

**School and Professional Education  
of the Children of Italian Workers  
in the Saar**

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## Appendix

### Survey Method

### Questionnaire with the Results

The following empirical-representative survey of the school and professional education of the children of Italian workers in the Saar, is part of a project conducted in the name of the "General Directory of Social Affairs" of the Commission of the European Communities in the border area Saar/Lorraine (Moselle). In the Saar, the study was conducted by the Institute for Social Research and Social Economics (ISO) and in Moselle by the Institute C.I.E.D.E.H.L. (Centre of Information and Studies in Human Economics in Lorraine). The two institutes have worked a common basis of analysis, as a result of which a comparison of the findings in France and in the Federal Republic is possible.

The surveys were financed by the European Communities' Social Funds and by regional organisations. The Employment Chamber of the Saar participated in the study conducted by ISO which was completed at the end of 1974.

Introduction: The Framework of the Study

The economic development during the last years has led to an increase in the employment potential of the industrial areas of the Saar and Lorraine. The shortage of native labour supply has consequently given rise to an increasing immigration of foreign workers into this border region between W. Germany and France. The immigrants, who came mostly from industrially under-developed regions and countries of Europe, were often offered employment (unqualified) that were no longer attractive for the resident population. Despite this professional and social discrimination the number of foreign workers kept increasing, who, in their turn, settled down for a long stay and sent for their families. This not only aggravated the problem of their integration but also that of their children. This study attempts, with the help of the analysis of the schooling and professional conditions of the children, to contribute its share to the improvement of their chances of integration. To facilitate the realisation of this, a comparison has been made with the situation in Lorraine. The regions of the Saar and Lorraine, as a result of the similarity in their economic structure and the various attempts at cooperation, offer a good field for model-studies in the border areas of the European Communities. In order to eliminate disturbances in the comparison, which arise from the socio-cultural differences, only the children of Italian workers were examined, and who, at the same time, constitute the largest foreign working group both in the Saar and in Lorraine (in Lorraine the children of portugese workers served as a control group). In the same manner, the questions and methods of survey were standardised, so that a higher degree of comparison is possible.

## 1. Historical Background

Before venturing on the actual theme, "The Vocational education of the children of Italian workers in the Saar", it would be worthwhile to give a short historical account about them and mention the statistical data available on this topic.

### 1.1 A historical outline of the immigration of Italian workers in the Saar

One does not need to study the economic and social situation of Italy during the last 20 years in order to come to the conclusion that it was only after 1956 that Italian workers started emigrating into other European countries.

This was not the only development that the Roman Contract of 1957 sanctioned; the free movement of labour in the Common Market countries, which allowed both manual and white collar workers freedom of job choice in these countries accelerated, particularly in Italy, the emigration of job-seeking people into these countries.

By the end of the sixties, the proportion of the immigrant workers from EEC countries sank to less than 20 % of the total number of immigrant workers. The immigration countries were making strong efforts to recruit workers from countries belonging to the so-called Third World. This development has, however, temporarily reached its end because of the measures taken by the W. German Government during the oil-crisis and the situation of the employment market which compelled them to proclaim a recruitment-stop in countries not belonging to the EEC.

Immigration into the Saar began approximately in 1953. One can quite easily divide this development into four phases:

- a) The first phase from 1953 - 1957 was marked by the seasonal immigration of individual workers who characterized themselves as being elderly and without any vocational education. They almost invariably came illegally across the borders, had no means of identifying themselves and could not speak the native language. Their lodgings were extremely primitive and lacked proper sanitary facilities and their only aim was to earn enough money to be able to support their families back home in Italy.
  
- b) The second phase from 1957 - 1960 was marked by the economic development of the Saar which gave rise to an increase in the demand for foreign workers. The social structure of the immigrants consequently went through a change. Young people, without any families to support, started immigrating into the Saar with a view of not just finding any sort of work but rather work with good prospects. As a rule, these workers lodged in public quarters.
  
- c) In the next phase from 1960 - 1967 most of these workers were joined by their families because most of them had settled down and had permanent jobs in the Saar. As a result of the influx the accommodation problem became very acute. This problem was aggravated by the dearth of living-space and the high rents in Saarbrücken and its suburbs. (Detailed analyse in Ch. 1.2 + 2.).
  
- d) The begin of the fourth phase from 1968 - 1974 was marked by the economic depression in Germany which forced many Italian workers to return home. The influx of workers' families, however, continued to grow and since 1969 the number of Italians in the Saar has been steadily increasing. As a result, a new problem arises: the integrating of Italian families into the new country. This problem attains more importance when one considers the fact that the families continue to come, the workers get married here and start having families. The children grow up in the Saar and go to school here. The problems that arise as a result of this development constitute an important topic in this inquiry.



## 1.2 The Growth of Foreign Workers in the Saar

The following analysis is based on the publications of the official statistics of the Saar, which is available in this form since 1956.

The numerical computation of foreigners in W.Germany is done by the Foreigners' Department of the District Offices. In 1967, 1968, 1969, 1970, 1972 + 1973, the foreigners census was conducted on the 30th September each year; in 1965 and 1966 on the 30th June and in 1971 on the 31st December.<sup>1)</sup>

There are other differences to note as well. The dashes (-) in the following Tables are for the missing data.

Table 1 shows a very distinct development: the number of foreigners in the Saar increases from 37.381 in 1965 to 42.772 in 1973 and accounted thereby for 3,8 % of the population of the Saar.

The number of Italians, however, fell from 20.050 in 1965 to 18.410 in 1973, which meant a decrease from 53,1 % to 43,0 % of the foreign population. Although the number of Italians increased by 931 between 1972 and 1973, their proportion in the foreign population continued to decrease.

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1) The following tables are the Statistical Reports of the Statistical Office of the Saar AI4 from 1965 - 1973.

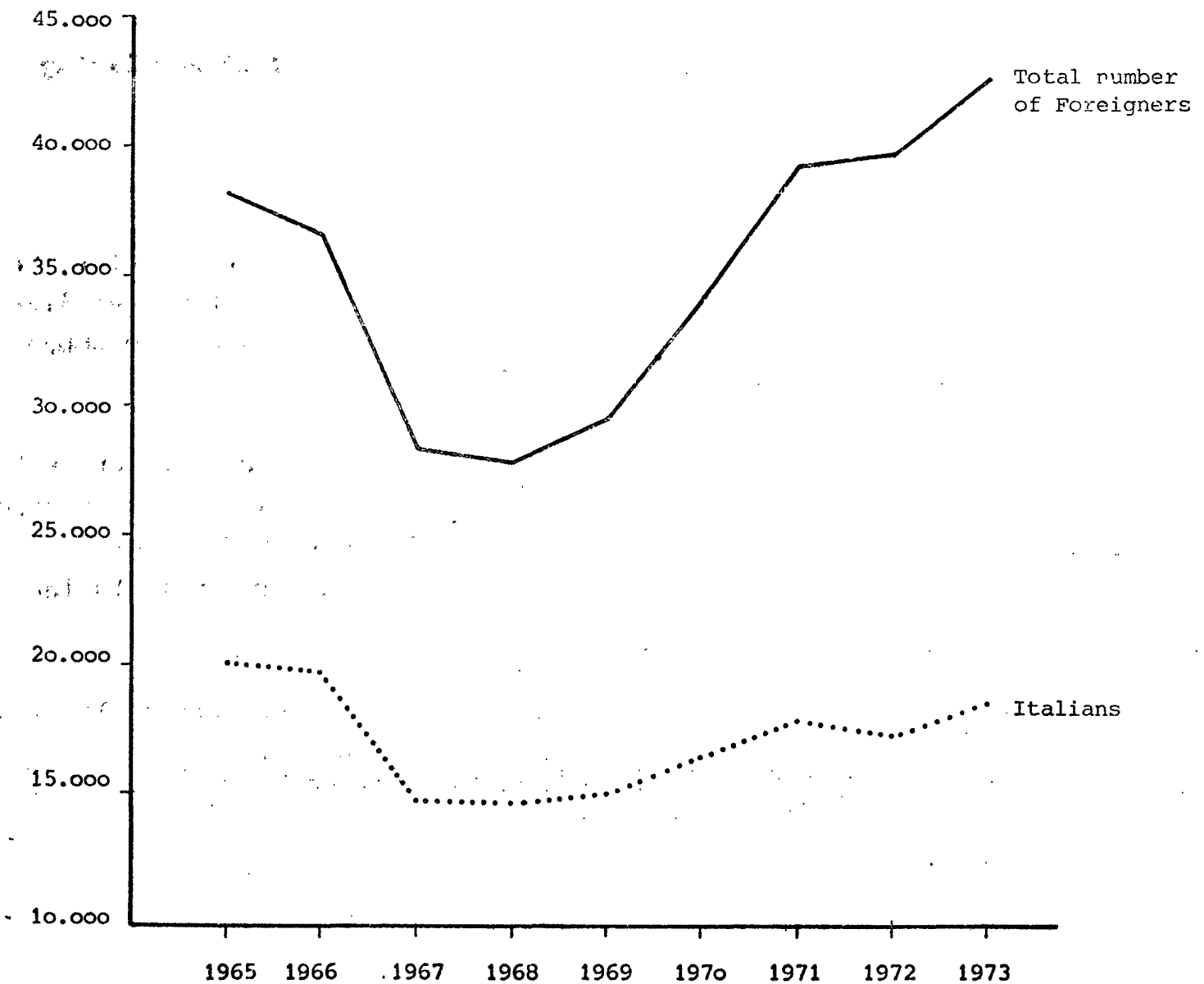
**Table 1:** The Development of the Foreign Population in the Saar (absolute and percentage)

**a b s o l u t e :**

year	Total number of Foreigners	of that: Ita- liens	of that: in the Districts:												St. Wendel			
			of the city Saarbrücken		Homburg		Merzig-Wadern		Ottweiler		Saarbrücken		Saarlouis			St. Ingbert		
			total	Ital- ians	total	Ital- ians	total	Ital- ians	total	Ital- ians	total	Ital- ians	total	Ital- ians		total	Ital- ians	
1973	42.772	18.410	9.747	3.094	2.850	769	2.860	1.026	2.867	1.591	10.675	4.726	9.405	5.066	3.284	1.711	1.084	427
1972	39.709	17.479	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1971	39.057	17.734	8.202	2.947	2.549	697	2.337	922	3.312	1.871	9.833	4.486	9.005	4.851	2.940	1.604	879	356
1970	33.771	16.398	7.478	2.690	2.117	673	1.902	757	2.921	1.607	8.571	4.473	7.280	4.279	2.732	1.581	770	338
1969	29.368	14.985	6.710	2.509	1.601	565	1.665	740	2.763	1.624	7.185	3.937	6.417	3.911	2.337	1.377	690	322
1968	27.755	14.445	6.160	2.417	1.538	571	1.382	621	2.617	1.510	6.939	3.846	6.131	3.763	2.161	1.272	827	445
1967	28.172	14.837	5.990	2.428	1.513	590	1.285	585	2.947	1.818	7.498	4.228	6.067	3.588	2.080	1.176	792	424
1966	36.563	19.546	7.516	3.311	2.537	1.155	1.630	791	3.150	2.171	11.014	5.711	6.828	4.167	2.964	1.703	924	537
1965	37.781	20.050	7.860	3.164	2.181	1.003	1.351	632	3.150	1.983	11.933	6.342	7.117	4.353	3.308	2.072	831	501
<b>i n</b>	<b>percentage:</b>																	
1973	100,0	43,0	22,8	16,8	6,7	4,2	6,7	5,6	6,7	8,6	25,0	25,7	22,0	27,5	7,7	9,3	2,5	2,3
1972	100,0	44,0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1971	100,0	45,4	21,0	16,6	6,5	3,9	6,0	5,2	8,5	10,5	25,2	25,3	23,1	27,3	7,5	9,0	2,2	2,0
1970	100,0	48,6	22,1	16,4	6,3	4,1	5,6	4,6	8,6	9,8	25,4	27,3	21,6	26,1	8,1	9,6	2,3	2,1
1969	100,0	51,0	22,8	16,7	5,4	3,8	5,7	4,9	9,4	10,8	24,5	26,3	21,8	26,1	8,0	9,2	2,3	2,1
1968	100,0	52,0	22,2	16,7	5,5	3,9	5,0	4,3	9,4	10,4	25,0	26,6	22,1	26,0	7,8	8,8	3,0	3,1
1967	100,0	52,7	21,3	16,4	5,4	4,0	4,6	3,9	10,5	12,2	26,6	28,5	21,5	24,2	7,4	7,9	2,8	2,9
1966	100,0	53,5	20,6	16,9	6,9	5,9	4,5	4,0	8,6	11,1	30,1	29,2	18,7	21,3	8,1	8,7	2,5	2,7
1965	100,0	53,1	20,8	15,8	5,8	5,0	3,6	3,1	8,3	9,9	31,6	31,6	18,8	21,7	8,8	10,3	2,3	2,5

Table 1 and Figure 1 clearly show the effects of the economic Depression in Germany on the number of foreigners. Between 1966 and 1967 the number of Italiens dropped by 4.709 and reached their lowest point in 1968 which was 14.415. The economically active men, in particular, returned home. Hereafter, the number of Italiens steadily increased till 1973, but did not reach the level of 1965. The increasing number of workers from developing countries also impeded the rise of the number of Italiens.

Figure 1: The Development of the Foreign Population in the Saar



The Statistics of 1973 show that in this year the number of Italians who came to the Saar stood at 2.681 in comparison with the number that left, which was 1.985. This increase could possibly be an indication for the fact that the number of Italians in the Saar may increase in the future.<sup>1)</sup>

About 70 % of the foreigners and nearly all Italians live in the industrial centres of the Saar. Since 1971, however, there is a distinct trend among the Italian workers to move from Saarbrücken to District Saarlouis.

### 1.3 The Social and Employment Structure of Italians living in the Saar

#### 1.3.1 The Social Structure

In 1973, the number of Italian men in the Saar stood at 8,691 (47,2 %) as compared with the women whose number stood at 4,371 (29,1 %). 5.114 (58,8 %) men were married and among the women 3.301 (74,6 %) were married.

Table 2 shows that since 1967 (data for previous years are not available) the proportion of men in the total Italian population has been decreasing whereas that of the women and children steadily increasing. The analysis of the labour movements in 1973 confirm this trend.

The assimilation of the age and family structure of the Italians to the German population continues to progress.

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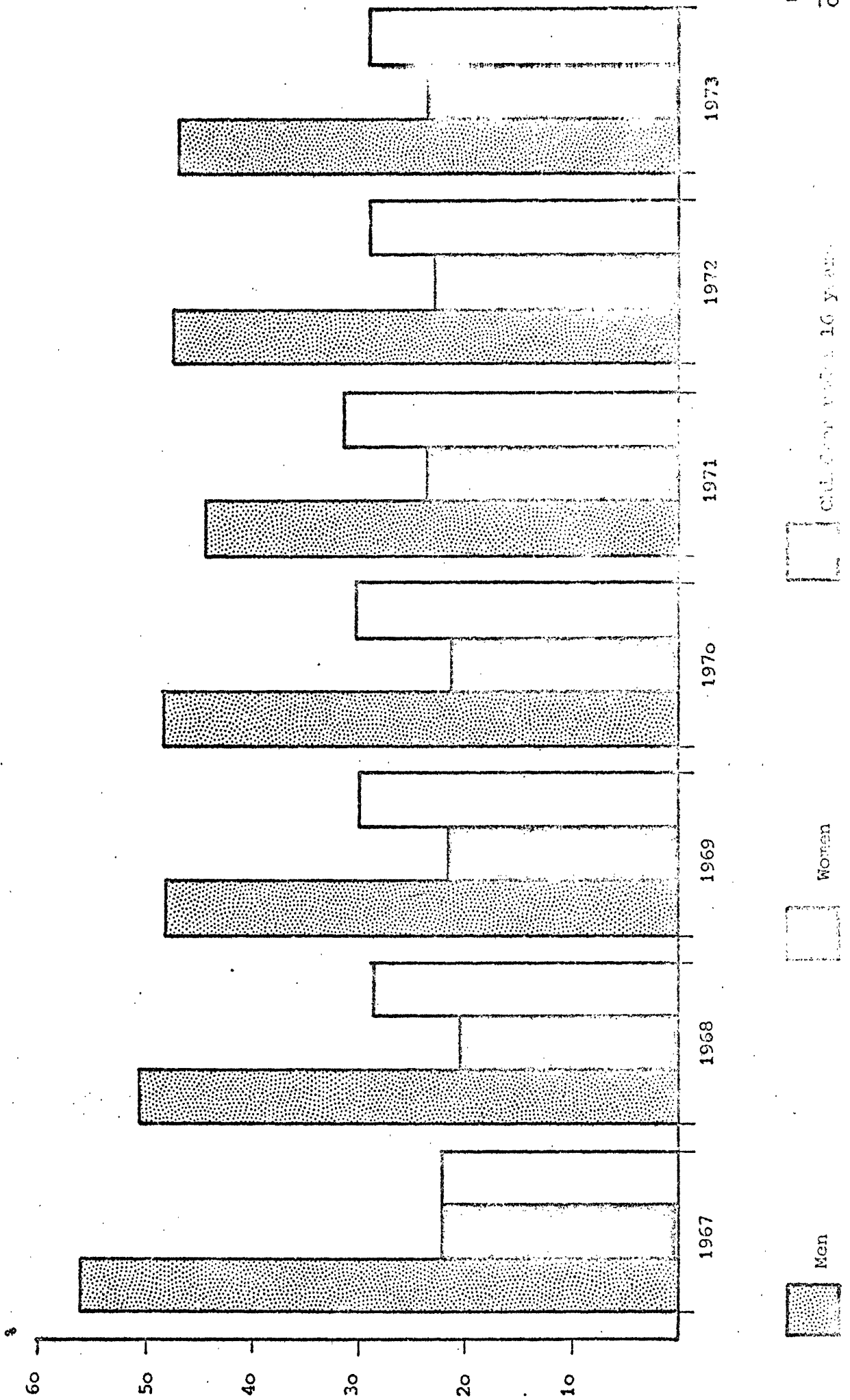
1) Statistical Report A III 1 - j 1973 of the Statistical Office of the Saar.

Table 2: The Italian Population in the Saar according to Sex and Marital Status

Year	Number of Italians absolute	Men				Women				Children		
		married		unmarried		married		unmarried		under 16 years		
		abs.	%	abs.	%	abs.	%	abs.	%	abs.	%	
1970	17,714	58,8	41,2	47,2	75,5	24,5	3,301	1,070	4,371	23,7	5,348	29,1
1972	17,375	59,3	40,7	47,9	74,6	25,4	3,031	1,032	4,063	23,2	5,044	28,9
1971	17,714	-	-	44,6	-	-	-	-	4,222	23,8	5,609	31,6
1970	16,389	-	-	48,3	-	-	-	-	3,495	21,3	4,971	30,3
1969	14,985	-	-	48,2	-	-	-	-	3,240	21,6	4,526	30,0
1968	11,445	-	-	50,6	-	-	-	-	2,986	20,7	4,152	28,7
1967	11,837	-	-	55,9	-	-	-	-	3,270	22,0	3,269	22,0
1966	12,546	-	-	(73,0)+	-	-	-	-	5,280	27,0+	-	-
1965	20,050	-	-	(73,4)+	-	-	-	-	5,332	26,6+	-	-
Federal Republic (1970)				55,3					24,5			20,1

+ In the figures of 1965, children had been dealt with separately and are consequently included in the columns for "men" and "women"

Figure 2: Quantitative changes in the Sex and Family Structure among the Italian Population in the Saar 1967 - 1973



### 1.3.2 The Structure of the Labour Force

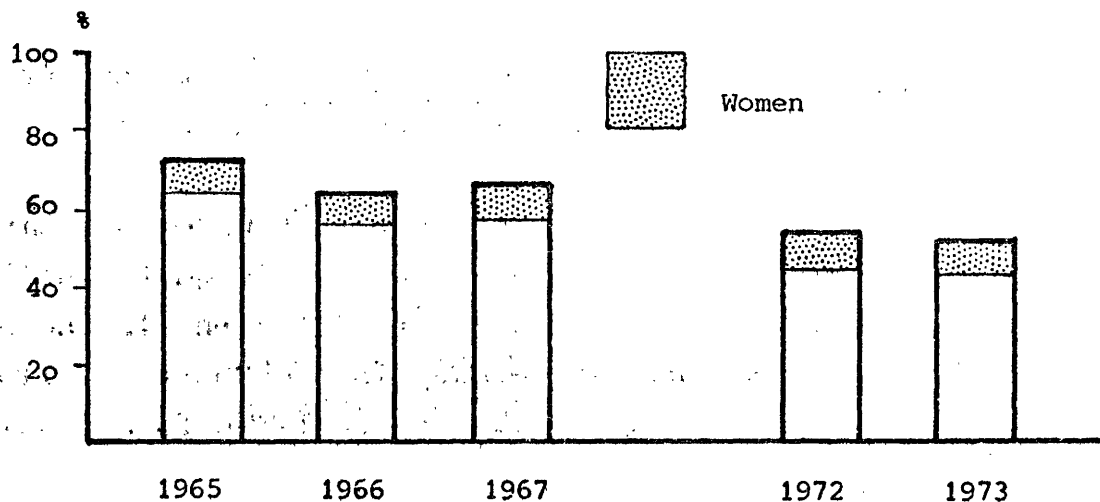
According to the statistics of 1973- 86 % of the Portugese, 79 % of the Turks and 77 % of the Yugoslaviens had employment, whereas only 53,6 % of the Italien population in the Saar were employed.

