

DJI Bulletin



Youth in Europe

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Social monitoring

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

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

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Dear Readers,

Prompted to name the mega trends of today, one would surely include globalization. National boundaries do not disappear, but they become more and more symbolic. Only a few weeks ago, the European Union enlarged the Schengen area in which it is easily possible to travel from the Atlantic Ocean to the Baltic Sea without even a passport. What is true for free movement from shore to shore has been even more real for ideas and trends, especially for the Young. Growing up in Europe is pretty much comparable today – no matter if one does it in Lisboa, Chemnitz or Turku.

Challenges young people face today are alike: graduating from school, finding a job, being integrated in society – this concerns every single young person in Europe and in the world. At the same time, problems seem to be comparable: Researchers from all over Europe work on how to deal with youth unemployment, on strategies to prevent young people from dropping out of school, on binge drinking, on integrating socially disadvantaged adolescents, on minimizing the risk of child neglect and abuse, and so on. On a macro level, Europe is facing unprecedented demographic changes that will have a major impact on the whole of society. The number of young people is shrinking: Europe is ageing rapidly, both in absolute terms and in relation to a dramatically falling fertility.

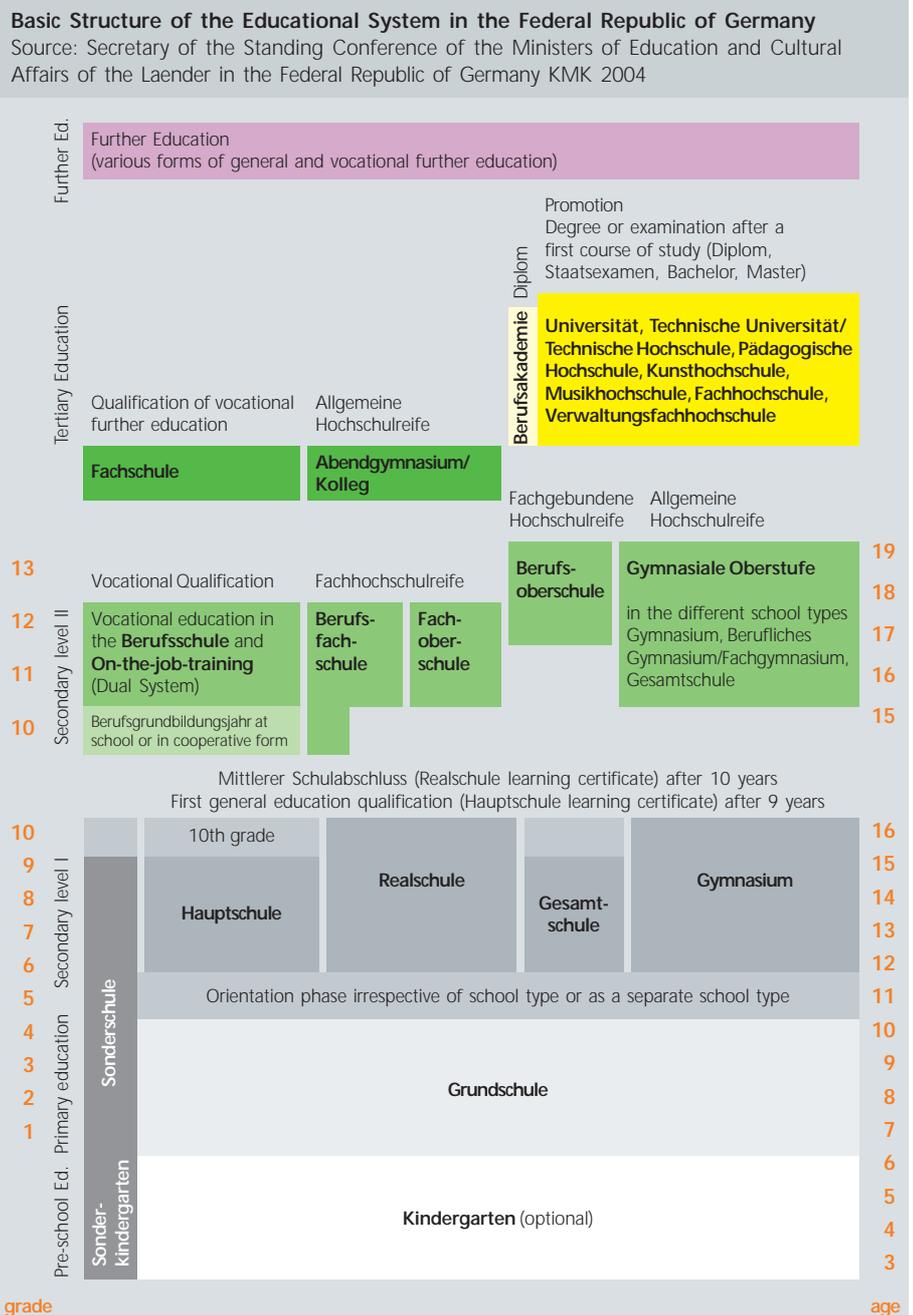
Solely national approaches to these challenges do not make sense any more – and do not work any more. These developments suggest a need for action that cannot be adequately implemented within national borders. Researchers working on all kind of child and youth services systems – as different as their design might be – need to work together and exchange their ideas and vast experience. No one has to reinvent the wheel, no one has to repeat mistakes committed by others. Based on common heritage and a united future we need to share our ideas and get inspired to make young people in Europe strong and unique.

The German Youth Institute (DJI) has had the European perspective for a long time. Our researchers have collaborated

with colleagues and partners from abroad from day one. We are proud to say that in the league of research institutions in the world our Institute has been accepted as a full partner for a long time. We have achieved a lot. More has to come. That we will do in a truly international spirit.



Prof. Dr. Thomas Rauschenbach
Managing Director of the German Youth Institute



Europe as seen by young people

Europe is 50 years old. In March 1957, the Treaty of Rome was signed as the founding act of today's European Union (EU). The EU is the attempt to overcome the selfcenteredness of nations by addressing their rational self-interest. Thus, a development became possible that led from a confrontation of nations towards a union.

The European project does not only aim at economic harmonization and political conciliation, but also social integration: equal living conditions, political structures and reciprocal commitments are to be established.

But how do young people look at Europe? Has the EU become reality for them? Are its significance, way of functioning and importance for the future taken for granted, or do ignorance and scepticism predominate? What do young people know about Europe? Are they optimistic about the EU, or rather more doubtful about the European project? To what extent do orientations concerning Europe differ?

The data and findings of the Eurobarometer as well as the Youth Survey of the German Youth Institute provide information on these issues.

On the whole: a positive attitude towards Europe

Young people form »the most optimistic segment of the European population« – this was the result of a Eurobarometer survey (in the summer of 2006 with 25 Member States; Standard Eurobarometer 65):

64 % of male and female Europeans aged 15 to 24 think the membership of their country in the EU is a good thing. This age group has a more positive attitude towards the EU than older people (the EU average being 55 %).

This positive trend in the young generation concerning the future of Europe as well as its enlargement with new Member States is confirmed in the two Eurobarometer surveys done in 2006 (Special Eurobarometer 251, EB

65.1 »The future of Europe«; Special Eurobarometer 255, EB 65.2 »Attitudes towards EU enlargement«).

Especially young people with a comparatively high education have positive attitude towards Europe.

Attitudes towards the enlarged EU-27

A survey of 19,000 young people aged 15 to 30 (spring of 2007) confirms the positive image of the current and future EU (Flash Eurobarometer 202, »Young Europeans«). Most young people associate the EU with »freedom to travel, study and work«, the twelve new Member States (NMS12) seeing the EU more positively than the former Member States (EU-15), particularly as a means of improving the economic situation.

Importance of the EU for young people

Referring to all 27 states, we get the following results:

- 90 % emphasize the personal »freedom to travel, study and work« within the Community;
- 72 % emphasize the protection of civil rights;
- 71 % emphasize the improving economic situation.

Simultaneously, however, negative aspects are pointed out:

- 40 % observe too much bureaucracy as well as a waste of time and money;
- 35 % think the EU threatens cultural identity and diversity.

Youths and young adults in the NMS12-countries have a predominantly positive opinion of the EU. Interviewees in the EU15-countries emphasize excessive bureaucracy and the waste of time and money more strongly (42 % compared to 35 % NMS12), as well as the threat to cultural identity and diversity (35 % compared to 32 %).

Younger interviewees as well as interviewees with higher education have especially positive expectations with regard to the EU. By comparison, working class interviewees or interviewees from rural areas are less optimistic.



The EU-25 includes the EU-15 (Belgium, Denmark, Germany, Greece, Italy, Spain, France, Ireland, Luxemburg, the Netherlands, Portugal, Great Britain, Finland, Sweden, Austria) plus the ten new Member States that joined the EU in 2004: Cyprus (the Greek part), the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia. Bulgaria and Romania have been EU Member States since January 2007.

Expectations regarding the future of the EU

- 92 % of youths and young adults agree that in ten years it will be easier to travel, study and work throughout Europe;
- 73 % see more job opportunities in the EU of the future;
- 71 % see greater equality between men and women;
- 68 % see less ethnocentricity;
- 67 % assume there will be an overall increase in everyone's quality of living;
- 39 %, however, believe that in ten years there will be more social problems such as unemployment and strikes.

Again, interviewees from the NMS12 assess the future of the EU more positively. Interviewees from the EU-15, on the other hand, see the future more negatively – especially as regards the young generation's future chances in the labour market. Mainly younger interviewees and those still enrolled in the educational system have more positive expectations, as do those living in urban agglomerations.

What enhances positive attitudes towards Europe? – Findings of the Youth Survey of the German Youth Institute

Which attitudes and competencies can promote positive EU orientations among 16- to 29-year-olds in Germany?

By means of the following three statements, the index »Positive attitudes towards the EU« was established (see Figure 1):

- »I know how the European Union works.«
- »Decisions made by the European Commission in Brussels concern me, too.«
- »Europe is becoming increasingly important for my personal future.«

Four criteria are considered to be factors influencing positive attitudes towards Europe:

Interest in politics

For young people who are generally more interested in politics, Europe will be of greater importance than for those who show little interest in politics.

Education/Achievement

Young people who have progressed further through institutions of general education (such as high schools and specialized secondary schools) are likely to have a stronger interest in Europe. The Curricula focuses on the European perspective more strongly. Moreover, there are better possibilities of building relationships in direct exchanges (international school encounters, trips to other European countries).

Language competence

Improving language skills (e. g. at high school or during one's university studies) contributes to a broadening of one's horizon in a European direction.

Trust in one's own possibilities to take action

This mode of trust was designed as a concept of »internal locus of control«; it stands for the individual notion that one's own behaviour and efforts can be a

central influence on the course of one's life. Accordingly, individuals can achieve goals by means of their own skills and endeavours and do not depend on coincidence and luck. The conviction that one's options for action can be realized can also lead to a view of the EU as a relevant field for interests and activities.

Political interest counts

For all three items of Figure 1, 36 % of interviewees have given a scale value from 4 to 6.

Of interviewees with a strong interest in politics, 59 % have a positive attitude towards the EU. Of those with average or little interest in politics, the percentage is 30, a remarkable difference of 29 percentage points.

Among people with a strong interest in politics and a college degree, the percentage of positive EU attitudes rises to 66. Among those with a lower school certification, the percentage is 47. Even if the interest in politics is not strong, an educational effect can be recognized (for high school graduates 38 % in contrast to 25 % of graduates with no more than secondary school level I).

Trust in one's own possibilities to take action (or the internal locus of control) reinforces attitudes towards the EU (if interest in politics is strong and educational qualifications are high):

Those who trust strongly in their own possibilities to take action have more positive attitudes (74 % in contrast to 60 % of those with less trust).

The lowest value for EU acceptance is given when little interest in politics, lacking higher education and low trust in one's own possibilities to take action coincide (22 %).

Of people who have little interest in politics but advanced education and a stronger conviction to be in control, 49 % have positive EU orientations, thus being clearly above the general average (36 %, top box). Higher educational resources and strong self-confidence can lead to an assessment of EU relevance even if interest in politics is marginal. On the other hand, lower educational qualifications together with a strong interest in politics can be counter-balanced by high language competence (the percentage of positive EU attitudes is 57). In other groups, however, multiple

	West	East	Germany overall
A. I know how the European Union works.	52	45	50
B. Decisions made by the European Commission in Brussels concern me, too.	70	59	67
C. Europe is becoming increasingly important for my personal future.	74	64	72

Figure 1: Orientations towards Europe among 16- to 29-year-olds according to West and East German states (percentages) Source: Youth Survey 2003

The question was: Please tell me to what extent the following statements apply to you. The answer scale was 1 »does not apply at all« to 6 »applies entirely«; the scale points 4 to 6 are displayed here.

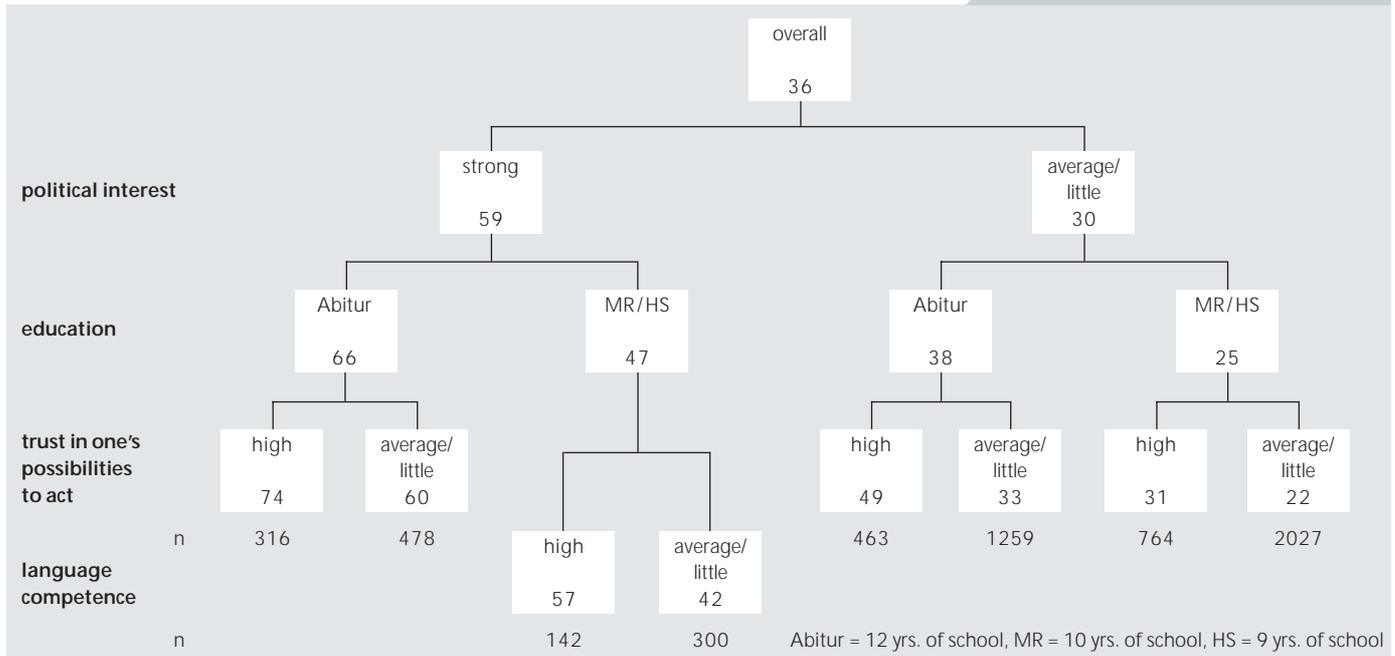


Figure 2: Positive attitudes towards the EU according to political interest, education, trust in one's possibilities to act and language competence Source: DJI Youth Survey 2003

In Figure 2, the features were used in dichotomized form; the percentage of strong and positive EU orientations is given in sub-groups formed by these features or combinations of them. The sample is divided up stepwise according to the listed features, and the percentage of positive EU orientations is given for each resulting group.

language competence at the next level does not lead to additional effects.

Conclusion

Attitudes towards Europe are complex and, to some extent, controversial or ambivalent. Positive attitudes prevail, but they are not universal: one part of the young generation definitely sees Europe as their own project for the future, but the other part remains rather sceptical to dismissive. Sceptical perceptions are often based on politics, whereas positive attitudes towards Europe often have to do with one's own life plan.

A majority of the younger generation in Germany recognizes the importance of Europe and the processes of European unification and is aware of the need for politically intended European unity.

The unification of Europe is a long process. Older people have experienced this process themselves step by step, whereas to the generation coming of age, Europe presents itself as a dynamic space for political processes and people's own actions. Gaining competencies and seizing opportunities during adolescence support the successful use of this »room to move«

and make to develop a Europe-oriented awareness.

