

# **Boys and young men in Germany**

## **Living situation – problem areas – measures needed**

Munich, 20. February 2007

Dr. Inken Tremel/PD Dr. Waltraud Cornelissen  
Deutsches Jugendinstitut e.V.  
Nockherstrasse 2  
81541 Munich  
Germany  
Tel: 089/62306-283  
E-mail: [cornelissen@dji.de](mailto:cornelissen@dji.de)



## Contents

Preface by the Minister .....	4
Introduction .....	5
<b>1. On the living situation for boys in Germany .....</b>	<b>7</b>
1.1 Health and physical experience.....	8
1.2 Significant relationships during childhood and youth.....	12
1.3 School.....	15
1.4 Life planning and gender-role orientations .....	18
1.5 Desired careers and transitions from school to further training and employment.....	20
1.6 Social involvement and participation in politics.....	22
1.7 Media .....	25
1.8 Violence and crime: victims an perpetrators.....	28
<b>2. Theoretical aspects of growing up as a boy .....</b>	<b>31</b>
<b>3. Problem areas and measures needed .....</b>	<b>34</b>
3.1 Health promotion .....	34
3.2 Support strategies at school .....	36
3.3 Assistance in career guidance and in the transition to further training .....	37
3.4 Promoting political and social involvement.....	39
3.5 Preventive measures against violence and right-wing extremism .....	40
3.6 Promoting media competence and media protection for young people.....	45
3.7 Assistance for boys in precarious life situations .....	47
3.8 Need for action .....	50
List of figures and tables.....	55
Bibliography.....	56

## **Preface by the Minister**

## Introduction

In 2007, the United Nations Commission on Women's Rights chose 'removing all forms of discrimination and violence against girls' as its principal focus. In this context, the German Youth Institute, commissioned by the German Federal Ministry for Family, Senior Citizens, Women and Youth [*Bundesministerium für Familie, Senioren, Frauen und Jugend*, BMFSFJ], initially prepared a report on the situation for girls in Germany. The present report, also requested by the BMFSFJ, now turns its attention to boys and young men. The disadvantages faced by boys and young men, and dangers to their development, have attracted increasing debate only in recent years. This report is intended to provide an insight into the current living situation for boys and young men in Germany, summing up its major findings on the ways in which boys and young men are particularly at risk and disadvantaged in Germany today and which measures currently need to be taken to remove existing disadvantages. In some cases, the measures described will be applicable to both sexes, although they are particularly important for boys here.

Youth policy in Germany is based on the principle of equality. Work with boys and girls, as is clearly evident from the example of welfare services for children and young people, is characterized by gender mainstreaming. Gender mainstreaming has been firmly established as a general principle in the guidelines of the Plan for Children and Young People [*Kinder- und Jugendplan*, KJP] since January 2001:

'The Plan for Children and Young People is intended to work towards the promotion of equal rights for girls and boys as a general guiding principle (gender mainstreaming)...' 'In all measures that are taken, particular attention must be given to the specific concerns of girls and boys and of young women and men in order to improve their living situations, as well as to the removal of gender-specific disadvantages.'<sup>1</sup>

With the gender mainstreaming approach, youth policy is faced with the challenge of precisely analysing the ways in which girls and boys are disadvantaged and testing youth-policy measures in order to check whether they are capable of alleviating these disadvantages, while taking the specific needs of girls and boys into account. To make clear the areas in which boys (0–18 years old) are disadvantaged, this report carries out a comparison between boys and girls. This makes it possible to identify the life contexts in which boys are disadvantaged because of their sex and the areas in which there is a particular need for action in order to improve their situation.

On the basis of representative data, the present report first illustrates the living situation for boys and men in comparison with that for girls and young women (Chapter 1). In Chapter 2, a few theoretically relevant aspects of the process of growing up as a boy and the way in

---

<sup>1</sup> The BMFSFJ supports the process of implementing gender mainstreaming in organizations involved in child and youth welfare, in the context of the accompanying scientific research project on 'Gender Mainstreaming in Child and Youth Welfare' that is being managed by the German Youth Institute (DJI).

which these aspects interact are discussed. Specific problem situations for boys and young men are then taken up and presented, along with measures to be taken to overcome them (Chapter 3). In conclusion, further areas in which action is needed are indicated (section 3.8).

## 1. On the living situation for boys in Germany

Germany is facing significant demographic changes. Due to the continuingly low birth rate and increasing life expectancy, the population in Germany is today made up of increasingly larger numbers of older people and increasingly fewer younger people. If the birth rate does not increase, by 2030 there will only be half as many people in Germany under the age of 20 as there are over the age of 60.<sup>2</sup> The reduction of the relative proportion of younger people means that as adults they will have to bear an increasing socio-economic burden, with growing sociopolitical responsibility for supporting the previous generations.

More than one-quarter of those under the age of 25 in Germany now have an immigrant background – i.e., they, their parents, or their grandparents were born outside Germany's present borders. Among those over the age of 60, the proportion of immigrants is much smaller. One in 10 of those under the age of 25 in Germany does not have German nationality today; nearly one in 20 has German nationality but has personally immigrated. Just under half of young people with an immigrant background have German nationality and have not personally immigrated.<sup>3</sup> Young people with an immigrant background thus have widely varying family histories.

Although the following report mainly discusses the living situation for boys and young men in relation to gender-specific considerations, it should always be borne in mind that young people as a group are socially structured not only by gender, but also in relation to different cultural roots, immigration, education, disability, etc., and thus that the way in which they grow up in Germany is characterized by different advantages and disadvantages.

The demographic change presents today's younger generation with immense tasks, which it can best meet with optimistic visions of the future and a strong willingness to take the action needed. To develop their capacity to take action, young people need to have favourable living conditions and positive life experience in relatively protected social contexts. Younger people are being required to make greater educational efforts; they need to invest more in their own ability to hold an occupation and they need to provide for their own health and retirement costs more than the generations before them.

The following report aims to present the living situation for boys from the point of view of equality of opportunity between boys and girls. Various areas of life are discussed in the process. The following section thus deals with boys' health, their relationships within the family and in their circle of friends, with their situation at school, in their life plans and gender-role orientations, their desired careers and their transitions into further training and

---

<sup>2</sup> Cf. Konsortium Bildungsberichterstattung 2006: 6–7.

<sup>3</sup> Cf. Konsortium Bildungsberichterstattung 2006: 142.

employment. Finally, the extent to which boys take part in society and the ways in which they use the media, as well as their role in connection with violence and crime, are discussed.

### 1.1 Health and physical experience

One's own health is an important prerequisite for living an active and independent life. *Life expectancy* is widely used as an indicator of the health status of a generation. Life expectancy in Germany has continued to increase during the last few decades. However, men have shared in the increase to a lesser extent than women. The life expectancy of newborn boys is 76.2 years today, markedly lower than that for newborn girls, at 81.7 years.<sup>4</sup> Measured using this indicator, opportunities in life for men are poorer than those for women. In early childhood, boys generally have a weaker *physical constitution* than girls. On average, they suffer from higher rates of stillbirths and neonatal mortality than female infants. More boys than girls are severely handicapped.<sup>5</sup>

As Figure 1.1 shows, children and young people are comparatively rarely ill, although boys are ill slightly more often than girls. After the 15th year of life, the proportion of individuals who feel they are suffering from impaired health is usually higher among women than that among men of the same age. Between the ages of 55 and 65, men feel that they are suffering from impaired health more often than women, while among the elderly, women are once again more often ill (see Figure 1).

During childhood, *accidents* represent the greatest danger to children. Boys are more frequently affected than girls. The higher risk of accidents among boys is explained by boys' gender-specific risk behaviour, among other factors.<sup>6</sup> The second most frequent cause of death among children and young people is suicide.<sup>7</sup> Although larger numbers of *attempted suicides* by young women are recorded, the number of *actual suicides* is greater among young men. Homosexual young men are at particularly high risk.<sup>8</sup>

---

<sup>4</sup> Cf. [www.destatis.de/basis/d/boevoe/bevoetab3.php](http://www.destatis.de/basis/d/boevoe/bevoetab3.php).

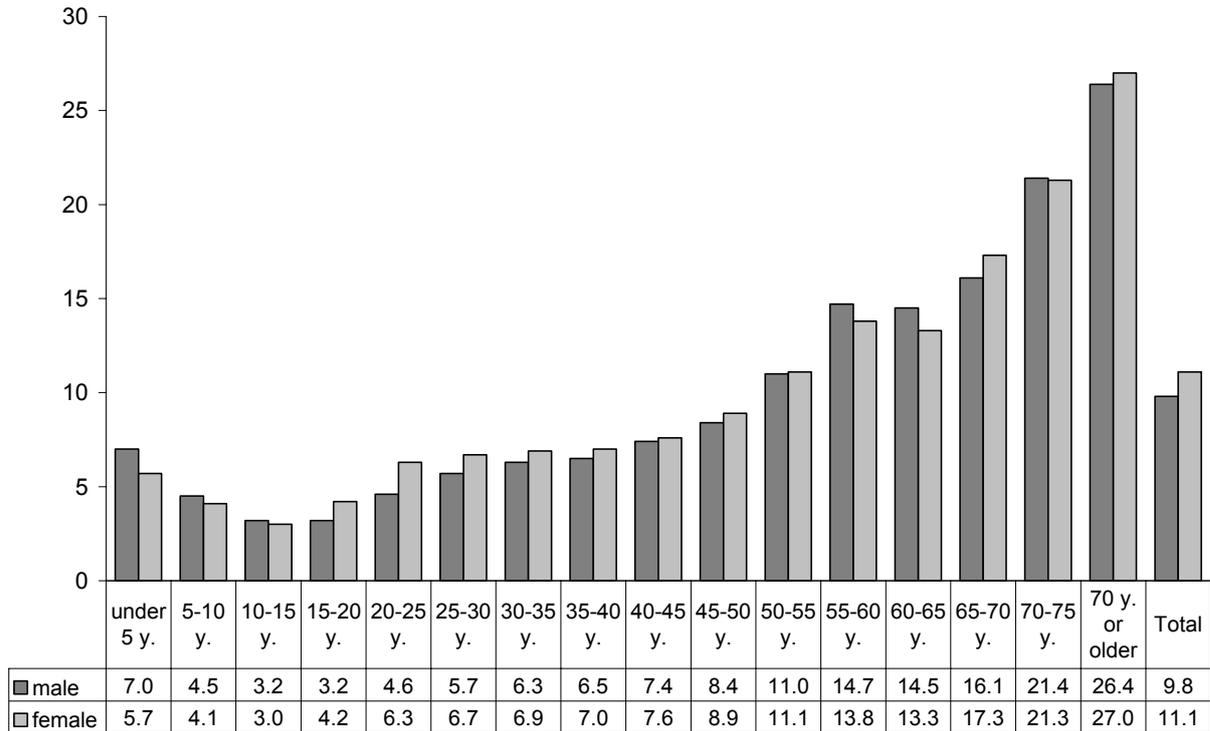
<sup>5</sup> Cf. Deutscher Bundestag 2004.

<sup>6</sup> Cf. RKI 2004: 136–7; see also section 2 below.

<sup>7</sup> Suicide is not a specific problem of young people, however. In Germany, a total of 7,939 men and 2,794 women committed suicide in 2004. The higher rate of suicide deaths among men is observed in all age groups, particularly those over the age of 75 (see RKI 2006: 73).

<sup>8</sup> Cf. Senatsverwaltung für Schule, Jugend und Sport Berlin 1999.

**Figure 1: Individuals in ill health by sex and age group in Germany, 2003 (percentage figures)**



*Note:* Individuals count as being in ill health if, at the time of the questionnaire or during the four previous weeks, they felt sufficiently impaired in their health that they were not fully able to carry out their usual activity (e.g., job or housework, or – in the case of children – attending school and kindergarten or playing). Pregnancy, birth and puerperium are not counted as illnesses. The data are based on self-reporting.

Basis for data: sample of the 2003 microcensus: individuals who provided details about their health.

*Source:* German Federal Office of Statistics, 2004; from: Stürzer and Cornelissen 2005, p. 465.

From the age of 13 onward, boys assess their *subjective state of health* as better than girls do. They report problems such as nervousness, headache, and sleep disturbances less often than girls do. Boys also take substantially less medication than girls. For example, only 1.6% of 13–16-year-old boys stated that they took pain-relievers at least once or twice a week, while among girls the figure was nearly 20%.<sup>9</sup> During childhood, *psychological abnormalities* occur more frequently among boys than among girls, although from puberty onwards the position is reversed; for example, depression is observed half as often among young men than among young women.<sup>10</sup>

A total of 16.7% of children and young people currently suffer from *allergic diseases*. Boys are affected, at a rate of 18%, more often than girls (15.4%). Allergic reactions occur more frequently with increasing age. Children with an immigrant background and children from socially disadvantaged families are less often affected by allergies. Overall, there are no

<sup>9</sup> See Glaeske 2005.

<sup>10</sup> Cf. RKI 2004: 124.

appreciable differences between eastern and western Germany or between urban and rural areas in this connection.<sup>11</sup>

Many health problems emerge during adolescence and might be preventable with different lifestyles – e.g., adequate exercise and healthy diet.

*Exercise* makes a significant contribution to health. Seventy-seven per cent of children aged 3–10 play outdoors nearly every day, and 52% take part in sport at least once a week. There are hardly any gender-specific differences here, although there are some that are specific to social strata: children from immigrant families and families with a low social status are on average less active.<sup>12</sup> Among 11–18-year-olds, the situation is different: boys take part in sport much more often and more regularly than girls and are also active in sports clubs more often. However, boys also have a greater risk of injury as a result of sports activities.<sup>13</sup>

A lack of exercise can lead to *excess weight*. Overall, 15% of children and young people aged 3–17 are overweight, and 6.3% suffer from obesity. There are no clear differences between boys and girls, or between children and young people from the newer and older federal states. However, the risk is higher among children from socially disadvantaged strata, among children with an immigrant background, and among children whose parents are also obese.<sup>14</sup> Excess weight is also favoured by poor diet. Boys tend to eat in a less healthy way than girls. The lower the social class, the more unhealthy the diet is.<sup>15</sup>

In addition to health, having an attractive physique is extremely important for young people's physical experience nowadays — and this increasingly applies to boys as well. Boys are generally more satisfied with their own bodies than girls: on average, 62% of boys feel comfortable with their bodies, compared with 46% of girls.<sup>16</sup> With increasing age, personal hygiene and the use of styling products become more important for boys. With increasing age, boys pay more and more attention to physical fitness. Boys who have a girl friend or a boy friend develop a more conscious approach to their own bodies as regards styling, hygiene, and fitness.<sup>17</sup>

Among 14–17-year-olds, 12% of boys feel that they are too fat (25% among girls) and 13% feel they are too thin (7% among girls).<sup>18</sup> In this connection, the evidence that young men are increasingly suffering from *eating disturbances* needs to be taken seriously. To date, an

---

<sup>11</sup> Cf. RKI 2006: 4.

<sup>12</sup> Cf. RKI 2006: 6

<sup>13</sup> Cf. Deutscher Sportbund 2003.

<sup>14</sup> Cf. RKI 2006: 2.

<sup>15</sup> Cf. Langness, Leven and Hurrelman 2006: 93–4.

<sup>16</sup> Cf. BZgA 2006: 67.

<sup>17</sup> Cf. BZgA 2006: 70.

<sup>18</sup> Cf. BZgA 2006: 67.

estimated 15% of those affected have been male. Boys' eating disturbances often develop in connection with diets aimed at developing muscle and for competitive sport.<sup>19</sup>

The consumption and abuse of addictive drugs at an early age represent a severe threat to health, particularly as the patterns of consumption involved mutually influence each other. For example, regular *smoking* favours the consumption of other psychotropic substances. Both promote the development of psychological diseases and physical impairments. The *proportion of smokers* among younger adolescents has increased overall. Although it used to be the case that more boys smoked than girls, the sex ratio has now equalized: approximately 20% of male and female 12–17-year-olds nowadays smoke at least occasionally.<sup>20</sup> The proportion of smokers increases markedly after the 13th year of life: for example, among 12–13-year-olds it is only 2%, while 10% of 14–15-year-olds are already regular smokers. Despite the levelling-out trend mentioned, gender-specific and class-specific differences are evident in *smoking habits*: boys smoke more and smoke stronger, unfiltered cigarettes or brands that contain more tar; by contrast, girls tend to smoke fewer and 'milder' cigarettes. Pupils attending secondary modern schools [*Hauptschule*] include more heavy smokers than those going to other types of school.<sup>21</sup>

Girls and boys drink their first glass of alcohol at the age of 14 on average. Twenty-eight per cent of 12–15-year-olds consume alcohol at least once a month. Three-quarters of those in the 16–19-year-old age group have been intoxicated with alcohol at least once or more. Young men drink more alcohol than young women. Among 16–19-year-olds, young men drink five or more glasses of alcohol in succession (binge drinking) more often than young women.<sup>22</sup>

Young men tend to try out and to consume *illegal drugs* more often than young women do. By far the most frequently consumed illegal drug among young people is cannabis. Seventeen per cent of male adolescents have already consumed the drug.<sup>23</sup> The consumption of drugs among young people in eastern Germany is now the same as that among those in western Germany. In the period of the German Democratic Republic (former East Germany), it was much lower in the east.

Young people have to learn how to deal with their own sexuality in a responsible way. During this learning process, they depend on adults. Although approximately twice as many boys have the facts of life explained to them by their parents than 25 years ago, boys' needs in the area of sex education are not yet adequately covered. For example, 70% of girls, but only 60% of boys receive specific *advice about contraception* from their parents. This level has

---

<sup>19</sup> Cf. [www.bzga-essstoerungen.de/literatur/maenner.htm](http://www.bzga-essstoerungen.de/literatur/maenner.htm).

<sup>20</sup> Cf. BZgA 2005.

<sup>21</sup> Cf. RKI 2004: 60–61; IFT 2004: 11.

<sup>22</sup> Cf. BZgA 2004b.

<sup>23</sup> Cf. BZgA 2004a.

remained more or less constant since 2001.<sup>24</sup> Following a slight decline in 2001, recommendations for the use of condoms have increased again.<sup>25</sup> This is important in relation to the risk of AIDS: due to its long incubation period, AIDS is not a disease that is typical for young people, but infection can occur during youth. Boys who have homosexual contacts are at particular risk.

Since the early 1980s, the proportion of boys with coital experience has increased. Today, 33% of boys and 39% of girls between the ages of 14 and 17 have already had their *first experience of sexual intercourse*. Their sexual practices are not always safe and responsible. Thirty-seven per cent of boys have their first sexual intercourse without planning or preparation. Fifteen per cent of boys state that they did not use contraception during their first sexual intercourse.<sup>26</sup>

Overall, boys' lives and health are at greater risk than those of girls, and the risks are different. The so-called stronger sex also has specific needs for health-promoting measures. These include addressing the interest that many boys have in high-risk behaviour and improving their sense of their own responsibility using appropriate training courses.

## 1.2 Significant relationships during childhood and youth

For young people's development, it is extremely important for them to feel safe and secure in their immediate environment and for them to have opportunities to create additional relationships so that they can gradually release their ties with the home.

During childhood, boys' significant relationships are above all those with *members of the family*. According to their own statements, the most important person for boys is their mother, followed by their father, brothers and sisters, and grandparents. Friends, neighbours, childminders, and teachers – whom children sometimes count as family members – are often more important than aunts and uncles. Independently of sex and class, children of primary-school age evaluate their relationships with their mother and father very positively.<sup>27</sup> Young men over the age of 15 who have an immigrant background regard their parents as being extremely important to them more often than young Germans of the same age do.<sup>28</sup>

In addition to relationships with parents, relationships with brothers and sisters are particularly important. The overwhelming majority (80%) of children of pre-school and primary-school age grow up with brothers and sisters. Relationships with brothers and sisters of the same sex tend to be better than to those of the opposite sex.<sup>29</sup> Children with brothers

---

<sup>24</sup> Cf. BZgA 2006: 6.

<sup>25</sup> Cf. BZgA 2006: 8.

<sup>26</sup> Cf. BZgA 2006: 7–8.

<sup>27</sup> Cf. Teubner 2005: 80.

<sup>28</sup> Cf. Sardei-Biermann 2006: 106.

