate Department for Education)



Checkpoint Charlie Foundation

Bismarckstraße 63 • 12169 Berlin • phone: +49 (0) 30 844 90 60 • fax: +49 (0) 30 844 90 620 • email: info@cc-stiftung.de

School

Teachers

Enrichment

PROGRAM

S T E P

Checkpoint Charlie Foundation

Bismarckstraße 63, D – 12169 Berlin, Germany
Phone: +49-30-844-9060 Fax: +49-30-844-90620
email: info@cc-stiftung.de homepage: <http://www.cc-stiftung.de>

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THE SCHOOL TEACHER ENRICHMENT PROGRAM (STEP)

GENERAL INFORMATION

STEP is the largest German-American teacher program currently existing. Having started in 1986/1987 with seven Berlin educators to teach in Houston, TX, schools, it has expanded to include all of the 16 German states. From the beginning on, more than 1,200 teachers from Germany have enriched the lives of American students and staff, as well as their own. The program is a true cultural exchange; the teachers join the staffs of American public schools (kindergarten to high school) and become a part of the respective communities. Their lives and their incomes are no different from that of their American fellow teachers.

STEP is administered by the Checkpoint Charlie Foundation (CCF) and financed by the Berlin state government. The legal basis comes from formal agreements signed by the Senator for Education in Berlin and the authorized offices in the US partner states. In Germany, as a non-profit organization, the Checkpoint Charlie Foundation is responsible for the acquisition, information, pre-selection, and care of German teachers interested in participating in the program.

While the teachers are in the United States, CCF and its American partners stay in contact with them and, thus, try to help them and their schools to overcome problems and misunderstandings. While CCF organizes a first orientation for the teachers prior to departure, additional pre-service and orientation efforts in the United States are necessary and need to be organized by the ISDs upon arrival.

In most cases, the German nationals teach their subjects in English at the levels for which they are certified (Elementary/Middle School/High School). That can be anything from Science to Special Education and from Latin to Music. They can also be part of an immersion program and teach in the German language.

In return for the German teachers going to work in schools in the United States, CCF operates and partially funds an **Educational Enrichment Program (EEP)**, a sort of “summer school” in Berlin, usually held in June of each year. Participants are invited to come to Berlin and take part in a 2-week seminar on education, economy, politics, and culture. Applicants usually come from schools hiring teachers from Germany.

CCF and its American partners set the frame work for the hiring process, but the actual hiring process is exchanged between the school district and the individual teacher. The German teachers’ pay depends on qualifications as well as years of experience, and comes from US school districts. CCF “translates” the qualifications, so that STEP participants fit into U.S. state pay scales. German teachers are hired to teach for one year, extensions are possible up to a maximum of 3 years.

Our vision is to enrich German-American relations by supporting citizens of both nations to experience each others’ life in their respective environments. Furthermore we desire to expand our program in order to enable more and more teachers from both sides of the Atlantic to experience bi-cultural partnerships in our globalized world.

RESPONSIBLE GERMAN AND U.S. AUTHORITIES

1. **Initiator and German sponsor:**

Senatsverwaltung für Bildung, Jugend und
Familie, Berlin (Berlin Senate Department for Education,
Youth and Family)



2. **Administrator and organizer:**

Checkpoint Charlie Stiftung - STEP
(Checkpoint Charlie Foundation, Berlin, Germany)



3. **Visa sponsor (if needed) and American organizer:**

Amity Institute - San Diego, CA



The duties of these organizations can be outlined as follows:

Management of the program including

- pre-screening of the applicants to verify their qualifications,
- certification of their educational levels,
- time scheduling,
- job fair in Germany,
- orientation session for all first-year German exchange teachers
- facilitation of communication,
- organization of the summer study program for American teachers in Berlin.

CCF feels that the program will expand to include more teachers and more states in the U.S. Interested educators and/or school districts should therefore contact the CCF office in Berlin.

Thank you for your interest!

January 2018

ADVANTAGES OF THE PROGRAM

STUDENTS...