The experience of being disadvantaged and of insufficient access to education, information and social participation as well as the lack of integration across regions and countries have restrictive effects on the development of a positive image of Europe. The necessary consequences are obvious: the strengthening of (political) education and the promotion of individual action competencies.

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Internet

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 DJI Youth Survey: <http://dji.de/jugendsurvey>





Findings of the international / European study EUYOUNPART

Young people in Europe – future prospects subdued?

Being young in Europe – means a lot of different things for the approximately 75 million young people aged 15 to 25: does the native country belong to the EU? Is it a new Member State with (post-)communist roots or transformation experience? Does it belong to the long-established members? Is admission to the round of EU countries yet to come? Is it located in the south, north, east or west? »Europe« has many meanings and holds varied life circumstances in store for everybody, whether young or old. The issue of future prospects is particularly important to young people.

On the basis of the EUYOUNPART study, this paper addresses the following questions: how do young people live in their native countries? How do they evaluate their standard of living? What do they expect of their future lives? Which aspects do they perceive confidently, which more pessimistically?

In 2004, the EUYOUNPART study interviewed 1,000 young people aged 15 to 25 in each of eight European countries. The following countries contributed to the study:

- Germany, France, Italy as founding members of the European Community;
- Great Britain, Finland, Austria as meanwhile well-established Member States;
- Estonia and Slovakia as new EU Member States admitted in 2004.

How do young people evaluate their standard of living?

As expected, youths and young adults in Estonia and Slovakia regard their

standard of living pessimistically (see Figure 1). The reason is to be found to date objective gross domestic product (GDP) per capita. Estonia and Slovakia achieve only two thirds of the average GDP in the 27 EU Member States (Eurostat 2007). But in France and Finland, as well, there is a high percentage of 15- to 25-year-olds who consider their standard of living to be low or very low. In all other countries (apart from Estonia and Slovakia), the number of young people considering their standard of living to be high or very high is rising. On the whole, younger people in the age group of 15 to 25 give their standard of living a higher rating than the older ones do. In Finland, Au-

stria, Germany and Italy, young men give a higher rating than young women.

A high standard of living does not rule out pessimism

In the EUYOUNPART study, young people were also asked if, in ten years, their situation would be better, as good as or worse than that of their parents (in terms of income, workplace, social security, quality of life as well as vocational training and further training; see Figure 2).

Although German and Austrian youths and young adults consider their standard of living to be quite high, they have a pessimistic view of the future in all areas addressed.

By contrast, young Estonian men and women radiate an optimism that goes far beyond anyone else's: 80 to 90 % of them expect better or much better conditions.

Overall, expectations with regard to more social security are rare. Again, expectations of young Austrian men and women as well as those of their German neighbours are the lowest among all countries.

Women often have a more pessimistic view of the future than men.

The focus of future prospects: mainly on social security

Within the well-established EU Member States, there are different opinions and mentalities regarding future perspectives for the various areas of life.

In Austria, Finland, France, Italy and Great Britain, young people's expectations concerning the workplace are closely linked to income - jobs and incomes go directly together in people's minds. In Germany, however, expectations concerning the workplace are directly linked to social security.

In the EU newcomer states Estonia and Slovakia, countries in the process of transformation, expectations concerning

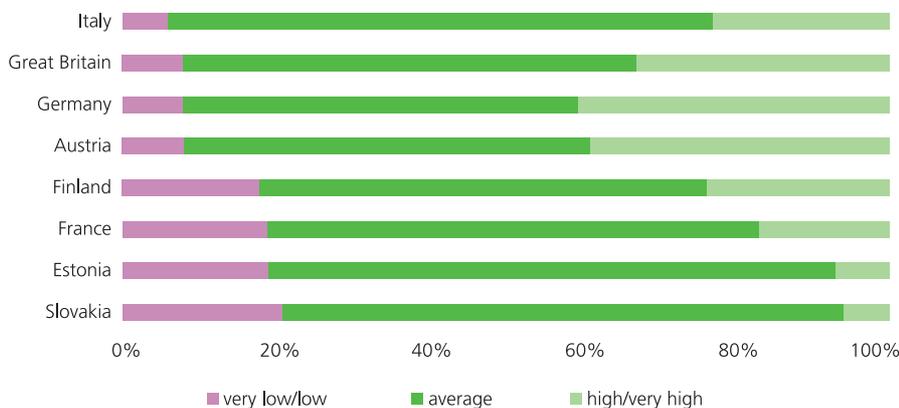


Figure 1: Subjective assessment of their standard of living by 15- to 25-year-olds in selected EU countries

Source: EUYOUNPART; own calculations

an (improved) future quality of life are most closely linked to social security. Independently of this obvious (i.e. quantitatively most strongly pronounced) connection in Estonia and Slovakia, similar trends can be observed in the »old« European countries. Thus, quality of life *and* social security have proved to be closely related in Finland, France and Italy as well.

In Austria, the (expected) quality of life correlates with the (expected) educational opportunities; in Germany, on the other hand, the connection to income is the strongest, whereas in Great Britain, it is mainly the workplace that is considered.

Overall, the factor »social security« (corresponding to the security systems existing in each case) seems to be a crucial influence on how people view future possibilities to shape their lives and acquire more quality of life.

Subjective standards of living and expectations appear in different combinations in various countries:

In Italy, young people's current standard of living seems to be entirely disconnected from what they expect of the future; in the other countries, however, a good/high standard of living, as appreciated today, goes hand in hand with positive expectations concerning future prospects.

Being satisfied with one's life and evaluating one's own government – a conspicuous point of intersection

What factors are ultimately responsible for subjective wellbeing and satisfaction with one's life? To what extent does the assessment of one's own political leaders influence current standards of living and future expectations?

People's individual wellbeing is determined by how they perceive the society they live in (e.g. how much confidence they have in their political institutions). Satisfaction with one's own government also depends on the perception of social restrictions or supportive measures and to what extent they hinder or help individual development (Böhnke 2007).

Notably, Finnish youths and young adults are »highly satisfied« with their government (in 2004) (see Figure 3).

The 15- to 25-year-olds in Slovakia, Germany, Italy and France showed to be the least satisfied.

In all countries, there is a presumed connection between the assessment of one's government and that of one's own standard of living. This connection can be observed most strongly in Slovakia, i.e. young people who take a critical view of their government also consider their standard of living to be low – and vice versa. The more positive the

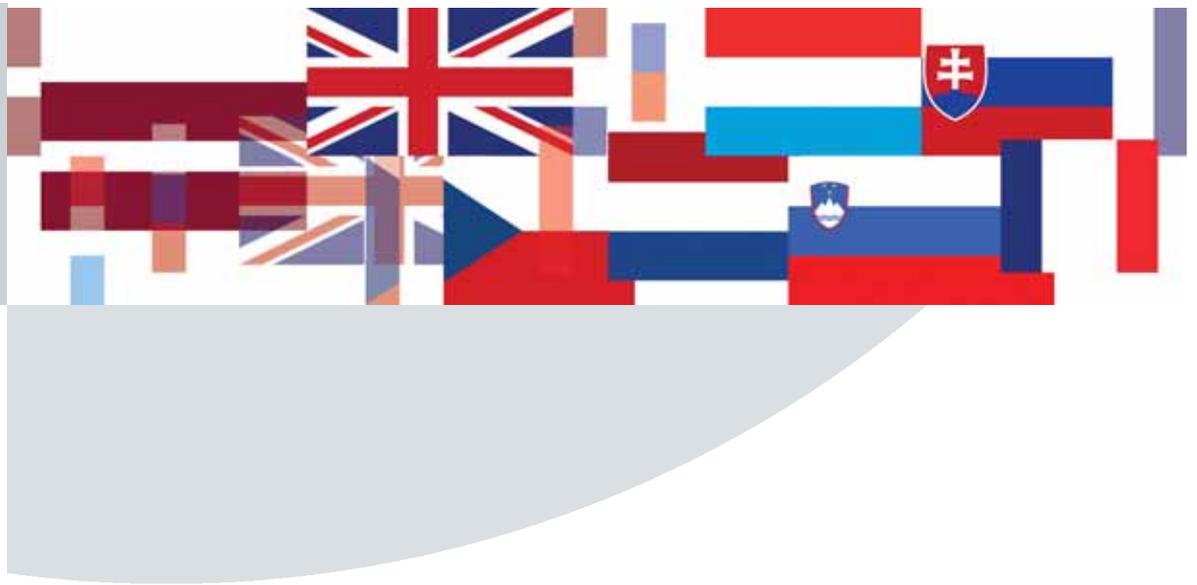
assessment of government is, the less this assessment is connected to one's satisfaction with life. Things considered to be self-evident and taken for granted do not influence one's satisfaction with life as much (Böhnke 2007). If the government's performance is considered to be poor, negative effects on individual wellbeing are the corresponding result.

The countries included in EUYOUNG also differ clearly with regard to the issue of how satisfaction with one's government and future expectations are related:

In Austria, France, Germany, Italy and Slovakia, there are positive connections between future prospects and the assessment of one's (momentary) government in almost all areas concerning the future; this is not true, however, for Estonia, Finland and Great Britain. In these countries, either the assessment of the current government is disconnected from future events altogether or the responsibility for improving life circumstances is not seen as an essential responsibility of governments (only), i.e. the government's performance is considered to be strong and, consequently, does not matter as much for people's satisfaction with life (Böhnke 2006). With regard to Finland, this latter explanation seems to be quite plausible.



Figure 2: Future prospects of 15- to 25-year-olds in selected EU countries for different areas of life
 Percentages of young people who, in ten years, expect to have a better or much better situation than their parents do now.
 Source: EUYOUNG; own calculations



Do social constraints enhance confidence in the future?

The findings of EUYOUNG distinguish clearly between old and new EU Member States. A poor standard of living or one considered to be poor has the effect of giving young people a lot of confidence in the future (e.g. the negative social starting position in Estonia and Slovakia). Moreover, they see the quality of life as closely related to social security. However, where social security is concerned, young people are the least optimistic about the prospect of being better off than their parents in ten years.

On the other hand, a rather high

standard of living (as, for instance, in Germany and Austria) leads to an extremely pessimistic view of the future. Will the material benefits of life ultimately be taken for granted and no longer contribute to people's satisfaction? (Böhnke 2006).

In all countries, young people's future prospects are subdued, and they have hardly any positive expectations, which fuels their call for social security.

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Figure 3: The satisfaction of young people aged 15 to 25 with their own government in selected EU countries (2004), numbers in per cent
 Source: EUYOUNG, own calculations

EUROBAROMETER: on the social situation of young people in Europe

Europe has a lot to catch up on

One of the responsibilities of modern youth is to make arrangements and decisions about their later lives and to prepare for the future by acquiring qualifications.

Prolonged and more differentiated education and vocational training as well as the process of breaking with traditional biographies, family models and professional careers require that young people today are more flexible, more capable of making individual decisions and more willing to perform many different tasks. Only in this way can they measure up to the rules of the labour market against the background of unequal family and social resources.

In the following, selected examples of the social situation of young people in Europe and their way of looking at things will be outlined briefly. Findings on education, staying in the parental home, dealing with unemployment and looking for jobs abroad will be included.

In order to show whether and to what extent the European Union (EU) has made progress in its youth policies, the data of the EUROBAROMETER 2007 (the Gallup Organization 2007) and those of the EUROBAROMETER 1997 will be compared (our own calculations on the basis of 1997 the raw data).

How many young people live there in the EU?

The percentage of young people in the EU under the age of 25 is estimated to be 28.6%: in 2006, the EU with 25 Member States (EU-25) had a total of 462 million inhabitants, of which 78 million were youths under the age of 15 and 62 million were youths aged 15 to 24 years.

Germany brings up the rear with a percentage of 14.1% of under 15-year-olds (EU average: 28.6%) and 11.2% of 15- to 24-year-olds (Eurostat 2007).

Education leaves a lot to be desired

In education and vocational training for young people, the EU has not made any progress during the last ten years and shows obvious weaknesses according to the findings of EUROBAROMETER. Among others, the EU had set itself the following goals (Barrington-Leach et al. 2007):

By 2010, 85% of young people in Europe aged 20 to 24 years should have completed high schools (different types of secondary schools). In 2005, however, only 77.3% had achieved that goal, which is an increase of no more than 1%

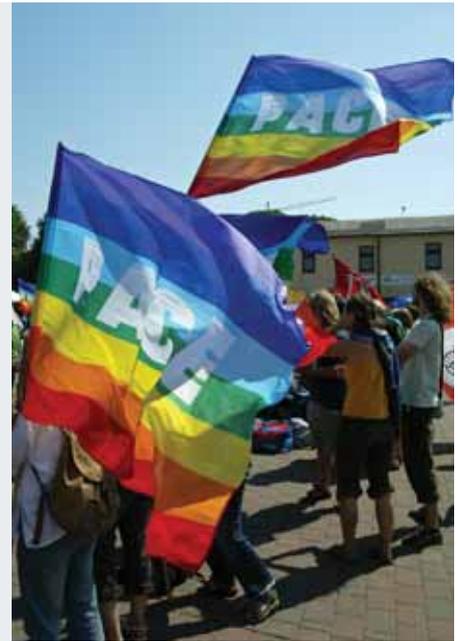
compared to the year 2000. Therefore, another two million young people would have to complete high schools by 2010 in order to reach the goal set by the EU.

The EU continues to be interested in decreasing *reading deficiencies*, since the reading performance of approximately 20% of 15-year-olds is weak. But in that area, as well, the goal of »only 15.5% of Europeans with reading deficiencies« has not been reached.

Finally, with regard to *tertiary qualifications* (vocational training and university degrees), the EU's record of 21% ranks far behind the USA (38%), Canada (43%) and Japan (36%), which is no surprise, since the EU, in 2001, invested only 1.28% of GNP in higher education compared to Canada with 2.5% and the USA with 3.25%.

Moreover, *women* continue to be *under-represented* in the highest ranks of education. Even if they provide 59% of tertiary graduates and 41% of doctorates, only 15% of women are appointed to professorships.

The number of *early school dropouts* in the EU-25 decreased slightly from the year 2000 to 2005. However, in 2005, the level was still at more than 14%



dropouts (18% of boys and 12.5% of girls). (Barrington-Leach et al. 2007)

A look at the system of education or vocational training shows that the EU has not achieved the goals it set itself, nor has it done its homework in that respect (increasing the number of higher qualifications, increasing reading performance, promoting the percentage of women in high-ranking educational positions), and that has to do with a lack of funding to promote or improve pre-conditions.

After this examination of the institutional area of education, the question arises how young people in Europe see their social situation themselves, especially with regard to their autonomy which strongly depends on job opportunities or the possibility to look for jobs abroad as well as the conditions for separating from the parental home.

Leaving »the promised land«, the parental home

Many young men and women aged 20 to 24 still live with their parents: in Mediterranean countries, the nuclear family is a central and stable social institution, so that separating from the parental home is delayed. By contrast, in Finland, Great Britain, the Netherlands, France and Germany young people aged 20 to 24 are much more likely to leave the parental home (young men staying

longer, on average, than young women).

From the point of view of young people, housing conditions are the decisive factor for staying at home longer: »Leaving is too expensive«, »Not enough affordable flats« (see Figure 1).

On the whole, the attractiveness of »Hotel Mama« is appreciated less by young adults in Eastern and Southern Europe. Young Spanish men and women, however, are among those who stay in the parental home the longest (Bendit 1999). They consider *shortages in the housing market* to be by far the most important reason (48%).

Overall, the negative influence of the housing market on the autonomy of young people in Europe has increased, constraining higher educational groups as well and more often. The lowest educational group as well as workers performing manual tasks dominate where the assumption is concerned that financial support of parents is responsible for delayed separation (EUROBAROMETER 2007; EUROBAROMETER 1997).

The situation in the labour market has not improved for young people
In 2004, about 18% of young people in Europe aged 15 to 25 were unemployed (Poland was at the bottom end with 40% unemployment) (Eurostat Press Office 2007). How do they deal with unemployment and what do they want to do for themselves?

If they were unemployed, 33% of young people in Europe would accept any job offer, provided that minimal standards with regard to safety and payment were kept.

31% would prefer to do an apprenticeship or vocational training.

14% would consider founding a company of their own.

10% would accept any job offer whatsoever without pre-conditions.

4% see an alternative in black-market labour.

3% are considering unpaid voluntary work or social commitments.

3% would wait for a suitable job offer (EUROBAROMETER 2007).

In a comparison of countries, young people from the EU-15 prove to be more willing than their peers from the new Member States to do an apprenticeship or vocational training (32% vs. 26%). By contrast, the »new« Europeans are more in favour of founding their own company (18% vs. 13%). The willingness to accept any job without pre-conditions is the strongest in Sweden (21%) and the least strong in Lithuania (4%).