<sup>29</sup> Cf. Teubner 2005: 81.

and sisters grow up more often in families in which the parents are married and the mother works at most part-time. Mothers of only children are more often in employment. Children who have several brothers and sisters grow up in financially precarious conditions more often than only children.<sup>30</sup>

Boys aged 8–9 state on average that they have fewer *friends of the same age* than girls do. Boys tend to have friendships with the same sex more than girls do. Boys with brothers and sisters who are nearly the same age, and particularly brothers, have on average fewer friends and less often express a wish to have a larger number of playmates.<sup>31</sup>

During adolescence, most young people live with their biological parents. Some 10% live with their single mother. Although most young people live with their biological mother, only 80% of western German young people and approximately 70% of eastern German young people also live with their biological father. In western Germany, approximately 7% of young people under the age of 20 live with a stepfather or partner of their mother, while in eastern Germany the figure is 14%. Only approximately 2% of 12–20-year-olds live with single fathers.<sup>32</sup>

Overall, 87% of 12–13-year-old boys state that their *mother* is the most important person for them, while their *father* is less important. Approximately 70% of 12–15-year-old boys assess their relationship with their *mother* as being a very good and trusting one. With increasing age, the evaluation of the mother declines slightly. Overall, however, as many as 73% of 12–17-year-old boys state that they receive the support they want from their mother.<sup>33</sup> Boys in all age groups describe their relationship with their *fathers* as being less trusting than those with their mothers. The quality of their relationship with their father is still very positive for just under 70% of boys aged 12–13, but the same still applies to only half of 16–17-year-olds.<sup>34</sup> Overall, only an average of 60% of 12–17-year-old boys feel adequately supported by their fathers (see Table 2).<sup>35</sup>

---

<sup>30</sup> Cf. Teubner 2005: 78.

<sup>31</sup> Cf. Teubner 2005: 84–5.

<sup>32</sup> Cf. Sardei-Biermann and Kanalas 2006: 44–5.

<sup>33</sup> Cf. Sardei-Biermann 2006: 91.

<sup>34</sup> Cf. Sardei-Biermann and Kanalas 2006: 90.

<sup>35</sup> Cf. Sardei-Biermann 2006: 91.

**Table 2: Importance of friends, best friends, parents, and siblings for young people and young adults, by age group in years and sex (percentage figures for 'very important')**

	Age 12–13		Age 14–15		Age 16–17		Age 18–20	
	male	female	male	female	male	female	male	female
Friends	66	73	65	77	66	71	66	67
Best female	66	89	70	91	74	89	73	86
Best male friend	78	70	80	85	80	86	81	80
Mother	87	92	82	86	76	81	72	82
Father	79	81	76	72	70	66	68	68
Sister(s)	53	72	49	65	47	68	49	68
Brother(s)	58	61	51	59	52	57	52	61

*Note:* The table is based on responses to the question 'How important for you at the moment are the people in this list?' In addition to the persons/groups listed in the table, grandmother and grandfather, other older and same-age relatives, fellow pupils or students, and work colleagues (only for 16–29-year-olds) were included in the list. The categories of response were 'not important at all', 'not very important', 'quite important' and 'very important', as well as 'don't have/don't have any more'. The table shows the percentages of young people and young adults who gave 'very important' for the persons/groups listed; the basis used for the percentages was the individuals who had such persons (i.e., without participants who stated 'don't have/don't have any more').

*Source:* DJI youth survey 2003; from Sardei-Biermann 2006, p. 106.

Young people in western Germany have more *brothers and sisters* on average than those in eastern Germany. Immigrants have more brothers and sisters than local young people.<sup>36</sup> Overall, their relationship with a brother of nearly the same age is particularly important for boys and young men. Among boys with an immigrant background, the situation is different, however; their sisters are important for them in addition to their brothers.<sup>37</sup>

Nearly all boys and young men have *friends* of both sexes. Boys aged 12–13 state that they have approximately 16 friends. The figure rises with increasing age; on average, boys and young men have only half as many female as male friends.<sup>38</sup> Boys aged 12–13 with an immigrant background have a slightly larger group of friends than those without an immigrant background. Opposite-sex friendships are also less frequent among young immigrants than same-sex friendships. Among immigrants, approximately 50% of their group of friends consists of foreign young people, while for local young people, only one-fifth or one-sixth of their group of friends consists of foreign young people.<sup>39</sup>

For young men, their *best male or female friend* is particularly important. Particularly close friends of the same age are described as being the best friend, with no sexual relationship being involved, in contrast to relationships with partners. Eighty per cent of boys have a best male or female friend.<sup>40</sup> Best friendships with the opposite sex are much rarer, particularly among older boys, than those with the same sex. For boys aged 12–15, their best friend is

<sup>36</sup> Cf. Sardei-Biermann and Kanalas 2006: 45.

<sup>37</sup> Cf. Sardei-Biermann 2006: 105.

<sup>38</sup> Cf. Sardei-Biermann 2006: 93–4.

<sup>39</sup> Cf. Sardei-Biermann 2006: 96–7.

<sup>40</sup> Cf. Sardei-Biermann 2006: 97.

more or less as important as their parents, and for those 15 and over he is more important than their father.<sup>41</sup>

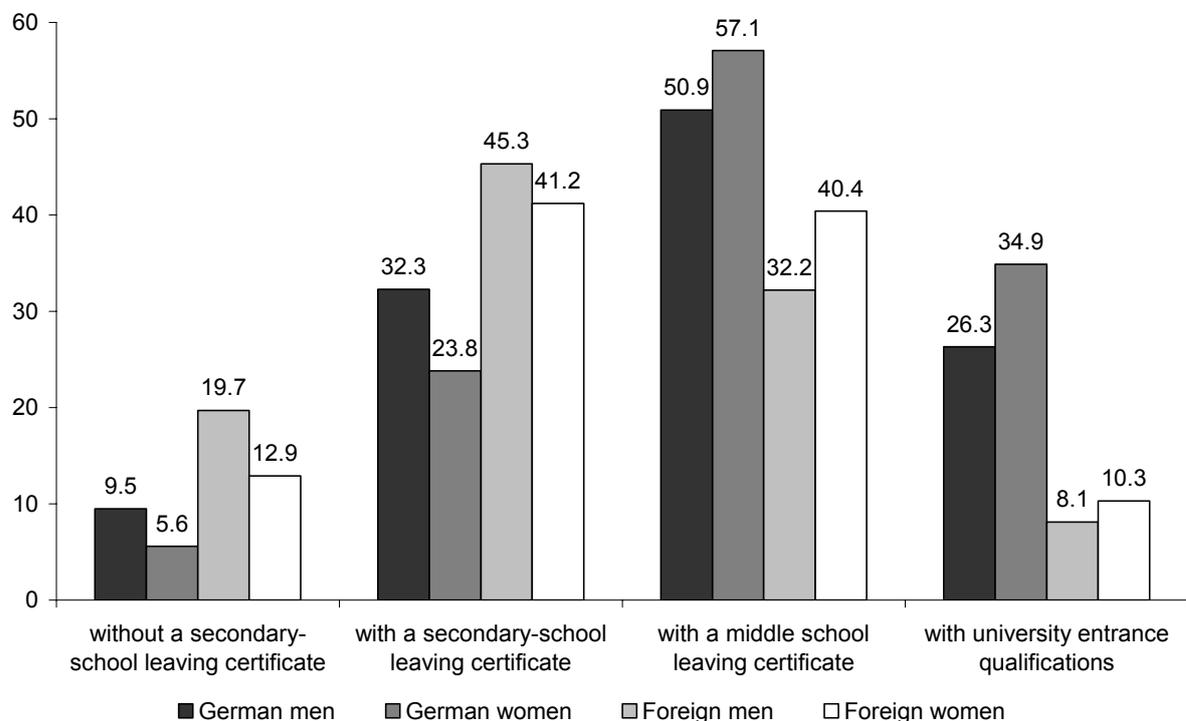
With increasing age, a partner is added as a significant relationship; for example, 20% of boys aged 16–17 and 27% of 18-year-old young men state that they have a steady partner.<sup>42</sup>

Overall, the majority of boys and young men have significant relationships with all members of the family. However, the lesser importance attached to fathers in contrast to mothers is notable. With increasing age, non-family relationships become more important for young men.

### 1.3 School

For decades, it was thought that schools neglected girls. However, there is now increasing evidence that boys' school performance is poorer than that of girls. This applies not only to German boys, but also to boys with foreign nationality when their school performance is compared with that of foreign girls (see Fig. 1.3).

**Figure 3: German and foreign school leavers in 2004 by type of school-leaving qualification and sex (as a percentage of the resident population of the same age)\***



\* Not including applied-science colleges; based on the following age groups: 15 to under 17 years (with and without secondary modern school leaving qualifications), 16 to under 18 (middle-level qualifications), 18 to 21 (general university entrance qualifications).

Source: Federal Office of Statistics [Statistisches Bundesamt], Schulstatistik 2004/05, Bevölkerungsstatistik; cited after Konsortium Bildungsberichterstattung 2006, p. 73.

<sup>41</sup> Cf. Sardei-Biermann 2006: 87–8.

<sup>42</sup> Calculations by Sabine Sardei-Biermann based on the data in the DJI youth survey.

Boys leave school without qualifications more often than girls. In 2005, these unfavorable conditions affected 13% of male German and 20% of male foreign school-leavers in the search for vocational training places. Boys more often only reach the level of secondary modern school leaving qualifications than girls, and achieve middle-level qualifications or general university entrance qualifications less often than girls. Boys' overall school performance is thus markedly poorer than that of girls. However, young men with university entrance qualifications are more willing to start university studies than young women with the same qualifications.<sup>43</sup>

Even before starting school, boys tend to develop rather more slowly than girls. They are ready for school at a later age than girls.<sup>44</sup> Boys also have to repeat years more often than girls.<sup>45</sup> Boys attend special schools much more often than girls. In 2003, for example, 61% of pupils at schools for those with learning difficulties were boys.<sup>46</sup> In the eastern German states, girls' lead over boys, as measured by their school-leaving qualifications, is even more marked than in the western German states.<sup>47</sup>

The fact that boys' performance, particularly in the linguistic field, is poorer than that of girls was made clear both by the International Primary-School Reading Study [*Internationale Grundschul-Leseuntersuchung*, IGLU] and by the PISA Performance Study in 15-year-olds.<sup>48</sup> Girls understand written texts on average better and are more often able to use the texts to solve set tasks.<sup>49</sup> The PISA Study also showed the expected performance weaknesses for girls in the mathematical field. However, the boys' superiority here was much less than expected, and was less than girls' superiority over boys in the linguistic field. The PISA Study did not show any significant performance differences between girls and boys in the area of basic science education.<sup>50</sup> Despite their unfavorable school performance results, boys have more confidence in their school abilities and consider themselves more intelligent.<sup>51</sup>

Many studies have shown that boys represent an extremely heterogeneous group with regard to school performance. Among boys, individuals with extremely high intelligence as well as those with extremely low intelligence are found more often than among girls.<sup>52</sup> In the PISA study, the performance superiority for boys with regard to mathematical abilities was based mainly on the performance of a peak group of boys. Boys and girls were represented equally in the middle range of performance. In contrast to the usual expectations, boys were

---

<sup>43</sup> Cf. Konsortium Bildungsberichterstattung 2006: 73 and 103.

<sup>44</sup> Cf. Stürzer 2005: 24.

<sup>45</sup> Cf. Konsortium Bildungsberichterstattung 2006: 55.

<sup>46</sup> Cf. Michel and Häussler-Szcepan 2005: 535.

<sup>47</sup> Cf. Stürzer 2005: 37.

<sup>48</sup> Cf. Bos *et al.* 2003 and Stanat and Kunter 2001.

<sup>49</sup> Cf. Stanat and Kunter 2001.

<sup>50</sup> Ibid.

<sup>51</sup> Cf. Horstkemper 1987 and Milhoffer 2000.

<sup>52</sup> Cf. Breitenbach 2006.

represented significantly more often in the lower performance range than girls. Boys do not all have poorer reading competence than girls. Those boys who like reading do not comprehend texts less well than girls.<sup>53</sup> Overall, in addition to low-achieving boys there are also some with extremely high levels of achievement. It does not therefore seem appropriate to speak of there being a 'boy disaster'.<sup>54</sup>

It has occasionally been suspected that the poorer average results for boys at school might be due to unfair assessments on the part of female teachers, or due to a lack of male role models at school.<sup>55</sup> Another explanation for the view that support for boys is possibly poorer might be that low-achieving boys more often display behavioural problems than low-achieving girls, so that they overstep the mark more quickly for what is 'bearable' for teachers and in the classroom. This is used, for example, to explain the fact that boys have for decades been over-represented in schools for those with learning difficulties, although they have higher intelligence values than girls in such schools.<sup>56</sup>

Explanations for the more frequent behavioural disturbances observed among boys relate to the special conditions of early development for boys. For example, the fact that the initial role model is usually a woman is regarded as being a risk factor for the development of boys, since – the argument is – they need to differentiate themselves from this person in order to find their (male) identity. As there is a lack of specific male examples to follow, media images take on special and often problematic significance for boys in the search for male role models. Media images of boys and men (adventurers, ruffians, warriors, heroes, people who don't listen to anyone else) contradict what is required at school: thinking, discipline, logical argumentation, articulate expression, adaptability, and diligence.

Occasionally, it has also been suggested that the cause of boys' deficient performance might also be the great importance attributed to linguistic communication and 'good' writing in the classroom. In this case, the school is accused of neglecting non-linguistic forms of communication and in addition of belittling boys' different (cruder) vocabulary, exaggerating requirements for linguistic skills and children's detailed motor skills in writing, and thereby contributing to a loss of motivation among boys. This might explain why boys play truant more often than girls and produce poorer results.<sup>57</sup>

Genetic influences have also been considered as explanations for boys' much poorer school performance. Attention has repeatedly been drawn to the more complex embryonic development of boys and the fact that more boys than girls are born with handicaps. After

---

<sup>53</sup> Cf. Stanat and Kunter 2001.

<sup>54</sup> Cf. Beuster 2006.

<sup>55</sup> Cf. Diefenbach and Klein 2002.

<sup>56</sup> Cf. Schröder 2000: 104.

<sup>57</sup> Cf. Schreiber-Kittl and Schröpfer 2002.

birth as well, boys develop more slowly than girls. Consequently, they come to school at the same age as girls, but more poorly equipped from the very start.<sup>58</sup>

The situation for many boys becomes even more critical due to the fact that the fantasies of superiority associated with traditional images of masculinity collide with their (inferior) role as learners – and as learners whose performance is often poorer in addition to this. The traditional images of masculinity are often still particularly firmly anchored in socially disadvantaged milieus. These suggest to low-achieving pupils a rejection of school authority and a need to differentiate themselves chauvinistically from female pupils and female teachers. They make it difficult for low-achieving boys to admit learning difficulties and to recognize female teachers as authorities and ask them for help. This type of self-exclusion is one of the risks of an emphatically male form of socialization in the context of difficult conditions.<sup>59</sup>

Although boys produce poorer performance in school, they are not generally disadvantaged. However, if low achievement is combined with claims for dominance among boys, it is difficult for the school to offer the boys support in a form they are able to accept. It requires a great deal of educational skill to motivate these boys for new efforts to learn and to prevent them from trying to make their mark *against* the school, instead of through achievements in the classroom. The fact that teachers are often not sufficiently prepared for this task and that everyday school life has too little time for 'difficult' pupils can be regarded as a disadvantage in particular for those low-achieving boys who attempt to assert their (male) claims to dominance against the school.

Many problems of performance and motivation could be reduced by providing advice and supervision for teaching staff and more advice in individual cases for pupils, the teachers involved, and parents. This could be used to enable the boys to free themselves from images of masculinity whose demands are too great for them to cope with themselves. On the part of teachers and parents, there would need to be some regard for 'difficult' boys as children and young people who ought to be saved from marginalization during their path into adult life.

#### **1.4 Life planning and gender-role orientations**

Ideas about one's own future life become increasingly important during childhood and youth. Parents, friends, sisters and brothers, and the media influence these life plans. Although educational and further training opportunities for boys and girls are now similar, there are still

---

<sup>58</sup> Cf. Oerter 1995.

<sup>59</sup> Cf. Moser, Roll and Seidel 2006.

gender-specific patterns. This is already seen at home: for example, boys are not as involved in housework as girls.<sup>60</sup> They also keep more of a distance from family duties later on.

For boys and young men, *employment* is a natural part of long-term life planning. It is important for them in this context to have a secure job, a good working atmosphere and interesting work. Young men regard a high level of income, promotion opportunities and management duties as being much more important than young women do. The caring professions and jobs that are easily combined with having a family are (still) less important for young men than for young women.<sup>61</sup>

Although only some young men are nowadays still guided by the classic gender-specific division of labour, only around a quarter of 16–18-year-old boys would be willing to consider an exchange of gender-roles.<sup>62</sup> Young men regard children and the home as being the central future content of their lives less often than young women. Males aged 12–18 are also willing to share housework with their partners much less often than young women of the same age. For young men, their job is ‘the most important thing in life’ much more often than for young women (cf. Table 4).

**Table 4: Life planning and ideas for the future, by sex and age group (in percentages)**

		Age 12–15		Age 16–18	
		male	female	male	female
I would like to be mainly concerned with children and housekeeping.	%*	34	43	24	35
I would like to share housework with my partner.	%*	73	89	73	92
My job will be the most important thing in my life.	%*	58	46	64	54
I would like to develop a shared life with my partner (only 16–18-year-olds).	%*	–	–	91	92

\* Agreement with scale points 4 to 6 on a scale of 1 (= absolutely not true) to 6 (= absolutely true). Question for the 12–15-year-olds: ‘Please state how much the following statements apply to you when you think about your future and about family and work.’ Question for the 16–18-year-olds: ‘Please state how much the following statements apply to you when you think about your future.’

Source: DJI youth survey 2003; cited after Gille 2006, p. 191; statements for the 16–18-year-old age group: calculations by Sabine Sardei-Biermann.

Young men’s attitudes to family duties are mixed; they shift in the direction of a partnership-based model with increasing age. However, half of 12–15-year-olds and 43% of 16–18-year-olds still believe that when there are children, the husband should work and the wife should remain at home. Twenty per cent of 12–15-year-olds and 16% of older boys still take the view that a man who stays at home is not a proper man. However, 82% of 12–15-year-old boys and 83% of 16–18-year-olds consider that men are basically just as capable of bringing

<sup>60</sup> Cf. Cornelissen and Blanke 2005: 165.

<sup>61</sup> Cf. Gille and Sarde-Biermann 2006: 13.

<sup>62</sup> Cf. also Shell Deutschland Holding 2006: 36–7.

up children. Around three-quarters of 12–18-year-old males believe that if there are children, men should work less and spend more time with the family.<sup>63</sup>

Overall, the findings show that young men have widely differing ideas about the role that family and job ought to play in their lives. Although employment with good income and promotion prospects is very important to them, with increasing age a large proportion of young men express broad agreement with partnership-based family models. Increasing problems in reconciling family and job are likely to arise for young men in the future. These problems have so far only been regarded as belonging to women.

### 1.5 Desired careers and transitions from school to further training and employment

Boys' early *desired careers* are strongly oriented towards traditional gender-role stereotypes. Little has changed here in recent decades. For example, 10–12-year-old boys very often want to work in the police or in the army or to take up sports careers – for example, as professional footballers – and careers in aviation or space travel. For those aged 13–15, the spectrum widens to include other technological career interests, and jobs in the professional fields of trade and computing become more interesting. Overall, jobs involving strength and technology are mentioned as desired careers more often by young men than by young women.<sup>64</sup>

After school, young men and women in Germany in principle have access to *vocational training* in the setting of in-house training in the dual system, or can start full-time vocational training in vocational schools. The access requirement for university courses is general university entrance qualifications, but courses often have restricted admission numbers. Access to in-house training with companies is also marked by a shortage of training places.

In 2006, there were 15,387 training places available in companies in Germany, compared with 49,400 applicants.<sup>65</sup> The current *scarcity of training places* makes it more difficult for both boys and girls to pursue their own vocational interests and successfully manage the transition from school to further training, the so-called 'first hurdle'. This applies in particular to the further training market in eastern Germany. Some young people are unable to find a training place in the occupation of their choice. In particular, men and women with few qualifications have to switch to alternative training courses or accept unqualified work or unemployment.<sup>66</sup>

---

<sup>63</sup> Cf. Gille 2006: 175; calculations for the 16–18-year-old age group based on data from the DJI youth survey by Sabine Sardei-Biermann.

<sup>64</sup> Cf. Meixner 1996: 41, Milhoffer 2000: 62–3 and 160, Walper and Schröder 2002: 119, cited after Brandt and Cornelissen 2004: 22–3.

<sup>65</sup> Cf. Bundesagentur für Arbeit 2006.

<sup>66</sup> Cf. Reissig *et al.* 2006.

