

Improving Educational Opportunities for Children

In the City of Mannheim



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In cooperation with other partners, the city of Mannheim has been carrying out a pilot project with the aim of improving educational opportunities for children at the Pestalozzi School in Mannheim since the 2017/18 school year. The pilot project is scheduled to run for five years.

Currently, children with a migrant background are particularly disadvantaged in Germany. This is reflected by their school performance in the core subjects of German and mathematics and the recommendations for entry to Gymnasium schools (comparable to British grammar schools). Compared with children from German-speaking homes, these children show poorer performance at the end of the fourth year when they transition to secondary schools. Educational disadvantage based on family background is due, on the one hand, to the fact that children with a migrant background have poorer language and learning skills when they begin school. On the other hand, they come more frequently from socially disadvantaged families who are less able to support them during their school careers. As a result, these children require additional support in order to compensate for these differences.

The pilot project therefore seeks to discover whether the educational opportunities of children with a migrant background can be improved by the Integrative Campus Pestalozzi School. The school campus' method for supporting children includes:

- additional lessons in the core subjects of German and mathematics,
- courses and afternoon programmes to improve self-competence and social skills,
- individual mentoring support for children,
- supportive communication and cooperation with parents.

These remedial support programmes are closely intertwined with professional development for teachers and instructional development at the

primary school. These programmes aim to improve the quantity of special support services available, as well as the quality of instruction at the Pestalozzi School. All school children will benefit from this.

The pilot project will be implemented with the support of a Social Impact Bond (SIB), which enables the private pre-financing of the project. The SIB partners are:

- the city of Mannheim as project sponsor for the Integrative School Campus
- the Pestalozzi School as the selected location for implementing the project
- BASF SE as a social investor
- PHINEO gAG as project coordinator.

The city of Mannheim chose a SIB as a new instrument for impact-related management because the performance-based remuneration provides incentives to achieve specific impact goals.

The Pestalozzi School was chosen because it already has experience with integrative work and was keen to develop into an all-day school. In comparison to other schools in Mannheim, it has a higher proportion of children with a migrant background, but they already achieve an average proportion of recommendations for Gymnasium entry. With this in mind, the school and the Integrative School Campus can provide a good point of reference for integration work at other schools, which is becoming increasingly important. According to data from the Mannheim Education Report, at present, 60% of all Mannheim's primary school children have a migration background, and this figure is growing.

The Bertelsmann Stiftung is supporting this pilot project in order to promote equal opportunities in the educational sector and to test new instruments and partnerships for more social impact.

1. What is the motivation behind the pilot project?

According to the Mannheim Report on Education (Mannheimer Bildungsbericht)¹ and the supplementary school statistics², there are major differences in educational success.

In order to compensate for family background and social factors, targeted support services are required – especially more language classes, as good language skills are a prerequisite for acquiring further specialist skills. Furthermore, key capabilities such as self-competence and social and personal competence are important factors for acquiring cognitive skills. Until now, however, these competencies have not been the focus of everyday school life and are only recognised to a very limited extent.

The city of Mannheim is working towards advocating more equal educational opportunities and an integration that is more successful. Based on the goals of the Development Plan for Education and Integration (Entwicklungsplan Bildung und Integration),³ the Integrative Campus Pestalozzi School will be testing new methods for an integrative learning and support culture, while also helping the school to develop towards a high-quality all-day school.

Through the SIB, a sustainable and impact-related management of the programme will be realised to reach children with a migrant background and to provide a best-practice example for an integrative school development.

2. What is an “integrative school campus”?

The Integrative Campus Pestalozzi School is an innovative learning and support concept for intensive supervision and needs-based support for pupils. The pilot project is based on sustainable professional development programmes for teachers and instructional development to promote skills in languages, mathematics and interdisciplinary competences. Existing resources are better aligned with one another, and supportive programmes that target both schools and parents are improved. This ensures that all primary school children benefit from the project because the learning climate at the school and the quality of instruction are improved.

1 3. Mannheimer Bildungsbericht, Mannheim 2015, p. 119, available online: https://www.mannheim.de/sites/default/files/page/7130/150706_bildungsbericht2014_rz-ansicht.pdf

2 Schulentwicklungsbericht, Schulstatistik Schuljahr 2015/2016 Fachbereich Bildung, available online: https://www.mannheim.de/sites/default/files/page/21353/schulstatistik_2015_2016.pdf

3 Entwicklungsplan Bildung und Integration, Mannheim 2014, available online: https://www.mannheim.de/sites/default/files/institution/81361/entwicklungsplan_b_i.pdf

The Pestalozzi School is implementing the project in co-operation with additional education partners, including the Fairchance Foundation, the Therapy Centre for Dyscalculia (Zentrum zur Therapie der Rechenschwäche), Teach First Germany gGmbH and KinderHelden gGmbH (a mentoring programme). For years, the partners have been successfully working towards achieving creating better educational opportunities for disadvantaged children and adolescents.

