Good news: apprentices of different cultural backgrounds get on well with each other

Not enough and the »wrong« ones? Childlessness as a complex web of cause and effect

Black box family: How competent are parents in raising their children?

Early encouragement programme for children from socially disadvantaged families

Language as a key competence

A new look into the educational processes of children
German Youth Institute (DJI) is an independent social science research institute. Its tasks comprise application-oriented basic research on issues related to children, youth, women and families. Moreover, the Institute initiates and scientifically accompanies model projects carried out by youth and family welfare agencies and offers social-science services. In line with its tasks, the German Youth Institute works in the interface between policy, practice, science and the public. The task of the Institute is twofold: On the one hand, it ensures that knowledge is transferred to practical social work and political counselling; on the other hand, it incorporates the experiences gained in practical work into research.

The German Youth Institute was founded in 1963 as a non-profit association made up of members from institutions and associations specialising in youth services, politics and research. Its Board comprises representatives of the Federal and Länder levels, the afore mentioned non-profit association, and the scientific staff working at the Institute. At present, the German Youth Institute has six Research Departments: Children and Child Care, Youth and Youth Welfare, Family and Family Policy, Gender Research and Women’s Policies, Social Monitoring and the Research Priority Area »Transitions to Work« plus a regional branch in Halle.

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Educational and learning stories

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Low birth rate in Germany

Not enough and the »wrong« ones?
Childlessness as a complex web of cause and effect

Does the generation of today’s 35- to 45-year-olds refuse to do its childbearing duty to society on hedonistic and financial reasons? The recent debate raging in the media demonstrates how important it is to critically analyse family rhetorics in public. When we take an objective look at the available data on childlessness and examine the DJI Family Survey in more detail, we arrive at a more differentiated assessment.

Currently the media are bursting with news about the low birth rate in Germany. The generation of 35- to 45-year-olds is accused for caring only about money, hedonistic consumption and careers. At the same time, worries abound that the few children still born in Germany have the »wrong« parents, i.e. those that are uneducated and mostly poor. Given this current example of family rhetorics (cf. Lüscher 1997), it is important to critically relate the widespread argument to what is actually known to family researchers.

A key interest in the debate is directed at the group of female academics who, if forecasts based on the microcensus should prove right, will remain childless at a rate of more than 40%. The extent of childlessness based on this data, however, is exaggerated: for one because the cross-sectional survey does not cover the total number of children born to a woman, but only those living in the same household at the time of the survey; and secondly because the analyses refer to the group of 35- to 39-year-olds which insufficiently accounts for the trend for late motherhood among female academics (Wirth/Dümmler 2004).

But even if the figures are set at too high a level, we can still observe a rise in childlessness among highly educated women. Why is that so?

A review of national and international studies finds that people specify as prerequisites for getting a child the right partner and a secure job position. The search for the right partner appears to be a key factor among women academics: this group includes the highest number of singles and, among these, again the highest rate of childlessness (87% of single 35- to 39-year-olds). In contrast, childlessness among married university graduates of this age group has remained at a steady 20% over the past three decades.

Apart from the trend to look for a mate at the same educational and status level, the search for a spouse is still governed by traditional thinking: in other words, women prefer to marry men of a higher or at least equal educational level, while men also accept a lower occupational status in their mates (Blossfeld/Timm 2003).

Even though female students express a strong desire for children (Wissenschaftlicher Beirat für Familienfragen 2004), their choice on the »marriage market« is thus limited. Added to this are inadequacies in the framework enabling them to reconcile job and family, so that partnerships frequently ignore the marriage and family options.

Is it truly the »wrong« people who get most of the children? A more complex situation was found in a detailed evaluation of the DJI Family Survey that allocated parental job positions to ten status groups and calculated the average number of children per group. This figure does vary with their parents’ status: on average both low- and high-status parents get more children (approx. 2.1 and 1.8 respectively) than do parents from the other groups (some 1.4 to 1.5 children). But the top and bottom status groups make up a relatively small proportion of the population. In concrete terms this means that when both parents are unskilled blue-collar labourers they have the highest birth rate (2.1 children), but this figure applies only to 4% of all children – proof that there is no cause for artificial apprehension.

Finally, consideration should be given to whether the quantitative moment, i.e. the birth rate, really is the sole decisive factor for a future-proof society. Should we not also consider the »quality« of the next generation? All children, whether less talented, normal or highly talented, should be encouraged in all their potentials, in order to secure an increase in productivity not just to individuals but also to society as such.

Walter Bien, Andreas Lange

Literature


findings of DJI studies on parenting

Black box family: How competent are parents in raising their children?

Nowadays it appears that parents are no longer fully capable to meet their constitutive task of parenting. When children fail to perform as expected in school, when youths become drug abusers or explode in violence, doubts about the family’s parenting competence will spread. Is there a dearth of parental education? What does science have to say about this? "Of PISA kids, helpless parents and supernannies« was the subject of the annual DJI meeting organised in co-operation with the Bayerischer Rundfunk broadcasting station. The contribution summarises one of the introductory papers (Wahl/Hees 2006).

Parenting troubles and problems of today’s families have increasingly found their way into the media, which frequently transport an idea of multiple deficits, such as the perception that children are too often left to their own devices because parents do not have enough time for them. A critical eye is thrown on, e.g., media consumption, claiming that kids focus on computer games instead of reading a book, resulting, it is alleged, in an increase in the number of children with behavioural disorders. Politics is not far behind: the 2003 Conference of Youth Ministers of the German federal lands proclaimed the need to strengthen parenting competence.

Scientists, on the other hand, attempt to draw as realistic a picture of today’s family life as possible. Current data are provided by some research work carried out at the DJI, among them the DJI Children’s Panel, a representative replicative poll among children starting out from age 5/6 and following them up to age 8/9, and their parents (Alt 2005). The study also looks into parenting competence, and specifically into the parenting style used, i.e. whether parents think their child should not cross the will of grown-ups, whether they impose strict discipline or punish the child when s/he acts against the parent’s will. Just about two out of three mothers show a mild style, while the remaining third advocate a strict disciplinary style. One finding of the study that may cause some amazement: fathers describe themselves as being slightly milder: 27% of the fathers (as against 35% of the mothers) express themselves in favour of strict discipline.

Both parents and children consider the emotional climate in the family to be quite good. Only 2–3% of the children and parents perceive their family atmosphere to be bad. But if we look at individual aspects, unpleasant emotions gain ground: one in five children complains of frequent tiffs in the family, the same number is distressed about the family not uniting behind a common front, and 7% note their family’s inability to talk about all their concerns.