For the years 1968 - 1971 no official statistics are available. Nevertheless, Table 3 illustrates a very interesting development:

Table 3: The Change in the Proportion of working Italiens to the total Italien Population in the Saar

Year	Number of Italiens	Number Employed	Percentage Employment	of that:			
				Men abs.	%	Women abs.	%
1973	18.410	9.875	53,6	8.114	82,2	1.761	17,8
1972	17.479	9.605	54,9	7.884	82,1	1.667	17,9
.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.
1967	15.006	9.790	65,2	8.440	86,2	1.350	13,8
1966	19.546	12.447	63,7	10.882	87,4	1.565	12,6
1965	20.050	14.600	72,8	12.871	88,2	1.729	11,8

Figure 3: Development of the Percentage Employment of the Italian Population in the Saar



The rate of employment among the Italiens during the reference period dropped from 72,8 % in 1965 to 53,6 % in 1973. The corresponding figures for women show an increase from 11,8 % to 17,8 %. This increase has no bearing whatsoever to the increase in the number of housewives which was caused by immigration of the families of the Italien workers (cf. the detailed analysis in Ch. 2.2.3)

With the help of Table 4 it is easy to analyse the trends in 1972 and 1973.

Table 4: The Rate of Employment of the Italien Population in the Saar

Year	Italiens total		Men above 16		women above 16	
	independent	dependent	independent	dependent	independent	dependent
1973	0,8	52,8	1,4	92,0	0,6	39,7
1972	0,8	54,1	1,4	92,7	0,6	40,4
Native population in the Saar at 27.5.1970	3,9	32,3				

The rate of employment among the Italien population is much higher than that of the native population. This is true of both the male and female population.

1,5 % of the employed Italiens in the Saar are independent and, as a rule, own Eiscafés or other Restaurants.

Whereas 60 % of the women above 16 are unemployed, only 7 % of the men are unemployed. This fact can be quite easily explained by the age-structure of the Italiens in the Saar. The period of residence in Germany is too short to allow the formation of a group which would be entitled to a pension.



#### 1.4 Summary

Although it is dangerous to risk a prediction at this stage one can quite clearly see, that, according to the official statistics, the social and cultural integration in the Saar is easier in the case of Italian workers than in the case of people from other countries.

It is obvious that the demographic aspects of the families of Italian workers, as a result of the immigration of the families in the Saar and the drop in the rate of employment among the Italians, begin to resemble those of the Germans (in the case those of the Saar population). However, differences do exist in the social outlook and these will be dealt in the following Chapter.

## 2. The Family Situation

An analysis of the education among the workers must necessarily be preceded by a detailed consideration of the families to which they belong. Particular reference must be made to the regional distribution, place of origin, time of immigration, their social structure and way of living, the motive behind the emigration, school education, profession and the socio-cultural integration of their parents. All these can be considered as being influential.

### 2.1 The Italian Families (Households) in the Saar

#### 2.1.1 Regional Distribution

At present, there are approximately 3.600 Italian families in the Saar. This figure can be computed with the help of the official statistics of married Italian men (58,8 %) <sup>1)</sup> and the average percentage of wives (70 %) resident in the Saar. <sup>2)</sup>

Most of the Italians and their families reside - as already mentioned - in the industrial regions like Saarbrücken, Völklingen, Saarlouis - Dillingen.

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1) Above 16 years

2) Official Statistics

Table 5: Distribution of the Italien population in comparison with the total resident population

	Italiens		total resident population %
	absolutely	%	
Kreisfreie Stadt Saarbrücken	3,094	16,8	11,1
Landkreis Homburg	769	4,2	7,2
Landkreis Merzig-Wadern	1.026	5,6	9,2
Landkreis Ottweiler	1.591	8,6	14,8
Landkreis Saarbrücken	4.726	25,7	23,6
Landkreis Saarlouis	5.066	27,5	18,5
Landkreis St. Ingbert	1,711	9,3	7,3
Landkreis St. Wendel	427	2,3	8,3
	18.410	100,0	100,0

Source: Statistical Reports of the Statistical Office of the Saar, A I 1, A I 2, 4/1973, A I 4, 1974.

The regional distribution of the Italien families corresponds largely to that of the educational centres in the Saar. The offer of educational opportunities is much higher in the industrial centres with their factories and training facilities as in the northern and south-eastern regions which are sparsely populated. Residents of these areas are consequently compelled to travel to the big centres for their training - as a result of which they lose a lot of time going to and fro - or forced to accept work in a small local workshop where the training facilities are poor.

#### 2.1.2 Place of Origin

The birthplaces of the Italiens reveal information about their places of origin and convergence or divergence with the industrial centres of the Saar.

Figure 4: Distribution of the resident Italian Population in the Saar

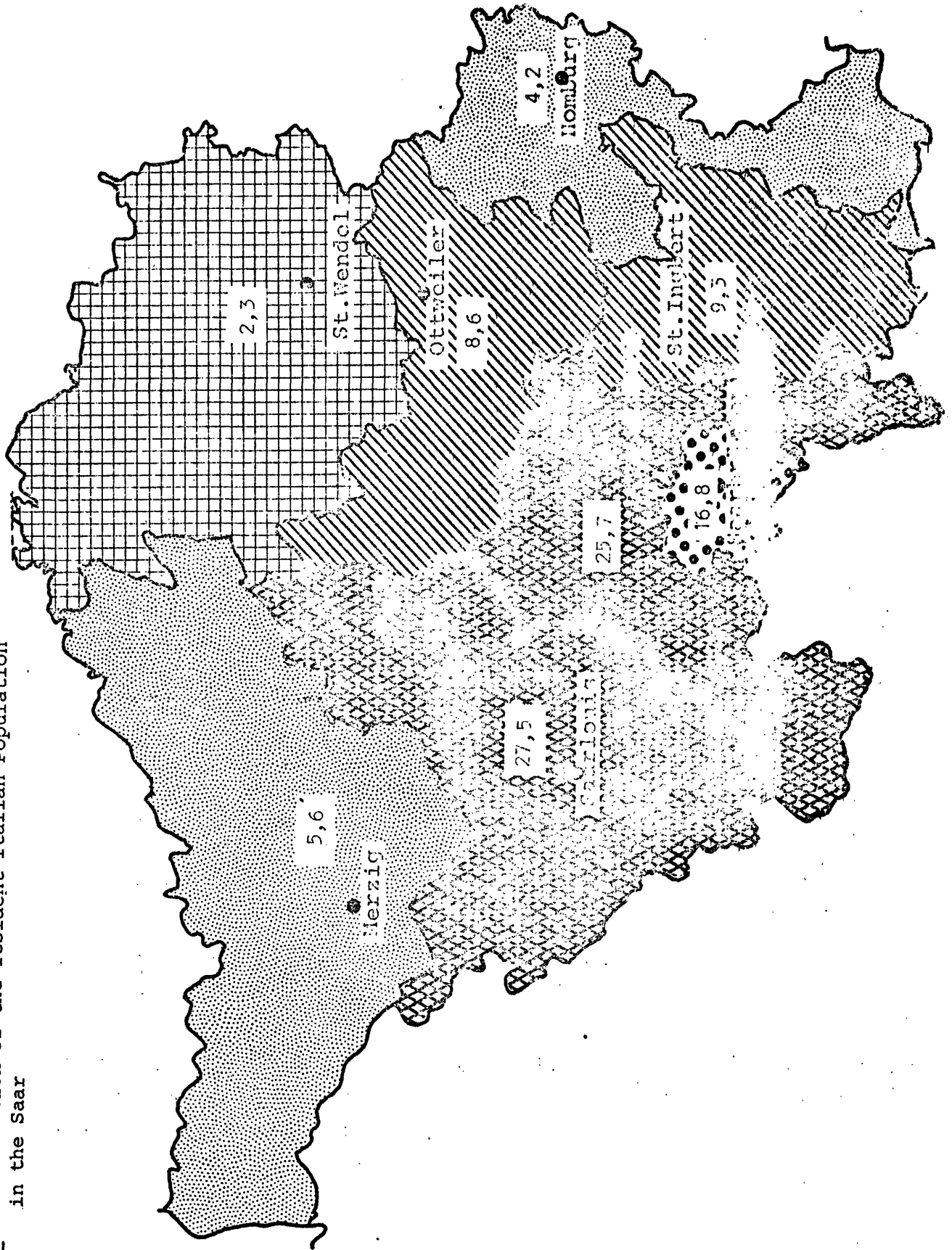


Table 6: Birthplaces of the Interviewees i.e. the Heads of the Families

Question: In which region of Italy were you born?

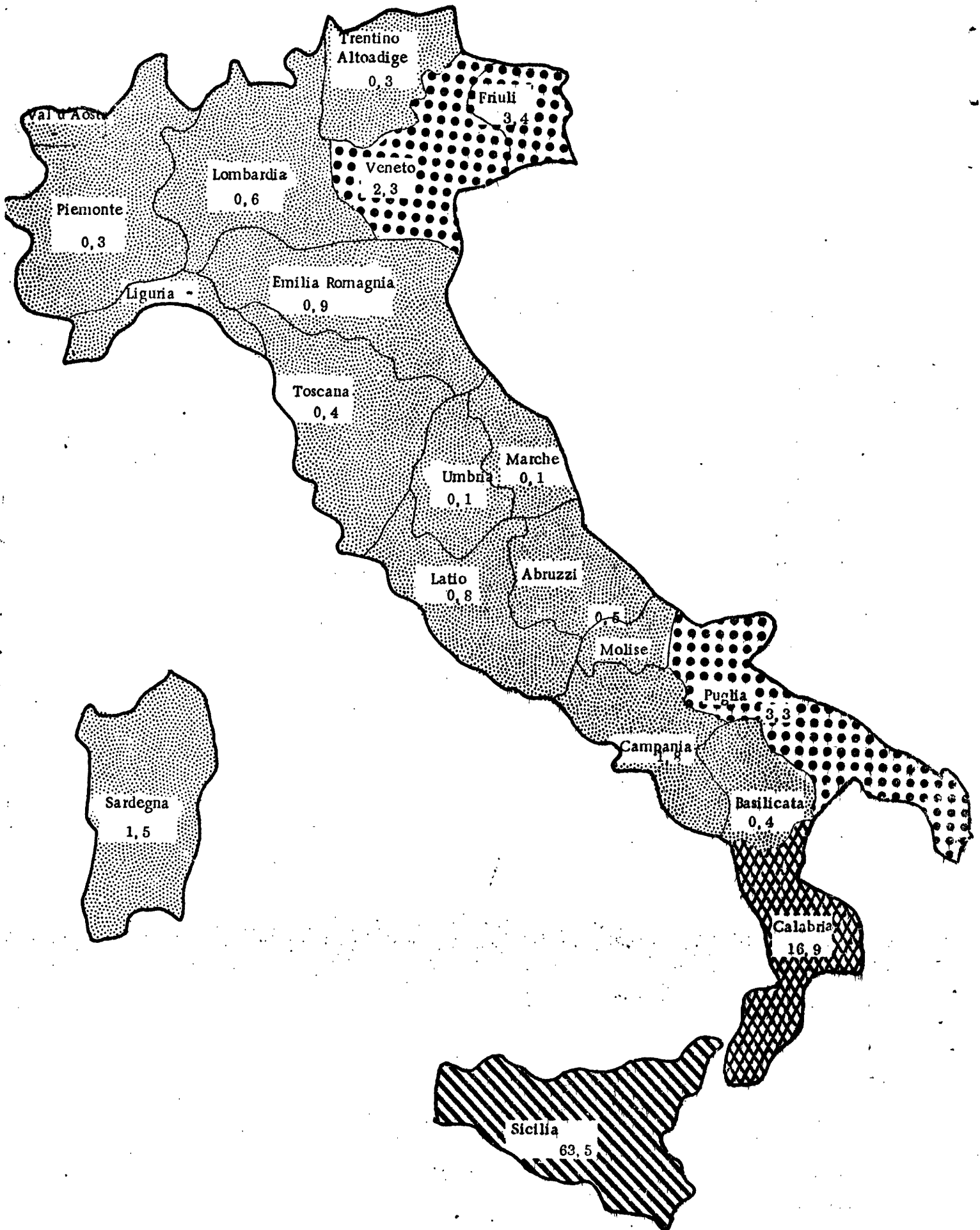
	%	%
Sicilia	63,5	
Sardegna	1,5	
Calabri	16,9	
Pulia	3,3	
Campania	1,8	
Basilica	0,4	
Abruzzi e Molise	<u>0,5</u>	87,9
Latio	0,8	
Ombria	0,1	
Marche	0,1	
Toscana	<u>0,4</u>	1,4
Emilia Romania	0,9	
Piemonte	0,3	
Lombardie	0,6	
Liguria	-	
Trentino Altocadige	0,3	
Friuli	3,4	
Veneto	2,3	
Val d'Aosta	<u>-</u>	7,8
Other Regions	3,1	<u>3,1</u>
		100,0

Source: ISO-Inquest 1974

Approximately 88 % of Italian families that were interviewed immigrated from Souther Italy, and from these 63,5 % from Sicily and 16,9 % from Calabri. The proportions of all other provindes lie below 4 %.

One can say that almost 90 % of the immigrants come from the agricultural regions of the South, where there is hardly any industry and whose social and economic structure is very different to that of the Saar. This fact is a good indicator of the difficulties experienced during the process of adaptation - particularly with regard to their professions.

**Fig. 5:** The Place of Origin of the Interviewees



### 2.1.3 Time of Movement of the Heads of the Families and their Children

70,1 % of the Interviewees emigrated before 1964 and 11,3 % after 1970. In the Saar, where the Italiens constitute the largest group of foreign workers, one notices a development which is contrary to that in the rest of W. Germany. While the number of foreign workers increased by more than 100 % in the last four years. The duration of stay of foreign workers in the Saar is considerably longer than in other Parts of W. Germany, although here also an increase is noticeable.

This gives rise to two different consequences:

- (1) As duration of stay and integration are inseparable, the degree of integration of Italian workers and their families in the Saar must definitely be higher than that of the foreign workers in the other parts of W. Germany.
- (2) As a result of the strong migration of labour to the industrial Ruhr valley, the Rhine-Main Basin and the regions surrounding Stuttgart, Munich and Berlin, the infrastructure of these regions are endangered. As the Saar is not endangered by any such development, the announcement of the Federal Government on the 6th June, 1973, which rendered the recruitment of foreign workers overcrowded regions only then possible, when the infrastructural capabilities of this region was in a position bear this extra burden, does not need application to this State.

If one now arranges the time of immigration according to group-specific characteristics, the following points become clear:

1. the migration of Sicilians increased after 1970;
2. after 1972 the proportion of workers above 40 and elder migrants decreased;
3. 47,6 % of the children included in the inquiry were born in Germany. The integration of these children is easier than that of children who could speak before they came to Germany.

Table 7: The Time of Immigration of the Heads of the Families in the Saar classified according to their Place of Origin in Italy and Age

Question: When did you migrate from Italy to W. Germany?

	before 1964 %	1964 till 1969 %	1970 till 1972 %	after 1972 %	no ans- wer %	born in Germany %	total %
<u>Place of Origin</u>							
Sicilia	62,1	64,5	76,5	65,2	100,0	-	63,5
Sardegna	1,4	2,8	-	-	-	-	1,5
Calabria	16,7	23,4	5,9	17,4	-	-	16,9
Puglia	3,1	1,4	8,8	4,3	-	-	3,3
Campania	1,8	0,7	4,4	-	-	-	1,8
Basilicata	0,2	1,4	-	-	-	-	0,4
Abruzzi e Molise	0,5	0,7	-	-	-	-	0,5
Others	14,2	5,0	4,4	13,0	-	100,0	12,2
	100,0	100,0	100,0	100,0	100,0	100,0	100,0
<u>Age of the Head of Families</u>							
under 25 years	-	0,7	-	-	-	-	0,1
25 - 30 Jahre	7,5	23,4	23,5	34,8	-	-	12,5
31 - 35 Jahre	16,3	22,7	19,1	4,3	-	-	17,2
36 - 40 Jahre	23,2	22,0	17,6	26,1	-	40,0	22,6
41 - 45 Jahre	21,5	14,2	16,2	26,1	100,0	20,0	20,0
46 - 50 Jahre	17,2	7,8	10,3	4,3	-	-	14,5
above 50 years	14,2	9,2	13,2	4,3	-	40,0	13,1
	100,0	100,0	100,0	100,0	100,0	100,0	100,0
total	70,1	17,7	8,6	2,9	0,1	0,6	100,0

Source: ISO-Inquest 1974



**2.1.4 Social Structure**

**2.1.4.1 Age of the Head of the Family and his Wife**

Table 8 classifies the interviewees and their wives according to age and sex and the corresponding official statistics of the married men and women in the Saar.

**Table 8: Age and Sex of interviewed Heads of Families and their Wives in comparison with the official statistics**

	Heads of families %	Wives %	Married resident population at 17.5.1970 in the Saar	
			male %	female %
under 25 years	0,1	1,1	5,3	21,7
25 - 30	12,5	28,2	15,8	17,4
31 - 40	39,8	39,1	39,5	34,8
41 - 50	34,5	25,2	23,7	17,4
above 50 years	13,1	5,9	15,8	8,7
no information	-	0,5	-	-
	100,0	100,0	100,0	100,0

Source: ISO-Inquest 1974 and Official Statistics

The comparison reveals a significant difference in the age-structure of the two groups: in the case of Italian wives the youngest age-group is hardly represented. In particular, the proportion of Italian women under 25 is much lower than that of the German women.

2.1.4.2 Nationality of Married Women

Children of Italo-German families, i.e. children with German mothers, have greater chances of being integrated in comparison to children whose parents are both Italian. This is true of 13 % of the interviewed families. The Proportion of German wives is highest in the age-group 36-40 (c/ Table 9)

Table 9: Nationality of the mothers (Wives)

Question: How old is the head of the family and his wife?

	Italian %	Portugese %	French %	German %	Others %	Total %
<u>Head of the family</u>						
under 25 years	100,0	-	-	-	-	100,0
25 - 30	85,9	-	2,0	10,1	2,0	100,0
31 - 35	81,6	-	0,7	16,2	1,5	100,0
36 - 40	77,8	-	0,5	21,7	-	100,0
41 - 45	89,3	0,6	-	9,4	0,6	100,0
46 - 50	93,0	-	-	7,0	-	100,0
above 50 years	91,3	-	-	8,7	-	100,0
<u>Wives</u>						
under 25 years	77,8	-	-	22,2	-	100,0
25 - 30	87,9	-	0,9	9,8	1,3	100,0
31 - 35	78,3	0,7	-	19,6	1,4	100,0
35 - 40	82,0	-	0,6	17,4	-	100,0
41 - 45	89,6	-	-	10,3	-	100,0
46 - 50	89,3	-	-	10,7	-	100,0
above 50 years	97,9	-	-	2,1	-	100,0
no information	66,7	-	33,3	-	-	100,0
altogether	85,8	0,1	0,5	13,0	0,6	100,0

Source: ISO-Inquest 1974

2.1.4.3 Size of the Household

2.1.4.3.1 Size of the Italian Workers' Household

Table 10: Comparison of Households

	1 Person %	2 Persons %	3 Persons %	4 Persons %	5 Persons %
Italian Households in the Saar	26,1	15,2	19,6	17,4	21,7
German Households in the Saar	(10,9)	(25,9)	(26,8)	(22,2)	(14,3)
Sample	1,8	3,1	21,0	31,6	42,5

Source: Official Statistics

In the case of Italian households the proportions of the smallest (one-person household) and the largest categories (5 or more persons) are significantly big. The reasons for this are first, the structure of the immigrant workers where one notices the larger percentage of single workers and those who leave their families at home; secondly, the average Italian family is larger and finally, the absorption of other family members into an Italian Household. For example, in 8 % of the interviewed families, one finds apart from the parents and children other persons that are part of the household. This is in direct contrast to the German population of the Saar, among whom one finds that only 1,0 % of the households consist of people other than the parents and children (Source: ISO-Inquest 1974).