Young people no longer accept just any job

A comparison within the EU-15 between 1997 and 2007 reveals a clearly decreasing willingness to accept any job offer with minimal standards (from 58% to 33%); by contrast, interest in an apprenticeship or vocational training is increasing (from 15% to 32%). The desire to found a company of one's own in case of unemployment has also increased (from 5% to 13%), as has the

willingness to do voluntary work (from 1% to 4%).

Overall, young people in Europe have become more aggressive and more aware of the need for qualifications when dealing with labour market risks. On the other hand, young Europeans with a better education were less willing to do just any job with minimal standards in 1997. This is no longer true in 2007 – the advantage of a better education in European labour markets seems to have declined during the last ten years or disappeared altogether (EUROBAROMETER 1997; EUROBAROMETER 2007).

Looking for jobs abroad – is language an obstacle?

Language skills are a basic requirement for young people in Europe to respond in a »flexible« way to suitable or needed job offers in other countries. What then, from young people's point of view, constrains them in their job search abroad? (See Figure 2)

The lack of adequate language skills does indeed take first place among the difficulties. In the opinion of young people in Europe, there has also been an

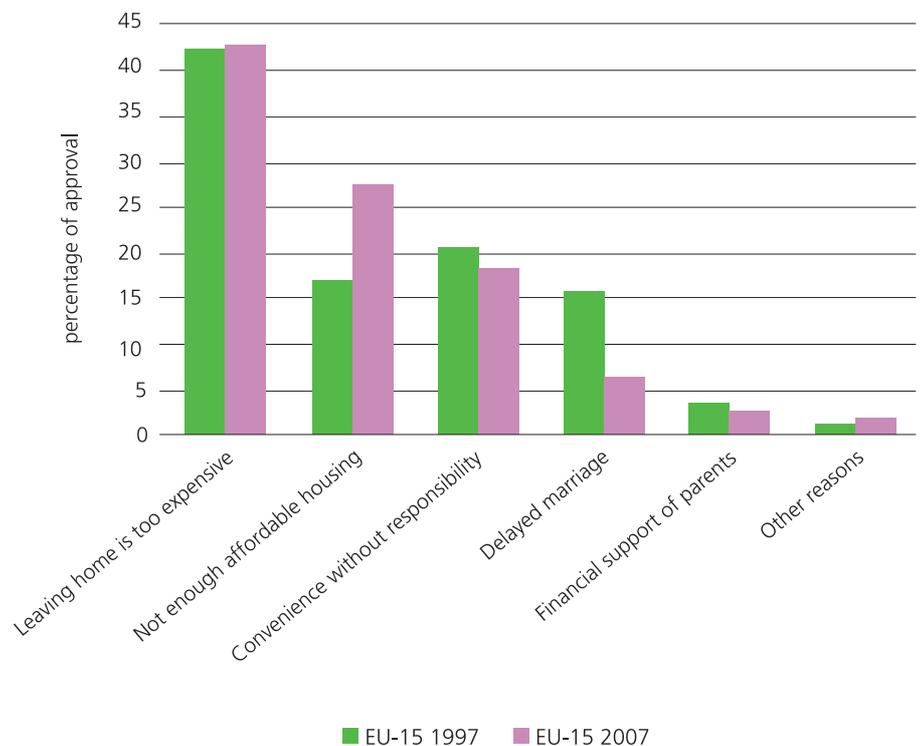


Figure 1: Reasons for staying in the parental home (1997: converted multiple answers)
Source: EUROBAROMETER 2007; EUROBAROMETER 1997 (our own calculations based on the raw data)

increase in administrative hurdles during the last ten years as the European labour market took shape. Barriers against specific national qualifications, not recognized everywhere, have been built up. The EU must take responsibility for this fact along with the other fact of lacking language skills, and the demand for increased funding of education and a containment of bureaucracy must be voiced.

Young people in Europe do not need barriers

The realization of educational and social policy goals could not keep up with the expansion of the EU to what are now 27 Member States. The establishment of an effective European labour market for young people has made no progress in the decade between 1997 and 2007. On the contrary, it has regressed:

The *administrative hurdles when switching to a job abroad* have not been lowered, nor has progress been made within the EU in the *Europe-wide acceptance of national qualifications*. Moreover, *problems in the housing market* have become more acute for young people.



Without appropriate education, work and accommodation, however, the future for young people in Europe does not look very promising.

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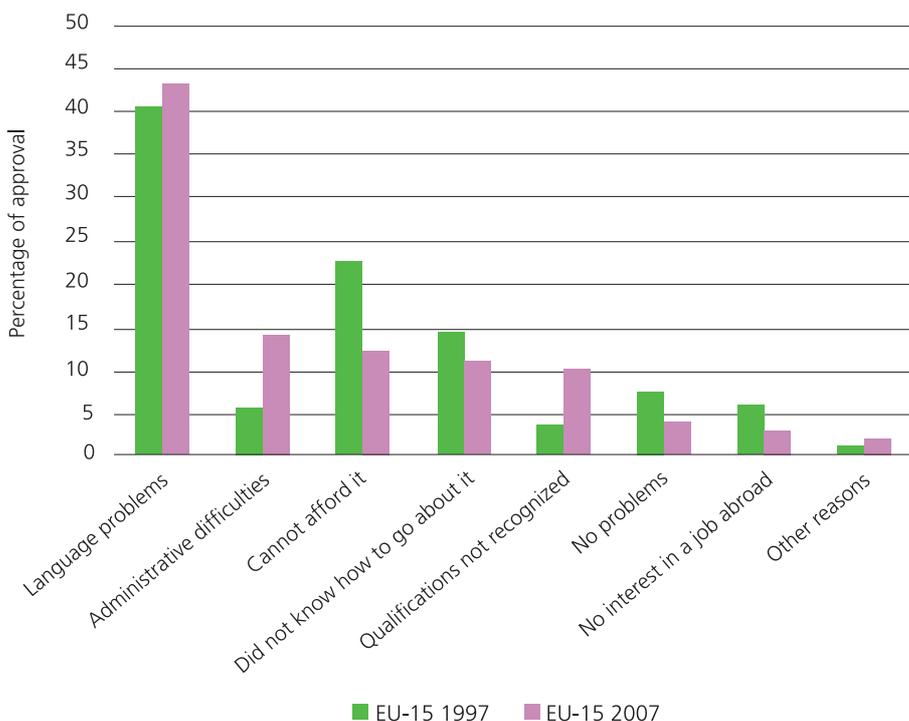


Figure 2: Difficulties encountered in the job search abroad
 Source: EUROBAROMETER 2007; EUROBAROMETER 1997 (our own calculations based on the raw data)



Studies on the health of young people in Europe

How are young people in Europe doing?

Health status, health promotion, prevention

The majority of young people in Europe is considered to be healthy. The spectrum of their illnesses has changed, however: infectious diseases have decreased; environment-dependent allergies and respiratory diseases have increased. Modern ways of life and lifestyles have created new health risks. The numerous studies and representative data from Germany document primarily the connection between health and social circumstances. Gender-specific and national differences indicate, as well, how the health situation of young people can be improved. In any case, previous studies suggest a need for action that cannot be adequately implemented within national borders. To the extent that children and youths are not affected by disabilities and chronic illnesses, they are a target group of national or European health policy mainly in the area of prevention (aids, tobacco, alcohol, drugs). Since the Treaties of Amsterdam (1997), (preventive) measures for public health in the EU context have received the status of community tasks for the first time, relating to the population of Europe as a whole.

There is a lack of data and continuous reporting

The number of young people in Europe is shrinking, but with a view to the future they belong to the most important social groups. Nevertheless, comparable information on the health status and behaviour of young people from Member States of the European Union has been missing, making goal-oriented planning of measures at the European level more difficult (Hackauf/Winzen 2004). The EU commissioned a study on the health status of young people in Europe, which was published as a working paper of the Commission (European Commission 2000) – but this study was not updated. It referred to the EU-15, so that comparable information for the expanded EU cannot be given. Moreover, the study had pointed out numerous data and research gaps as well as a lacking harmonization of data – a problem that, to all appearances, is getting worse as the EU expands. Consequently, comparable data are missing, as is continuous coverage of the health of young people in Europe.

In the following, on the basis of several studies, important findings will be shown, or problems outlined, that henceforth require special attention on the part of policy-makers (King et al

1996; European Commission 2000; Child and Youth Health Survey 2007).

Life expectancy on the rise

The study findings show that, between 1960 and 1998, life expectancy rose steadily by about five years. In general, life expectancy of young women is five to eight years higher than that of young men.

In 1998, young Danish women at the *age of 20* still had a life expectancy of 58.7 years (which is a total of 78.7 years); that was the lowest value among women in Europe. Still, they are better off than young Swedish men who, at the *age of 20*, can expect to live another 56.7 years commissioned, which is the highest gender-specific male life expectancy in Europe (a total of 76.7 years; Hackauf/Winzen 2004). These distinct gender-specific differences can probably be traced back to serious differences in socio-economic and socio-ecological living conditions as well as socio-cultural ways of life. Clarifying the gender-specific causes of varying life expectancy rates in Europe could give valuable clues for prevention and intervention.

Life styles and health are mutually dependent

Smoking as well as alcohol and drug consumption as health-relevant attitudes

- depend on the initiation age,
- develop during the age of youth,
- remain the same for a lifetime in most cases.

Life styles can find expression in the consumption and abuse of, or addiction to tobacco, alcohol and drugs, but also in one-sided nutrition and a chronic lack of exercise. However, to what extent young people really consume tobacco, alcohol and drugs is difficult to determine, since standardized interviews of young people lead to socio-cultural response patterns that distort results.

Alcohol consumption: declining on the whole, but increasingly excessive when indulged

In general, excessive alcohol consumption leads to a higher risk of illness and, in the long term, to an increase in diseases such as depression, cancer, stroke, high blood pressure and liver cirrhosis. Alcohol abuse determines individual actions at many levels and proves to be a tangible danger especially in the everyday lives of young people (traffic, risky sexual behaviour, conflicts at home and elsewhere, the workplace, reduced job performance).

Overall, alcohol consumption is indeed declining, but a growing number of young people stand out because of excessive drinking (»binge drinking«, girls and young women included).

Early experience of children and youths with alcohol

Young people today often start drinking earlier than their parents know about or the national protection of young people in public allows. Collecting experiences with alcohol is a widespread phenomenon: in most countries of the

WHO study »Health Behaviour in School Aged Children« (HBSC; King et al 1996), nearly all 11-year-olds declare to already have tasted alcoholic beverages. In Norway, even younger children are known to have had liquor.

The frequency of drinking rapidly increases with age. Most young people aged 15 have consumed alcoholic beverages *once* already, in some countries even *more than once*. About 80 % of youths up to the age of 15 have already tasted an alcoholic beverage.

Regular alcohol consumption also increases with age, so that the number of youths aged 11 to 15 who *occasionally* drink alcohol has doubled.

Suicide among children and adolescents

Young men commit *suicide* far more often than girls and young women do who, on their part, make more *suicide attempts*.

The suicide rate among young people aged 15 to 24 was high for two decades and is diminishing slightly now. It is a substantial, but underrated problem of public health in EU Member States. Suicide among young people in this age group is the second most frequent cause of death after death in traffic accidents and, together with suicide attempts, it impacts society strongly, whereas society tends to suppress this fact.

A comparison of suicide rates, however, shows that they have not dropped in equal measure in all EU countries. Thus, in Ireland, for instance, the number of suicides among young men aged 15 to 24 increased from 10.7 to 22 per 100,000 in spite of, or maybe because of, the thriving economy.

The trend among children and adolescents to commit suicide is a pressing issue for health policy concerning mental health, psycho-social care and provision of psychotherapeutic aid for youths and young adults.

Young people's health in the EU: insufficient knowledge, insufficient research

Due to a lack of relevant data and the absence of continuous reporting on young people's state of health in the EU, the following measures are called for:

- the consistent development of social reporting on youth-related health data in Europe;
- linking the issues of life circumstances and health problems, e. g. verifying the connection between youth unemployment, poverty, problem-burdened families (single-parent families, families with more than three children) and special health problems (alcohol, tobacco and drug addiction as well as the increased danger of suicide and accidents);
- strengthening interdisciplinary research and generating strategies for prevention programs in the European context with a view to central health problems of young people (smoking, alcohol and drug consumption, HIV/Aids, mental health);
- investigating the reciprocal dependence of lifestyle-specific behaviour and the danger of drugs or drug addiction in young drivers (across Europe) as well as taking into account EU findings when preparing preventive measures – in order to reduce the high number of fatalities among young people;
- facilitating studies on mental health, psycho-social care and provision of psychotherapeutic aid for youths and young adults in a European comparison; in addition, studies on the problem of suicide which has proved to be a great health policy issue in the EU;
- processing insights to help counsellors and therapists in their practical work;
- focusing of these measures on specific groups at risk (e. g. socially disadvantaged, handicapped, poorly qualified, unemployed and homeless youths) as well as developing particular preventive measures for these groups;
- building up a network for consistent research on the health of girls and young women, which has been inadequate in the EU so far, although many national reports exist on the dramatic increase of mental pressures and developmental disorders in the female population;
- recording the health status of youths and young adults from migrant families, as these groups are exposed

to particular health risks due to various socio-economic and socio-cultural factors.

The results on hand are no more than a first step to determine the health status of young people in the EU. Updated reports are more necessary than ever to identify the predominant health problems of young people in EU countries and gain European »added value« from these contributions.

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Successful migration and integration – a mandatory goal for society

At the moment, Germany is experiencing moderate immigration. Nevertheless, society must prepare for growing challenges due to migration, since the effects and consequences of migration are far greater than hitherto assumed, especially for children and adolescents. In particular, the first national report on »Education in Germany« indicates this fact.

Currently, Germany has no immigration problem

If immigration is offset against emigration, then Germany has currently an annual increase of less than 100,000 immigrants (that is slightly over 0.1% of the population). Thus, the number of new immigrants has clearly slackened, and there is no urgent need for action in this regard. Still, migration continues to be a prevailing topic in society and politics. Why?

Migration is no side or niche topic any longer

More than a quarter of young people of an age relevant to education (up to 25 years) and as many as a third of children under the age of six have a migration background.

The first national report on education, »Education in Germany«, commissioned by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK) and the Federal Ministry for Education and Research (BMBF) and generated with the help of the German Youth Institute (DJI) among others, includes a detailed analysis of *education and migration*. On the basis of official data of the microcensus (Federal Office of Statistics 2006), the real extent of migration and immigration to Germany is revealed for the first time. The microcensus of 2005 no longer asks about citizenship only, but also about migrant background. Consequently, this dataset identifies all those people as migrants who immigrated themselves or whose parents immigrated to Germany (e.g. German resettlers from Eastern and Southern Europe). The sheer magnitude of the issue thus illustrated gives us a sense of

the dynamics concealed behind the topic of migration. Accordingly, the real extent of migration is far greater than hitherto assumed. 15.3 million people in Germany have a migrant background. That is 18.6% of the total population – 21.5% in West Germany and 5.2% in East Germany. (See Figure)

Therefore, migration is no side or niche topic any longer. Too many people have meanwhile settled down here, gained a foothold and found a new home. 5.8 million young people under the age of 25 have a migrant background. That is a share of 27.2% as compared to 18.6% of migrants in the total

population. But the statistics reveal another increase: about 33% of children up to the age of 6 have migration. Even if the large majority of these were born in Germany, every third child has parents who immigrated to Germany, or the children themselves were not born here.

Values differ clearly within the federal territory:

- The Federal States of Hamburg and Bremen have the highest share of migrants under the age of 25, i.e. just over 40%.
- In the states of Hesse, North Rhine-Westphalia and Berlin, an average of more than 30% of young people under the age of 25 have a migrant background.

In all six new Federal States, the share of young people under the age of 25 with a migrant background is below 10%.

