
CREE - Project

Report for the transnational meeting in Aarhus, June, 26th – 28th

Results of the Pilot Study at the Hainbund-School in Göttingen

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1. General experiences and methodological approach

The first examined CREE-school, the "Hainbundschnle", is a primary school for children in the age stage of 6 to 9 who are instructed in classes 1 to 4. 360 pupils are taught in the school, 18 to 23 pupils per class, 4 classes per class stages. The "Hainbundschnle" was selected as one of four CREE-schools due to its special activities within the range of the integration of disabled children. The activities concern around co-operation with a special school for mentally disabled children and the "Regional Integration Concept" (following shortened with "RIK"). These activities, which are firmly embodied in the school structure by different activities in other ranges are accompanied by other supporting activities which fit conceptionally to the formulated goals of the school. In the context of co-operation pupils of both schools are taught together in certain subjects. The RIK acts around the individual promotion of children with special promotion need in the class and around the early recognition of achievement weaknesses of pupils.

The "Hainbundschnle" received the CREE-team with a remarkable openness and got involved in methodology agreed upon in the CREE group. After an intensive preliminary discussion with the school line first an interview with the head mistress was accomplished. The next step was an focus-group interview with 3 teachers. The pupils were included by participating observation into the questioning. Parents of the primary school had been invited to a discussion meeting, which had to be called off due to participation lacking. Additionally to the investigation of the "Hainbundschnle" an interview with the head mistress of the special school for mentally disabled, "Schule am Tannenbergn", and a focus-group interview with teachers of this special school, who work in the co-operation classes was accomplished.

A remarkable finding was the fact that none of the equal opportunities activities accomplished at the school, the co-operation classes and the efforts in the frame of the RIK, can be regarded isolated, because they are embedded in a larger concept. As a consequence other activities than the co-operation classes and the RIK flowed into the views of the different participants and were considered in the examination.

The school mistress expressed her interested to experience something over the evaluation of the activities because it began straight to accomplish evaluations over the school satisfaction. So some the questions which we placed covered the interests of the school. Besides the school was very much interested in the publication of the results of the examination, since according to opinion of

the school line a versatile and offensive public work contributes substantially to the success of the existing activities and to the acquisition of funds for future activities.

2. Description of school

2.1 The school environment

The "Hainbundschole" lies in a quarter of Gottingen, which combines both social housing and middle class districts. There is an old village centre, around in which different newer areas are settled. The ratio of foreign inhabitants is somewhat above average. It concerns around a quarter, into which more influxes than moves are to be observed i.e. very briefly said, a quarter that is not most popular, but quite outstanding. Approx. 35% of the 360 pupils have a migration background. Approx. 5% of the pupils are disabled in any form. For the examined activities it is important that the "Hainbundschole" is located in direct spatial neighbourhood to the special school "Schule am Tannenbergr" for mentally disabled. This is the basis which makes the co-operation possible.

2.2 Whole-school concept

At the "Hainbundschole" several projects form the components for a overriding idea. As far as the content is concerned following aspects are the basis of the idea:

- vividness in complexity (working groups, inclination offers, co-operation, school activities outside school time)
- educability (consideration of individual learning conditions, of promotion possibilities, of learning under a roof)
- praise of the mistake (mistakes as learning chance, positive use of criticism)
- responsibility (teachers, parents and pupils together carry the responsibility for a successful school time)
- creativity (promotion of thinking and further creative processes)
- effort readiness (success needs effort)
- social conduct (mutual acknowledgment, acceptance, tolerance, empathy)
- holistic (heart and hand with head)
- integration into routines (structuring school time, rituals, celebrations, projects...)

The promotion of living together and the promotion of the idea that variety is a chance, the acceptance of the "different one" independently of its characteristics, promotion and support of disadvantaged and increasing chances of disabled pupils are aspects which possess a special value at the "Hainbundschnule". Teamwork and openness in the teaching staff is of great value and mutual learning is promoted.

Flexible handling of the instruction forms and contents, as far as it is possible for framework guidelines for primary schools, shall increase individual competences of teachers - and as a consequence - promote the individual abilities of the pupils.

