

BLK - Pilot program “Support for Children and Young Persons with a Migration Background” FÖRMIG

The launch of the model program “Förderung von Kindern und Jugendlichen mit Migrationshintergrund FÖRMIG” (Support of Children and Young Persons with a Migration Background) was on 1st September 2004. The [pilot scheme](#) is being funded over five years by the Bund-Länder Commission for Educational Planning and Research Promotion. During the initiation phase the *lander* of Berlin, Brandenburg, Mecklenburg-Western Pomerania, Bremen, Hamburg, North Rhine-Westphalia, Rhineland Palatinate Saarland, Saxony, and Schleswig-Holstein are participating in the program.¹

The program aims to foster the innovative approaches by the *lander* in the field of language support and education, to evaluate them and facilitate a transfer of good practice as well as to supply data for future educational planning. The focus is on the points of contact within the educational system and covers three areas:

1. Language support based on individual language assessment
2. Continuous language support, language education and support in German, in the language of origin and in foreign languages
3. Vocational training and support for transition to professional life

The executive body is the Institute for Comparative and Multicultural Education in the Faculty of Educational Science, University of Hamburg. The following may be contacted for program responsibility and particular topics:

Prof. Dr. Ingrid [Gogolin](#) (spokesperson; continuous language support)

Prof. Dr. Hans H. [Reich](#) (language assessment and language support), University of Koblenz-Landau; he is co-opted member of the executive body

Prof. Dr. Hans-Joachim [Roth](#) (language support based on individual language assessment), University of Cologne

Prof. Dr. Ursula [Neumann](#) (vocational training and transition into a profession)

PD Dr. Knut [Schwippert](#) (evaluation, in cooperation with Prof. Dr. Wilfried [Bos](#), University of Dortmund)

The coordination of the program is in the responsibility of the Department of Education and Sports of the Freie und Hansestadt Hamburg, as the responsible *land*. The contact person is Susanne [Lonscher-Räcke](#).

Program structure

The BLK-program is concerned with measures supporting migrants at the “points of contact”² within the educational system: from kindergarten to primary school, to secondary school and on to a profession. Another characteristic is the involvement of a variety of institutions engaged in language education, e.g. family, school, child day care, libraries, clubs and societies, companies and businesses, and in the development of support schemes. The organizational implementation of the model program is built upon “basic units”.

¹ The program is being funded by the Federal Ministry for Education and Research and the participating *lander* each bearing half of the costs.

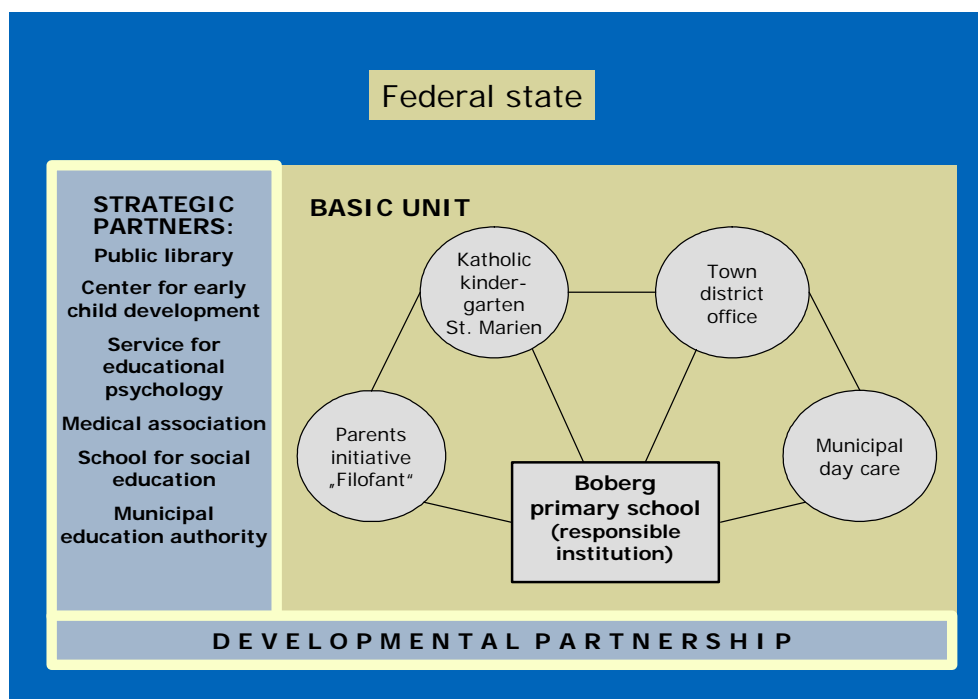
² The term “point of contact” refers to the simultaneous involvement of different institutions during the transition of an individual child or young person from one phase of her/his education to the next.

