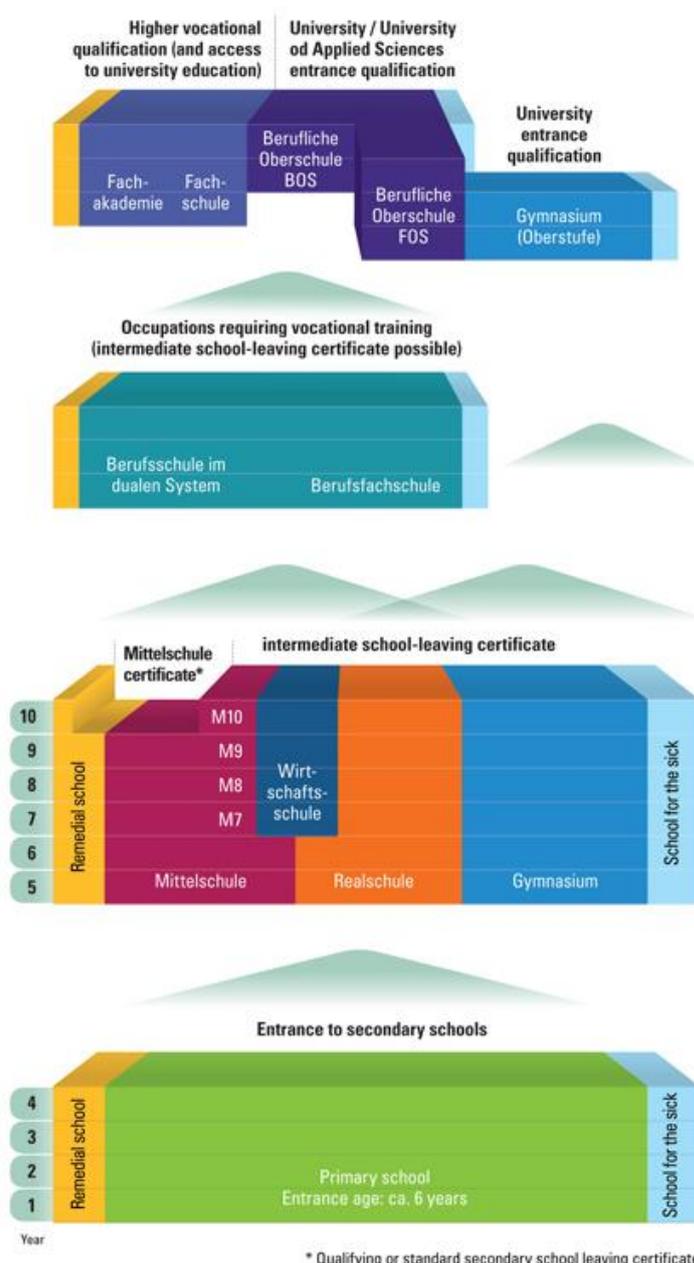


Appreciation of Diversity and Integration in Education City of Munich, 18 May 2017 (Background Information)

General Facts

The Bavarian school system



City of Munich/ General Demographics:

- Amount of Inhabitants of the city **1,542,886**
- % Inhabitants of non-German origin **27.6 %**
- Main countries of origin of non-German origin population **Turkey, Croatia, Italy, Greece, Poland**

Munich Education System/ Demographics:

Total amount of students:

- Elementary: **41,298**
- Lower Secondary: **40,865**
- Upper Secondary: **38,339**
- Vocational: **59,987**

Students with migration background:

- Elementary: **44.3 %**
- Lower Secondary: **65.7 %**
- Upper Secondary: **18.7 %**

(Numbers taken from
Munich Education Report 2016)

