

Webinar agenda

Opening Doors: Innovative Strategies for Immigrant Student Success

- 1) Presentation by **Anna-Karin Hedenskog**, Principal, Mother Tongue Education Department, City of Malmö
- 2) Presentation by **Dr. Roland Kaehlbrandt**, Chairman of Stiftung Polytechnische Gesellschaft, and **Gisela von Auer**, Project Manager, Diesterweg Scholarship (Frankfurt)
- 3) Q&A Moderated by **Kim Turner**, Maytree (Toronto)

Note: Webinar recording will be available on the website: www.citiesofmigration.ca

City of MALMÖ



- The third most populous city in Sweden
- 300 000 inhabitants
- 36% with immigrant background



The steering system

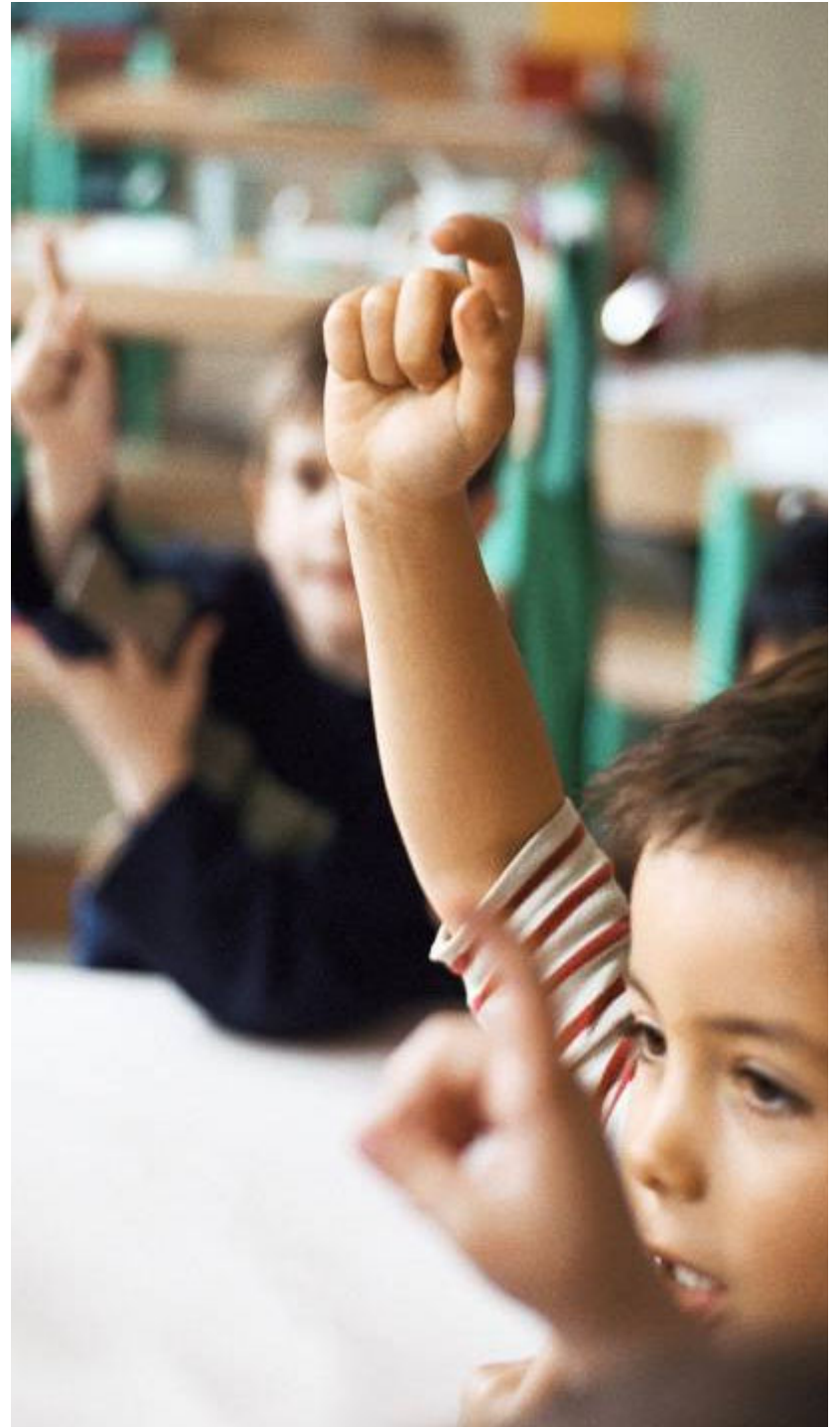
The Swedish school system is a goal-based system with a high degree of local responsibility. The main responsibility lies within the municipalities and authorities responsible for independent schools.