- receive an opportunity to enrich their insight and understanding of different cultures.
- are given a unique chance to broaden their first hand experience.
- are actively involved in fostering bilateral relations and serve as ambassadors of the US at the same time.
- receive the privilege of being taught by highly qualified teachers from various German states.
- will profit from different teaching methods.

TEACHERS...

- increase their cultural understanding about each other's backgrounds through common efforts to help students learn.
- from both countries are able to experience each other's teaching strategies to the benefit of the students.

SCHOOL DISTRICTS...

- receive a unique resource to supplement and enrich their overall instructional program.
- hire teachers with superb teaching credentials for a 1-3 year period who are highly motivated and open minded in learning.
- hire qualified teachers of German nationality who fill teaching positions in a variety of subjects, such as mathematics, science, foreign languages and special education – where districts are often in short supply.
- profit from a 14-day summer Educational Enrichment Program (EEP) in Berlin – an opportunity sponsored by the Checkpoint Charlie Foundation.

TIMELINE

October /November	Information about the program is distributed to school districts
December	Application deadline for German teachers to participate in the program
January	Pre-screening and video interviews in Berlin (Germany) by German authorities
	Subject needs of districts are forwarded to Berlin by school districts desiring to hire a teacher from Germany
all April	Video job fairs in partner states and / or school districts
April (mid)	Deadline for districts to send names of U.S. participants for EEP
April - May	US schools send out letters of intent to German candidates; upon signing of the letter of intent, J1-visa sponsor starts visa application procedure
June	Educational Enrichment Program (EEP) in Berlin (Germany) for American teachers, principals, supervisors, etc.
July / August	Orientation / In - service training for German teachers organized by American school districts
August	Beginning of school year in the U.S.

PRE-SCREENING AND HIRING GERMAN TEACHERS

PRE-SCREENING AND HIRING PROCESS

In the process of informing, interviewing, selecting, and hiring suitable applicants, four steps have been successful in recent years. The first step is called “pre-screening”.

- 1) Pre-screening focuses on the following:
 - the applicant’s subjects, academic background, and preferences (all teachers must meet at least the requirement of a Master’s degree in two subjects)
 - teaching credentials and former experience abroad
 - additional teaching experiences
 - driving experience

- 2) The second phase in the selection process takes place during the “JOB FAIR” in Berlin, in January. CCF interviews every candidate for 30 minutes to find out about their:
 - fluency in English (all candidates are interviewed by American-English mother tongue speakers)
 - attitude
 - personality
 - view`s concerning the issues of methodology, discipline and student performance.

- 3) The third phase consists of a shorter second interview of all candidates that seem most suitable. It is a 10-minute interview on DVD or on you tube.

You can check <http://www.cc-stiftung.de/en> and have a look at the list of STEP teachers with subjects and grade levels they are certified to teach and their additional teaching experience.

- 4) In the fourth phase US-Authorities select the candidates that seem most appropriate for their individual schools. They contact the Checkpoint Charlie Foundation, which arranges additional telephone and skype interviews and provides additional information on each candidate.

The following steps after the four phases:

If a school district is interested in hiring a teacher from Germany, the personnel office has to fill out a letter of intent by the district superintendent and mail it to the CCF in Berlin.

If needed Amity Institute takes care of all organizational questions and sends a yearly bill to the school district.

CCF remains the point of contact between the teacher, Amity, and the American school.

SAMPLE APPLICATION FORM

PAGE 1

Checkpoint Charlie Stiftung
Wolfensteindamm 9
12165 Berlin

in **Zusammenarbeit** mit der Senatsverwaltung für Bildung, Wissenschaft und Forschung, Berlin

Lehreraustausch U.S.A.
Application/Bewerbung
(Bitte online oder mit Schreibmaschine/Druckschrift ausfüllen)

Name/Name _____ First name/Vorname _____ State/Bundesland _____ Recent Photo/Passbild aus den letzten 2 Jahren _____

Zip/PLZ _____ City/Ort _____ Street and No./Straße und Nr. _____ Date of birth/Geburtsdag Month/Day/Year _____