Parents cooperation within the school internal range is regarded as very important. According to statements of the school mistress some parents work within different ranges of instruction and other activities (e.g. reading exercises, amateur handicrafts, cooking, computer, school garden, organisation of celebrations etc.). Still it is missing however according to opinion of the directress with most parents at interest and commitment. This shows up in the still small participation of parents in information meetings, parents evenings and other events. Above all the parents co-operation of certain groups of parents (e.g. foreign parents) is not sufficient according to statements of the teachers and affects the execution of different activities negatively.

It on the part of parents a promotion association was founded. Here parents and teachers of the "Hainbundschnule" together become active. The promotion association serves the idealistic, energetic and financial support of most diverse school projects. Still no active public relation work is operated at present, in order to spread the work of the "Hainbundschnule" in the public, this is however aimed at.

2.3 Description of the reasons the school is thinking about the need for activities

The motivation of the "Hainbundschnule" to start the co-operation and the RIK lies to a substantial part in the rigid context of the normal curriculum. Possibilities of promoting the individual learning needs adequately are very small. By the activities, more flexibility in the instruction form and better individual promotion of individual needs of children can be achieved here by differentiated instruction with a smaller class size. A further motivation lies in the special situation that to a few years

ago a common teaching of disabled and non-disabled children was not possible. Only kindergartens offered and realised integrative concepts. To fill this gap, it was one of the goals of the school, which led to the initiation of activities within the range of the integration of disabled children.

In order to deepen the integration, to improve social living together in the school as well as to make won experiences accessible, accompanying and supporting activities were developed to promote equal chances. In order to be able to progress at these points, it is a need to include the initiative of parents more strongly in order to create a surrounding field adequate for all different pupils, disabled or not.

3. Description of the examined activities

The "Hainbundschnle" indicated in the frames of the questioning at the beginning of the project several activities against discrimination and for equal opportunities by which two were described more near. With the activities described more near it concerns around a co-operation project with a special school as well as activities in the context of the "regional integration concept" (RIK), which lies in responsibility of the district government and is accomplished together with different schools. Apart from these activities, which are subject of the more intensive investigations of the project, further activities by the school, will be briefly described.

3.2 The co-operation concept

The co-operation concept was one of the activities, which was more near described by the "Hainbundschnle" in the context of the questioning action of the project and which aroused interest in a deepening view. A co-operation contract between the primary school "Hainbundschnle" and the special school for mentally disabled children, "Schule am Tannenbergn" exists for more than five years.

Due to good contacts between the school lines and the teaching staff as well as the spatial proximity of the schools, the idea was developed to teach pupils of both schools together. The form

and basis of common co-operation were contractually embodied and already revised several times. Most important goals of the contract are:

- relations between disabled and non-disabled children through common teaching,
- the regular promotion of the mutual tolerance and social contacts,
- dismantling prejudices of non-disabled children against disabled children,
- conveying stimulations for disabled children through contact with non-disabled children.

The co-operation concept in the course of time became a firm element at the "Hainbundschnle". Not only on the part of the teachers, but likewise of the extra large part the pupils and parents. The entrance to a co-operation class takes place on voluntary basis. Before the first day at school of their children parents are were informed about the concept of the co-operation classes and then asked for their agreement whether they would like to give their children in a co-operation class or whether they exclude it.

In its concrete realisation the co-operation contract plan between the two schools involved intend that per age group one co-operation class is established, in which pupils of both schools are taught together.

Common lessons refer primarily to the fan art, textile instruction, sports as well as general knowledge. The different achievement levels must be taken into consideration in deciding which fans shall be taught in co-operation. For this reason mathematics or German is not regarded as fan which can be taught in co-operation.

The contentwise organization of instruction requires a high degree at willing to cooperate shank and large coordination expenditure from the teachers involved, until a harmonization of the different teaching methods is reached. The time for this needed is spent voluntarily and means a big load for the teachers. A compensation for this additional work is not given by the district government.

The instruction, which is given in the context of co-operation, orients itself at the framework guidelines of the primary school and those of the special school for mentally disabled. For the common lessons and other activities the children of the "Schule am Tannenberg" come into the rooms of the "Hainbundschnle" or the pupils of the primary school visit the rooms of the special school for the common hours. This depends on the kind of the activities and the premises needed for it. The pu-

pils of the "Schule am Tannenberg" additionally have their own rooms in the "Hainbundschnle", in which they can stay during the instruction-free time.