The use of corporal punishment is still widespread: 44% of the mothers and 41% of the fathers have already spanked their children; 14% of the mothers and 13% of the fathers slapped them in the face; 3% of the mothers and 5% of the fathers have, by their own account, seriously thrashed their children.

But do the educational style and an emotional family climate impact on the children’s behaviour? There is indeed a significant correlation between a strict parenting style and greater aggressivity on the part of the children. While mothers spank their children or complain about a bad climate in the family, their children show a significantly higher inclination towards aggression.

Some DJI studies have taken a very close look at disadvantaged and «difficult» families (cf. Hoops/Permien/Rieker 2001, Wahl 2003, Sann/Thrum 2005). Problems usually crop up at a very early age: where parents feel their baby to be a major burden on them, some of them tend to use violence. To this, children tend to respond with fury and aggression, or with grief, withdrawal and internalisation, which may later turn into aggression.

Some parents of «difficult» children manage to get their progeny back on an acceptable road on their own. Some seek help on their own accord. Others fail to cope with their children because they are already swamped by a multitude of other problems. Some of these parents have learned to passively expect permanent assistance from the state, some reject any help at all because they fear to be deprived of control and custody of their children. Many of these parents know very well what the community expects of them with regard to child-raising, but are unable to deliver. They have problems to focus properly on the children and to set limits and structures. Such parents would profit from parental education but they fail to seek it on their own so that outreach strategies are necessary.

So far, however, we have tallied only a few careful observations of processes involving relationships and parenting in the family. Such studies would be helpful to improve prevention through targeted-group-specific parental education and counselling, because parenting competence to a great extent is an acquired skill.

Klaus Wahl

Literature


Early encouragement programme for children from socially disadvantaged families

A programme developed in the Netherlands ventures down new roads towards family education. Tested in Bremen and Nuremberg from July 2001 to September 2004, the »Opstapje« model was scientifically monitored by the DJI in collaboration with the Universities of Regensburg and Bremen. Their findings indicated positive effects but also pointed at ways and means to improve the model.

A preventive early encouragement programme, »Opstapje« is characterised by its outreach structure and its focus on parent-child interaction. Drawing on regular home visits and group meetings with mothers, the model aims to promote child development, starting from the age of two and lasting to the age of four, as well as improving the parents’ child-raising competence. The home visitors are themselves mothers chosen from the target group’s sociocultural environment and trained and supported by a pedagogical expert.

The scientific monitoring was designed to investigate the programme’s effectiveness with children and their parents. To this end, monitors chose a longitudinal study format including a control group that did not participate in the programme. Altogether the monitoring encompassed 84 families in the programme and 20 control families, assessed before, during and after the programme (i.e. by performing development tests with the children, interviewing parents and stuff, and shooting videos of parent/child interactions).

»Opstapje« was able to reach families, who variously showed serious symptoms of being socially disadvantaged, and accompany them for 18 months. Dropout rates were less then 20%. Positive effects on the part of the parents were found with regard to social integration: mothers from families with a migrant background (almost two out of three) obtained a greater knowledge of German from the programme; participating mothers find some of their isolation and mental burdens reduced; mothers establish more social contacts; professional help is less often resorted to. After attending the programme, parents feel better able to solve problems on their own.

At the start of the programme, almost half of the children were assessed as (slightly) delayed in their development. Most of them catch up while attending the programme and move towards a developmental status that corresponds to their age. Children from the control group show fewer limitations from the very start, but still tend to improve over the monitoring period. The programme therefore has shown some specific effects on disadvantaged children who are at risk of falling back in their development, but these results could not be statistically assured.

Interaction between parents and children changed as well, especially when looking at the quantity and the content of interaction: mothers from the Opstapje groups as well as fathers (questioned after the end of the programme) play with their children more frequently; reading and story-telling become more prevalent. As referred by home visitors, everyday relations with the child improve, and parents absorb ideas on how to improve the development of their children. However, not all parents are equally able to make the most of such ideas.

»Opstapje« gets a very positive reception from the families, and it is particularly its outreach form – by way of home visits, a trusting relationship with the home visitor and the programme materials – which is greatly welcomed. Group meetings are used on average by only half the mothers even though the offer as such is appreciated.

A new project module, financed by »LBS Bayerische Landesbausparkasse«, developed therefore an improved training concept which extends particular attention to the role of paraprofessionals guided by qualified specialists. Also new materials and activities for an earlier start of programme with children beginning at the age of 18 months were created to improve connection to the Kindergarten starting in Germany at the age of three.

Subsequent to the programme evaluation a handbook on premises and steps of implementation of opstapje for practitioners in social work, local governments and charity organisations has been published on DJI project homepage. Also the complete report of the evaluation is ready for download there.

In view of the great overall interest in the programme from politicians as much as practitioners, therefore a new organisation has been founded in April 2005, Opstapje Deutschland e. V., that owns programme license for Germany, provides programme materials and stuff training.

At the time the opstapje team is improving the complete scale of programme materials for the spreading of the programme all over Germany. A quantum leap in programme quality will be the new hands-on seminar for the paraprofessional home visitors that could improve instruction of families, too. The »Deutsche Behindertenhilfe e. V. – Aktion Mensch« assured financial background for these improvements.

Future challenge for implementation will be to adapt the programme at different local backgrounds, such as rural areas, or for special target groups, like very young mothers. Challenge on science is to go on with longitudinal evaluation designs to follow up children’s development through the transition to school and their success in the educational system.

Alexandra Sann

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Good news: apprentices of different cultural backgrounds get on well with each other

Germany has grown into a multicultural society. Some of its immigrants have meanwhile acquired German citizenship. Immigration, both economically and politically driven, will continue over the next years and decades. But current public discussion preferably zooms in on xenophobia and integration deficits, as well as problems and conflicts between youths coming from different cultural backgrounds. »Has multi-culti failed?« is the question dominating current discussion, whereas hardly anybody is interested in whether there are harmonious and smooth intercultural relations between youths. The DJI interviewed apprentices (known as »Azubis« in Germany) with and without a migratory background about their experience: how do they deal with each other in a company setting? Do cultural roots (still) play a role? In four major industrial companies in northern, western and southern Germany, 886 female and male Azubis were asked in the summer of 2004 to submit written replies on how they got along with each other in their day-to-day training environment. In addition personal interviews were carried out with 47 Azubis.