Phone/Telefon _____ Mobile/Mobilteléfono _____ Em@il _____

Sex/Geschlecht: female/weiblich male/männlich
Marital Status/Familienstand: single married/verheiratet
Nationality/Nationalität: German/Deutsch Other/Andere: _____ which/welche _____

I have a "Green Card"/Ich bin im Besitz einer "Green Card": ja / nein
 I have American Citizenship/Ich bin (auch) amerikanische/r Staatsbürger/in: ja / nein
 I have a Driver's License/Ich habe einen Führerschein: ja / nein
 Driving Experience/Fahrpraxis in Jahren: _____

Teaching Credentials, Grade(s)/Lehrbefähigung (Klassenstufen):
I'm certified to teach grades/Ich bin berechtigt, folgende Klassenstufen zu unterrichten:

Grades/Klassenstufen
 ES (Elementary School/Grundschule) 1-4
 1-6
 MS (Middle School/Grund-und Hauptschule/Realschule) 1-10
 5-10
 HS (High School/Gymnasium) 5-12

Subjects/
 Fächer: _____ 1st Subject/
 1.Wahlfach _____ 2nd Subject/
 2.Wahlfach _____ 3rd Subject/
 Zusätzliche Lehrbefähigung _____

Teaching Experience/Berufserfahrung:
 Elementary/Grundschule Middle School/Mittelstufe High School/Mittel- und Oberstufe
 Other Levels/Sonstige: _____

Additional Teaching Experiences/Zusätzliche Lehrerfahrungen:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

PAGE 2

Name/Name _____ First name/Vorname _____

What kind of extras/Zusätzliche Befähigungen (z.B. Trainer): _____

Years of Teaching Experience/Berufsjahre nach dem 1. Staatsexamen: _____

Years of Teaching Experience Abroad/Anzahl der Berufsjahre im Ausland: _____
 thereof in the USA/davon in den USA: _____

Status: arbeitslos, arbeitssuchend, in Ausbildung (Referendariat)
 angestellt/verbeamtet im Schuldienst

Foreign Languages/Fremdsprachen: speak/sprechen write/schreiben

English/Englisch	_____	_____
French/Französisch	_____	_____
Spanish/Spanisch	_____	_____
Additional languages/ Weitere Fremdsprache/n	_____	_____
_____	_____	_____
_____	_____	_____

Ich erkläre hiermit, dass ich diese Angaben freiwillig mache und in ihre Speicherung, Veränderung, Übermittlung und Löschung im Rahmen der automatisierten Datenverarbeitung einwillige, soweit es zur Unterstützung der Auswahl- und Vermittlungsarbeiten notwendig ist. Ich bin einverstanden, dass meine Angaben für Vermittlungsbemühungen im Rahmen dieser Programme den beteiligten Institutionen zugänglich sind und für diesen Zweck an amerikanische Schulen weitergegeben werden. Sollte ich einen der von Ihnen übermittelten Einladungs- und Benachrichtigungstermine nicht wahrnehmen, bitte ich Sie, meine Bewerbung als gegenstandslos zu betrachten.

Signature/Unterschrift _____ Date/Datum _____

Nur auszufüllen von Lehrkräften, die unbefristet im Schuldienst stehen:
 Titel o. Amts-, Berufsbezeichnung (bitte keine Abkürzungen): _____
 Besoldungs-/Vergütungsgruppe (z.B. A 13, BAT IIa): _____
 Personalaktenführende Stelle: _____

INTERVIEW / EVALUATION PAPERS OF PRE-SCREENING

PAGE 1

Interviewer: _____ Date: _____

**Personal Interview –
German Teachers for the U.S.**

Interviewee: _____

Please, introduce yourself:

1) Which part of Germany do you come from and what is your family background?

2) What made you decide to become a teacher? Where did you study?

3) Describe your own personality by using three adjectives.

4) Have you ever been living/studying/working outside of Germany?

- Where:
- When:
- For how long :
- What did you do:

5) Do you speak / understand any other foreign languages?

- Which one: How fluent:

7) Tell me about your teaching experiences:

Subjects

Which grades?

Subject teacher / homeroom teacher?

How long have you been teaching?