The planning and organization of common instruction are accomplished together by teachers of the co-operation classes, so that during common instruction the adequate supply and support of the disabled pupils are ensured.

Beyond instruction also school celebrations, monthly celebrations and working groups for pupils of both schools are planned and accomplished. Also the festivenesses for first day at school are organised and celebrated for pupils of both schools together

In the working groups pupils from both schools have opportunity, to take part at dance actions, travels or plays. A play, which was learned in the context of these working groups, was inquired by a school in Paris and performed there.

It is intended that in each co-operation class once per term a common activity is accomplished. These activities are planned on co-operation conferences, which take place likewise once per term. Apart from organizational questions these conferences are the only possibility for teachers to discuss experiences and problems.

Despite the large honorary commitment, which the co-operation concept claims from the teachers involved, it is not questioned in existence and continuation. The unanimous opinion of the involved ones is that the concept must remain, even if a larger support is not on the part of competent authorities in view.

3.2 Regional Integration Concept (RIK) - "Learning under a roof"

The activities in the context of the regional integration concept were the second activity, which was stated on the part of the "Hainbundschnle" in the questionnaire. The RIK is a program lying in responsibility of the district government intending common learning of non-disabled children together with children having a promotion need in the range of learning, language and emotional-social behavior which would have to visit a special school. At a concrete arrangement of a common learning instructors, school administrative boards, school carrier and parents should ideally involved. Integrative lessons are possible in the context of the RIK however only for the duration of the basic school time.

Beside the element of the integrative instruction of separating and rule pupils supporting measures are intended in this concept at the "Hainbundschnle", which are to ensure an adequate promotion and supply of special pupils in the context of rule instruction.

A further emphasis of measures in the context of the RIK at the "Hainbundschnle" is on the range of the diagnosis and prevention of support-needs.

This is reached by the involvement of special school paedagogues, who can prepare and accomplish appropriate individual supporting measures.

In this connection the opportunity exists for learn-weak pupils to take promotion instruction outside of instruction in order to be able to improve their school achievements. Special offers exist in the "Hainbundschnle" for pupils with learning difficulties in calculating, reading and writing. A further particularly promotion need is seen by the teachers in the area of the high talented promotion which is not covered by the RIK. In addition there is only very little material, which gives support to an adequate promotion for this group of pupils.

In general with the prevention measures it is aimed to make early intervention possible and to avoid a later change to a special school. For this purpose two special school teacher hours are assigned to each "RIK class". As a further component within the RIK the possibility of differentiated performance instruction in accordance with pupils abilities is to be mentioned. In the reality this regulation means that in a class pupils can get contents of a basic school curriculum or a special school curriculum after individual efficiency mediated.

The "Hainbundschnle" takes part in the RIK since 01.11.02. This participation was suggested primarily by the school line and the teaching staff. The common instruction of separating and basic pupils is accompanied by the employment of special paedagogues. This company is judged as an emphasis of the work. Apart from the diagnosis of possible learning impairments and the elaboration of individual supporting measures a consulting offer is made to parents, in which they are informed about ways to work against the learning handicap of its child. This consulting offer is taken up very positively by parents.

The possibility of differentiated instruction encounters a very positive echo with the teaching staff. Thus not only learn-weak children get a purposeful promotion, which can also be accomplished in form of small working group promotion, but also children, who are learning easily and who are

often pushed out of the social group due to their lead over their age companions, can be taught according to their abilities.

The co-operation of basic and special pedagogues, which proved as difficult due to the different perspectives on instruction and the pupils at first –and is partly seen as difficult until now- led as positive effect to a stronger sensitisation and authority extension of the basic lady teachers.

3.3 LOLA (Learning Place for Learning Alternatives) / Learning Workshop

“LOLA” is a learning workshop in “Hainbundschnle” and was founded by the teaching staff. The goal of this activity is it to develop advanced training seminars as well as training aids in conformity with the basic ideas dominant at the school. Own experiences of the teachers from their instruction activity, with special consideration of the experiences made in the work with disabled children, flow into the development. The various material, which develops here, is used both by the teaching staff of the “Hainbundschnle”, and is also made available for teachers of other schools against a small contribution.