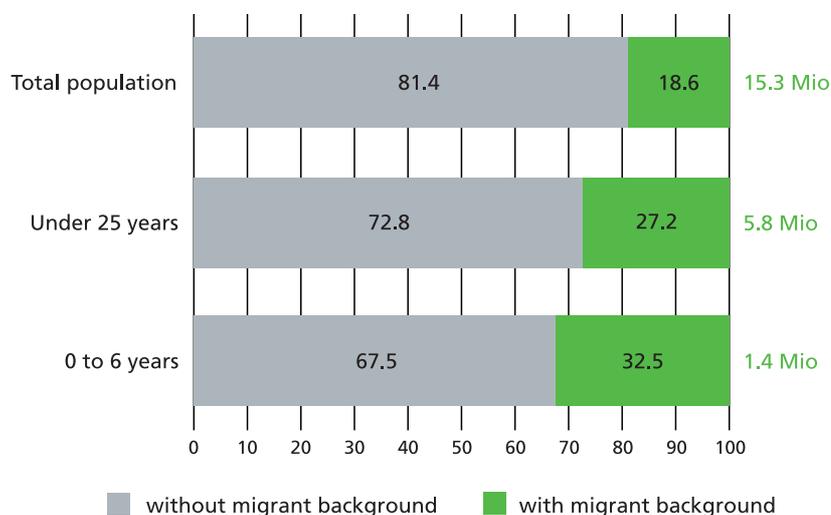


Figure: Population and migrant background in Germany (percentages)
Source: Statistisches Bundesamt, Mikrozensus 2005

Migration is an issue mainly for youth, family, educational and social policies

There is a certain pragmatism now in Germany that does not exhaust itself in futile verbal combat, e. g. in the idle question of whether this country is an immigration country or not; rather, the question is finally being asked what should be done considering the magnitude of the issue. Of children under the age of 6, only 7.3% have themselves immigrated here. The impression could arise that problems linked to migration are not so serious any more for this age group and will sort themselves out sooner or later provided that immigration does not begin to increase again. But Germany cannot afford to sit back and feel relaxed about migration, just because the number of new immigrants is rapidly decreasing.

All data and findings indicate that being born here (the »second generation effect«) does not yet guarantee that measurable differences between groups who do and those who do not have a migrant background will disappear as far as successful education and integration are concerned. These differences, as features of discrimination, will not simply vanish into thin air.

The challenge of integrating migrants and their children is more urgent than ever. For this reason, it is important to address and implement educational, family and youth policies on the basis of sound findings and insights, and not just to focus on aspects of security, social and labour market policies.

Consequently, the discussion of migration has meanwhile examined the early years of childhood more thoroughly. This is essentially the correct approach, especially with a view to education, care and language development.

What about mandatory kindergarten?

Mandatory kindergarten is neither justified nor appropriate considering the relatively large number of four- to six-year-old children with a migrant background who already go there. With far more than 80% of migrant children having been to a kindergarten before school enrolment during the last two years, the call for mandatory kindergarten is not the answer and the

hazard of unintended side effects far too great.

Furthermore, the group of disadvantaged children deserving special support – they are the ones at the centre of the mandatory kindergarten discussion – is only 3% of each age cohort that could be reached in addition to those already going to kindergarten of their own accord. This issue blends the influences of migrant status and social status. Hence, migration is not the one and only decisive indicator.

Therefore, mandatory kindergarten is not an effective instrument and would require the constitution to be changed, or kindergarten to be changed to school. Instead, what should be done is to use all other voluntary possibilities that have not nearly been exhausted yet.

The decisive life phase: the age between two and four years

A large majority of children with a migrant background was born in Germany. Educational and care provision should be made available for this age group, meeting their needs and supporting the natural acquisition of a second language. Generally speaking, the issue of language requirements is fundamental for children, but in the context of statutory child care, age-related factors must be emphasized with more consistency, and they must differ from the currently planned language tests and subsequent support during the last year of kindergarten. A stronger point should be made of supporting goal-oriented language acquisition by children aged two to four in particular, since they learn language, i. e. a second language quite naturally like a second native language during this time.

Against this background, the problem of child care is that, mainly in Western Germany, there is not nearly enough care provision for children aged two to four and care is clearly not utilized by children of this age with a migrant background as much as by children aged four to six. Accordingly, in terms of integration policy, *one* emphasis should be unequivocally on two- to four-year-olds, since this is the only way that children with a migrant background can be reached at an age when they learn the German language (and their language of origin) from the start.

Stronger support for young families with a migrant background

Goal-oriented support of two- to four-year-olds can possibly make later additional measures during school age redundant. However, in terms of integration policy, attention should also be given to earlier support for disadvantaged families as well as families with a migrant background. Provision of support must be specified earlier on, so that inequalities in family and social starting conditions can be compensated right at the beginning. Families should be directly included. This means that new forms of non-financial aid for young families should be supported:

- building up and developing *family centres or parent-child-centres* (expanding kindergartens to include other services and parent-related services; as i. e. the early excellence centres in GB);
- systematic expansion of *family education in families' homes* (e. g. in form of learning programs such as the »Opstapje« project, a support program tried out successfully in Bavaria and Bremen, among others, where house calls are made at the homes of socially disadvantaged people to strengthen parent-child-interaction).

In both ways – expansion of care and integrative family support – German policy makers could strengthen what Germany lacks most: an early, person-related involvement of young families with a migrant background in an integrative offering of education and care. This has also been demanded by the Twelfth Child and Youth Report of the Federal Government.

Required measures for the integration of young migrants

Along with the perspective of children and child day care, the educational biographies of young people with their stages of schooling and vocational training should also be spotlighted under the aspect of successful integration.

Expanding educational provision beyond school instruction

So far, non-school related educational provision has been accessed more frequently by young people willing to learn, who have improved their position

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in this manner. Expanding all-day schools as a standard provision could pave the way towards a better balance of unequal access.

Avoiding a greater impact of migration in schools

Young people with a migrant background, when they get to lower secondary school, are to be found structurally and with above-average frequency in certain school forms and, as for their social environment, in schools with a high percentage of migrants. This kind of »clustering« leads to negative learning effects and non-integrative side effects which should be reduced by means of an improved socio-integrative approach on the part of schools.

Ensuring vocational training

When the transition to the vocational training and labour markets takes place, a massive qualification and education problem shows above all among young people with a Turkish migrant background. Additional gender-specific differences can be spotted, as young Turkish women in particular, without any training and without a job, »disappear« from the labour market or the statistics. This should be taken into special account.

Conclusion

The extent of migration is considerably greater than previously assumed. Every third child has a migrant background.

The available research findings make clear that social status and migrant status are connected.

Provision of support must be arranged earlier to compensate inequalities in family and social starting conditions at the source. Families are to be directly involved.

Language learning support must begin at an age when children learn languages and speaking in a natural way. Consequently, statutory care provision in the West, particularly for children aged two to four should be organized as needed and wherever needed.

Supportive measures and educational provision for school-age young people must be organized and expanded beyond school instruction, e. g. by means of youth work supporting social integration or the corresponding concept of all-day schools.

Young people with a Turkish migration background have a fundamental qualification and education problem at the end of their schooling due to unequal starting conditions. Manifestly, this deficit cannot be compensated in the course of educational biographies and must be tackled with greater commitment.

Broadening the perspective on migration

Even if immigration has decreased in numbers: the challenges of migration in Germany are increasing for the time being, especially among children and adolescents.

In spite of all the challenges emerging in connection with migration, there are many examples of how active steps to improve integration are taken in kindergarten, at school and during vocational training.

To sharpen one's view for these successful efforts, to gauge the potentials and chances for a goal-oriented integration policy – that will be the task of scholars and field specialists in the years to come.

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René Bendit, Barbara Rink
 Youth Policy in EU countries

What does politics do for young people in Europe?

Policies for young people – that means a large variety of topics and different national priorities, but also the need for common European action. The tasks and problems of young people needing the support of politics are primarily: education, lifelong learning, employment, mobility, social disadvantages, integration, racism, participation, information, voluntary work and, last but not least, young people's independence.

In the following, the main focus of national youth policies will be identified and features of integration policies for particularly disadvantaged youths in various countries will be introduced. Finally, the main lines of European youth policy will be shown.

These elaborations will be based on data and materials from the EU studies »The State of Youth and Youth Policy in Europe« (IARD 2001) and »Youth as Actor of Social Change« (Up2Youth 2007) as well as on information provided by the European conference »Children and Adolescents in Social Hotspots – New Strategies of Cohesion« (June 2007 in Leipzig) to which the German Youth Institute contributed.



Youth policy is mainly the concern of respective EU Member States. As unification progressed, however, a number of responsibilities were given to the European Union (EU). The design and implementation of a European youth policy rest with:

- local authorities,
- the regions (in Germany: Federal States = Bundesländer and constituencies),
- the European national states,
- only in part with EU institutions (Council of the European Union; Education, Youth and Culture Council; European Parliament; EU Commission).

Typical models of national youth policies

The typology of youth policies in the various regions of Europe is based on the following *key criteria*:

- the existence or non-existence of a youth ministry or directorate,
- the definition of youth,
- problems and topics of youth policy,
- addresses of youth policy.

»Typical« models of youth policy are the result (see Figure 1).

In youth policy models, youth is defined predominantly as a *resource*, but also as a *problem*. Young people are considered to be »vulnerable« and must be protected accordingly. Common goals of all models are the promotion of young people's *autonomy* and *participation*. Particularly in Mediterranean countries as well as Great Britain and Ireland, the *extended period of youth* is a topic against the background of cultural traditions.

National policies and strategies for the integration of disadvantaged young people in social hotspots

In Europe, many children and adolescents grow up with multiple disadvantages: in Germany, they often live in »social hotspots«, in France in »quartiers défavorisés«, mostly part of the »zones urbaines sensibles«, in England in »disadvantaged areas«; in countries like Bulgaria, Romania, Czechia and

Model	Universalistic (Scandinavia)	Protective (Central Europe)	Community-oriented (Northwest Europe)	Centralistic (Mediterranean countries)
Countries	Denmark Finland (Iceland) Norway Sweden	Belgium Germany France Netherlands Liechtenstein Luxemburg Austria	Great Britain Ireland long tradition of community-oriented youth work	Greece (Italy) Portugal Spain New model of governmental youth policy, since, until 1990, churches and families were mainly responsible for youth work and the support of young people
Youth Ministry/ Directorate	Restructuring spread across departments: no separate ministry	Youth ministries Youth directorate Local youth departments	Limited governmental participation in planning/ implementing of youth policy Since 2004: reform of youth policy in both countries in terms of a governmental policy	Responsibility for youth policy in Italy and Spain rests mainly with federal states (Governi Regionali, Estados Autonómicos) and local authorities
Definition »Youth«	Youth as a »resource«	Youth = »young people« Young people are seen as »vulnerable« (vulnerability) Youth = »resource« and »problem«	Youth = »problem group« Youth policy = »youth work«	Youth as a »problem« Youth as a »resource«
Goals	Autonomy Development Political involvement	Protect, promote and support young people	Prevention of social problems Political involvement	Supporting the autonomy of young people
Topics/ Problems (Preference)	Participation of youths/young adults	Participation of youths/young adults Prevention of social problems (»protective«) Social integration	Participation of youths/young adults Extended period of youth Social exclusion	Youth unemployment Extended period of youth
Addressees	Young generation (from 15 to 25 years of age) »universalistic«	Children, youths, young adults (from 0 to 21, 25, 27 years of age; entire generation of youth) Disadvantaged young people	Disadvantaged youths/young people	Youths/young adults from 15 to 30 years of age

Figure 1: Typology of Youth Policies

Source: Figure according to the findings of the EU-Study Investment Adviser Registration Depository (IARD) (2001): The State of youth and Youth Politics in Europe. Iceland and Italy as well as the EU countries of Eastern Europe were not included in the study.

Lithuania, it is mainly ethnic minorities (e.g. the Roma, the Sinti) who suffer from many deficiencies.

These children and adolescents often live in peripheral areas and in »communities« of their own; they are often vagrant and, on the whole, exposed to general conditions that make it difficult to integrate them into respective societies.

Therefore, the EU and its Member States developed integration strategies against social exclusion, since these problems are not merely a national phenomenon.

»Equal opportunities« is the EU's motto in 2007. It aims to eliminate social disadvantages that exist mainly in »social hotspots«. In this context, integration strategies refer to different aspects of social discrimination: education, employment, health, security, multicultural coexistence, social infrastructure, cooperation and networking. In the following, a number of these strategies will be outlined (some of the comments are based on contributions presented at the EU conference »Children and adolescents in social hotspots – new Strategies of cohesion«; June 2007 in Leipzig; see p. 37).

Inter-departmental strategies and programs

Such programs exist in most EU Member States, but they are particularly well-developed in Germany, France and England.

Germany: program platform »Development and chances of young people in social hotspots« (with different program modules and model projects); program »Urban districts with special development needs – the social city«.

France: national strategy »Politique de la Ville« with the new program module »Réussite éducative«, accompanied and evaluated by the »National Observation Unit for Sensitive Urban Regions«, which also belong to the »Politique de la Ville«.

Great Britain: program »Children's Fund« (as a program module of the national agenda »Every Child Matters« established to reduce the social exclusion of children).

Integration, security, health, employment and housing are the core issues of respective national programs and strategies. The local authorities attempt to achieve cooperation among

all relevant governmental and social actors (youth offices, voluntary agencies, educational institutions, employment agencies, the health sector).

In *France* and *Germany*, the programs have a strong *socio-environmental orientation*, whereas the program in *Great Britain* is regionally independent and directed at all children.

Strategies for »education«

Educational strategies in social hotspots exist mainly in Poland and Portugal. Modules are embedded in national strategies. They are sponsored and implemented by governmental bodies and institutions, local authorities and non-governmental organizations (NGOs).

Poland: national program »Elicitation and support for local self-government and non-governmental organizations in the field of equaling educational chances and opportunities of children and youth« (2006–2008).

This program is embedded in Poland's »national youth strategy« for the improvement of young people's educational opportunities in rural areas and wants to approximate educational structures in urban and rural environments (equal opportunities). It has a pre-emptive orientation.

Portugal: program modules »Choices Program«, »Cool Generation Project«, »Critical Urban Areas Initiative«. The focus is on regions and districts that have had a strong influx of immigrants from previous colonies since 1975, and therefore, the percentage of the population with a migrant background is now very high. The programs focus on the social integration of children and adolescents with a migrant background and clearly aim to intervene in selected areas with conspicuous examples of social exclusion, high crime rates and a distinct denial of education.

Strategies for »employment«

Besides the numerous and meanwhile successful programs and measures for occupational integration in countries like Germany, France, England, Italy, Portugal and Spain, further examples from smaller EU Member States such as Hungary and Ireland must be mentioned.

Hungary: programs »Start« and »Transit Employment«.

The program »Transit Employment« focuses on regional disadvantages. Currently, a central control of the labour market is hardly possible in Hungary, since a large percentage of the working population is not registered with official job centres and many of those gainfully employed are moonlighting, which complicates the implementation of national strategies.

Ireland: »Youthreach« as a qualification and employment program for disadvantaged young people is geared towards individual discrimination. In Ireland, vocational training and employment are central responsibilities of the government,

which the municipal level cannot really influence. The lifespan of the Irish program is till 2016.

The programs in Hungary and Ireland start off from the competencies of target groups and support the development of key competencies in particular.

Only when we look over the fence, can we broaden our horizon

Integrating strategies based on the cooperation of different authorities and interactions among cross-departmental policy makers have turned out to be successful. However, these strategies reach only a part of disadvantaged children and adolescents. Therefore, ways must be found to reach those, as well, who have slipped through the program networks.

A precondition for the success of such strategies is that governmental actors, NGOs and the business world work together as partners to organize and implement national strategies. Beyond that, children and adolescents should be able to participate in the organization process.

Living together in multicultural settings: integration strategies

In most of the EU Member States, the problem of integrating migrants as well as people belonging to ethnic minorities (Sinti, Roma, Zingari, Gitanos, Travellers) is at the top of the political agenda. There are »national modes« of integration with different priorities. Their common denominator is the attempt to achieve better social integration of migrants, especially of the second and third generation, by implementing new legislation as well as labour market, educational and socio-political measures.

Who is served by the »universalistic« welfare state model? – Finland and Denmark

In Finland and Denmark, national integration policy is codified in an integration law (»Integration Act«). An *equal opportunity policy* is implemented for immigrants and newcomers. Its goal is to facilitate and support the complete integration of migrants as well as people from ethnic minorities, including support for language learning. Beyond that, Finland established a strategy of »monetary integration incentives«: migrants who participate successfully in an »integration plan« (language courses, integration courses) receive a one-time »integration bonus« of 500 Euros. In addition, Finland has initiated the development of migration and anti-discrimination policies at the European level.

However, the »universalistic« and welfare state model reaches its limits when migrants come from rural areas or from traditional cultures. To all appearances, the Finnish and Danish concepts are only successful for those who have already been prepared for, or have become aware of, a life in advanced modern societies.

How do minority cultures go together with majority cultures? – Great Britain and the Netherlands

In Great Britain, a »multicultural model« of integration is preferred: the focus is on the improvement of »race relationships« in terms of equal opportunity policies, anti-discrimination campaigns and »affirmative action« (emphasizing one's own cultural roots).

In the Netherlands, on the other hand, similar concepts are strongly challenged at the moment, against the background of intensive discussions about Islamism and terrorism. Earlier approaches emphasizing tolerance and multiculturalism are radically questioned, and existing integration measures (integration courses, social work in schools, socio-pedagogical provision, measures for job preparation) are being reappraised in the sense of stronger conformity with the »majority culture«.