The overall national goals are set out by the Swedish Parliament and Government in:

- The Education Act
- Curricula
- Course syllabi for compulsory schools etc.
- Program goals for upper secondary schools

The Education Act

- Mother Tongue Education Since 1976
- Bilingual education



Project background



- The Education Act gives the principle possibilities to arrange bilingual education
- Segregation
- Very low interaction with parents
- Low goal-fulfillment
- Offer to learn how to read and write based on pupil's native language

Goals and aim

- Bilingualism
- Higher goal-fulfillment
- Interaction with parents
- Integration
- Increased desire to learn



Implementation

- Cooperation between teachers in Swedish as a second language and mother tongue teachers
- Learning how to read and write starting with mother tongue
- Subject teaching in mother tongue as well as in Swedish
- Coaching dialogue



Results

- Satisfied pupils and parents
- Pupils read and write in two languages
- Higher interaction with parents
- Pupils receive ordinary compulsory education and in addition another language – their mother tongue
- Possibilities to learn, as well as reaching the goals, increases when the pupils get explanations in both their languages



Challenges

- Cooperation and interaction between involved teachers
- Different views on bilingual education



Conclusions – lessons we learned



- It requires a committed Principal, qualified teachers and a positive attitude towards bilingual education
- Language's status
- Evaluation, follow-up and documentation

Diesterweg Scholarship for children and their parents



Diesterweg-Stipendium

Für Kinder und Ihre Eltern



We support both children and parents

**A project of the “Stiftung Polytechnische Gesellschaft Frankfurt am Main”, Germany
(The Foundation of the Polytechnical Society)**

The sponsor

**Polytechnische Gesellschaft
Frankfurt am Main, founded 1816**



The foundation Founded 2006



Stiftung
**Polytechnische
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Frankfurt am Main

