

**Final report of the investigation at the  
Heinrich-Heine-Schule  
to the topic**

**“The PRINT-project and it’s contribution to  
the overcoming  
of discrimination and promotion of equal  
chances”**

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## **1. Methodological approach and experiences with the investigation**

Led of the intention of covering the school spectrum in Germany into the investigation the project CREE paid its attention to include also a secondary modern school. For this reason the contact was made to the Heinrich Heine school, which mentioned activities in the frame of a prevention and integration project (in the following shortened as PRINT) in the questionnaire action of the project CREE in 2002.

The first contacts for school line were characterised by a cautious, a bit dissociated attitude. After the project introduced itself the headmistress allowed to realise the investigation and from now on the project CREE could mostly accomplish the investigation self-organised. The school line was informed by the project CREE about every single step which was carried out and which should be taken.

Besides the obligatory entrance interview with the school line all persons or groups involved into the realisation of the PRINT-activities should be questioned through semi-standardised interviews. In the context of the investigation all social pedagogues, pupils as well as the teachers responsible for the realisation of the PRINT-activities should be included. Since the youth department of the municipality of Göttingen was the responsible body for the PRINT-project the co-ordinating person in the youth department was involved into the investigation. Besides these persons in the original flow diagram of the investigation the questioning of parents and the school social pedagogue was intended. With the reference of the head mistress that neither parents, nor the school social pedagogue were involved in planning and realization of the PRINT-activities it was refrained to include these groups.

The questionings began in May 2003 with the prelude interview with the headmistress and ended at the beginning of December 2003.

## **2. Description of school**

### **2.1 The school and its surrounding field**

The Heinrich Heine school lies in the West of Göttingen in the district Grone. The district Grone became part of the city of Göttingen in 1964 and has an old village centre, around which in the process of the time further residential districts were built. In the North of Grone a zone of industry and trading developed. Grone is separated by the federal highway 3 into a northern and southern part. In the northern part the village centre with old-established resident population is located, on

which residential buildings of the social housing construction as well as the industry and trade area border on. Grone south was built in the 60's as dormitory suburb for the working population. Road courses with single family houses were dominated by large complexes of the social housing construction. Today Grone south exhibits a high portion of structure-weak households with altogether 12093 inhabitants and applies for this reason as a social focus of the city. From the 7796 inhabitants of employable age are 1074 announced unemployed (13,78%). The portion of the foreign resident population comes to 15,48%, about which a substantial part concentrates in Grone south. In this statistic size late repatriates with German nationality are not contained. To that extent the value of inhabitants with migration background lies by far more highly. The quarter Grone is part of the federal program "quarters with special development need - social city", which exists since 1999. With the program an improvement of the structural existence as well as the social conditions is to be achieved. The program is targeted at security in the quarter, the improvement of the infrastructure, the stabilization of the local economy as well as the qualification of unemployed persons and young people.

The commuter belt of the Heinrich-Heine-School consists of the entire city area. A large part of the pupils comes from the directly neighbouring Grone south. At the Heinrich-Heine-School at present 21 teachers teach 292 pupils. The portion of foreign pupils is with 94 about 32,19%. Even if the pupils with migration background, in-patriated or from late repatriate families are considered, the number rises to 148 or 50,68%. Due to the high number of foreign pupils four teachers give nut-linguistic instruction. At the Heinrich-Heine-School one social pedagogue is busy as half-timer. The Heinrich Heine school offers after reaching main graduation in class nine a tenth class to its pupils, in which "all conclusions of the secondary school I" are made possible for achievement-willing main pupils. Thus the conditions for the attendance of a six-form high school or a High School can be acquired.

## **2.2 Whole school agreement**

The Heinrich-Heine-School possesses neither for the pupils nor for the personnel busy at the school agreements, in which rules for a discrimination-free with one another are regulated.

## **2.3 Reasons for the execution of the activities**

As large challenges of the school problems are seen, which stand in the context of composition of the pupils and of the integration of children with migration background. At the very front the problem of the lacking of German language skills of a large number of the foreign pupils is called.

According to data of the school line problems in the area of living together of pupils from the different nationalities do not exist, since no nation is absolutely dominating, but the number of different countries of origin are very various.