Have you taught any other subjects?

Which grades?

Which subject would you prefer to teach?

WHY?

PAGE 2

8) Please, explain the term 'classroom management'!

9) What do you think is important when dealing with parents?
.....

10) Do you have any worries about teaching abroad?

11) If I were an American superintendent - why should I hire you / what can you as a German national give to an American school?
.....

GENERAL QUESTIONS:

Current status concerning employment:

- Civil servant
- unemployed
- limited contract as teacher
- other job
- other applications

Have you any personal obligations?

- Spouse
- Children (How many / how old.....)
- Fiancé / partner

REGION

- Urban
- Small town
- Rural

Special request _____

Proficiency of English: _____

- Outstanding
- very good
- good
- average
- unsatisfactory

SAMPLE INTERVIEW QUESTIONS FOR VIDEO

1. What's your name and where are you from?
2. Tell me your subjects and the grades you are certified to teach, which subject and which grade is your favourite?
3. Do you have additional special skills?
4. Do you speak any other language that you are not certified to teach?
5. How long have you been teaching?
6. Why did you become a teacher?
7. Why do you apply for this program?
8. Have you ever been studying / working outside of Germany?

9. Describe your own personality using three adjectives!
10. What does 'classroom management' mean to you?
11. How do you deal with lower level students/ variety of levels within a class?
12. What do you think is important when dealing with parents?

13. What are you looking forward most to when teaching abroad?
14. If I were an American superintendent - why should I hire you? What can you as a German national give to an American school?

**REQUIREMENTS OF THE FEDERAL REPUBLIC OF GERMANY (STATE OF BERLIN)
FOR AN M.A. IN EDUCATION (1ST STATE EXAM) & TEACHER CERTIFICATION (2ND
STATE EXAM)**

Number of credits required:

- 160 for all students, except those specialized in art or music
- 180 for students specialized in art or music

Required general courses for all students:

- Educational sciences courses (20 credits)

Required number of credits in the primary area of specialization:

- For Biology, Chemistry, German, English, Geography, French, History, Greek, Computer Science, Italian, Latin, Math, Philosophy, Physics, Russian, Social Studies, Spanish or PE (80 credits)
- For Art and Music (100 or 140 credits if no secondary area of specialization is chosen)
- In both cases subject related teaching methods must be taken (8 credits)

Required number of credits on the secondary area of specialization:

- For Biology, Chemistry, German, English, Geography, French, History, Greek, Computer Science, Italian, Latin, Math, Philosophy, Physics, Russian, Social Studies, Spanish or PE (60 credits).
- Italian may not be taken as a second area of specialization in combination with Russian or Spanish as the primary area of specialization.
- In both cases subject related teaching methods must be taken (6 credits)

Required Internships:

- 2 x teaching internships, 1 x observation internship
- Internships can be done at once or in intervals
- The internships must cover 50 hours at a school, including a minimum of 12 hours of teaching/observing per week

First State Exam:

- Thesis paper
- Oral presentation
- Verbal examination
- Practical examination (for students specialized in music)

The exam will be graded accumulatively and taken in one block. For students specialized in art, music or educational sciences, the test may be taken in segments in some cases. Students who do not pass the first State Exam have one opportunity to repeat the exam before being dismissed from the university. The second attempt to pass the state exam must follow within 2 years of failing the exam.

Students who enter the teaching profession following the First State Exam may earn additional qualifications for teaching children with special needs or for teaching additional subjects. Such qualifications will be certified through additional exams.

Second State Exam:

Requirements:

- 18 or 24 months of teacher training at the type of school certified in the First State Exam (10 – 14 hours of teaching per week + course work)
- Written examination
- Test in applied teaching
- Verbal examination

Students who do not pass the Second State Exam have one opportunity to take the exam a second time. The exam must be retaken within six to 12 months of failing the first exam.

The completion of the Second State Exam is the equivalent of an M.A. in education and includes teacher certification. All teachers who complete this second state exam have undergone 2 rigorous state examinations (including verbal, written and practical testing) as well as have had extensive teaching experience.