The learning workshop is an activity, which is addressed beside the teachers of the “Hainbundschnle” also to teachers of other schools. Beside mutual exchange of experience and the work on training concepts, it offers teachers of other schools the possibility to visit lessons at the “Hainbundschnle” and to make themselves a picture from instruction and the school life.

Both activities were initiated before the background of the own experience with integrative instruction and represent a meaningful possibility of the spreading of the own knowledge and the exchange with interested teachers of other schools.

3.5 Groups of inclinations and working groups

The school offers pupils to notice voluntarily different inclination subjects outside of instruction. This inclination subjects are to correspond to the interests of the pupils and shall have a connection to instruction treated topics and tasks. Here the objective lies also in a differentiated gift promotion. The instruction-centered offers (e.g. music, computer, sport, art etc.) supplemented by topics which

go beyond instruction-referred topics. Offered are e.g. guitar instruction, theatres, choir, in addition, language therapeutic offers and promotion to the reading ability.

Contents of the working groups go beyond contents of regular instruction. At the basis of this activity lies the aim to offer a field where instruction gained knowledge can be automatically used in interesting areas by the pupils. In the working groups the possibility is to be given to the pupils to use and deepen their abilities and talents practically. The school newspaper "Das Hainbundblatt" came out from such a work community.

3.5 Pupils conference

The conference of pupil was brought into being, in order to create a regularly meeting participation committee for pupils. The conference takes place in the two-week rotation under participation of all class speakers as well as the head mistress. Content wise desires and suggestions are treated on the part of the class speakers as well as current topics.

3.6 Co-operation in the network force prevention

The "Hainbundschole" works with other schools in a network, which is concerned with the problem field of force prevention. A request for its own project to the force problem prepared by the school was rejected.

4. Evaluation of the examined activities

In the course of the pilot investigation at the "Hainbundschole" different participants of the activities accomplished there were asked to different aspects. This enabled CREE to get different perspective views on the activities. The first interview with the directress of the "Hainbundschole" had - apart from the meaning, execution and evaluation of the co-operation project and the RIK - the goals mentioned in chapter 3.4 to contents. In the following interview with teachers the emphasis focussed on the school activities and their goals as well as on possible success and failure factors.

Additionally for this the directress and two teachers of the cooperating special school were asked about their view to the meaning and evaluation of the co-operation.

A sit in during the lessons of the co-operation class and another sit in at the time of the execution of one promotion lesson should give a direct idea of practical execution and a view of the behaviour of the pupils. The view of parents could only be considered in the investigation by single discussions with two parents.

4.1. Evaluation of the activities by the different participant

4.1.1. General evaluation

All asked persons formulated the opinion that the activities accomplished at the "Hainbundschole" (chapter 3) are welcomed by the different persons involved. The interviewed persons evaluated the possibility of the individual promotion of weak pupils, the reaching of common lessons for disabled and non-disabled children at the "Hainbundschole" as a success. Like already above mentioned some years ago it the possibility of such common lessons did not exist. From experiences within the kindergarten range the positive sides of the integration were well-known. Due to the lack of integration concepts within the school range the idea of common learning could not be realised in schools. Therefore it is rated as large success that this bad state is repaired and that the good experiences from the kindergarten range can be continued now for some years in the basic school sphere. Concerning specific successes and the use of co-operation and the RIK the asked persons primarily mentioned qualitative and less quantifiable successes. The teaching staff and the head of the school think that the goal of bring the children up to take responsibility for others and to respect each other are attainable by the school activities. As indication for this the active participation in the conference of pupil is mentioned.

4.1.2. Evaluation of the co-operation project

Before going into the question of successes and the use of the co-operation project, it must be firstly emphasized that the possibility, which pupils of the special school are included into co-operation classes is regarded as limited. In individual cases it turns out that of the common instruction must be broken off for a child. So e.g. children with autistic characteristics are not to be in-

cluded into co-operation classes, since for these children work in large groups causes unreasonable stress and so more damage than use is reached.