A problem field, on which action need is seen, is that of occupational orientation and occupational choice. Here it is to be registered that a lot of pupils have only a very limited knowledge about it, which activities in an occupation are implemented and which requirements have to be fulfilled, in order to get entrance to training. Concerning the latter question exists a high clearing-up need, there are "many pupils having a perfectly wrong picture of their vocational chances". Besides that the head mistress registers a common helplessness among pupils, to master the formal requirements, which are necessary for the accomplishment of the status passage from school into occupation. With this task often also parents cannot offer assistance or a company to their children, so that many pupils see themselves unprepared briefly before end of the ninth school year and confronted with a situation, regarding a training place or the possibility of a further school attendance without perspectives. Early information about it, which procedures must be selected, in order to avoid such situations, regards the head mistress as an urgent need. Other challenges are seen in opinion of the head mistress in advancing pupils at activities "which are unknown to the pupils due to their origin and due to the lacking activities of their parents etc.". Here it concerns particularly pupils, who are predominantly posed alone on itself in the afternoon. Here it applies to make offers with which the spare time can be arranged meaningful.

#### **2.4 Context of activities of the Heinrich-Heine-School for the promotion of equal chances and fight against discrimination**

As one of the major tasks, with which the school itself sees confronted, the improvement of the insufficient German language skills spread among pupils with migration background applies. Besides the already mentioned transition from school to the working sphere, the individual ability of the pupils to orient themselves independently over career profiles as well as the entrance to professional training or gainful employment is noticed as problem field. Here clear chance inequalities exist, with which the school sees the pupils confronted.

This problem perception justifies itself by experiences from the school everyday life. Newly immigrated children of school age are assigned after their arrival in predominant measure to secondary modern schools. Here it concerns usually with children out of late repatriate families or children, who come in the context of a family unification to Germany and have only small knowledge of the German language. The secondary modern school is confronted with the task to fulfil their order for education opposite to these children and must first try, to compensate the disadvantage, which these children have through their lacking language skills by enabling these children to follow Ger-

man lessons. But also children with migration background, who were born in Germany, have partly substantial problems to be able to follow German-language instruction. A general problem situation valid for all pupils of secondary modern schools consists of the fact that secondary modern schools lead to lowest graduations in the tripartite educational system. For this reason secondary modern schools are often noticed as "remainder schools", in which the weakest pupils gather. Secondary modern school graduation experienced a cancellation in the last years, so that the greatest part of the pupils have no reasonable chance on the market for professional training in the competition with junior high school students and high school students and to find after completion of the school career a training place.

From this perception the school tries to concern these problems since from this a large disadvantage of pupils with migration background arises, which negatively affects itself beyond bad school notes on the individual acquisition and thus social participation. Activities accomplished by the school aim for this reason at the recovery of these problems.

#### Activities for the advancement of language skills

In co-operation with the primary school which is located in the same building the Heinrich-Heine-School sees one of their major tasks in the linguistic promotion before the first day at school. The advancement of language skills of the pupils represents an emphasis of the schoolwork also in the following classes.

In the school a promotion class for pupils without knowledge of the German language exists, in this class pupils exclusively concentrate on learning the German language within the time framework of to two school years. Condition for the mechanism of such a promotion class is the presence of ten pupils without German language skills. These pupils are taken out of a rule class and form then for the indicated period the group of a promotion class. An advantage of the promotion classes is seen on the part of the head mistress in the fact that "within the promotion class the pupils of most different origin developed and they support themselves emotionally and socially". A further advantage is seen in the fact that by the small size "such promotion classes make an individual promotion of the pupils possible ". Depending upon duration of the language acquisition the pupils are back-gradated with the entrance into rule classes around one or two years.

#### PC knowledge

Due to the common requirement in the working sphere to control computer applications the Heinrich-Heine-School since 1998 is a Microsoft partner school. The use of computers serves the preparation of the pupils of the 10. classes into the occupation world. In particular text processing

and spread-sheet programs are located in the centre of the work. Thus e.g. in German lessons letters of application are practiced.