France and the republican model

France is practicing a »republican model« of integration. Integration into national structures is emphasized, with equal civic rights and duties (»citoyennité«). »Particularism« (e. g. in cultural matters, interests, living conditions and socio-cultural features of migrants and people from ethnic minorities) is deliberately played down, the idea being to avoid processes of ethnicization. There are tendencies to be observed, however, that challenge this mode of integration. Especially young people's rioting in France in 2005 and 2007 shows this clearly. Many of these young people are »citoyens français«, i. e. French nationals; on paper, they have the same rights and duties, but in reality their participation is refused. This becomes obvious where integration into the labour market is concerned. Here, socio-environmental exclusion on the outskirts of French cities plays a major part and leads to isolation. Many people of non-French origin live in the »banlieus en difficulté« (social hotspots in the suburbs). Nonetheless, the described difficulties are taken seriously by policy-makers: the many different problems in these areas, affecting a large part of the population, are confronted by means of the national strategy »Politique de la Ville« with its socio-environmental orientation. It is the attempt to cope with a complex situation by introducing holistically oriented measures.

Federal Republic of Germany – social and cultural integration indispensable?

Because of different traditions and experiences with immigration and migration, the Federal Republic of Germany felt more committed to a »welfare state model« of integration up to the mid-1990s. This concept emphasized social and cultural integration, ignoring the problem of »citizenship« to a large extent. The welfare state model is based on a combination of »indirect« and »direct« integration measures in the social, educational and cultural field, the latter being far

more important than in those European countries that consider them to be immigration societies. Thus, the »German mode« of integration is characterized by a strengthening of general institutions. Kindergarten, school and institutions of vocational training are improved by means of new organizational measures as well as the qualification of staff working there. The founding of new institutions aims to contribute to integration: immigration departments and staff units in charities and other institutions; the development of private initiatives or NGOs with state subsidies; the establishment of communal advisory services for immigrants or regional and national immigration appointees. Such special and »direct« integration strategies directed at businesses can hardly be found in other EU countries. New immigration and citizenship laws come close to the French republican integration concept, but the welfare state model practiced so far is maintained, if tightened.

There is a tradition of leaving, but is there one of coming? – Spain and Portugal

Portugal and Spain have a long tradition of emigration, but now they have become immigrant nations.

Spain: the Ministry of Labour and Social Matters is in charge of coordinating and implementing national integration policy in cooperation with the federal states (Estados Autonómicos). In line with its competencies, and supplementing the integration policies of the federal states, this Ministry has established a special fund to support and promote the integration and education of migrants. This is a program whose »areas of intervention« or »lines of action« correspond to the goals and programmatic declarations concerning measures to be taken in all other EU Member States.

Portugal: the integration policies of Portugal are concentrated in the Office of the »High Commissioner for Immigration and Ethnic Matters« (ACIME), similar to the departments and institutions in other EU Member States. Integration policy focuses on the improvement of living conditions (housing, health, employment, education) and the consideration and support of migrants' cultural identity as well as the promotion of equal opportunities.

Responsibility for the Roma and Sinti – Romania, Czech Republic, Lithuania

The Roma and Sinti in Europe live mainly in Bulgaria, Romania, Slovakia, the Czech Republic, and the follow-up countries of Yugoslavia, Italy, Spain, Portugal and the Baltic states. They are a very heterogeneous minority, characteristically unsettled, homeless, stateless and illiterate. Their problems are similar in most countries: (self-)segregation, social disadvantages and discrimination.

Lithuania and Czech Republic: integration in Czechia and Lithuania is regarded as a cross-sectional national political task organized in various ministries. Representatives of parties concerned and voluntary agents are included. Provision comes from programs related to the field of education (Sunday schools, pre-school classes and scholarships). In both countries, however, the willingness of minority groups to help implement integration programs is not very strong.

Romania: as a new member of the EU, Romania focuses its integration policies predominantly on the Roma, especially on the integration and support of their children in the educational field. Educational and employment policies today are closely connected to the reform goals and programs for this minority, particularly since Romania, when negotiating its entry to the EU, committed itself to fundamentally reforming the living conditions of the Roma.

A new reality for European societies?

In spite of all differences, the integration strategies in the countries presented above emphasize similar areas:

- general education (including the promotion of language skills);
 - professional and paraprofessional training (or providing more possibilities to participate in job preparation projects);
 - housing;
 - prevention and control of juvenile delinquency;
 - antiracism and sensitization programs against xenophobia.
- Beyond that, integration measures in some countries include activation policies as well as policies guaranteeing a minimum wage.

For the time being, none of the countries involved in the EU studies can convey the impression of having integrated young migrants and members of ethnic minorities successfully. Only a partial success can be verified. That does not mean, however, that the second and third generation of young people with a migrant background have not improved their performance in the fields of education and vocational training.

In spite of all efforts, the integration problem continues to exist in all societies and is getting worse as new waves of immigrants arrive. Thus, Spain and Portugal, for example, currently have to deal with the admission, settlement and integration of repeated waves of illegal immigrants, while at the same time adjusting their educational institutions and vocational training concepts to an entirely new situation.

Trying to integrate a large number of migrants in a very short time, governments, businesses, societies and especially educational institutions as a whole face a *new multicultural reality*.

Guidelines of European youth policy – from the »White Paper on Youth Policy« to the »European Youth Pact«

Youth policy in Europe is also worked out in the framework of EU institutions, as for instance in the *Council of the European Union*, *Education Youth and Culture Council*, *European Parliament* and *EU Commission*. These policies relate to *all youths and young adults*.

Starting with the *Lisbon Strategy* (2000) that wants to »turn Europe into the greatest competitive and dynamic knowledge-based region of the world«, the EU has gradually initiated programs and campaigns related to the support and promotion of young people in Europe. Since 2001, the *White Paper »New Momentum for European Youth«* has been setting the tone for European youth policy with the following points emphasized:

- promoting requirements for the stronger integration of young people into the system of representative democracy

as well as encouraging their more active participation (*young people's participation*);

- supporting the voluntary or civic commitment of young people and giving them more recognition (*voluntary activities*);
- networking information facilities for young people and, linked to that, training the actors responsible for youth information (*young people's access to information*);
- providing more (basic) knowledge about young people through more youth research, so that young people's future needs can be identified early and supported politically (*research/greater knowledge of youth*).

To realize the goals of the *White Paper* and to honour the many different needs of young people, European youth policy requires a networked coordination of various policy fields and a related specification and political implementation of common goals.

The *Open Method of Coordination* (OMC; 2002) has set out to achieve precisely that, and in this context, the Education, Youth and Culture Council (EU Council of Youth Ministers) have pinned their hopes on the *structured dialogue*, i. e. a cross-sectional exchange among all actors involved in youth issues at the local and national levels.

In particular, the *structured dialogue* wants to create better conditions for promoting and expanding a dialogue with young people and with those (groups of) individuals who work in youth organizations and youth research. In support of this project, the EU Member States mainly rely on the program *YOUTH IN ACTION* (2007 to 2013). This EU program wants to strengthen the feeling of belonging to Europe as well as voluntary services and the education of young people aged 13 to 30.

Furthermore, the *European Youth Pact* (2005) as part of the *Lisbon Strategy* wants to support the development of young people in Europe. The implementation of this pact focuses on the support of young people during transitions from school to vocational training to employment and on their social integration as well as the compatibility of family and work among young adults.

To add weight to this *European Youth Pact*, the following rights for young people have been emphatically confirmed by the Education, Youth and Culture Council in 2007:

- the right to have proper conditions for a healthy way of life;
- the right to participate in political decision-making processes that affect young people's lives;
- the right of equal access to general and professional education.

Evaluating the goals and measures of European youth policy

The proposals of the EU Commission and the Education, Youth and Culture Council of the EU concerning youth policy

goals are meaningful and »go in the right direction«; but overall they are also considered to be too noncommittal, and action lines as well as measures are rated as »still too broad«. Countries and local authorities are obliged to translate these general goals into concrete form themselves and on their own.

Critical comments on the White Paper

There are not enough references as to how youth policy as a »cross-sectional policy« can be implemented, combining departmental and cross-sectional efforts. Policy fields such as vocational training and the labour market are only briefly mentioned in connection with the realization of departmental priorities, others simply do not appear (e. g. youth welfare policies, legal policies, local affairs), even though, in these cases, youth policy as a »cross-sectional policy« plays an important role.

For quite some time, local authorities have been carrying out programs and measures that correspond to the goals of the *White Paper*; however, they do not refer to European decisions and, therefore, not to »good practices« in other European countries.

Recommendations and prospects for the open method of coordination

An effective implementation of the *Open Method of Coordination (OMC)* in the field where children and adolescents are involved at national, regional and local levels requires the following conditions to be fulfilled:

- having time and background knowledge available in order to participate in OMC;
- specifying goals and ways of achieving them on the part of initiators or parties responsible;
- academic monitoring of the OMC process at various levels;
- checking whether the structures of German youth welfare services are suitable for Europe (*White Paper*);
- designing a cross-sectional policy and implementing it in the context of federal structures in Germany;
- organizing »learning from one another« in Europe;
- developing Europe-wide research on youth and youth welfare services;
- including topics from the *White Paper* in the training of socio-educational specialists;
- integrating German child and youth (welfare) policies into EU youth policy.

Comments on the »structured dialogue« with young people

The dialogue with non-organized and organized young people in the process of working out and implementing goals is meaningful and important, but not sufficient when it comes to their involvement in decision-making and power structures. But how could a stronger involvement of disadvantaged

youths, particularly at the local level, be achieved? The Education, Youth and Culture Council as well as organizations of young people (e. g. in the German Federal Youth Council) have only made few suggestions.

The »European Youth Pact«

In Germany as well as most of the other EU Member States, there are already numerous programs and measures that correspond to the goals of the *European Youth Pact* in various political fields.

The Federal Ministry for Families, Senior Citizens, Women and Youth is currently focusing on the following strategies:

- achieving compatibility family and work (parental allowance, improvement of child care);
- achieving improved cooperation between youth welfare services and schools;
- achieving social and occupational integration of young people in social hotspots or of young people with a migrant background;
- promoting offers and the utilization of possibilities for non-formal and informal learning;
- reforming the system of education (keyword: all-day schools);
- modernising the vocational training system and curricula;
- modernising or Europeanising higher education (Bologna process).

Until now, there has been no systematic coordination of these strategies and measures at the various levels of government, and there is no coordination centre capable of integrating all these concepts that relate to young people.

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A look across borders – Family policy in Europe

Changing life cycles of men and women are not only a challenge for Germany – they concern all industrial nations. For that reason, a look was taken at other European countries in the context of the Seventh Family Report of the Federal Government to show how these countries deal with the new challenges. The different concepts of various countries are consulted in order to rethink the discussion of family policy in Germany.

Changing life cycles – a common development in European countries

Longer life expectancy, higher qualifications and more diversity in professional and private life phases as people get increasingly old challenge individuals, societies and states. These changes demand a new strategy for coping with one's own life, in contrast to the family life cycles of former industrial societies: the three-part structure, socially predetermined to a large extent, of *childhood and youth as a learning phase*, of *adulthood as a phase of work and family*, and of *retirement as a phase of rest and leisure* has become fragile.

The development of families in Germany has proved to be part of a general European development, since people's life cycles have changed in most European countries:

- The age group of young adults under the age of 25 rarely decides to have children any more.
- The prevalent sequence »economic independence – marriage – a household of one's own – children« has been replaced by many different development paths into adulthood, and they do not necessarily lead to a certain kind of family life.
- Unmarried cohabitation as a form of shared life planning has taken shape more strongly in Northern Europe and France, at least, than in West Germany or Southern Europe. Young men in Germany do not separate from their parents'



homes until they are 25 years old, and in Italy they are even 30 years old before they do so (Iacovou 2001).

The long attachment to one's family of origin implicates that developing a partnership, establishing one's own household and taking on personal economic responsibility are postponed much longer than in Nordic countries (LeBras 1997).

Although changing life cycles have a pan-European pattern, there are differences between some European countries and Germany. Thus, in Denmark, France, the Netherlands and Great Britain, children might also be born later, but that does not mean abandoning the idea of having more children, as it does in Germany, but simply shifting the reproductive phase to a more advanced age. What shows in Germany is that the option of having children is abandoned altogether or the option of having more than two children is foregone (UNO 2003).

Life cycles in Germany are shaped by a »rush hour of life«. Many German couples feel the time pressure of »having to accomplish everything at once«: find a partner for life, accept the right job, have children, and on top of it all – build a house. This »rush hour of life« pattern (Bittman/Rice 2000), especially between the age of 27 and 34, is reinforced by the logic of life cycles, which is behind the organization of vocational training and employment systems.

Contrasting family policies in selected European countries – a stimulus for the debate in Germany

Modern societies, with a view to the future organization of family life, must create a new balance between gainful employment, life patterns, the development of private relationships and family services. In the following, Denmark, France, the Netherlands and the United Kingdom (Great Britain and Northern Ireland) will be contrasted with Germany as regards their family policies. This contrasting will make it possible to relate both demographic developments and the dependencies between partnerships and generations to respective strategies of family policy. Under the aspects of time, infrastructure and financial transfers, these countries will be looked at more closely to show to what extent this mix has contributed to supporting families as well as giving individual family members the opportunity to develop their competencies and to participate in various social fields. The selection of countries is limited to the Northern and Central European regions, the aim being to prevent that strongly diverging cultural, social, economic and historical backgrounds make a comparison with Germany even more difficult.

Denmark

Overall, Denmark's family-related policies are *individualized policies* with the following features:

- Policies are geared towards the gainful employment of both parents.
- 75 % of two-parent families are households with two earners, and of those households with two earners, more than half work full time.
- Family policy is based on a new definition of gender roles: both partners have the same rights and duties in their work and in the family.

- The Danish system of taxation is largely individualized, i. e. spouses are taxed separately. This regulation is not perceived as favouring the main breadwinner. Rather, the advantages of two medium incomes compared to one high income are emphasized.
- On the labour market, there are only slight differences between the working hours of men and women.
- In comparison to other European countries, Denmark has one of the highest rates of mothers working full time.
- In an EU comparison, the balance between employment and family life works well for Danish parents due to manifold regulations concerning the labour market and comprehensive provision of care for children and older people in need.
- Because of this labour market policy as well as governmental transfers, Denmark has one of the lowest rates of child poverty in Europe.

The cooperation between central state and local authorities is characteristic of family-related policies in Denmark. Important regulations are stipulated at the central state level; local authorities are responsible for structuring and implementing them. The funding of services is done predominantly by local authorities, but they receive financial help from the central state.

On the whole, Denmark is a country that has *no explicit family policy*. Rather, *family-related regulations* are mainly the *result of labour market policy goals*.

The *extensive expansion of child care* in the 1990s was done for reasons of labour market policy; only later was it combined with educational aspects. Meanwhile, the Danish system of child care has been widely accepted by parents who appreciate the high quality of provision. Consequently, even 68 % of one-year-old children are minded in day-care or in crèches.

France

France is one of the few countries that have an *explicit family policy*. It is embedded in social policy and labour market policy as a whole:

- Family policy is recognized as one of the pillars of the social security system and funded through the Family Allowance Funds which employers pay into as well; in this way, they help to finance a large part of family-related public services. This clearly shows the social and economic significance of family policy in France.
- An important goal of French family policy is the civic education of children. Increasingly, however, the better compatibility of employment and family plays a role.
- The original policy orientation towards families with several children tends to decrease in importance.

In addition to an explicit family bias in French politics, it shows in France, as well, that family-related policy concepts are strongly influenced by labour market regulations. This, the

35-hour work week contributes significantly to making careers and family life more compatible, as does the introduction of parental leave which has sizeably reduced the impulse to interrupt gainful employment.

The system of tax incentives to increase the number of employees in private households also has substantial consequences for both child care and older family members:

- As for children under three, home care by nannies or day mothers is preferred to external care.
- A comprehensive, out-of-home care of children older than three years is ensured in particular by the »écoles maternelles«.

These measures result in a division of the labour market into two parts, particularly for mothers:

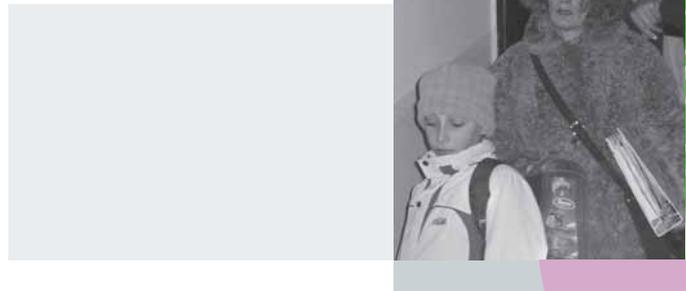
- As the household income rises, mothers benefit from regulations supporting privately employed day mothers, whereas the trend is to keep mothers with a lower household income out of the labour market by means of funded parental leave.
- Strong regional differences lead to the fact that real freedom of choice among various forms of care exists mainly for families with high incomes in the greater Paris area.
- Income-dependent transfers and transfers for specific target groups lead to a decrease in child poverty; because of family income splitting, progressive taxation for families is generally softened.