Large proportion of youths with a migratory background
A large majority of those polled (90%) get their training in intercultural groups. The findings below refer solely to this group because its members have acquired concrete experience in cooperation with Azubis from different cultures. A migratory background is defined as having at least one parent born outside Germany (44% of those polled in our study). At 67%, a decided majority of the migrant youths were already born and grown up in Germany, a condition that applies particularly to youths of Turkish origin. The »Aussiedler« youths, on the other hand, are ethnic Germans from Eastern European countries who resettled in Germany together with their families. Generally, both parents come from the same country of origin (Turkey, Russia, Poland, ex-Yugoslavia, Italy, Greece, etc.).
Profile of youths polled
Of the Azubis making up the intercultural groups, 89% are male and 11% are female. In the metal-working industries, men have traditionally dominated the technical-industrial (apprenticed) occupations. More than half of those polled are trained as industrial mechanics, mechatronics or electronic engineers. Companies preferably draw their apprentices from graduates of intermediate schools (57% from the Realschule; 29% from secondary schools). The companies studied also employ youths from eastern Germany. Where youths can commute between home and job due to the workplace’s reasonable regional proximity to the new Länder, the share of Azubis from eastern Germany is 27%, compared to 7–10% in companies of a greater geographical distance.

The following findings are based on quantitative and qualitative empirical figures from the four case studies. Accordingly they do not claim to be representative, but still show up common features in terms of intercultural understanding between Azubis that go beyond a case-to-case situation.

Good relations within the group and preference of intercultural groups
In all four companies, the youths polled perceive the intercultural composition and collaboration as being agreeable and positive. Appropriately, a large majority (83%) prefer to receive their training in an intercultural group environment. They think that the training is more interesting and more varied when youths from different cultural backgrounds are trained together. Nevertheless, migrant youths (at 90%) are much more open toward multicultural training than are German Azubis although a majority of the latter still wish for it (but «only» 77% of western Germans and 73% of eastern Germans). Approval of intercultural Azubi groups is greatest among girls (96% vs 81% among boys). Only a few wish for an exclusively own-culture group of Azubis.

Within their own Azubi group, 85% of those polled get along (very) well with Azubis from other cultural backgrounds, with figures among migrant youths (90%) even higher than among German youths (81%). Only 2% have problems in getting along with each other. Joint training in their own group

Fig. 1: Frequency of activities pursued by Azubis of the same and different cultural backgrounds
Question: When looking at your normal day-to-day apprenticeship situation: how often do you do the following together with other Azubis from the same / a different cultural background (n=787, figures given as percentages)
and daily mingling and collaboration impact positively on the group spirit. Girls in particular, due to their social competence, make essential contributions to stabilising good intercultural relations.

Higher education does not necessarily produce better intercultural understanding: in the DJI study it was especially graduates of the Hauptschule, the upper division of elementary school, that got along best with Azubis from other cultural backgrounds (91%), followed by graduates of secondary schools (86%) and Realschule graduates (83%). Youths of a low level of school education thus do not necessarily show a greater intercultural distance (different findings: Deutsche Shell 2000; Kleinert 2000): 90% of German graduates and 93% of migrant graduates of the Hauptschule get along perfectly well with Azubis from other cultural backgrounds.

The importance of growing up together
Azubis of a migrant background get along slightly better with co-Azubis from western Germany than with those from eastern Germany. Contrary to the situation in eastern Germany, migrant youths and west German youths tended to attend kindergarten and school together. Thus they can draw on joint experiences, some of them nursing along their close intercultural friendship from school, and are thus more familiar with each other when meeting at the workplace due to intercultural competences acquired before they joined the company. But this does not imply that east German Azubis do not hit it off with their mates from other cultural backgrounds. Even though a comparison between companies found that west German Azubis get along slightly better with migrant youths than do their east German peers, it should nevertheless be stressed that the majority of east German youths get along (very) well with their co-Azubis from other cultural backgrounds. From this it can be deduced that good intercultural understanding is promoted by a common activity context.

Interculturality is normal, but private affairs tend to be discussed within the own cultural group
Intercultural relations between youths who collaborate closely within a group in a job-training context mostly develop harmoniously and are taken as a matter of course. Within their company, almost all Azubis pursue a multiplicity of activities with Azubis of the same as well as with Azubis of a different cultural background (such as talking about everything under the sun, helping each other, supporting each other with learning, spending breaks together or eating meals together; see Fig. 1). Still, Azubis of the same origin often are in closer contact with each other than with Azubis from a different cultural background, especially where rather more private and personal issues are concerned. Most of them prefer to discuss personal matters with co-Azubis of the same cultural background, while «only» three out of four also turn to Azubis outside their own cultural group. Activities relating to their training, such as passing on information, on the other hand are pursued equally with Azubis of all kinds.

Low consent to increasing the number of Azubis with a migratory background
The positive outlook vis-à-vis intercultural training, however, applies only on condition that the proportion of youths with a migratory background will not perceptibly grow in a company. Only a third of those polled advocate that their company train even more youths from other cultural backgrounds. Azubis are quite satisfied with the current situation in terms of intercultural training but are somewhat sceptic about increasing the share of migrant youths among them.

Three out of four Germans and 44% of the migrant Azubis reject any further increase in the number of migrant youths receiving training at their company. This attitude cannot be explained by competition fears because more than two thirds of the German Azubis do not assume that migrant youths would take training places away from German youths.

The migrant youths feel that if the number of Azubis from a non-German cultural background were increased even further this would cause an imbalance in the company, which might affect the quality of intercultural relations.

Disagreement in the own group – use of mother tongue as a flashpoint
Working and living together harmoniously in a company setting is just one side of the coin. Same as elsewhere, words, tiffs, disputes and quarrels will occur between people. Many Azubis feel provoked by the undisciplined behaviour of other co-Azubis.

While the cultural background as such does not provide any grounds for disputes between Azubis, the use of other languages is felt to be discriminating and annoying by those who do not understand them. One in two youths polled finds it irritating when co-Azubis talk in a language not understood by everybody present. As they cannot join in and do not know what the others are talking about, they tend to feel excluded in some situations. Among those with a migratory background, one out of three feels the same because they have already
come across similar situations. This calls for action on the part of companies because it may negatively impact on the company climate.

