



Non Violent Education

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Violence Prevention in the Educational Institution "Kindergarten" – Present Approaches and Development Possibilities

Country Report on present situation in Germany



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Country report Germany

I. Structure of Early Childhood Education and Care

1. (kindergarten) legislation in general

The kindergarten in Germany is attached to the child and youth services ("Jugendhilfe") and is defined in the Child and Youth Services Act (KJHG) (§§ 22-26 KJHG, education of children in day-care centres and in crèches), which was created in 1990. The two main aims of the KJHG are the aid for the development of children and young people and support for the parents for the bringing up as well as the protection of children and young people. The KJHG is one of 12 books of social welfare legislation, which include all social laws in Germany, e.g. unemployment benefit, health insurance etc.

In Germany there are public (statutory) bodies and voluntary organizations (non-statutory). The communes are concerned with the actions and offers of the child and youth services. This is due to the principle of subsidiarity, which is central to the German system of child and youth services. According to it, the help has to be carried out first of all by the voluntary organizations and not by the State. The voluntary organizations define their aims and educational concepts, but they are in the charge of the responsible statutory organization. The statutory body takes the main responsibility, this means particularly the responsibility for the planning, so to speak diagnosis of the needs (§§79, 80 SGB VIII). Over-local and local organizations take the responsibility for the quality of the offer and are concerned with offers for further education and consultation (§§ 72, 73 SGB VIII) (see also Aden-Grossmann 2002, p.283).

In the paragraphs which regulate the education of children in day-care centres (§§ 22-26 KJHG) is defined that day-care centres "should bring forward the development of the child to an autonomous character capable of living in a community".

A holistic mandate for education, formation and care is combined with that. The kindergarten completes the education in the family; it offers the children further and widespread possibilities of experience and formation which transcend the familiar field.

The day-care institution is an offer supplementary to the family and it is voluntary to take it up. There is no commitment to send one's child to the kindergarten (cf. Rauschenbach & Schilling 2006, p.44). Further on, in §22 is defined that the offer of services should be pedagogically and organizationally orientated towards the needs of the children and their families and that the professionals should work together with the persons having parental

responsibility for the good of the children. Here it is pointed to a so-called "partnership in education" (Erziehungspartnerschaft).

As Germany has a federal system, many things are managed differently in the federal States and especially in the sphere of kindergarten there is a variety of offers and manners of implementation. All federal States have laws of implementation which are adjusted from time to time because of changes. Because of this, many laws are not older than 5 years (cf. Prott 2005, p.85). In those laws concerning the kindergarten, the role of day-care institutions, qualitative minimum requirements, co-operation with parents, qualification of the professionals as well as the financing are regularised (cf. Rauschenbach & Schilling 2006, p.46; a composition of the specific implementations of the different federal States see DJI 2005). The ministry of social affairs resp. youth of the particular federal States are responsible for crèches and kindergartens. Communes or voluntary organizations can take the responsibility, there are grand differences in the regions. Voluntary institutions are particularly ecclesiastical institutions, welfare organizations, clubs and initiatives of parents or institutions of private industry.

The quality of the offer should be ensured by two new laws: the law about the extension of day-care (Tagesbetreuungsbaugesetz) from 2004 and the law about the development of child and youth services (Kinder- und Jugendhilfeentwicklungsgesetz) from 2005. The institutions are committed to do quality management, which comprises e.g. a pedagogic conception and the use of evaluation instruments (§ 22a SGB VIII).

By the legal claim to a place in a kindergarten the extension of places in kindergartens increased. At the same time the quality decreased, so groups were made bigger, the ratio of educators and children increased and the offers were reduced (cf. Schuster 2006, p.149). A study of Tietze et al. showed in 1998 that there are grand difference between the institutions in the quality of structure and process and that the quality obviously effects the development of the children. In 1999 a "National initiative for quality in the system of day-care centres" was founded. In sub-projects, procedures and instruments for interne and externe evaluation were developed (cf. Tietze & Viernickel 2000).