RESPONSIBILITIES OF PROGRAM PARTICIPANTS

U.S. SCHOOL DISTRICTS

Years of experience have shown that it is very helpful if the school districts will take over the following responsibilities of the program:

- Verify their individual evaluations in regard to their academic background and assessment.
- Work together with the Amity Institute Foundation to arrange visas for the teachers coming from Germany (if needed).
- Provide German authorities with information about the needed subject areas.
- Serve as a point of contact for all bureaucratic matters.
- Organize an orientation for new German teachers.
- Collect the names of the American educators who will be participating in the summer study program in Berlin.

AMITY INSTITUTE...

- Acts as J-1 visa sponsoring organization.
- Organizes a pre-service training for new teachers coming to the U.S. from Germany.
- Provides immigration instructions.
- Monitors the activities of the program participants.

GERMAN AUTHORITIES...

- Pre-screen the suitable applicant's information.
- Conduct personal interviews.
- Select candidates.
- Organize job fairs in Berlin.
- Set up time scheduling.
- Provide video job interviews online and for U.S. job fairs.
- Administer certification of the educational levels.
- Handle the paperwork with German institutions
- Conduct yearly visits to the participating districts, offer mediation, advice, and other supportive steps.
- Reintegrate the German teachers into the German System upon their return to Germany.
- Provide references and translations.

NEWLY ARRIVED TEACHERS FROM GERMANY AS EMPLOYEES OF SCHOOL DISTRICTS

Teachers from Germany serve as full members of the district in which they teach with the same duties and responsibilities their U.S. colleagues who are "regular teachers" in the ISDs. They are not employed by a department of education, but, as any American teacher, by the Independent School Districts. Their salaries are based on the length of service and their academic background. All teachers meet at least the requirements of a Master's Degree.

IMPORTANT DIFFERENCES

Due to a treaty between the United States and Germany, German teachers with a J-1 visa are exempt from paying federal and state taxes for two years, if they continue to pay taxes in Germany. Exchange teachers are entitled to a refund of their retirement deductions at the end of their stay. As J-1 visa holders, they are exempt of F.I.C.A. as a payroll deduction.

ORIENTATION FOR NEW TEACHERS

The employing school districts should provide an orientation for the new German teachers. It is essential that a foreign teacher receive necessary information concerning bureaucracy, daily life, cultural differences and the school system as soon as she/he arrives.

The following details may be regarded as a priority list. Experiences of the teachers from Germany who have taught in the U.S. and experiences of American school officials who have helped German teachers to adjust were considered:

1. Social Security Number

Should be applied as soon as possible, the German teacher should keep proof for practical reasons (utility companies, telephone applications, lease contracts, etc.)

Please help them with the application process. They need the number for a lot of other urgent affairs (car; bank account; apartment).

2. American Driver's license

The German teachers must take the exam for a U.S. driver license.

3. Tax exemption

German teachers are exempt from paying taxes in the U.S. due to the double taxation treaty between the United States and the Federal Republic of Germany.

4. Pay Checks

24-/12-/10-month option, date of first payment, possible advance wages payment.

5. Income compensation insurance

Information should be given about the chances to protect income through an income compensation insurance.

6. Social Security

The teacher has to pay social security if the district is connected with it.

7. Teacher Retirement System

A German teacher may pay into the system, especially if certain insurance packages are part of the agreement. The money will be repaid with interest.

8. Health Insurance

Give detailed information about district's health plan and sick day regulations. Please, send this information to the teacher (if possible) before she/he arrives.

9. Bank Account

Please advise incoming teachers about possibilities and, if possible coordinate with officials of a local bank(s).

10. Car

List of used car dealers or leasing possibilities should be made available, as well as a recommendation for car insurance.

11. Accommodations

For the first days, motels should be suggested. In some districts EEP participants, buddy teachers or other colleagues could host the teachers for a few days. Help for the following is appreciated:

- renting an apartment, a condo or even a mobile home.
- leasing or buying furniture (e.g. garage sale).

12. Telephone and other utilities

Assistance in arranging these services is very welcome.