**A challenge for all: culture-based differences in customs and habits**

Three out of four German youths expect migrant youths to adapt to German conventions, and 45% of Azubis of a migratory background agree. Nevertheless, the latter (and especially ethnic-German Aussiedler youths) feel that the German Azubis have some catching up to do regarding an understanding of their culture. Two thirds of migrant Azubis think that their German peers should know more about the customs and habits of Azubis from other cultural backgrounds. More than half of the German youths (55%) agree. Azubis in general wish to be better informed about the others’ cultural backgrounds. This calls for action on the part of general-education schools, vocational schools and educational institutions in the field of (intercultural) youth work.

**Behaviour in interculturally critical situations**

Two simulated cases were proposed to those polled who were then asked to respond: one case was about their reaction in the event that a foreign co-Azubi were mobbed by German Azubis; the second about their response if a German co-Azubi were harassed by a clique of foreign co-Azubis.

Two out of three would not stand aside in either conflict but would intervene, using words to defuse the situation without calling upon the help of outsiders (e.g. trainers). But one out of four would pass up both situations, not responding to either conflict in the hope that it would resolve itself or because they feel that it is not their business.

The majority of those polled thus act without regard to the origin of the person involved in the conflict.

**Many Azubis also meet after work**

For almost 80% of those polled, contacts to their co-Azubis are not limited to their training, but they also meet after work and spend part of their leisure hours together, meeting to play computer games, watch video tapes, listen to music, learn and hang out. Such leisure-time contacts mostly take place at home, and they involve close friendship ties between a few persons only.

Altogether 70% of those polled pursue contacts along the line of “having fun together”. Such activities tend to take place outside home: visiting discotheques, cinemas, pubs and joining to attend parties. Both types of leisure-time activities take place most frequently in a multicultural group.

Of the German Azubis, two thirds meet co-Azubis of other cultural backgrounds in their leisure time. The rate is even higher among migrant youths (83%). The Aussiedler youths from Poland and Russia, who own a German passport but who, like other migrant youths, have a migrant background, are much more likely to have leisure-time contacts (81%) to co-Azubis from other cultural backgrounds than the “traditional” German youths. In this respect their leisure-time behaviour is hardly any different from that of other migrant youths.

**Proximity, trust, common goals – the cement for successful interculturality**

The ongoing public debate tends to describe intercultural relations between youths as being mostly precarious. Public opinion is preoccupied with radical rightism, xenophobia and racism – especially when it comes to youths from east Germany. Our study of collaboration and personal relations during occupational training, however, arrives at different conclusions: the nearer the youths are to each other in an everyday setting and the more regular their occupational interaction, the more likely will it be that Azubis from different cultural backgrounds will understand and get along with each other. The more commonplace their joint learning and working, the easier will Azubis of different cultural backgrounds cope with it and the quicker will they develop intercultural relations. They are all equally interested in quickly and successfully finishing their training and completing that life phase with excellent results.

**Literature**


Language facilitation programmes at day care centres

Language as a key competence

Helping pre-school children to improve their linguistic competence is an issue of striking actuality. Educational studies have repeatedly emphasised the importance of language skills for an individual’s progress at school and at work. It therefore appears both necessary and advantageous to systematically monitor and assist the language learning process already among pre-schoolers. Numerous approaches of different scopes have already been developed to promote language learning at day care centres. The DJI project »Language as a Key Competence« provides an overview of such approaches and language facilitation measures at pre-school day care centres synthesised in a guideline.

Presently, the field of education policy is wide open and prepared to accept proposals to improve the linguistic skills of children. A number of studies, i.a. on the educational opportunities open to migrant children, Länder-based surveys of the language skills of pre-school children and international studies such as PISA and IGLU, clearly highlight the need for action, even for children growing up with German as a single language, and even more for children with a mother tongue other than German.

Scientists and practitioners throughout Germany have developed such a proliferation of measures and approaches to improving language skills at child care centres that it is difficult for specialists and organisations to keep track of all of them. But it is not only the sheer wealth of options available that marks the situation but also the development of opposite directions (e.g. rather more holistic concepts vs concepts based on language structures). To further confuse the situation, the linguistic status surveys and short-term language courses currently organised in various parts of Germany are extremely disputed among experts. Given the ongoing panic-driven pressure, the risk is great that methods and measures may be chosen too early and without regard to achieving a balance and account for the specific situation of children. It is thus urgently necessary to take a sound critical look at the field.

The DJI project submits measures to promote linguistic skills to a systematic analysis whose criteria are target groups, objectives, contents, methods and the prerequisites to be met by child care centres, opportunities for networking and co-operation for measures, disciplines and specialists. These analyses provide an input for a guideline directed at practitioners in the field that is to help them select and implement language promotion measures at the day care centres and at a political administration level.

An expert meeting organised within the scope of the project in December 2003 emphasised the great need for mutual information and networking. The meeting constituted a first step to get experts from many disciplines to join in discussing the issue.

Initial results have made it clear that current measures and approaches encompass a broad and varied spectrum of skill promotion concepts. Yet it has also become obvious that many of these measures concentrate on the last year of kindergarten prior to school. It would be desirable to extend such measures to children below the age of three. At the very least, targeted language promotion should be started from age three, thus offering children of a non-German mother tongue in particular an opportunity to make contact with the German language. The short time-frame provided for many of these measures fails to do justice to the sustainability and continuity principles that should govern such schemes. Another problem is posed by the dearth of measures directed at specific groups such as the children of Aussiedler ethnic Germans, asylum seekers and refugees, and by the fact that most measures fail to account for the need to promote the mother tongue. Considering the enormous importance of acquiring proficiency in the first language in order to successfully learn a second language, it appears to be useful to help these children in their mother tongue as well as in German. Generally speaking, networking of measures is a good approach towards achieving need-oriented schemes to promote linguistic skills, while co-operation schemes between disciplines should be launched in order to bundle resources. Altogether, experts need inputs from the orientation guideline developed by the scientific monitoring effort as well as support in implementing concrete projects.

Doris Holler

Project: Schlüsselkompetenz Sprache – Bundesweite Recherche zu Maßnahmen und Aktivitäten im Bereich der sprachlichen Bildung und Sprachförderung in Tageseinrichtungen für Kinder (Language as a key competence – Germany-wide research into measures and activities for language education and promotion in day care centres for children)

Period: August 2003 to June 2004
Client: Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
Method: Germany-wide research and systematising effort
Executed by: Petra Best, Angela Guadatello, Doris Holler, Karin Jampert, Mechthild Laier, Anne Zehnbauer
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Publication: forthcoming
A new look into the educational processes of children

Children use games to interact with their surrounding, thereby gradually increasing their knowledge and competence. Researchers and practitioners have so far failed to give proper attention to these educational and learning processes of children at the most elementary level. A pertinent approach known as «learning stories» (Carr 2001) developed in New Zealand has been taken up by the DJI within the scope of a federal project «Educational and Learning Stories», reviewed and given a trial run with due regard to the current situation in Germany.