Altogether there are four different categories in which the use of the co-operation is recognised:

- social learning ·
- individual support ·
- extension of organisation possibilities ·
- parents cooperation

social learning

After opinion of the teachers and directresses of both schools both the basic pupils and the special pupils experience their school environment more varied as without the co-operation. The integration of two different classes - above all the confrontation with children, who are in any form different - enables the early learning of handling humans who are noticed as strange. The asked teachers and directresses are of the same opinion that this can lead to a differentiated self- and foreign perception in the childhood. To percept the other group as strange refers to both sides, special pupils and basic pupils. Basic pupils think that the disabled children are different, exactly the same as the disabled pupils feel that the basic pupils are different. Remarkably there are differences in the question which group of pupils at most profits from common instruction. It is argued from the special school side that the basic pupils profit more from co-operation. Basic school pupils have the possibility to learn social skills, which are very in demand in the later vocational progress. These skills cannot be learned that easy in "normal" classes. In addition the basic pupils profit from a substantially friendlier and more peaceful atmosphere compared with "normal" primary school classes. Thus the directress of the "Schule am Tannenberg" says: "the more heterogeneous a group is, the more peacefully behaves their members. Achievement-homogeneous groups disintegrate immediately into smaller heterogeneous groups." The primary school sees however strengthened that the pupils of the special school have the feeling of not being excluded and "they are promoted in their abilities by the constant contact with healthy children." The representatives of both schools stress however that the core use of co-operation is learning handling humans, who are noticed as differently. The fact that social learning takes place is based on single observations in the everyday life. Thus the teachers tell that they regularly observe that pupils help and support each other in the schoolyard. The teachers notice that the children recognize and respect own weaknesses and

strengths and those of their schoolmates. In addition they recognise individual progress of the children and the joy of the disabled children in common instruction. Quotations of a teacher of the primary school: "...that leads to the consequence that ours (children) lose their shyness at those, which are, different", "then comes the realisation, the disabled usually is so stupid and now knows things better than me, that is amusing". Quotations of another teacher of the primary school: "...the pupils feel strengthened in their strengths".

However it cannot be spoken of the fact that social learning is easy. The intended positive effects do not result automatically. The basic pupils of the first classes show at first a very uncomplicated handling with the disabled schoolmates. They are astonished about the unknown the behaviours and do not assess them. In the older classes the children analyse situations more and more critically. There are also children who reject their disabled classmates totally. The expression of refusal reaches from verbal offense up to open discrimination. Thus it occurred once that a pupil every time he sat beside a disabled child demonstratively pulled the sweater sleeves over his hands "to not being infected". With some children this refusal continues over years. In these cases the integration efforts do not appear successful. In opinion of the special teachers the fear of "the strange" plays a role here. These children must be advanced slowly to the contact with disabled children. As a further reason for this behaviour own social problems of these children are called. The need after attention, jealousy and self-assurance lacking could lead in opinion of the teachers to such behaviour. Also in the audit, which took place in a fourth class, it could be observed that at the beginning of the lesson a shyness existed on the part of some basic pupils against the disabled schoolmate. The impression developed that the lacking ability to communicate on the side of the disabled pupils made more difficult to solve the given task, which was to be mastered in groups with two children. By the regular speech and mediation on the part of the teachers the situation in the course of the lesson loosened in the way that a common, partnership work came up. Here the joy of the special pupils in common doing, stated by the teachers, could be observed clearly. In the audit the impression arouse that the visited class tends to a grouping with restraint and small influencing of the teachers. Thus after the request to form arbitrary working groups to work on a topic, groups of pupils with certain characteristics (e.g. such with predominantly foreign children and such, only consisting of disabled pupils) were formed.

Individual support

In the opinion of the asked teachers the children of both schools particularly profit from the special care of co-operation. Since a special teacher, a regular teacher, and additionally a community

worker and a pedagogue are present during the lessons the possibility for individual care is given to a wide scale. Turned around the children have several contact persons who are different according to their professional competence and personal conduct. This offers the possibility to find a person of confidence, with whom problems can be discussed to the children. According to statements of the special teachers these possibilities are quite used on the part of the children. They observe that learn-weak children of the primary school look for aimed contact again and again to special teachers or other responsible persons of the special school. The responsible persons of the co-operation classes on the other hand can recognise learning problems or remarkable behaviour of the basic pupils promptly and support thereby the activities in the context of the RIK (chapter 3.2).