### Projects with enterprises

The Heinrich-Heine-School took part with a class in one of the federation of the metal industry Lower Saxony (VMN) and the education foundation of the economy of Lower Saxony (BNW) initiated action in which pupils were confronted with the task, to manufacture animals out of used metals in group work. For this purpose enterprises made their training workshops available for pupils. A goal of this action was it to place pupils a view of the activities of metalworking occupations.

## **3. The execution of the prevention and integration project (PRINT) of the state of Lower Saxony at the Heinrich-Heine-School**

### **3.1 Intention and goals of the program**

The project PRINT is a measure financed by the federal state of Lower Saxony, dedicated to the promotion of the integration, the transition from school into occupation as well as the social sharing of endangered young people. An improvement of the development possibilities of endangered young humans is to be achieved by local prevention and integration concepts, in order to promote thus also their integration. The program in its structure is divided into a basic and a main component. In the basic module in principle the fight against disadvantages as well as the preventing assistance are pursued. With these efforts it is to be worked against "deviating behaviour, school failure and absenteeism". With the main component of the measure three task ranges are available. These are "transition school - occupation", "social sharing/participation" as well as "integration into associations". Condition for the execution of a main component is the previous implementation of the basic module.

For the realisation of the PRINT components Lower Saxony finances a social-educational specialist per component. Besides the planned social-educational work in the PRINT basic module parallel training of the social-educational specialist as a prevention and integration specialist takes place. Main points of work of prevention and integration specialists are the development and execution of offers for and with the target group in afternoons, a co-operation with all partners possible for the execution of these offers, with which an opening and an integration are to be made possible into the quarter of the school. At the best this work should be carried out by the prevention specialist in association with teachers.

At the Heinrich-Heine-School as main component "transition occupation of school" was selected. With this component an improvement of the transition from school into occupation is aimed at. Therefore a switching of vocational orientation for pupils shall be realised in co-operation with the employment administration and the economy. Apart from vocational orientation a vocational pre-qualification is intended particularly in the area of the information technology. The third work area of the main component is the reintegration of pupils who refuse to go to school into the regular school system. Beside this framework a so-called tandem training is intended for the responsible social pedagogue together with a teacher. This training contains subject areas such as parents work, integrative offers etc. in the context with occupation and integrating aspects. It is also intended to integrate a practice project in the tandem training.

Generally local carriers of the juvenile welfare service are the addressees for the realisation of the PRINT-project. That means that the municipality of Göttingen and not the school requested the project. It is the same with the social pedagogues. They are employed at the youth-department, but work actively at the school. This condition requires the smooth co-operation of two different systems during the conversion, i.e. the school and the juvenile welfare service system. Further desired is a co-operation with other places, which are active within the framework of the program "social city".

The project PRINT is promoted for the duration of six years from the country Lower Saxony, it began in the year 2001 and ends in the year 2006.

Main tasks for the youth department in connection with the print project are apart from the application above all the administration of the project, the report system as well as the employment of the social pedagogues, who are responsible for the practical work of the project. A support of the social pedagogues working at the school by the youth department, is not intended by the framework guidelines of the PRINT project, but is however a requirement, which the employee of the youth department actually places.

The impulse for an application for the project PRINT came "from the political area". For the formulation of the project request there was with scarcely over one month relative little time. Since the guidelines suggest to select secondary modern schools or professional training schools as sites of the project it offered itself to select the Heinrich-Heine-School because "the school has a high percentage of foreign pupils and because this project is aligned to integration and/or anti-discrimination". "Then from administrative view it also played a role that the Heinrich Heine-School is located in the catchment area of the program "social city" and the youth department believed, one can obtain a higher cross-linking or effect in combination with other measures and programs. The youth department therefore went directly toward the Heinrich-Heine-School.

In its importance the field "transition school - occupation " was measured as most important by the youth department, the school line, the interviewed teacher and the social pedagogues, since an observable and important need was worked on here. Above all the switching of knowledge about applicable career profiles for the pupils and steps which have to be undertaken in order to arrive into training were seen as integral goal of the main component of PRINT. To realise this component is most important, since occupation orientation as well as switching of knowledge over the existing occupation spectrum is impossible to carry out for the school during the instruction and the activities of the PRINT-project are felt as an urgently needed addition within this range. Apart from occupation orientation as a further measure additional promotion hours in German are offered to pupils with language difficulties.