The «Educational and Learning Stories» project consists of two circles. The inner one is made up of 25 child day care facilities whose staff are trained and given full-scope accompaniment in trying out the method. In addition, some 120 multipliers are introduced to the «educational and learning stories» at two workshops extending to several days each. These multipliers in turn undertake educational courses and accompanying visits to numerous day care facilities for children, thus constituting the outer circle of the project.

The «educational and learning stories» are based on the observance and description of everyday situations where children’s learning process will occur. The point is not so much any concrete age-related skill or ability that a child should acquire, but rather to show up general competences and learning strategies developed by each child in line with their individual inclinations and interests and their knowledge and skills to explore the world and make it their own.

Margret Carr developed the method based on «Te Whariki», the curriculum applied in New Zealand to the elementary schools. In contrast to the curriculum used in Germany, its New Zealand counterpart does not know any discipline-oriented learning fields, but rather rests on the following basic principles (expressing the concept of Te Whariki, a Maori term meaning «a mat on which everybody can stand»): enabling children to grow and learn; incorporating the family, community and setting; promoting relations between children and adults, places and things; taking a holistic look at children’s learning and growth.

A basic prerequisite for developing learning processes are the so-called learning dispositions, which are used to evaluate observations: showing interest and commitment, facing up to challenges and difficulties, communicating, expressing and exchanging, contributing to a learning group and undertaking responsibility.

In implementing the method, several steps need to be considered: initially the educator describes observation sequences of a child’s everyday situations and activities and evaluates them in line with the learning dispositions. In a next step, the team exchange and discuss their observations, which are also used as a basis for discussion with the children and their parents. The child’s learning and educational processes and their discussion are documented in a record and filed. As a last step, «next steps» are planned, a process which decides and documents the child’s further needs by way of individual support and what can be achieved by customising the child’s learning environment.

The trial period has already shown some effects of the pedagogical effort: for the educators, observation becomes a natural part of their work; they are better able to understand the children and respond to them individually. They greatly appreciate expert discussions of the children’s «educational and learning stories» within the team, and they feel better prepared for talks with the parents and able to forward more professional arguments.

The children receive individual attention and feel appreciated. They are perceived as learning individuals whose interests, abilities and competences are at the centre of concern.

Martina Schweiger

Literature

News

Democratic attitudes among the young of Europe
How much political participation are the young of Europe willing to commit to? To find out, the German Youth Institute (DJI) (Dr. Walter Bien, Dr. Wolfgang Gaizer, Johann de Rijke, Prof. Dr. Franziska Wächter) contributed to EUYOPART, an EU-wide project financed with funds from the 5th Framework Programme of the European Commission. Its object was to develop a joint system of indicators for empirical research into political participation of the young (15- to 25-year-olds) in Europe. Apart from Germany, the project comprised France, the United Kingdom, the Slovak Republic, Estonia, Finland, Italy and Austria (as the co-ordinator). The project co-operated with the DJI Youth Survey, continuing and expanding on the concepts developed for the survey. The partners were invited to the DJI on 1–3 April 2005 to discuss preliminary results. The concluding event was held in Brussels on 14 July. At the symposium entitled »Why Participate? Youth, Politics and the Future of Democracy in Europe«, Prof. Dr. Franziska Wächter presented a paper on »The EUYOPART Measurement Instrument: Advances and Further Challenges«, followed by a presentation of measuring tools tested throughout Europe and a comparison of key results from participating countries. One of these tools, a face-to-face poll of altogether 8,030 15- to 25-year-olds found, i., a., that only about a third were politically interested but that the proportion was higher in Germany than in other countries.

For further information see www.dji.de/ euyopart and www.dji.de/jugendsurvey

Twelfth child and youth report available
The 12th Child and Youth Report was presented to the public on 25 August 2005, at a press conference in Berlin held by Federal Minister Renate Schmidt, Prof. Dr. Thomas Rauschenbach, chairman of the expert commission and other commission members. On the same day, the report, focusing on education, care and child-raising before and supplementary to school, was presented to the two houses of Parliament together with a comment by the Federal Government.

The report centres around educational and learning processes of children and youths from different social and institutional settings, their impacts and opportunities for promoting and assisting them. Schooling is investigated against the triple background aspects of education, care and parenting. In its focal subjects the report discusses facilitating programmes for children and young people in the elementary age group and in all-day schools.

The report was intended to develop recommendations for an integrated overall system of education, care and parenting and to identify a framework for a successful revision and extension in quantitative as well as qualitative terms.

The 12th Report can be obtained from the internet at www_bmfsfj.de or www.dji.de.

DIJ prepares background report for the OECD study on early childhood care
With its report on »Early childhood education and care policy in the Federal Republic of Germany«, the OECD, on 30 November 2004, presented its first evaluation of the German day care system for children prepared by a group of international experts. The national background report, a key prerequisite for Germany's participation in the comparative international study performed by the OECD, was developed by the DJI on behalf of the Federal Ministry for Families, Senior Citizens, Women and Youth (BMFSFJ). This background report provides information on day care day in Germany, its historical roots and legal framework, the concepts of early childhood care, education and parenting, and on quality, access, costs and financing, staff and cooperation with parents.

On 30 November 2004, the OECD published its country report on Germany which includes recommendations. The OECD welcomes the broad consensus in Germany about the need to reform the child care system, as well as the measures already initiated by the federal government, especially with regard to the quantitative expansion of programmes for children below the age of three (download the country report and background report for the OECD study at www.dji.de/oecd-news).