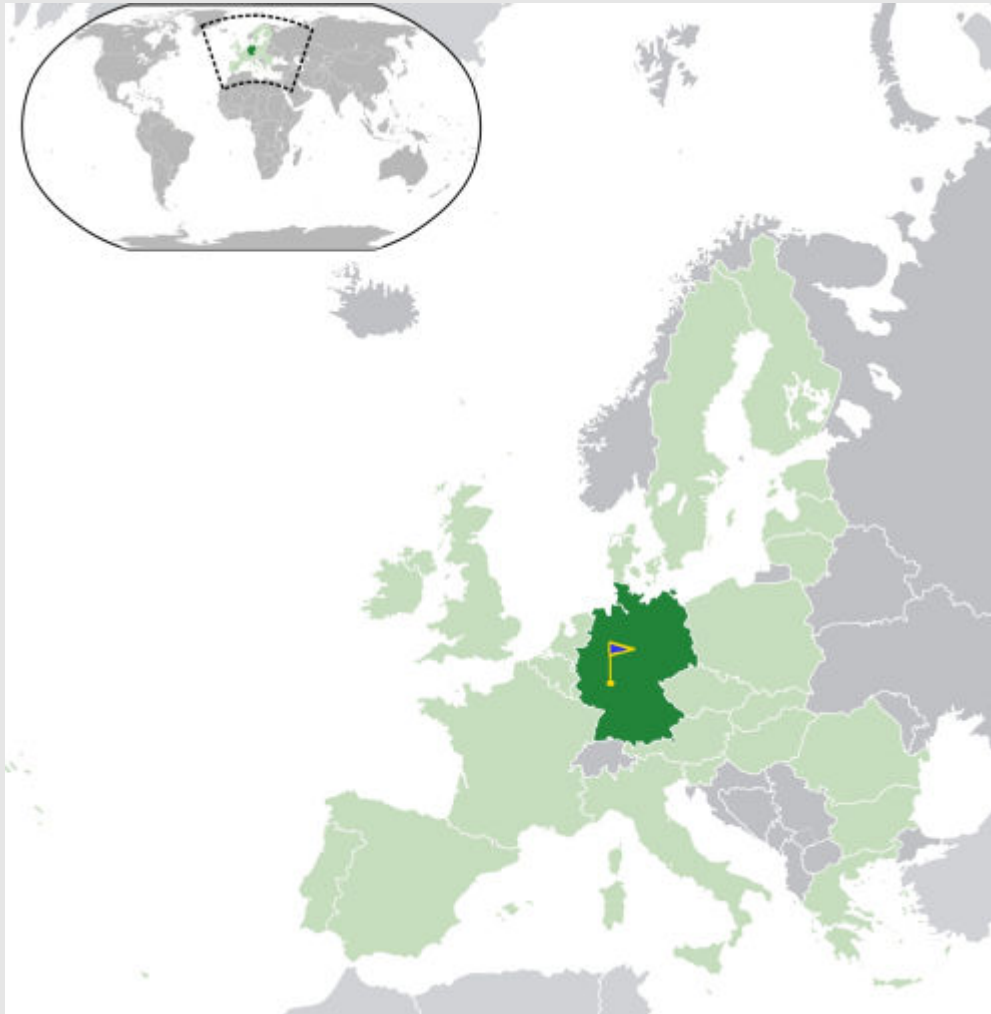


Adolph Diesterweg

Education and responsibility in the city's society

- Education, science and technology
- Art and culture
- Social, charity and humanitarian matters

Diesterweg Scholarship for children and their parents in Frankfurt am Main, Germany



Frankfurt am Main:

- **Germany's fifth largest city with 672,000 inhabitants**
- **Centre of the Rhine-Main region with 5.8 million inhabitants**
- **City with the highest employment density and the most commuters in Germany**
- **Finance, trade fair and service centre**
- **The only alpha world city in Germany**
- **Seat of the European Central Bank and the Deutsche Bundesbank**
- **Percentage of foreigners: 21%**
- **Percentage of migrants: 40% from 180 nations
in the primary schools: 53%
among under 30-year-olds: 72%**
- **Citizen involvement:
1,200 associations, 500 foundations**

Source:

By Ssolbergj (Image: Location Spain EU Europe 1.svg) [GFDL (www.gnu.org/copyleft/fdl.html) or CC-BY-SA-3.0 (www.creativecommons.org/licenses/by-sa/3.0/)], via Wikimedia Commons
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Diesterweg Scholarship for children and their parents

Background

- Transition from primary school (elementary level) to further schools (secondary level) already after Year 4
- Percentage of children from difficult backgrounds is significantly less in the higher levels of education (particularly Gymnasien/grammar schools)
- Germany needs a better utilisation of its talents
- A significant group of primary school children has a good potential for talents and performance



But: Language deficits and insufficient support from their parents result in children being unable to reach their education potential

Diesterweg Scholarship for children and their parents

Goals

- Primary school children with good potential performance complete a school education that is in line with their talents
- Parents are strengthened so that they can actively accompany their children on their path of education
- Parents and children are encouraged to get involved in the school and societal environment

We encourage the children on their path of education and make sure the parents join them; we don't leave them behind

We rely on the strength of families



Scholarship student selection

- The candidates are recommended
- The selection is made based on a meeting with the parents and children and in close cooperation with the primary schools
- Parents, children and foundation sign a scholarship agreement
- Children and parents are festively welcomed