The proportion of young men among those starting in-house training courses increased between 2002 and 2004. In 2005, 58.2% of training contracts were assigned to young men.<sup>67</sup> Young men are therefore able more often than young women to take advantage of the training grants provided by the dual training system. Training grants for 'typical male occupations' are also often much higher than those for 'typical female occupations'.<sup>68</sup> Foreign young men and young men with handicaps have much poorer chances of obtaining an in-house training place than local men and those without handicaps.<sup>69</sup>

The *range of training courses* available for young men in companies is relatively narrow. In 2005, 35.2% of all training places for male trainees were concentrated in only 10 of a total of 348 recognized training occupations. The occupation of motor mechatronician was the most frequent, followed by industrial mechanic and retail trade worker (cf. Table 5). Young men are markedly over-represented in training courses for information technology jobs (such as specialist computer scientist), at 89.2%. In the new media occupations (such as media designer for digital and print media), by contrast, the gender ratio is more or less equal.<sup>70</sup>

Men are underrepresented in purely college-based training courses, such as those in *vocational colleges*, at approximately 40% (2004–05) and in colleges for the *health-care system*, at approximately 21%.<sup>71</sup> Within the *vocational colleges*, men are mainly trained in technical vocational courses (e.g., the proportion of men training as technical assistants in computing science is 90.8%<sup>72</sup>).

In colleges belonging to the *health-care system*, the proportions of men in training courses for infant nurses and paediatric nurses is 2.8%, in courses for geriatric nurses 17.9%, and in courses for nurses 18%.<sup>73</sup>

Young men have quite different priorities from young women in choosing a career. This is also seen in the field of academic education: while nearly half of those starting university education are young women, the proportions of men among students at German universities vary widely depending on the subject. Male students are over-represented in the engineering sciences, at 79%, and in science and economics at 62% each. In faculties of law, the gender ratio is relatively equal, with the proportion of men at 51%. However, young men are in the minority in the social sciences at 34%, in cultural studies at 39%, and in medicine at 40%. In applied-sciences colleges in Germany, 63% of the students in engineering are male, but only 25% of those in the social sciences.<sup>74</sup> However, the five subjects<sup>75</sup> in which in purely

<sup>67</sup> Cf. BMBF 2006: 18.

<sup>68</sup> Cf. Stürzer 2005: 50.

<sup>69</sup> Cf. BMBF 2006: 92.

<sup>70</sup> Cf. Statistisches Bundesamt 2006: 61.

<sup>71</sup> Cf. BMBF 2006: 181, 188.

<sup>72</sup> Cf. Statistisches Bundesamt 2006: 58.

<sup>73</sup> Cf. Stürzer 2005: 50–1.

<sup>74</sup> Figures for 2004; cf. BMBF 2005a: 19.

numerical terms the majority of male students are found are not all entirely scientific and technical courses. They are business administration, computing, mechanical engineering, law, and economics.<sup>76</sup>

**Table 5: The 10 most frequent training vocations for male trainees in 2005**

Training vocation for male trainees	Training field	Male trainees		New qualifications for male trainees	
		Number	Proportion of all male trainees (%)	Number	Proportion of all new qualifications for male trainees (%)
Motor mechatronician	Craft professions/ trade and industry	74,547	8.0	21,028	6.4
Industrial mechanic	Trade and industry	49,883	5.3	13,631	4.2
Electronics engineer	Craft professions	34,411	3.7	9,663	3.0
Mechanic*	Craft professions/ trade and industry	33,529	3.6	9,857	3.0
Retail trade worker	Trade and industry	32,755	3.5	13,864	4.2
Cook	Trade and industry	31,949	3.4	13,419	4.1
Metalworker	Craft professions	25,836	2.8	7,819	2.4
Painter and varnisher	Craft professions	23,380	2.5	8,524	2.6
Businessman in wholesale/foreign trade	Trade and industry	22,614	2.4	8,440	2.6
Cabinetmaker	Craft professions	21,795	2.3	8,687	2.7
Total		350,699	37.5	114,932	35.2

\* Mechanic for sanitary, heating and air-conditioning facilities.

Source: Federal Office of Statistics [Statistisches Bundesamt] 2006a.

## 1.6 Social involvement and participation in politics

The degree of interest expressed by young people in politics has severely declined since the 1980s. Today, only 39% of 15–24-year-olds describe themselves as being interested in politics.<sup>77</sup> Young people are not turning away from clubs and associations in general, however; their involvement in these has remained relatively stable. Political parties and trade unions are the exception. For example, the numbers of younger members of trade unions and political parties have been declining for years.<sup>78</sup> Nowadays, young people make use of

<sup>75</sup> In the winter semester of 2003/04.

<sup>76</sup> Cf. Stürzer 2005: 64–5.

<sup>77</sup> Cf. Shell Deutschland Holding 2006: 18–19.

<sup>78</sup> Cf. Statistisches Bundesamt 2006: 642.

various, often project-style opportunities for participation that go beyond conventional involvement in parties and associations.<sup>79</sup>

There are still large differences between the ways in which boys and girls participate in society and politics. Fewer boys than girls are involved in activities at school.<sup>80</sup> Outside of school, however, boys are socially involved more often than girls: 40% of boys and men aged 14–24 are members of clubs, groups, and action groups without active involvement and 38% with active involvement. Among young people with active involvement, 45% of young men and only 31% of young women are active in the areas of sport and exercise. Voluntary activities at school and in the church are carried out by young women more often than by young men (cf. Table 6).

**Table 6: Characteristics of active involvement by male and female young people**

	1999		2004	
	male	female	male	female
Base: young people overall				
Activity and involvement				
Not active	24	28	22	26
Membership (without active involvement)	35	39	40	41
Active involvement	41	33	38	33
Potential involvement				
Not involved, but willing to be	36	43	38	48
Base: young people with active involvement				
Expansion of involvement conceivable	56	60	62	72
Fields of activity				
Sport and exercise	43	35	45	31
Culture and music	14	13	13	17
School	13	20	16	24
Religion and church	10	17	14	21
Voluntary fire brigade and rescue services	17	3	16	8
Politics	8	4	7	3
Social and health sector	10	11	5	5
Holding office on committee	27	28	32	24
Elected to office	27	20	27	20
Characteristics strongly encouraged				
Leadership qualities	30	19	32	24
Being able to deal with people	66	75	69	72
Specialist knowledge	32	20	35	29
Ability to cope with pressure	39	42	38	37

Details in percentages and average values/selected characteristics or responses.

Source: BMFSFJ 2006, p. 241.

The proportion of young men who are involved in political representation is more than twice that of young women. Young men hold office on the committees of clubs and are elected to

<sup>79</sup> Cf. Gille et al. 2006: 285–6.

<sup>80</sup> Cf. Gaiser and de Rijke 2006: 218.

such positions more often. Among those with active involvement, one in three young men, but only one in four young women, hold such offices. This proves to be an important advantage for young men when young people are being recruited for political offices.

In addition to their more frequent actual political involvement, 12–18-year-old boys and men express slightly less willingness than girls to participate further in political activities such as collecting signatures for a petition, taking part in an approved demonstration, or becoming involved in an employees' co-determination committee. By contrast, boys are more willing than girls to vote for an extreme party or to take part in an unapproved demonstration, a trade union strike, an occupation of a building, boycotts, and actions possibly involving damage to property or injury to persons.<sup>81</sup> Young men reject extreme political groups less often than young women do. In general, young people of both sexes reject right-wing groups more frequently than they reject left-wing ones: 84% of boys and 87% of boys distance themselves from fascists, neo-Nazis, and skinheads; 27% of male and 42% of female young people reject 'autonomous' and anarchist groups.<sup>82</sup>

Only 2% of male and female young people are active in *informal political groups*. One-third of 12–15-year-olds are not familiar with human rights groups, third world groups, or regional, city district, or neighborhood groups. Young men aged 16–18 have a positive attitude to environmental groups, peace groups, self-help groups, anti-nuclear power groups, and women's or men's groups less often than young women.

Gender-related differences are also seen in *pro-social activities*. While young women are more often actively involved in the fields of ecology and in assistance for people in poorer countries and for older and socially disadvantaged people, as well as the handicapped, young males more often tend to support efforts aimed at achieving better coexistence or safety and order in their place of residence. Young men tend to involve themselves more in the areas of local culture and tradition, as well as social and political changes.<sup>83</sup>

Young people's interest in politics is relatively low overall. A total of 60% of young men aged 12–25 state that they are not particularly interested or not at all interested in politics; the same was true of 70% of young women. In general, better educated young people are more often interested in politics, particularly if their parents are also interested in politics.<sup>84</sup> Among immigrants, it is also true that the higher their educational level, the more often they are

---

<sup>81</sup> Cf. Gaiser and Rijke 2006: 244–5; for the 16–18-year-old group, calculations by Sabine Sardei-Biermann from the DJI youth survey.

<sup>82</sup> Cf. Gaiser and Rijke 2006: 235–6; for 16–18-year-olds, calculated by Sabine Sardei-Biermann from the DJI youth survey.

<sup>83</sup> Cf. Gaiser and Rijke 2006: 215–16.

<sup>84</sup> Cf. Schneekloth 2006: 107.

actively involved in politics or society. The latter in turn represents a central aspect of social integration.<sup>85</sup>

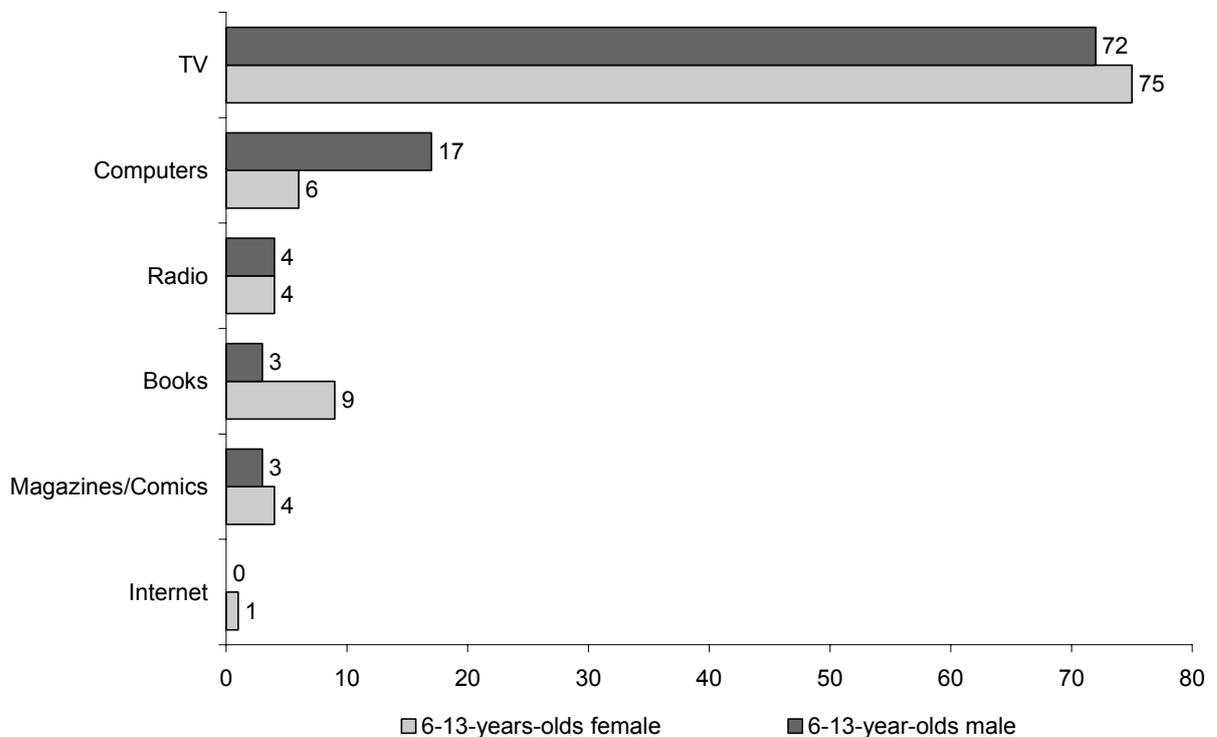
### 1.7 Media

During childhood and particularly during adolescence, the media are very important for boys. Of the approximately 6¾ hours of leisure time per day that young men aged 14–18 have available during the week, they spend nearly 50% using the media.<sup>86</sup> Depending on the type of media use, this can have a positive or negative effect on their development.

Among boys aged 0–6, television, drama or music cassettes, and picture books are the focus of attention, as well as technology- and action-oriented media such as video games.<sup>87</sup>

**Figure 7: Media loyalty 2005 (6–13-year-olds, by sex, in percentages)**

I am least able to do without ...



Source: Medienpädagogischer Forschungsverbund Südwest 2005, p. 17.

For boys aged 6–13, *television* is clearly the most important medium. More than three-quarters of children in Germany watch television every day and would be least willing to dispense with TV among all the available media (cf. Figure 7). Boys with an immigrant background watch a particularly large amount of television, at 2½ hours per day. Local boys watch a good 1½ hours of television per day, compared with local girls at 1 hour 20 minutes. Children’s TV consumption generally increases if they have a TV in their own room, which is

<sup>85</sup> Cf. Gaiser and Rijke 2006: 264–5.

<sup>86</sup> Cf. Cornelissen and Blanke 2004: 2.

<sup>87</sup> Cf. Theunert 2005: 232.

true of nearly half of children in this age group. In addition, boys own a game console more frequently than girls.<sup>88</sup> It has been shown that children who have a TV and a game console in their own room are more frequently recommended to go to secondary modern school [*Hauptschule*] following primary school. The opposite applies with regard to recommendations for the grammar school [*Gymnasium*].<sup>89</sup> However, this does not yet explain whether it is uncontrolled media use that causes poor school performance or whether poorly educated parents provide insufficient support for their children's school performance, on the one hand, while on the other they control their children's use of the media less. TV is the also most used medium in the 12–19 age group.<sup>90</sup> Overall, young men prefer watching cartoons and comedy and news programmes on television more often than young women.<sup>91</sup>

The *computer* is already important for boys even at primary-school age. High-income households are almost all equipped with computers, compared with only around half of low-income households. Children initially learn how to use the computer from their father, mother, or friends, and rarely through school. In comparison with girls, boys are more confident in using the computer. This suggests inadequate communication of media competence at school.

Seventy-nine per cent of boys use the computer at least occasionally, with the amount of time using it rising with increasing age. Twice as many boys as girls count the computer among their favourite leisure-time occupations.<sup>92</sup> Boys use the computer most often for listening to music and for games. Boys play games on the computer more often and more regularly than girls. They also own twice as many computer games of their own as girls. Fifty-six per cent of boys, but only 16% of girls use the computer every day or several times a week for playing games.<sup>93</sup>

The computer becomes more important for boys with increasing age. At the ages of 14–18, boys state particularly often that they could not do without a computer, although on average they still spend more time in front of the TV than on the computer. Using an MP3 player for listening to music is becoming increasingly important for young men, but it is not as important as it is for young women (cf. Figure 8).

Initial experience in dealing with the *Internet* is now being gained at primary-school age. There are hardly any differences in Internet competence between boys and girls, but there

---

<sup>88</sup> Cf. MPFS 2005: 19–20.

<sup>89</sup> Cf. KFN 2006: 26.

<sup>90</sup> Cf. MPFS 2006: 12.

<sup>91</sup> Cf. MPFS 2006: 23–4.

<sup>92</sup> Cf. MPFS 2005: 26–7.

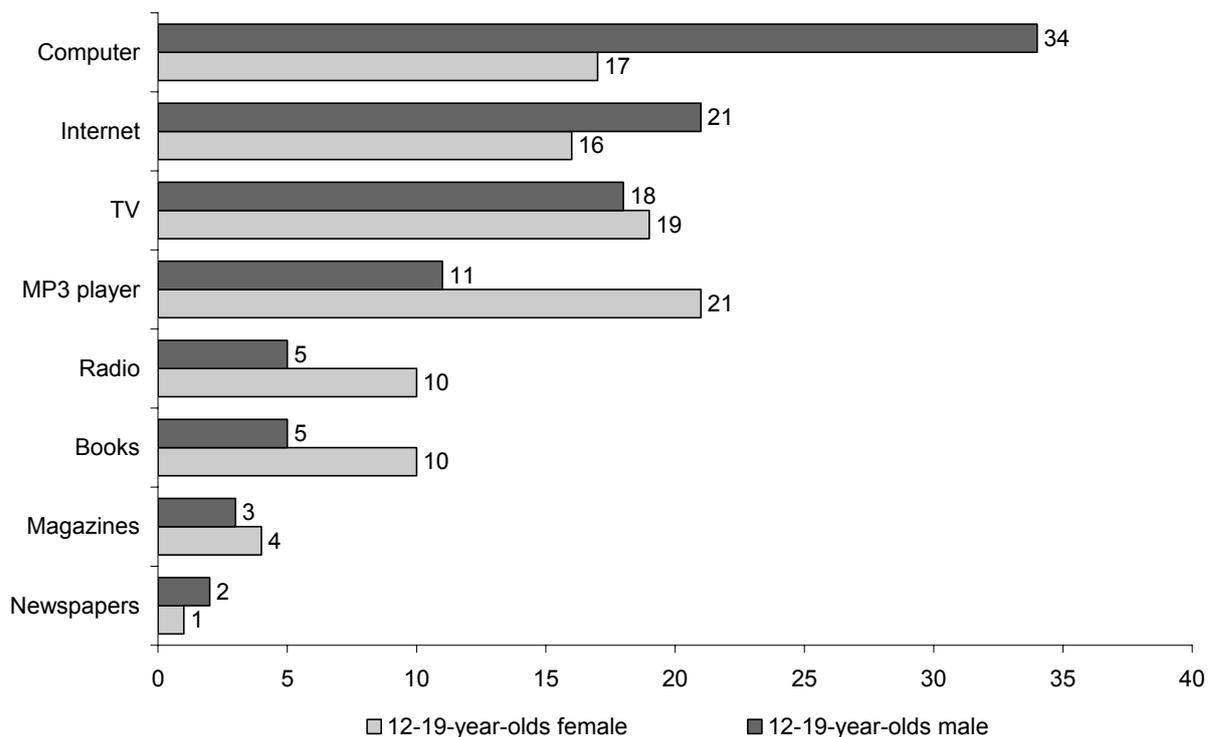
<sup>93</sup> Cf. MPFS 2006: 36.

are differences in Internet usage. Boys use online games and download music files more often than girls.<sup>94</sup>

Internet usage increases substantially in the 12–19 age group. Gender-specific and educational level-specific differences appear here; boys generally have access to the Internet more often than girls. Pupils at grammar schools use the Internet more often than those at secondary modern schools. Pupils at grammar schools use the Internet – particularly on their own PC at home – more often than among pupils at secondary modern schools, who are usually dependent on computers provided at school. Young men are markedly over-represented among users of network games and multi-user games in comparison with young women. Pupils at secondary modern schools use chat rooms more often than the average, and use the Internet less often for school and work. Pupils at secondary modern schools e-mail less often and have their own e-mail address less often than those at grammar schools. Boys and young men encounter pornographic, extreme right-wing, or violent content on the Internet approximately twice as often as girls and young women.<sup>95</sup>

**Figure 8: Media loyalty 2006 (12–19-year-olds, by sex, in percentages)**

I am least able to do without ...



Source: Medienpädagogischer Forschungsverbund Südwest 2006, p. 17.

At the age of 6–13, almost half of children have a *mobile phone*. Ownership increases with increasing age.<sup>96</sup> Among 12–19-year-olds, 90% of boys and 94% of girls have their own

<sup>94</sup> Cf. MPFS 2005: 39–40.

<sup>95</sup> Cf. MPFS 2005a: 35–6.

<sup>96</sup> Cf. MPFS 2005: 46–7.

mobile phone.<sup>97</sup> According to expert assessments, approximately 11% of 13–24-year-olds in Germany have debts averaging € 2,000 principally because they are unable to pay the high charges for their mobile phone contract and additional functions (ring tones, games, logos, etc.).<sup>98</sup> In comparison with boys, girls have problems in paying their mobile phone bills slightly more often and order expensive ring tones and extra functions, which are advertised on TV above all by music channels, slightly more often for their mobiles. The latter applies particularly to pupils at secondary modern schools.<sup>99</sup>

Boys and young men use the computer and the Internet mainly for entertainment purposes such as music and computer games. This applies in particular to boys with an immigrant background and boys from poorly educated classes, who as yet use the computer and Internet less than average for purposes of obtaining information and for educational purposes. Particular attention needs to be given to the issue of the ways in which greater and more one-sided media consumption affects the development of boys and young men.

### **1.8 Violence and crime: victims and perpetrators**

Children and young people are in many ways more at risk of becoming the victims of violence than adults. According to a study in the USA, for example, boys have three times the risk of becoming the victims of physical attacks than adult men.<sup>100</sup> More male than female victims of the offence of bodily harm were recorded in the police crime figures in Germany in 2005 (cf. Table 9).