### **3.2 Print activities at the Heinrich-Heine-School**

As from the preceding description of the goals and structure of the PRINT-program became evident, most diverse activities under the roof of the program are accomplished at the Heinrich-Heine-School. The basic PRINT module of the project has the goal to create voluntary offers for pupils in the afternoon as well as the opening of the school towards the quarter. The offers in the afternoon for pupils according to the employee of the youth department pursue the purpose, "that the school becomes more place to life, not only place, at which only knowledge transfer takes place. Thus a place, at which one can quite spend one's spare time pleasantly. From this we draw the conclusion that, if this is taken up positively, a positive reaction to the learning readiness of the pupils adjusts itself. Then the pupils do not only notice school as a place, where they only must let instruction be issued over themselves". On the part of the school line the use of the activities pursued in the PRINT basic module is weighted differently. Here on the one hand the use of the leisure activities for the school is seen regarding the transformation of the school to an all-day school starting from the school year 2003/04. The project activities supplement the afternoon offers which are needed then.

#### **3.2.1 Activities in the context of the PRINT basic module**

In the context of the PRINT basic module the creation of voluntary offers in the afternoon for pupils as well as the opening of the school towards the quarter is pursued. In connection to this task the social pedagogue represents the school in local committees or initiatives and organizes a participation of the school in activities in the quarter. In the field of the creation of leisure offers in the afternoon possible activities are conceived by the social pedagogue and are partly accomplished

including third. Important principle at the time of the execution of in the afternoon offers is for the responsible person the principle of voluntariness.

### Theatre study group

The theatre study group was conceived as one year's activity, in which theatre-interested pupils of all classes could take part voluntarily. Conclusion of this activity was the performance of a written play in the school hall. Altogether "eleven young people from five different countries, three different years and seven different classes took part" of the school, who worked together voluntarily for one year under the additional guidance of a theatre pedagogue. These young people came together for their "fun at playing" and they learned to know each other.

### Homework assistance

An offer, which orients itself at concrete assistance for the improvement of the school achievements, is the homework assistance. This voluntary offer was made for pupils of all class stages but was meanwhile abandoned due to small resonance of the pupils.

### Other leisure activities

Beside the theatre study group in the framework of PRINT further offers were developed, which can be seized by the pupils of the Heinrich-Heine-School in their spare time. These offers address to pupils of all classes and the participation is voluntary. In this connection a school discotheque and a self-defence course for girls are to be called.

Particularly the school discotheque is popular with the pupils, however a high measure of help is required to realise the discotheque regularly. The greatest part of the help needed comes primarily from the pupils and their parents. The inlet, sales of beverages, music, clothes and the clearing up service must be organized. The intention pursued with the discotheque is it to create a meeting area for pupils and teachers beyond the instruction in which one can learn oneself to know "more informally" and within another framework. With the pupils the school discotheque is very popular and "a successful discotheque bears the helpers for the next discotheque, because the pupils know, if they do not help, another discotheque won't be realised. The discotheque has an activating and also an integration aspect", so the experience of the social pedagogues. Disappointing is the resonance of the teachers for both social pedagogues, the teachers do not take part in the organizational work and also hardly visit the school discotheques except the head mistress. "To be DJ, to sell beverages or being bouncer is important. And there I would like also teachers to take over tasks more strongly and to accompany the discotheque instead of showing their faces only, I would like that the teachers use the forum, which we create them. It would be better, if the teachers cooperate by supporting and to recognizing us and our work and if they show their interest in the pupils

beyond instruction ". Thus with the absence of the teachers the idea of the meeting area for teachers and pupils is strongly limited: "actually the teachers miss a chance. With a successful cooperation here in the foreseeable future a marvellous school climate could develop, in which all teach and learn gladly".