13. School System

- IDS, role of principal
- Daily routine
individual schedule, planning period, conference period, daily schedules, meetings after school, parent-teacher communication
- Paperwork:
progress reports, disciplinary notes, report cards, lesson plans, referrals to nurse, corridor pass
- Curricula and textbooks
- Discipline management plans
- Grading system:
six-week periods/ testing/ -70% rule/ report cards
- Teacher appraisal system:
observations and evaluations in:
 - instructional strategies, classroom management and
 - organization, presentation of subject matter, learning environment, professional growth and responsibilities.
- School calendar/ Holidays
- Dress code
- Teacher-student communication
Information about grading system, teacher-parent and teacher-student communication and health insurance should be stressed.
If possible, some provisions for early pay or an interest free loan is strongly recommended, as the teachers are far away from home and may not have access to sources of credit to help with initial expenses.

LIST OF DESIRED ACTIVITIES BY SCHOOL DISTRICTS

This is a list of desired activities to be undertaken by schools and school districts offering a contract to a teacher from Germany. These are suggestions only. However, the new teachers will feel more comfortable and will perform better, if they receive a little help and guidance from your side:

1. Visa issues will have been taken care of before their arrival, but the teachers will need a Social Security Card, a driver's license, a bank account, insurance, etc.
2. Mail them information about the district, school and health insurance before they leave Germany. But keep in mind that surface mail takes 5-6 weeks, airmail 5-7 days. That could include pictures, the district's recruiting package, teacher and student handbooks, rules on sick leave days, etc. If these items are available on a website, furnish this to the teacher.
3. Have someone meet the teacher at the airport. They will not have a car or an apartment. Show them a reasonable hotel or find someone they can stay with for a few days. Help to buy a car, find a place to live and get some (used) furniture and generally get settled is very appreciated.
4. Please ask a faculty member to serve as a mentoring teacher.
5. Please send someone to the summer study program (EEP) in Berlin. In turn, that teacher can learn about the cultural background of German teachers and meet the future staff members.
6. Please provide training in classroom management, teacher-student communication, visits to other classrooms, etc. (Orientation)
7. Please have someone sit in on the first parent conferences.
8. If at all possible, move one or two pay checks up. The teacher will have received their last pay in Germany around May or June. In addition, they will have had many expenses, such as closing down business at home, buying a transportation ticket, getting a car, coming up with all kinds of down payments on utilities, etc. In a normal school year, they will have to wait until late August before they get their first check. Some districts have therefore moved the last two checks up from May and distributed them in early August. Other districts provide an interest free loan that will be deducted over the next 12 paychecks.
9. German teachers come from abroad. They will speak English, but it might not be colloquially enough. They might have difficulties in understanding slang, colloquialisms, teenage language, etc.
10. Do not hesitate to use the teacher as a qualified classroom instructor plus as a resource person on a different culture within the schools or communities.

EDUCATIONAL ENRICHMENT PROGRAM (EEP)

Berlin, Germany

GENERAL INFORMATION

The “Educational Enrichment Program” is a specific program that offers exceptional insights into the German educational system. Participants will be taken to various school types, workshops and seminars, and will also take part in evening receptions with Berlin politicians and enjoy other social gatherings.

The expenses for participant’s instruction, food, lodging, program fees and transportation in Berlin will be covered by the program. School districts or participants are responsible only for their transportation to/from Germany. Participants gain an in-depth knowledge of the German educational system and vocational training.

EEP PARTICIPANTS’ COMMENTS

“It is essential for us to become partners in education, if we are going to be able to compete in the future world markets successfully. The EEP fully serves this purpose.”

“The EEP was most helpful in broadening my global perspective.”

“It was no ‘fun trip’, it was a great, lasting and important experience in my life.”

“The program has changed my way of thinking, it has changed me. The need for intercultural cooperation and the exchange of ideas as a fundamental principle of school education were seen as the main result.”

“I judge the Berlin experience to have been of significant importance and an enrichment for my career.”

“It provided professional growth, gave me many new insights; I am proud to have made new friends.”

“I received numerous and very special professional and personal benefits from EEP.”