There are no *representative* studies on unrecorded cases of *violence against men*. However, a pilot study on ‘Violence against Men’<sup>101</sup> has shown that the greatest risk of becoming the victim of violent acts exists for males during childhood and adolescence. For example, more than half of the men who were asked reported having been beaten, kicked, slapped, or beaten up when they were children; 17.7% had experienced physical injuries from others in these phases of life. These experiences took place in more or less equal proportions in the family, in public, during leisure time and at school. It was only in the family sphere that women, and particularly mothers, were also reported as being the perpetrators. Population groups that are subject to discrimination, such as boys with handicaps, ethnic minorities, and homosexual young men, as well as those who deviate from the heterosexual view of masculinity, are generally at greater risk of violence.<sup>102</sup>

---

<sup>97</sup> Cf. MPFS 2005a: 48–9.

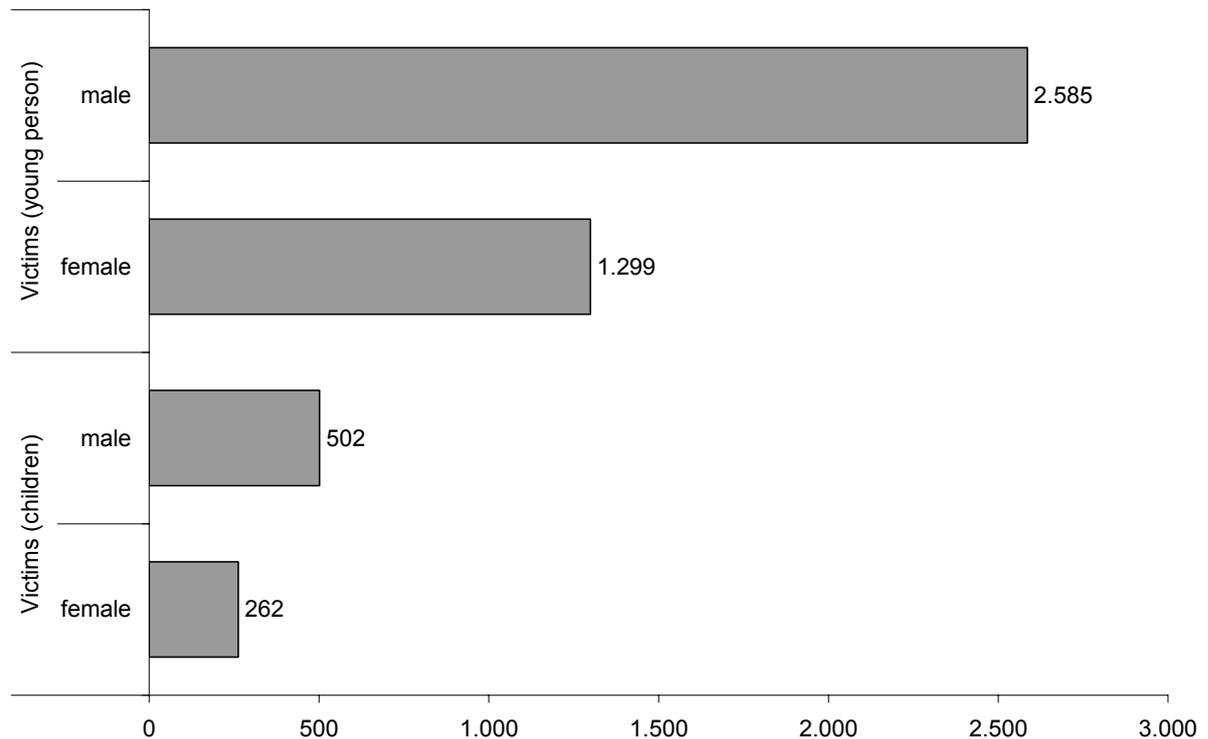
<sup>98</sup> Cf. IFJ 2004: 237.

<sup>99</sup> Cf. MPFS 2005a: 49.

<sup>100</sup> Cf. Hashima and Finkelohr 1999, cited after Heiliger *et al.* 2005: 636.

<sup>101</sup> ‘Gewalt gegen Männer’; cf. BMFSFJ 2004; Lenz 2006: 104–5.

<sup>102</sup> Cf. Lenz 2006: 104–5.

**Figure 9: Victims of bodily harm in 2005 by sex\***

\* Victims per 100,000 population relative to each age group.

Source: Bundeskriminalamt 2005, p. 59–60; data rounded.

It is not possible to give precise data for the numbers and gender specificity of *neglect* and psychological *maltreatment* of boys and girls in Germany. Estimates vary between 50,000 and 500,000 affected children per year.<sup>103</sup> Overall, parents nowadays use *corporal punishment during upbringing* less often than 15 years ago. Despite this, only 43.3% of children under the age of 12 and 58% of young people classify themselves as never having been victims of parental violence; 17.1% of younger and 8.1% of older adolescents state that they regularly suffer severe corporal punishment from their parents. There is a tendency for children from lower socio-economic classes to be affected by parental violence more often than children from higher social classes.<sup>104</sup>

Children are often affected by different forms of violence simultaneously. For example, girls and boys who have experienced *sexual abuse* also report more physical violence from their parents, and conversely, the probability of sexual abuse by parents increases when there is frequent physical abuse.<sup>105</sup> Boys are more affected by severe physical violence and girls are more affected by sexual abuse. It is estimated that some 5% of boys, but as many as 10–15% of girls up to the age of 16 have experienced unwanted sexual physical contact at least

<sup>103</sup> Niedersächsisches Ministerium für Frauen, Arbeit und Soziales/Deutscher Kinderschutzbund, Landesverband Niedersachsen e.V. 2002: 7.

<sup>104</sup> Cf. Deegener 2006: 30.

<sup>105</sup> Cf. Deegener 2006: 37f.

once under compulsion from a much older person and/or through violence.<sup>106</sup> In a representative study conducted by the BZgA, 4% of sexually experienced boys aged 14–17 stated that they had experienced sexual violence.<sup>107</sup>

It is thought that boys and young men particularly often experience sexual violence in specific contexts – particularly in prisons, hospitals, nursing wards, psychiatric institutions, homes, and in religious communities.<sup>108</sup>

*Violence among young people* is primarily male violence. For example, 83% of suspects connected with offences involving slight, moderate and severe bodily harm in 2005 were male.<sup>109</sup> The violence recorded by the Federal Bureau of Criminal Investigation [*Bundeskriminalamt*] is more often directed at male victims than female ones (cf. Table 9). Sexual violence is an exception to this rule, with more girls and women being affected.<sup>110</sup>

According to the police criminal statistics, *juvenile delinquency* is also mainly committed by young men; over three-quarters of 8–21-year-old suspects are male. Boys commit offences more often, and commit more serious offences, than girls; nearly half of male suspects have already offended previously. Overall, foreign boys and young men have higher delinquency rates than German ones.<sup>111</sup>

According to the Federal Agency for Internal Security [*Bundesverfassungsschutz*], there are (2005) 183 *extreme right-wing groups* in Germany with a total of approximately 39,000 members, with membership showing a tendency to increase. The largest groups, the skinheads and neo-Nazis, sometimes cooperate with each other. The majority of suspects in the area of xenophobic offences and violence are young people or young adults. Approximately three-quarters of them are under the age of 25. Ninety per cent of the young people involved are male and have already had contact with the police due to other offences.<sup>112</sup> In contexts involving football matches as well, it is mainly male young people who attract attention due to violent behaviour and vandalism.

In public debates concerning violence, the discussion tends to focus primarily on men as perpetrators. There has until now been a lack of attention to male victims.

---

<sup>106</sup> Cf. Deegener 2006: 34.

<sup>107</sup> Cf. BZgA 2006: 121; Ernst 2005: 77.

<sup>108</sup> Cf. Lenz 2006: 112.

<sup>109</sup> Cf. Bruhns and Wittmann 2006: 5.

<sup>110</sup> Cf. Lenz 2006: 100–1.

<sup>111</sup> Cf. Baier, Pfeiffer and Windzio 2006: 246–7. However, in this comparison it needs to be taken into account that for foreign young people there are groups of offences, such as passport offences, that hardly occur among German young people due to their differing status.

<sup>112</sup> Cf. Gamper and Willems 2006: 439–40.

## 2. Theoretical aspects of growing up as a boy

Even before children themselves become aware that physical sexual differences can be a reason for describing them as female or male, and before they understand that this initial categorization will usually stay with them throughout their lives, children are already embedded in the everyday practice of differentiation: boys receive different names from girls, they are dressed differently and have their hair done differently, they are spoken to differently, they are reprimanded for different behaviour patterns, and they receive different toys, for example. Usually a single glance at a child's room is sufficient to be able to decide on the basis of the bed linen and toys whether it is a girl's or a boy's room. Parents, neighbours, kindergarten teachers, and later on children of the same age and also teachers expect different things from girls and from boys – often unconsciously. In various ways, they also provide them with access to different worlds of experience. A few decades ago, researchers on women's issues were convinced that coherent systems of female and male socialization develop in this way that decisively shape the identities of girls and boys.<sup>113</sup> For the development of boys, it is thought to be particularly serious that boys have to give up their first identification with their mother, the first object of love (according to psychoanalysis). They have to find out what a boy or a man is. In contrast to girls, boys have to find an identity in opposition to their mothers. This 'identity fracture' has long been thought by many to be extremely important in relation to boys' difficulties in growing up.<sup>114</sup>

In their environment – for example, in the family and at school – boys often experience gender hierarchies in which men 'have the final say'.<sup>115</sup> With increasing age, they also notice that what is thought to be worth reporting in today's media-dominated society is mainly caused by men and represented by men. This type of experience of greater public importance and of the predominant actual superiority of the male gender can lead many boys to distance themselves from girls and women and to consider themselves different and better.<sup>116</sup> This development is associated with the fact that boys usually consider themselves to be more intelligent than girls,<sup>117</sup> although this is not justified on the basis of either intelligence measurements or school performance. They follow the culturally established devaluation of femininity.<sup>118</sup>

However, masculinity is constituted during adolescence not only through differentiation from femininity, but also through everyday participation in practical male activities. This gives

---

<sup>113</sup> Female socialization was particularly stringently described in Scheu 1977. Bilden's handbook articles (cf. Bilden 1980 and 1991) later provided an important basis for debate regarding gender-specific socialization.

<sup>114</sup> Cf. for example Schnack and Neutzling 1990: 29.

<sup>115</sup> In western Germany, the proportion of male school heads is estimated at approximately 75%, although most members of the teaching staff are female (cf. Roisch 2003: 23 and 40).

<sup>116</sup> Cf. Hähne and Zubrägel 2004.

<sup>117</sup> Cf. Millhoffer 2000.

<sup>118</sup> Böhnisch and Winter 1993; Hagemann-White 1984.

particular significance to groups that consist purely of boys and men and their competitive games and high-risk practices.<sup>119</sup> Boys play rougher games at an earlier age than girls. As a result of a concept of masculinity that is associated with conflict, danger, and gaining victory, boys obtain respect and recognition from their peers – for example, through excessive alcohol consumption and in extreme sports, as well as in “fun fights” or high-risk car driving. In all of these cases, what is involved is rituals in which boys act out, practice, and dramatize ‘masculinity’. The world of ‘real men’ or ‘tough guys’ offers those who are able to and want to keep up with it not only tough competition but also forms of community formation and solidarity. Consequently, school – which in accordance with generally valid criteria does not dramatize masculinity and instead rates quite different achievements positively and can only regard daredevilry as being disruptive – sometimes has difficulties in dealing with boys.

While holding onto the traditional image of masculinity is being discussed as problematic here, it should nevertheless be emphasized that masculinity is now no longer interpreted in a standardized way. Boys are not always tacitly required to have greater ability or self-assertiveness, or a greater willingness to take risks, or greater aggressiveness. The evaluation of these characteristics that are allegedly typical of boys depends on the context and on the way in which they are presented. Individuals who are oriented towards partnership-based relationships between men and women and equality at work, and who expect a team spirit at work, do not necessarily regard the ‘pushy mentality’ acquired through hard competition among men as being entirely positive. The variability of imputed qualities and evaluations means that in the course of their lives, boys sometimes have contradictory experiences of acceptance and rejection of traditional patterns of masculinity. For many boys and men, everyday life, in addition to the image of dominant masculinity, also offers other images – for example, images including fairness towards girls and women and recognition of their achievements. What ‘establishes’ masculinity or femininity is nowadays no longer naturally obvious. In many situations, masculinity and femininity are now disputed categories that need to be renegotiated. It is not always easy for boys to cope with the competition between contradictory role models.

The younger generation is also involved in this conflict over the definition of masculinity and femininity. The concepts of gender-specific socialization that were predominant in the 1970s and 1980s underestimated the contradictory quality of girls’ and boys’ experience as described above, the complexity of children’s developmental potential, and the strength of their own ability to guide themselves.

In the debate over the way in which boys grow up, greater account is now taken than was the case a few decades ago of the fact that boys have not only a gender, but also live as

---

<sup>119</sup> Meuser 2006: 164–5.

individuals with different intellectual and physical equipment, in different milieus and with different lifestyles. It is also taken into account that as children with or without an immigrant background, or as pupils in specific types of school, they face differing requirements and have varying scope for action, opportunities and obstacles – so that there can be no doubt that they need different kinds of support.<sup>120</sup> It is therefore not possible to conduct the debate on the disadvantages and dangers faced by boys without taking a more nuanced view of boys in different social situations.

---

<sup>120</sup> This refers to the concept of intersectionality (cf. Knapp 2005).

### 3. Problem areas and measures needed

The problem areas mentioned in section 1 are taken up here and measures are described that are intended to help overcome them. The presentation is based on examples and is not limited to projects directed specifically at boys.

#### 3.1 Health promotion

Many areas need to be taken into account in the field of health promotion for boys. The greater accident risk among boys, linked with male-associated tests of courage and competitions (cf. section 1.1) is unfortunately still given too little attention here. Health-promoting measures as discussed below are mainly concerned with healthy eating and providing information about health risks such as alcohol, nicotine, and illegal drugs and AIDS.<sup>121</sup>

Many children in Germany are already overweight when they first start school. There is a high probability that these children will develop high-risk excess weight, with the associated resulting diseases, when they are adults. To promote conscious ways of dealing with nutrition and exercise in children and young people early on, the Federal Ministry for Food, Agriculture and Consumer Protection initiated a prevention campaign entitled 'Eating Better, Doing More Exercise, Easy as Child's Play'<sup>122</sup> and established a Platform for Nutrition and Exercise.<sup>123</sup> A youth campaign called 'Feeling Good – Promoting Health with Exercise and Stress Management'<sup>124</sup> offers courses for 14–18-year-olds.

A prevention project called 'Youth with a Bite'<sup>125</sup> is aimed at schools and youth-welfare institutions and offers comprehensive information on the topics of eating disturbances and food craving. The Internet platform 'bzga-essstoerungen.de' has an information page on eating disturbances among men, and 'www.hungrig-online.de' provides boys and young men who are affected with a forum in which they can exchange information specifically about topics affecting eating disturbances among men.

Educational work on the health risks of alcohol, nicotine and illegal drugs is being carried out by the BZgA with youth campaigns entitled 'Are You Stronger than Alcohol?',<sup>126</sup> 'Smoke-

---

<sup>121</sup> This section also includes sex education measures, although these are not strictly speaking part of health promotion.

<sup>122</sup> [*Besser essen, mehr bewegen, kinderleicht*]; supported by the Federal Ministry for Nutrition, Agriculture and Consumer Protection (*Bundesministerium für Ernährung, Landwirtschaft und Verbraucherschutz*, BELV) since 2003; managed by the Centre for Agricultural Documentation and Information (*Zentralstelle für Agrardokumentation und -information*, ZADI).

<sup>123</sup> [*Plattform Ernährung und Bewegung*, PEB], supported by the BELV since 2004, managed by the German Society for Paediatric Medicine and others.

<sup>124</sup> [*Gut drauf – Gesundheitsförderung durch Bewegungsverhalten und Stressbewältigung*]; supported by the BMGS and BZgA since 2003.

<sup>125</sup> [*Jugend mit Biss*], 2000–2006 (supported by the BMFSFJ during the pilot phase from 2000 to 2002), managed by the Frankfurt Centre for Eating Disturbances.

<sup>126</sup> Since 2001.

Free',<sup>127</sup> and the Internet platform 'drugcom'.<sup>128</sup> The federal pilot project 'Close to the Limit'<sup>129</sup> aims to use special campaigns to effectively counter the increase in alcohol poisoning among children and young people. In addition, the non-smoking competition for school classes, 'Be smart – don't start'<sup>130</sup> was offered in 15 federal states for the ninth time in 2005–06. For alcohol and tobacco prevention, an interactive and playful participation course called 'ClearSight'<sup>131</sup> has been developed for young people and is being used throughout the country. To supplement it, an exhibition entitled '*SehnSucht*'<sup>132</sup> is intended to sensitize both young people and adults, as well as disseminators of information, about addiction and dependency behaviour. The 'Realize it!'<sup>133</sup> project provides adolescents and young adults aged 15–30 with an opportunity to reflect on their cannabis consumption in individual and group sessions and reduce it over the long term. Similar facilities were provided by the International Cannabis Need for Treatment Study (INCANT),<sup>134</sup> in the framework of which 15–20-year-old cannabis users were offered treatment. The project "Building Bridges – Young Addicts and Self-Help"<sup>135</sup> provides support for addicted young men and women.

The 'Making kids strong'<sup>136</sup> campaign is aimed at adults. The idea is to stimulate them to set an example to their children in ways of dealing responsibly with legal addictive substances and to pass this on to them. Within the framework of the campaign, sports and family events on preventing addiction are organized for parents and children.

The 'Legal Protection for Children and Young People: We're Sticking to It!'<sup>137</sup> campaign is intended to draw attention to the regulations contained in the legislation for protecting young people and to increase public awareness of youth protection concerns. The campaign is targeted at restaurants, discos, petrol stations, shops and clubs. Those responsible are requested using posters, stickers and brochures to make sure they know the young people's age, in case of doubt to request evidence of age and in this way to implement not just the law, but actual protection for children and young people, in an active and effective

<sup>127</sup> Since 2003.

<sup>128</sup> Since 2002.

<sup>129</sup> [*HaLT – Hart am Limit*], pilot phase 2002, implemented as a federal model in 11 locations in Germany since 2004, supported by the BMG.

<sup>130</sup> Supported by German Cancer Aid, the European Commission, the German Heart Foundation, the BZgA, the BKK Federal Association and the German Lung Foundation; coordinated by the Institute for Research on Therapy and Health (IFT Nord) in Kiel.

<sup>131</sup> [*KlarSicht*], since 2005; BZgA.

<sup>132</sup> [*Sehnsucht* = yearning, *Sucht* = addiction]; since 2005; BZgA.

<sup>133</sup> A Swiss–German project; supported since 2004 by the Federal Ministry of Health, by the cantons Basel-Stadt, Basel-Landschaft and Aargau and by the Baden State Association for Prevention and Rehabilitation [*Badischer Landesverband für Prävention und Rehabilitation*, blv], implemented by the Department of Health (in Switzerland) and by the Baden State Association for Prevention and Rehabilitation (in Germany).

<sup>134</sup> Pilot study from October 2004 to February 2005, participating countries: the Netherlands, France, Belgium, Switzerland, Germany.

<sup>135</sup> Supported by the BMG since 2003, implements by the *Kreuzbund*, Blue Cross in Germany, *Freundeskreise für Suchtkrankenhilfe*, Blue Cross in the Lutheran Church, and Good Templars in Germany.

<sup>136</sup> [*Kinder stark machen*]; since 2005, BZgA.

<sup>137</sup> [*Jugendschutz: Wir halten uns daran!*] BMFSFJ in collaboration with the Federal Working Group on Protection for Children and Young People [*Bundesarbeitsgemeinschaft Kinder- und Jugendschutz*, BAJ] and various trade associations.

way. One example is the ‘Pro Youth Protection’<sup>138</sup> campaign. From 1 January 2007, cigarettes can only be obtained from public vending machines using evidence of age. To do this, the chip on the Eurocheque card used to pay is given a youth protection feature enabling users to prove that they are over 16.

Since the legislation on pregnancy advice [*Schwangerschaftskonfliktgesetz*, SchKG] came into force, the Federal Office is legally obliged to produce target group-specific concepts for sex education and family planning in collaboration with the states and family counselling institutions, and to distribute educational materials nationally. This is carried out using various target group-specific and gender-specific measures, always based on the current state of research. The BZgA is developing media materials on sex education for various age groups.