2.1.4.3.2 Number of Children

Table 11: Number of Children

	Children altogether %	living in Germany %	in the house- hold %	Registered Children %
1 Child	19,2	20,9	23,4	19,4
2 Children	32,1	32,4	34,0	31,9
3 Children	23,4	24,7	23,3	23,5
4 Children	12,8	11,2	10,2	25,2
5 Children and more	12,5	10,8	9,0	7
	100,0	100,0	100,0	100,0

Source: ISO-Inquest 1974

More than 55 % of the Italian families in the Saar have two or three children and about 25 % have four or more than four. The corresponding figures for German families (45 % have one child, 34 % two, 21 % three or more)<sup>1)</sup> lie well below that of the Italian families.

The sample included 2023 children which is about 92 % of the total number of children in the families that were interviewed. This high percentage naturally gives one a lot of room to make representative statements about the entire population of Italian children (this number does not include 177 children from 99 families with four or more children).

The number of Italian families, all of whose children are in Italy, varies according to the size of the family between 0,5 % (e.g. 4,7% of the families with two children have none of them in Germany). The average lies at about 3,3 %.

On the other hand, one can tell from the order of the families with all their children in Germany, the numerically strongest family groups (i.e. families with two, three and one child) live very close together in Germany (between 91 % and 96 %). The corresponding figure for families with four or more children lies below this.

1) Statistical Year Book of W. Germany 1974

Table 12: Order of Families with all Children in Germany

1. Families with 1 Child	96,1 %
2. Families with 3 Children	94,1 %
3. Families with 2 Children	91,0 %
4. Families with 8 Children and more	90,9 %
5. Families with 5 Children	81,1 %
6. Families with 7 Children	80,0 %
7. Families with 4 Children	76,5 %
8. Families with 6 Children	76,0 %

Source: ISO-Inquest 1974

The classification of families with all children in Germany, and all of whom are part of the household shows that:

Table 13: Order of Families with all Children in Germany and all of whom are part of the Household

1. Families with 8 Children and more	100,0 %
2. Families with 3 Children	94,3 %
3. Families with 2 Children	90,7 %
4. Families with 4 Children	89,6 %
5. Families with 1 Child	87,6 %
6. Families with 5 Children	76,2 %
7. Families with 6 Children	66,7 %
8. Families with 7 Children	66,7 %

Source: ISO-Inquest 1974

Excepting the families with 8 or more children, one notices that the decrease in the number of families, all of whose children are part of the household, varies with the increasing number of children. The percentage is, nevertheless, very high, particularly in the case of families, whose sizes are most often represented.

### 2.1.5 The Living Conditions

The living conditions of the children of foreign workers very strongly influences their performance in school and their possibilities of further education. An analysis of this problem does not lie within the scope of this inquiry. With the end of various indices, however, one can roughly size up this problem.

60 % of the foreign workers in Germany, in particular workers' families live in separate apartments (1972). The corresponding figure for the Saar is presumably higher because;

(1) the living conditions in the Saar are comparatively better than in the other industrial regions of Germany where the foreign workers seek employment.

(2) Out of all foreign workers the special desire of the domiciled Italiens to own an apartment can be most easily fulfilled in the Saar.

The announcement of the Home Minister of the Saar on 26.7.1971, which allowed the immigration of the workers' families only under the condition that the familiarization with the surroundings seemed possible and the proof of a suitable apartment, is quite relevant at this stage. These two factors have contributed largely to the fact that one does not find gettos with poor living conditions in the Saar. It is very difficult to find larger communities in the Saar, where people with the same foreign nationality constitute the greater part of the population,<sup>1)</sup>

This seemingly positive picture has to be altered when one considers some of the negative aspects;

(1) Quite a number of the foreign workers are not prepared to pay the rents that some people demand from them. Consequently, they are forced to rent apartments in which the living conditions are not in keeping with the standards of the local population.<sup>2)</sup>

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1) cf. Answer of the State Government to the questions put by the CDU fraction (31.10.73) regarding the situation of foreign workers in the Saar.

2) Answer of the State Government

(2) The result of an empirical inquiry conducted by the ISO-Institute in December 1973 shows, that the majority of the Saar population classify the living conditions of foreign workers, particularly in the larger communities where most of the Italian families live, as being unsatisfactory or even bad.

Table 14: Judgement of the Living Conditions of Foreign Workers according to the Size of the Community

Question: Do you consider the living conditions of the foreign workers and their families to be satisfactory, unsatisfactory or bad in comparison to those of the native population?

Size of the Place	satisfactory %	unsatisfactory %	bad %	others %	no information %
above 100.000 inhabitants	14,2	43,3	35,8	1,5	5,2
20.000 - under 100.000	27,6	39,7	24,3	1,5	7,0
5.000 - under 20.000	27,8	34,1	28,6	-	9,5
1.000 - under 2.000	35,3	29,4	23,5	2,9	8,8
under 1.000 inhabitants	26,9	50,0	23,1	-	-

Source: ISO-Inquest, December 1974

One can summarize as follows: the living conditions of the Italian families in the Saar are obviously better than those in the other industrial regions of the Federal Republic. On the other hand, they are well below the standard set by the Saar population, particularly in the densely-populated areas of the Saar.

2.1.6 Positive and Negative Dispositions

If one now tries to corelate the possibilities of schooling and further education of the Italian children in the Saar with their living conditions, the following contradictory dispositions become obvious:

Positive Dispositions:

1. Regional Distribution in areas with good training facilities.
2. The long duration of stay (over 10 years) of most of the Italian families makes the process of integration easier than for the newcomers.

Negative Dispositions:

1. Emigration from the basically agricultural areas of Southern Italy to the industrial Saar gives rises to difficulties with regard to the adaption and familiarisation with the new surroundings.
2. Larger households and poorer living conditions as compared with the native families.



## 2.2 The Parents

### 2.2.1 The Circumstances under which the People Migrated

Normally, the immigration of foreign workers is impeded by judicial restrictions. One requires a work and a residence permit in the new country. The Italian workers in Germany, however, underlie the judicial agreements within the EEC countries. The agreement was reacted on the 22.7.1969 and guarantees the free movement of workers and their families within these countries. Neither official selection nor judicial barriers restrict their free movement into the Federal Republic.

This freedom does not, however, assist in overcoming the socio-cultural adaption problems. These problems and their overcoming which play a great part in the familiarisation with the new surroundings, motivate the emigration for which the workers prepare themselves in their native country.

#### 2.2.1.1 The Motive behind the Migration

As one would have expected, the economic motive plays the deciding rate behind the migration.

Table 15: Motive behind the Migration

Question: Why did you come to Germany?

better prospects of earning	59,8 %
to find employment	76,8 %
better living conditions	4,2 %
better social benefits	2,9 %
other reasons	7,1 %
no information	0,4 %
	<hr/>
	151,2 % <sup>1)</sup>

1) Two reasons possible: Base is the number of interviewed households

Source: ISQ-Inquest 1974

The overwhelming majority of the Italian workers explained their migration with the economic and the employment motive. These two reasons give hints about the dire situation of these people before they decided to migrate.

### 2.2.1.2 Visit of Preparatory Courses in Italy

Table 16 illustrates the poor preparation of the workers and their children regarding the professional and the linguistic problems in the new country.

Table 16: Visit of Preparatory Courses in Italy

Question: Did you and your children take part in any vocational training or language course in view of your forthcoming stay in Germany

	Heads of families	Children
No	96,6 %	98,6 %
Yes, without any information	1,4 %	0,7 %
Yes, vocational training courses	0,4 %	0,2 %
Yes, language courses	1,1 %	0,5 %
Yes, both	-	-
no information	0,5 %	-
	<hr/> 100,0 %	<hr/> 100,0 %

Source: ISO-Inquest 1974

### 2.2.1.3 Initial Assistance in Germany

The difficulties in familiarisation which arise as a result of the poor preparation of the stay in the new country, could be reduced with the help of initial assistance in Germany. However, only 30 % of the immigrants have received this assistance as yet.

**Table 17: Assistance at the Time of Immigration in percent classified according to social Characteristics**

**Question:** Did someone render assistance when you came to Germany?

Characteristic	without statements	from country-men	from the family who has already been in Germany	from the firm	from the Italian Mission	from the Consulate	from others	No	No answer	Sum
<b>Total</b>	2,0	9,0	13,2	2,3	1,5	0,8	0,1	69,2	1,9	100
<b>Age of the Head of Family</b>										
25-30 years	1,0	8,1	25,2	-	-	-	-	62,6	3,0	100
31-35	1,5	13,1	19,0	4,4	3,6	1,5	-	56,2	0,7	100
36-40	2,8	7,3	9,5	2,8	1,1	0,6	0,6	71,9	3,4	100
41-45	3,2	12,7	12,0	2,5	1,3	-	-	67,1	1,3	100
46-50	0,9	7,0	7,0	1,7	0,9	0,9	-	80,0	1,7	100
above 50 years	2,0	3,9	8,8	1,0	2,0	2,0	-	80,4	-	100
no answer	-	-	-	-	-	-	-	-	-	-
under 25 years	-	-	-	-	-	-	-	-	100,0	100
<b>Time of Immigration</b>										
before 1964	1,6	8,1	12,4	2,1	1,3	0,7	0,2	71,3	1,3	100
1964-1969	3,5	9,2	14,9	4,2	2,8	1,4	-	61,7	2,1	100
1970-1972	1,5	11,8	17,6	-	1,5	-	-	66,2	1,5	100
after 1972	4,3	21,7	8,7	-	-	-	-	60,9	4,3	100
no answer	-	-	-	-	-	-	-	100,0	-	100
born in Germany	-	-	-	-	-	-	-	-	-	-

Source: ISO-Inquest 1974

One notices at once the meagre assistance offered by the firms in which the Italiens are employed. The reasons for this could be that:

1. the immigration of the Italiens took place on an individual level and not - as is the case with the Turks - in larger, organised groups in collaboration with the firms, which, in such cases of mass arrivals feel duty-bound to help the newcomers;
2. Prejudices of the local population and the official institutions are still prevalent so that it is difficult to expect a readiness on the part of the local people to render assistance to the newcomers;
3. the strong connections within the families of the Italien workers, as a result of which they did not expect or demand help from anyone except members of the family. Therefore, the only form of initial assistance worth mentioning is that received from family members who were already domiciled in Germany. Particularly the younger immigrants and those who came after 1964 received a lot of assistance from the "pioneers" who came before 1964 and profited largely from it. The strong orientation towards family and clan, together with the Italiens' capability of speedy orientation, probably accounts for the rare usage of the assistance offered by the Italien institutions and charitable organisations.

### 2.2.2. School Education of the Parents

The school education and profession of the parents have a great influence on the education and profession of the children and is, therefore, worthwhile analysing this aspect.

Table 18: Schooling of the Workers and their Wives

Question: At what age did you and your wife leave school?

	Head of families %	Wives %
at an age of 11 years and earlier	47,7	44,6
" " " " 12 "	17,2	16,4
" " " " 13 "	7,5	9,1
" " " " 14 "	12,1	16,1
" " " " 15 "	3,8	6,3
" " " " 16 "	1,3	1,9
beyond 16 years	3,5	2,9
no information	5,5	1,4
no visiting of a school	1,4	1,4
	<u>100,0</u>	<u>100,0</u>

Source: ISO-Inquest 1974

Almost 50 % of the Italian workers and 45 % of the wives went to school only till the age of eleven. 20 % of the workers went to school at least till they were fourteen - at which age one normally completes his primary school education. High School education is rare among the workers. The higher school-leaving average among the workers' wives are German, most of whom have completed their primary education.

The most serious consequence of this deficit in schooling among the Italian workers is the unsatisfactory knowledge of the native language and script; only 73,6 % of them can speak and write Italian fluently.

## 2.2.3 Professional Situation

### 2.2.3.1 Profession in Italy and Germany

A comparison of the profession in Italy before emigration and the first profession in Germany could be of interest.

In the case of the heads of the families there has been no significant sectoral change in the professions after the migration (75,5 % - 79,6 % unskilled and semi-skilled workers compared to the 13,6 % - 13,5 % skilled workers). From the original reservoir of employed and unemployed Italian workers, only 5,6 % have achieved the white-collar level in Germany. As a result of the migration to Germany, however, the 10 % unemployment among the workers has completely disappeared.

In the case of the wives, however, a significant change has taken place. The proportion of the unemployed dropped by 25 points and the proportion of unskilled and semi-skilled workers rose by 20 points.

When one now considers the individual promotions and demotions and not the proportional alterations, one notices very distinct changes.

**Table 19: Last Profession in Italy and first Profession in Germany (Workers and Wives)**

**Question:** What was yours and your wife's first profession in Italy or were you unemployed?

**Question:** What was yours and your wife's first profession in Germany?

Head of the Family		Women	
Profession in Italy	Profession in Germany	Profession in Italy	Profession in Germany
%	%	%	%
manovalé 55,7	semi- and unskilled worker 79,6	manovalé 5,9	semi- and unskilled worker 27,7
opérario 19,8	skilled worker 13,5	opérario 2,9	skilled worker 1,3
opérario spec. 13,6	white-collar Worker 3,4	opérario spec. 2,2	white-collar worker 2,9
others -	civil servant 0,1	others -	civil servant 0,1
not employed 3,7	self-employed 2,1	unemployed 0,3	self-employed 1,7
not gainfully . 6,6	unemployed -	not gainfully empl. 87,3	unemployed 0,4
no answer . 0,6	not employed 1,0	no answer 1,4	not employed 63,9
	no answer 0,3		no answer 0,1
			women in Italy .... 1,7
100,0	100,0		100,0

Source: ISO-Inquest 1974

For most of the Italian workers the migration to Germany had a stabilizing effect on their careers. Two facts vouch for this fact:

1. More than 93 % of the originally unemployed workers have succeeded in securing employment as unskilled or semi-skilled workers;
2. Only 8,1 % of the skilled workers found unskilled or semi-skilled work, whereas 44,7 % of the workers who secured skilled work in Germany were employed as unskilled or semi-skilled workers in Italy. Among these there were probably workers who had undergone some sort of training in Italy but were unable to find suitable employment there.

A similar professional betterment is noticeable in the case of the workers' wives as well.

1. 32,3 % of the women who were not employed in Italy, managed to find employment here.
2. 33,3 % of the women, who secured skilled work in Germany, were formerly unskilled or only semi-skilled workers in Italy.

One gets a clear picture of the present professional situation of the workers and their wives when one compares their first professions in Germany with their present occupations and with the sectoral distribution of German workers.



**Table 20:** Comparison: Former Profession - Present Profession of the Italian Workers in Germany - Sectoral Distribution of German Workers in the Saar

	Former Profession in Germany (Italian Heads of the Families) %	Present Profession in Germany (Italian Heads of the Families) %	Profession of the German workers in the Saar %
Semi-skilled and unskilled workers	79,6	64,4	49,4
Skilled worker	13,5	20,6	
White-collar-worker	3,4	4,8	39,7
Civil servant	0,1	0,1	
Self-employed	2,1	5,0	10,9
Unemployed/ Not employed	- 1,0	2,3 2,0	
Pensioned	-	0,8	
No information	0,3	-	
	100,0	100,0	100,0 <sup>1)</sup>

1) Employment in the Saar on 27.5.1970, i.e. excluding unemployed and pensioners

Source: ISO-Inquest 1974, Official Statistics

A comparison between the sectoral distribution of the first and the present occupation of the Italian workers clearly shows the progress made by most of the workers: the proportion of the unskilled and semi-skilled workers decreases and that of the skilled workers, white collar workers and self-employed persons increases but this, however, does not reach the level of the German workers. 85 % of the Italian workers still belong to the working class. Even the obvious professional promotion does not lead to the formation of a middle class, as is the case with the German population. Particularly, the door leading to Civil Employment still remains closed for the Italians.

Table 21 shows the classification of the Italian workers' present occupation according to various social characteristics.

Two figures clearly illustrate the professional rise of the workers: 46,3 % of the skilled workers and 37,8 % of the white collar workers started their professional careers in Germany as unskilled or semi-skilled workers.

The professional qualification is, to an extent, determined by the duration of the stay in Germany: 73,8 % of the skilled labour and 87 % of the self-employed persons have been living since at least 10 years in Germany. In addition, most of the workers having qualified professions lie in the age-group 31 - 40, i.e. in the age-group where the performance is at a maximum.

Higher qualification in some people's cases can be explained by the fact that these people underwent advanced professional training (esp. skilled and white collar workers). This normally consists of advanced vocational training or language courses.

The employment figures of the workers' wives has also undergone a change. This change is, however, negative. It has dropped from 33,7 % (first profession in Germany) to 27,7 % (from which 20 % are full-time jobs, 4,1 % half-day and 3,6 % on an hourly basis). This means that the employment among Italian wives lies a shade above that of the native wives (26,4 %).

(An interesting fact to note is that the proportion of unmarried Italian working women is rising. The socio-cultural adaptation to the German surroundings and behavioral patterns becomes very obvious).

Table 21: Present Professional Situation of the Workers according to social Characteristics (in per cent)

	semi- and unskilled workers	skilled workers	white-collar workers	civil servants	self-employed	unemployed	not employed	no information	no answer	total
<u>First Profession in Germany</u>										
semi- and unskilled worker	98,0	46,3	37,8	-	35,0	88,9	46,7	-	22,1	100,0
skilled worker	1,2	51,8	10,8	-	15,0	5,6	13,3	-	56,0	11,3
white-collar worker	0,2	1,8	48,6	-	7,5	5,6	6,7	-	-	3,2
civil servant	-	-	-	100,0	-	-	-	-	-	0,1
self-employed	-	-	2,7	-	40,0	-	-	-	-	2,1
unemployed	-	-	-	-	-	-	-	-	-	-
not employed	0,2	-	-	-	2,5	-	33,3	-	16,7	1,0
no answer	0,4	-	-	-	-	-	-	-	-	0,2
	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
<u>Time of Immigration</u>										
before 1964	68,2	73,8	60,5	-	87,5	55,6	81,3	-	100,0	70,1
1964 - 1969	18,9	15,2	23,7	100,0	7,5	27,8	6,3	-	-	17,7
1970 - 1972	9,6	7,3	7,9	-	-	11,1	12,5	-	-	8,5
after 1972	3,1	2,4	5,3	-	2,5	-	-	-	-	2,9
no answer	0,2	-	-	-	-	-	-	-	-	0,1
born in Germany	-	1,2	2,6	-	2,5	5,6	-	-	-	1,2
	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
<u>Age of the Head of Family</u>										
under 25 years	-	0,6	-	-	-	-	-	-	-	0,1
25-30	12,9	12,2	13,2	-	15,0	5,6	6,3	-	-	12,5
31-35	15,4	25,0	23,7	-	12,5	-	18,8	-	-	17,3
36-40	22,1	24,4	31,6	-	27,5	22,2	-	-	-	21,7
41-46	22,5	15,9	7,9	100,0	17,5	27,8	6,3	-	16,7	20,0
46-50	15,6	11,6	13,2	-	7,5	22,2	25,0	-	-	14,0
above 50 years	11,5	10,4	10,5	-	20,0	22,2	43,8	-	83,7	17,1
	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
<u>further training</u>										
no	96,7	73,2	78,9	100,0	85,0	94,4	93,8	-	100,0	80,3
yes, without indications	0,6	5,5	-	-	-	5,6	-	-	-	1,3
yes, basic training	-	0,6	-	-	-	-	-	-	-	0,1
yes, language course	0,6	3,7	7,9	-	7,5	-	-	-	-	1,9
yes, vocational training	1,2	15,2	7,9	-	2,5	-	-	-	-	4,4
yes, evening course	0,2	0,6	-	-	-	-	-	-	-	0,3
yes, others	0,6	1,2	5,3	-	5,0	-	6,3	-	-	1,3
no indications	0,2	-	-	-	-	-	-	-	-	0,1
	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0

The professional development of the Italian immigrants clearly shows the circumstances under the migrated. The first interest of the workers, particular that of the parents, is employment, which would then enable them to acquire their necessities. After this consolidation period, some of the younger wives and mothers of young children give up their jobs and turn themselves towards the family. The workers, on their part, are no longer interested in just earning money but instead try to rise professionally. The possibilities here are, however, very restricted and give him hardly any chance of rising above the working class. These facts must most definitely have a very determining influence on the educational situation of their children.