In the course of the debate about education, which was in Germany particularly reinforced by the average results in the international PISA-studies, the attention centred on the mandate for education of the kindergarten. In 2004 a "common agreement between the States about the early education in day-care centres" (Jugendministerkonferenz 2004) was determined, which corresponded to the international demands on obligatory plans of education.

Based on this, all States formulated so-called plans of education and orientation (Bildungs- und Orientierungspläne), which were changed and worked over again and

again and which differ considerably between the particular States. These curricula determine competences and fields which are promoted in kindergarten, like for example personal and social development, language, mathematics, exercise etc. (a summary of all plans of education and orientation see <http://www.bildungsserver.de>).

Since 1.1.1996 there has been a legal claim to a place in a kindergarten for children from the completed third year of life until their school enrolment. For younger and older children places should be made available as needed. Children younger than three years can attend a crèche, but there is no legal claim for this. At the moment it is discussed if it is possible to get an unrestricted legal claim for a day-care place from 2010. The demand increases, especially in families where both parents are working. At the moment there is a discussion in Germany about the extension of crèches for under three year-old children. The Federal Government has decided that more places in crèches and at child minders are created until the year 2010. The offer would have to be extended from 4 % (year 2002) to 17% (year 2010) (cf. Rauschenbach & Schilling 2006, S.47).

The financing of the day-care centres is not easy to present (cf. Diller, Leu & Rauschenbach 2004). It is divided into public money, receipts from voluntary organizations of youth work and youth welfare services (churches and welfare organizations) and contributions from parents (cf. in detail Rauschenbach & Schilling 2006, Schilling 2005, Statistisches Bundesamt 2004). About 22% of the costs are covered by voluntary organizations and contributions from parents, the remaining 78% by the statutory body. Therewith, the percentage which parents pay of the total costs is higher than in all other European countries (cf. Rauschenbach & Schilling 2006, p.49 as well as OECD 2005, p.220). The percentage the parents have to pay for the financing of the kindergarten place of the child depends on their income. But there has been a controversial debate for a short time about free places. In some few States this should be implemented in the coming two years.

2. What forms of kindergarten do exist in your country (Waldorf, Montessori, etc)?

There are particular types of kindergartens for different age groups. For the care of children from the third year of life until the school enrolment, there are four different types. They vary in their opening times:

Half-day group	Group that is open in the morning or in the afternoon. The weekly opening time is at least 15 hours.
"Classic" kindergarten (Regelkindergarten)	Institution which is open in the morning and in the afternoon for several hours
Kindergarten with extended opening times	Institution with continuous daily opening time of at least 6 hours. The extended opening time is offered on at least three days per week
All-day institution	Groups in which several children are constantly looked after full-day. Opening time: continuously 7 hours a day with meals, inclusively lunch and possibilities to sleep for the children

(modified from Arbeitshilfe für die Fachberatung, Landeswohlfahrtsverband Baden, 10/2003).

In addition to the traditional types of institutions, there have been more and more day-care centres for children of different ages. Many day nurseries offer places for children from two years onwards as well as so-called after-school care places for pupils until the age of about 12 years who can be looked after when lessons are finished. In more and more cases, day-care centres should be extended to so-called family centres, which provide many offers in one building.

In addition, children between 0 and 3 years can be looked after by a child minder. This type of care is accepted as an equivalent alternative for a day-care centre. Normally, children of different ages are in the groups.

In addition to the institutions mentioned above, there are special kindergartens for mentally or physically disabled children. Most of them have an integrated method of work that means that disabled and able-bodied children are looked after in the same group. Some

kindergartens have special offers or a special pedagogical profile, e.g. kindergartens where children spend much time in the forest, Montessori kindergartens or Rudolf Steiner kindergartens. There are also kindergartens which use the language and work according to the pedagogical principles of other countries (for example French, Italian or Spain kindergartens).