In 1998, commissioned by the BZgA, the Institute for Regional Innovation and Social Research [*Institut für regionale Innovation und Sozialforschung*, IRIS] carried out an exploratory, social education-oriented study on boys and young men on topics involving sex education, health, and advice in Germany.<sup>139</sup> For those involved in counselling and advice, the BZgA provides a media package on ‘young people’s sexuality’, and specifically for working with boys there is a work file called ‘How’s It Going?’<sup>140</sup> available.

In addition, for boys and young men there is an Internet page set up by the BZgA, [www.loveline.de](http://www.loveline.de), which provides tips and information all about the topics of sexuality, contraception and partnership, as well as ‘sexyklopädie’,<sup>141</sup> brief information brochure for boys and girls on the topic of contraception.

### 3.2 Support strategies at school

Poor performance, sometimes linked with concealed or offensive refusal of school, can lead to young people breaking off their schooling. Special measures are needed to avoid this type of problematic development, particularly for disadvantaged boys (cf. section 1.3).

The German Association for Public and Private Welfare [*Deutscher Verein für öffentliche und private Fürsorge*], which previously implemented the ‘Cool School’ initiative, is now starting a programme entitled ‘School Refusal – a Second Chance’.<sup>142</sup> The ‘Network for the Prevention of School Fatigue and School Refusal’<sup>143</sup> is collecting and distributing practical examples of ways of preventing boys and girls from breaking off their schooling.

---

<sup>138</sup> Federal Government together with the Federal Association of German Tobacco Wholesalers and Vending Machine Suppliers [*Bundesverband Deutscher Tabakwaren-Großhändler und Automatenaufsteller e.V.*].

<sup>139</sup> Cf. Winter and Neubauer 1999.

<sup>140</sup> [*Wie geht’s, wie steht’s?*], cf. BZgA 2002.

<sup>141</sup> Published by the BZgA in 2006.

<sup>142</sup> [*Schulverweigerung – Die zweite Chance*], supported in 2006–07 by the BMFSFJ and ESF, implemented by the German Association for Public and Private Welfare.

<sup>143</sup> [*Netzwerk Prävention von Schulmüdigkeit und Schulverweigerung*], supported in 2002–06 by the BMBF and ESF, implemented by the DJI.

As boys have much poorer reading competence than girls, there are several initiatives devoted to promoting reading among boys. These include, for example, the work of an association called ‘Hanover Mentor – Helping with Learning to Read’ [*Mentor Hannover e.V. – Die Leselernhelfer*], which links up and trains voluntary reading helpers nationally. A training course for teachers called ‘Getting Boys to Read in Class in Secondary Schools’<sup>144</sup> provides teaching aids and information for promoting reading specifically for boys. The ‘Kick and Read’<sup>145</sup> project is aimed at boys, particularly from socially disadvantaged families with poor access to education, aged 9–13 and hopes to promote linguistic abilities with facilities combining sport and reading.

### 3.3 Assistance in career guidance and in the transition to further training

Boys decide more often than girls in favour of male-associated careers – i.e., for occupations that count as being ‘men’s jobs’ and in which the majority of workers are in fact also male. This applies to the skilled trades and technical occupations, for example. They rarely consider working in the caring professions.

With the emergence of the annual campaign day ‘Girls’ Day – Day for Girls for the Future’, the question arose of whether boys also need this type of support in making career choices. In recent years, regional activities have therefore also been aimed at expanding the range of careers choices for boys. In Aachen in 2003, for example, the first ‘Boys’ Day’ was organized. Supplementary programmes for boys are also being organized in other regions, and on these days boys are able to obtain insights into so-called typical women’s jobs and orient themselves in these career areas.

In addition to the wide variety of careers guidance information provided by the employment agencies, a national pilot project called ‘New Paths for Boys’<sup>146</sup> encourages educational provisions inside and outside school to expand the range of careers choices for boys, question male role models and enhance boys’ social competence. Support is provided for many initiatives and projects dealing with the topic of career and life planning appropriate for boys. A national competition was initiated under the title ‘Venturing Progress!’ [*Fort-Schritte wagen!*] to find schools and non-school sponsors for boys’ projects. The organizational office established in Bielefeld offers support for everyone involved in boys’ process of choosing a career. On its home page, ‘www.neue-wege-fuer-jungs.de’, current data, campaigns, projects, courses, etc. dealing with boys’ topics, along with gender-sensitive careers

<sup>144</sup> [*Jungen zum Lesen bringen im Unterricht der weiterführenden Schulen*], established by the Reading Foundation’s Academy for Promoting Reading.

<sup>145</sup> 2005, supported by the Ministry of Culture and the Ministry of Science and Culture in Lower Saxony, as well as the Reading Foundation [*Stiftung Lesen*] in Mainz, implemented by the Academy for Promoting Reading [*Akademie für Leseförderung*] of the Reading Foundation at the Gottfried Wilhelm Leipzig Library.

<sup>146</sup> Supported by the BMFSFJ and ESF since 2005, coordinated by the *Service-Büro Neue Wege für Jungs, Kompetenzzentrum Technik - Diversity - Chancengleichheit e.V.* in Bielefeld.

guidance are presented. For schools, practical tips and teaching materials are available. For example, a poster series called 'Cool Boys' is intended to encourage talking to boys and young men from a gender-related point of view about various topics involved in career and life planning. The pilot project 'New Paths for Boys' is currently setting up a national network to link up and provide support for this type of initiative on career and life planning for boys.

The community service that young men who decline military service have to carry out for nine months in social care institutions can also be important for their career orientation. To enable young men to benefit from community service more than has previously been the case, discussions are currently taking place on developing 'community service as a learning service'.<sup>147</sup> Community service in retirement homes, institutions for the handicapped, etc., are in the future to be accompanied by specialist advice, and the young men should have an opportunity to obtain qualifications during their community service. This could be advantageous for those who choose to enter the caring professions later on.

The transition from school to vocational training is problematic, as the demand for training positions in companies is far greater than the supply of such positions. There is tremendous competition among young people for the preferred training professions. In addition to specialized requirements, social and personal competence are increasingly being demanded. The Internet site 'www.take-care.nrw.de'<sup>148</sup> is therefore devoted to this topic and is aimed particularly at school pupils who are about to start their working careers.

In the framework of a project called 'JUNIOR',<sup>149</sup> some 4,000 school pupils each year start up real companies for the period of a school year. In this way, alongside classwork, they are able to experience the opportunities and risk that entrepreneurial activity involves.

The information database 'www.ausbildungplus.de'<sup>150</sup> offers young people an overview of educational courses providing additional qualifications and dual study courses, as well as information covering vocational training. It provides young people with information about attractive training offers with additional qualifications, practical training courses abroad, courses in foreign languages, computing certificates, and dual study courses such as those leading to business administration qualifications or qualified engineer status. The database provides information about the content of the courses, the companies running them, and requirements for candidates.

---

<sup>147</sup> For example, at a specialist conference on 'Community Service as an Opportunity: Making Community Service into a Learning Service', held in Hanover on 29–30 November 2006, organized by the BMFSFJ.

<sup>148</sup> 2005–2006, supported by the Ministry of Labour, Health, and Social Issues, implemented by the Working Group on Youth and Education [*Arbeitsgemeinschaft Jugend und Bildung e.V.*] in Wiesbaden.

<sup>149</sup> Supported since 1994 by the Federal Ministry of Business and Technology and implemented by the Institute of German Business [*Institut der deutschen Wirtschaft*] in Cologne.

<sup>150</sup> Supported by the BMBF in 2001–2007, implemented by the Institute of German Business in Cologne.

### 3.4 Promoting political and social involvement

In Germany, social and political involvement in the school field is more or less equivalent among girls and boys. Outside school and after school, however, differences appear. Boys and young men are still markedly over-represented in decision-making offices in clubs and associations. By contrast, relatively few boys and young men are involved in social causes.

A campaign called 'Get Involved! – a Campaign to Increase Involvement by Children and Young People'<sup>151</sup> is aimed generally at political involvement by young people in Germany. In this framework, national projects are carried out in which it is possible for children and young people to participate in a representative, open and project-oriented way. The campaign introduces children and young people to figures from the fields of administration, politics, school, and welfare.

The project entitled 'EUYOUPART – Political Participation by Young People in Europe – Development of Indicators for Comparative Research in the European Union'<sup>152</sup> compared political participation by young women and men. The aim was to develop a common indicator system for empirical research on political participation by young people in Europe.

Within the framework of the 'National Action Plan for a Germany Suitable for Children' (2005–2010), a project called 'Project P – Get Involved'<sup>153</sup> is initiating programmes, projects, measures and initiatives to enhance participation by girls and boys.

The project 'Setting a Social Precedent' [*Sozial macht Schule*]<sup>154</sup> is directed at schools and care institutions with the aim of introducing school pupils to social responsibility and enhancing their social competence. Through practical training courses and other specific measures, pupils are intended to have an opportunity to gather direct experience with people in retirement homes, workshops for the handicapped, aid organizations, and self-help groups. The pupils are prepared for the work during classes in advance of the practical training courses.

To attract more public attention to voluntary involvement and rouse young people's interest in it, the youth branches of aid agencies such as the Young St. John's Ambulance Brigade [*Johanniter-Jugend*], the Young Knights of St. John [*Malteser-Jugend*], the Youth Branch of the Technical Aid Organization [*Technisches Hilfswerk*], the Youth Branch of the German Life-Saving Society [*Deutsche Lebens-Rettungs-Gesellschaft*], the Workers' Samaritans'

<sup>151</sup> Supported by the Bertelsmann Foundation in cooperation with the German Children's Welfare Organization [*Deutsches Kinderhilfswerk*] and Unicef since 2004.

<sup>152</sup> Supported in 2003–2005 in the framework of the EU's Fifth Framework Programme.

<sup>153</sup> Supported by the BMFSFJ, BMBF and DBJR since 2004.

<sup>154</sup> Also implemented in North Rhine–Westphalia since 2005. The supporting body is the *ASB Landesverband Nordrhein-Westfalen*. The '*Sozial macht Schule*' project in North Rhine–Westphalia is supported by the charity *Aktion Mensch* and by BP Germany.

Youth Association, the Young Fire Brigade, and the Young Red Cross, have set up a joint Internet platform, 'www.was-geht-ab.com'.

The 'Social Boys'<sup>155</sup> project provides boys aged 13–16 from difficult social conditions and with few careers prospects with an opportunity to take part in a voluntary service in a caring institution. This enables them to become involved in hospitals, handicapped workshops, retirement homes, and children's day nurseries, for example, and to gain experience in care work. Within the framework of this project, pupils reach an agreement with a caring institution that commits them to work there on a regular basis for a year. The volunteers receive a certificate and a note in their school report and thereby improve their chances of obtaining a practical training place for school pupils, a community service place, or a training position. The aim is to communicate social and caring competence to pupils with limited career prospects through activities in the caring sector and to improve their self-esteem.

### 3.5 Preventive measures against violence and right-wing extremism

As discussed in section 1.8 above, the relevant statistics show that boys and young men are much more frequently both victims and perpetrators of violence in than girls and young women of the same age – with the exception of sexual violence, which is discussed separately below. This link between boys and violence is not a specifically German phenomenon, but is also seen in many criminological studies from other countries. Although this finding is largely uncontroversial, it has only been taken into account in practical ways in measures aimed at preventing violence to a limited extent. Boys are usually the main target group for preventive strategies, and services are sometimes directed exclusively at them, but it would be hard to point to any projects specifically for young people that reflect conceptually on the significance of the male gender role in relation to violent behaviour.

The 'Office for the Prevention of Crime among Children and Young People'<sup>156</sup> at the German Youth Institute has therefore commissioned research into existing approaches to preventing violence, focusing on 'Gender: male' in kindergartens, after-school care centres, in sports clubs, in non-school youth work, school, and during the transition to work.<sup>157</sup> The results show that although these approaches do occasionally arise at the conceptual level, they often meet with opposition in institutions and associations, that there is no lobby in favour of them, and that networks for mutual support are only beginning to be set up. The state of development in this area and the extent to which work with boys is distributed – and in

---

<sup>155</sup> Supported by the BMFSFJ in 2005–08 (in the framework of the 'Generation-Spanning Voluntary Services programme, managed by the *Paritätisches Bildungswerk Bundesverband e.V.* The project is being implemented in Frankfurt, Potsdam, and Saarbrücken.

<sup>156</sup> Supported by the BMFSFJ.

<sup>157</sup> The results of the research are currently being analysed by the office ahead of publication. The study will be available during 2007 for download at [www.dji.de/jugendkriminalitaet](http://www.dji.de/jugendkriminalitaet) and in a print version at [jugendkriminalitaet@dji.de](mailto:jugendkriminalitaet@dji.de).

particular measures for preventing violence for boys – must therefore be regarded as being at a low level, particularly when girl-specific approaches and work with girls are used for comparison.

In contrast to physical violence, more girls than boys are affected by *sexual violence*. The aim of the 'Action Plan to Protect Children and Young People from Sexual Violence and Exploitation'<sup>158</sup> is to further develop protection under criminal law, to improve preventive measures and protection for victims, and to link up the aid and advice services and promote international collaboration on the protection of children and young people. For example, phone lines and the Internet site 'www.youngavenue.de'<sup>159</sup> provide boys and girls with an opportunity to receive comprehensive information and in crisis situations to make contact directly with child protection centres. The Number for Problems helpline [*Nummer gegen Kummer*] 0800-11103330<sup>160</sup> provides a free, anonymous and open discussion and advice service for children and young people.

A brochure prepared for parents, 'Asking with Courage – Answering Calmly'<sup>161</sup> is aimed at enhancing sensitivity to possible sexual attacks. A national prevention campaign, 'Look.Act.Help' [*Hinsehen.Handeln.Helfen*], initiated in 2004, is intended to inform the public about the topic of child sexual abuse and enhance sensitivity to it. The Internet site 'www.hinsehen-handeln-helfen.de' set up in connection with the campaign includes important information about preventing sexual violence against children, as well as a database in which the advice services can be found.

In connection with child sexual abuse, the numbers of suspects under the age of 21 are increasing. The aim of the 'Sexually Deviant Young Offenders'<sup>162</sup> intervention project is to provide tips on ways of dealing with sexually aggressive young people, usually young men, and to improve cooperation between the institutions involved, such as the police, judicial system, and youth-welfare services.

The 'Information Centre on Child Abuse/Child Neglect' [*Informationszentrum Kindesmisshandlung/Kindesvernachlässigung, IKK*]<sup>163</sup> at the German Youth Institute exists to ensure continuing interdisciplinary networking and information processing on the prevention of sexual violence and exploitation of children. This nationally active interface between

<sup>158</sup> In 2003, the Federal Government put in place a comprehensive overall strategy to protecting children and young people against sexualized violence and exploitation. The implementation and continuation of the campaign plan, designed as a continuing process, is being accompanied and actively supported by a joint state and federal working group that was set up in the same year.

<sup>159</sup> Supported by the BMFSFJ since 2003, implemented by *Kinderschutzzentren e.V.*

<sup>160</sup> Measures to extend the service and ensure quality have been continuously supported by the Federal Government since 1998.

<sup>161</sup> *Mutig Fragen – besonnen antworten*, published by the BMFSFJ in 2003, now in its third edition due to continuing high demand.

<sup>162</sup> Supported by the BMFSFJ since 2005.

<sup>163</sup> Supported by the Federal Government.

research, practical work, and politics makes better collaboration between the various professions possible.

To prevent sexual violence against minors in institutions that care for children and young people on a full-time or voluntary basis, the Federal Government is intending to introduce further initiatives to develop behavioural standards going beyond the implementation of Paragraph 72a of Penal Code VIII and including volunteers working in youth clubs and sports clubs, for example.

In the case of *domestic violence* between adults, there is a high probability that the conflicts will not be limited to the adults in a household but that children in the household will also be maltreated, sexually abused, or neglected.<sup>164</sup> The Law on Protection against Violence, which came into force in January 2002, markedly improves legal protection for the victims of domestic violence and extends sanctions against the perpetrators. A study entitled 'Together Against Domestic Violence'<sup>165</sup> investigated and assessed interdisciplinary intervention and cooperation projects. In addition, a brochure for children entitled 'More Courage to Talk: about Abused Women and their Children' is available.<sup>166</sup> The 'BIG Prevention Project'<sup>167</sup> is a two-year pilot project run by the Berlin Intervention Headquarters for Domestic Violence. Better cooperation among specialists in schools and youth welfare organizations is intended to counteract domestic violence.

The 'More Respect for Children'<sup>168</sup> campaign ostracized violence in the bringing up of children overall. Campaigns were carried out in which child and youth protection associations, bodies involved in family education, schools and kindergartens participated. Associations and educational and advice institutions prepared information and educational materials and offered courses.

The Internet project 'SOS – Protection, Guidance, Safety [*Schutz, Orientierung, Sicherheit*]<sup>169</sup> at 'www.sozialnet.de' provides information for specialists and those affected on the topic of violence against children and young people and violence among children and young people.

There have been and still are many local projects against violence, only a few of which can be mentioned – for example, the project 'Men, Machos, Cowards' [*Männer, Machos,*

---

<sup>164</sup> Cf. Deegener 2006: 37–8.

<sup>165</sup> Supported by the BMFSFJ in 1998–2004.

<sup>166</sup> Published by the BMFSFJ in 2005.

<sup>167</sup> Supported by the BMFSFJ since 2006, implemented by the Berlin Initiative against Violence Against Women [*Berliner Initiative gegen Gewalt gegen Frauen e.V., BIG*].

<sup>168</sup> Supported by the BMFSFJ in 2000–02.

<sup>169</sup> Supported by the Ministry of Social Affairs of the state of Hesse in 2000–05 in the framework of a state initiative called 'hessen media', in cooperation with the state professional association of pediatricians in Hesse, the Hessian Working Group on Health Education, and others.

*Memmen*].<sup>170</sup> This conducted workshops with boys in four leisure centres in Munich. The central element was getting boys to analyse their own potential for violence and aggression and also norms of masculinity that promote violence.

The Internet site 'www.niceguysengine.de'<sup>171</sup> provides working materials for teachers on how to talk about sexually intrusive behaviour and sexualized violence with young people. The intention is that boys and girls should learn how to recognize and avoid sexualized violence in their social environment and in their own behaviour and practice fair ways of dealing with each other.

In the framework of the 'European Year of Education through Sport 2004', various projects for football fans specifically on preventing violence were carried out.

The national and state police crime prevention services offer children and young people a free computer game on 'www.luka-polizeiberatung.de' for preventing violence and crime, in which children and young people can analyse various forms of violence and learn about appropriate strategies for intervention and de-escalation. In addition, a gateway is provided for parents and teachers with information about preventing violence.

The 'League for Democracy and Tolerance against Extremism and Violence'<sup>172</sup> serves as an umbrella body for all interested organizations to involve themselves in. The task of the pilot program 'Learning and Living Democracy'<sup>173</sup> is in particular to create a framework for the school components of the debate.

A campaign programme called 'Young People for Tolerance and Democracy – Against Right-Wing Extremism, Xenophobia and Anti-Semitism'<sup>174</sup> has been continued since 2002 in the form of the sub-programmes 'ENTIMON' and 'Civitas'.<sup>175</sup> 'Xenos'<sup>176</sup> supports local projects, mobile advice teams and pools of experts, initiative groups, and careers guidance advisers to strength civil structures and citizen involvement. Intercultural competence is one focus of their work.

The 'ENTIMON' programme includes time-limited pilot model projects aiming to test methods and concepts for political education, strengthen democracy and tolerance and prevent right-wing extremism, xenophobia and anti-Semitism. Its support focuses on projects with a gender-specific or gender-sensitive conception of political education work. The central

<sup>170</sup> Supported by *Aktion Mensch* in 2004–06, implemented by *Kreisjugendring München-Stadt*.

<sup>171</sup> Supported by the *Stiftung Deutsche Jugendmarke* foundation in 2004–06, financed by the charitable association *Cream e.V.* in Berlin.

<sup>172</sup> Supported by the Federal Interior Ministry since 2000.

<sup>173</sup> Supported in 2002–07 by the Federal Government together with the states in the framework of the Federal-State Commission for Educational Planning.

<sup>174</sup> Supported by the Federal Government since 2001.

<sup>175</sup> Both supported by the BMFSFJ, BMA, and ESF and coordinated by the service office of *Civitas Stiftung demokratische Jugend* (for Civitas) and the *Gesellschaft für soziale Unternehmensberatung* (for ENTIMON).