3. How will the project be implemented?

Since the 2017/18 school year, two age groups have been receiving needs-based support from the first to the fourth year. The learning concept has two stages: During the first and the second school year, the focus lies on the compensation of differences in learning abilities. The basis for this are analyses of educational standards in German and mathematics. These tests are carried out at the start of the first year. The teaching structure of the first two years takes the different linguistic backgrounds of the children into special consideration. In the third and fourth year, supplementary remedial instruction aims to improve school performance and deepen the acquired knowledge. In addition, the focus is on acquiring social and emotional skills such as self-efficacy, cooperative skills, and a willingness to assume responsibility.

Since the programme includes elements such as intensive professional development for teachers, cooperation with parents and social education as well as the continuation of existing remedial teaching for all children, a sustainable school and instructional development policy for the benefit of all children is taking place.

4. How does a SIB work?

A SIB is an impact-related partnership between public authorities, social investors and service providers with the goal of testing a prevention programme in the field of education.

A SIB integrates a social investor as an additional partner and, thus, mobilises a new financing source for preventive social work. Participation is risk-free and offers benefits for the government due to the accompanying impact analysis.

The social investor initially invests capital to pre-finance a social service for several years. Once the project is completed, tests are conducted to verify whether the defined impact goal was attained.

Depending on the extent to which the goals have been attained, the government returns the invested capital to the social investor. In exchange, the social investor bears

the financial risk for any unattained goals. As such, the government only pays for a measurable positive impact (see Figure 1).

5. *How do pre-financing and impact-related payment work?*

BASF SE, as the social investor, pre-finances the project. If the project succeeds in levelling out the number of recommendations for a Gymnasium issued for children with a migrant background and improves the acquisition of cognitive skills, BASF SE will regain its capital. This capital is then used to resolve other social problems in the Rhine-Neckar metropolitan region. The SIB thus provides additional funds, which will in no way substitute public funding.

6. *How will the impact of the pilot project be determined?*

The project partners will analyse the impact based on primary school recommendations (marks required to enter a school of a higher academic standard) and the results of the standardised tests that are carried out at the end of the fourth year.

A year of intervention is deemed successful if it manages to significantly reduce any disadvantages due to family background with regard to the recommendation rate for a Gymnasium. Another condition for success is an increase in the average cognitive skills of the intervention classes compared with those of the previous class years. An independent research institute will review whether the programme was successful.

7. *How will the SIB be scientifically evaluated?*

The pilot project will be scientifically evaluated throughout its duration with regard to its impact objectives. The evaluation aims to gain detailed insights for expanding the programme and for developing effective all-day school concepts. Therefore, the focus lies on the qualitative aspects of school and instructional development. For this purpose, the experiences of the city of Mannheim, the Pestalozzi School, the education partners, and the participating children and parents will be taken into consideration. The scientific evaluation will be carried out on behalf of the Bertelsmann Stiftung and published after completion of the project.

8. *Why did BASF SE choose to be a social investor?*

As a company with a strong sense of responsibility, BASF SE is keen to make a positive contribution to public welfare. Through its social engagement, the company places emphasis on promoting participation and integration. BASF is an innovative company that wants to test new forms of impact-related support by offering prevention programmes for pupils with a migrant background. BASF therefore chose a SIB for its investment. As opposed to a traditional donation, this funding model makes it possible for funds to be returned after a successful project to be re-invested in other projects to resolve social problems.