Scholarship students 2010-2012 – the second generation

A selection is made from **87 recommendations**

- 32 children from 30 families (with a total of 129 people)
- From 27 Frankfurt primary schools in 20 parts of town
- With 16 different countries of origin of the parents
Turkey, Morocco, Sri Lanka, Romania, Pakistan, India, Ethiopia, Afghanistan, Germany, Moldavia, Hungary, Chile/Germany, Lithuania, Iran, Portugal, Eritrea



The scholarship offers

Over a period of 2 years (in the 4th and 5th school year)

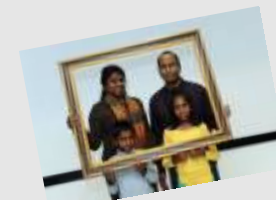
- Children's academies
- Parents' academies
- Excursions with the whole family
- Education funds of up to EUR 600 per year
- Children's meetings
- Parents' meetings
- Intensive support
- Accompaniment of teacher discussions
- Holiday courses



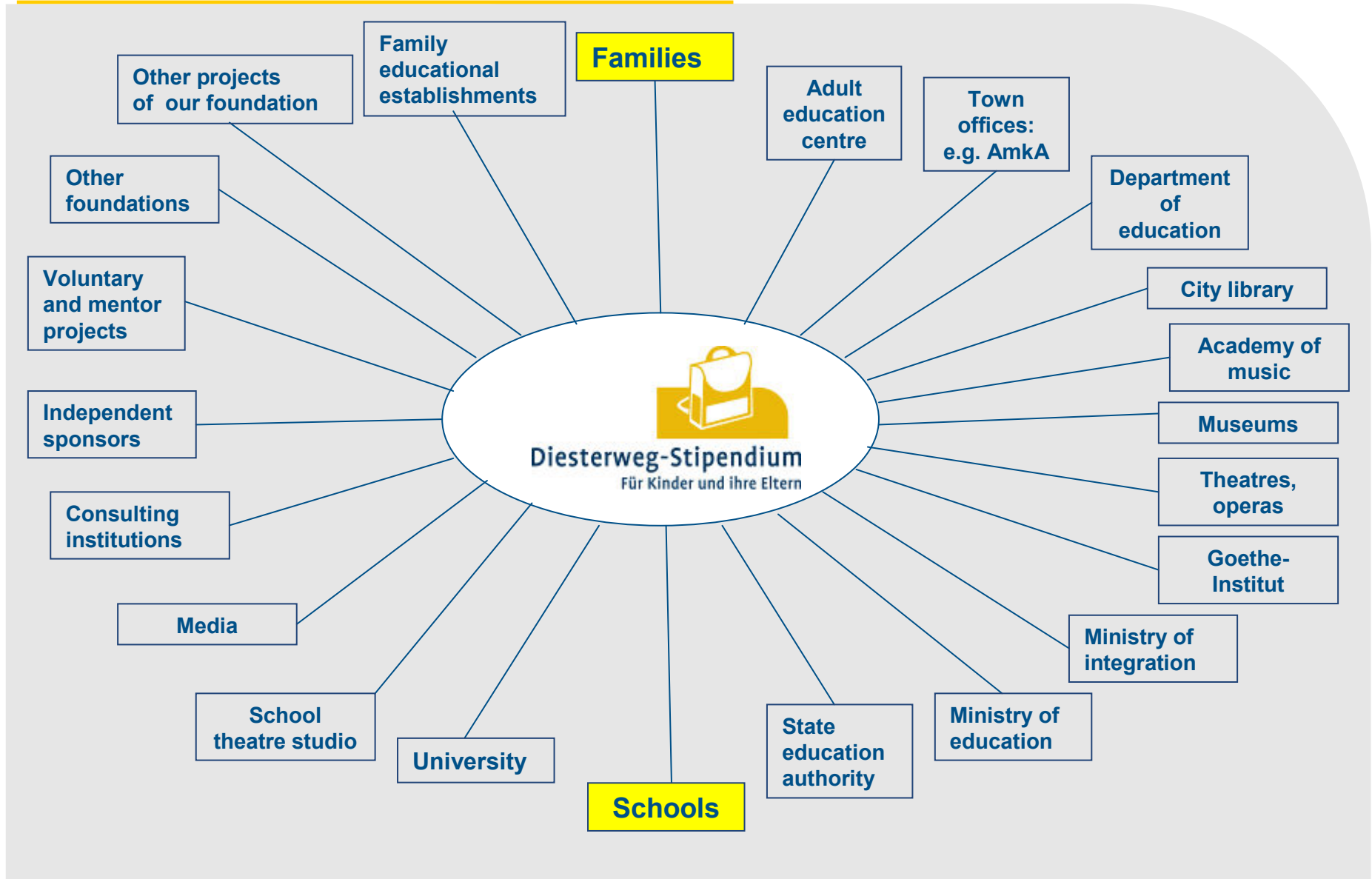
- *Meetings of the participating schools*