### 2.3 Socio-cultural Integration

The integration of foreign workers and their families in the society of the new country increases quite naturally their social opportunities and thereby the educational chances of their children. The aim of this integration is not an assimilation i.e. the foreign minority should not be forced to take over the norms of the majority and be under its control. On the other hand, it should lead to a dissimilation, as a result of which the minority is forced to stay together in a ghetto. The process of integration implies the reciprocal influence of majority and minority, without the minority being compelled to give its ethnological characteristics and way of life.<sup>1)</sup> This process leaves enough room for those who intend staying in the new country and who consequently take over the new way of life, and for those intend returning home and whose aim therefore is only a limited adaptation to the new surroundings.

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1) Bingmeier u.a.: Leben als Gastarbeiter. Köln 1968, S. 19 f

If the aim is the adaptation of both groups to the new circumstances, an analysis of the integration of Italian workers and their families must necessarily include an analysis of the behavioral patterns of the local German population. This, however, is not possible within the scope of this inquiry. If one, however, examines some of the studies about the attitude of Germans towards foreign workers conducted here, the changes in the attitudes become very obvious. One notices, however, that the majority of the Germans have very little contact to the foreign workers. Furthermore, the increasing recruitment of foreign workers has given rise to a certain apprehension among the local population. Still, there is an increasing tendency on the part of the Germans to regard the foreigners as a necessity for the German economy.<sup>1)</sup> The results of a study conducted in the Saar in 1973 serve as an index of this realistic attitude: 73,3 % of the Saar population above 18 regarded the behaviour of foreign workers as being satisfactory, 17,1 % as being unsatisfactory and only 3,9 % classified their behaviour as being bad (5,7 % no judgement).<sup>2)</sup>

Although these attitudes cannot be identified with the reality - where one notices a certain aloofness and indifference - one can quite confidently regard them as being indicative of a gradual removal of the prejudices regarding foreign workers.

A study, therefore, of the integration of the workers and their families from the viewpoint of their own behaviour, is now possible with the help of criteria like speaking-habits, communication, social contact, intended duration of stay and the views about the integration of the children.

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1) Inquiry made by INFAS, Bad Godesberg, 1966 - 1973  
quoted in: Sozialpolitische Umschau Nr. 108 vom 6.7.1973

2) Source: ISO-Inquest, December 1973

### 2.3.1 Knowledge of the Language and Speaking-Habits

#### 2.3.1.1 The Parents' Knowledge of the German Language

Empirical surveys made in Germany and opinions of experts clearly show that the ability to speak German fluently is an extremely important factor for the integration of foreign workers and their families. An improvement in their living conditions in Germany is largely dependent on their ability to speak the language. The language situation within an Italian family is therefore an important indicator for equality of opportunity regarding profession for the workers' children.

The studies show that 44 % of the heads of families speak fluent German but are not so good in written German. 36 % are not very good in written and spoken German but are able to make themselves understood. A small group (4,3 %) cannot speak the language at all.

The position among the wives<sup>1)</sup> is not so encouraging: only 22,3 % can speak fluent German, 59 % have difficulties in speaking German and 18,4 % can neither speak nor write German.

Further differences in the ability to speak German can be seen in Tables 22 and 23.

Among the workers, the ones who speak relatively good German are those who are under 40 years old, who have living in Germany for quite some time, have had primary schooling, can speak their native language fluently, have a qualified profession in the Saar and who intend living in Germany.

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1) Excluding the German-born wives.

**Table 22: Knowledge of the German Language among the Workers classified according to Social Characteristics (in per cent)**

**Question:** We are interested to find out how much German you speak. On the card you find some of the possibilities. Which is now true in your case? First German, please

Characteristics	speaks fluently writes good	speaks fluently writes not very fluently	speaks fluently does not write	speaks and writes not very fluently	speaks a little does not write	unable to speak does not write	others	no answer	100
Total	7,5	24,4	12,1	19,9	31,6	4,3	-	0,3	100
<u>Age of the Head of Family</u>									
25-30 years	6,1	30,3	14,1	16,2	28,3	4,0	-	1,0	100
31-35	7,3	32,8	10,9	20,2	18,2	0,7	-	0,7	100
36-40	12,2	26,7	13,9	17,3	27,2	2,2	-	-	100
41-45	5,0	20,7	11,9	20,1	35,2	6,9	-	-	100
46-50	3,5	13,9	16,5	16,5	42,6	7,0	-	-	100
above 50 years	9,6	21,1	3,2	17,3	42,3	5,8	-	-	100
no answer	-	-	-	-	-	-	-	-	-
under 25 years	-	-	-	100,0	-	-	-	-	100
<u>Time of Immigration</u>									
before 1964	8,8	28,7	12,9	17,9	29,8	1,6	-	0,2	100
1964 - 1969	3,5	17,7	12,1	24,8	37,6	3,5	-	0,7	100
1970 - 1972	1,5	11,8	8,8	23,5	36,8	17,6	-	-	100
after 1972	-	4,3	4,3	30,4	26,1	34,8	-	-	100
no answer	-	-	-	-	100,0	-	-	-	100
born in Germany	100,0	-	-	-	-	-	-	-	100
<u>Present Profession</u>									
semi- and unskilled	2,9	19,1	12,9	12,5	38,3	5,1	-	0,2	100
skilled worker	11,6	40,2	12,2	19,5	15,2	0,6	-	0,6	100
white-collar worker	28,9	34,2	5,3	15,8	15,8	-	-	-	100
civil servant	-	-	-	100,0	-	-	-	-	100
self-employed	20,0	32,5	12,5	10,0	20,0	5,0	-	-	100
unemployed	5,5	11,1	5,5	5,5	50,0	22,2	-	-	100
not employed	25,0	12,5	12,5	12,5	31,2	6,3	-	-	100
no answer	-	-	-	-	-	-	-	-	-
pensioner	33,3	-	-	33,3	33,3	-	-	-	100
<u>Performance about duration of stay</u>									
till children start working	-	33,3	-	33,3	33,3	-	-	-	100
till retirement	2,4	21,9	24,4	24,4	26,8	-	-	-	100
for ever	17,7	34,4	9,6	12,9	23,4	1,4	-	0,5	100
as long as I'm empl.	2,7	10,8	18,9	24,3	40,5	2,7	-	-	100
other views	5,9	23,5	8,8	17,6	41,2	2,9	-	-	100
I don't know	4,1	20,7	12,0	22,3	34,5	6,1	-	0,2	100
no answer	-	38,5	7,7	23,1	23,1	7,7	-	-	100

**Table 22: Knowledge of the German Language of the Heads of Families according to Social Characteristics (in per cent)**

Question: We are interested in Your Language Knowledges. On the card you find some of the possibilities. Which is now true in your case? First German, please!

Characteristics	speaks fluently, writes good	speaks fluently writes a little	speaks fluently cannot write	speaks a little writes a little	speaks - cannot write	unable to speak cannot write	Others	no answer	Sum
Total	7,5	24,4	12,1	19,9	31,6	4,3	-	0,3	100
Language knowledges in Italian of the Head of families									
speaks fluently-writes good	8,0	29,4	12,3	19,3	27,9	2,9	-	0,2	100
speaks fluently, writes not very fluently.	4,2	11,9	12,6	25,9	43,4	2,1	-	-	100
speaks fluently, cannot write	-	4,2	12,8	10,6	51,1	21,3	-	-	100
speaks and writes not very fluently	25,0	25,0	-	25,0	12,5	12,5	-	-	100
speaks/does not write	25,0	12,5	-	12,5	12,5	37,5	-	-	100
does not speak and not write	100,0	-	-	-	-	-	-	-	100
others	-	-	-	-	-	-	-	-	-
no answer	-	-	-	-	-	-	-	100,0	100
Head of familie's schooling off									
with 11 and earlier	2,9	17,4	15,8	17,4	40,9	5,3	-	0,3	100
with 12	1,5	29,9	8,8	32,8	24,1	2,9	-	-	100
with 13	3,3	38,3	13,3	21,7	21,7	-	-	1,7	100
with 14	24,0	35,4	8,3	18,7	13,5	-	-	-	100
with 15	23,3	30,0	10,0	13,3	16,7	6,7	-	-	100
with 16	20,0	30,0	10,0	20,0	20,0	-	-	-	100
after 16 years	42,9	25,0	-	10,7	21,4	-	-	-	100
no answer	2,3	22,7	9,1	13,6	36,4	15,9	-	-	100
no schooling	-	9,1	-	9,1	72,7	9,1	-	-	100



**Table 23: Knowledge of the German Language of the Italian Wives according to Social Characteristics (in per cent)**

**Question:** We are interested in your linguistic knowledges. On the card you find some of the possibilities. Which is now true in your case? First German, please!

Characteristics	speaks fluently, writes good	speaks fluently, writes a little	speaks fluently, cannot write	speaks a little, writes a little	speaks - cannot write	unable to speak cannot write	other	no answer	Sum
<b>Total</b>	4,3	10,4	7,6	20,4	38,7	18,4	-	0,1	100
<b>Employment</b>									
whole day	4,4	3,9	10,4	20,7	46,7	11,1	-	0,7	100
half-day	-	26,3	5,3	26,3	26,3	15,8	-	-	100
hourly basis	8,3	16,7	4,2	41,7	20,8	8,3	-	-	100
no profession	4,1	10,8	7,1	19,0	38,0	21,0	-	-	100
no answer	-	-	-	-	-	-	-	-	-
<b>Performance about duration of stay till children start working</b>									
working	-	33,3	-	33,3	33,3	-	-	-	100
till retirement	5,4	5,4	8,1	21,6	51,4	8,1	-	-	100
vor ever	10,9	13,8	10,1	23,9	31,9	9,4	-	-	100
as long as I'm employed	-	8,1	2,7	16,2	27,0	45,9	-	-	100
other views	-	9,7	-	16,1	38,7	35,5	-	-	100
don't know	2,6	10,0	7,4	19,7	42,0	18,1	-	0,2	100
no answer	7,7	7,7	23,1	23,1	-	38,5	-	-	100
<b>Linguistic Languages of the Wife</b>									
speaks fluently, writes good	3,3	13,3	8,6	21,6	38,0	15,2	-	-	100
speaks fluently, writes a little	0,8	3,9	7,0	19,4	46,5	22,5	-	-	100
speaks fluently, cannot write	-	-	2,7	16,2	43,2	37,8	-	-	100
speaks a little, writes a little	50,0	-	-	25,0	12,5	12,5	-	-	100
speaks, cannot write	9,1	9,1	-	9,1	9,1	63,6	-	-	100
unable to speak, cannot write	100,0	-	-	-	-	-	-	-	100
other views	-	-	-	-	-	-	-	-	100
no answer	-	-	-	-	-	-	-	100,0	100

**Table 23:** Knowledge of the German Language among the wives of the workers classified according to Social Characteristics (in per cent)

Characteristics	speaks fluently, writes good	speaks fluently, writes a little	speaks fluently, cannot write	speaks a little, writes a little	speaks - cannot write	unable to speak cannot write	Other	not answer	Sum
Total	4,3	10,4	7,6	20,4	38,7	18,4	-	0,1	100
<u>Schooling of the wife</u>									
with 11 and earlier	1,4	4,6	8,3	20,6	41,7	23,4	-	-	100
with 12	0,8	10,9	5,4	23,3	45,7	13,2	-	0,8	100
with 13	2,9	17,6	8,8	25,0	33,8	11,8	-	-	100
with 14	19,4	25,4	4,5	17,9	22,4	10,4	-	-	100
with 15	10,5	26,3	10,5	15,8	26,3	10,5	-	-	100
with 16	10,0	20,0	20,0	10,0	20,0	20,0	-	-	100
after 16 years	25,0	25,0	12,5	12,5	18,8	6,3	-	-	100
no answer	9,1	-	9,1	13,2	36,4	27,3	-	-	100
no schooling	-	10,0	-	-	60,0	30,0	-	-	100

Source: ISO-Inquest 1974

The tendency in the case of Italian wives is similar to that in the case of the occupational status, where the cleft lies between the employed and the housewife. Employed wives, as a rule, speak better German than housewives.

Both groups - the workers and the Italian wives - learned their German after their immigration into Germany. For example, only 1,1 % of the workers were in a position to take German lessons in Italy and prepare themselves for the migration. The Italians, therefore, who have such employment that brings them in touch with the Germans, and whose schooling has been better, are naturally inclined to learn the German quicker than their countryman who do not have these chances.

#### 2.3.1.2 Knowledge of Italian

The question as to how well the Italians nurse their ability to speak native language in the new country is a good indicator of the socio-cultural ties they have to their homeland and of the chances of their reintegration if they decide to return.

In the case of Italian parents the situation is very clear: almost all of them speak fluent Italian. This is true of groups that have been living for a long time in Germany. The ability to write well, however, diminishes a little. Most of the German wives have managed to learn to speak a little Italian.

The children however, tend to forget a bit. 56,9 % speak fluent Italian. 20 % "quite good" and 22,7 % not too well or not at all. The children with German mothers or who have been brought up in Germany, are worst off. The offer of lessons in Italian do not alter this situation significantly. Only 20 % of the children make use of this facility which is offered in schools.

### 2.3.1.3 Speaking Habits in the Family

The analysis of the knowledge of languages indirectly shows the speaking habits. It is therefore not surprising that 78,4% of the couples speak only Italian, a small group of 14,4 % - most of the wives here are German - only German and 6,8 % speak both languages. 90 % of the couples, where both have the Italian nationality, converse only in Italian. The classification according to other social characteristics show tendencies similar to those by the analysis of the knowledge of German. However, one notices two peculiarities:

1. Couples originating from the southern regions of Italy more often show a preference for Italian than couples from Middle or North Italy.
2. The usage of the German language increases when the parents let the children join in the conversation. The tendency to do this increases, when one examines the speaking habits of the children instead of that of the parents. Table 24 is a comparison:

Table 24: Speaking Habits in the Family

Question: In Which language do you normally converse with  
 a) your Wife?  
 b) your Children?  
 c) In which language does the child converse at home?

	a)	b)	c)
Italian or Italian dialect	78,4 %	56,0 %	30,8 %
German or German dialect	14,4 %	16,5 %	20,0 %
Both	6,8 %	26,8 %	48,7 %
No information	0,4 %	0,6 %	0,4 %
	100,0 %	100,0 %	100,0 %

48,7 % of the Italien children converse at home in both languages whereas this is true of only 6,8 % of the Italien couples. The reasons for this are:

1. the influence of the German school.
2. the inevitable influence of the German surroundings which is not so in the case of the Italien parents who have come to with very concrete aims and are, therefore, not particularly interested in close ties with the native population.

A judgement of this problem (knowledge of German and speaking habits) within the Italien workers' families and its effects on the future prospects regarding life and profession of the children in the new country cannot deny the fact that:

30,8 % of the children still have difficulties with the language that have to be overcome.

This percentage, however, is presumably higher because:

In most of the Italien families the people speak an Italien dialect, which renders the learning of the German language with the help of written Italien more difficult;

Some of the Italien children, whose knowledge of German has been acquired almost entirely from local children and surroundings and not in the school, speak most probably only the Saar dialect and not High German.

### 2.3.2 Communicational Behaviour

The language problem of the workers and their families has definite effects on their ability to communicate, e.g. regarding the reading of newspapers. They tend to read Italian newspapers rather than German ones (73,8 % to 46,4%). 50 % of them read Italian newspaper only once in a while. The reason for this is twofold: first, the poor offer of Italian newspaper and the difficulties in their availability and secondly, the diminishing interest in the daily information and happenings in Italy (but not in the Italian folklore). The difficulties with the German language hinder the regular purchase of a German newspaper, particularly in the case of the newcomers. Newspaper reading stands consequently below the level of that of the German population.

Audio-visual programmes are a great attraction and have had definite effects on the Italian families, despite the fact that they can watch only German television programmes. More than 92 % watch these programmes. The reasons for this popularity are:

1. It is easier to understand news on television than in newspapers;
2. fulfills the desire for entertainment arising from the lack of contact;
3. the possibility of seeing their own culture increases because of the good proportion of international programmes.

### 2.3.3 Social Contact

The number and kinds of contacts in the new and the home country gains in importance, when one views it from the viewpoint of integration. The social connection in the Saar can be calculated with the help of 3 indices:

Acquaintances that result not from work but are made casually and with the neighbours particularly and the activity within a club.

Table 25: Social Contacts in the New Country

With whom do you spend your free time?	with countryman	27,3 %
	with Germans	13,1 %
	with both	52,5 %
	no information	7,2 %
		<u>100,0 %</u>
Are you well acquainted with your neighbours?	well acquainted	25,0 %
	casually acquainted	55,5 %
	no contact	19,1 %
	no information	0,4 %
		<u>100,0 %</u>
Are you an active of a German or Italian club?	German and Italian	9,4 %
	German	7,3 %
	Italian	6,9 %
	neither/nor	4,5 %
	no	71,6 %
	no information	0,3 %
	<u>100,0 %</u>	

In the case of most of the Italian families the social life seems to be well-balanced and not ghetto-like. 52,5 % spend their spare time with Germans and Italians. 13,1 % and among them particularly couples whose duration of stay in Germany has been very long and who speak good German, have gradually isolated themselves from their countrymen and become naturalised. They spend most of their time with Germans. More than 25 %, however, live isolated from the local surroundings and seek social support from their countrymen. Here one notices a distinct dependence of social contact on the duration of stay.

Whereas only 22,8 % of those who immigrated before 1964 spend their time with fellow-countrymen, 73,9 % of those who came after 1972 look to their countrymen for social help.

The seemingly positive picture regarding the social contact of most of the families becomes smudged if one puts precise questions about acquaintances in the neighbourhood. 19,1 % have no connection and 55,5 % only casual connection with the neighbours. One must not, however, forget the fact that the reservedness of the local German population very often hinders the contact between the groups.

One can see further evidence of this in the fact that participation in the activities of German or Italo-German clubs is very meagre (16,7 %). This is also true of those who have been residing in Germany for quite some time. The membership of children in clubs is, on the other hand, much higher. In 30 % of the Italian households one finds at least one child that is in a club - more often in German clubs (25,5 %).

Italian club life is not very well developed. The formation of clubs is rendered difficult by the fact that the workers are widely distributed in the Saar and consequently difficult to find at one place. In addition, when such clubs exist, their only function is to help newcomers to get accustomed to the new surroundings (Participation: 6,9 %; for immigrants after 1972: 15 %).

The development and structure of the social contact in the new country raises the interesting question of the connections to the home country.



Table 26: Contact with the Home Country (in per cent)

Question: How often do you visit your homeland?  
a) alone  
b) with the whole family

	alone	with the whole family
regularly	9,2 %	50,6 %
sometimes	17,7 %	41,3 %
never	71,4 %	6,4 %
no information	1,6 %	1,8 %
	<hr/> 100,0 %	<hr/> 100,0 %

The table shows that

(1) normally, the workers visit their native country with the entire family and not alone. Only in families where the wife is German, one finds workers going home alone.

(2) In practically all families the bonds with the homeland are still very much existent. This fact becomes clearer when one excludes a small group of 6,4 % of the families who never go home. These families consist of

- a) newcomers who want to rapidly get accustomed to the new surroundings,
- b) older Italiens among whom the proportion of those unwilling to undertake such a long and strenuous journey is presumably high,
- c) Families with German wives, who have no special ties with Italy as compared with the pure Italian families. A final judgement of the contact with the native population and with the homeland renders the following statements possible:

The behaviour of most Italian couples shows indications of the adaptation to the German surroundings without, however, merging into it (cf. 2.3.4). Socio-cultural characteristics and behavioural patterns (speaking habits etc.) remain practically untouched. They give rise to a certain reservedness with regard to the native population whose behaviour shows a similar reservedness with regard to the foreign workers.