Partnerships will therefore be established within the projects of the different *lander* – i.e. regional support networks testing the support schemes and assessing their efficiency.

Basic units

The basic units consist of local networks, including schools (these are primary schools, secondary schools or vocational schools, depending on the program focus). Constituents of the respective basic unit are a “responsible institution” and further cooperating institutions. One of the tasks of the basic unit is promoting cooperation with their local and regional strategic partners in order to disseminate their already available expertise and to further quality development. The institutions involved and their strategic partners form a “developmental partnership”.

An example of a developmental partnership:



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The content of the work of the basic unit is specified by the modules of the three main topics (for details see below). Each basic unit is assigned to one module.

Among the standard tasks of the basic units is the training of multipliers. Thus each unit contributes to the transfer of know-how and to the development of a regional network of consultation and support. Furthermore these developmental partnerships evolving in the course of the program serve to keep up a local and regional transfer of the qualitative and quantitative aims beyond the period of the program.

Further standard tasks of the basic units are the establishment and maintenance of professional Internet access points. They contribute to the transfer of know-how allowing for special local and regional demands.

The basic units are in close contact with the central office of the program’s executive body and with the regional coordinating offices.

By means of the central office of the program’s executive body the basic units obtain support for their activities and are able to request services, for example:

- Regional and central courses of further education
- Consultation and support in the designing and modeling of particular measures
- Support of internal and external evaluation regarding processes and findings
- Material concerning the subject areas and other material
- Coordination of external expertise and international contacts
- Support in the editing of particular data and implementation of regional Internet access points
- Networking with other basic units (e.g. connecting different *lander*)

The basic units continuously report on the development and realization of the relevant program.

Executive body (Programmträger)

The pilot program FÖRMIG is realized through the program elements of the *lander*. The executive body installs and maintains a central office for the period of the program (contact persons - see below). It cooperates with the scientific advisory board, the project coordination and the steering committee, and it supports the basic units.

The executive body supervises the scientific monitoring and specifically ensures the following:

Survey of current measures

The executive body carries out an initial research on measures already under way, surveys existing reports and revises them continuously. The basic units are involved in the up-dating process, in which they carry out continuous evaluation and report to the executive body.

Provision of scientifically reliable material

The executive body supplies the participants with hand-outs that have been adapted for the use in practice. These explain the purpose of the program in general as well as the main topics and the aims regarding the different modules. Foundation of the working material is, apart from other scientific papers, the available BLK-expertise "[Förderung von Kindern und Jugendlichen mit Migrationshintergrund](#)", besides new analyses resulting from the activities of the *lander*.

Networking, transfer, public relations

The executive body installs and maintains a central server (<http://www.blk-foermig.uni-hamburg.de>) as the most important means of networking and exchange. This server provides a publicly accessible information pool giving information on the BLK-program, the material being continuously developed, as well as experiences and findings. There will further be a systematic link list for information on current innovative approaches to the improvement of language education and support of children and young persons with a migration background. The central server promotes the internal cooperation of the program elements of the *lander* as well. Public conferences are projected as a way of presenting the results of the program.