The Netherlands

Family-related policy in the Netherlands does not aim to provide explicit family support. Rather, the focus is on labour market regulations:

- Characteristically, there are numerous regulations for leave of absence open to all employees regardless of whether they live in a family context or not. Linked to a law regarding life work-time accounts, they create good conditions for leave-of-absence regulations in the Netherlands to be broadly accepted and used. This includes various part-time regulations that all gainfully employed people can benefit from.
- Especially parents and family members are involved in care benefit from these regulations; moreover, these regulations can contribute to a better balance between employment and family life.
- In the Netherlands, expanding out-of-home child care is motivated mainly by labour market considerations and linked to the goal of using the full potential of the Dutch workforce. The responsibility in this field lies with the government, employers and families. Thus, employers and trade unions together often launch trusts for the funding of child care.

On the whole, the Netherlands are still expanding the infrastructure for child care. In this process, local authorities are not providers, but exclusively committed to the task of monitoring the quality of private bidders. Poverty rates at the beginning of the 1990s showed an above-average poverty of



children in single-parent families. Until now, employment for this group has only been conditionally possible in the Netherlands. To what extent upgrading the infrastructure of child care will lead to a further reduction of child poverty, remains to be seen.

The United Kingdom

There is no explicit family-related policy in the United Kingdom. Rather, British family policy is characterized by a child-related policy and has established a child ministry for this purpose. The central goal is to fight child poverty. Other goals such as a higher involvement of mothers in the labour market, the expansion of out-of-home child care, the balance between employment and family life are subordinated.

- British policy is characterized by a large variety of family-specific regulations in the area of taxation and monetary transfers. Thus, family benefits have been defined as child-related provision to be payed to all families regardless of their income.
- Employment incentives were increased by means of a so-called negative income tax (Working Tax Credit) requiring at least 16 hours of work per week and including an allowance of 70% of incurred child care costs.
- The upgrading of child care – particularly for children from low-income households – is linked to educational aspects as well as the strengthening of parents' educational competence. Examples are the Sure Start Program and the Early Excellence Centres. They pursue these goals and adapt them to regional particularities.

From today's perspective, it cannot be evaluated to what extent this policy change will be successful. Data from the mid-1990s substantiate that a policy change is necessary, since a European comparison shows the United Kingdom to have the highest rates of poverty among children. Poverty rates are particularly high in single-parent households.

It corresponds to the British approach that higher-income groups organize the compatibility of employment and family life primarily on their own, whereas government measures focus mainly on lower-income households. However, such a policy may be questionable from the point of view of



equitable distribution. For instance, it may contribute to the existence of different user groups for different forms of care, thus preventing a social mix.

Germany

In Germany, initiatives and measures to improve the compatibility of employment and children have been increased. On the other hand, the most recent reforms of labour market and family policies do not follow a clearly recognizable or consistent family model and are just remotely related to one another.

Family policy, adjusting to women's employment wishes and considering the problem of poverty in families, does pursue the goal of getting mothers involved in working life. But respective reforms are hampered by a lack of competencies and financial resources (e. g. in the development of child care or all-day schools). Institutional restrictions can also prevent reforms; thus, the veto of the Federal Constitutional Court is to be expected, if there are plans to limit or reform the German system of income splitting between spouses. Reforms are only selectively implemented, and what has already been achieved is even partially revoked.

Conclusion

The five countries examined make clear that *family policy in Europe is many-sided*, that *diverse goals* are pursued and *different instruments* used that sometimes strengthen, hamper or neutralize one another.

The example of *the Netherlands* and *France* shows how many-sided and diverse family-related policies can be. Current developments in *the United Kingdom* make clear that even in a liberal welfare state child-related policies are highly significant.

Changing employment patterns of families in *Germany* can be explained by

- a lacking modernization of socio-political institutions;
- an increasing discrepancy among institutionally mediated incentives;
- restrictions on the compatibility of family and employment that continue to exist.

Ultimately, it is individual resources in particular that influence, to a large extent, the possibilities of participating in a selected employment field.

What distinguishes family policy in European countries?

A particularly child- and family-friendly atmosphere exists in those countries that open up various options for young adults and, at the same time, enable them to cope with manifold and heterogeneous challenges – as, for instance, in the countries of Northern Europe. Individual options are reduced, however, in those countries that confront young people with an either-or situation when they have to make decisions about their lives.

Consequently, what family policy in Germany needs are not selective measures, but a triad of time, infrastructure and financial transfers. Time policy must take into account the entire length of life cycles as well as everyday time. Family policy must consider the rhythm of family members' lives and reallocate financial transfers with the focus on different issues.

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Christian Alt

»The Children's Panel« of the German Youth Institute
A longitudinal study about children and childhood

Out of the mouths of babes and sucklings – Social monitoring from the point of view of children



Social monitoring about children wants to make information about their living conditions available: regularly, in due time and systematically. The longitudinal study about children and childhood (»The Children's Panel«) of the German Youth Institute has also committed itself to this task. It is entering new territory, since it has not been customary to interview children themselves about their own lives and that of their entire family. Where family issues and the circumstances of children's growing up were concerned, mothers have been the preferred source of information so far. Adult-focused reporting about the conditions of growing up in Germany have always been geared to »outer circumstances«. The »subjectively« perceived satisfaction with prevailing life circumstances as well as children's possibilities to deal with given conditions or opportunities have not been included in habitual reporting up to now.

Concept and organization of »The Children's Panel«

The »participants« in this study are the children themselves. Under the title of »*Chances and risks of children's growing up in Germany*«, »The Children's Panel« offers the possibility for the first time to gain insight into the conditions of growing up on the basis of a representative sample survey among children aged five to six and eight to nine. Thus, the design of the children's panel gives new momentum to quantitative-empirical research on childhood and children.

From the perspective of children, the study turns its attention to transitions in the field of care and education and particularly to the time of entering elementary school and changing to more advanced levels of schooling.

»The Children's Panel« develops its own »child-centred perspective«. It integrates problems and relations of developmental psychology; in this way, it goes beyond structure-oriented and sociologically determined social monitoring.

The interviews of »The Children's Panel« are repeated in three waves. Thus, stages of development as well as changes in life circumstances or the scope of action and relationship patterns can be empirically traced. Moreover, the group of five to six-year-olds and the group of eight to nine-year-olds can constantly be compared to each other.

If the research perspective is *that of children*, what emerges quickly is that children report *other things* than parents do. Thus, allegations about what actually happened during the last conflict between mother and child sometimes diverge tremendously: children give more information about what matters to them and makes them concerned. Parents, by contrast, report more about effects on everyday life, its organization and connected difficulties or the worries they often have with regard to their children.

Children's life circumstances

To describe *the life circumstances of children* in all their diversity is to analyse the general conditions of growing up as well as the varying degrees of freedom children have to act. In »The Children's Panel«, children give answers to the following questions in particular:

- How do they grow up?
- What are their living conditions in connection with school, day care centres, after-school-care, family and peers?

In addition to these questions, parents are asked to provide information about the size of the areas they live in as well as regional and socio-environmental differences (e.g. a comparison of East and West Germany, differences in various federal states, urban-rural relations, or relations within cities and communities, i.e. according to districts).

The detailed research design as well as theoretical considerations and results of »The Children's Panel« are extensively documented in four volumes of the German Youth Institute series under the title of »*Kinderleben*« (Alt 2005a, 2005b, 2006, 2007).

How do children live in Germany? – Findings of »The Children's Panel«

Children in Germany are not the most fortunate in the world, as the most recent comparative UNICEF study in 21 European industrial countries has found out, examining prosperity, health, social factors, education, relationships to parents and peers, risk behaviour and young people's self-assessment (Bertram 2006).

What, however, did »The Children's Panel« find out on children's life circumstances? Are children happy?

The housing environment

Most children feel happy in their families and among their friends, but one third of them think *the housing environment* is not appropriate for children. Because of high structural density, children have little space in apartments and hardly any playgrounds in their immediate neighbourhoods.

The *social and economic situation of regions* (administrative districts and towns) was evaluated according to official statistical data. The social atmosphere and public infrastructure are clearly worse in regions with high unemployment, a large quota of welfare recipients and school drop-outs, few high-school graduates and a lack of local finances.

More than one fourth of children live in socially and economically burdened regions of this kind, whereas one third live in privileged and the rest in average regions. The percentage of burdened regions in East Germany is twice as high as in West Germany (50% compared to 24%). In burdened regions

- there is an above average number of children living in alternative family forms,
 - both parents work full-time more often,
 - more children need all-day care.
- Beyond that, gaps in care must be filled privately, with grandparents often helping out.

Feeling well at school

School is judged ambivalently by children, although most children have positive experiences. However, »The Children's Panel« has also found that children from low-income families are often at a disadvantage.

The starting point of our surveys on wellbeing at school was the question to what extent wellbeing changed during elementary school. The findings show that wellbeing changes for the worse between grades 2 and 4.

Students are clearly less satisfied with their school situation at the end of the elementary phase. Their feeling of wellbeing is not affected by their parents' social status or income, nor by their migrant background.

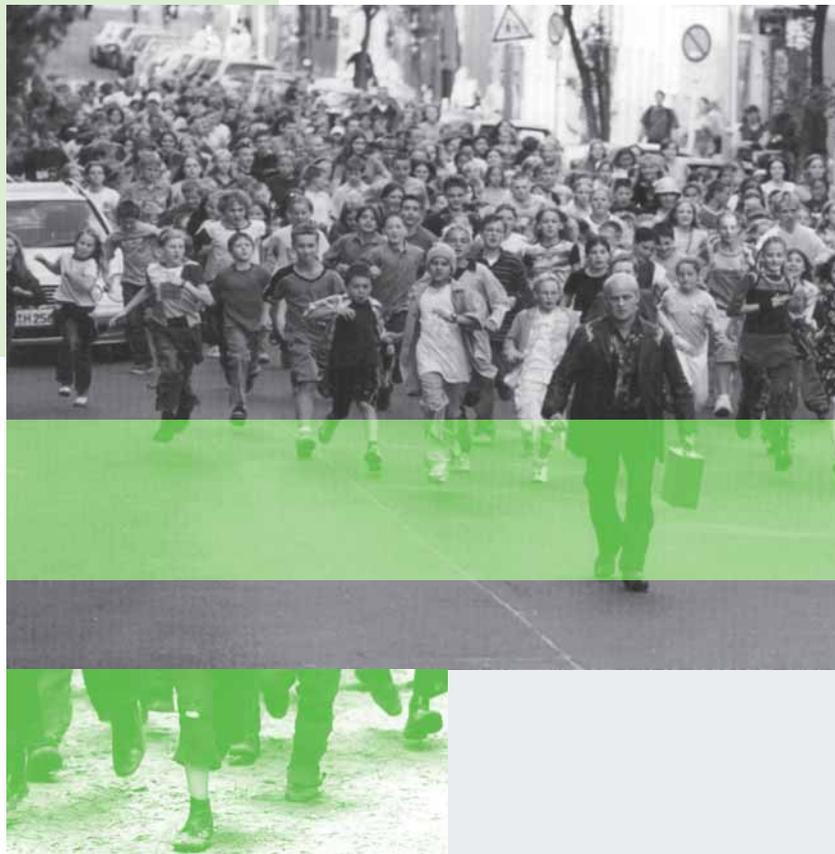
School offers children from poor families opportunities to compensate the consequences of poverty by means of orderly structures, working on relationships and cultural provision.

School achievements

In this context, the achievements children talk about themselves are particularly worth mentioning. There are no regional differences. The only exception is the East-West difference which has been repeatedly detected and is most likely a result from the different concepts of half-day and all-day schooling. In the new federal states, children normally go to school all day, whereas in the West, school typically takes place in the morning only.

The superiority of girls in school performance had been expected and was confirmed. In arithmetic, reading and writing they have an advantage over boys. This finding corresponds to the current state of knowledge in educational sociology and psychology, where it has been found that daughters from blue-collar families are no longer the prototype of an inferior education.

An unexpected effect is documented in children's assessment of their performance in social studies. Apparently, children from economically disadvantaged families have greater problems here to get very good marks. Possibly, this indicates that they cannot participate in leisure time activities to the same extent and, thus, find it more difficult to acquaint themselves with phenomena relevant to the curriculum. On the whole, the examined sampling shows that elementary schools warrant a good, if clearly gender-specific, learning support.



Children from low-income families are often disadvantaged

There are clear connections between the intensity and duration of poverty, on the one hand, and between wellbeing and children's school performance, on the other. The fact that poverty remains even though the family's economic situation improves (e. g. the father or mother holds a job again) has an influence on subjective wellbeing. If, however, poverty is relatively constant, children adjust their attitudes: their *wellbeing* does not differ substantially from that of other children.

School performance in grades 3 and 4, however, depends on the duration of poverty. If poverty continues throughout elementary school, an adverse effect can generally be observed. More than anything, the impoverishment of households triggers children's negative reactions in terms of subjective orientations and the development of competencies.

Leisure time behaviour

In »The Children's Panel«, leisure time is understood to be the time that children have at their free disposal outside school and their everyday lives in the family. Astonishing observations were made:

- The more good friends children have, the more likely they are to spend their leisure time actively in an institutionalized framework, i. e. having many good friends is closely connected to leisure time in facilities.
- The decisive factor for organizing one's leisure time actively in a facility is not the number of playmates a child names, but the number of good friends he/she spends free time with.



Children who use computers *also* spend a large part of their free time doing sports and going to the cinema or to music school. This finding contradicts the widespread view that children who like dealing with computers in their free time have few social contacts and prefer to spend their free time *passively* in front of the monitors. Moreover, a distinct connection can be seen between children's active leisure time organization and their feeling of wellbeing: the possibility to spend time on various activities outside the home, to meet friends and playmates and to do different kinds of sports has the effect of making children feel happier about themselves, their surroundings and their lives.

Children and their relationships with peers

Assuming that in middle childhood the relationships with peers become more important, the finding below is most remarkable:

The continuation of family experiences and relationship patterns (e. g. in that one gets the mother's recognition and support) as well as a positive family atmosphere contribute significantly to good relationships with peers. If the mother's support is missing or the family atmosphere is negative, the risk is twice as high that relationships with peers will be fewer and less supportive. However, the effects of this influence are limited: ultimately, family experiences and relationship patterns determine the peer environment only to a limited extent.

The quality and potential of the support they get in peer relationships themselves are the really important factor in the development of children. Supportive relationships go hand in hand with a positive influence on children's personality features and, hence, with greater social and cognitive open-mindedness, a more positive self-perception and fewer impulsive-aggressive leanings in behaviour (externalization). Of course, the family also contributes here, and socio-cultural factors should not be forgotten: bad housing conditions and

hardly appropriate surroundings are not conducive to children's open-mindedness and positive self-perception, and they foster impulsive-aggressive behaviour.

On the whole, one fourth of the differences in open-mindedness and impulsive-aggressive behaviour of children interviewed can be explained by differences observed in family and peer relationships; as for children's self-perception, the percentage is significantly lower at one sixth.

How do children feel about and experience themselves?

Children have a very positive image of themselves:

- Nearly all children think they are »okay«, and most of the time they are in a good mood.
- They see themselves as socially and cognitively quite open-minded.
- They like trying out new things, they like to meet new children, they have many ideas, and they believe they can empathize well with others.

Parents describe their children in a similarly positive manner.

Nevertheless, distress and disappointments are a normal part of many children's lives:

- Three fourths of them are sometimes sad or afraid.
- Half of them sometimes feel lonely.
- Parents observe forms of expression like anger with others (mentioned by one fourth of children) or the desire to get into a fight (mentioned by one third of boys, but by only every sixth girl) more frequently than emotions such as shyness and anxiety (internalization).

Children in Germany – business as usual?

The collected findings of »The Children's Panel« contribute to an assessment of childhood as being *normal* to a large extent. Nevertheless, well-known inequalities are conspicuous, from the child's perspective as well. Policy-makers and society should have a strong interest in reducing discrimination and unequal approaches – because society needs the motivation, the commitment and the individual resources and competencies of every single child.

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The National Centre on Early Prevention in Germany

Prevention – as early as possible

In recent years, awareness in Germany has increased for children growing up in families with high psychosocial burdens. In particular, media reports on several cases of death after children had been severely neglected have startled the public. On this background, the government of the Federal Republic of Germany has decided to take a closer look at the development of *social early-warning systems* and the promotion of *early prevention initiatives for endangered children and their parents*.