For most of the workers' families Italy still continues to be the home country. To an extent the families embody the homeland, and it is consequently difficult to sever the bonds with the native country because the memories and connections continue to remain. The expectations and desires which the parents have placed in their children makes this even more obvious. It is, therefore not surprising that 66,2 % of the interviewees expressed the desire that one would let their children retain their Italian nationality. Only 12,3 % desired a change of this (21,5 % were undecided or gave no answer).

One notices a similar tendency when one examines the parents' views on whether would like their daughters and sons to get married to Italians or Germans. Whereas only 2,6 % of the parents preferred German sons-in-law, 16,7 % would rather have Italians. The corresponding figures for the girls are 3,6 % and 15,1 %. More than 66 % of the parents, however, preferred to remain neutral in this question and did not want to interfere with their children's decisions.

#### 2.3.4 Intended Duration of Stay in Germany

A further indicator of the degree of integration is the intended duration of stay in the Federal Republic. One notices three groups:

1. Those Italian couples, who strive a complete integration into the new society and are therefore prepared to give up their present nationality;
2. those who are still undecided about the duration of stay;
3. those families who definitely intend returning home.

**Table 27:** Intended Duration of stay in Germany classified according to social Characteristics (in per cent)

Question A8: Could you tell with certainty, as to how long you intend staying in Germany?

Characteristics	till children start working	till retirement	for ever	as long as I'm employed	other views	don't know	no answer	Sum
Total	0,4	5,2	26,3	4,7	4,3	57,6	1,6	100
<u>Age of the Head of Family</u>								
25 - 30 years	-	2,0	17,2	4,0	6,1	67,7	3,0	100
31 - 35	0,7	0,7	27,7	8,0	2,9	53,4	1,5	100
36 - 40	-	3,3	29,4	3,9	2,8	58,9	1,7	100
41 - 45	0,6	2,5	26,4	5,0	2,5	62,9	-	100
46 - 50	0,9	7,8	26,1	3,5	8,7	51,3	1,7	100
above 50 years	-	18,3	27,9	2,9	4,8	43,3	2,9	100
no answer	-	-	-	-	-	-	-	-
under 25 years	-	-	-	-	-	100,0	-	100
<u>Nationality of the Wife</u>								
Italian	0,4	5,4	20,3	5,4	4,6	61,9	1,9	100
Portuguese	-	-	-	-	-	100,0	-	100
French	-	-	25,0	-	-	75,0	-	100
German	-	3,9	65,0	-	2,9	28,2	-	100
Others	-	-	40,0	-	-	60,0	-	100
<u>Date of Immigration</u>								
before 1964	0,5	6,5	31,9	4,1	5,0	50,4	1,4	100
1964 - 1959	-	2,8	14,9	6,4	3,5	70,9	1,4	100
1970 - 1972	-	1,5	7,4	5,9	1,5	80,9	2,9	100
after 1972	-	-	4,3	4,3	-	86,9	4,3	100
no answer	-	-	-	-	-	100,0	-	100
born in Germany	-	-	-	-	-	-	-	-
<u>Present Profession of the Head of Family</u>								
semi-/unskilled worker	0,4	6,1	21,5	5,9	4,3	60,0	2,0	100
skilled worker	-	3,0	38,4	3,0	3,0	51,2	1,2	100
white-collar worker	-	2,6	34,2	-	2,6	60,5	-	100
civil servant	-	-	-	-	-	100,0	-	100
self-employed	2,5	7,5	22,5	-	7,5	57,5	2,5	100
unemployed	-	5,6	22,2	11,1	11,1	50,0	-	100
not employed	-	-	43,8	-	6,3	50,0	-	100
no answer	-	-	-	-	-	-	-	-
pensioner	-	-	50,0	-	-	50,0	-	100

Group (1):

More than 25 % of the couples that have been dealt with do not want to return to Italy and want to stay in Germany. This group consists of

- a) families with German wives;
- b) those who have been here for more than 10 years or just live here as retired persons and
- c) those who have skilled or white collar employment which gives them security. This is incidently the same group of people who wants their children to surrender their Italian nationality.

Group (2):

The majority of the families - particularly the younger ones and the newcomers - hadn't any concrete views about the duration of stay. This group consists mainly of persons who were not in a position to judge their situation as clearly as their elder countrymen. Even among these older Italians, the proportion of those who could not forecast the duration of the stay is very large. This indicates the uncertainty of these families about their situation and status in the new country. The reason for this probably lies in their uncertain economic situation because, in the case of a depression they will be the first workers to lose employment and not German colleagues. In addition, the fact that they are very often regarded as strangers, leads to the uncertainty about the duration of stay in Germany. This uncertainty is closely connected with the economic and social life of the workers' families and consequently effect the process of integration.

However, some factors show that a reasonable number of Italian families, despite all these uncertain factors, tend to lengthen - if not perpetuate - their stay in Germany:

- a) The increasing number of families that join the workers during the past years. The number of Italian children that are born here and brought up here is steadily increasing. This must definitely effect the ties many Italian families have to the new country.
- b) Another interesting fact is that only 10,9 % of the parents prepare their children with regard to possible return to Italy. Over 80 % do nothing in this respect.
- c) The living conditions of the Italian families are comparatively better in the Saar than in other parts of Germany. This is a stabilizing factor and probably helps by the decision about the duration of stay in Germany.

Group (3):

14,7 % most definitely intend returning home. This group consists of families who are planning a return within the next 5 years. In addition, one finds older workers (above 50 years of age), the unskilled and semi-skilled workers and self-employed persons.

### 2.3.5 Index of Integration

Before attempting to measure the degree of integration, one must consider the various situations and intentions regarding the incorporation. In a simplified form one can classify these into 3 groups:

1. A very small proportion of the couples seem to have identified themselves completely with the native population. Only 0,6 % never go to Italy or spend all their spare-time with Germans, actively participate in German club-life when they are members of a club or want to perpetuate their stay in Germany.

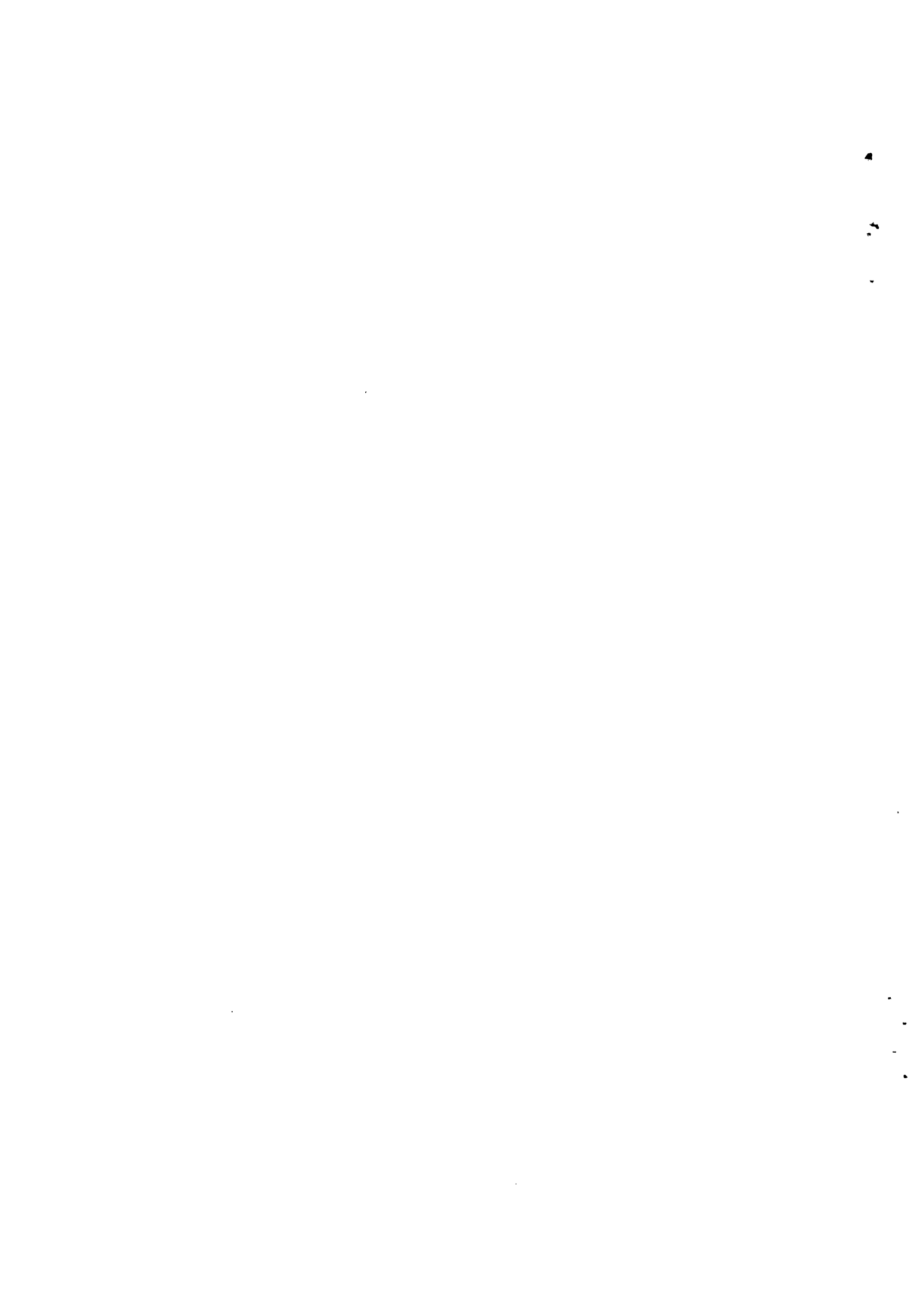
If one, however, considers only one index i.e. the intention to perpetuate the stay, in order to measure the identification, the size of the group then rises to more than 25 %.

2. The number of persons who stay aloof of the German population is smaller. 10 % go regularly to Italy, spend their free-time only with their countrymen, are either active members only of Italian clubs and definitely intend returning home.
3. The relatively largest group is undecided about their stay here. The number of those who strive an adjustment is presumably very high. This adaptation is good as far as the avoidance of conflicts is concerned but offers insufficient pre-conditions for the development of the process of integration.

The unsatisfactory situation of integration is clearly noticeable in the following Index of Integration which results from a Distribution of Points System. The Points computed are obtained from the evaluation of the answers of relevant questions (e.g. Speaking habits, contact, intended duration of stay etc.).

Description of the Index of Integration

Question Number:	Maximum of points	Evaluation of the answers								
		1	2	3	4	5	6	7	8	9
1. Nationality of the mother (A 3)	10	0	0	0	10	0				
2. Linguistic capability of the worker (A 17)	10	10	8	6	4	2	0	0	0	0
3. Linguistic capability of the Wife (A 17)	10	10	8	6	4	2	0	0	0	0
4. Conversation with Wife (A 18)	10	0	10	5	0	10	0	0	0	0
5. Conversation with the Children (A 18)	10	0	10	5	0	10	0	0	0	0
6. Participation in club-life (A 21)	10	10	10	0	0	0	0	0	0	0
7. Acquaintances outside the place of work (A 22)	5	0	5	2	2					
8. Readings of German newspaper (A 19)	5	5	3	0						
9. Preferred nationality (A 52)	10	0	10	5	5					
10. Views about duration of stay (A 8)	20	5	5	20	10	10	0			
	100									

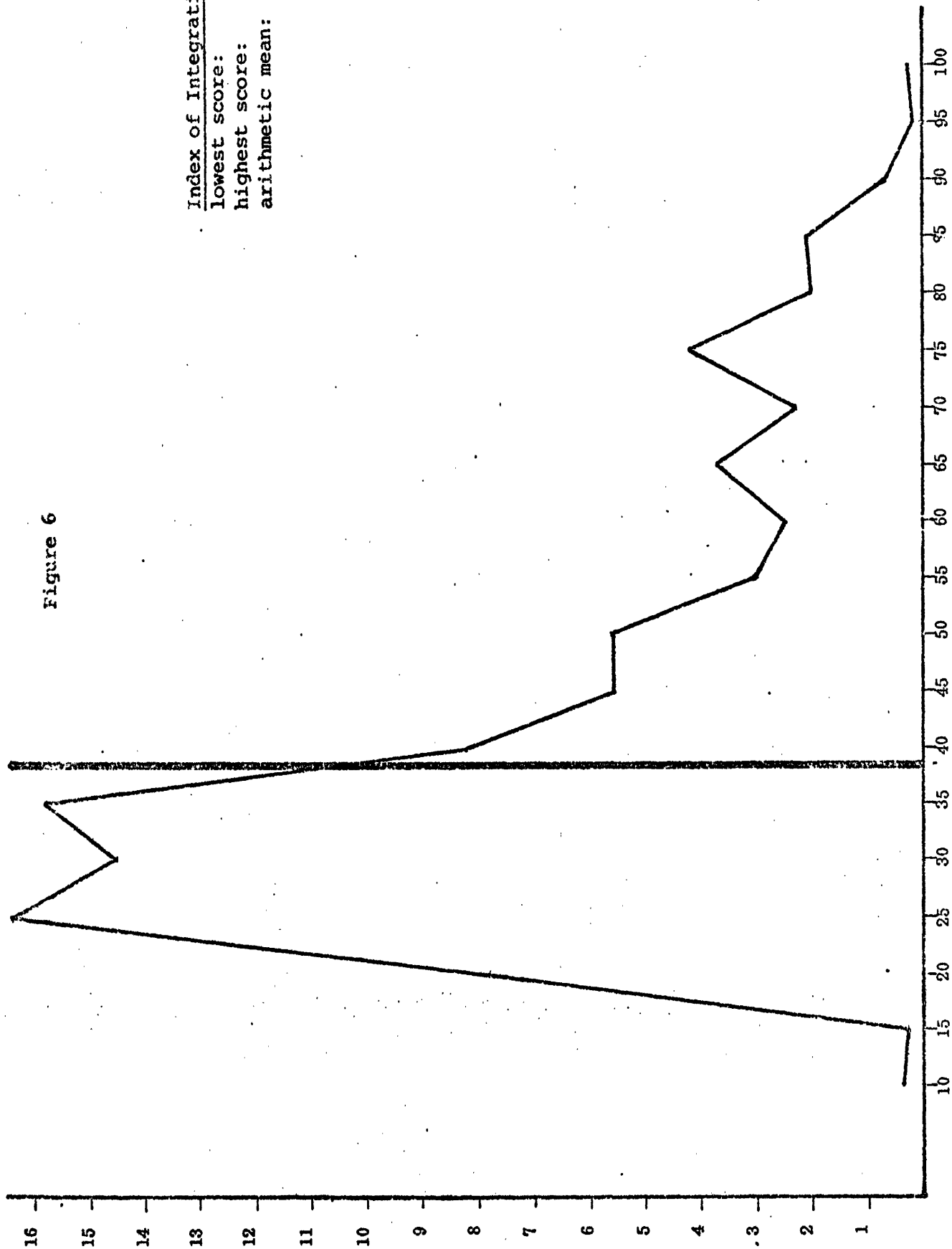




The distribution of the frequencies is shown in FIGURE 6. The maximum score (100) has not been reached. The highest score is 97 and the lowest 10. The arithmetic mean is 38,7 which lies in the lower half of the scale of integration. This naturally supports the presumption that the integration of the Italian families in Germany needs improvement.

Index of Integration:  
lowest score: 10  
highest score: 97  
arithmetic mean: 38,7

Figure 6



### 3. The Social Situation of the Italian Workers' Children

In addition to the analysis of the situation of the family, which is the primary group of the child, one must also make a detailed examination of principle factors that influence the professional education of a child: Sex, Age, Place of Birth, Time of Immigration and Status within the family.

Significant milestones on the way to a career are the nursery schooling, enrolment in an elementary school and the professional schooling. A lot of attention has been devoted to this problem in this inquiry, whereby particular attention has been paid to the linguistic and cultural "break" which arise from the migration and the consequent in the school system.

#### 3.1 Demographic Data

As already mentioned in Chapter 1, the sample in this study consisted of 2023 children. The four eldest children in every family were chosen.

As in the case of the German population, the proportion of boys (52,4 %) among the Italian children is distinctly higher than that of the girls (47,6 %).

The official figure for the schooling years are practically identical.<sup>1)</sup> The proportion of Italian girls is 47,2 % and that of all girls 48,4 %.

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1) Source: Unpublished Material of the Statistical Office of the Saar for the academic year 1972/73, "Student in General Educational Schools"

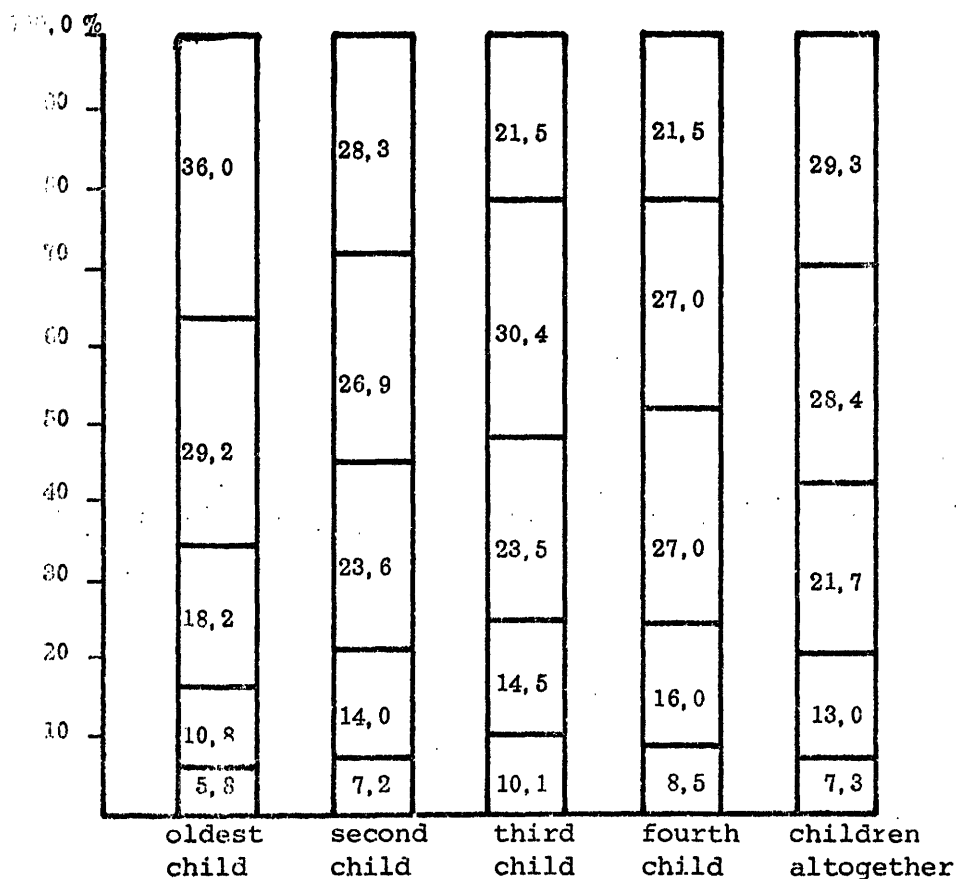
As can be seen in the sample almost 30 % of the children 16 years old or more i.e. no longer in the compulsory education age.<sup>1)</sup>

According to the official statistics there were 5348 Italian children under 16 in the Saar in 1973. In this sample there were 1430 children below 16 which is more than 25 %.

20 % of the children are below 6 years and therefore do not need to go to school. 50 % are between 6 and 15 years of age; 28,4 % are in High School age and 21,7 % in the elementary school age.

The following figure shows the age structure of the children in the sample.

Figure 1: The Age Structure of the Italian Workers' Children in the Saar that have been included in this Sample



1.) The Study was conducted in June 1974. As only the year of birth was asked, the age given is only approximately correct.