<sup>176</sup> Supported by the BMFSFJ and ESF since 2001, with scientific support from the German Youth Institute.

element is above all on working with male adolescents with violent tendencies with right-wing attitudes who are at risk of moving towards right-wing extremism. One example of this type of work with boys is the action group 'Respect – Anti-Racist Work with Boys and Girls against Exclusion and Violence'.<sup>177</sup> Separate seminars are offered for boys and girls in grade 9 that enable them to discuss various forms of exclusion and violence. For the boys, training in social competence, prevention of sexualized violence, life and career planning, sex education and self-assertion and conflict training are the main points of emphasis.

The aim of the 'Civitas' programme was to strengthen a democratic, community-oriented culture in the new federal states (former East Germany) by supporting pilot projects on advice, training, and assistance for campaigns against right-wing extremism and pilot projects on advice for victims or potential victims of right-wing extremist crimes and acts of violence. One example is the 'Exit' project, which since 2001 has been providing assistance and support for individuals leaving the right-wing extremist scene. In addition, Exit analyses right-wing groups, provides information about radical right-wing and anti-democratic moves, presents opportunities for democratic action and advises projects and institutions.

The new federal programme called 'Young People for Tolerance and Democracy – Against Right-Wing Extremism, Xenophobia and Anti-Semitism' started work on 1 January 2007 and is to continue and further develop these preventive strategies.

In addition to the specific measures, projects and programmes mentioned above, it would be desirable to anchor boy-specific prevention-of-violence programmes firmly in regular services provided by child and youth welfare organizations. A few of the challenges facing the development and distribution of boy-specific approaches may therefore be briefly sketched out here. As is emphasized elsewhere in this report, boys are not a homogeneous group. If they are to be successful, the measures to be taken and services to be offered in child and youth welfare services therefore need to be precisely adapted to each target group. To mention only one example: anti-violence training courses – assigned as a customary form of punishment for acts of violence by juvenile court judges – for male adolescents with a Turkish immigrant background should be associated with a separate unit about the meaning of the way in which 'male honour'<sup>178</sup> is used to legitimate violence.

For practical educational work, it is an immense challenge not to exclude male adolescents who show violent behaviour from the services offered and instead to use such behaviour to reflect on the experience underlying it, develop new ways of resolving conflicts, and initiate

---

<sup>177</sup> Body responsible: *BDP-Mädchen-Kulturhaus* and *Bremer Jungen-Büro*.

<sup>178</sup> The same also applies to other groups of male adolescents with traditional images of masculinity.

learning processes.<sup>179</sup> Because experiences of violence as a victim, as a perpetrator, and often as perpetrator and victim at the same time, are part of growing up for many male adolescents. It has been shown that for male adolescents, services that provides special experiences, sports, and physical exercise are more attractive than verbally oriented ones. It is particularly with services of this type that difficult target groups can be reached. For the educational specialists involved, there is not only the challenge here of conducting critical reflection on one's own gender role; they also need to analyse their own attitude to violence.

### 3.6 Promoting media competence and media protection for young people

Boys spend a particularly large amount of time using the media. In particular, their usage of computers and the Internet is greater than that of girls (see section 1.7). Recommendations on dealing with television and tips on suitable TV-watching behaviour for children are provided by the action group 'Look! What your Children Are Doing'.<sup>180</sup> It is mainly aimed at parents. A brochure called 'Flickering in the Room' [*Geflimmer im Zimmer*]<sup>181</sup> and an Internet site, 'www.flimmo.de' provide ideas and tips about ways of dealing with TV and choosing programmes that are suitable for children.

In addition, a materials exchange service for parents, 'Zap, Click, Surf – Families Living with the Media'<sup>182</sup> provides information about age-appropriate media use. A media project called 'Seven Boys'<sup>183</sup> specifically provides boys with an opportunity to analyse their own world and creatively address topics that are important to them. The project gives them an opportunity to make interview films and set up a home page, for example.

Computer skills and access to the Internet are becoming more and more important for participation by men and women in politics, business, and society. It is therefore important to provide all boys with age-appropriate access to the Internet and to provide them with computer skills enabling them to use computers sensibly. During the last 10 years, the 'Schools on the Net'<sup>184</sup> initiative has provided support for establishing Internet access in German schools. In addition, it provides courses for information disseminators on teaching and learning with digital media. A federal initiative entitled 'Young People on the Net'<sup>185</sup> supports improved media equipment for youth-welfare institutions. In 2004, only one PC was

<sup>179</sup> Seeing violent behaviour as a learning opportunity is the central thesis of a report on strategies for preventing violence in childhood and adolescence that has been produced in the context of a resolution by the Conference of State First Ministers and the Police Crime Prevention Programme.

<sup>180</sup> Supported by the BMFSFJ since 2004.

<sup>181</sup> Updated edition 2003, supported by the BMFSFJ.

<sup>182</sup> Supported by the BMFSFJ in the context of a project entitled *Media Generation der Gesellschaft für Medienpädagogik und Kommunikationskultur. Informationen für Familien zum Umgang mit den Medien Kindern* at the Institut für Medienpädagogik in Forschung und Praxis.

<sup>183</sup> Supported since 2003 by the BMFSFJ and the Working Group of the Supreme State Youth Authorities [*AG der Obersten Landesjugendbehörden*], and implemented by the Focus Youth Centre in Uedem.

<sup>184</sup> Supported by the BMBF since 1996; run by Schulen ans Netz e.V.

<sup>185</sup> Supported by the BMFSFJ in 2002–2006.

available for every 13 secondary school pupils.<sup>186</sup> For pupils who are not able to gain computer experience at home and who receive no instruction on how to use computers, this means that the school is unable to provide them with adequate skills. According to expert assessments, one-fifth of German 15-year-olds today lack technical skills and computer-related learning strategies sufficient to allow them to use the new media adequately.<sup>187</sup>

Children at secondary modern schools [*Hauptschulen*] more rarely own their own computer than children at high schools [*Gymnasien*]. Particular attention therefore ought to be given to equipping secondary modern schools with PCs. However, having access to a PC does not in itself ensure competence in dealing with the new technologies.

The risks of too one-sided an approach to computers – focusing only on games, for example – are becoming an increasingly important subject. So-called shooting games are particularly controversial in this context. They are particularly fascinating for boys and young men. The Federal Centre for Political Education has published a work manual on dealing with computer games.<sup>188</sup>

In addition, due to the availability of Internet content that is harmful to young people, uncontrolled access to the Internet cannot be regarded as purely positive. Tips and information on increasing security in the Internet through media skills are supplied on the home pages 'www.klicksafe.de'<sup>189</sup> and 'www.seitenstark.de'<sup>190</sup> for children, parents and teachers. The specially established gateway 'www.netzcheckers.de'<sup>191</sup> for young people enables young people from all over Germany to exchange views and to write articles themselves and publish them online. In 1997, the Internet page 'www.jugendschutz.de' was established by the states' youth ministries in order to check Internet services in which youth protection is relevant and urge them to observe the youth protection regulations.

Along with the increased usage of electronic media, the danger is also increasing that minors may be confronted with images of sexualized violence or may become victims of sexual violence. At a specialist conference organized by the Federal Government on 'Current Challenges in Child and Youth Protection – Sexual Violence in the New Media', held in November 2006, the need for new methods of protection and new approaches to prevention was discussed and deliberated on.<sup>192</sup>

Although it is technically possible for parents to block access on their home computers to Internet pages that are harmful to young people, this does not prevent young people from

---

<sup>186</sup> Cf. BMBF 2005: 35.

<sup>187</sup> Cf. PISA-Konsortium Deutschland 2004: 189.

<sup>188</sup> Cf. bpb 2003.

<sup>189</sup> Supported by the European Union.

<sup>190</sup> Provided by the Working Group of Networked Children's Pages [*Arbeitskreis vernetzter Kinderseiten*].

<sup>191</sup> Supported by the BMFSFJ, run by IJAB e.V. for 'Jugend online'.

<sup>192</sup> The conclusions of the conference are to be available in March 2007 in the form of conference proceedings.

using harmful computer games extensively elsewhere, for example. It remains questionable how guidelines for age certification might be set up and implemented for computer games and Internet content.

### 3.7 Assistance for boys in precarious life situations

For various reasons, boys' development may be at particular risk. This applies in particular to boys with handicaps and to some extent also to those with an immigrant background. These two groups in particular are therefore considered in detail below.

It is evident both in the educational field and from what is offered by the institutions involved in youth welfare, leisure and advisory services, that the integration of young handicapped people into society has not yet been adequately achieved. According to the specialist associations, youth welfare services provide hardly any obstacle-free or specific services for young men with handicaps. Leisure-time activities for the handicapped, specifically aimed at young people and using an integrative approach, are also rare. Gender-specific services for young people with disabilities are mainly directed at girls and young women with disabilities. Hardly any provision for boys with handicaps (in addition, or specifically) is available.

The situation for handicapped boys and young men is particularly problematic in relation to education and training. Of the approximately 488,000 pupils with remedial education needs in the 2004–05 school year, only 13.3% were taught in the general school system. The remainder attended special schools<sup>193</sup> (the hidden fourth sector in the 'three-sector school system'). Of the children who are sent to special schools due to special support needs, more than half are assigned to special support for learning difficulties. Of the pupils taking these courses, approximately 61% are boys.<sup>194</sup>

Only a small proportion of pupils attending special schools obtain a school-leaving certificate; in 2004, for example, 79.1% of the pupils left special schools without a secondary modern school leaving certificate. This quota has remained fairly constant since 1996. Special school pupils accordingly have very poor chances of obtaining a further training position and occupational qualifications. While the overall proportion of young adults who have not completed a recognized training course by the age of 25 is 15–16%,<sup>195</sup> 29.3% of handicapped men aged 25–45 do not have an occupational qualification (compared with 27.4% of handicapped women).<sup>196</sup>

There is thus a need for action in the provision of support for severely handicapped school-leavers to help them obtain educational qualifications and be able to take part in working life.

---

<sup>193</sup> Cf. Schildmann 2006: 19.

<sup>194</sup> Cf. Schildmann 2006: 19–20; Moser, Roll and Seidel 2006: 305.

<sup>195</sup> Cf. Reissig et al. 2006: 4.

<sup>196</sup> Cf. Pfaff 2006: 1273–4.

This has been taken into account both in Social Security Statute Book IX (*Sozialgesetzbuch*, SGB IX) since summer 2001 and in the 'Law for the Promotion of Education and Employment of Severely Handicapped Persons' of 23 April 2004. The education of handicapped young people and young adults, and of those at risk of handicap, is promoted by giving subsidies for the purpose to employers who provide training. In addition, it is one of the essential duties of the specialist integration services to support these target groups and thus to advise them and attend to their needs when they are looking for training positions. All further education and training opportunities and in principle open to young handicapped people after school. In addition, there are also special educational courses for handicapped people at a lower training level. The corresponding regulations are in the Occupational Training Act (Paragraph 66) and Trades Regulations (Paragraph 42).

Young people with disabilities can also receive further support in various individual projects. For example, a pilot initiative called 'REGINE – Regional Networks for Occupational Rehabilitation of (Learning-) Handicapped Young People'<sup>197</sup> supported training for young people with learning handicaps by offering them training courses near their place of residence in nine locations. In the same framework, a pilot initiative called 'CMB – Case Management for Maintaining Training Places and Employment for Handicapped People' was also organized. Those affected received more support as a result of better coordination of the services offered.

A project specially designed for boys is called 'Boys' Views – Body Images: Body-Related Access to the Potential of Boys Who Need Assistance'.<sup>198</sup> The aim of this is to develop innovative approaches to action for educating boys and to implement these in regional youth welfare and handicapped welfare services.

*Boys and young men with an immigrant background* are disadvantaged in Germany in several respects. This is evident particularly in the fields of education and leisure. Formally, children and young people of German and non-German origins have equal status in relation to access to educational institutions. In reality, however, there is a substantial differential between them in education and training (cf. Figure 3 on p. 13). The rate of participation in training courses by young people with an immigrant background is declining, and they drop out of company training courses at an above-average rate.<sup>199</sup> The measures available to support their ability to receive training and help them search for a training position take various approaches. For example, the Internet platform LIFT<sup>200</sup> offers a protected learning and working area for the school and extracurricular youth education. Girls and boys with an

---

<sup>197</sup> Supported by the BMA, the Federal Rehabilitation Association, and the Federal Employment Agency in 1998–2004.

<sup>198</sup> Supported by *Aktion Mensch* in 2005–2008. A practical development project run by the Protestant Applied Sciences University of Reutlingen–Ludwigsburg, run by *PfunzKerle e.V.*, Tübingen.

<sup>199</sup> Cf. BMBF 2006a: 137–8.

<sup>200</sup> Supported by the BMBF since 2006.

immigrant background from the age of 12 are introduced to independent learning with the help of the computer and Internet.

The information and advice network 'www.proqua.de'<sup>201</sup> ('Pro Qualification') for women and men with an immigrant background presents the careers of immigrants who have successfully passed through further occupational training in the form of a series of portraits. This is intended to encourage other immigrants also to take advantage of opportunities for further training. At the same time, people in charge of staff recruitment can be made aware of the potential that people with an immigrant background have.

A training project with Turkish young people in Berlin<sup>202</sup> offers them an opportunity to learn the Turkish specialist terms in their training occupation alongside their regular training courses.

A pilot programme called 'Working World–Related Social Work with Young People'<sup>203</sup> is supported by 15 skills agencies in Germany. As recognized and neutral bodies, they serve in an intermediary role between companies and young people whose social and occupational integration is at risk.

A programme called 'Promoting Skills – Further Occupational Qualifications for Target Groups with Special Support Needs'<sup>204</sup> provides support, among other things, for several services specially aimed at young men, particularly those with an immigrant background. The programme included, for example, a pilot project called 'New Occupational Training Paths for Young Immigrants – Improving Reintegration Opportunities for Young Prisoners',<sup>205</sup> the aim of which was to identify the specific skills and resources of young immigrants in prison and on this basis to develop tailored approaches to training and further training for them.

The special problems of young men with an immigrant background during the transition from school to further training and employment are also taken into account in the integration support plan used by local youth immigration services, on the basis of the principles for implementing and further developing Programme 18 of the Federal Plan for Children and Youth (*Kinder- und Jugendplan*, KJP), 'Integrating Young People with an Immigrant Background', within the framework of gender mainstreaming. The more than 3,000 youth immigration services try to promote language abilities among the young immigrants and to provide social education assistance for foreigners and late immigrants of German ethnicity from eastern Europe who are at particular risk.

<sup>201</sup> Supported by the BMAS and ESF in 2005–07; run by the *DGB Bildungswerk e.V.*

<sup>202</sup> Supported by the BMA and the Turkish Education Ministry, implemented by RAA Berlin.

<sup>203</sup> [*Arbeitsweltbezogene Jugendsozialarbeit*], supported by the BMFSFJ in 2002–06, run by INBAS GmbH Institut für berufliche Bildung, Arbeitsmarkt- und Sozialpolitik GmbH.

<sup>204</sup> Supported by the BMBF and ESF up 2005 in the framework of the BQF programme.

<sup>205</sup> Supported by the BMBF and ESF in 2002–05, implemented by the Institut für berufliche Bildung, Arbeitsmarkt- und Sozialpolitik (INBAS), based in Offenbach, in close cooperation with the JVA in Wiesbaden.

A pilot project called 'SoFJA – Family and Youth Work in Social Spaces'<sup>206</sup> aims to support the integration into society of socially unintegrated young people through a combination of mobile youth work and family visits, since young people with multiple problems are difficult to reach.

A project called 'The World Speaks Football'<sup>207</sup> aims to make the German language accessible to children with an immigrant background. Young people from various countries take part in a weekly training meeting that involves both sports and language exercises.

### 3.8 Need for action

While boys in Germany are not in a poorer position than girls in many areas, there are several areas in which measures specially designed for boys are necessary in order to offer them the opportunity to shape their lives with less risk, in a more independent way, and free of discrimination.

#### *Health*

Health is an important prerequisite for an active and independent life. Supporting boys' sense of well-being and promoting health-conscious behaviour among them therefore continues to be an urgent task, for example for the Federal Centre for Health Education and also for health-insurance companies and for schools and local youth institutions. Boys' greater willingness to take risks represents a particular challenge. With a lack of circumspection in sports activities, excessive alcohol consumption, extreme sports, violent physical conflicts and high-risk behaviour in traffic, boys endanger their own health, and often that of other people as well, more often than girls do. Since tests of courage and risky competitions among boys are often used to demonstrate their masculinity, relativizing the concept of masculinity for them might help them reduce risky practices.

#### *Significant relationships*

It is extremely important for young people's development that they should feel protected within their close environment during childhood and that they should gradually have opportunities to explore their surroundings independently as well in order to slowly separate themselves from their home. Although there is a great deal of evidence that fathers nowadays concern themselves with their children to a greater extent than used to be the case, the relationship between sons and fathers is still more distanced than that between sons and their mothers. It is thought that some developmental processes might be easier for

---

<sup>206</sup> [Sozialräumliche Familien- und Jugendarbeit], supported by the BMFSFJ in 2002–06, run by Welfare and Social Work [Diakonisches Werk].

<sup>207</sup> Supported by the Federal Office for Immigration and Refugees in 2006 and by the Germany Academy for Football Culture, implemented by the Association for Promoting Education and Further Training [Verein zur Förderung von Bildung und Ausbildung e.V.]

boys if they were able – like girls – to fall back on several people of the same sex serving as role models. Against this background, the argument is that boys lack trusted male role models – although not only in the family, but also in the kindergarten and in primary school. It would be desirable for more fathers to be involved in caring for their children and for more young men to be attracted into the educational professions.

#### *School*

Many studies have shown that boys represent a highly heterogeneous group in terms of school performance. Low-achieving boys probably often find it more difficult than low-achieving girls to admit their deficiencies, ask for help and make efforts at least to produce average performance. However, strategies of this type are difficult to reconcile with the traditional concept of masculinity. The fact that low-achieving boys in particular have a tendency to dramatize themselves as ‘tough guys’ often makes them into ‘difficult’ pupils. Breaking through the vicious circle of increasing school fatigue and declining performance, and protecting these boys from further marginalization on the way to adulthood, is an immense challenge for schools, parents, and youth welfare organizations. When one looks at the school performance of foreign pupils and of pupils at schools for special needs and secondary modern schools, it must be recognized that providing special support for these pupils is a particularly urgent need today.

#### *Life planning and gender role orientation*

Work still plays a very important part in boys’ life plans, as if as a matter of course. However, boys are nowadays more than ever aware of the fact that their future partners also want to pursue careers and that they do not necessarily want to take sole responsibility for housework and child care. Despite this, partnership-oriented ideas about life are not as widespread among boys as they are among girls (see Table 4, p. 18). Boys should therefore be encouraged to consider new models for ways of dividing labour within the family and to negotiate these with their partners later on. Further development of parental leave regulations and a better family orientation among companies could provide support for the trend towards a shared, partnership-based search for solutions to the problem of combining family and work.

#### *Desired careers and the transition from school to employment*

As a result of the massive decline in jobs in the traditionally male fields of industry and the trades, the previously good employment prospects for boys have deteriorated. This applies in particular to boys who do not have school leaving qualifications, but also to those who only have qualifications from a secondary modern school [*Hauptschule*]. In competition with candidates who have formally better qualifications, less well qualified young people are often unsuccessful in the search for a training position in the occupation they want. In addition to

better support for them even while they are still at school, early careers guidance is important to help young men to expand the range of desired careers they are considering.

#### *Social involvement and political articulacy*

Although young men are over-represented in comparison with young women in every area of political representation, there is nevertheless a great deal of boredom with politics among them. Along with the marked tendency among young men to move towards extreme political groups, this indicates a continuing need for action in the field of political education and for a change in political culture in youth associations and political parties. New provisions for political education should be designed in such a way that they also reach young men from classes with poor access to education. It would also be desirable for young men to become more involved in the social field: voluntary involvement in this area can expand the range of desired careers they consider and improve insight into the fact that caring work, either inside or outside the family, is not a task that belongs exclusively to girls.

#### *Media competence and youth media protection*

Boys spend a great deal of time using the media. With increasing age, the computer and the Internet become increasingly important for them. Despite their extensive use of the Internet, it is by no means certain that boys thereby acquire the skills that will help them use the computer and the Internet in training courses and employment. Boys spend a great deal of time with computer games. Particularly for boys in secondary modern schools, more computers should be available and more courses should be provided that will enable them to deal with the computer and the Internet in a better-qualified way. Cooperation between schools and youth welfare organizations would be helpful here.