<https://www.mein-bildungsweg.de/infografik-englisch.html>

Perspective Munich

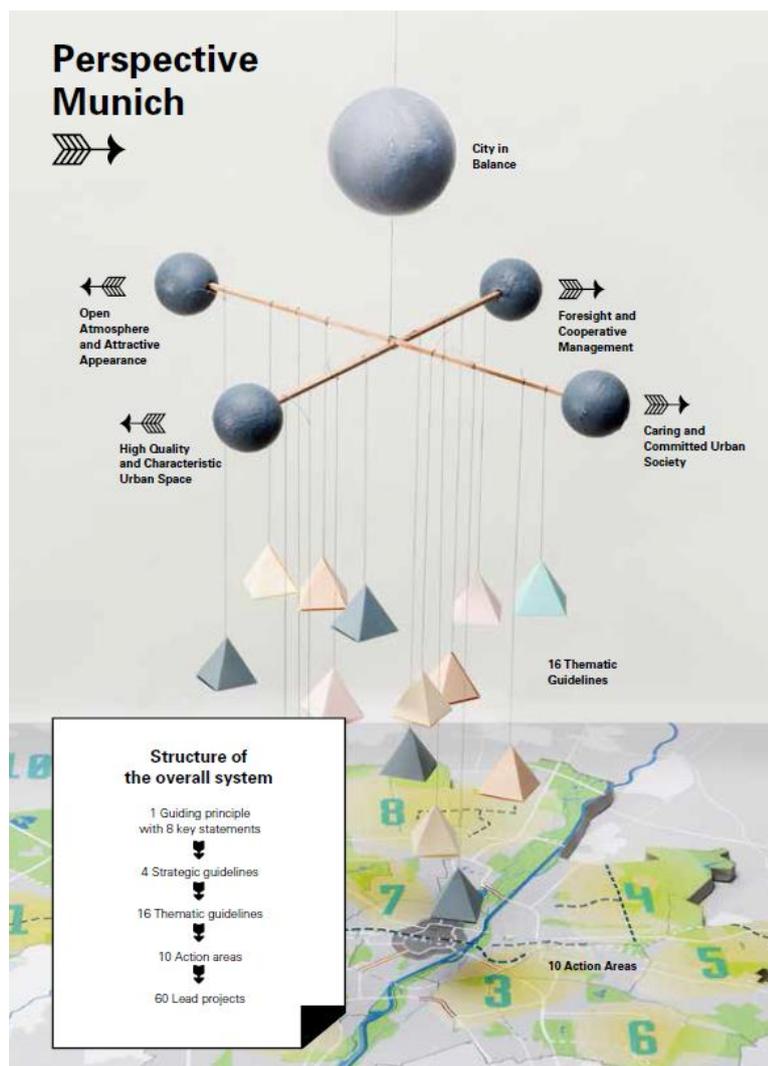
→ Strategic city development concept of the Bavarian state capital

- The Perspective Munich urban development concept was established by the city council in 1998 for the first time and since then has been updated several times
- The overall system is composed by the interaction of guiding principle, strategic and thematic guidelines, lead projects and action areas
- It forms the orientation framework for Munich's future development

“A city that grows dynamically faces enormous pressure for change. Mobility, housing space, architecture, nature, social aspects.

The city administration is faced with the challenging task of creating conditions that allow the preservation of our city's identity.

The cooperation of all city departments and the vigorous participation of citizens is needed to achieve the best outcome for our city and its people. This is why we have Perspective Munich!”



Guiding principle: City in Balance

4 strategic guidelines:

Foresight and Cooperative Management
Open Atmosphere and Attractive Appearance
High Quality and Characteristic Urban Spaces
Caring and Committed Urban Society

16 thematic guidelines:

such as business, cityscape, social aspects, mobility, education, health and ecology

10 action areas:

Freiham – Neuaubing – Pasing – Westkreuz
Romanplatz – Laim – Ratzingerplatz
Around the Ostbahnhof – Ramersdorf – Giesing
Munich's northeast
Messestadt – Riem – Trudering
Neuperlach
Between Kunstareal and Olympiapark
Between Milbertshofen and Freimann
Allach-Untermenzing
Outskirts and Munich's green belt

Guideline Education

→ one of the 16 thematic guidelines of the Perspective Munich urban development concept

The Munich City Council unanimously adopted the Guideline Education in October 2010. In Munich, education is understood as a holistic and interconnected task. Local education management serves for systematically and continuously interconnecting the various municipal education participants in the metropolis as well as in the city districts (local education management) and to take on the pertaining complex control tasks.

Key aspects:

- Central point of reference of the cooperation of different educational institutions is the educational biography of the individual person under consideration of his or her competences for social participation and organisation as well as the future qualification requirements by the economy.
- The state capital Munich ensures providing an adequate, viable local and public education programme. To prepare for equal opportunity in education is a central concern of the city.
- Next to early support of children in day-care facilities, through which structural disadvantages are reduced and compensatory education is strengthened from the start, local education management concentrates above all on transition situations in education, crucial for educational opportunities.
- No child must be left behind. Our focus here lies on neighbourhoods where discrimination and social risks accumulate.
- The city provides optimal education opportunities for all children and young people to unfold and develop their potentials, and commits to equal opportunity, integration and inclusion.
- The city maintains high quality both for school and professional education and engages in the development of a comprehensive strategy for the promotion of lifelong learning. This comprises attractive educational programmes for all age groups, especially also for retired seniors.
- In all areas of learning, it is important to provide an education for sustainable development. In this respect, organisational competences are being taught with the aim of teaching sustainable thinking and acting as a cultural technique enabling participation in the necessary social decision-making processes.
- Cultural education is understood as an indispensable part of general education from the start. Everybody is to have access to educational programmes and support with their cultural-artistic development. This includes also the area of intercultural opening of all educational programmes. Neighbourhoods and city quarters are to be more strongly involved than in the past, e. g., through local cooperation and network structures. For the independent development of culture(s) of young people, facilities and media are put at their disposal so that they can express themselves. In addition, encounters of youth culture and established culture are made possible.