If one introduces the variable "Place of birth" by the analysis of the age structure, the age distribution table of the Italian children born in Germany assumes this form:

Table 28: Age Structure of Italian Workers' Children born in Germany (in per cent)<sup>1)</sup>

Age	%
0 - under 3 years	14,0
3 - under 6 years	23,0
6 - under 10 years	31,3
10 - under 16 years	24,2
16 years and more	7,2
no information	0,3
	<hr/> 100,0

Source: ISO-Inquest 1974

Two facts have to be emphasized:

- 7,2 % of the children born in Germany are already 16 years old or older, 1,7 % are 24 and above;
- 37,0 % are not yet 6 years old and therefore do not need to go to school as yet.

The analysis of the professional education (and their pre-conditions) of the Italian children in the Saar renders it necessary to get acquainted with the size and starting situation of the youth and the children:

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1) Study conducted in June 1974

- Approximately one-third of the interviewed children were old enough to undergo professional training.
- 50 % are in the important pre-professional stage i.e. in the schools. Most of these children are in the High School age-group. Consequently, the questions regarding career becomes of topical interest for these children.
- The remaining 20 % have to go a long way till they reach the career stage. The question that first arises is that of the nursery schooling. Whether the existence of such institutions help in attaining equality of opportunity in the school, and to what extent one is able to make use of them are two very significant factors that play a deciding role by the choice of a career (cf. Ch. 4).

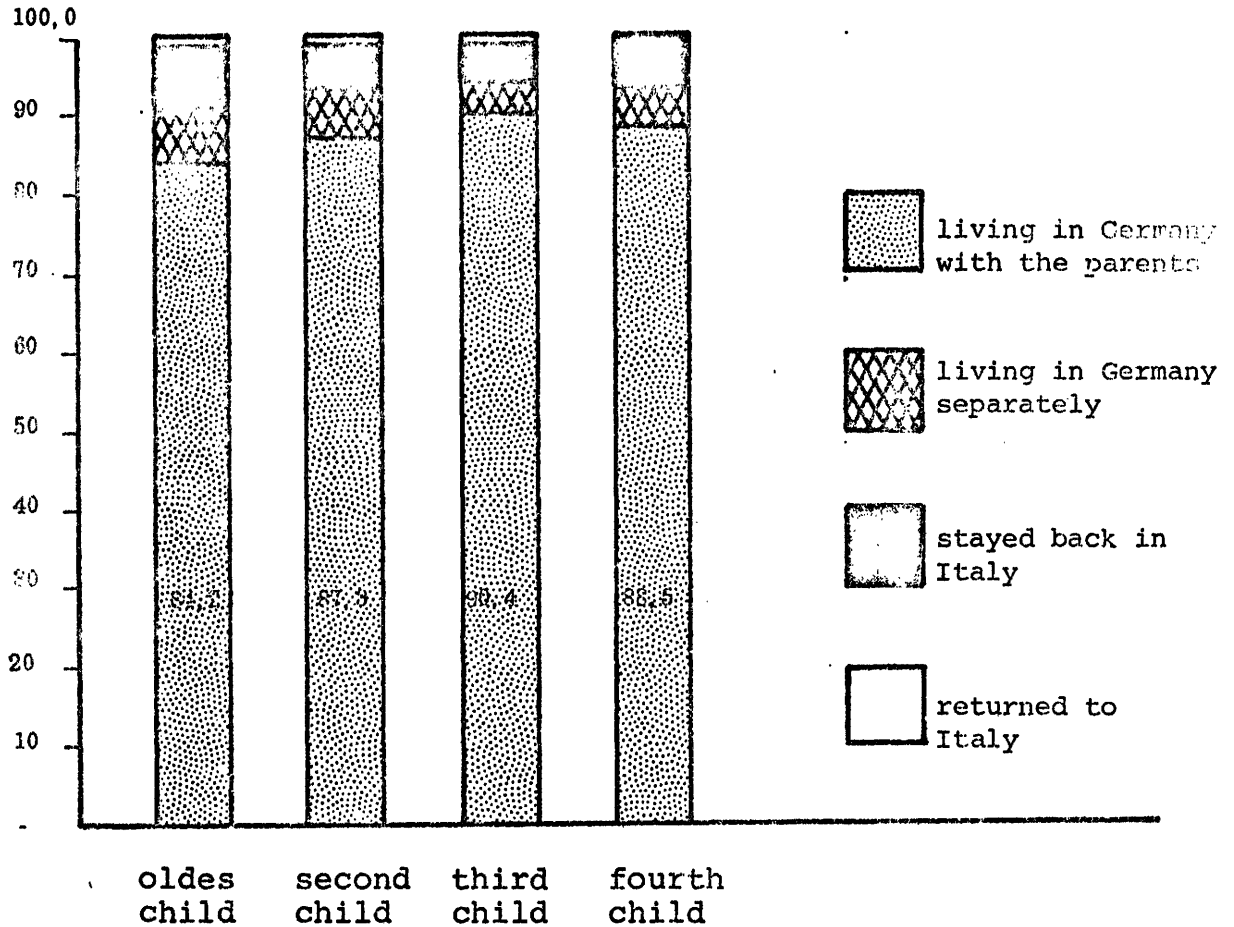
### 3.2 The Status of a Child in the Family

Before examining the immigration problem one should, at this stage, consider the magnitude of the families migrating into the Saar and thereby clarify this aspect.

93,4 % of the children in the sample live in the new country, 6,2 % have stayed back in Italy and 0,4 % have returned to Italy. The following is a graphical illustration of the respective distribution in the case of each child.

The fact that requires mentioning is that 90 % of the Italian children in the Saar live with their parents.

Figure 8: The Status of Children in the Families



The migration of the families of the workers plays a deciding role by all foreign groups. Generally, the wife stays back only in those cases when she has children that have to be looked after or when no suitable apartment is available in the new country. The significance of apartments for the migration of the workers' families has been emphasized in other inquiries in Germany.<sup>1)</sup>

As already mentioned in Chapter 2, the Italian families find accommodation more easily in the Saar than in other parts of Germany. This fact explains the staying back of children in Italy only in the case of newcomers.

1) cf. e.g. Borris, Maria: Foreign Workers in a big City. An Empirical Study with Frankfurt as an example. Frankfurt/M. 1973

Most of the Italian families who have left their children at home do this either because the children have found employment at home or because they already have their own families or because they wish to complete their school education in Italy.

Generally speaking, it is considered as an exceptional situation when the wife and children remain at home. As soon as they find work and accommodation, the Italian workers send for their families. Social isolation, particularly in the initial years after immigration, and the already mentioned ties within the family and clan, accelerate this process. This is an explanation for the high proportion of children living within a foreign worker's family.

### 3.3 The Problem of Immigration

50,6 % of the children in the sample were born in Italy, 47,6 % were born in Germany and 1,2 % in France.

If one considers the fact that 6,6 % of the children live in Italy and that 7,2 % came to Germany in the year of their birth, one can safely say that almost 50 % of the Italian children in the Saar gave up the familiar surroundings of the native country in exchange for a new but foreign country.



Figure 9: The Time of Immigration of the Children of Italian Workers in the Saar (in percent)  
(Basis: Children who were born in Italy)

Year	Percentage
1950	0,2
1950 - 59	5,3
1950	1,8
1960	6,8
1961	5,0
1962	6,0
1963	2,7
1964	6,1
1965	9,1
1966	6,4
1967	4,3
1968	5,3
1969	9,1
1970	11,3
1971	6,8
1972 and later	13,3

Whereas 70,1 % of the workers migrated before 1964 only 27,8 % of the children came into Germany before 1964. 31,4 % of the children who have joined the parents in Germany have been here, at the most, since four years.

An important aspect for the final judgement of the significance of the time of immigration of the children regarding the quality of their present or future professional training is their age at the time of immigration.

**Table 29:** The Time of Immigration of the Children of Italian Workers in the Saar (in per cent)  
(Basis: Children who were born in Italy)

Time of Immigration	1972 and later	1971	1970	1969	1968	1967	1966	1965	1964	1963	1962	1961	1960	1959	1958	1950	before 1950	total
		6,6	7,4	5,0	8,3	6,6	3,3	2,5	7,4	0,8	2,5	6,6	7,4	6,6	6,6	24,0	-	100
1972 and later	5,0	1,6	4,8	3,2	6,5	4,8	4,8	4,8	1,6	8,1	8,1	6,5	12,9	1,6	29,0	1,6	100	
1971	-	-	1,0	5,8	2,9	8,7	6,8	6,8	2,9	7,8	5,8	5,8	7,8	7,8	28,2	1,9	100	
1970	-	-	-	1,2	9,6	8,4	3,6	3,6	8,4	8,4	3,6	4,8	8,4	8,4	31,3	2,4	100	
1969	-	-	-	-	8,3	4,2	-	-	8,3	2,1	6,3	4,2	10,4	4,2	41,7	6,3	100	
1968	-	-	-	-	-	15,6	4,4	2,2	2,2	6,7	8,9	4,4	11,1	4,4	33,3	6,7	100	
1967	-	-	-	-	-	-	1,7	17,2	1,7	6,9	12,1	8,6	8,6	8,6	29,3	5,2	100	
1966	-	-	-	-	-	-	-	2,4	6,0	10,8	7,2	4,8	8,4	4,8	39,8	15,7	100	
1965	-	-	-	-	-	-	-	-	-	14,0	10,5	7,0	10,5	7,0	42,1	8,8	100	
1964	-	-	-	-	-	-	-	-	-	-	20,7	6,9	3,4	3,4	37,9	27,6	100	
1963	-	-	-	-	-	-	-	-	-	-	7,8	9,1	14,5	1,8	49,1	19,2	100	
1962	-	-	-	-	-	-	-	-	-	-	-	4,3	6,5	13,0	68,0	13,0	100	
1961	-	-	-	-	-	-	-	-	-	-	-	-	6,5	3,2	59,7	30,6	100	
1960	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100,0	-	100	
1959	-	-	-	-	-	-	-	-	-	-	-	-	-	-	66,6	33,4	100	
1950 - 1958	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Source: ISO-Inquest 1974

Table 29 illustrates two important points:

- the proportion of those who are 16 years old and above and who are, therefore, no longer in the compulsory education age among the immigrants has been steadily rising in the past years and constitute almost 25 % of the children who emigrated in or after 1970;
- the proportion of those not yet in the compulsory education age among the immigrant decreased from 49,0 % in 1964 to 25,7 % in 1971. Since then it has remained constant.

These figures clarify the point that the Italian families sent for those children as well who had to stay back in Italy because of the school. They join the families only after having completed their education.

One can conclude by saying that when one considers the circumstances under which the children of the Italian workers in the Saar migrate, the above-mentioned hypotheses that the migration of the families has increased during the last 5 years can be easily verified.

One notices thereby that the proportion of the young among the migrating children becomes more significant. The chief aim is - similar to their fathers - to find employment and earn money. The proportion of those who get married and have families in the new country is also increasing.

The increase in the number of children born in Germany goes hand-in-hand with this development. These children can begin and go through their complete education in the new country.

The fact that the Italiens make use of this possibility becomes obvious when one considers that only 2,2 % of the children born in Germany have returned in Italy.

### 3.4 The School Education of the Children of Italian Workers in the Saar

An analysis of the length and quality of school education can give good hints about the future career. The successful completion of the school education is necessity if one wants to find a qualified profession. The following can be divided into four parts:

1. The school education in the home country and their effects on the educational and professional success in the new country.
2. The Usage of the pre-school facilities in the Saar.
3. General educational schooling in the new country and the progress of the school education.
4. Enrolment in a vocational school in the Saar.

#### 3.4.1 School Education in Italy

The professional education of young Italiens in the Saar is largely dependent on the length and quality of the school education they have had in Italy.

From the classification of the children born in Italy according to the school enrolment in the native country one can build three categories of children which must be now subject to a detailed examination:

- a) About one-third of the children were below the age of six at the time of migration, i.e. not yet in the school-going age.
- b) About 50 % started their schooling in Italy, had to interrupt this because of the emigration and continued then their schooling in the new country.
- c) About 25 % were enrolled in Italian schools, but did not enrol themselves in the schools in Germany, either because they were out of the compulsory education age or just simply stayed away from school.

Consequently, one can expect different effects on the professions or the professional education in Germany of the three different categories of children.

One can expect to find traditional cultural values in all these children who migrated and differences can occur only with regard to their intensity.

Children till the age of 6 have become "Italiens" only under influence of the process of socialisation within the family. For these children, therefore, is the emigration under no circumstances a break in their personal and social development because their primary reference group, i.e. the parents, are still with them or send for them as soon as they have settled down in the new country.

They have, therefore, good chances of growing up into the society of the new country. The chances increase when it is possible to make use of the pre-school facilities and then go through the entire process of school and professional education.

Problems arise only in those cases where the children change from Italian to German schools. Apart from the "technical" difficulties, that arise during the learning and the use of the new language or by the making of acquaintances with children of the same age, the children have greater problems with the cultural and social dissimilarities. On the other hand, the internalisation of the native cultural values continues to proceed, so that the problems that arise when they return to Italy can be more easily coped up with. Similarly, the few years they spend in a German school contribute, to an extent, to an increase of their chances of becoming integrated.

Those above 16 years of age, whether they have completed their school or professional education upon their arrival in Germany, have the strongest ties to their native socialisation process. As was the case with their parents, their primary aim is to find employment. It is very rare that they try to undergo further training which could help them to achieve a better professional qualification. Their integration into the new society takes place with the help of the acquaintances of their school-going brothers or sisters, at the working place and their contact with Germans in the same age-group. The systematic learning of the German language does not take place.

As progress and promotion in the profession are dependent on their readiness to integrate themselves in the new society, the efforts of these people are directed towards achieving this rather than harbouring thoughts about returning to Italy.

The following is a quantification of the most important data regarding school education in Italy.

70 % of those who were enrolled in Italian schools could do this, at the most, for five years. Only 15,5 % had had 8 or more years of school education. 23,5 % of the immigrant children do not go to school in Germany. About 8 % of those in the compulsory age, stayed away from school in the new country.

This interruption of the schooling is a reflection of the school-level attained in Italy.

56 % of the children who migrated to Germany, did so without having completed their schooling. 25 % possess at least the "Licenza élémentaire", 11 % the "Licenza scuola média" and only 2 % the more-advanced school-leaving certificates.

Further, the most important types of schools in Italy were also examined: the primary level, the secondary level and the vocational schools.

Table 30 shows a comparison between the children who are now in Germany and those who are still in Italy.

**Table 30:** Enrolment in the most important types of Schools in Italy

Type of School	Children migrated to Germany		Children living in Italy	
	those who were enrolled in Germany	those who were not enrolled in Germany	Completed School	till students
Primary Level	89,7	46,0	43,8	43,1
Secondary Level	9,7	45,3	40,6	31,4
Vocational School	0,3	4,2	7,8	9,8
Others	0,3	1,9	7,8	15,7
did not attend School in Italy	-	5,6	-	-
	100,0	100,0	100,0	100,0

Source: ISO-Inquest 1974

Two facts should be noted:

- 90 % of those who had to change school as a result of the migration, had just completed the lowest stage of the Italian school system. As these children were all still young the decision of their parents to send for them was not very difficult;
- the distribution of those who did attend school in Germany among the various levels is similar to that of the workers. 46 % have completed their primary schooling (47,7 % of the workers attended school, at the most till they were 11 years old).

As a rule, these children possess a professional qualification which is similar to that of their parents at the time of the parents' migration. This becomes significant when one starts looking for employment.



Before venturing on the theme of this section, it might be worthwhile to examine the effects of the schooling in Italy on the present profession in Germany.

Table 31: The Influence of the schooling in Italy on the present Profession in Germany

	The type of School the child completed				average totally	all employed Children
	Primary Level	Secondary Level	Vocational Level	Others		
unskilled worker	32,0	27,9	(30,0)	-	30,2	24,4
semi-skilled worker	18,3	33,3	(10,0)	-	22,3	18,6
skilled worker	11,2	9,9	(30,0)	-	11,4	10,8
industrial trainee	3,3	4,5	-	(40,0)	4,1	9,0
commercial trainee	2,1	-	-	-	1,4	2,8
white-collar work.	5,0	5,4	(30,0)	(20,0)	6,0	8,8
self-employed	1,7	2,7	-	(40,0)	2,4	2,6
unemployed	1,2	0,9	-	-	1,1	0,9
not employed	24,9	15,3	-	-	20,9	21,1
student probationer	<u>0,4</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>0,3</u>	<u>0,9</u>
	100,0	100,0	100,0	100,0	100,0	100,0

1) Base: The children who attended school in Italy and are in the working age in Germany

Before proceeding to the interpretation of the Table, it should be made clear that 72,8 % of those who attended school in Italy were in the working age at the time of this study (i.e. they do not attend school in Germany any more).

20 % of these, however, are still not employed. By those who left school after the primary stage is the proportion of those not yet employed 25 %. One reason for this high proportion could possibly be the large proportion of girls in this group.

A comparison with the average professional distribution of all the Italian children in the Saar who are in the working age shows that the situation of those who attended school in Italy and as a result, came to Germany at a later age is distinctly worse: 40 % of these did not attend school in Germany any more. Even in the cases of those who completed the secondary stage, the proportion of unskilled and semi-skilled workers is high (cf. Ch. 4).

One can therefore say that for those who have a purely Italian school education, the chances of securing qualified employment are very little.

Whether a German school education - even incomplete - can better the employment prospects of the children will be examined in the following sections.

### 3.4.2 Using of the Pre-school facilities in the Saar

The question of the inclusion of the Kindergarten in the educational system is still very controversial in the Federal Republic.

The General Educational Plan (Bildungsgesamtplan), which was agreed upon by the Central and State Commissions for educational planning on the 15th June 1973 and which presented to the Heads of the Central and State Government for approval, places great emphasis on the significance of pre-school facilities with regard to talent promotion and the overcoming of social barriers.

The Elementary Sphere, which is the new term for the pre-school facilities, covers "all facilities which supplement family education and up-bringing from the age of three till the school-enrolment age".<sup>1)</sup>

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1) Bildungsgesamtplan, Kurzfassung, Bund-Länder-Kommission für Bildungsplanung. Stuttgart: Ernst Klett Verlag

One differentiates between two spheres: that of the three and four-year-olds and that of the five-year-olds.

Whereas the former group stays in the Kindergarten-stage it was recommended to find out whether the curriculum for the latter should be linked to that of the Primary School (with the help of nursery classes) or whether a linkage with the Kindergarten is more fruitful.

The aims for the Kindergarten are primarily a supplementation of the family education and up-bringing. The curriculum of the five-year-olds, on the other hand, should be prepared and conducted in such a way that the transition to the school occurs without too much friction.

The situation was, at the end of 1973, as follows: 138 children went to Kindergarten, 618 attended nursery schools which were actually experimental forms for the five-year-olds. More than 30.000 children (Germans and Italians), however, are nursed in normal Kindergarten, which enforce nursery-schooling programmes for the five-year-olds.

Knowledge of the social and educational significance of the early socialisation<sup>1)</sup> as a means of overcoming social disadvantages makes it imperative for the State, with the assistance of the educational system, to create conditions which facilitate the overcoming of social disadvantages, resulting from the structure of the society, of some children.

This attention and care that the Italian workers' children receive in the elementary stage has important functions:

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1) cf. H. Roth: Talent and Learning - Report of the Educational Commission 4, Stuttgart 1969  
cf. Coleman, James S. et al.: "Equality of Educational Opportunity", Washington, D.C., U.S. Department of Health, Education and Welfare, Office of Education 1966

1. Compensation for the social barriers with the help of education and up-bringing supplementary to that given by the family. Nursing of the cultural values of the foreign children together with the German children. A nudge towards reciprocal understanding.
2. Emphasis in the nursery schools of aspects like the understanding and control of the language for the five-year-old foreign children.

The meagre interest paid to this aspect is clearly written in the following aspect.

Table 32: The magnitude of the Italian Children's Usage of the Educational Facilities offered in the Elementary Stage (in per cent of the respective years of birth)

Year of Birth	Proportion of Children taken care of
1967	11,4
1968	18,5
1969	43,7
1970	30,8
1971	8,9
average	28,4

Source: ISO-Inquest 1974

For the figures of 1967 one must consider that the majority of the children were already attending school. Even then, one finds that 16,2 % are neither in the figures for schools nor in those for the elementary stage.

By the judgement of the figures for 1968 - for the five- and six-year-olds<sup>1)</sup> - one must pay attention to the fact that from these 9,0 % were already attending school.

1) Time of the Study: June 1970

If one does not consider the year 1967 one can conclude that: 33,2 % of the Italian children in the Saar in the age-group 3-5<sup>1)</sup> born in the years between 1968 - 1971 are taken care of in the facilities of the elementary stage.