#### *Violence and crime*

Boys and young men have so far mainly been considered as perpetrators in public debate regarding violence and crime. And indeed there must be no decline in efforts to carry out preventive work from this point of view among boys and men. This also includes working with them to question the images of masculinity that lead them to break the law and act violently much more often than young women. Sexual attacks on girls and young women are often based on a generalized devaluation of women and a failure to recognize equal rights to sexual self-determination. Work on changing this attitude among boys and men could be carried out in school, among parents and pupils, and in youth-welfare services. In addition, boys should be given more opportunities to develop non-violent strategies for self-assertion. Little attention has so far been given to the fact that boys are also the *victims* of violence at least as often as girls. In most cases, they are at risk of violence from other men. This again underlines the need for reflecting on the collective construction of the concept of masculinity together with the perpetrators. At the same time, however, it would be important to improve

boys' self-defence skills and also to improve the protection against violence for them in the secure institutions in which they are most at risk.

*Assistance for boys in precarious life situations*

There are groups of boys whose development is particularly endangered by special conditions. These boys are often also affected by discrimination. This applies to boys with disabilities, for example. To promote equality of opportunity for boys and enable them to take part in society, these target groups for youth-welfare services ought to be taken into account through more integrational services, for example, and youth-welfare services should cooperate to a greater extent with the assistance services provided for the handicapped. Another group that is subject to discrimination is represented by boys with an immigrant background. In these cases, youth-welfare services need to have facilities on offer that are based on these boys' specific living conditions and attitudes. At the same time, they need to promote constructive ways of dealing with cultural differences and should offer more opportunities for intercultural encounters. There is a need for better training and qualification for these purposes among staff members in relation to intercultural and gender-related skills. A corresponding approach on the part of social education services is also necessary. This reorientation would have to be based on identifying the specific needs and attitudes among boys of different ethnic origins. The members of the majority group in society would also need to reflect on their reservations against boys with an immigrant background. Another group of boys with a special need for support are those who do not have school leaving qualifications. For young men who have failed at school, there must be no let-up in efforts to provide them with tailored provisions for obtaining qualifications later on and making a fresh start in further training and employment.

Although a great deal is being done in Germany to improve the situation for boys and girls, further efforts are required. The orientation of youth policy towards the concept of gender mainstreaming has had the effect that at the federal level, there are still only very few programmes explicitly aimed at boys and girls. Instead, the expectation is that institutions that receive federal funds for their youth programmes will develop measures for girls and boys in the context of implementing these programmes, and will take their specific concerns into account in the process. The examples of measures being taken given in this report may have illustrated the fact that there are many good approaches to providing support for boys available in the Federal Republic of Germany. However, it remains an open question whether the mainstream of youth policy and youth-welfare work has succeeded overall in always identifying and taking into account the different problem situations facing girls and boys. Answering this question would require more detailed research.

Many measures have been tested in pilot projects. However, further distribution of such measures and the state of the projects beyond the end of the pilot phase are not secure. To improve the long-term opportunities for boys, an equality-oriented evaluation of school educations would be necessary. For various reasons, critical reflection on traditional concepts of masculinity appears to be necessary in educational and training institutions. High-risk physical practices based on traditional images of masculinity, and claims to dominance that are based on such images, overstrain some boys and endanger their development.

## List of figures and tables

Figure 1: Individuals in ill health by sex and age group in Germany, 2003 (percentage figures).....	9
Table 2: Importance of friends, best friends, parents, and siblings for young people and young adults, by age group in years and sex (percentage figures for ‘very important’).....	14
Figure 3: German and foreign school leavers in 2004 by type of school-leaving qualification and sex (as a percentage of the resident population of the same age).....	15
Table 4: Life planning and ideas for the future, by sex and age group (in percentages).....	19
Table 5: The 10 most frequent training vocations for male trainees in 2005.....	22
Table 6: Characteristics of active involvement by male and female young people.....	23
Figure 7: Media loyalty 2005 (6–13-year-olds, by sex, in percentages).....	25
Figure 8: Media loyalty 2006 (12–19-year-olds, by sex, in percentages).....	27
Figure 9: Figure 9: Victims of bodily harm in 2005 by sex.....	29

## Bibliography

- Baier, Dirk/Pfeiffer, Christian/Windzio, Michael (2006): Jugendliche mit Migrationshintergrund als Opfer und Täter. Fachwissenschaftliche Analyse, in: Heitmeyer, Wilhelm/Schrötte, Monika (Hrsg.): Gewalt. Beschreibungen, Analysen, Prävention. Schriftenreihe Band 563 der Bundeszentrale für politische Bildung. Bonn, Seite 240-268.
- Bednarz-Braun, Iris//Heiß-Meinung, Ulrike: Migration, Ethnie und Geschlecht. Theorieansätze – Forschungsstand – Forschungsperspektiven. Wiesbaden.
- Beuster, Frank (2006): Die Jungenkatastrophe. Das überforderte Geschlecht. Reinbek b.H.
- Bilden, Helga (1980): Geschlechtsspezifische Sozialisation, in: Hurrelmann, Klaus/Ulich, Dieter (Hrsg.): Handbuch der Sozialisationsforschung. Weinheim, Seite 777-812.
- Bilden, Helga (1991): Geschlechtsspezifische Sozialisation, in: Hurrelmann, Klaus/Ulich, Dieter (Hrsg.): Neues Handbuch der Sozialisationsforschung. 4., völlig überarbeitete Auflage. Weinheim, Seite 279-301.
- Böhnisch, Lothar/Winter, Reinhard (1993): Männliche Sozialisation. Bewältigungsprobleme männlicher Geschlechtsidentität im Lebenslauf. Weinheim, München.
- Böhnisch, Tomke (2003): Karriereressource Ehefrau – Statusressource Ehemann oder warum Frauen von Topmanagern keine berufliche Karriere machen, in: Hitzler, Ronald/Pfadenhauer, Michaela (Hrsg.): Karrierepolitik. Opladen, Seite 173-188.
- Bos, Wilfried/Lankes, Eva-Maria/Prenzel, Manfred/Schwippert, Knut/Walther, Gerd/Valtin, Renate (2003): Erste Ergebnisse aus IGLU. Schülerleistungen am Ende der vierten Jahrgangsstufe im internationalen Vergleich. Münster u.a.
- Brandt, Oliver/Cornelißen, Waltraud (2004): Berufsfindung in einer geschlechterkodierten Welt. Praxistheoretische Ansätze können der Berufsfindungsforschung neue Impulse geben, in: Zeitschrift für Frauenforschung und Geschlechterstudien, 22. Jg., Heft 4, Seite 21-38.
- Breitenbach, Eva (2006): Intelligenz und Geschlecht. ([www.uni-wuerzburg.de/sopaed1/breitenbach/intelligenz/geschlecht.htm](http://www.uni-wuerzburg.de/sopaed1/breitenbach/intelligenz/geschlecht.htm)).
- Bruhns, Kirsten/Wittmann, Svendy (2003): Mädchenkriminalität – Mädchengewalt, in: Raithel, Jürgen/Mansel, Jürgen (Hrsg.): Kriminalität und Gewalt im Jugendalter. Hell- und Dunkelbefunde im Vergleich. Weinheim, München, Seite 41-63.
- Bruhns, Kirsten/Wittmann, Svendy (2006): Junge Gewalttäterinnen in der amtlichen Statistik, in: KomDat Jugendhilfe, 9. Jg., Heft 2, Seite 5.
- Bundesagentur für Arbeit (2006): Ausbildungsberatungsstatistik zum 30.11.2006, bereitgestellt vom BMBF.
- Bundeskriminalamt (2005): Polizeiliche Kriminalstatistik 2005. Bundesrepublik Deutschland. 53. Ausgabe. Wiesbaden.
- Bundesministerium für Bildung und Forschung (BMBF/Hrsg./2004/erstellt von Gernot Weißhuhn/Jörn Groß-Rövekamp): Bildung und Lebenslagen in Deutschland – Auswertungen und Analysen für den zweiten Armuts- und Reichtumsbericht der Bundesregierung. Berlin.
- Bundesministerium für Bildung und Forschung (BMBF/2005): IT-Ausstattung der allgemein bildenden und berufsbildenden Schulen in Deutschland. Bestandsaufnahme 2004 und Entwicklung 2001 bis 2004. Berlin.
- Bundesministerium für Bildung und Forschung (BMBF/2005a): Frauen im Studium. Langzeitstudie 1983-2004. Bonn, Berlin.
- Bundesministerium für Bildung und Forschung (BMBF/2006): Berufsbildungsbericht 2006. Berlin.
- Bundesministerium für Bildung und Forschung (BMBF/2006a): Bildung in Deutschland – Migration. Bielefeld ([www.bildungsbericht.de/zeigen.html?seite=4331](http://www.bildungsbericht.de/zeigen.html?seite=4331)).
- Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ/Hrsg./2000): Kinder- und Jugendhilfe (Achstes Buch Sozialgesetzbuch). Berlin.
- Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ/Hrsg./2001): Kinder- und Jugendplan des Bundes (KJP). Broschüre. Berlin ([www.bmfsfj.de/Kategorien/Publicationen/Publicationen,did=3838.html](http://www.bmfsfj.de/Kategorien/Publicationen/Publicationen,did=3838.html)).
- Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ/Hrsg./2002): Elfter Kinder- und Jugendbericht. Bericht über die Lebenssituation junger Menschen und die Leistungen der Kinder- und Jugendhilfe in Deutschland. Berlin.
- Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ/Hrsg./2004/erstellt von Carol Hagemann-White/Barbara Kavemann): Gemeinsam gegen häusliche Gewalt. Kooperation – Intervention – Begleitforschung. Berlin.
- Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ/Hrsg./2004a/erstellt von Ursula Müller/Monika Schrötte): Lebenssituation, Sicherheit und Gesundheit von Frauen in Deutschland. Eine repräsentative Untersuchung zu Gewalt gegen Frauen in Deutschland. Berlin.
- Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ/2006): Bericht der Bundesrepublik Deutschland an die Kommission der Europäischen Union: Partizipation der Jugendlichen 2005. Berlin.
- Bundeszentrale für gesundheitliche Aufklärung (BZgA/Hrsg./1998/erstellt von Reinhard Winter/Gunter Neubauer): "Kompetent, authentisch und normal?" Aufklärungsrelevante Gesundheitsprobleme, Sexualaufklärung und Beratung von Jungen. Fachheftreihe "Forschung und Praxis der Sexualaufklärung und Familienplanung". Band 14. Köln.
- Bundeszentrale für gesundheitliche Aufklärung (BZgA/Hrsg./2002/erstellt von Rainer Neutzling): Begleitheft "Wie geht's – wie steht's?" Wissenswertes für junge Männer. Köln.

- Bundeszentrale für gesundheitliche Aufklärung (BZgA/Hrsg./2004): Die Drogenaffinität Jugendlicher in der Bundesrepublik Deutschland 2004. Eine Wiederholungsbefragung der Bundeszentrale für gesundheitliche Aufklärung. Teilband: Rauchen. Köln.
- Bundeszentrale für gesundheitliche Aufklärung (BZgA/Hrsg./2004a): Die Drogenaffinität Jugendlicher in der Bundesrepublik Deutschland 2004. Eine Wiederholungsbefragung der Bundeszentrale für gesundheitliche Aufklärung. Teilband: Illegale Drogen. Köln.
- Bundeszentrale für gesundheitliche Aufklärung (BZgA/Hrsg./2004b): Die Drogenaffinität Jugendlicher in der Bundesrepublik Deutschland 2004. Eine Wiederholungsbefragung der Bundeszentrale für gesundheitliche Aufklärung. Teilband: Alkohol. Köln.
- Bundeszentrale für gesundheitliche Aufklärung (BZgA/Hrsg./2005): Neue Ergebnisse zur Entwicklung des Rauchverhaltens von Jugendlichen. Köln ([www.bzga.de/studien](http://www.bzga.de/studien)).
- Bundeszentrale für gesundheitliche Aufklärung (BZgA/Hrsg./2005a/erstellt von Reinhold Munding): Sexualpädagogische Jungenarbeit. Fachheftreihe "Forschung und Praxis der Sexualaufklärung und Familienplanung". Köln.
- Bundeszentrale für gesundheitliche Aufklärung (BZgA/Hrsg./2006): Jugendsexualität 2006. Repräsentative Wiederholungsbefragung von 14- bis 17-Jährigen und ihren Eltern. Köln.
- Bundeszentrale für politische Bildung (bpb/Hrsg./2003/erstellt von Jürgen Fritz/Wolfgang Fehr): Computerspiele. Virtuelle Spiel- und Lernwelten. Bonn.
- Cornelißen, Waltraud (2004): Bildung und Geschlechterordnung in Deutschland. Einige Anmerkungen zur Debatte um die Benachteiligung von Jungen in der Schule, in: Zeitschrift für Frauenforschung und Geschlechterstudien, 22. Jg., Heft 1, Seite 128-136.
- Cornelißen, Waltraud (2006): Kinderwunsch und Kinderlosigkeit im Modernisierungsprozess, in: Berger, Peter A./Kahler, Heike (Hrsg.): Der demographische Wandel. Chancen für die Neuordnung der Geschlechterverhältnisse. Frankfurt a.M., New York, Seite 137-163.
- Cornelißen, Waltraud/Blanke, Karin (2004): Zeitverwendung von Mädchen und Jungen, in: Statistisches Bundesamt (Hrsg.): Alltag in Deutschland. Analysen zur Zeitverwendung. Forum der Bundesstatistik. Band 43. Wiesbaden, Seite 160-174.
- Cornelißen, Waltraud/Blanke, Karin (2004a): Zeit zum Leben-Lernen? Zeitbudgets von Mädchen und Jungen, in: DJI Bulletin, Heft 69, Seite 2.
- Cornelißen, Waltraud/Gille, Martina (2005): Lebenswünsche junger Menschen und die Bedeutung geschlechterstereotyper Muster, in: Zeitschrift für Frauenforschung und Geschlechterstudien, 13. Jg., Heft 4, Seite 52-67.
- Deegener, Günther (2006): Erscheinungsformen und Ausmaße von Kindesmisshandlung. Fachwissenschaftliche Untersuchung, in: Heitmeyer, Wilhelm/Schröttle, Monika (Hrsg.): Gewalt. Beschreibungen, Analysen, Prävention. Schriftenreihe Band 563 der Bundeszentrale für politische Bildung. Bonn, Seite 26-44.
- Deutscher Bundestag, 15. Wahlperiode (2004): Bericht der Bundesregierung über die Lage behinderter Menschen und die Entwicklung ihrer Teilhabe. Drucksache 15/4575 vom 16. Dezember. Berlin.
- Deutscher Bundestag, 15. Wahlperiode (2005): Lebenslagen in Deutschland. Zweiter Armuts- und Reichtumsbericht. Drucksache 15/5015 vom 3. März. Berlin.
- Deutscher Bundestag, 16. Wahlperiode (2006): Gesetzentwurf des Bundesrates. Entwurf eines Strafrechtsänderungsgesetzes – Menschenhandel – (StrÄndG). Drucksache 16/1343 vom 26. April. Berlin.
- Deutscher Sportbund (Hrsg./2003): WIAD-AOK-DSB-Studie II. Bewegungsstatus von Kindern und Jugendlichen in Deutschland. Frankfurt a.M.
- Deutscher Verein für öffentliche und private Fürsorge (2006): ESF-Programm "Schulverweigerung – Die zweite Chance" ([www.deutscher-verein.de/08-projekte/pdf/esf-programm-schulverweigerung-die-zweite-chance.pdf#search=%22schulverweigerung%20die%20zweite%20chance%22](http://www.deutscher-verein.de/08-projekte/pdf/esf-programm-schulverweigerung-die-zweite-chance.pdf#search=%22schulverweigerung%20die%20zweite%20chance%22)).
- Diefenbach, Heike/Klein, Michael (2002): "Bringing Boys Back In": Soziale Ungleichheit zwischen den Geschlechtern im Bildungssystem zuungunsten von Jungen am Beispiel der Sekundarschulabschlüsse", in: Zeitschrift für Pädagogik, 48 Jg., Heft 6, Seite 938-958.
- Eichhorst, Werner/Thode, Eric (2003): Vereinbarkeit von Familie und Beruf, Benchmarking Deutschland Aktuell. Herausgegeben von der Bertelsmann Stiftung. Gütersloh.
- Enders-Drägässer, Uta/Fuchs, Claudia (1989): Interaktionen der Geschlechter. Sexismusstrukturen in der Schule. Weinheim, München.
- Ernst, Cécile (2005): Zu den Problemen der epidemiologischen Erforschung des sexuellen Missbrauchs, in: Amann, Gabriele/Wipplinger, Rudolf (Hrsg.): Sexueller Missbrauch. Überblick zu Forschung, Beratung und Therapie. Tübingen, Seite 55-71.
- Faulstich-Wieland, Hannelore (1991): Koedukation – enttäuschte Hoffnungen? Darmstadt.
- Faulstich-Wieland, Hannelore/Weber, Martina/Willems, Katharina (2004): Doing Gender im heutigen Schulalltag. Empirische Studien zur sozialen Konstruktion von Geschlecht in schulischen Interaktionen. Weinheim.
- Fend, Helmut (2001): Entwicklungspsychologie des Jugendalters. Ein Lehrbuch für pädagogische Berufe. 2. Auflage. Opladen.
- Gaiser, Wolfgang/Rijke, Johann de (2006): Gesellschaftliche und politische Beteiligung, in: Gille, Martina/Sardecki-Biermann, Sabine/Gaiser, Wolfgang/Rijke, Johann de: Jugendliche und junge Erwachsene in Deutschland. Lebensverhältnisse, Werte und gesellschaftliche Beteiligung 12- bis 29-Jähriger. Schriften des Deutschen Jugendinstitutes: Jugendsurvey. Band 3. Wiesbaden, Seite 213-275.
- Gamper, Markus/Willems, Helmut (2006): Rechtsextreme Gewalt – Hintergründe, Täter und Opfer. Fachwissenschaftliche Analyse, in: Heitmeyer, Wilhelm/Schröttle, Monika (Hrsg.): Gewalt. Beschrei-