#### Cooperation in local committees and initiatives

Apart from the creation of leisure activities for pupils it is a further task in the context of the PRINT project to represent the school in local committees and initiatives, in order to obtain a positive external effect for the school in the quarter. A regular cooperation takes place at " the round table Grone". This is a committee, which consists of local associations, churches, representatives and citizens' initiatives. In this committee local questions and problems are discussed as well as measures within the framework of the program "social city". In connection with the program "social city" a site inspection was organized in co-operation with the quarter management, in which pupils on a map registered the "meeting points" and points of avoiding" of the quarter. This action was accomplished in co-operation with a teacher and the time spent on this activity was recognized as an instruction time. The provided map was issued in the quarter management and in the city hall of the city of Göttingen.

A further participation of the school took place in the context of the initiative "dispose of garbage". Here citizens, initiatives and associations were requested to take part voluntarily on one weekend during a garbage collection in the quarter: "... or the action "dispose of garbage", in which mainly pupils from our school took part as the largest group, neighbours and the "round table Grone" already complained about making so much dirt. We participated in the action with 80-100 pupils. With garbage bags and garbage forks. Which is very good, if adjacent resident recognise that. Well, the pupils are throwing away very much, but they participate in such an action". This mobilization of pupils provides an improved reputation in the quarter for the school and its pupils. The usually foreign pupils apply as the primary causers of the garbage problem amongst the old-established resident population. The PRINT social pedagogues granted that the pupils produced very much garbage by thoughtless throwing away of e.g. packing material but there also exists a great readiness to eliminate this in such actions again.

A further participation of the school took place at the "Grone film summer". Here a citizens' initiative in Grone had called associations, churches and other groups to take part in the organization of a open-air film evening on Fridays. The social pedagogue succeeded to mobilize pupils of the school for the project and arranged one evening. With such activities the purpose is pursued to make the school and it's pupils positively perceptible in the public and to contribute to an image revaluation of the school since the pupils are not only disadvantaged due to their origin, but from

the circumstance that they are pupils of a secondary modern school. With the improvement of the image of the school also an improvement of the public perception of secondary modern school pupils is pursued.

### **3.2.2 Activities in the context of the PRINT main module**

In the main component of the PRINT-project at the Heinrich-Heine-School activities are developed, which are to facilitate the transition from school into occupation for the pupils. The starting point is that the pupils of the school are several times faced with direct disadvantages. According to the statement of the responsible social pedagogue: "the question is, whether it is possible to realise equal chances at a secondary modern school? Because who visits such schools? The keyword in this context is secondary modern schools as storage tank, as remainder schools. That question presents myself in each discussion, which I lead, as I had seen it before and as it is published. The pupils here, however, do not only have the secondary modern school problem, but they have besides also the problem of their origin, problem in quotation marks. That is made a problem from the outside and finally the pupils come from the surrounding field of Grone". Here a multiple problem situation is expressed. Secondary modern school graduation is in the German school landscape a graduation, which opens only small chances on a training place. Compared with their German schoolmates it is harder for foreign secondary modern school pupils to get a training place. For the range of the city Göttingen it is to be stated that the quarter Grone has the reputation of a social focus and the success of pupils with their applications on a training place in the city is diminished in this way. Apart from these factors both the social pedagogue and the interviewed teacher consider the switching of application-relevant knowledge and the information of pupils about application standards as priority fields to strengthen the pupils' chances to get an apprenticeship.

#### School garden study group

In co-operation with a teacher the PRINT-pedagogue responsible for the main module started a school garden study group. This activity started as an voluntary offer and was converted to an obligation meeting for those pupils who had announced themselves for it after introduction of the all-day school. A goal the school garden study group is it to combine "activities relating to crafts with a nature understanding". In this activity pupils have the chance to know activities of different occupations like landscape gardener and carpenter. Thus a possibility exists to know activities of an occupation and the spectrum of possible professions is extended.

### Occupation orientation

An occupation orientation for the pupils should take place in a clear form. For this purpose primarily inspections of enterprises in the afternoon as well as practical courses for the pupils are organized. In general occupation orientation in an unattractive field for the pupils: "the pupils are not very conscious yet that they are to be out-pushed soon into the real life. The pupils become usually aware of this only briefly before summer holidays". To that extent a motivation work would be important on the part of the teachers, in order to ensure that many pupils as possible notice the offers. The operating inspections and practical courses are accomplished if possible with the resident companies in Grone. The goal of occupation orientation is not primarily around encouraging the pupils in their career aspirations but to give the pupils an impulse to think about whether their experience made in a practical course with the desired occupation corresponds with the interests of their own.