Consultation and further education

The executive body holds courses for representatives of the basic units and the developmental partnerships twice a year, where topics can be dealt in accordance to the respective needs (e.g. general questions of networking and project management; diagnostics and providing support). At the same time these courses will be platforms for the exchange of information among the participants.

The executive body furthermore supports regional events according to specific needs of the participating basic units. The executive body also offers advice concerning organizational queries and arranges specific support regarding the subject-specific work of the basic units.

Networking and cooperation

The executive body surveys, at a national and international level, examples of good-practice within equivalent European educational systems, and prepares the material for presentation on the central server. Wherever possible, international partners are involved in the strategic partnerships of the basic units. Experiences from other European educational systems are incorporated into central courses of further training as well as in the public conferences and in an enlarged pool of expertise. The networking between the different *lander* is being initiated as well.

Evaluation and quality management

Evaluation is an integrated part of the BLK model program FÖRMIG. It serves to enable continuous improvement of quality. The concept of the executive body assumes, that a constitutive element of optimizing language education for children with migration background is a target-oriented evaluation clearly stating the object of the data collection, the application of the data and their significance for the continuing respectively reversal of the local work. Evaluation therefore is not understood as an additional task apart from the work proper, but as an element of a practice that pursues success and quality improvement. Given this, there cannot be a fixed concept for evaluation. Applied methods instead need to be adjusted according to the situation and the initial aims of the basic units.

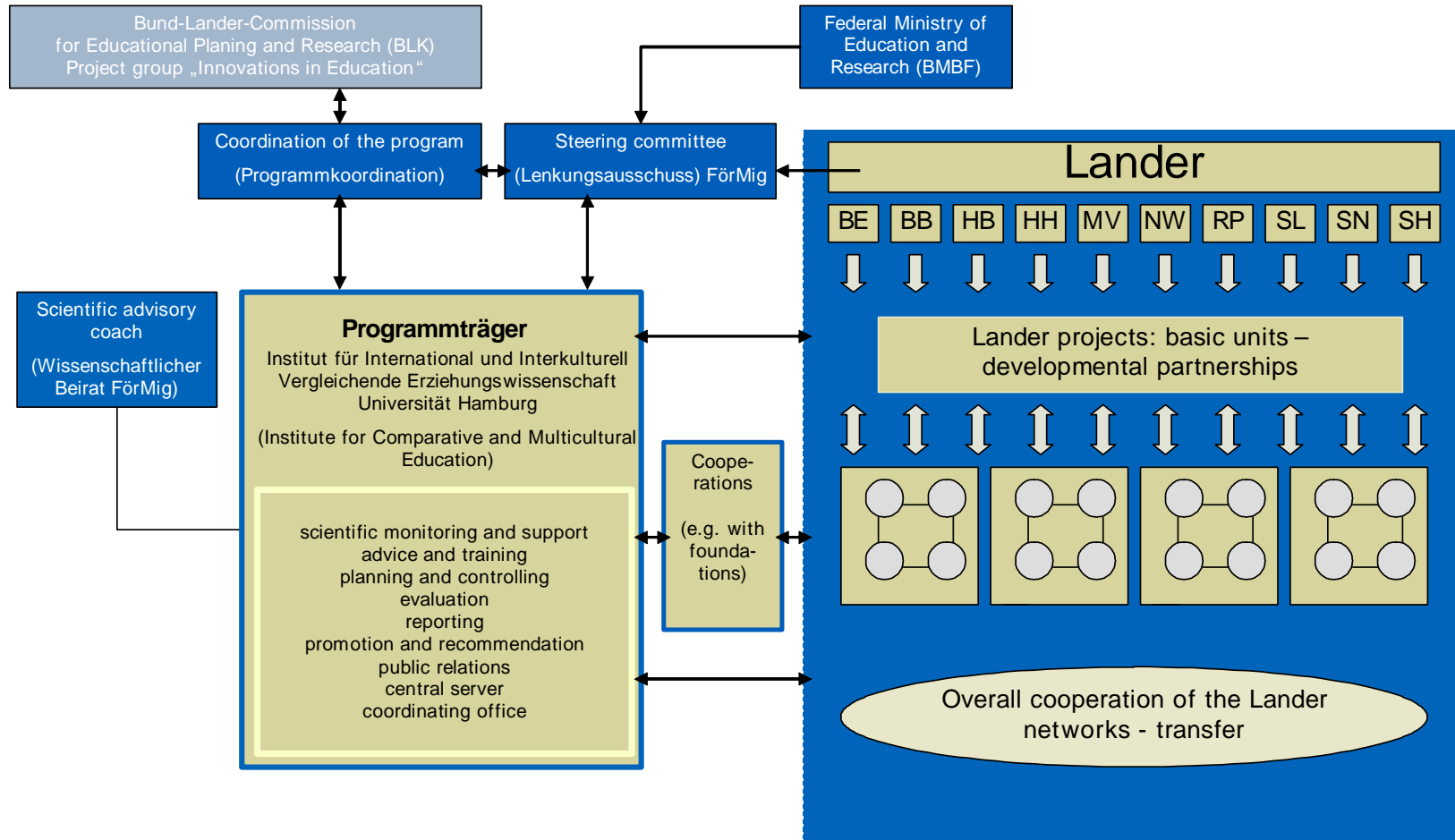
Evaluation includes the following levels:

1. *Program oriented evaluation*; i.e. a review of the success of the program as a whole including the work of the executive body in terms of a summative evaluation; it centres on a summative assessment and analysis of the initial situation, the developmental process and the results of the program. Objectives are the consolidation of findings, the establishing of consequences for further action and perspectives for further development.
2. *Project oriented evaluation* looks into the work of the basic units, their developmental processes and impacts in relation to their initial situation. It is intended to carry out *summative* measurements of results (regarding for example the development of reading competences, skills of technical language in German and in selected languages of origin, competences in foreign languages) in connection with current international studies on education (e.g. PIRLS, PISA, future DESI follow-up studies).

The testing of appropriate measures and the transferability to the situation of non-school institutions can only begin after the start of the program. Apart from such external result-oriented measures of evaluation, there will be evaluation *centring on the work process of the basic units*. The program's foundation on the idea of the basic units as networking and cooperating institutions will be a new way of working for most of the organizations involved. Thus the process of building networks will itself be a subject of evaluation in order to gain a better picture of such projects' conditions of success. This evaluation will be carried out externally as well as internally.

The process of internal evaluation serves the purpose of documentation, securing of results and support of developmental processes of particular projects. The enlistment of external evaluation aims at a comparative analysis of the process of project development and its impact. Another objective of evaluation entails the finding of those participating projects that might gain model character through their involvement in the program, by presenting themselves as especially well equipped for a transfer and starting this transfer within the program. Because of its great relevance for the BLK-program FÖRMIG, the transfer of successful practice as an element – not as a result – of the program will be part of an evaluation that provides information about successful modes and processes of transfer. Therefore this perspective is explicitly included.

Organisation structure FÖRMIG



Aims and main subjectives of the program

The program aims to develop (further) innovative approaches to language education and support, to evaluate, to ensure a transfer of good practice and to provide data for educational planning. The main focus is put on the points of contact within the educational system. On the one hand, the points of transition (from elementary education to primary school, from primary to secondary school, from schools for general education to vocational training and the working environment) are specifically considered, and on the other hand, the cooperation of those involved in the process of language education and support (family, services for children- and youth welfare, school and non-school facilities, language and ethnic communities). The points of contact therefore take place

- a) at the points of transition in the process of an educational biography;
- b) in relation to the cooperation between the different agents and institutions of the educational system.