Extension of organisation possibilities

The extension of the organization possibilities through co-operation are assessed positively by the teachers and the pupils. In opinion of the head of the "Schule am Tannenberg" the pupils of the "Hainbundschole" profit of the broader space offer, since lessons can take place depending on the need in the appropriate premises of both schools. This can refer to sports, because the special school is equipped with special devices and play possibilities as well as to "Montessori learning material" which is only available at the special school.

All responsible persons inside both schools emphasize as particularly positive that the possibility of learning from each other is given to a high degree due to the different qualifications and skills the teachers bring into the co-operation. This leads to permanent advanced training within the staffs, which is noticed of all asked persons as positive. This willingness to compare teaching concepts, the will to exchange experiences and to develop materials is clearly shown by the learning workshop "LOLA" (chapter 3.3). Further possibilities of special organisation is the flexibility in the ways pupils are instructed. Thus due to the necessary consideration of the abilities of the disabled pupils, the necessity to communicate with the other teachers of the co-operation class the teachers have more space to design more openly and creatively than in "normal" primary schools. This becomes very estimated from the primary school teachers.

Parents cooperation

According to the opinion of the teachers of the special school, as also the teachers of the basic school, parents of all children think that their children are well cared for and individually promoted in their abilities. After initial scepticism the visible advantages for their children lead to a very positive opinion concerning the co-operation. This becomes clear according to the opinion of the head

of the "Hainbundschnle" because most parents enrol their children for a co-operation class. Some parents however still have prejudices against disabled pupils or have no appreciation for the co-operation concept.

Whether the estimate of the teachers was the same with parents could not be verified, since there is no evaluation in this question on the part of the school. An invitation to a focus-group interview was not followed. Only one mother joined the interview. From two feedbacks of parents it can be concluded however - without knowledge about the spreading of these opinions - that not everything is seen only positive in principle. Thus one mother reported that the children are sometimes weary of common instruction. Another mother expressed the opinion during a telephone call that an acceptance is probably reached however but not a genuine integration of the disabled pupils. She justified this at the contact lacking of parents of primary and special school. Despite common parents evenings, common trips and other common activities there is no contact or exchange between involved parents. The stronger inclusion of parents in the everyday life of co-operation, the promotion of parents contacts and the strengthening and repetition of information meetings, the head of the "Hainbundschnle" confirms, are necessary steps to deepen the successes of co-operation.

4.1.3. Evaluation of the RIK

With the evaluation of the RIK similarly as with the evaluation of the co-operation classes different levels can be determined on which a large use is seen. For the RIK the following levels are mentioned:

- inside and/or exterior differentiation and thus
 - ▶ Individual promotion
 - ▶ fair grading
- flexible organization
- parents cooperation

All levels of this activity can be summarized under the large goal "learning under a roof". This means that high achievers and underachievers as well as pupils with other impairments are instructed together during the whole time of the primary school, without pushing children immediately into special schools.

Inner and exterior differentiation

With the inner and exterior differentiation it concerns to an open instruction form, which makes an instruction according to the individual needs of the children possible. Depending upon achievement strength different demands are made against the children.

External differentiation means however that children with achievement weaknesses are particularly promoted outside of instruction in small groups. Together with an early diagnostics for the purpose to identify weaknesses and problems of pupils with the aim to offer help, the RIK offers a bundle of different promotion instruments for an individual support and promotion which could not be realised in primary schools without that programme. In the opinion of the teachers of the "Hainbunds- schule" the RIK programme achieves several positive effects.

A positive effect is that very early possible (special) promotion needs can be recognized, so that promptly according to necessary support needs offers can be planned and realised. Here the pro- motion lessons are seen as a adequate support-method.