International

Prevention of child and youth crime: an international comparison
On 30 June to 3 July 2004, the Centre for the Prevention of Youth Crime at the DIJ organised its sixth international workshop in Leipzig. This time, the subject was »Prevention of Youth Violence: Experiences – Strategies – Concepts«. Participants from Denmark, France, Turkey, Italy, the UK, Russia, Brazil and Germany reported on their national debate on youth violence and their respective prevention strategies, eagerly discussing both common features and differences between the countries involved. Attention focused on the experience with national prevention approaches, with the emphasis not just on particularly successful projects and programmes, but also (and this is a common feature of all events organised by the Centre) on problems, failures and future challenges. This was done, because – as an insight from previous events – it is exactly such experiences made by others that allows extracting important knowledge for the national debate among one's own experts. In spite of the great differences in the life situation of children and youths and the political strategies and public debates, some transcending problems and challenges were found, such as how to reach special target groups (especially minorities) with specific concepts, or the enormous need for evaluations of preventive approaches.

Visit of theArgentinian education minister to the DJI
On 15 April 2005, Dr. Daniel Filmus, Argentinian minister for education and research, visited the DJI, where he was received by Dr. Klaus Wahl and Dr. René Bendit. Argentina currently suffers from high youth unemployment, accompanied by problems such as crime and violence in schools. The government is thus greatly interested in collaborating with DJI projects in this field. Information on them was provided by Dr. Wolfgang Mack (on the German Child and Youth Reports), Dr. Frank Braun (on the transition panel – school, vocational school, work) and Dr. Wolfgang Gaizer (on political education issues).

International expert network on parental leave and child care benefits
The international workshop on »Parental Leave Policies and Research Issues of Diversity«, held in Brussels on 12 to 13 October 2004, provided the kick-off for establishing an international expert network on parental leave and parental benefits in politics and research. The network includes Australia, Belgium, Denmark, Estonia, Finland, France, Germany, Norway, Spain, Sweden and the United Kingdom; commitments for active contributions arrived from the Czech Republic, Hungary, Italy, Luxembourg, the Netherlands, New Zealand, Portugal and the US. Wolfgang Erler (DJI) furnished a brief overview of the current data and research on parental leave and child care benefits in Germany.

The workshop was intended to take stock of the latest developments regarding statutory, tariff and company-level regulations on parental leave and child care benefits through a comparative international perspective. The comparison was guided by the »diversity« issue, i. e. the question whether the national arrangements of (sub)statutory regulations on parental leave and child care benefits are sufficiently flexible to be integrated in the large variety of life models shaping the diversity of family forms. Participants plan to prepare a working paper made up of short descriptions of current developments in the countries included in the network, to be published electronically by the Flemish-Belgian Institute of Population and Family Studies. The exchange of research findings and political transfer processes is to be continued within the scope of international workshops.

Preventing right-wing extremism in Norway
On 9 to 13 May 2005, the Centre for the Prevention of Right-Wing Extremism and Xenophobia visited experts and facilities in Norway. In Oslo and Kristiansand, discussions were held with scientists and representatives of a number of institutes that run projects to prevent and study right-wing extremist tendencies among youths. Considerable networking was reported from various communities: Parents have combined their
efforts to prevent their children from being associated with right-wing extremist organisations, and at the community level, police, youth workers, city officers and memorials have established close co-operation. This has produced interesting ideas on prevention: thus, specially trained police officers regularly talk to youths at risk, who are offered interesting alternatives to membership in right-wing extremist organisations by youth workers.

The experience made by Norway and other European countries will be outlined in a publication of the Centre in 2006 with the title »Prevention of right-wing extremism, xenophobia, and racism in European perspective«. For further information mail to: rieker@dji.de.

Visit of a delegation from the Andalusian Youth Institute
On 14 to 18 July 2004, a delegation from Andalusia visited the DJI in Munich. It consisted of Maria del Mar Herrera Menchén and Juan Díaz Sánchez from the Central Service of the Andalusian Youth Institute (IAI), as well as Manuel Fernández Esquinas and Manuel Trujillo Carmona from the Andalusian Institute for Social Studies (IESA). The exchange (organised by Dr. René Bendit) was intended to offer an inside view of the work at the German Youth Institute and support the development of a concept to establish an Andalusian Youth Observatory. Members of the DJI provided information on the Youth Survey (Dr. Wolfgang Gaiser, Martina Gille, Johann de Rijke), on transitions to work (Dr. Lilly Lex), youth aid and social change (Nicola Gragert, Dr. Mike Seckinger), equality of women and men (Dr. Ulrike Heß-Meilinger), gender mainstreaming in child and youth aid (Elisabeth Helming), the children panel (Dr. Christian Alt) and databases (Dr. Donald Bender, Thomas Wegertesder).

Child and youth (aid) policy in Europe
Dr. René Bendit attended the Third Meeting of the Federal Association of Youth Services (AGJ) committee on »Child and Youth (Aid) Policy in Europe«, which was followed by a Parliamentsen Evening«. Its subjects were a reform of the European Structural Fund, youth policy co-operation in Europe (youth as ministerial policy, evaluation of the open method of co-ordination) and the European Pact for Youth. The Parliamentary Evening was attended, i.e., by MEP Lissy Gröner and AGJ manager Peter Klausch.

The event ended with presentations of strategies and measures to validate non-formal learning (Jens Bjørnvald, European Commission, DG on education and culture) and of the activities of EuroChild (Cathrin Williams).

Events

»Of PISA kids, clueless parents and »supernannies««
DJI meeting in co-operation with Bavarian Broadcasting Corporation (Bayerischer Rundfunk)
Munich, 6 July 2005
How to succeed in parenting today? This question, of acute actuality at present, produced a rush of participants in this year’s annual DJI meeting organised in co-operation with Bayerischer Rundfunk. Prof. Dr. Thomas Rauschbenach, DJI director, made it clear in his introduction that educators as well as politicians will not let go of this issue. After the first PISA study with its dismal marks for German pupils and students, the search for parties to blame focused not just on schools, but also on the kindergarten and, ultimately on parents.

Why is it so difficult to be parents today? Prof. Dr. Sabine Walper (University of Munich) implicated a whole range of factors in her paper: changing family structures, separation/divorce and new partnerships, as well as role models and time budgets in the families, but also inadequate child care support, economic problems and more stringent requirements to promote skills and competences among children all play a role. Faced with an ideal perception of participatory and loving relations between parents and children it is getting even more difficult to be confrontational and set limits. But parents need to provide orientation and emotionally coach children to handle unpleasant feelings such as anger, fury or fear. Prof. Dr. Klaus Wahl (DJI) highlighted the »Black Box Family« from the aspect of DJI research; found that, in spite of the ideals sketched above, about one third of the parents pursue a strict style of parenting.