3. Information on kindergarten teachers

Different occupational groups who have done very different trainings work in kindergarten. According to information of the Federal Statistical Office in the year 2002, particularly qualified child care workers (64%) are employed there, nursery nurses (12,5%) follow in the second place, qualified social workers (2,2%) work in kindergartens rather rarely and 6% did not pass a final examination (for details, see Oberhuemer & Ulich 1997, p.93). Germany and Austria are the only European countries where the professionals in day-care centres do not have university education (cf. Metzinger 2006, p.354). It is not exactly defined which training the staff members in a daycare-institution must have finished, the particular States are able to decide this. The differences do not play an important role and the order mentioned above is valid for all States.

Although there is a common agreement of the "conference of ministers of education and the arts" about the training of child care workers, the States are responsible for the implementation and so it is managed in different ways. The current discussion about education is another reason for reforms and frequent changes in the particular States.

To become a qualified child care worker, normally you must have graduated from a secondary modern school or have passed an equivalent examination. In some cases, an internship is required.

The professional training – dependant on the federal State- takes place in technical colleges for social pedagogy or technical colleges for social sciences resp. "Berufskollegs", so that it is a scholastic training.

The training takes between four and five years (with involvement of the educational background). In some States the training is separated in a one to two year long internship before a school attendance of mostly two years and one year of practical work to get the admission for working as a child care worker. Other States organise the training as an

absolute scholastic training with integrated, longer-lasting internships. In some States the training can be done in combination with the admittance for a University of Applied Sciences or with the academic standard required for university entrance.

Since 2005 child care workers have also been able to be qualified in a course of studies called "pedagogy of early childhood". The child care workers finish with the degree Bachelor of Arts. Until now there are only few Universities of Applied Sciences which offer this course of studies, but the possibilities are continuously extended.

The occupation as a child care worker used to have little acceptance in German society for a long time. Her function was reduced on playing with the children and looking after them. The payment is correspondingly not very high. In course of the debates about education, child care workers receive more and more acceptance and attention, but they still have a low status.

4. Organization

The sizes of the groups and the number of staff members differ in the federal States. Normally there are 25 children in a group. They are looked after by a qualified pedagogical employee and a qualified assistant. According to the report of the OECD in 2004 there is one childcare worker for 24 children in average (OECD 2004). Germany is situated in the lower third in the international contrast.

In the groups are children of different ages, normally they are between 3 and 6 years old.

Concerning the opening times, one can distinguish between three types:

- Part-time care, in the morning and/or in the afternoon
- Extended morning offer, from the morning until after lunch
- All-day care, from the morning until the late afternoon. Those institutions are often called "Kindertagesstätten" (short KiTa) in Germany. In recent times, according to the compatibility of family and work, responsible organisations offer extended times of care more frequently, which start very early in the morning (5:30 o' clock) and do not end until the late evening (20 o' clock).

5. Diversity

Intercultural work has become a self-evident part of pedagogical work. Children having a migration background have the same right to a place in a kindergarten as German children. In the newer plans of education of the States intercultural pedagogy is a task for the support of education. As the percentage of children with migration background differs in the particular areas, the emphasis and the realization of intercultural work are weighted differently. In quarters where many people with migration background live you will more frequently find qualified workers as in institutions with few children from other cultures. In many institutions encouragement of language is part of the regular offer. But it has only been extended in recent years especially in the context of projects. Until now the intercultural dimension has not been contained in all trainings, normally child care workers can learn more about it in further professional trainings. But the quality is not always good (cf. Filtzinger 2006, p.221).

Unfortunately the PISA-study in the year 2001 showed that the participation in education of children from migrant families shows considerable deficits and that they are evidently discriminated.

Since 1990 the number of integrative institutions with places for children with special need has obviously risen. The common education of all children has become an accepted offer in all federal States. Thus in the year 2000 78% of the children with special needs are looked after in integrative institutions (cf. Riedel 2005, S.170ff).