- bungen, Analysen, Prävention. Schriftenreihe Band 563 der Bundeszentrale für politische Bildung. Bonn, Seite 439-461.
- Gericke, Thomas/Lex, Tilly/Schreiber-Kittl, Maria u.a. (2001): Keine Angst vor Schule. Das Projekt "Mädchen machen Schule" in Solingen. Reportage zum Projekt "Netzwerk Prävention von Schulmüdigkeit und Schulverweigerung" am Deutschen Jugendinstitut e.V. ([www.dji.de/awjsa/foerdord/Rep1.pdf#search=%22reportage%20keine%20angst%20vor%20schule%22](http://www.dji.de/awjsa/foerdord/Rep1.pdf#search=%22reportage%20keine%20angst%20vor%20schule%22)).
- Gille, Martina (2006): Werte, Geschlechtsrollenorientierungen und Lebensentwürfe, in: Gille, Martina/Sardei-Biermann, Sabine/Gaiser, Wolfgang/Rijke, Johann de: Jugendliche und junge Erwachsene in Deutschland. Lebensverhältnisse, Werte und gesellschaftliche Beteiligung 12- bis 29-Jähriger. Schriften des Deutschen Jugendinstitutes: Jugendsurvey. Band 3. Wiesbaden, Seite 131-211.
- Gille, Martina/Queisser, Hannelore (2002): Bürgerschaftliches Engagement junger Frauen und Männer, in: Cornelißen, Waltraud/Gille, Martina/Knothe, Holger/Meier, Petra/Queisser, Hannelore/Stürzer, Monika: Junge Frauen – junge Männer. Daten zu Lebensführung und Chancengleichheit. Opladen, Seite 205-256.
- Gille, Martina/Sardei-Biermann, Sabine (2006): Jugend im neuen Jahrtausend – Angleichung der Geschlechter? Lebensentwürfe und Berufseinschätzungen von 12- bis 29-Jährigen, in: DJI Bulletin, Heft 75, Seite 12-13.
- Gille, Martina/Sardei-Biermann, Sabine/Gaiser, Wolfgang/Rijke, Johann de (2006): Jugendliche und junge Erwachsene in Deutschland. Lebensverhältnisse, Werte und gesellschaftliche Beteiligung 12- bis 29-Jähriger. Schriften des Deutschen Jugendinstitutes: Jugendsurvey. Band 3. Wiesbaden.
- Glaeske, Gerd (2005): Medikamentenmissbrauch und -abhängigkeit. Präsentationsfolien zum Vortrag bei der DHD-Fachkonferenz Sucht ([www.dhs-intern.de/pdf/Beitrag-glaeske-FK65.pdf](http://www.dhs-intern.de/pdf/Beitrag-glaeske-FK65.pdf)).
- Hackauf, Horst (2002): Gesundheit und soziale Lage von Kindern und Jugendlichen, in: Sachverständigenkommission Elfter Kinder- und Jugendbericht (Hrsg.): Gesundheit und Behinderung im Leben von Kindern und Jugendlichen. München, Seite 11-86.
- Hagemann-White, Carol (1984): Sozialisation Weiblich – männlich? Opladen.
- Hagemann-White, Carol (2006): Sozialisation – zur Wiedergewinnung des Sozialen im Gestrüpp individualisierter Geschlechterbeziehungen, in: Bilden, Helga/Dausien, Bettina (Hrsg.): Sozialisation und Geschlecht. Theoretische und methodologische Aspekte. Opladen u.a., Seite 71-88.
- Hähne, Cornelia/Zubrängel, Sabine (2004): Die Wahrnehmung des Körperbildes bei Mädchen und Jungen und ihre Auswirkungen auf den Gesundheitsstatus und das Gesundheitsverhalten. Ergebnisse des Jugendgesundheits surveys im Rahmen der internationalen WHO-Vergleichsstudie, in: Zeitschrift für Soziologie der Erziehung und Sozialisation, 24. Jg., Heft 3, Seite 246-261.
- Hartung, Silke/Janik, Florian (2006): Seltener am Start, genauso oft am Ziel. Frauen in der betrieblichen Berufsausbildung, in: IAB Kurzbericht, Aktuelle Analysen aus dem Institut für Arbeitsmarkt- und Berufsforschung der Bundesagentur für Arbeit, Ausgabe Nr. 15 vom 25.9.2006, Seite 1-5.
- Hashima, Patricia/Finkelhor, David (1999): Violent Victimization of Youth versus Adults in the National Crime Victimization Survey, in: Journal of Interpersonal Violence, Heft 8, Seite 799-820.
- Heiliger, Anita/Goldberg, Brigitta/Schrötle, Monika/Hermann, Dieter (2005): Gewalthandlungen und Gewaltbetroffenheit von Frauen und Männern, in: Cornelißen, Waltraud (Hrsg./erstellt durch das Deutsche Jugendinstitut e.V. in Zusammenarbeit mit dem Statistischen Bundesamt): Gender-Datenreport – Kommentierter Datenreport zur Gleichstellung von Frauen und Männern in der Bundesrepublik Deutschland, im Auftrag des BMFSFJ. München, Seite 580-640.
- Helgard, Thomas/Wawrok, Silke/Klein, Susanne u.a. (2002): Umgang mit sexueller Selbstbestimmung und sexueller Gewalt in Wohneinrichtungen für junge Menschen mit geistiger Behinderung – Bericht aus einem laufenden Bundesmodellprojekt, in: Praxis der Kinderpsychologie und Kinderpsychiatrie, 51. Jg., Heft 8, Seite 636-652.
- Helming, Elisabeth/Schäfer, Reinhilde (2004): Gender Mainstreaming in der Kinder- und Jugendhilfe. Teilbericht 2. Ergebnisse der Fragebogenerhebung "Zum Stand von Geschlechtergerechtigkeit und Gender Mainstreaming bei den aus dem Kinder- und Jugendhilfeplan des Bundes geförderten Trägern der Kinder- und Jugendhilfe". München.
- Hoecker, Beate (1987): Frauen in der Politik. Eine soziologische Studie. Opladen.
- Horstkemper, Marianne (1987): Schule, Geschlecht und Selbstvertrauen. Weinheim.
- Hunze, Annette (2003): Geschlechtertypisierungen in Schulbüchern, in: Stürzer, Monika/Roisch, Henrike/Hunze, Annette/Cornelißen, Waltraud (Hrsg.): Geschlechterverhältnisse in der Schule. Opladen, Seite 53-82.
- Institut für Jugendforschung (IJF/2004/Karin R. Fries): Zur finanziellen Situation junger Menschen zwischen 13 und 24 Jahren, in: Verbraucher und Recht, Heft 7, Seite 237.
- Institut für praxisorientierte Sozialforschung (ipos/2003): Jugendliche und junge Erwachsene in Deutschland. Ergebnisse einer repräsentativen Bevölkerungsumfrage. Manuskript.
- Institut für Therapieforchung (IFT/Hrsg./2004/erstellt von Ludwig Kraus u.a.): Die europäische Schülerstudie zu Alkohol und anderen Drogen (EDPAD): Befragung von Schülerinnen und Schülern der 9. Klasse in Bayern. München.
- Kavemann, Barbara (2003): Kinder und häusliche Gewalt, in: Sozial Extra, Heft 4, Seite 12-17.
- Kelle, Helga (2006): Sozialisation und Geschlecht in kindheitssoziologischer Perspektive, in: Bilden, Helga/Dausien, Bettina (Hrsg.): Sozialisation und Geschlecht. Theoretische und methodologische Aspekte. Opladen u.a., Seite 121-138.
- Knapp, Gudrun-Axeli (2005): "Intersectionality" – ein neues Paradigma feministischer Theorie? Zur transatlantischen Reise von "Race, Class, Gender", in: Feministische Studien, 23. Jg., Heft 1, Seite 68-81.

- Knothe, Holger (2002): Zum Gesundheitsstatus junger Frauen und Männer, in: Cornelißen, Waltraud/Gille, Martina/Knothe, Holger/Meier, Petra/Queisser, Hannelore/Stürzer, Monika (2002): Junge Frauen – Junge Männer: Daten zu Lebensführung und Chancengleichheit: Eine sekundäranalytische Auswertung. Opladen, Seite 257-308.
- Konsortium Bildungsberichterstattung im Auftrag der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland und des Bundesministeriums für Bildung und Forschung (Hrsg./2006): Bildung in Deutschland. Ein indikatorengestützter Bericht zur Analyse zu Bildung und Migration. Bielefeld.
- Kriminologisches Forschungsinstitut Niedersachsen e.V. (KFN/2006): Medienkonsum im Leben von 10-Jährigen. Manuskript.
- Langness, Anja/Leven, Ingo/Hurrelmann, Klaus (2006): Jugendliche Lebenswelten: Familie, Schule, Freizeit, in: Shell Deutschland Holding (Hrsg./erstellt durch Klaus Hurrelmann/Matthias Albert/TNS Infratest Sozialforschung): Jugend 2006. Eine pragmatische Generation unter Druck. Frankfurt a.M., Seite 49-102.
- Lenz, Hans-Joachim (2006): Gewalt gegen Männer als neues Thema in Forschung und Gesellschaft. Fachwissenschaftliche Analyse, in: Heitmeyer, Wilhelm/Schröttle, Monika (Hrsg.): Gewalt. Beschreibungen, Analysen, Prävention. Schriftenreihe Band 563 der Bundeszentrale für politische Bildung. Bonn, Seite 98-116.
- Medienpädagogischer Forschungsverbund Südwest (mpfs/2005): KIM-Studie 2005 (Kinder und Medien). Basisuntersuchung zum Medienumgang 6- bis 13-Jähriger. Baden-Baden.
- Medienpädagogischer Forschungsverbund Südwest (mpfs/2005a): JIM-Studie 2005 (Jugend – Information – (Multi-)Media. Basisuntersuchung zum Medienumgang 12- bis 19-Jähriger. Baden-Baden.
- Medienpädagogischer Forschungsverbund Südwest (mpfs/2006): JIM-Studie 2006 (Jugend – Information – (Multi-)Media. Basisuntersuchung zum Medienumgang 12- bis 19-Jähriger. Baden-Baden.
- Meixner, Jürgen (1996): Traumberuf oder Alptraum Beruf? Von den kindlichen Identifikationsmustern zur Berufswahl Jugendlicher und junger Erwachsener, in: Schober, Karin/Gaworek, Maria (Hrsg.): Berufswahl: Sozialisations- und Selektionsprozesse an der ersten Schwelle. Nürnberg, Seite 37-46.
- Meuser, Michael (2006): Riskante Praktiken. Zur Aneignung von Männlichkeit in den ersten Spielen des Wettbewerbs, in: Bilden, Helga/Dausien, Bettina (Hrsg.): Sozialisation und Geschlecht. Theoretische und methodologische Aspekte. Opladen, Seite 163-178.
- Michel, Marion/Häußler-Sczepan, Monika (2005): Behinderung, in: Cornelißen, Waltraud (Hrsg./2005/erstellt durch das Deutsche Jugendinstitut e.V. in Zusammenarbeit mit dem Statistischen Bundesamt): Gender-Datenreport – Kommentierter Datenreport zur Gleichstellung von Frauen und Männern in der Bundesrepublik Deutschland, im Auftrag des BMFSFJ. München, Seite. 497-579.
- Milhoffer, Petra (2000): Wie sie sich fühlen, was sie sich wünschen. Eine empirische Studie über Mädchen und Jungen auf dem Weg in die Pubertät. Weinheim.
- Moser, Vera/Roll, Mathias/Seidel, Carola (2006): Geschlechterinszenierungen in der Sonderschule, in: Vierteljahresschrift für Heilpädagogik und ihre Nachbargebiete, 75. Jg., Heft 4, Seite 305-316.
- Niedersächsisches Ministerium für Frauen, Arbeit und Soziales/Deutscher Kinderschutzbund, Landesverband Niedersachsen e.V. (Hrsg./2002): Kindesvernachlässigung. Erkennen, Beurteilen, Handeln. Hannover.
- Oerter, Rolf/Montada, Leo (Hrsg./1995): Entwicklungspsychologie, Weinheim und Basel.
- Organisation für wirtschaftliche Zusammenarbeit und Entwicklung (OECD/2003): Bildung auf einen Blick. OECD-Indikatoren 2003. Bielefeld.
- Organisation für wirtschaftliche Zusammenarbeit und Entwicklung (OECD/2005): Bildung auf einen Blick, OECD-Indikatoren 2005. Bielefeld.
- Pfaff, Heiko und Mitarbeiterinnen (2006): Lebenslagen der behinderten Menschen. Ergebnis des Mikrozensus 2005, in: Wirtschaft und Statistik, Heft 12, Seite 1267-1277.
- Pfeiffer, Christian/Wetzels, Peter/Enzmann, Dirk (1999): Innerfamiliäre Gewalt gegen Kinder und Jugendliche und ihre Auswirkungen. KFN Forschungsberichte Nr. 80. Hannover.
- Picot, Sibylle (2006): Freiwilliges Engagement Jugendlicher im Zeitvergleich 1999-2004, in: Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ/Hrsg.): Freiwilliges Engagement in Deutschland 1999-2004. Ergebnisse der repräsentativen Trenderhebung zu Ehrenamt, Freiwilligenarbeit und bürgerschaftlichem Engagement. Berlin, Seite 202-257.
- PISA-Konsortium Deutschland (Hrsg./2004): PISA 2003. Der Bildungsstand der Jugendlichen in Deutschland – Ergebnisse des zweiten internationalen Vergleichs. Münster u.a.
- Prävention, Zeitschrift des Bundesvereins zur Prävention von sexuellem Missbrauch (2005): Themenschwerpunkt: Opferrechtsreformgesetz. Opferschutz im Strafverfahren, 8. Jg., Heft 1.
- Prenzel, Annedore (1986): Gleichberechtigung – ein utopisches Ziel von Schulpädagogik und Lehrerinnenausbildung?, in: Frauen und Schule, 5. Jg., Heft 14, Seite, 19-24.
- Prenzel, Annedore (2006): Pädagogik der Vielfalt. Schule und Gesellschaft. Band 2. Verschiedenheit und Gleichberechtigung in Interkultureller, Feministischer und Integrativer Pädagogik. Opladen.
- Pro familia Bundesverband (Hrsg./2006/erstellt von Elke Thoss/Gunther Schmidt/im Auftrag der BZgA): Schwangerschaft und Schwangerschaftsabbruch bei minderjährigen Frauen. Frankfurt a.M.
- Reißig Birgit/Gaupp Nora/Hofmann-Lun, Irene/Lex Tilly (2006): Schule – und dann? Schwierige Übergänge von der Schule in die Berufsausbildung e.V. Herausgegeben vom Deutschen Jugendinstitut. München ([www.dji.de/bibs/276\\_6072\\_Schuleunddann\\_2006.pdf](http://www.dji.de/bibs/276_6072_Schuleunddann_2006.pdf)).
- Richter, Ulrike (Hrsg./2004): Jugendsozialarbeit im Gender Mainstream. Gute Beispiele aus der Praxis. Übergänge in Arbeit. Band 4. München.

- Robert Koch-Institut/Statistisches Bundesamt (RKI/2004): Gesundheit von Kindern und Jugendlichen. Schwerpunktbericht der Gesundheitsberichterstattung des Bundes. Berlin.
- Robert Koch-Institut/Statistisches Bundesamt (RKI/2006): Gesundheit in Deutschland. Gesundheitsberichterstattung des Bundes. Berlin.
- Robert Koch-Institut (RKI/2006a): Überblick über Kennzahlen und Charakteristika des Kinder- und Jugendgesundheits surveys. Abstracts/Symposium zur RKI-Studie zur Gesundheit von Kindern und Jugendlichen (kiggs) am 15.09.2006 ([www.kiggs.de](http://www.kiggs.de)).
- Roisch, Henrike (2003): Geschlechtsspezifische Interessensgebiete und Interessenpräferenzen, in: Stürzer, Monika/Roisch, Henrike/Hunze, Annette/Cornelißen, Waltraud (Hrsg.): Geschlechterverhältnisse in der Schule. Opladen, Seite 123-150.
- Roisch, Henrike (2003a): Geschlechtersegregation in der Schulorganisation, in: Stürzer, Monika/Roisch, Henrike/Hunze, Annette/Cornelißen, Waltraud (Hrsg.): Geschlechterverhältnisse in der Schule. Opladen, Seite 21-52.
- Roisch, Henrike (2003b): Die horizontale und vertikale Geschlechterverteilung in der Schule, in: Stürzer, Monika/Roisch, Henrike/Hunze, Annette/Cornelißen, Waltraud (Hrsg.): Geschlechterverhältnisse in der Schule. Opladen, Seite 21-52.
- Sardei-Biermann, Sabine (2006): Soziale Nahwelt und Lebensverhältnisse in subjektiver Einschätzung, in: Gille, Martina/Sardei-Biermann, Sabine/Gaiser, Wolfgang/Rijke, Johann de: Jugendliche und junge Erwachsene in Deutschland. Lebensverhältnisse, Werte und gesellschaftliche Beteiligung 12- bis 29-Jähriger. Schriften des Deutschen Jugendinstitutes: Jugendsurvey 3. Wiesbaden, Seite 87-130.
- Sardei-Biermann, Sabine/Kanalar, Ildiko (2006): Lebensverhältnisse von Jugendlichen und jungen Erwachsenen, in: Gille, Martina/Sardei-Biermann, Sabine/Gaiser, Wolfgang/Rijke, Johann de: Jugendliche und junge Erwachsene in Deutschland. Lebensverhältnisse, Werte und gesellschaftliche Beteiligung 12- bis 29-Jähriger. Schriften des Deutschen Jugendinstitutes: Jugendsurvey 3. Wiesbaden, Seite 23-85.
- Scheu, Ursula (1977): Wir werden nicht als Mädchen geboren, wir werden dazu gemacht. Frankfurt a.M.
- Schildmann, Ulrike (2006): Verhältnis zwischen Behinderung und Geschlecht in der Lebensspanne. Eine statistische Analyse, in: Vierteljahresschrift für Heilpädagogik und ihre Nebengewissenschaften, 75. Jg., Heft 1, Seite 13-24.
- Schnack, Dieter/Neutzling, Rainer (1990): Kleine Helden in Not. Jungen auf der Suche nach Männlichkeit. Reinbek b.H.
- Schneekloth, Ulrich (2006): Politik und Gesellschaft: Einstellungen, Engagement, Bewältigungsprobleme, in: Shell Deutschland Holding (Hrsg./erstellt durch Klaus Hurrelmann/Mathias Albert/TNS Infratest Sozialforschung): Jugend 2006. Eine pragmatische Generation unter Druck. Frankfurt a.M., Seite 103-144.
- Schreiber-Kittl, Maria/Schröpfer, Haike (2002): Abgeschrieben? Ergebnisse einer empirischen Untersuchung über Schulverweigerer. Übergänge in Arbeit. Band 2. München.
- Schröder, Ulrich (2000): Lernbehindertenpädagogik. Grundlagen und Perspektiven sonderpädagogischer Lernhilfe. Stuttgart.
- Senatsverwaltung für Schule, Jugend und Sport Berlin (Hrsg./1999): Sie liebt sie. Er liebt ihn. Eine Studie zur psychosozialen Situation junger Lesben, Schwuler und Bisexueller in Berlin. Berlin.
- Shell Deutschland Holding (Hrsg./2006/erstellt durch Klaus Hurrelmann/Mathias Albert/TNS Infratest Sozialforschung): Jugend 2006. Eine pragmatische Generation unter Druck. Frankfurt a.M.
- Soine, Stefanie/Zinn, Alexander (2006): Lesben und Schwule – auf unterschiedliche Weise Opfer von Übergriffen. Fachwissenschaftliche Analyse, in: Heitmeyer, Wilhelm/Schrötte, Monika (Hrsg.): Gewalt. Beschreibungen, Analysen, Prävention. Schriftenreihe Band 563 der Bundeszentrale für politische Bildung. Bonn, Seite 344-364.
- Spreng, Maria (2005): Geschlechtsrollenstereotype von Grundschulkindern. Dimensionen, Ausmaß, Veränderbarkeit. Hamburg.
- Stanat, Petra/Kunter, Mareike (2001): Geschlechterunterschiede in Basiskompetenzen, in: Deutsches PISA-Konsortium (Hrsg.): PISA 2000, Basiskompetenzen von Schülerinnen und Schülern im internationalen Vergleich. Opladen, Seite 251-259.
- Statistisches Bundesamt (Hrsg./2006): Datenreport 2006. Zahlen und Fakten über die Bundesrepublik Deutschland. Schriftenreihe Band 544 der Bundeszentrale für politische Bildung. Bonn 2006.
- Statistisches Bundesamt (2006a): Fachserie 11, Bildung und Kultur, Reihe 3, Berufliche Bildung, Erhebung zum 31.12.2005, Berechnungen des Bundesinstituts für Berufsbildung. Wiesbaden.
- Stürzer, Monika (2005): Bildung, Ausbildung und Weiterbildung, in: Cornelißen, Waltraud (Hrsg./2005/erstellt durch das Deutsche Jugendinstitut e.V. in Zusammenarbeit mit dem Statistischen Bundesamt): Gender-Datenreport – Kommentierter Datenreport zur Gleichstellung von Frauen und Männern in der Bundesrepublik Deutschland, im Auftrag des BMFSFJ. München, Seite 17-91.
- Teubner, Markus J. (2005): Brüderchen komm tanz mit mir ... . Geschwister als Entwicklungsressource für Kinder?, in: Alt, Christian (Hrsg.): Kinderleben – Aufwachsen zwischen Familie, Freunden und Institutionen. Band 1: Aufwachsen in der Familie. Schriften des Deutschen Jugendinstitutes: Kinderpanel. Wiesbaden, Seite 63-98.
- Theunert, Helga (2005/unter Mitarbeit von Ulrike Wagner/Christa Gebel/Susanne Eggert): Medien als Orte informellen Lernens im Prozess des Heranwachsens, in: Sachverständigenkommission Zwölfter Kinder- und Jugendbericht (Hrsg.): Kompetenzerwerb von Kindern und Jugendlichen im Schulalter. Materialien zum Zwölften Kinder- und Jugendbericht. Band 3. München, Seite 175-300.
- Vorheyer, Claudia (2005): Wer gehört zur Familie? Strukturelle Charakteristika der familialen Netzwerke von Kindern, in: Alt, Christian (Hrsg.): Kinderleben – Aufwachsen zwischen Familie, Freunden und

- Institutionen. Band 1: Aufwachsen in der Familie. Schriften des Deutschen Jugendinstitutes: Kinderpanel. Wiesbaden, Seite 23-44.
- Wahler, Peter/Tully, Claus/Preiß, Christiane (2004): Jugendliche in neuen Lebenswelten. Selbstorganisierte Bildung jenseits institutioneller Qualifizierung. DJI-Reihe (Jugend). Opladen.
- Walper, Sabine/Schröder, Richard (2002): Kinder und ihre Zukunft, in: LBS-Initiative Junge Familie (Hrsg.): Kindheit 2001 – Das LBS-Kinderbarometer. Opladen, Seite 99-125.
- Winter, Reinhard/Neubauer, Gunter (1999): Ich sehe was, was du nicht siehst!, in: Bundeszentrale für gesundheitliche Aufklärung (BzgA/Hrsg.): Wissenschaftliche Grundlagen. Teil 2 – Jugendliche, Forschung und Praxis der Sexualaufklärung und Familienplanung. Band 13.2. Köln, Seite 7-38.
- Zinnecker, Jürgen (1973): Der heimliche Lehrplan. Was wird wirklich gelernt, in: Betrifft: Erziehung, 6. Jg., Heft 5, Seite 16-17.