Department of Social Affairs – Unit for Intercultural Work

Munich is growing. The population has increased from 1.38 million in 2009 to 1.44 million. This growth is due to a positive birthrate and increased migration from within Germany and abroad. In 2011 and 2012, respectively, just under 22.000 foreigners immigrated. The predominant majority of them came from EU member states. This has many positive effects.

But not all immigrants who come to Munich to build a good future for themselves and their families in Germany are able to gain a foothold on the labour market and the hotly contested housing market.

- The unit for intercultural work supports the integration and participation of all people in Munich. It is actively shaping the diversity of the city as well as the intercultural orientation and opening up of the administration.
- The agency supports and networks administration, associations and organizations in their intercultural tasks.
- In Munich, people from more than 180 countries live together with their diverse lifestyles to shape the diversity and the coexistence in the city. About 36% of Munich residents have a migration background.
- In this diversity lies the strength and challenge of modern city societies. Migration is desirable and necessary and represents an opportunity for a dynamic urban development. Integration is to be designed in such a way that all residents of Munich can participate equally in economic, cultural and social life.

Key tasks:

- implementing the intercultural integration concept
- producing an integration report every three years
- supporting the intercultural orientation and opening up of the administration, through consultation, training and cooperation projects
- Anchoring "interculturalism" as a cross-sectional policy in the city administration
- Promoting interreligious dialogue and participation.
- cooperating closely with science and practice and establishes professional impulses at the municipal, federal and European level through the organization of appraisals, hearings as well as the initiation and execution of studies,
- conducting active public relations work through specialist essays, lectures and information materials.
- carrying out model projects.

Study Visit Group I



Municipal Ludwig-Thoma-Realschule

(www.elteer.musin.de)

A dedicated all-day school, which means that the students are taught in “rhythmised” classes during the whole day. The day begins with a breakfast (offer); the compulsory lessons are equalized by “moving” breaks and practice hours and distributed over the whole school day (four in the morning, two in the afternoon). In the lunch break, pupils can have a hot meal in the cafeteria.

- In 5th and 6th grade the students are enabled to work independently, through training in learning methods and communication, which is also practiced in higher grades.
- In 7th and 8th grade, they can and must organize their workflow themselves during some lessons.
- In 9th grade, a high degree of self-organized learning and work is required.
- Finally, in 10th class, the pupils are able to prepare themselves for the final exam in a targeted and effective manner.
- In the case of learning difficulties, the school offers a tutoring, which is carried out by (more experienced) pupils, especially in the subjects of the final examination. In addition to this, there are subsidy periods in these subjects in which individual support is possible.
- Optional offers such as the school choir or drama club offer the pupils many opportunities to “learn” according to their tendencies and talents,
- The school tutors and mediators can intervene and mediate in case of conflict.

Support & Advisory Programme “ School for All”

→ Support & Advisory Programme for pupils with German as a non-primary language, students and Munich’s schools (Department of Social Affairs, Unit for Intercultural Work)

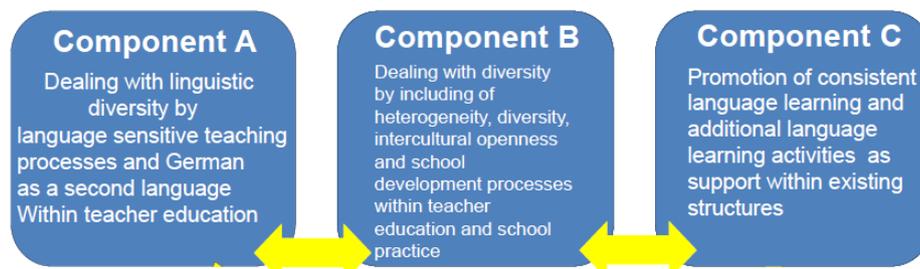
What does "School for All" stand for?