There are four different types of integrative institutions:

- 1) integrative groups in "classic" kindergartens (Regelkindergarten)
- 2) integrative groups in special kindergartens
- 3) integrative institutions with mixed groups and common education
- 4) special and classic kindergartens as separate organizations, but in the same building

(cf. Heimlich and Behr 2006, p.325ff.).

In a "classic" kindergarten at most 5 children with special needs can be admitted to one group. In an integrative group should work an additional qualified pedagogical employee who should have had a specific training for this (e.g. care worker for special needs ("Heilpädagogin")). Furthermore additional encouragement and/or therapeutic support for the children are offered (cf. *ibid.*, S.326).

Also a sex-specific pedagogy becomes more and more standard in the day-care centres and is part of the new plans of education on the federal States.

II. Violent behaviour, violence prevention (VP) and peace education (PE)

1. VP/PE relevant legislation

Within the last 15 years a lot has been further developed concerning for infancy and youth violence prevention. Since the middle of the 90's the topic of violence has become less a taboo subject and the view extends to the "complexity of the violence phenomenon during the infancy and youth" (Arbeitsstelle Kinder-und Jugendkriminalitätsprävention (2006, p. 5)). For the first time it has been taken into consideration that upbringing, learning and acquisition of competencies can manage the violence during that age. The interest is directed towards the competencies and resources that children have and considers violence in the social and cultural matrix. (compare ebd., p.6).

In Germany does no law exist that explicitly lays down the VP and the PE. However there are laws that protect children: for one that is the Child and Youth Services Act (KJHG), which offers protection of children and teenagers and lends assistance for a better upbringing for parents. "Violence preventing measures within a family include in the main part the assistance for parents and children, which are offers and are based on the voluntary acceptance of support for affected parents"(Galm et al. 2007, p.66).

Since 1st Oct. 2005 due to the Child and Youth Further Developed Services Act a new arrangement has come into force to protect a child's well-being and to be able to act more efficient (better) if a child's well-being is in danger. For the other hand the Act Concerning the Protection of Young People in Public determines that children and teenagers must not get alcohol and cigarettes, must not look or use specific movies and computer games until they reach a certain age limit and how long they can go out alone at night.

Since 15th Feb. 2005 there is a draft bill for a preventing law, which should support the health promotion (which is also important for the VP) (compare Deutscher Bundestag 2005). Furthermore there is a resolution of the Ministers President conference of the states made in 2003 "to the outlawry of violence and to strengthening the upbringing strength of families and schools, which is based on a report of a work group "Violence Prevention"". This report recommends violent preventing measures for day care centres for children, which should be implemented. This involves three focal points:

- Qualification of child care workers
- origination of a trans-national emphasis in the education "dealing with childish aggression and strategies of conflict resolutions"

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- capture more males for the social child-rearing of boys
 - further training with standardised contents for “childish aggression and conflict resolution”
 - qualification for the discovery and clearing up the use of violence to children
 - naming of specialists as direct contacts for child care workers for previously known problems
 - Co-operation of persons having parental responsibility and day care centres for children
 - exchange with parents about the work and the development of the children
 - commitment of the parents for a constructive co-operation
 - media educational projects and conceptions to strengthen the up-bringing qualification of parents with respect to new media
 - an offer of consulting hours at fixed times
 - Co-operation of child care workers and elementary school teachers
 - intense exchange of information between day care centres and schools
 - close co-ordination of concepts between day care centres and schools
 - building-up of an early warning system through the co-operation with local organisations

By this resolution of 2nd Nov. 2000, the §1631 section 2 of BGB is modified and it says that children do have a right of an upbringing free of violence and physical punishment, mental injuries and other humiliating measures.

In addition at present the National Action Plan „For a child orientated Germany 2005-2010“ is followed up that was passed in 2005 by the Federal Government within the scope of the UN-children rights convention (a more detailed listing of the general legislative circumstances, see Galm et al. 2007).

The financing of projects of violent prevention is not judicial regulated. In general institutions can file an application to foundations and ask them for financing the project.