### Co-operation with chambers and employment administration

Similarly as in the basic module also in the main component of the project PRINT a co-operation is aimed at with relevant institutions of the labour market. Potential co-operation partners are industry and handicraft federations, the employment administration as well as enterprises. A goal is it to initiate a regularly meeting committee in which these institutions meet for a change about the transition school-occupation of pupils of secondary modern schools. At the time of the investigation contacts of the PRINT social pedagogue with these institutions already took place. The reactions to this demand were however only restrained. On the part of the IHK (Chamber of Commerce and Industry) it was only referred to the fact that the general problem of the secondary modern school pupils was that they do not have training-ripe. Also the employment administration behaves reserved, so that at the time of the investigation still no results of the cross-linking work were to be shown. Nevertheless the provisional efforts illustrate the problems and reservations on the part of the potential co-operation partners.

## **3.3 Successes of the project PRINT at the Heinrich-Heine-School**

In connection with the estimate of the success of the project PRINT at the Heinrich-Heine-School it is noticeable that the estimates of the persons asked do partly not cover themselves. From the perspective of the head mistress the reactive-interventionist achievement of the project PRINT is predominantly consulted as a criterion for a success. Here it concerns above all to meet problems of pupils in the accomplishment of the school requirements: "through house attendance the social pedagogue discusses with parents personal problems, economic problems, problems because of absence without excuse etc., the young people are brought again there, where they are able to

follow instruction again what again is a success for weak pupils". A success is located by this perspective primarily on the level of an individual assistance. A comprehensive success would mean to that extent to give to all pupils with problems an assistance to school success. Since this is not attainable by the PRINT project, "there is never large success with such a project. There are always successes related to individual pupils, who were caught in this project or cooperated actively. The fact that e.g. pupils of a ninth class provide independently a school newspaper or realizations of young people after an operating investigation that the occupation is nevertheless not that, which one would like or one, which was not considered before, to which one assures. There are small successes which develop through the project... ". However, the head mistress stresses also that the work to re-integrate young persons into the school everyday life or an occupation orientation "cannot be carried out by teachers". The positive effect of the afternoon offers organized by the PRINT project is seen by the head mistress therein that "the pupils have in this way the possibility of taking part in leisure activities which due to their origin and lacking of parents activities are not open to them, because it concerns here not with pupils of the middle class but those, who are posed alone on themselves in the afternoon".

The perspective of the teacher asked orients itself likewise at the direct support of the pupils for school problems, for problems in the context for vocational orientation and with applications. However additionally the "interpersonal" dimension as well as the leisure offers are seen, where in the framework by PRINT successes are reached for pupils and a use for them is created.

From the view of the PRINT social pedagogues successes adjust themselves on several levels. Successes were also seen apart from the assistance and personal consultation in the context to school requirements also successes for the school as a whole. Particularly by the cross-linking work an increased presence level of the school in the quarter is reached. The school could improve their image in the quarter by the participation of the pupils in local actions like the "dispose of garbage".

On the level of concrete assistance for pupils in connection with occupation orientation it was not only helped to pupils to get of practical courses, further more by the large commitment of the pupils it was reached that some enterprises changed their reservations that the entrance to a apprenticeship will be provided in the future with less high obstacles for secondary modern school pupils.

The interviewed theatre study group of the Heinrich-Heine-School assessed the fact that by the PRINT-project leisure activities are offered. This means an extension of the individual leisure spectrum: "it is something else, than only watching television". Apart from the joy and enthusiasm, which theatre plays give the pupils, a further use is seen in learning in the team and working together on a goal: "here one is supported and strengthened. At the beginning I did not dare at all, but then someone helped me and gave me hints and then things worked". Apart from these results the

mostly foreign young people see a positive effect likewise both for their self-confidence and for the perfection of their linguistic skills. By the offers of the PRINT project some of the pupils of the theatre study group have the perception that school is enriched by these offers and therefore it makes more fun. This opinion is, however, not shared by the entire group.

