

CONFÉRENCE DE COMPARAISONS INTERNATIONALES

#CCI_Décrochage

LUTTE CONTRE LE DÉCROCHAGE SCOLAIRE

Effective strategies and good practice for ensuring success in school in Saxony-Anhalt, Germany

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German Foundation for Children and Youth

9 & 10 NOVEMBRE 2017



General information about the program

"Schulerfolg sichern"

Context

- Educational system in Germany decentralized
- German Foundation for Children and Youth acts nationwide
- High school drop-out rates more than 13% in 2008
- Structurally weak region in the eastern part of Germany
- European Commission's political strategy to reduce school drop-out rate has been supported in Saxony-Anhalt with the ESF-funded program "Schulerfolg sichern"



General information about the program "Schulerfolg sichern"

Period, target groups and structures

- When?
 - ✓ 2008 - 2015 (first funding period) and
 - ✓ 2015 - 2020 (second funding period)
- For whom?
 - ✓ students of all grade levels
 - ✓ social workers in schools
 - ✓ teachers
 - ✓ responsible actors for schools and youth welfare at regional and at federal state level

➤ General information about the program "Schulerfolg sichern"

Structure

- How does it work?
 - ✓ a systemic, multi-level program designed to bring together education and youth services
 - ✓ a network of about 400 school social workers serving 369 schools of all grade levels
 - ✓ regional network offices in all 14 districts in Saxony-Anhalt
 - ✓ a federal state coordination center



➤ Scientific support and program development



- Scientifically developed, accompanied and evaluated by Prof. Dr. Thomas Olk (Martin-Luther University of Halle-Wittenberg) and Prof. Dr. Karsten Speck (Carl von Ossietzky University of Oldenburg)
- Research consistently contributed to further development of the project

Scientific support : three main services

Investigation of objectives, conditions for success, assessment of the impact of the program modules

Evaluation of the efficiency and effectiveness of the results

Monitoring of the quality of cooperation between schools, youth welfare services and school development processes, providing feedback