But there is no fixed amount, which can be used every year. It is more the discretion of the public institutions or of the responsible body of the kindergarten, if and how much money they will give for violent prevention. Because of this projects often are only financed for a short time and this don't help to implement them regulary (see to the status quo of violent prevention in Germany the reprot of “Arbeitsstelle Kinder- und Jugendkriminalitätsprävention”, 2006).

2. Relevancy of VP/PE in recruitment, education & in service training of teachers

The education of teachers does not consider (there are no) determined topics, which deal with violence prevention and peace education. The issue of aggression and violence is covered within developmental psychology, but definite contents are neither given. Therefore teachers are not expected to have specific knowledge or skills to realize violence prevention.

Usually interested qualified staff takes (part) in further trainings, depending on the region the quality of which may highly differ.

The general agreement of the training schools for educators say, that the teachers should be able to “empathise oneself in contact with children and adolescents as well as with adults, to assert oneself and to be able to support mediation- and negotiation process” as well as to give assistance in conflict situations. (cp. www.kmk.org/doc/beschl/rvfachschul.pdf).

The report of the state of violence prevention in Germany shows “dealing with violence respectively the particular challenge in the work with children and adolescents, is not yet established as an obligatory subject in education, further education and further training. [...]

There is no need to establish new and basically different measurements. It is rather necessary to improve and support reliable and proven methods.

Put simply:

There is no need for new structures in the area of violence prevention, but rather for the qualification of the already existing structures.” (cp. Arbeitsstelle Kinder- und Jugendkriminalitätsprävention 2006., p.13).

3. Organisation

Whether an institution is supported in violence prevention and peace education, depends on the management and sponsorship and cannot be answered in general.

At least there are no legal guidelines for the institutions.

Though institutions of day-care-centers have the public order to support each child in developing to an autonomous and active-member-of-the-community character and to avoid disadvantage (German Child and Youth Services Act (KJHG), which also indirectly includes violence prevention.

Sommerfeld (2007) states, that “indeed conflict managing ability is mentioned as an important learning target in many pedagogical conceptions of day-care-centers, but teams hardly set out guidelines and action strategy in writing. [...] The phrasing of

professional well-founded and reliably used corporate acting could deliver transparency of professional action to parents and be a basis for the dialog and arrangements with them” (ibid., p.97)

4. Violent behaviour

The statements on prevalence of the „disorganization of social behaviour“ resp. the „aggressively-dissocial behaviour“ vary considerably in the different studies. The reasons for this are different diagnosis methods, different research methods, but also different persons who form their opinion (parents, teachers etc.)

Study by:	Prevalence	Origin
American Psychiatric Association, 1996	8% of all children and adolescents (6-16% boys, 2-9% girls)	Petermann, Döpfner & Schmidt, 2001
Mannheimer Risiko-Kinder-Studie	14,5% diagnostic identified children up to 10 years, 70% boys, 30% girls in this group	Laucht, 2003
Romano et al., 2001	4,2% years old adolescents (self-rating) (5,5% boys, 2,9% girls)	Essau & Conradt, 2004
Lahey et al., 1998	0-11,9% (4-18 years old, median 2%)	Scheithauer & Petermann, 2004

(see Fröhlich-Gildhoff 2006a, S.21).

Clearly-aggressive behaviour is shown to a much higher extent by boys than by girls; the information on this varies from 2:1 to 4:1. In recent years girls have shown physical violence more obvious and more often – but the proportions between boys and girls change only to a minimal extent (e.g. Brettfeld & Wetzels 2003, p. 86f). According to a study done by Crick & Grotpeter (1995), however, girls show significantly explicit relational aggressive behaviour- that means types of mobbing, intrigues etc. – than boys (see.also. Krahe 2001, p. 59ff, Scheithauer 2003).

Child care workers specify in surveys that „violent behaviour occurs mostly with five and six year old boys. The opinions of qualified workers are divided: 59% of the asked persons do not see a problem or only a small problem when violence occurs in the day-care center, 41% see it as a great problem“ (Dittrich & Schneider 1996, p.190).