According to the opinion of the social pedagogue the largest use for the participants of the theatre study group was the stabilisation of the self-confidence, the extension of the social authority as well as the improvement of their free speech on German: "altogether the group has gained self-confidence. At the end of the year the group stood on stage, played, dared, in front of teachers, schoolmates and the heaviest problem, also in front of external guests". The theatre performance was according to information of the social pedagogue a success for the pupils, but the small number of teachers of the school during the performance was disappointing: "it is the first theatre study group at a secondary modern school in Göttingen and at this school. There was no theatre study group here ever and therefore I would have wished for the pupils that all the teachers sit in the auditorium and watch the play. Pupils from seven different classes participated in the theatres study group and only four teachers were there and the school line ". By this statement a too small resonance and acknowledgment of the teachers of the school are criticized, who would have an opportunity by the performance to learn their pupils in other roles.

After the end of the first year the theatre study group was continued with predominantly new participants. Some pupils continue their participation despite of a school change meanwhile carried out.

### **3.4 Success factors**

From the development and requesting of the project PRINT it stands to assume that by the insufficient integration of the school in the preliminary stages of the request procedure reservations were already caused in relation to this project. Complicating is added that according to the framework guidelines at the project school two social educational forces are employed, for which a local coordination by the carrier is not compellingly prescribed and who work at a school, having another employer than the school. A co-operation between the school, social pedagogues and youth department requires firm structures, in whose frameworks arrangements can be treated and possible conflicts can be solved. A reaction on this problem is the installation of a control committee. Since the establishment of this committee fell temporally into the end of the investigations, no results could be raised to the question, to what extent this measure contributes to the improvement of the work of the PRINT project. In connection with this problem the head mistress called as a fundamental success factor the extent of influence possibilities is by the school at the time of the concep-

tion and execution of the project. By a larger influence of the school on conception, development and personnel choice the project could obtain larger successes for the pupils.

In the concrete work of the project the open youth work with its principle of voluntariness and the school as an institution which is based on presence obligation of the pupils face each other. These different approaches hold a potential of conflicts, which can impair the realization and the success of the project. On this fundamental level of co-operation the different approaches of the project PRINT and the school is also analysed by the responsible employee of the youth department: "there occurs the classical conflict between two different systems, which do not understand each other and teachers and social workers do not co-operate equally. The social workers are seen as luxury by the teachers, because their approach is voluntariness". Accordingly the most important success factors for a realisation of the PRINT project for the head mistress are a regular and comprehensive participation of the pupils in the offers. Important is here "the fact that the pupils themselves takes part continuously and responsibly in the project. That is difficult, since the pupils did not necessarily learn to take responsibility and to act in such a way ". Here a success-determining factor is located with the pupils and their participation in PRINT offers. In order to ensure this, the head mistress thinks that it would be of advantage for the project PRINT, if the principle of the voluntariness of the participation would be changed in favour of an obligating participation. This seems recommended particularly regarding the problems of the pupils of the ninth and tenth classes. Many of this pupil are not yet conscious over their further career and cannot cope with the steps necessary towards a further school attendance or the start of a training and in last consequence the pupils run thereby the risk "to do something, what they would not like, if they do not apply in time. The social pedagogues have large difficulties to enlist the appropriate pupils". At this point the differences between the school line and on the other side the social pedagogues and department responsible for the project crystallize. The social pedagogues see a success rather ensured by the voluntary character of their offers and they assess the introduction of a presence obligation of their offers rather as counter productive. Experiences with the negative influence of the introduction of an obligation were made by the social pedagogues in the school garden study group, from which in the course of the transformation to an obligation meeting four pupils gave this study group up again. It shows up on the basis of these contradicting approaches, how different the systems are - on the one hand the obligation system "school" and on the other hand the system "juvenile welfare service" based on voluntariness which are to be united in the project PRINT. To that extent it comes in the question voluntariness or obligation to different estimates concerning the success factors.