Pupils were taught in small groups of 4 to 6 children (whereby children with special promotion need, children with suspicion on calculation problems and reading weakness participate together) to compensate their learning weaknesses. An audit in such a promotion lesson showed that the children concerned receive the offer enthusiastically. They are lead to the instruction material and again work with a learn-differentiated method so that an individual promotion is possible. During the lessons additionally special gymnastic exercises are accomplished, to help to activate the brain halves better. According to data of the teacher almost half of the children of a class participate in these promotion hours. Here it shows up that with a substantial part of the primary school pupils at least occasional learning problems emerge. According to the opinion of the teacher asked this is on the one hand based in the different levels of development of the children of this age and is not generally problematic. It shows however that the primary school with the rigid regulations can not treat most children fairly. On the other hand emerging learning problems, apart from problems caused by illness, can also be caused by missing promotion by the parents' house since earliest childhood. During the accomplished observation visit it was possible to observe that in the support- ing group more children with migration background participate than German children This was confirmed by the teacher and explained with the evenly mentioned unsatisfactory support by the parents' house. According to opinion of the teacher is playing, direct promotion of speaking and other supportive activities in the parents' houses of other cultures not very common. Additionally the

worth of education and the fun to learn is not highly estimated there in her opinion. Further on one can assume missing language abilities are influencing all ranges of learning.

A further positive effect of the RIK is that the pupils, for those special promotion need was already determined, will be taught and graded according to the framework guidelines of special schools,. Therein the teachers see the approach of a fairer grading and the possibility to diminish the probability of a mental devaluation of the underachiever. One teacher says: "Two children can have the same note for different achievements. In the certification of the child with special promotion need the additive 'according the guidelines of the special school' is added". The biggest successes of the RIK the directress, the teachers and the parents see in the continuing possibility of teaching children with learning difficulties and/or learning handicaps in a class room together with pupils without recognizable difficulties. Thus deficits can become moderated or completely balanced. A transfer into a special school, which would, according to opinion of the directress, be very problematic for many children, as they would be under substantial social pressure, is thereby completely or at least in the primary school time turned away.

Possibilities of flexible planning

Similar to that what was described for the evaluation of the co-operation classes the teachers are observing as one of the strengths of the RiK the better, because more flexible, possibilities of a flexible planning of lessons and supporting activities. By intensified co-operation between the different specialists and by the exchange lessons can be arranged versatile and alive, which produce benefits both for pupils and for teachers. For the grading of the pupils the possible, mutual support the teachers give each other when problems or uncertainties are emerging is important. For this reason the teamwork is a basic condition for the successful conversion of the RIK program and the other activities in opinion of the teachers of the primary school.

Parents cooperation

The teachers at the Hainbund-School are the opinion that there are different approaches in the RIK to include parents better into the school promotion of the children. First the possibility of talking and discussing with the parents about assumed learning difficulties or mental disabilities of their children and of working out forms of support covering the needs of the children together. From these discussions and from the general information policy in the RIK classes a increased sensitisation and an increasing competence of the parents can be observed. The asked teachers are assess-

ing this as enormously important, because social learning is not possible without a support on the part of parents. It is stressed that parents should be still more strongly involved. As particularly difficult the teachers are mentioning the co-operation with parents of children with migration background. As problems are called the lack of interest at the school development of its children, no access to the parents when problems are occurring, language difficulties and sometimes the direct decision to no not let their children participate in activities of the school.

4.2 General success criteria

In this chapter the criteria are to be worked out, according to which the actors call the RIK and the co-operation obviously as a success, respectively not as successful.

As the first it the fact must be again stressed that no quantifiable successes could be determined. Therefore in the following discussed success criteria are based on opinions, assumptions and subjective observations of the asked persons.

A first criterion for success is the general presence and practical functioning of the activities. In the reference to co-operation and also to the RIK program by all involved actors it is emphasized that the fundamental existence means a positive change to conditions before introduction of the activities.

Also the fact that a positive basic adjustment of all participants involved was successfully established despite high working load and difficult setting of tasks, is rated as success for the activities. As indicator for this the personal satisfaction of the involved ones can be seen. This satisfaction goes back also to the liberty within the cooperation and the possibility for the flexible organization of the activities. A further superordinate success criterion of all activities of the Hainbund-School is the fact if ones are able to make the question, whether it is possible creating the basic conditions for experiencing differences and learning to deal with them. Because this is one or the most important goal of the activities, it is tried to arrange the conditions in such a way that such learning is possible. If the actors can observe that social learning is working it is rated as a success.