5. Violence Prevention in kindergartens

There is a variety of specific programmes concerning violence prevention, but it is difficult to „register them all together, because traditionally particular institutions or responsible organisations on the local resp. regional level offer projects concerning this topic“ (Sommerfeld 2007, S.83).

Many programmes have been designed for schools and it is not always easy to transfer them to the area of day-care centres. Furthermore, the fewest have been evaluated systematically. The quality of those studies is very heterogeneous. Besides, Schick & Ott (2002) criticise „that until now only few studies about the long-term effects of offers concerning violence prevention have been done“ (ebd., p.787). There is a lack of studies based on a control group design (cf. Fröhlich-Gildhoff 2006a, p.83). It becomes clear in the report on the status of violence prevention in Germany: „... that the knowledge about sustainability, transferability of methods and experiences as well as the requirement for the success of the strategies have been quite scanty. Because of this, intensified effort is necessary in the field of evaluation, especially in the form of follow-up-studies in the field of violence prevention in childhood and adolescence“ (cf. ebd., S.13).

It depends to a great extent on the dedication of the qualified workers and on the personal, temporal and financial resources in the institution whether projects have been arranged (cf. Galm et al. 2007, p.69). Furthermore, the implementation is also dependent on the question to what extent the qualified workers have access to information and which contacts exist in the area (vgl. Sommerfeld 2007, S.83).

The best-known and most widespread programme in Germany is the programme „Faustlos“ (this means: without fist) (Cierpka 2001). For this programme, a version for kindergartens and one for primary school exists. With the aid of this programme children should develop skills in three areas: empathy, control of impulses and handling of anger and rage. For this purpose, there are sample pictures and stories which are handled in the teaching units and which should be consolidated in role plays (cf. Fröhlich-Gildhoff 2006b, p.35). It is a programme for groups and it comprises 28 units à 20 minutes for the

kindergarten. These units are part of a strongly structured manual where rituals play an important role. Faustlos has been applied and evaluated in a long-term design with control groups in 21 primary schools over a period of three years. The results of the long-term study with altogether four points for measuring showed „that taking part in Faustlos reduced obviously anxiousness (especially of a loss of control in conflict situations) and the trend on internalization (affinity to depression to a lower extent)“ (Cierpka 2003, p.253). Both the survey with parents and with children showed „an acquisition of competence for a better bearing with difficult conflicts“ (ibid., p.253). But one could also see that the extent of disorganisation of externalization decreased both in the implementation group and in the control group and that the effects cannot be definitely put down to the programme. Furthermore, differences between boys and girls have been detected: „boys seem to profit both from the regular lessons and from the Faustlos-units with regard to disorganisation of externalization, the taking over of perspectives and the cooperative behaviour, while girls are not brought forward sufficiently by the regular lessons“ (Schick & Cierpka 2003) (cf. for details Fröhlich-Gildhoff 2006a, p.86ff).

Another programme concerning addiction- and violence prevention is the project „Papilio“. It is a programme to support social-emotional competences and to reduce behaviour problems for children aged between 3 and 6 years. The programme comprises three levels and includes, besides the children, also the parents and the child care workers. The child care workers take part in further professional training, especially about education that is conducive to the development of children, and they have the role of multipliers. Parents can get information at parents‘ evenings and they receive support concerning questions on education. Three offers are made for the children where they learn by playing: one day without toys every week, stories about feelings and games to learn social rules.

The efficacy of the programme was controlled in a control group design with three points of measuring in 25 kindergartens with 715 children. During the study, both the child care workers and the parents were asked and the children were interviewed. The results showed that the care workers could make out significant improvement in behavioural problems compared with the control group as well as an improvement of the pro-social behaviour. The parents also made out positive changes, but not to the same extent as the care workers.

The children who started school during the time of the project were asked again after one year, together with their parents. The results are still to come (cf. Scheithauer & Barquero 2005).