The program prefers those approaches envisaging a combination of both aspects – i.e. being located at the biographic points of contact and providing for the cooperation of various institutions (families are considered one of them).

Further operationalization of the program will – as far as possible – be linked to ongoing measures, such as measures of the *lander* in the seven spheres of activity as agreed upon by the Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz – KMK). Links will further be established to existing BLK-programs (subsequent SINUS Program, Learning and Living Democracy, Network Project Teaching and Learning Languages as a Continuum; Improvement of Educational Counselling, Development of Target Group Oriented German Classes for Migrants) and to other programs dealing with the integration of young people with a migration background.

Starting from such existing measures as well as measures in the *lander*, the innovative potential of the FÖRMIG model program lies in interlinking ongoing activities, the support of cooperation among participants of different origin and profession, as well as the involvement of new partners in developmental partnerships at a local and regional level.

Main subjectives and modules

The BLK model program FÖRMIG is divided into three main areas with nine modules altogether. There are general principles connecting the modules. The main focus is the points of contact within the educational system. It is to be ensured that innovative ideas, concepts, materials etc. concerning language facilitation are not only effective at the points of transition in terms of biographical passages of status, but can as well be developed and implemented in horizontal co-operations (independent agencies, schools for vocational training, apprenticeship places).

Main subjectives – modules – general principles

Language support based on individual language assessment

Continuous language support

Vocational training and transition to a profession

Module 1

Choosing and utilizing of instruments for language assessment and consequences for support

Module 2

Assessment and development of literal competences

Module 3

Development of language support networks

Module 4

Linking of familial and institutional language education

Module 5

Language facilitation as an element of all-day schemes in schools and day-care facilities

Module 6

Concepts of multilingualism

Module 7

Language in vocational qualification with respect to professional language

Module 8

Multilingualism as a resource in the transition to professional life

Module 9

Counseling and support of newly arrived young immigrants

General principles of all modules

- Focus on points of transition within the educational system (thresholds in the individual educational career) and points of contact between the institutions involved in language support and education
- Development of measures for the information and communication among the participating institutions
- Drawing up and up-dating of local and regional surveys regarding language requirements
- Carrying-out of control measures for the achievement of self-defined aims
- Conceptualization and testing of measures for the transfer of experiences and competences

Main subjective 1

Language support on the basis of individual language assessment

Module 1: Choosing and utilizing of instruments for language assessment and consequences for support

The module addresses those basic units already using or wanting to use existing approaches and instruments, thus contributing to the advancement of these methods. Main focus here is the collection of experiences regarding the use (practicability, impact, and need for further training), networking these experiences in the course of the program and providing an information pool. Basic units may develop methods of their own or adapt already existing methods in order to achieve reliable diagnostic fundamentals for their pedagogic work in the field of language facilitation (e.g. cooperation with language teachers, speech and language therapists, or centres for early child support).

The main focus is on the relation between the findings gained through diagnosis and the alignment with support structures. There is only little knowledge available so far, there are however efforts in many *lander* to find new ways in language facilitation, connecting these to findings from language assessments. This module is of central importance for subjective 1 and the aim of improvement of effectiveness in support. Diagnostic methods and support in elementary education are not the only objective here, but also instruments applicable to

other points of contact within the educational system up to the moment of entry into professional life.

Module 2: Assessment and development of literal competences

Apart from being integrated in knowledge about language, the speech performance of children and young persons is part of the knowledge about the world already acquired. The focus of recent research on the implications of reading has centered on the existing experiences with written language – or in more general terms: the symbolic order of the world. Module 2 therefore focuses on the relation between language and subject knowledge, especially in elementary education.

In the scope of this module projects will be promoted which are concerned to the assessment of subject and world knowledge, including the encounter with the culture of writing as a prerequisite for alphabetization and emergent literacy, trying to develop and test concepts of language support.

Main subjective 2

Continuous language support

Module 3: Development of language support networks

Projects included in this module carry out a survey of the situation regarding language in their region and develop a concept of local or regional language planning based on this survey. The executive body makes available advice regarding appropriate instruments.