A burden for parents

In principle, early prevention efforts are directed at parents (to-be) with children up to the age of three in situations of risk that increase the (statistical) likelihood of future child neglect and/or abuse.

Among the risk factors are:

- burdened and stressful life story of parents (own experiences of neglect and abuse, frequent relationship break-ups etc.),
- violence in partnership,
- mental problems of parents (addiction, depressions),
- lacking knowledge about children's needs,
- children's characteristics/particularities that parents are overburdened with or which they reject (e. g. handicaps, difficult temper),
- feelings of being overworked, isolated and not receiving enough social support,
- features of the family's life style: poverty, single-parent status, many children.

Especially when several factors accumulate, the risk increases strongly that children's well-being might be endangered later on.

The condition for early prevention: a net of support

First of all, it is the goal of early prevention efforts to identify families in risky situations as early as possible, before neglect and/or abuse of children can occur. This can be done by using

screening instruments systematically and on a broad scale, particularly in the health care system (e. g. counselling of pregnant women in a conflict situation, services around delivery of a child, resident pediatricians). Nearly all mothers-to-be claim these statutory services regarding birth. They offer a low-threshold, non-stigmatizing possibility to establish contacts. Valid instruments are able to identify up to 80 % of burdened families. So far, however, this approach has only been used sporadically in Germany.

Risk identification alone, however, is not sufficient: the crucial thing is whether, in a subsequent talk, the family can be motivated to accept help offers. What matters here is that specialized staff deals sensitively with parents – a lot of experience and ongoing qualification are required.

In the next step, precisely tailored support offers for families should be provided by means of a close cooperation between health services and child and youth services. These kinds of offers can mainly be attributed to the area of secondary and indicated prevention. Above all, promoting parents' educational skills aims to make the children's healthy development possible: physically, emotionally and socially.

It is also important that parents do not vanish in a hole of the medical and social services network. For that, reliable information transfer is required in a well-functioning network of actors from

various fields (child and youth services, health service, educational and care institutions etc.). However, data transfers in this area can only take place with the consent of parents. Therefore, methods of monitoring that are accepted by the parties concerned have to be developed as well, e. g. in form of catamnestic follow-up interviews.

When support is being given, it will always be necessary to assess and reassess the burdens and resources of families in care and the resulting risks for the well-being of their children, so that children's possibly deteriorating circumstances can be recognised in time. At this level, early prevention in the sense of an early-warning system also leads up to more intensive forms of intervention.

The Early Prevention Action Plan of the Federal Ministry on Family Affairs, Senior Citizens, Women and Youth (BMFSFJ)

In the context of the action plan of the Federal Ministry on Family Affairs, Senior Citizens, Women and Youth (BMFSFJ), the following activities are implemented:

- preliminary study: brief evaluation of programs on prevention of neglect and maltreatment in early childhood as well as social early-warning systems in the federal states (German Youth Institute 2006/2007),
- establishing the »National Centre on Early Prevention« and
- funding of pilot projects in the federal states.

Early Prevention Efforts in Germany: Brief Evaluation by the German Youth Institute (DJI)

A comparative presentation, analysis and evaluation of projects in the area of early prevention have been missing so



far. For this reason, the German Youth Institute was authorized to conduct a brief evaluation of exemplary projects. The approaches examined are located at many different levels, ranging from special individual support approaches to community-oriented complex institutions. The results of this examination lead to the following demands on policy-makers in various specialized fields:

- expanding systematic and comprehensive access to families via the health care system,
- developing valid instruments suitable for practical purposes to assess risks for a healthy development and threats to children's well-being,
- clarifying data protection issues with regard to information transfers,
- developing new funding models between youth and health care services,
- initiating local networks for »early prevention« with navigation aids for all families.

The National Centre on Early Prevention

In this context, the »National Centre on Early Prevention« started its work in March 2007. The Centre wants to contribute to the improvement of protection for children aged 0 to 3 against neglect and violence. It supports practitioners in their efforts to identify risky situations in families earlier and more effectively and to provide adequate support offers. The joint sponsorship of the Centre by the Federal Centre for Health Education and the German Youth Institute is exemplary in that it attempts to interlink health and youth care services more closely.

The National Centre has three areas of responsibility:

- To build up a platform for the exchange of knowledge and experiences; to research examples of good practice; to close knowledge gaps by supporting model projects, academic backup and the evaluation of results.

- To help local authorities and providers to integrate early prevention and social early-warning systems into regularly provided services through counselling and knowledge transfers.
- To inform the public about the special significance of the first few years of life for the development of children and about service provision.

In cooperation with model projects in the federal states and specialists from various disciplines as well as representatives of numerous pertinent associations, substantial progress is expected to be made in raising children in Germany in a healthy and sheltered environment.

Alexandra Sann

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see also p. 38

Findings of research on poverty

Children in Germany – in dire straits?

Reports on the poverty of children and adolescents in Germany are published at regular intervals, but people seem to have gotten used to them, i. e. poverty is recognised and deplored, but only a few isolated political measures and social initiatives have been taken so far to counteract »child poverty«. Even UNICEF has attested that Germany gives no more than average support where the life circumstances of children and adolescents are concerned.

Poverty of children and adolescents in Germany is not life-threatening poverty, but implies restrictions in income and living conditions (compared to the social average) as well as processes of social exclusion. »Child poverty« is determined via the socio-economic status of parents. Meanwhile, the risk of poverty has significantly increased among young parents, especially single-parent mothers and their children, and families with a migrant background.

How many are concerned?

Surveys of poverty usually measure poverty in terms of household income (and identify poverty or the risk of poverty if the available net income is less than 60 % of the median: people are poor if they have less than half of the money at their disposal that the average population has). Nowadays, new, more comprehensive approaches – under the header »child well being« – include housing conditions, social participation and health (UNICEF 2007).

In recent years, representative studies, some of which make international comparisons, have come to the following results for income poverty (60 % threshold):

UNICEF found that, in Germany in 2001, the poverty rate was 17 % among adolescents under the age of 18 – a high value compared to other central-European countries (UNICEF 2005).

The Federal Republic's second poverty and prosperity report calculated that, in Germany in 2003, there were 15 % »poor« children under the age of 15 (BMGS 2005).

According to ZUMA, 19 % of under-18-year-olds lived in relative poverty in Germany in 2003 (Noll/Weick 2005).

According to the comparative EU-SILC, 1.7 million children under the age of 16 were at the risk of poverty – after social transfers – in Germany in 2004, i. e. 13.4 % (Federal Statistical Office 2006).

On the whole, poverty depends strongly on types of household and family constellations; children with single parents or a migrant background live in relative income poverty more often and longer than others.

Effects of poverty – a summary of studies

As poverty often coincides with special living conditions, it is difficult to find a causal explanation for specific problems in poverty alone. Moreover, poverty does not automatically lead to a bad life. Overall, however, *problems* occur more often where »poverty« exists.

Interrelations between socio-economic deficiencies and a lack of educational performance, physical and psycho-social disturbances, recorded delinquency, bad housing conditions and young people's bad health have been well documented.

Psycho-social effects of poverty are: depressions, resignation, anxiety about the future, decreasing school performance and social isolation.

Social contacts and *leisure time behaviour* are more restricted, the wellbeing of children from poor families is not as manifest. In »poor families«, there are more conflicts between parents and between parents and children.

Children in poor families are often not adequately provided for and emotionally neglected; there is a lack of development incentives, because in many cases parents do not have the required resources and competencies.

Later on in life, children and adolescents from poor families often have a similar status to that of their parents.

Such effects of poverty can be counteracted, however, by having or making available personal, social and institutional resources.

Conclusion

During the last twenty years, the percentage of children in socio-economically precarious life circumstances has steadily increased – in spite of repeated warnings. In Germany, every sixth or seventh child grows up in a »poor family«. However, poverty does not need to be a lifelong destiny if appropriate socio-political support is given – as can be seen from a glance at other European countries.

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International Matters

Centre for the Prevention of Youth Crime / Youth Crime Prevention in China and the USA: Open forum with two lectures in English and discussion**German Youth Institute (DJI),
12 September 2006**

Participants: *Ms Ju Quing*, Deputy Director of Crime Prevention at the Chinese Youth and Children Research Centre in Beijing/China; Youth crime and its prevention in China; *Ms Rachel Davis*, Managing Director of the Prevention Institute in Oakland/California, which operates throughout the USA: Youth crime and its prevention in the USA. Youth crime prevention in China is controlled by the government only and structured and organized accordingly, whereas in the USA a large number of organizations and actors are responsible. Against the background of these differences, proposals were welcome to stimulate German debates and to find common ground for future cooperation.

Contact: *Bernd Holthusen*, holthusen@dji.de**Centre for the Prevention of Youth Crime Leipzig, 13 to 16 September 2006**

The 9th International Colloquium »Violence prevention with boys. A gender-related approach – Experiences in different countries«: Participants from the University »La Sapienza« in Rome/Italy, the University Vienna/Austria, the University Edinburgh/Scotland, the Instituto Werden/Porto Alegre/Brazil, the Prevention Institute, Oakland/USA, the China Youth and Children Research Center, Beijing/China and the German Youth Institute Munich/Germany (DJI).

Participants dealt with various strategies of crime prevention geared to boys. In some countries, these are developed painstakingly on the ground, but also with innovative ideas, and have to find their difficult way through institutions and organizations, whereas in other countries there are national programs. These national programs ensure an umbrella organization and integrate boy-specific violence prevention into vocational and further training, for instance, but at the same time, there is the risk of just ticking off an »obligation« and making locally meaningful innovations more difficult.

Contact: *Bernd Holthusen*, holthusen@dji.de
Centre for the Prevention of Youth Crime:
<http://www.dji.de/youthcrime>**Paths & Crossroads: Moving People, Changing Places****11th International Metropolis Conference
Lisbon, 01 to 06 October 2006**

More than 700 experts from politics, the scientific community and practical social work dealt with migration and its consequences in the context of the annual Metropolis Conference. In the debates, attention was deliberately focused not only on immigration, but also on emigration countries. This expanded context led to a holistic understanding. Migration affects both receiving

countries and countries of origin in equal measure. Therefore, there is a lot of unused potential for a better cooperation on both sides. In the framework of the conference, *Heiner Schäfer* from the Centre for the Prevention of Youth Crime at the German Youth Institute organized an all-day workshop »The challenges of immigrant descendants' integration in Europe«, jointly with *Pedro Calado* from the Portuguese High Commissioner's Office for Immigration and Ethnic Minorities and *Beatriz Padilla* from the Centre of Sociological Research and Studies (Lisbon). The focus of this workshop was on special difficulties encountered in several European countries when integrating migrant youths and on political and educational reactions. In his presentation, *Heiner Schäfer* used the difficulties of integrating »young Russians« in Germany as an example for showing how important it was to be informed in the receiving country about »the experiences they bring along« as well as the structures and conditions of growing up in the country of origin.

Contact: *Heiner Schäfer*, hschaefer@dji.de
Centre for the Prevention of Youth Crime:
<http://www.dji.de/youthcrime>**International Youth Researcher Meeting
Vienna, 11 to 14 December 2006**

In the context of the International Conference on National Youth Policy (ICNYP): »Youth Participation, Governance and Democratic Citizenship«, *Dr. René Bendit* (German Youth Institute; DJI) and *Dr. Marina Hahn* (Federal Ministry of Social Security, Generations and Consumer Protection in the Austrian Republic; BMSG) jointly organized the »International Youth Researcher Meeting« on the topic of »Youth in a globalised world«.

Participants in this event were researchers from Argentina, Australia, Austria, Brazil, Canada, China, Costa Rica, Finland, Germany, Hungary, Ireland, Korea, Mexico, Portugal, Russia and the USA. Central topics of the meeting were: youth between political participation, exclusion and instrumentalisation; youth transitions – patterns of vulnerability and processes of social inclusion; education, qualification and employment – anticipating future demands for education and training in a global context; youth cultures and new technologies: impacts on real social relationships and communication skills; voluntary services: potentials of non-formal and informal learning during young people's transitions to the labour market; evidence-based youth policy strategies and networks and international and European cooperation programmes in the field of youth research. At the opening of the Youth Researcher Meeting, *Dr. René Bendit* (German Youth Institute) gave a lecture on the topic of **youth in a globalised world**. *Dr. Wolfgang Gaiser* (German Youth Institute) gave a keynote address at the opening of the ICNYP Conference on the topic of **youth**

participation, governance and democratic citizenship and lectured on the topic of **political participation of youth – young Germans in the European context**. The contributions presented are to be revised and published as a book in the publishing house of the German Youth Institute in 2008.

Contact: *Dr. René Bendit*, renebendit@aol.com;
Dr. Wolfgang Gaiser, gaiser@dji.de**Youth culture/s in Europe
International Conference of the Journal
of Contemporary European Studies****28 / 29 June 2007,****Loughborough University, Great Britain**

The range of topics at this conference reached from using the media, via media content in music, literature and magazines to political culture in individual European countries.

Beyond that, the conference also looked at aspects of life circumstances (poverty) and life skills.

Dr. Wolfgang Gaiser (German Youth Institute) gave a lecture on the importance of participation at individual, institutional, national and European levels.

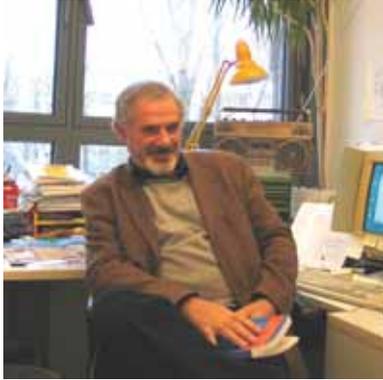
Johann de Rijke (German Youth Institute) presented findings of and interconnections between the Youth Survey of the German Youth Institute, the EUYOUNG study and the Flash Eurobarometer Young Europeans 2007 concerning political culture in Germany and Europe.

Contact: *Dr. Wolfgang Gaiser*, gaiser@dji.de**DJI advises GTZ Youth project in Bosnia and Herzegovina**

In December 2007, a delegation from Sarajevo visited the German Youth Institute to learn more youth policy and youth research in Germany. Aiming at the development of a coordinated youth strategy for Bosnia and Herzegovina, the delegation was especially interested in the design of a youth survey and in setting up child and youth services. DJI-experts in these fields, *Wolfgang Gaiser*, *Christian Peucker*, *Johann de Rijke*, *Mike Seckinger*, *Jutta Stich* and *Thomas Wegertseder*, were happy to share their ideas and experience – and will do so as the consulting project continues in 2008.

A generation is leaving the German Youth Institute

René Bendit, PhD



Certified psychologist, M.A. Sociology René Bendit was born in Argentina, went to Chile at the age of 15 because his parents moved there for professional reasons, graduated from high school there, got to know Europe by staying in Paris, Rome, Frankfurt, London and Copenhagen – this is the background for an emerging polyglot career (Spanish, English, French, Italian, Portuguese and German). He returned to Chile in 1965 and began his studies of psychology and sociology at the College for Journalism and Communication Science, Universidad de Chile; Latin-American Faculty for Social Sciences in Santiago de Chile. When the Allende government was overturned by force in 1973, René Bendit came to Munich and, a year later, began his activities at the German Youth Institute by furnishing expertises on educational topics or problems of educational reform in connection with curricular issues. On the basis of these activities, he published the book »Von Paulo Freire lernen. Ein neuer Ansatz für Sozialpädagogik und Sozialarbeit« (»Learning from Paulo Freire. A new approach to social education and social work«) in 1977, together with Achim Heimbucher.

Since 1976, he has been a senior researcher at the German Youth Institute working on intercultural research projects with a practical orientation aiming at the social integration of foreign children and adolescents. He has also been responsible for youth reporting, youth research and youth welfare/youth policy. Furthermore, he was coordinator of the expert commission responsible of the 8th National Youth Report.

In parallel, he obtained a second degree as a certified psychologist at the Ludwig-Maximilian-University in Munich and did a doctorate at the University of Kassel on the topic of »Vocational training of young migrant workers in Germany and their ways of coping with challenges of modern youth life« (1995). Since 1994, René Bendit has been responsible for European youth research and in charge of the German Youth Institute's international research cooperations, focusing mainly on the EU, its Member States and Latin America. He collaborated in various EU projects and worked in many international networks, e. g. as a member of the task force »European Youth

Policy« at the Federal Ministry for Families, Senior Citizens, Women and Youth (BMFSFJ) and as a founding member of the European Research Network EGRIS (European Group for Integrated Social Research).