Another important criterion is the improvement of the individual promotion. Each improvement, which leads to the ability to deal more individually with the needs of the children is noticed as suc-

cess. This thesis probably grounds on the estimation that the children will be more successful, if they are more individually promoted.

A goal is probably to extend the abilities of the children as far as possible, but it is less asked, whether by co-operation or the RIK if a certain number of pupils can visit a higher secondary school, than without these activities. All the success criteria - both for the pupils of the primary school and the special school – are more related to the effects within the range of social learning and on the effects for the differentiated support for each individual.

4.2.1 Successes regarding the fight against discrimination and improvement of equal chances

Here it has to be asked whether successes, which are seen and whose criteria above were worked out, can be assessed also as successes regarding the fight against discrimination and/or as successes for the improvement of equal chances. There are two level, on those we can see that discrimination at the Hainbund-School is fought

- the level of personal handling "others" (learning for the life)
- the level to provide for as many pupils as possible personal education advantages offering them a career in the normal school system

Both level are completely different, but both have a clear purchase to discrimination and to equal chances. At both levels it is very difficult to prove whether there is a success or not. Only the level of the subjective feeling of success. Here it shows up that actual successes, theoretical successes and desires with the evaluation of the activities blur. It remains open whether the activities in the long run have a long-term change in the behaviour of the children and whether it contributes to the reaching of equal chances to actually.

4.3 Factors promoting/hindering successes

Which are the factors, making possible the success, which is seen by the actors, and which factors are hindering an occurring of a success. As one of the most important success factors co-operation with the responsible authorities is to be called. Here are - according to opinion of the asked ones -

both regarding the material equipment, and on the commitment the following points to call, necessarily to secure the success of the activities on a long-term basis:

- The authorities have to be prepared generally to distribute the resources, which are necessary for the co-operative teaching of disabled and non-disabled children make and for better individual promotion.
- Quality and quantity available of equipment and material (e.g. special material for the promotion lessons is often missing)
- There is a need for sufficient premises. There must be sufficient and classroom for small classes and these have to be constructed in a way that they can be used by disabled pupils.
- The resource of hours teacher have are very often not satisfying. Thus on the means on the one hand a very high work load of the teachers and on the other hand the possibility for learning with individualized differentiated goals to becomes smaller.
- Further education training for teachers, because the specialized competences of the teachers in the purchase to integration contributes considerably to the success.
- Teamteaching offers to increase the ability of working in a team
- Supervision offers, because the psychological load of the teachers is very highly.
- Consideration of the goals and contents of all activities of the school in the case of personnel changes. Here above all the position of the directresses is to be called, who have a key role in the conception of the activities
- Flexible frames by realising the co-operation classes and the RIK program.

Some of these aspects are naturally content wise factors, which depend not exclusively on co-operation with the authority, but also from actual execution at the respective school. Regarding this execution there are further factors, which should be considered, if a success of co-operation classes and RIK shall be reached. Regarding planning and execution of the activities it is absolutely necessary to define the goals and to lay down in a written form. Further success factors are linked to the co-operation of the different actors. All involved persons, directresses, teachers and parents, have to be prepared generally to co-operate with each other. It can be assumed that only with a positive basic adjustment of the teachers, parents and above all the pupils a success is possible. A further condition for this is the slow and careful development of the activities. A long "becoming acquainted with and bringing in phase" for the involved persons has to be possible, which is handled open and flexible, in order to ensure a slow training for everybody in this area. Furthermore it

is important to include further institutions into planning and into the realisation of the activities. This could be experts from counselling organisations or interpreter services, in order to use their experiences to come in contact with foreign parents as well as to expand the integration of associations and federations around the activities which do not take place in the lessons. As the co-operation with parents in the opinion of the directress of the Hainbund-School until today is not developed optimal, the support from social pedagogues seems necessary to the stronger integration of foreign families and other families, whose interest could not be won yet. It seems to be of high importance to sensitise parents for educating goals and for the sense of the realised activities.

We examined two very complex activities at the Hainbund-School and were not always able to get as detailed information, as it would be necessary to receive empirical proofs for success and also for success factors, but we hope that we could give at least some referring to on the one hand the function mode of co-operation classes and regional integration concept and on the other hand on the difficulties but also on the possibilities of these concepts.