Besides the classic offers, there is a variety of projects and programmes which want to develop the educational competence and support violence prevention in this way. These are e.g. courses for parents, trainings for parents, but also information letters and guidebooks for parents. It must be criticised that there are only few controlled evaluation studies, Lösel (2006) could find only 27 studies of this type. One of the most widespread course for parents is „Starke Eltern – Starke Kinder“ (this means powerful parents – powerful children) by the Kinderschutzbund (an organisation that cares for the protection of children) and Triple P. For an overview on courses for parents, see Tschöpe-Scheffler 2006.

6. “Life skills” in kindergarten

There is a lack of concepts which bring forward the skills of development tasks in general, but also of crisis and problems. Only sporadically programmes and concepts were developed as pilot projects which want to reach different persons – the children and/or the parents (e.g. „Effekt“, Lösel et al. 2006, „Ich kann Probleme lösen“ (I can solve problems), Beelmann et al. 2004). The most of those programmes were developed for children at school age.

The working group of Lösel at the University Nürnberg-Erlangen has developed a prevention programme which addresses to children and parents. It was implemented in day-care centres and evaluated in a control group design. The children should acquire "basic knowledge of social-cognitive problem solving" and "social-cognitive skills of problem solving" (cf. Lösel et al. o.J.). The methods are diverse and acting plays an important role. In 5 meetings the parents learn about "basic knowledge of positive education" and difficult situations in education are discussed.

178 children and 170 mothers and fathers took part in the programme and it was evaluated in a control group design. After the realisation of the combined training, explicit changes in the statements on the behaviour, done by the care workers, could be seen: "While the extent of behavioural problems in the control group increased slightly, a significant decrease could be seen with the children who personally or whose parents took part in a programme. The general effect of the prevention offer was statistically highly significant. In the comparison of the different training conditions with their particular control groups a similar pattern as in the general comparison became evident. The children who had taken part in the training had less behavioural problems, while the children in the control group had a little more. In the training for children concerning social

problem solving the effect was significant. Thus the most evident effect appeared with the combination of parent- and child programme" (Lösel et al., o.J., p.16).

A comprehensive and well evaluated programme about the development of resilience for children in preschool age was developed at the Protestant University of Applied Sciences in Freiburg. A concept about the strengthening of resilience of children (under involvement of their parents) which is orientated at the social surroundings with specific consultation-, supporting and training programmes was realised and evaluated in four day-care centres. This is the first programme which regards all the levels. The aim of the project was to show children preventively different ways how they can successfully handle burdens and how they can cope with them. The day-care centres should be qualified to function as contact points, to make preventive offers for children and their attachment figures and to arrange networking processes continuously. The day-care centres should become institutions which take over more responsibility for the holistic development of the children and which define themselves as cross-linked places of learning and living in the social surroundings which are conducive to health. On the one hand, the day-care centre should initiate and realise activities which are conducive to the development of resilience, on the other hand it should develop coordinative functions in the part of the town. By this, the day-care centre should become the centre in the net of activities which are conducive to resilience.

The whole project was evaluated systematically in a control group design with the use of quantitative and qualitative methods with regard to the processes and the results.

In the course of the project the day-care centres and the qualified workers could be systematically included in the project with success. The child care workers continue the project independently after its official ending and the parts of the programme are sustainable anchored in the institutions. Concerning the children, positive changes in a multiplicity of the analyzed variables were detected – in the course of the project and in comparison to the control group – especially with regard to the development of self-esteem and some cognitive development parameters. The child care workers saw themselves as more competent, their attitude changed into a perception which is orientated on resources and positive processes of team development took part.

As the project took part in the day-care centre, the multitude of the parents could be reached. The easy access with low costs, known persons and rooms as well as topics and times which were orientated at the parents made it possible to reach even parents who can often only be motivated to co-operate by huge efforts.

Networks have been realised with the regional responsible child guidance institutions (vgl. Fröhlich-Gildhoff, Dörner & Rönnau 2007, Fröhlich-Gildhoff et al. 2007).