In parallel to his work at the German Youth Institute, he had numerous teaching assignments (FU Berlin, the universities of Bamberg, Munich and Graz; Universidad Autónoma de Barcelona; Universidad Autónoma de Mexico; Universidad Diego Portales, Santiago de Chile). Since 1994, he has been a visiting professor at the Latin-American Faculty of Social Sciences (FLACSO), Argentinian branch (Buenos Aires). When he retires, René Bendit wants to keep on observing developments in European youth policy and support them by collaborating on relevant committees. Along with that, he wants to spend more time directing a non-professional theatre group and cultivating his contacts in Argentina, Chile (and other Latin American countries) and Spain.

What does the word »home« mean for a man like René Bendit, who is at home in the world? »For me, home is where the real friends are. Home is where you feel at home or are free in the language, where, without asking, you understand the meanings behind the words. Finally, home is where no one asks: where do you come from? On the whole, home is where you share a common history with other people. For all these reasons, the best thing to do is to carry your home along with you like a snail carries along its shell.«

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Personnel

Dr. Christine Weiss



took over from Dr. René Bendit (DJI) the position for »international relations« at the German Youth Institute. Her doctoral thesis was on the topic of »Politics as a family affair: presidential campaigns in the United States«.

Christine Weiss studied at the University of Heidelberg, at King's College (UK) and at Yale University (USA); she gained professional experience in Senator Clinton's office in New York, at Daimler Chrysler's »External Affairs and Public Policy«, and while working for the rector of the University of Heidelberg. As the international relations manager at the DJI she will be member of the task force »European Youth Policy« at the Federal Ministry for Families, Senior Citizens, Women and Youth (BMFSFJ) as well as of the »Committee on Child and Youth Policy in Europe« at the »Child and Youth Welfare Association« (AGJ).

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Dr. Michaela Schier

received one out of seven Schumpeter Fellowships granted by the Volkswagen Stiftung. The foundation will fund her research project on »The Multi-locality of families«. The project aims to examine the arrangement of family life when family members live apart, due to job mobility, separation or divorce. The Schumpeter Fellowships – named after Joseph Alois Schumpeter, one of the most successful economists and social scientists of the 20th century – aim at supporting outstanding young scholars in economics, social science, and law who wish to open up new areas of research in interdisciplinary projects.

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Events

Equal opportunities and social participation for all children and adolescents

European youth event with 160 young people from 32 countries

Cologne, 13 to 16 April 2007

In the context of the German presidency of the European Council, the Federal Ministry for Families, Senior Citizens, Women and Youth (BMFSFJ) invited 160 young people from EU Member States, the EFTA States, Turkey, Croatia and Macedonia to a youth event in Cologne. Youth events (meetings of young people from European countries) have taken place every six months since 1999 to discuss youth policy issues.

The German Youth Institute was represented at this youth event by *Dr. René Bendit* as a member of the task force »European Youth Policy« of the Federal Ministry for Families, Senior Citizens, Women and Youth (BMFSFJ). With the European youth event in Cologne, the German presidency of the European Council set itself the target, among others, of strengthening the participation of young European people in youth policy processes and decisions, of establishing contacts to parties responsible for youth policy, of showing current activities of young people to improve equal opportunity and participation, and of supporting their European networking. State Secretary *Gerd Hoofe* (BMFSFJ) emphasized in his welcoming speech:

»Youth policy at the European level must become more visible and take more influence. That calls for a greater role of youth policy in relation to other areas of policy and for an even stronger involvement than before when youth-relevant decisions are being made at the European level.«

During this European youth event, various action fields of European youth policy were discussed, such as **goal-oriented and improved youth information, support of the school education and vocational training** of young people and underprivileged target groups, **chances of non-formal learning and voluntary commitment** in Europe, as well as first approaches to **peer-learning**, also the **improvement of equal opportunities and social participation** for all young people in Europe. The results of this work in small groups were pooled by the young participants to form an action plan that, at the same time, wants to be a catalogue of tasks young people commit themselves to implement in »crucial areas« of European youth policy. The action plan developed by young people in Cologne is a dynamic instrument that will continue to be debated and substantiated during the Portuguese and Slovenian team presidency. During the conference of the 27 **general directors for youth** responsible in the EU for youth policy, which took place parallel to the youth event, the action plan adopted by the young people was already introduced and discussed. During a forum of ministers that took place in Brussels on 25 May 2007 on the fringe

of the Education, Youth and Cultural Council (EU Council of Youth Ministers), central demands were discussed in great detail, and the participants of the European Youth Week June 2007 in Brussels also had the opportunity to deal with the assumptions of the action plan. The main ideas of the action plan are very likely to be incorporated in a memorandum of the EU Commission from September 2007.

The Federal Ministry for Families, Senior Citizens, Women and Youth (BMFSFJ) received a lot of feedback from participants in the youth event. One female participant answered the question what significance the conference had for her personally as follows:

»That was the greatest event I ever took part in, and I can say I really enjoyed everything – the city of Cologne was great, and all the organizers prepared and executed things really well. I learned a lot about various forms of cooperation, and I got the impression that participants benefited a lot from all of the workshops.«

You will find further information about the event and the action plan on the Internet under www.youth-event-germany.de

Youth, youth (welfare) research and youth policy in a global world

Symposium of the German Youth Institute (DJI) to mark Dr. René Bendit's retirement ceremony

Munich, 21 May 2007

Topics of the German Youth Institute symposium were the effects of social modernization on the transition processes of young people as they move on to adulthood; the main question here was when actually and to what extent young people in modern and post-modern societies become adults or are capable of becoming adults.

The symposium also dealt with youth policy concepts and approaches developed by the EU as well as their effects on the actual youth policy and youth welfare services in Germany. *Prof. Dr. Walter Hornstein* (former director of the German Youth Institute) presented research perspectives, problems and prospects of young people and youth policy in the globalized world.

Dr. Andreau López-Blasco (former staff member of the German Youth Institute; AREA and University of Pamplona) emphasized the challenges for research and politics with regard to »prolonged transitions into adulthood and new dangers for the social and economic potentials of young people in Europe«. Subsequently, current findings of youth sociology and youth welfare research were discussed and new youth policy strategies in Germany analysed. Special attention was given to young people with a migrant background who seem to be more at risk than others in terms of social exclusion.

In short statements, *Prof. Dr. Charles Berg* (University of Luxembourg), *Prof. Carmen Leccard* (University of Milano Bicocca), *Prof. Dr.*

Richard Münchmeier (FU Berlin), *Hans Georg Wicke* (YOUTH for Europe/German agency Youth in Action), *Prof. Dr. Christian von Wolffersdorf* (University of Leipzig), *Dr. Gebhard Stein* (EGRIS) and *Dr. Wolfgang Gaiser* (German Youth Institute) outlined prospects for improved European youth research and political practice. In this context, they paid tribute to *Dr. René Bendit* as an important »companion«, who for decades had dealt with the topic of »Youth and Europe«.

Children and adolescents in social hotspots – new strategies of cohesion

EU conference in the context of the German presidency of the European Council

Federal Ministry for Families, Senior Citizens, Women and Youth (BMFSFJ) Leipzig, 26 to 28 June 2007

A large number of children and adolescents in Europe have to struggle with multiple disadvantages. These unfavourable starting conditions jeopardise the social and occupational integration of young people. Consequently, it is one of the goals of the EU to proceed against inequalities within and between Member States. At the EU Conference, the EU Member States continued the dialogue about this problem, which they had already begun in Berlin in 2004. Sixteen European countries and 160 European municipalities were represented at the convention. The focus was on the **common search for transferable solution approaches** to benefit children and adolescents living in the EU and to formulate recommendations for action to be taken by the EU.

Gerd Hoofe (State Secretary at the BMFSFJ) pointed out that social discrimination was increasing in many European countries, which involved exclusion from the social environment as well. These are unfavourable starting conditions for young people, and supportive measures for successful integration should be taken accordingly.

Jérôme Vignon (*European Commission*) emphasized the importance of the local level (cities and municipalities) for mitigating social disadvantages, since it is there that the needs and difficulties of young people can be measured in socio-spatial terms.

The work groups focused on the topics of **education, employment, multicultural matters, cohabitation and cross-departmental strategies for social hotspots**. Another work group dealt with **local strategies to activate employment-specific and social potentials** applying the European-social fund-instrument (ESF) of Small Grants (micro-financing).

Dr. Christian Lüders (German Youth Institute) emphasized in his stocktaking of the convention that understanding complex national conditions was already an essential yield and the basic prerequisite for a critical international comparison at the European



»National Centre on Early Prevention« brings systems of health care and youth welfare together

Press conference

Berlin, 10 July 2007

»Behind every case of neglect and abuse, there is the story of a child's suffering. We must coordinate different forms of help earlier and more efficiently, so that the vicious circle of isolation and violence within a family cannot even begin«, the German minister for family affairs, *Ursula von der Leyen*, emphasized at the press conference when the »National Centre on Early Assistance« was inaugurated. In the context of the federal action program »Early Assistance for parents and children and social early warning systems«, the Federal Centre for Health Education (BZgA) and the German Youth Institute as joint providers established this multi-professional centre. The »National Centre on Early Prevention«, based in Cologne, is meant to use its expert knowledge to advise and support local and regional networks throughout Germany – networks that want to minimize the risk of child neglect and child abuse by interlinking health care and youth welfare provision.

»Health care provision offers good access to parents and their children, regardless of their social situation, even during the time of pregnancy and giving birth«, *Prof. Elisabeth Pott*, director of the Federal Centre for Health Education, emphasized: »Medical doctors and midwives are often the first people who recognize special burdens and difficulties and who receive a high degree of trust. Therefore, they are suitable mediators regarding youth welfare services«.

Prof. Thomas Rauschenbach, director of the German Youth Institute, pointed out that »youth welfare services offer many effective kinds of help for families: ranging from prevention by means of parental education to intensive socio-pedagogical backup of families in crisis situations. To make sure that this assistance reaches parents and children as early as possible and is adjusted to them individually and tailored to their needs, coordinated action by people working in both service systems is indispensable«.

The Federal Ministry for Families, Senior Citizens, Woman and Youth (BMFSFJ) will fund the »National Centre on Early Prevention« with roughly 10 million € till 2010. The focus will be on families with children up to the age of three whose everyday lives are heavily burdened with social or personal problems such as the experience of violence, alcohol, drugs, unemployment or the lack of supportive surroundings. If risks are recognized early, timely provision of help for families unable to cope can prevent child neglect and abuse effectively.

www.fruehehilfen.de

level. Successful integration strategies are based on the cooperation of different authorities or their actors and function first and foremost in a cross-sector and cross-departmental manner. Such comprehensive perspectives should be supported at all costs in the context of each individual country. Governmental actors, NGOs and business should work together as partners to develop and implement national strategies. Finally, in order to organize things on the ground, adequate instruments, procedures and possibilities are required that allow children and adolescents to participate, i. e. in the sense of a co-production where they contribute their own resources.

Prof. Howard Williamson (University of Glamorgan, UK) pointed out that the programs presented did not reach a considerable number of disadvantaged young people and called for pertinent responses to how that could be changed.

Another issue is how target groups are to be defined and dealt with: is focusing on a specific target group meaningful or should youth-related strategies be developed across institutions in action fields like education, integration and employment promotion to solve existing problems and prevent them?

At the project exhibition, selected local projects were introduced regarding the social and occupational integration of disadvantaged persons from nine European countries (supported by the European Social Fund, ESF). Germany presented projects from the federal program »Local capital for social purposes« (LOS) in particular. Along with the project exhibition, a trip to various practical projects in Leipzig was on the program. This made it possible to inspect the local implementation of the German program »Development and chances of young people in social hotspots«.

The EU Conference conveyed an abundance of proposals that led to rethinking one's own practical work, e. g. with regard to the topic of **social environment orientation**: in Germany, it is an essential part of the national strategy. However, in discussions with other countries like Czechia and Lithuania it became clear that it has palpable limitations when it comes to reaching specific target groups (like Roma and Sinti).

The **cultural program** of the convention was organized around various LOS projects. Break dancers and hip hop groups showed their skills onstage, but also made themselves heard verbally, expressing their interests not only via singing, but in panel discussions as well.

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DJI-Researchers visiting China

In October 2007, five researchers from the German Youth Institute (DJI) headed East: As part of a delegation, that consisted of 100 Germans working in the youth field, (from left to right) *Dr. Stefan Borrmann*, *Dr. Nora Gaupp*, *Xandra Wildung*, *Dr. Liane Pluto* and *Dr. Jan Skrobaneck* visited the People's Republic of China from 15 to 24 October. Travelling to metropolitan areas like Shanghai and Beijing but also to more rural areas like the province of Qinghai they learned about the Chinese education system and visited schools, universities and educational institutes. The five researchers took the opportunity to talk about the work of the DJI and to make contacts. The official agreement on youth welfare cooperation between the Federal Republic of Germany and the People's Republic of China provides the basis for the youth policy cooperation between the two countries. The agreement was signed during the state visit of China's premier *Wen Jiabao* to Germany in September 2006. At this occasion premier Wen Jiabao invited 400 young people from Germany to China.



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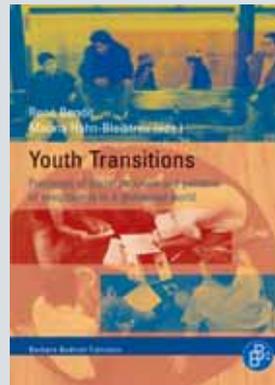
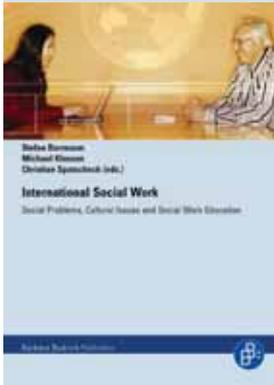
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■ *Stefan Borrmann, Michael Klassen, Christian Spatscheck (eds.)*

International Social Work. Social Problems, Cultural Issues and Social Work Education

Opladen/Farmington Hills: Barbara Budrich Publishers 2007

189 pages, 16.90 €

ISBN: 978-3-86649-087-1

The book focuses on three key issues of international social work:

- on international dimensions of social problems and how social work practice can deal with these challenges,
- on cultural issues social workers have to think of when practicing, teaching and developing social work on an international level and finally,
- on aspects of international approaches in social work education.

The authors are practicing and teaching social work in several countries and their personal and educational background allowed them to gain a profound experience on international social work. This makes the authors not only writing about international perspectives but also from an international perspective.

From the contents:

- International dimensions of social problems and social work approaches
- Cultural issues in international social work
- International perspectives in social work education

■ *Reinhard Spannring, Günther Ogris, Wolfgang Gaiser (eds.)*

Youth and Politics in Europe

Preface by Lynne Christolm

Leverkusen Opladen/Farmington Hills:

Barbara Budrich Publishers 2008

150 pages, 16.90 € (D), 17.40 € (A), 31.00 SFr,

US\$ 19.90, GBP 12.95

ISBN 978-3-86649-146-5

How do young people in Europe perceive politics? How do they engage in the political realm? Which groups of young people are actively involved? And which learning environments and opportunity structures can foster participation?

Against the backdrop of the debate on the crisis of western democracies and the supposed decline in young people's willingness to take on citizenship duties this book presents results of the EU-project EUYOUNGPART »Political Participation of Young People in Europe«. It refers to the findings of the qualitative interviews and focus group discussions as well as the results of the representative surveys carried out among 18 to 25 year olds in Austria, Estonia, Finland, France, Germany, Great Britain, Italy, and Slovakia.

On the one hand, the young people's concepts, images and perspectives on the political realm will be illuminated drawing attention to the complexity and ambivalence inherent in the ideals and accounts of political reality as well as the actual shortcomings of the system of representative democracy in modern society. On the other hand, forms and extent of political participation will be discussed in a comparative perspective and the impact of socio-cultural and economic resources as well as opportunity structures for learning and participation analysed.

In this context socialisation and transmission of values, cultures and behaviour by parents, peers, school and voluntary associations are of particular interest. Beyond the presentation of the empirical findings the book will discuss methodological difficulties of comparative participation research and problems of validity.

www.dji.de/veroeffentlichungen

The following three books are only available through book shops.

■ *René Bendit, Marina Hahn-Bleibtreu (eds.)*

Youth Transitions

Processes of social inclusion and patterns of vulnerability in a globalised world

Leverkusen Opladen/Farmington Hills:

Barbara Budrich Publishers 2008

320 pages, 33.00 € (D), 34.00 € (A), 56.50 SFr,

US\$ 34.90, GBP 19.95

ISBN 978-3-86649-144-1

What will become of today's young people in Australia, Asia, Europe, Latin America and North America? Will they be supportive of the world they live in? Or are they doomed to be criminal drop-outs?

The authors investigate to which extent different and contradictory trends of social modernisation and economic progress determine the biographical development and social integration of young people in different countries and world regions.

Thus, the authors look at the role young people themselves can play in the future: either as constructive social actors or as a problematic – and partly excluded – group unable to face the challenges of a permanently changing world.