On the basis of this survey, the basic units seek to develop, test and establish models of pooling and networking of resources and proposals regarding language support in their region. Examples are co operations between schools, non-school agencies, facilities for parental education, migrants' associations, libraries and others possibly involved in (language) education. The main focus is on language facilitation across the curriculum and areas of learning – i.e. the improvement of mastery of the "language of school" including competences in professional language.

Module 4: Linking of familial and institutional language education

This module relates to the point of contact between educational institutions (e.g. schools) and the family. Projects participating in this module aim to associate institutional language support measures with offers for families. This might concern language support for parents (especially mothers) as well as building partnerships with parents regarding institutional language support for their children.

This module aims to promote an approach of integrated language support particularly in elementary education, which is not very much propagated in Germany. International experiences specifically from the Netherlands ought to be included to this end.

Module 5: Language facilitation as an element of all-day schemes in schools and day-care facilities

This module especially addresses facilities with all-day attendance. Basic units of this module ought to contribute to the development and establishment of concepts that sensibly use the gained time for cooperative approaches to language facilitation. The resources of various participants in language support ought to be brought together.

Module 6: Concepts of multilingualism

This module focuses on initiatives explicitly regarding language facilitation as an integrated support of German, the usual foreign language(s) taught at school and the family language, i.e. the language of origin. Basic units in this module serve to develop a "general language

concept” and help to establish it. They include partners associated with schools as well as non-school partners.

Main subjective 3

Vocational training and transition to a profession

Module 7: Language in vocational qualification with respect to professional language

This module looks at the point of contact between the schools for general education and vocational training as well as the vocational preparation. Here too, the orientation towards language education is in the foreground, language learning, however, is moved closer towards specific conditions of vocational education and the requirements of successful training.

Within the process of reorganizing vocational preparation elements of professional language in the modules of qualification have to be developed and professional training and language learning has to be combined (e.g. in connection with a corresponding project of the Central Association of the German Trades and by transferring the results to other areas of training, e.g. Chamber of Industry and Commerce [IHK]). Integral part to the work on language support in the areas of German as a second and professional language is the inclusion of language building elements in the language of origin. Among the aims are a sensitization and qualification of professional personnel within the company (instructors) and within vocational schools regarding aspects of language. If possible associations of vocational training, that have among their members enterprises of migrants, should be included in the developmental partnerships.

Module 8: Multilingualism as a resource in the transition to professional life

This module is designed to provide for a comprehensive system of educational career counseling. It aims at an improved effectiveness of vocational counseling regarding the special profiles of competences and needs of young people with a background of migration. The focus is on the challenges of developing multilingualism as a resource making it available for the use in a professional environment. This ought to be linked to the reorganization of the Federal Employment Agency (Bundesagentur für Arbeit), wherein which the area of counseling will be reorganized as well.

Module 9: Counseling and support of newly arrived young immigrants

This module concerns itself particularly with young persons coming to Germany as trained professionals, in most cases ethnic German immigrants (Aussiedler). Opportunities for further adjusting training and follow-up qualification need to be considered and should be integrated into the tuition of German as a professional language - again considering the possibilities of including languages of origin. The activities within this module should be synchronized with the Services for Youth Migration (Jugendmigrationsdienste JMD) and with instruments developed within the “Programm 18” of the Children and Youth Plan of the Federal Government (case management).

General principles of all modules

All modules focus on the points of transition within the educational system – i.e. the thresholds of individual educational careers – and on the points of contact between the institutions involved in language education (e.g. family, school, day-care centers, and companies).

In all modules, measures regarding information and communication between the participating institutions are being developed.

All modules carry out and update local and regional surveys regarding language requirements.

All modules carry out measures to ensure the achievement of self-defined aims.

All modules design and test measures for the transfer of experiences and competences.

Contact

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