Our experiences

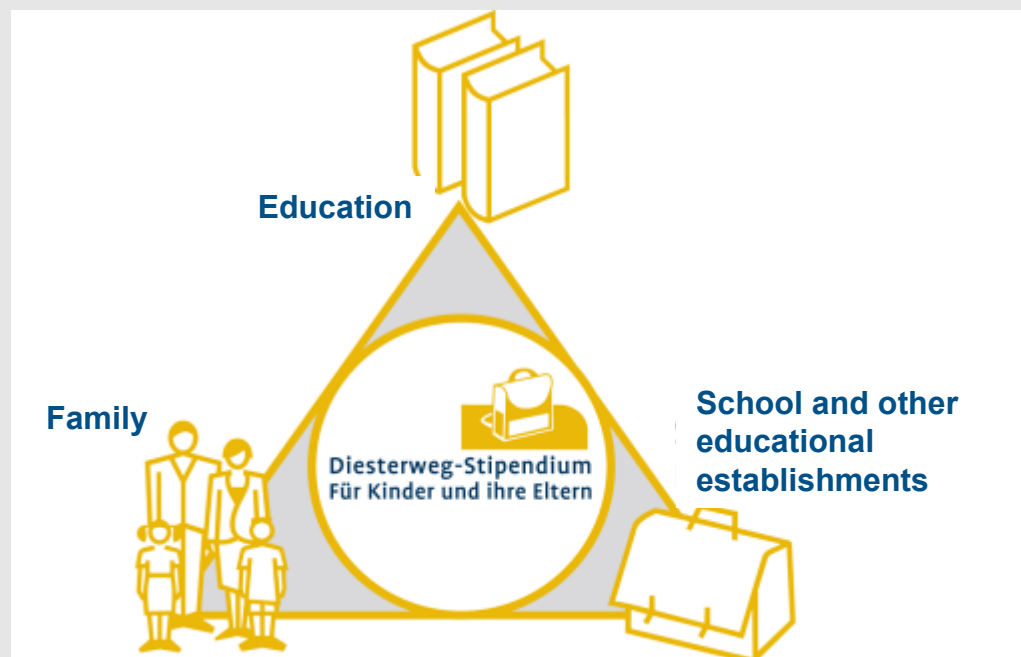
- Successful transitions to further schools
- Parents are significantly more active in schools and other educational establishments
- Families seek and maintain an intensive personal contact
- Guaranteed support of children's transitions
- Good cooperation with primary schools and further schools
- Large interest in the city's educational establishments
- Large interest in Germany and abroad



Local networks



Bringing together what belongs together



■ Family education

- Providing stimuli
- Creating access
- Building bridges
- Establishing relationships

■ School development

- Expanding transition management
- Encouraging dialogue with parents
- Intensifying language promotion
- Strengthening talents promotion

Entering partnerships

- With the state of Hesse
- With the city of Frankfurt
- With other foundations



Marga und Kurt Möllgaard-Stiftung
im Stifterverband für die Deutsche Wissenschaft



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Acknowledgments

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Dr. Roland Kaehlbrandt, Chairman, Stiftung Polytechnische Gesellschaft (Frankfurt, DE)

Gisela von Auer, Project Manager, Diesterweg Scholarship (Frankfurt, DE)

Kim Turner, Maytree (Toronto, CA)



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For Leaders. For Change.

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