“I believe that your choice of guest lecturers contributed greatly to our improved understanding of the German way of life. Each speaker seemed to be an expert in his/her topic.”

“The presentations were factual, supplemented for the most part with written outlines or notes. The distribution of other pertinent brochures and handouts was also very appropriate, giving us the opportunity to review and assimilate the material at our leisure.”

SAMPLE PROGRAM

SATURDAY, JUNE 2 ARRIVAL IN BERLIN

All day Arrival of all participants in Berlin
04:00 p.m. - Get together – Welcome meeting
 Short briefing and introduction of the
 program

 Dinner on your own

SUNDAY, JUNE 3 FIRST IMPRESSIONS

12:00 noon City Circle Tour in Berlin

MONDAY, JUNE 4 INTRODUCTION

07:30 a.m. Breakfast
09:00 a.m. Welcome and introduction to the EEP -
 How to get around in Berlin
 The Berlin School System – an Overview

10:30 a.m. Coffee Break
11:00 a.m. Lecture
01:00 p.m. Lunch
 free afternoon

TUESDAY, JUNE 5 “FROM TODDLER TO GRADE 6”

Early Childhood in the city of Potsdam/Brandenburg
08.30 a.m. Visit a “Kindergarten (day care for kids age
 0-6)
09.30 a.m. Visit at an Elementary School Grades 1-6
12:30 p.m. - Lunch and visit at the
03:30 p.m. Day care center
 Dinner on your own

WEDNESDAY, JUNE 6 GERMAN SCHOOL LIFE

School Visits (grades 7-13)
08:00 p.m. Group I
09:00 a.m. Group II
08:30 a.m. Group III
05:00 p.m. Visit the German Bundestag – Reichstag-
 Building
 Dinner on your own

THURSDAY, JUNE 7 “GERMAN SCHOOL LIFE”

School visits (grades 5 to 10/13)
08:30 a.m. - GROUP I:
08:30 a.m. - GROUP II:
08:30 a.m. - GROUP III:

02:30 p.m. Berlin as an industrial centre –
04:30 p.m. The dual system

 Late Afternoon and Evening: free time

FRIDAY, JUNE 8

10:00 a.m. A day in Kreuzberg – Berlin’s multicultural
 borough
01:00 p.m. Lunch at a traditional Turkish Restaurant
02:30 p.m. End of round tour

SATURDAY, JUNE 9 POTSDAM - RECREATION AND HISTORY

08:50 a.m. – Guided Tour Lindenstraße, KGB and Stasi
 prison
12:30 p.m. Lunch
02:45 p.m. Guided Tour through exhibition New
 Palace

SUNDAY, JUNE 10 NOSTALGIC BOAT TOUR

11:00 a.m. Guided Tour at Wall Memorial

 afternoon and evening individual free time

MONDAY, JUNE 11 WITTENBERG – ON MARTIN LUTHER’S FOOTSTEPS

10:00 a.m. – Guided walking tour
12:00 p.m. – guided tour of Lutherhalle Wittenberg,
02:00 p.m. Lunch
04:00 p.m. Bus departs back to Berlin

TUESDAY, JUNE 12 BERLIN GOVERNMENT: HOUSE OF REPRESENTATIVES

11:00 a.m. – Guided Tour through the House of
 Representatives
12:30 p.m. - Lunch hosted by the Vice-President of the
 Berlin Parliament
06:00 p.m. - Panel Discussion about the German
09:00 p.m. and US American School Systems

WEDNESDAY, JUNE 13

08:15 a.m. School visit
03:00 p.m.- Guided Tour: Memorial to the Murdered
 Jews of Europe
05:30 p.m. and museum’s visit

 individual free time -

THURSDAY, JUNE 14

08:15 a.m. School visit
02:00 p.m.

Afternoontime for individual exploration in Dresden

FRIDAY, JUNE 15 KGB and later STASI-Prison

11:00 a.m. – Guided Tour
12:30 p.m. Lunch
04:00 p.m.- Jewish Museum Workshop for the Blind
06:00 p.m. guided tour
06:00 p.m. Farewell

SATURDAY, JUNE 16

Departure all day long!