

Doctoral dissertation project by Luise Krejcik

Working title: Access to and participation in all-day schools against the background of equal educational opportunities

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Abstract

The dissertation examines the conditions for the success of all-day schools in Germany as well as extracurricular educational programs ("extended education") in international contexts. The main interest is to investigate how the promotion of socially disadvantaged children with migration background can be improved in all-day schools and within the framework of extended education programs. The focus is on the access and participation of these children in extended education as well as the cooperation between all-day schools and families. The empirical data for the dissertation was collected as part of the joint project "Bildungserfolg und gesellschaftliche Teilhabe von sozial- und bildungsbenachteiligten Schülerinnen und Schülern mit Migrationshintergrund im Ganztage" (abbr. in German: GeLeGanz) funded by the German Federal Ministry of Education and Research (in German: Bundesministerium für Bildung und Forschung, BMBF). The dissertation is written cumulatively with three publications. The publications are structured as follows:

- 1) Socially disadvantaged children participate less in extended education in many countries and programs (Heath et al., 2022). Following on from this, the institutional conditions that promote the participation of socially disadvantaged children in extended education at primary level are examined on the basis of expert interviews with international researchers.
- 2) School research demonstrates the potential of successful family-school cooperation for the social participation of children, regardless of their background characteristics. The introduction of all-day schools opens up new opportunities for cooperation with families (Lokhande et al. 2014). However, inequalities in participation continue to exist with regard to the socio-economic and migration status of families (Arnoldt and Steiner 2013; Lokhande et al. 2014). Taking this as a starting point, the second publication explores the question of which characteristics are decisive for the success of cooperation with socially disadvantaged families with a migration background in all-day schools from the perspective of experts from the research field.
- 3) The third publication focuses on the views of practitioners from all-day schools in Germany on perspectives for measures to improve cooperation with socially disadvantaged families with a migration background.

Duration: ongoing

Literature

- Arnoldt, Bettina; Steiner, Christine (2013): Bieten Ganztage Schulen Eltern mit Migrationshintergrund bessere Beteiligungschancen? In: Thomas Geisen, Tobias Studer und Erol Yildiz (Hg.): Migration, Familie und soziale Lage. Wiesbaden: VS Verlag für Sozialwissenschaften, S. 105–124.
- Heath, R. D., Anderson, C., Payne, C. M., & Turner, A. C. (2022). Extracurricular Activities and Disadvantaged Youth: A Complicated—But Promising—Story. *Sage*.
10.1177/0042085918805797

Lokhande, Mohini; Hoefft, Maïke; Wendt, Heike (2014): Eltern als Bildungspartner: Wie Beteiligung an Grundschulen gelingen kann. Forschungsbereich beim Sachverständigenrat deutscher Stiftungen für Integration und Migration (SVR).