Parenting events are attended by fully 60 % of the parents just one time, reported Adelheid Smolka of the State Institute for Family Research in Bamberg from a recent investigation of experiences and desires voiced by fathers and mothers regarding the available offer. An overview of the range of family education programmes and innovative approaches to overcome their generally middle-class focus was provided by Kirsten Fuchs from Dortmund University. Professional parent counselling is faced with an increase in demand and changes in the problems thrown up. Dr. Andreas Vossler (DJI) pointed out that issues relating to parental separation and divorce and counselling of single parents, as well as highly complex problems (multi-problem families) take up much capacity.

A relative novelty in Germany is TV shows broadcasting parenting problems and their solution by »supernannies« or »super-mammies«. Dr. Helga Theunert (Institute for Media Pedagogics in Research and Practice, Munich) furnished a highly critical view of such shows: they falsely suggest that complicated problems are amenable to quick solutions through the application of rules; the children are shown off in a way that is an insult to their dignity. Not all the participants shared her critical view, some pointing out that such shows do produce some positive ideas in a form that is especially appreciated by lower class families. The following platform discussion (anchored by Sybille Giel from Bayerischer Rundfunk) returned to some positive examples from everyday family life: when families manage to establish a negotiating structure, e.g. in a joint »family council«, then it is possible to jointly draw up rules for living together.

For further information see www.dji.de/Thema/0507 (event).

»Migration and integration in Eastern Germany« (research workshop)
Centre for the Prevention of Right-Wing Extremism and Xenophobia
Halle, 19 May 2005
Migration research in the Federal Republic of Germany has so far failed to accord adequate attention to issues of immigration and associated requirements in the new Länder. Against this background, the DJI’s Centre for the Prevention of Right-Wing Extremism and Xenophobia organised a research workshop at the DJI branch in Halle, in order to identify research needs and develop a scientific agenda on migration in eastern Germany.

Michaela Glaser (DJI, Halle) provided an overview of the current research situation and sketched some key differences between current immigration into eastern and western Germany. Prof. Dr. Dietrich Thönhardt of Münster University described differences in the migration experience and system-related differences in encountering the »foreigners« in the old Federal Republic and the former German Democratic Republic and their consequences in handling the reality of immigration into Germany. Other reports presented exemplary research work on the different life worlds of migrants in eastern Germany and the associated integration strategies. Prof. Dr. Karin Weiss from the Fachhochschule Potsdam reported on self-help organisations set up by migrants in the new Länder. She found that special self-help structures have developed in eastern Germany. Prof. Dr. Nina Glück-Schiller from the University of New Hampshire in the US furnished a comparative analysis of the specific integration patterns prevailing in cities in the US and in eastern Germany. She identified integration patterns determined not so much by socio-cultural differences but rather by the economic opportunity structures of the absorbing communities in the cities.

A workshop discussion also delved into the question of the features that distinguish migration in eastern Germany and the scope of research needed for migration research in the new Länder. It became fairly obvious that – in contrast to the widely held perception of »zones free of foreigners« as right-wing extremists like it – eastern Germany is increasingly confronted with the demands attendant to immigration. The many facets of the actual immigration situation in the new Länder calls for a differentiated view.
Publications

Papers by DJI authors

- René Bendit, Dermot Stokes
  Jóvenes en situación de desventaja social y las necesidades de una juventud vulnerable

- Wolfgang Erler
  Leave policies and research: Germany

- Adalbert Evers, Jane Lewis, Birgit Riedel
  Developing child-care provision in England and Germany: problems of governance

- Wolfgang Gaiser, Johann de Rijke
  L’engagement politique des jeunes allemands. Domaines d’action et modèles de participation
  In: Questions de communication, Univ. Metz/Nancy, 2/2004, p. 24

- Karin Jurczyk, Thomas Olk, Helga Zelher
  German children’s welfare between economy and ideology

- Hanna Permien
  Children and juveniles between family, street and youth aid in Germany

- Roger Prott, Kornelia Schneider
  Germany. One country with two systems of early childhood services
  In: Children in Europe, 7/2004, pp. 20–21

- Gerlinde Struhkamp
  Evaluation in Germany: An overview

- Claus J. Tully
  Taking responsibility and comprehensive mobility education or, is traffic safety an adjustable concept? An approach from the viewpoint of youth sociology

- Klaus Wahl
  Roots of xenophobia and violence against migrants: personality, parents, pedagogues, peers and emotion

www.dji.de/veroeffentlichungen
The following three books are only available through book shops.

- Iris Bednarz-Braun, Ulrike Heß-Meining
  Migration, Ethnie und Geschlecht (Migration, ethnic group and gender)
  Wiesbaden: VS Verlag 2004
  272 pages, 29.90 €
  ISBN 3-8100-3754-0
  (available in German only)

  This publication highlights the gender-specific side of migration and interethnic relationships within a multiethnic society. The volume is a fountain of knowledge and insights for practitioners, politicians and scientists who investigate gender-related issues arising within a community and the opportunities for social participation available to migrant and native population groups living in the Federal Republic of Germany. In its first part, it describes theoretical discussions and analytical concepts in the context of migration, ethnics and gender – including some derived from Anglo-Saxon countries. The second part comprises information on the empirical state of research in Germany, concentrating on selected spheres: family, education, training and leisure. It indicates gaps in the research and outlines issues that need further research. According to the available data, opportunities for lifestyle concepts and development differ by ethnic and gender groups. An analysis of these differences arrives at the question of the social framework and structures that foster existing inequalities as well as transformation processes.

- Karin Jampert, Petra Best, Angela Guadatello, Doris Holler, Anne Zehnbauer
  Schlüsselkompetenz Sprache (Language as a key competence)
  Weimar, Berlin: Verlag Das Netz 2005
  336 pages, 14.90 €
  ISBN 3-937785-30-2
  (available in German only)

  The PISA Study and OECD Report concur and confirm it: linguistic help must start in early childhood and it is important for all children. Germany has experienced an outpouring of ideas and concepts, and educators, teachers and organisations find it increasingly difficult to
find their way through this maze of programmes. The volume provides a first overview of key programmes and measures at elementary level, facilitating rapid orientation by its uniformly structured presentation of all projects.