9. *Why did the non-profit organisation PHINEO AG decide to be a coordinator?*

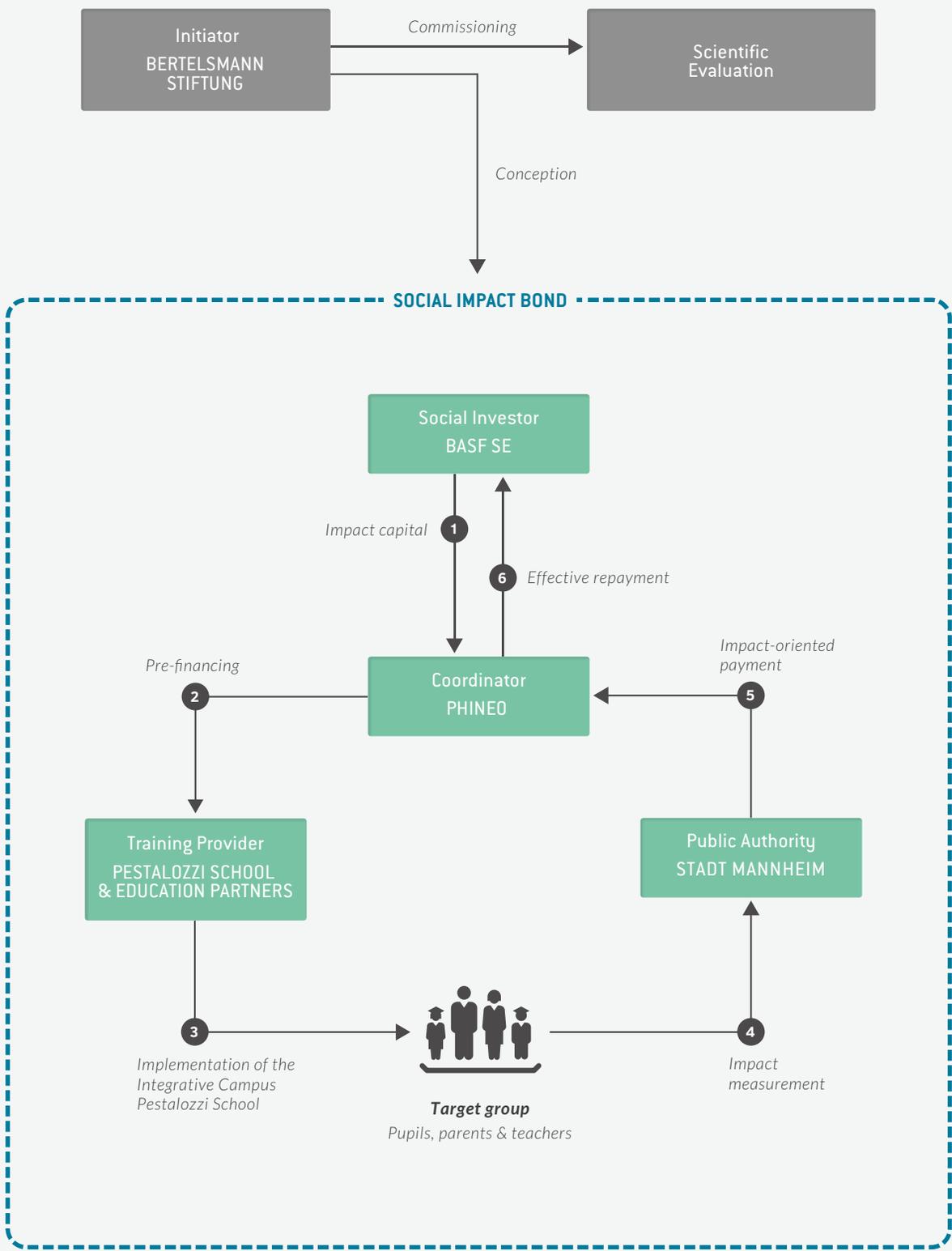
PHINEO is a non-profit analysis and consultation organisation that is committed to effective civic engagement. It was founded by the Bertelsmann Stiftung and additional partners. PHINEO is committed to ensuring more impact and transparency in the non-profit sector and is actively contributing to building up a market for impact investing in Germany.

Together with its project partners, PHINEO developed the pilot project in accordance with the expectations of the city of Mannheim and the Pestalozzi School, and will act as the central coordinator and project manager throughout the duration of the SIB.

10. *Why is the Bertelsmann Stiftung supporting the pilot project?*

The Bertelsmann Stiftung is committed to creating a society that offers more equal opportunities and improved performance in the education system, ensuring that young and disadvantaged people can participate in society. Therefore, the foundation is supporting school projects for better individual support for example through systematic instructional development, professional development for teachers and organisational development with regard to the expansion of all-day schools that provide a better organisational framework for individual remedial programmes. Furthermore, the Bertelsmann Stiftung is using its commitment for an active civil society to examine how the strong and growing interest in civic engagement among the German people can be tapped even more effectively in order to support innovation and prevention and to increase the range of effective services. It is important to explore new means of financing in order to enable more positive social change.

Figure 1: Diagram of the Social Impact Bond in the city of Mannheim



The project is based on preliminary talks between the city of Mannheim and the Benckiser Stiftung Zukunft, which, as a pioneer, provided valuable support for the implementation of this SIB project.

Source: Own illustration

STADT MANNHEIM ²

Bildung

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