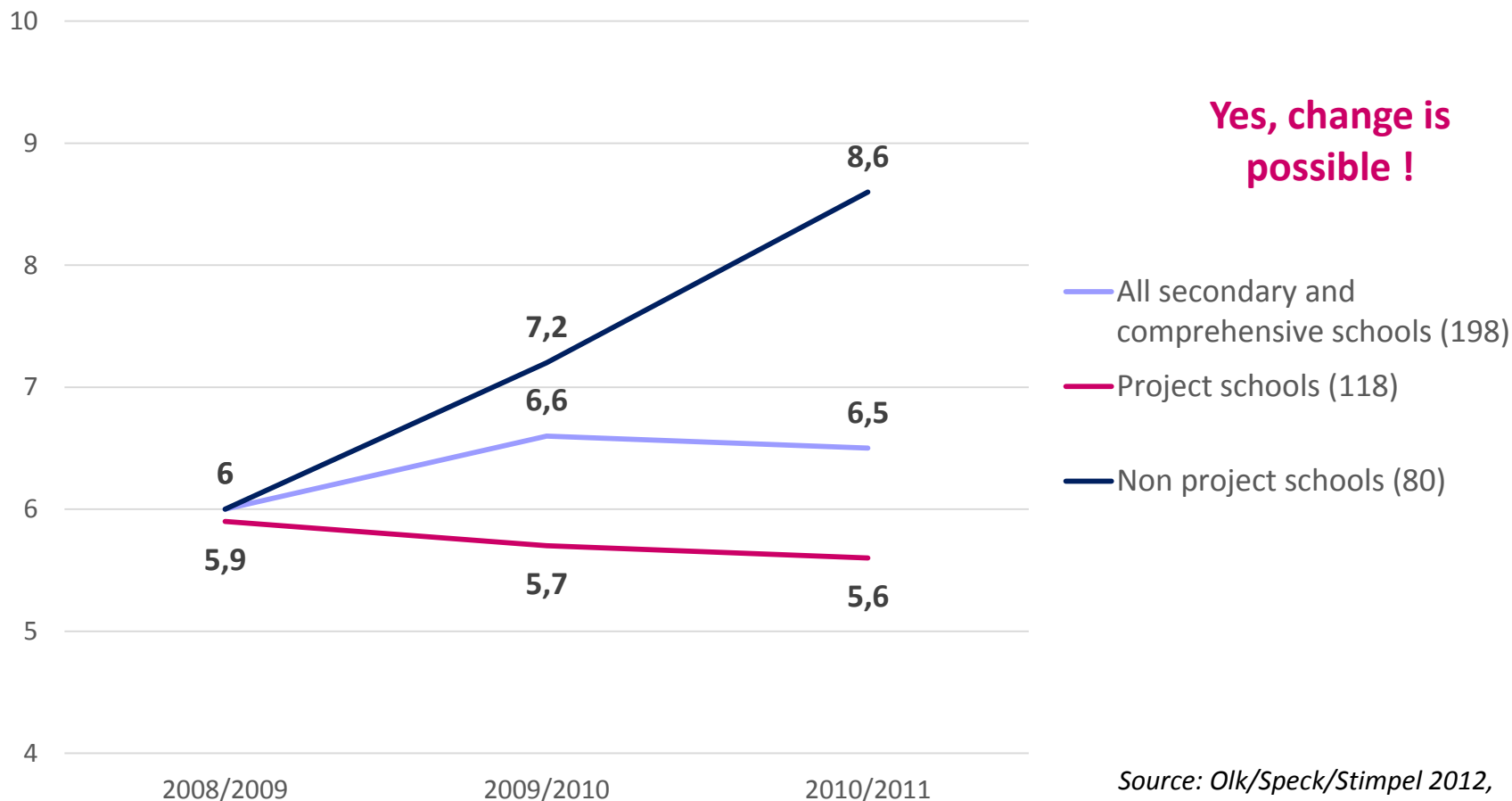
Evaluation methods

- Collection of qualitative data in four selected regions during two different time periods (2009 and 2011)
- Quantitative analysis of the concept, structure, process and quality of results in 2010 and 2012
- The collection of administrative data
- Participation in meetings, training events, and conferences
- The implementation and monitoring of supra-regional expert groups (consisting of practitioners, politicians, administrators and academics) for professionalization, self-assessment and quality and program development



Proven effects of the program

Early school leaving rates in secondary and comprehensive schools in Saxony-Anhalt, the difference between schools in and out of the project



Yes, change is possible !

Source: Olk/Speck/Stimpel 2012, evaluation report

➤ Proven effects on pupils

- Absences have been decreased;
- Behavioural problems have been reduced as the result of individual counselling;
- School performance among pupils at risk has been improved;
- Pupils at risk have become more self-confident (confidence in contact, dealing with criticism, self-esteem).



Graphic: © S. Bach/ DKJS

> Proven effects on schools

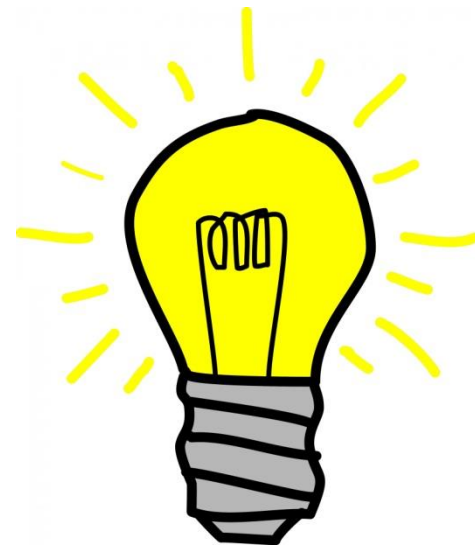


Graphic: © S. Bach/ DKJS

- Violence and bullying have been reduced;
- School and classroom climates have improved;
- Parents are more involved;
- Partnerships between schools and non-school organisations have become more common and more intensive;
- Teachers have a clearer understanding of what students need and feel, are more supported in their efforts;
- Children are better protected (react more early, intensified cooperation with parents and youth welfare, more successful arrangement of support and counselling);
- School social work is successfully integrated into school structures (conceptual and organizational integration, recognition and acceptance of offers by main target groups).

➤ Lessons Learned (1/2)

- **Generally:**
 - ✓ Necessity of a systemic strategy, including built-in evaluation mechanisms at school, regional and federal state levels
- **In particular:**
 - ✓ political will;
 - ✓ sufficient time and resources;
 - ✓ ongoing reflection, consultation and adjustment to the process;
 - ✓ support structures / concepts / processes and standards for quality control;
 - ✓ clear and measurable objectives, planning of implementation and reviews;



Lessons Learned (2/2)

■ Furthermore:

- ✓ development of competencies in process management of complex systems;
- ✓ will and competencies for cross-departmental action;
- ✓ integration of networks at the municipal level;
- ✓ widespread knowledge and education on the phenomenon of school dropout;
- ✓ taking advantage of the opportunity to strengthen school development through networking and teamwork between teachers and social workers;
- ✓ starting early, preferably before entering primary school, in order to prevent drop-out;
- ✓ intensive involvement of parents, children and communities

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