- A vision of a school, which deals positively with diversity, meets the heterogeneous pupils, which promotes learning and performance and evolves steadily.
- In line with this vision, "school for all" encounters discussion and development processes, changes teacher training, and supports schools with compensatory language support services.

What are the objectives and offers of „School for All“?

- "School for All" promotes the handling of linguistic diversity and heterogeneity in teacher education and school.
- It combines the theory with practice and offers students the opportunity to collect and reflect on the practice and the teacher's experience.
- The participating institutions develop new courses and modules, contribute professionalization and help interested schools with intercultural issues and the creation and implementation of additive language support measures.

- The project comprises three project modules and focused areas:



Local Education Management Centre

Education is most successful on the local level, i.e. in our city district, in our immediate neighborhood.

The education initiative “Lernen vor Ort“ launched by the Federal Education Ministry and a German association of foundations acknowledges this fact. With its Department of Education and Sports in charge, the City of Munich also made a contribution to this unprecedented lifelong learning program.

- Education processes managed by the municipality can only be successful if all stakeholders make their contribution and develop an integrated comprehensive system of education, schooling and care together.
- The prime objectives are to foster educational participation among all social and age groups, to increase employability, to facilitate educational transitions and to manage each individual educational career successfully.
- Origin-related educational disadvantages in selected districts are now countered with the subproject on “Local Education Management”. The citizens of these districts and local stakeholders are given access to so-called “BildungsLokale”, low-threshold facilities in the neighborhood focusing on education and counseling.



The BildungsLokale are “learning workshops in the city district for young and old” which are managed to meet the citizens’ requirements and which support people in getting access to education. But being a neighborhood facility, the BildungsLokal is also a place to meet people and to communicate, a place of commitment and participation bringing together the citizens of a district, respecting their diversity, and inviting them to do things together.

Study Visit Group II



Municipal Werner-von-Siemens-Gymnasium

(www.wsg.musin.de)

There are public, church and private Gymnasien (comparable to American high schools) in Munich. Municipal Gymnasien (City of Munich) and State Gymnasien are public schools.

14 Gymnasien are run by the City of Munich. The pedagogic orientation there is characterized by the "Münchener Weg" (Munich way). For example, the Münchener Weg includes common pedagogical standards, which are particularly designed to support pupils. This also means that there are full-day offers in every municipal Gymnasium.

The municipal **Werner-von-Siemens-Gymnasium** is located in the residential quarter of Neuperlach in the southeast of Munich, close to local underground (U5) and bus stations. It is part of a school centre including two other types of schools offering different education levels (Realschule, Orientierungsstufe). The school building is surrounded by extensive grounds, including play areas and a high rope course. The school will celebrate its 50st anniversary in 2019.

- In the school term of 2016/2017 the WSG was able to form five beginners' classes.
- At present 986 pupils of about 50 different nationalities attend the school. The staff consists of about 100 teachers.
- The school offers two different academic branches for beginners to choose from: a natural scientific/technological branch (English, Latin/French) as well as a modern languages branch (English, Latin/French/Italian). Pupils in the former branch start with English in class 5, followed by French in class 6, those in the latter learn English, Latin or French and Italian.
- Offers include, amongst other things, German language acquisition support programmes for children with migration background programmes of integration and prevention (of addiction), mediation (conflicts at school) as well as orientation in values education and a so-called "Willkommenskultur" (culture of welcome)

Verschieden.sind.wir.stark
Diversity.is.Our.strength

Further Qualification Scheme "School of Diversity"

→ A further qualification scheme of the Institute for Professional Development in Education, Unit for Political Education, in "Interculturality, diversity, anti-discrimination"

It supports teachers and schools to see heterogeneity and diversity at school as an opportunity to shape the school and the teaching and thereby work professionally against different types of discrimination, especially racism. The total scope of the further qualification scheme is 16-17 days and is spread over two to three years. It comprises the following modules:

- **Basic modules:** Introduction to anti-bias, intercultural understanding and analysis of everyday racism - according to a criterion of discrimination and racism, which also minds difficulties such as gender, social status, age, sexual orientation, etc.
- **Main focus modules:** languages/ multilingualism, parental cooperation, counseling / networking, school development and the design of a school day.

- **Optional modules:** various additional topics can be chosen for example special forms of teaching, international exchange, etc.

→ As a matter of sustainability, the qualification scheme ends with project sketches for the implementation in schools - as a prelude to a more comprehensive school development process.

Modules in overview (in German)