Klaus Wahl, Katja Hees (eds.)
Weinheim and Basel: Beltz Verlag 2006
ISBN 3-407-56355-8
166 pages, 17.90 €
(available in German only)

The series »Die Super Nanny« and »Die Supermamas«, broadcast via private TV channels in Germany, have provoked heated discussions among parents, educators, scientists and politicians. Is this a suitable way to counsel parents or does it expose vulnerable families to a sensation-seeking public? After all, these broadcasts have raised the question of how competent modern parents are with regard to raising their children. Based on scientific findings, this book offers answers that anybody can understand: experts, each representing different disciplines, analyse education within modern families. They evaluate what the »superannies« are doing and how their activities are portrayed by the media. They also show the necessary »ingredients« ensuring that parental education will produce positive results. The book provides the basics for modernising parental education and counselling by addressing the areas in which modern parents require assistance and by describing innovative education programmes and counselling offers. It outlines how the traditional family-education landscape has to change to meet the needs of modern families to a sensation-seeking public? After all, these broadcasts have raised the question of how competent modern parents are with regard to raising their children. Based on scientific findings, this book offers answers that anybody can understand: experts, each representing different disciplines, analyze education within modern families. They evaluate what the »superannies« are doing and how their activities are portrayed by the media. They also show the necessary »ingredients« ensuring that parental education will produce positive results. The book provides the basics for modernising parental education and counselling by addressing the areas in which modern parents require assistance and by describing innovative education programmes and counselling offers. It outlines how the traditional family-education landscape has to change to meet the needs of modern families, particularly those with a special burden, a low level of education or a migratory background. The book was written for anyone interested in educating children or who works with parents and children. The most important target groups are mothers and fathers, educators and teachers, specialists in parental and family education, family counsellors, officials, politicians and journalists, as well as students who plan to work in these areas later on.

Andreas Walther (ed.)
Young people and contradictions of inclusion
Towards integrated transition policies in Europe
Bristol: The Policy Press 2003
292 pages
Paperback: 29.99 £
ISBN 1-86134-524-0
Hardback: 59.99 £
ISBN 1-86134-554-2

Young people and contradictions of inclusion critically assess policies addressing young people’s transitions from school to employment. It presents and discusses the findings of seven EU-funded projects involving Belgium, Denmark, France, Germany, Greece, Ireland, Italy, The Netherlands, Portugal, Spain, Sweden and the United Kingdom. The book includes the DJI-contribution René Bendit, Dermot Stokes: »Disadvantage«: transition policies between social construction and the needs of vulnerable youth.

Postage and packaging: £ 2.75 for the first book and 50p thereafter (UK), £ 3.50 per book (Europe) and £ 5.00 per book (rest of the world).

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Thomas Rauschenbach, Hans Rudolf Leu, Sabine Lingenauber, Wolfgang Mack, Matthias Schilling, Kornelia Schneider, Ivo Züchner
Non-formale und informelle Bildung im Kindes- und Jugendalter (Non-formal and informal education in childhood and youth)
388 pages
(available in German only)

Commissioned from the DJI by the Federal Ministry of Education and Research as a background paper for an integrated national education report, the study examines the education of children and young people before and outside school. Its design spans the prerequisites of and opportunities for comprehensive reporting on the education system, including the programmes and schemes offered by children and youth organisations and informal sources of education. Based on existing and available data, preliminary findings are presented on day care systems for children and social services for youths. The study concentrates on individual educational processes guided by a comprehensive concept of education that goes beyond the acquisition of qualifications and competences required for the labour market. According to the study’s understanding, education is not just about gaining skills, but also about self-determination, the ability to be active, critical and empathic, to act on one’s own, accept responsibilities, make contributions, shape and absorb social settings, all of which are key prerequisites and targets when educating children and young people. The concept pleads for an integrated approach in the national report on education: such reporting needs to provide an integrative view of all biographically important stations, processes and places, combining an institutional perspective with a player-focused perspective.

Provided free of charge by the Federal Ministry of Education and Research (BMBF), P.O. Box 30 02 35, D-53182 Bonn, tel. +49 (0)1805 262302, fax: +49 (0)1805 262303 (€ 0.12 per minute), email: books@bmbf.bund.de
Perspektivenwechsel international – Neue Ansätze der Familien-, Kindheits- und Jugendforschung (Global change of perspectives. New approaches in family, childhood and youth research)

Family
Kerry Daly

Martina Beham, Lieselotte Wilk, Ulrike Zartler, Renate Kränzl-Nagl
Wenn Eltern sich trennen. Bewältigungsstrategien aus Kinder- und Partnersicht (When parents separate. Coping strategies from the perspective of children and partners)

Julia Brannen
Familienleben aus kindlicher Perspektive. Ein britisches Projekt zur Verbreitung von Forschungsergebnissen durch Video (Researching children's family lives. A British dissemination project using video)

Childhood
Margaret Carr
Wechsel des Blickwinkels. Ein soziokulturelles Curriculum und die Erforschung der frühen Kindheit in Neuseeland (Changing the lens. A sociocultural curriculum and research on early childhood in New Zealand)

Elly Singer, Dorian de Haan
»Zusammen machen«: Gemeinsamkeit herstellen und Konflikte lösen. Beobachtungen aus der niederländischen Kleinkindbetreuung (»Doing it together«: constructing togetherness and solving conflicts. Dutch examples of day care for young children)

Tom Erik Arnkil
Institutionelle Barrieren intersubjektiv überwinden. Sorgenbezogene dialogische Verfahren in der Frühintervention Finnlands (Bridging the gap. Methods for dialogic early intervention in Finland)

Youth
Katharine D. Kelly, Tullio C. Caputo
»Straßenjugend« als Risikogruppe. Ein Überblick zu den Forschungen im englischsprachigen Kanada (»Street youth« as youth at risk. An overview of English-Canadian research)

René Bendit, Kerstin Hein, Andy Biggart

Torild Hammer, Helen Russell

The DISKURS is dead, long live the »Diskurs Kindheits- und Jugendforschung«

At the end of 2005, the German Youth Institute (DJI) discontinued its journal »DISKURS – Studien zu Kindheit, Jugend, Familie und Gesellschaft« (Studies on Childhood, Youth, Family and Society). The last volume published in this series focused on the global change of perspectives and the resulting new approaches in family, childhood and youth research. March 2006 marks the start of the journal’s successor »Diskurs Kindheits- und Jugendforschung« (Discourse on Childhood and Youth Research), which is managed and published by Edmund Budrich, Leverkusen. The first volume in the revived series deals with interethnic relationships of adolescents and young adults. Though the old and new versions of the journal are closely linked from a thematic, professional and human-resources point of view, the DJI will limit its input to participation in editorial work, writing and peer reviewing.