A further success-factor of the project is seen in the co-operation between teachers and social pedagogues of the project PRINT: "problems emerge whenever humans must work together. The readiness of the teachers and social pedagogues to work with one another is characterized for the

moment still by obstacles. The teachers ask themselves, "what do the social pedagogues do all day long?" and the social pedagogues do not feel in principle respected and appreciated by the teachers, although in principle the readiness to work together is there". Here a problem between the group of the teachers and the social pedagogues is seen, which directly effects on the success of the PRINT project. The work of the social pedagogues does not seem to be visible for the teachers and the social pedagogues do not feel sufficiently appreciated in their work. The conflicts with the teachers, stated by the head mistress, are also seen by the social pedagogues. The guidelines of the project PRINT intend a co-operation of teachers and social pedagogues and this co-operation as a factor for success remains far behind its potential in such a way due to the problems between teachers and social pedagogues. This conflict is a factor, which affects the success of the PRINT project unfavourably, because it affects the motivation for the project work negatively. Sometimes by the social pedagogues openly bitterness is expressed over the lacking acknowledgment of the school for the work of the PRINT project. As an example it was stated by the social pedagogues that it was made possible to induce pupils voluntarily over one year to come and practice a theatre play, without at least the chief instructors of the pupils involved would come to the performance. To that extent as more central success factor is seen by the social pedagogues the co-operation with the teachers. At this point a need improvement is clearly seen.

The impression corresponds with the statements of the interviewed teacher. According to the words of the interviewed teacher the lacking knowledge of the teachers over the work of the PRINT pedagogues seems to have its reason in the fact that a large interest of the teachers in the sense of a participation in PRINT initiated activities is rather small: "it is little involvement that comes on the part of the teaching staff with such events. The head mistress participates in such events, but the other teachers, that could run better". The interviewed teacher regards a commitment of the social pedagogues necessary for the success of the print project as given: "it is not always so simple to keep the pupils, but PRINT is active for the pupils on many levels. That depends also on the commitment of those, who are responsible for the component and their interest in it". In order to make the print project more successful, the teacher expects positive impulses by a control committee which was founded at the end of the investigation. The function of this committee is to provide transparency between the work of the project and the school: "I hope that the control committee will take place now. That it will give exchange between teachers and PRINT, because it cannot be that everyone works alone for himself and exists only next to each other. More communication and shorter ways that one can say that there is more freedom of choice for certain projects. That one can address simply a subject to a teacher and knows, he is merged".

These remarks make clear that the success of the co-operation between school and juvenile welfare service could unfold a larger effect than this is attainable by the print program at present. This statement is not to overlap positive success factors like the commitment of the social pedagogues,

pupils and teachers taking part at the project, however it must be said that in principle a better information exchange between school and PRINT project as well as better control structures would strengthen positive effects of the project PRINT at the Heinrich-Heine-School.

#### **4. Final consideration**

For the improvement of the development possibilities of endangered young people and the improvement of those the Ministry of Lower Saxony made integration available for work and social (MFAS) promotion funds, which can be requested by carriers of the juvenile welfare service and be used for execution of project. A co-operation between juvenile welfare service and school is intended, as social pedagogues are placed at schools and have to develop and accomplish corresponding activities together with teachers. In principle it can be said that by this co-operation the spectrum of the entrance and intervention possibilities for the target group is increased and a combination of the action approaches of school and juvenile welfare service represent a large potential to meet chance inequality and discrimination effectively. In the program-frame an abundance of problem fields of disadvantaged young people are combined under a roof. This suggests a perception of the widespread problem situations of the target group, this program is dedicated to, nevertheless the program is provided with a number of action fields, whose treatment due to the multiplicity and complexity appear as hardly feasible. In this connection as an example the intended simultaneous switching of IT knowledge and school absenteeism are to be called. Herein can be seen a too far dispersion on disadvantage problems, which can limit the assigned efforts in the fight against disadvantage and discrimination in its lastingness.

An integral component of the PRINT program is the intended bundling of the forces of juvenile welfare service and school, which are the place where each PRINT-project shall be realised. These systems are characterised particularly by voluntariness of juvenile welfare service and the obligation of school as basic approaches of their work, due to this difference it seems to be necessary for a co-operation of these systems to define control instances which ensure an influencing control of both systems. By the circumstance that just these control instances are not defined in the context of the PRINT program, the danger exists that that single projects cannot fall back on firm solution structures, so that problems arising cannot be solved topically. Due to this PRINT-projects are endangered to remain behind their achievements in the combat against disadvantage and discrimination.