



## Collaborative Project GeLeGanz

# Educational Success and Social Participation of Socially and Educationally Disadvantaged Students with Migration Background in Extended Education

Funded by the German Federal Ministry of Education and Research (2021-2024)

## Starting Position

Transforming half-day schools into all-day schools (i.e. a form of extended education) is often seen as a way to address challenges posed to the German education system, e.g. due to immigration. All-day schools are expected to achieve measurable improvements in the educational success and participation of students with a migration background, often also living in socially precarious circumstances. So far, these expectations have not adequately been fulfilled in Germany. In other countries, however, there are comparable high-quality offerings of extended education that have been shown to be effective.

## Aims of the Project

In the project, empirical findings and knowledge from other national contexts are to be harnessed so that the potential of all-day schools (especially in primary school) can be better exploited in Germany as well. The focus is on primary schools and their successes for the educational opportunities of socially and educationally disadvantaged children from migrant families.

Based on an assessment of the current situation in Germany by national and international scientific experts, it is to be determined how effective learning environments in extended education are to be designed by schools and their non-school cooperation partners and what conditions are crucial for their implementation (Phase 1 and 2). In Phase 3, the insights gained are to be discussed in focus groups by German practitioners (e.g. education administrators, educational institutions and extracurricular cooperation partners, school principals, teachers, and other educational staff) with a view to transferring them into innovative concepts, measures, and products in the German context.

In Phase 4, these concepts will be developed and their suitability for the local context will be tested together with German practitioners and transfer partners at selected all-

day primary schools in four federal states. A final survey with schools and their cooperation partners aims to generate assessments of whether the concepts and measures developed are practicable and purposeful.

## Co-Construction of Research and Transfer

The empirical, interdisciplinary, and action-oriented project follows the rationale of co-construction of innovation (Maasen, 2020). The German Children and Youth Foundation is a collaborative partner. Cooperation with the service agencies "Ganztägig lernen" (All-Day learning) as well as the participating federal states, in particular their education administrations, will already start at an early stage of the project. This enables a continuous review of preconditions for the implementation of the created concepts and products in school practice.

## Partners of the Collaborative Project

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