

Student participation in school in socially challenged areas

In 2006 a local school project was financed by a municipality in order to raise student participation, increase school-home contact and elevate the status of students' with other mother tongues in socially challenged areas of the city. The project was based on the assumption that raised student participation and increased parental involvement would lead to more passing grades and more students qualifying to proceed to high school. The research is based on data collected through that project in order to further explore the relationship between these aspects. The aim to explore the relation between participation in school, parental involvement and academic achievement and it's relation to the students' mother tongue. This is a longitudinal study that includes 780 students, their teachers and parents.

Project time span

2010-2017

Funding

City of Västerås

Mälardalen University

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