The corresponding official statistics<sup>2)</sup> regarding the children in the age-group 3-5 who make use of such facilities say that the proportion of all foreign children lies at about 27 % and that of the Italian children at 38 %.

The figure for the same age-group of the German and foreign children together in the Saar stood at 70 % at the end of 1973.<sup>3)</sup>

Even among the children of Italian workers, who attended school at the time of this study, but who had the opportunity earlier on to attend the nursery schools, is the proportion of those who attended nursery school only 32 %.

This allows the conclusion that in the elementary stage the proportion of Italian children is only half as high as that of the corresponding German group.

As Table 32 shows, elder children have better chances of being put into a nursery school. Younger children in the nursery school age are often kept in the family because of the family ties which are very strong in the new country and which are strengthened as a result of the language problem and the new surroundings. Elder girls are compelled to take care of the younger ones. More than 50 % of the parents argue on these lines which questioned as to why they do not send their children to nursery school.

25 % of the parents, however, are not in a position to make use of these facilities, either because of financial reasons or because of the difficulties involved in reaching the school.

Further, one notices that the Italian families who send their children to nursery school are mainly those where either the wife is German, or where the degree of integration in the new country is as a result of a long duration of stay or the possession of qualified employment, above average.

This result justifies the need to increase the proportion of Italian children in the elementary stage. Till such time as the new seats are distributed in the best possible way, the enrolment of new children in the Kindergarten must be done in such a way that the foreign children are given preference in the pre-school facilities (increase in the quota).

This should be supplemented with an improvement in the transport facilities for the large families with the various social problems.

These measures can, however, only then be successful when the foreign parents show a readiness to allow their to make use of these facilities.

#### 3.4.3 Attendance of School in the Saar and the Course of the Schooling

As a result of the decision of the Education Ministers of the State Governments in the Federal Republic in 1964, foreign children are subject to the same regulations as the German children with regard to compulsory education.

Equal emphasis is placed upon the integration into the German school system and the promotion of the ability of reintegration in the native system with the help of lessons in the native language.

It was only after the increasing of foreign workers which resulted from the immigration of the families, and the consequent increase in the number of children in the pre-school and school-going age which led to an over-burdening of the social infra-structure, that the emphasis in the school education was laid on integration, as the counterbalancing factors like native language, national culture and tradition were available in a sufficient amount in the family.

One must now answer the question as to how much progress the integration of foreign children in the school system of the Saar has made. We will now proceed to examine those factors that impede this development.

The highly differentiated school system of the Saar, as is shown in Figure 10, was, for the purposes of this study divided into two parts: the General Education School were further divided into the following categories: Primary, Secondary, Special, High and Central and other Schools. Questions connected with the completion of the Secondary, Central and High Schools will be examined here.

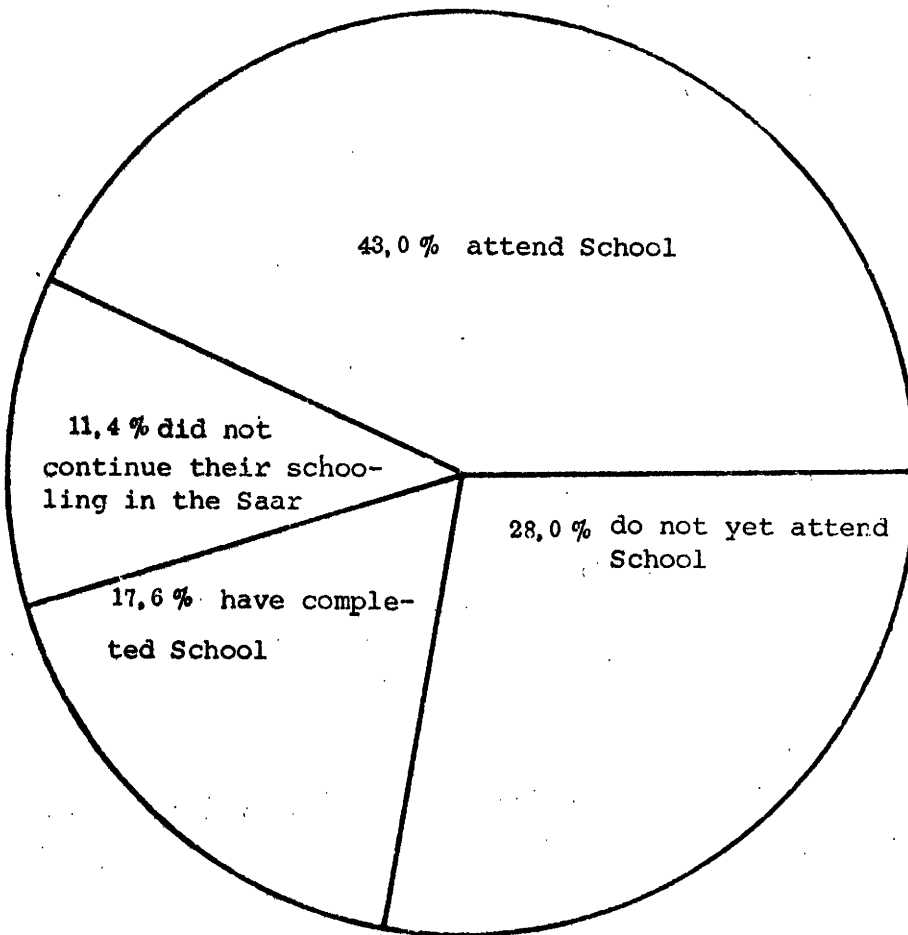




As already mentioned 93,4 % of the children in the sample life in the Saar and the situation of their schooling can, therefore, be regarded as being representative.

Figure 11 shows the present schooling situation of the Italian workers' children in the Saar.

Figure 11: The School Attendance of the Children of the Italian Workers in the Saar



Those children who, at the time of this study, were attending school or had already completed school i.e. 60,6 % of the sample (43,0 + 17,6 %), are the central topic of this survey.

According to studies conducted about the schooling of foreign workers' children in the Federal Republic, 20 - 25 % of foreign children in the compulsory education age do not attend school.

The Italian children in the Saar, however, present a much better picture.

The corresponding figure for the Italian children is "only" 3,0 %. This figure, however, rises to almost 10 % in the case of those, whose age at the time migration is 14 or 15 years.

The reason for these children not going to school lies on the behaviour of the parents. They are either ill-informed about compulsory schooling in Germany, want their younger children - who could quite easily be put into a nursery school - to be looked after by their older children or do not see - as they also lack sufficient education - the significance of education for the future prospects of their children.

Another reason for the neglect of school is that the children who have problems with the new language, automatically become outsiders and therefore prefer to stay home.

One must therefore take measures to make sure that these children do not neglect their schooling, because it is in their own interest. For example, one could make the registration of all children under 16 compulsory, make the children's allowance dependent on the attendance of school or with the application of laws regarding compulsory schooling.

#### 3.4.3.1 School Attendance of those no longer in the Compulsory Age

50 % of those who have meanwhile completed their schooling in Germany, also attended school in Italy. The others began and completed their school education in Germany. This quantitative composition influences the following facts:

e.g. the duration of school attendance in Germany:

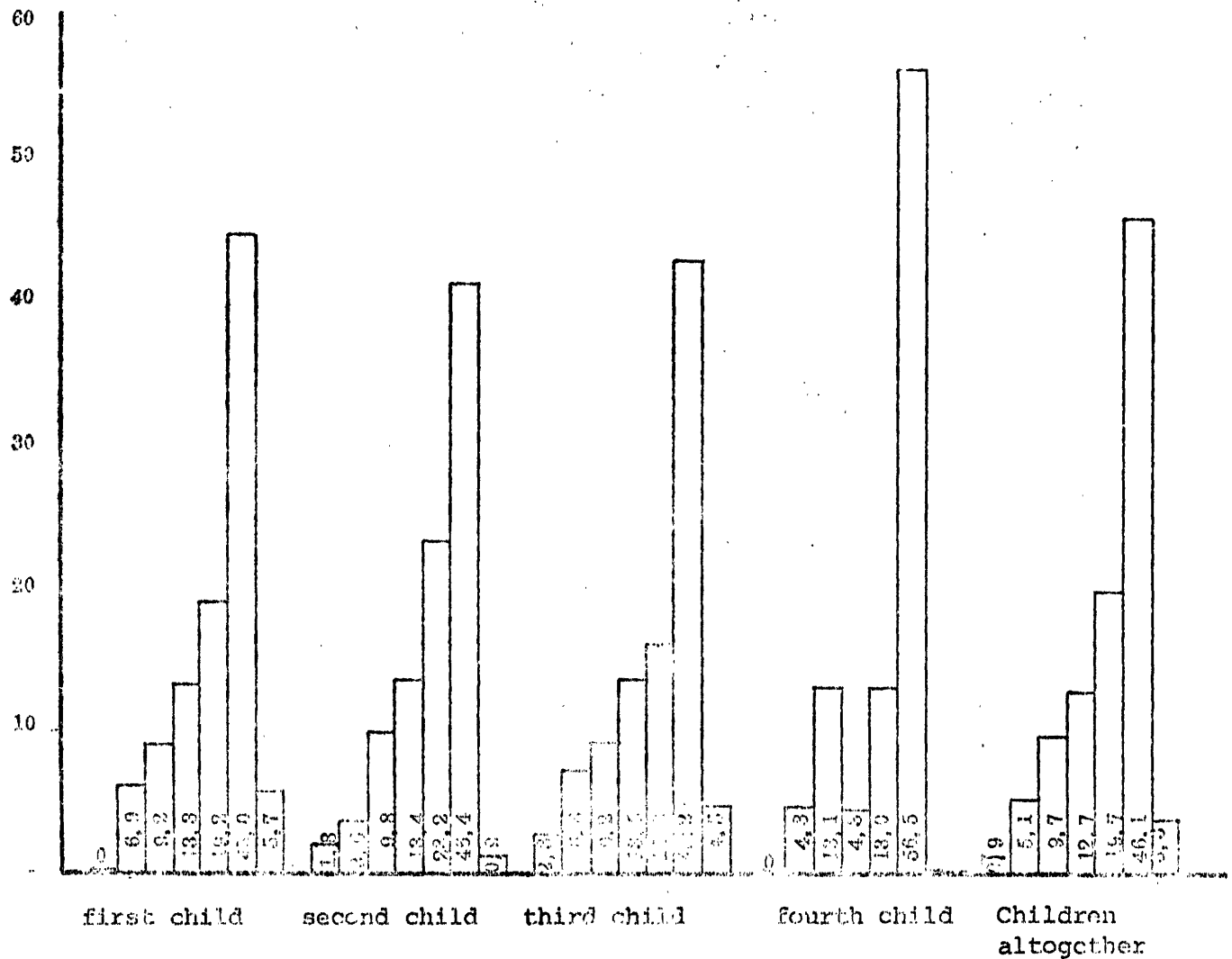
44,6 % of those who have completed their schooling, attended school in Germany for less than 8 years;

48,5 % attended school eight or nine years and 6,9 % even 10 years or more.

More than 50 % of the Italian children who have completed school here have therefore fulfilled the obligatory number of years in school (since 1959, 9 years of schooling is compulsory and before that it was 8).

The examination of the school-leaving classes gives rise to a differentiated picture.

Figure 12: The School-leaving levels of the Italian Workers' Children



Order:  
 till the 2<sup>nd</sup> class  
 3<sup>rd</sup> - 4<sup>th</sup> class  
 5<sup>th</sup> - 6<sup>th</sup> class  
 7<sup>th</sup> class  
 8<sup>th</sup> class  
 9<sup>th</sup> class  
 10<sup>th</sup> class

15,7 % of those who left school reached, at the most, the sixth class, 28,4 % the seventh and 46,1 % the eighth class in the primary and secondary school.

For the year 1971/72 the following statistics are available:

16,3 % of the Italian children that left school in this year reacted, at the most, the sixth class, 40 % the seventh and 60 % the eight.

Children who had to continue their interrupted Italian schooling in Germany, received even more inferior education. Only about 15 % could complete the normal schooling. On the other hand, over two-thirds had five years of schooling in Germany.

At the same time, some of the Italian parents try to provide their children with complete schooling in Germany. In order to reach the ninth class, which is the school-leaving class, 8,5 % attended school till they were 16 years old and 2,0 % even longer.

The first results show how problematical the schooling of the Italian workers' children in the Saar is.

Table 33 shows the type of schools which the children attended and left.

Table 33: The Italian Children in the Saar who completed Schooling classified according to the Type of School they last attended

Type of School	Children who attended School in Italy	Children who did not attend school in Italy	Italian Children total
Special School	-	3,1	1,5
Primary School	19,5	5,6	12,6
Secondary School	78,0	84,6	81,3
Central School	-	1,2	0,6
High School	1,2	3,1	2,1
Others	1,2	2,5	1,8
	100,0	100,0	100,0

Apart from the fact that only very few children attended schools that could enable them to reach the Ordinary Level or the Advanced Level, the fact that 13 % of those who completed school and 25 % of those who had to change from Italian to German schools had only primary school education is particularly distressing.

Completion of the secondary school - which is the basis for professional training - is only then possible when one has attended this school for five years.

Whereas 19 % of those who completed school (German and foreign children) in 1970/71 in the Saar did not complete the secondary level, one-third of the Italian children in this sample did not complete the secondary level. The proportion of Italian Students in the Central and High schools is very small. Only 3,6 % of those who completed school reached Ordinary Level and 1,5 % the Advanced Level.

An analysis of the social structure of those who completed school brings forth two facts:

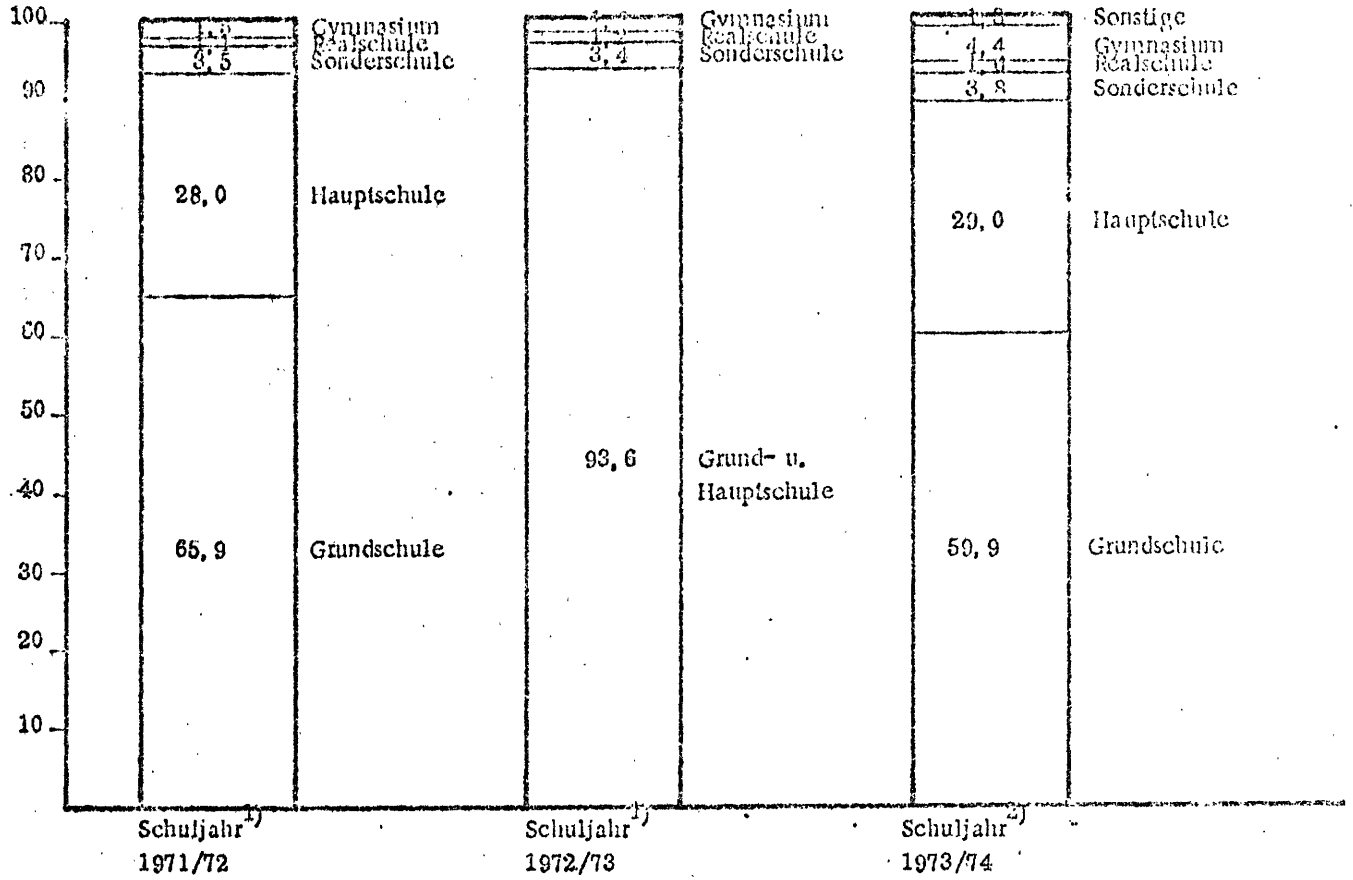
- Children coming from the upper class - the average Italian worker in the Saar is taken as the base - normally reach a higher level of education. Students who completed either the Ordinary or the Advanced Level, come almost invariably from families in which the head has a qualified profession, is a white-collar worker or is self-employed and these families, as a rule, have reached a higher degree of integration in the new country.
- Families of children who were unable to complete school belong mainly to the lower class. The fathers can hardly speak German and are mostly unskilled workers.

#### 3.4.3.2 Italian Students in the General Educational Schools of the Saar

By the analysis of foreign students in the General Educational schools - in contrast to that of the schooling in Germany of those who have left school - it is possible to compare and control the results of this study with the official statistics.

The results of Table 34 can be clarified with the help of two figures.

**Figure 13:** The Development of the number of Italian Students in the General Educational Schools of the Saar



Source: 1) Official Statistics  
 2) ISO - Inquest June 1974



Table 24: Enrollees in the General Educational System in 1971/72

Type of School	Students		of that girls		of that foreign students		of that girls		of that Italian students		of that girls							
	1971/72	1972/73	1971/72	1972/73	1971/72	1972/73	1971/72	1972/73	1971/72	1972/73	1971/72	1972/73						
	total	total	%	%	total	total	%	%	total	total	%	%						
Primary and Secondary Sch.	131 939	71,7	128 038	69,9	49,3	49,1	2 785	86,6	3 251	87,4	47,7	48,0	1 959	93,9	2 216	93,0	46,9	47,7
Special-Sch.	6 671	3,6	6 626	3,6	43,2	42,4	112	3,5	119	3,2	37,5	40,3	72	3,5	81	3,4	36,1	43,2
Central-Sch.	12 611	6,9	14 429	7,9	56,8	57,6	77	2,4	96	2,6	46,8	44,8	23	1,1	29	1,2	34,8	31,0
High-School	32 951	17,9	34 052	18,6	41,5	42,8	241	7,5	252	6,8	46,9	48,4	32	1,5	41	1,9	34,4	36,2
Total	184 063	100,0	183 145	100,0	48,2	48,4	3 215	100,0	3 718	100,0	47,2	47,7	2 086	100,0	2 367	100,0	46,1	47,2

Source: Statistical Reports of the Statistical Office of the Saar Bii,j, 1971/72 and unpublished material of the Statistical Office of the Saar

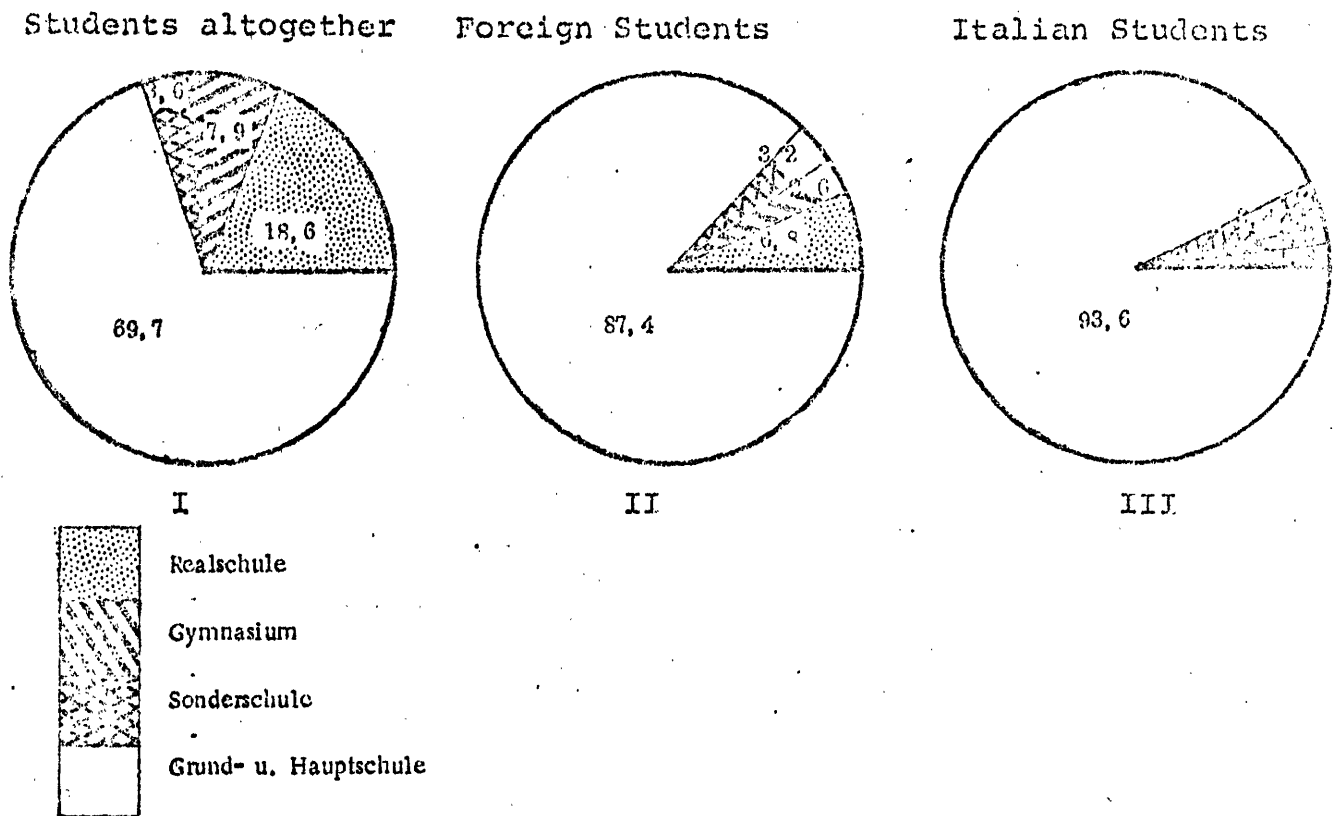
The proportion of students in the primary and secondary in the last few years lies constantly at 94 %.

Figure 13 shows a distinct increase in the number of central and high school students between the years 1972/73 and 1973/74. Even when one makes an allowance for the sample error in the case of the ISO-inquiry for the year 1973/74, one notices an increase in the number of those who are attempting to reach the Ordinary or the Advanced Level<sup>1)</sup> (all the more since an improvement in the schooling conditions in comparison with that of those who have already left school is readily noticeable). The proportion, however, lies well below the corresponding figure of the Germans.

In order to illustrate this discrepancy, the number of these students were compared with the distribution of all students (German and foreign) in the General Educational Schools (cf. Fig. 14).

The background information needed for the interpretation of the following can be obtained from the absolute figures for the year 1972/73: from the 2367 Italian students 29 attended a central school and 41 a high school.

Figure 14: Italian Students in the General Educational Schools in the Saar (III) in comparison with the foreign students (II) and all students (I) for the year 1972/73



The proportion of students attending special schools in the three groups is quite similar. The occupation that many foreign children are put into a special school is therefore not true for the Saar.

An analysis of the schooling conditions of foreign children shows that "equality of opportunity" in the field of general education does not exist when one compares the foreign students with the German students.

It is not enough to discover such a deficit in the education. One must press further and try to find the causes behind these educational problems and see how they influence the schooling, particularly the primary and the secondary schools, which 90 % of the Italian students are attending.

The classification according to social characteristics can be seen in Table 35.





Table 35: Continuation

Characteristics	Special School	Primary School	Secondary School	Central School	High School	Others	Sum
<b>Mother's Nationality</b>							
Italian	64,5	85,8	87,7	76,9	58,3	71,4	85,9
Portuguese	-	-	-	-	-	-	-
French	-	0,2	-	-	5,6	14,3	0,5
German	35,5	13,6	12,3	23,1	36,1	14,3	15,3
Others	-	0,4	-	-	-	-	0,2
	100,0	100,0	100,0	100,0	100,0	100,0	100,0
<b>Profession of the Head of Family</b>							
semi- and unskilled	50,6	65,6	71,5	46,2	30,6	57,1	65,9
skilled worker	9,7	22,7	17,4	53,8	16,7	42,9	21,1
white-collar worker	3,2	4,3	3,8	-	22,2	-	4,9
civil servant	-	-	-	-	-	-	-
self-employed	-	3,5	1,3	-	25,0	-	3,5
unemployed	3,2	2,3	3,4	-	-	-	2,3
not employed	3,2	1,4	2,1	-	5,6	-	2,0
pensioner	-	0,2	0,4	-	-	-	0
	100,0	100,0	100,0	100,0	100,0	100,0	100,0
<b>School Leaving Age of the Head of Fam.</b>							
with 11 years and earlier	41,9	46,0	44,1	61,5	25,0	42,9	43,5
with 12 years	12,9	17,5	17,0	23,1	11,1	14,3	17,0
with 13	6,5	8,0	10,2	-	11,1	28,6	3,0
with 14	3,2	13,4	11,9	-	19,4	-	13,6
with 15	9,7	2,5	2,1	7,7	8,3	-	3,0
with 16	3,2	1,0	0,9	-	2,8	14,3	1,2
after 16 years	3,2	2,5	1,7	-	19,4	-	3,0
no answer	16,1	7,0	5,5	7,7	2,8	-	6,7
no schooling	3,2	2,1	2,6	-	-	-	2,1
	100,0	100,0	100,0	100,0	100,0	100,0	100,0

Source: ISO-Inquest 1974

### 3.4.3.3 The Progress of Education in the General Educational Schools

The chief aim of the International Conference in 1972 about questions regarding foreign workers was: the removal of the existing discrimination. The aspects that were mentioned, when one applies this to the schooling conditions of the foreign workers' children, are the overcoming of the language barriers, improvement in the teaching methods and the promotion of the participation in language courses.

When one examines the poor training facilities for these children the insufficient knowledge of the German language of the foreign workers' children automatically becomes of great significance.

The study conducted by the Centro Italiano in three primary and secondary schools in the Saar typifies the significance of the language barrier regarding successful schooling.

The teachers demand very precise lessons in German for about 80 % of the Italian students, as the performance of 60 % of these children, as a result of their poor knowledge of German, is very bad in the schools. Not even 1 % achieve a good performance. The insufficient knowledge of German gives rise to big gaps in the other subject as well.

About one-third of the Italian children in the Saar (as mentioned in Ch. 2) speak only their native language at home (this is true, as a rule, of the elder children who did not attend school here any longer). Even so, the knowledge of German is rarely good enough to be able to cope up with the demands of school education.

How does this insufficiency in the knowledge of the language effect the progress in the school education?



As there are no preparatory classes in the Saar - this is, in fact, a very controversial theme<sup>1)</sup> - the children of foreign workers' are admitted directly into the elementary school after the nursery stage. (cf. Ch. 3.4.2). They have to cope up with tempo in the class despite their problems with the language and their performance is judged with that of the fellow students.

The children who had to change from Italian to German schools (which is about 16 % of the Italian students at present) were first put into classes that corresponded to their age. As they could not cope up with the tempo and the performance of the average classmate, they were either forced to repeat classes twice or even three times, or left school without even completing the primary school, which they attended till the age of 15.

This study shows that 25 % of the children attended only primary school.

The magnitude of their difficulties are shown in Table 36.

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1) cf. Neubeck-Fischer, Helga, S. 159 - 166

Table 36: The Difficulties in School of the Italian Workers' Children in the Saar

Question: Do the children have difficulties in coping up with the class? Did they have to repeat classes as a consequence?

Question Categories	Special School	Primary School	Secondary School	Central School	High School	Others	Students total	Students which already left School total
No	22,6	75,5	67,7	76,9	86,1	100,0	72,0	57,2
withour repetition	16,1	10,5	14,0	15,4	11,1	-	11,7	16,3
Repeat one class	32,3	13,2	15,3	7,7	2,8	-	13,8	16,3
Repeat two classes	9,7	0,4	2,6	-	-	-	1,4	4,5
more than two cl.	12,9	0,2	0,4	-	-	-	0,7	1,8
no answer	6,5	0,2	-	-	-	-	0,4	3,3
	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0

From those who have already left school 43 % had difficulties in the school As a result, about 25 % had to repeat at least one class.

Among the present students only 28 % have difficulties. As a result 16 % had to repeat at least one class.

The detailed results of the various types of schools show that although 25 % attend primary since just one year, 24,6 % find it difficult, and about 14 % have had to repeat at least one year.

The classification of the Italian students who were not promoted at the end of the academic year 1972/73 shows that particularly in the first class many children have to stay back and this makes obvious the fact that these students have enormous difficulties in getting accustomed to the new situations,

The Italian students seemingly have great difficulties in the secondary school as well. The obligatory second foreign language (French or English) and the increasing demands, particularly in German, give rise to enormous problems for at least one-third of them. At 18 % have had to repeat a class here. The proportion of those, who have to repeat more classes often, is increasing very rapidly.

The students who have to repeat classes often are not included in the official figures. The figures for the classes of the secondary school can therefore be lower.

Table 27: The number of Italian students not promoted at the end of the year 1972/73 in the primary and secondary schools of the Saar

Class	Number of Italian students not promoted	the proportion in the respective classes (Italian students)
1. class	70	13,3
2. class	51	11,9
3. class	23	6,4
4. class	32	8,2
5. class	13	5,0
6. class	6	2,9
7. class	4	3,0
8. class	3	3,4
9. class	4	6,3
Total:	206	Average: 8,4

Source: Special Inquiry of the Statistical Office of the Saar evaluated by the authors

General speaking, one can say that one-third of the Italian students in this sample who attended or still attend school, had or still have great difficulties.

The question now arises as to what should be done to improve the situation.

The Central Government promoted attempts towards the integration of these in the German school and educational system, e.g. the programme which foresees assistance by homework the students, which would have the added effect of bringing German and foreign families and children together.

Simultaneously, the budget of the year 1974 for the Saar includes, for the first time, finances for the promotion of lessons in the German language.

At the end of 1973, however, only 21 % of the Italian students in the primary and secondary schools of the Saar received additional help in the German language.<sup>1)</sup>

Since 1969 one finds a new facility for the school-going Italian children in Saarbrücken by the name "Doposcuola". Since three years, the children are picked up at school daily by bus, taken to the evening.

The activities of the Italian clergymen are to be found not only in Saarbrücken. Presently, they have 12 establishments.

The educational aim of this new facility is: " the creation of the required basis which will help promoting the equality of opportunity for the Italian children with the assistance of measures like scholarly and social promotion".<sup>2)</sup>

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1) Special Inquiry of the Statistical Office of the Saar.

2) Klein, Christa E.: The Assistance in the Communities of the Saar, initiated and supported by the Catholic Italian Mission in Saarbrücken

At the time of this inquiry 344 students received this assistance.

- 280
- 43
- 13
- 6
- 2

This constitutes about 14 % of the total number of Italian students in the primary and secondary schools.

Teachers, University students and housewives help in this programme, by way of which children are taken care of daily in Saarbrücken and two or three times (for 2-5 hours) a week in the other communities. The main object here is the assistance by the homework. Special tuition is given only in rare cases.

The continuation of this programme is however endangered by the lack of finances. The existing financial resources are not enough to cover the costs.

The parents of those students with difficulties at school were then asked if their child could be helped in any way.

- 45 % had to manage without any help
- 8 % received help from the parents
- 16,1% received help from teachers
- 21,8% received help from organisations that were not connected with the school.

Despite the assistance rendered by the Italian Catholic Mission and the initiative of German parents and students, only 50 % of those requiring help could be covered till now.

Such campaigns like the "Assistance by the homework" cannot, however, be regarded as a solution of the problem of the equality of opportunity of the workers' children in the long run. The educational system must be in a position to render help itself. (The tasks of pre-school education were mentioned in Ch. 3.4.2).

As was emphasized at the beginning of this Chapter, the integration in the German school system must be accompanied by the simultaneous promotion of the ties that the children have to their national culture and the native school and educational system.

The recruitment of 11 Italian teachers in the Saar - they are remunerated by the State - who give lessons in Italian culture and the language, was done with the aim of fulfilling the latter aspect of the objective.

According to the Special Inquiry of the Statistical Office only 13 % of the Italian students in the primary and secondary schools were - at the end of 1973 - included in organisations.

According to the ISO Inquiry of 1974, only about 25 % of the children in the sample participated in such Italian lessons (language and culture), whereby a large proportion of these children (11,3 %) attended similar lessons in school.

This result strengthens the former statement, according to which the main emphasis of German education with regard to foreign children was laid on the integration of these into the German system.

In the Federal Republic, the discussion about the pros and cons of separate schools for foreigners has come to an end. It was decided to solve the schooling problems of the foreign children within the framework of the German school system without, however, having to neglect its unity. This implies the inclusion of linguistic and cultural aspects of foreign origin, in order to comply with the justified desires and claims of foreign children and parents. Any other method would lead to undesirable results, e.g. to the rise of a sort of semi-illiteracy in Germany.

The parents notice the problem as well. They adapt themselves to the educational demands of the new country. They approve of the integration of their children into the German educational system.

The opinion that, when the father can earn well without having had proper education, the son could do so as well, is gradually disappearing. Only 10 % of those attending school or who yet to begin are not expected to complete their school education. 8,5 % are trying to complete the Ordinary Level and 12,0 % the Advanced Level.

At least the idea of becoming integrated in the German school system is accepted by many Italians in the Saar. In addition, the attempt on the part of the Italians to have a complete German school education is another indication of the increasing socio-cultural integration in the new country.

The Federal Republic of Germany promotes and initiates models for the integration into the German educational system.

The following points have been planned and partly already realised:

- the development of a programme "German for Foreigners"
- the development of programmes for the training of teachers that would then enable them to teach foreign children
- the development of programmes for the assistance by homework, which could have the additional effect of bringing German and Italian children and families together
- Programmes for professional education, e.g. a one-year promotion course with the simultaneous part-time employment in a factory, which then serves as a preparation for further education.

The city Opladen developed and attempted a programme for the social and scholarly integration of foreign workers' children for middle-sized communities. The aim of this programme was the promotion of the linguistic and social integration. One formed mixed (German and foreign) groups, which played and learned together under the supervision of experts.



The language problem of the workers' children should be considered on its own; on the contrary, one must see this problem in connection with other problems like the social barriers and the discrimination of foreign children. This is the reason behind the mixed nature of the groups of children who play and learn together. Even the area around the Frankfurt Station, one finds both German and foreign children being taken care of in the nursery schools, preparatory classes, by the scholarly assistance that is rendered to students and in homes for children. Here one can quickly easily see the success. The performance of students that are prepared in this way is much better than that of the purely German classes in the other areas of Frankfurt.

The method, by way of which more success can be achieved than with the previous measures, is clearly perceptible here, i.e. this is the way to integrate them into the German school system and thereby attain equality of opportunity for the foreign children.

#### 3.4.3.4 The Parents' Opinion of their children's Schooling Conditions

Contrary to the findings of this study, 81 % of the interviewed Italian parents are of the opinion that their children possess the same chances in school as the German children.

The classification according to social characteristics shows that this opinion is largely influenced by the duration of stay in Germany, the views about the duration of stay and the present profession. Nevertheless, the proportion of those who are of this view, does not sink below 70 % in any of the groups.

In order to explain this widespread opinion among the parents, which is, in fact, easily refutable with the help of objective facts and the schooling conditions of their children, one must examine two characteristics of their behaviour.

ASPECT No. 1

The schooling of the parents - many of whom come from Southern Italy - is well below the Central European Standards. In comparison with the experiences in the native schools, the attention that is paid to the school education of their children must seem better to them. This is often interpreted as an equality in opportunity especially with regard to the mixed classes here from which they derive the equality.

ASPECT No. 2

Foreign workers often have the tendency to be extremely careful and well-behaved when they are confronted with official German institutions or people - at least, they try to refrain from criticizing the institutions in the new country and praise them instead. The lesser their integration, the greater is their uncertainty in their dealings with Germans, because they consider themselves to be dependent on the goodwill of the Germans, and further, fear of the prejudice that might result when they put an unsatisfactory figure.

The question as to whether a bipolar education (German-Italian) could be better for the children, brings forth noteworthy results. According to this model, the Italian students remain integrated in the mixed classes that are purely Italian, lessons in the Italian language and culture during the normal schooling hours.

76,4 % of the interviewed Italian parents approve of this model and only 11,4 % reject it.

This is comparable with the widespread opinion of the Italian parents who want their children to retain their Italian nationality

#### 3.4.4 Attendance of Professional Education Schools

Table 38 shows the number of students in the various vocational schools of the Saar.<sup>1)</sup>

At the end of the year 1972/73 there were 229 professional schools in the Saar, from which 44 were professional schools, 18 Advanced Technical Schools and 48 Technical Schools.

The number of students enrolled in the professional schools of the Saar in 1972/73 was 34 167; 387 of these were foreign students and from these, 195 were Italians. The proportion of girls lies at 38,9 % of all students, 41,1 % of the foreign students and 34,6 % of the Italian students.

Attendance of trade-schools was highest in all three groups (18 412 students, 18,3 % girls). The percentage is higher in the case of foreign students as in the case of Germans (43,1 % of the foreign students and 62,4 % of the Italians attend these trade-schools).

Second in order are the commercial schools with 12 138 students (68,4 % girls) and then the school for Home Science with 2 456 students. The above-mentioned branch of the professional schools is very often chosen by the Italians (11,5 %) as compared with the other groups whose proportion in this branch is about 4,9 %.

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1) cf. Description of the School System of the Saar.

In Germany professional education is compulsory for all those between 15 and 21 years of age. The theoretical education in these is accompanied by a simultaneous professional training (trade or commercial) which lasts two or three years.

Table 56:

Number of Students in the Professional Schools in 1972/73

	Students			Foreign Students			Italian Students					
	total	% of that female	total	% of that female	total	% of that female	total	% of that female				
Professional Schools	64,187	68.6	18,231	38.9	387	71.0	159	41.1	195	88.2	71	38.4
- Commercial	12,133	24.4	8,209	68.4	119	21.8	68	57.1	31	14.0	20	64.5
- Industrial	18,432	37.0	2,588	13.8	235	43.1	61	26.0	138	62.4	26	18.8
- Home Science	2,556	4.9	2,444	99.5	30	5.5	30	100.0	25	11.3	25	100.0
- Prof.School of the country	53	6.1	-	-	-	-	-	-	-	-	-	-
- Private Prof.Schools	1,183	2.2	-	-	3	0.6	-	-	1	0.5	-	-
Specialised vocational Schools	7,941	10.0	4,628	58.1	53	9.7	34	64.2	20	8.0	12	60.0
- State owned	7,410	14.9	4,301	58.0	48	8.8	30	62.5	20	9.0	12	60.0
- Private	561	1.1	322	58.4	5	0.9	4	80.0	-	-	-	-
Professional Advisors	18,102	6.2	782	24.6	11	2.0	2	18.2	2	0.9	-	-
- State owned	783	1.6	525	67.0	-	-	-	-	-	-	-	-
- Private	2,219	4.7	287	10.2	-	-	-	-	-	-	-	-
Technical School	4,728	3.6	407	33.4	7	1.3	1	14.3	-	-	-	-
- State owned	1,634	3.3	331	23.9	-	-	-	-	-	-	-	-
- Private	88	0.2	12	18.6	-	-	-	-	-	-	-	-
Technical School	2,813	5.7	1,925	70.9	87	16.0	75	36.2	4	1.8	2	50.0
- State owned	2,186	4.4	1,431	65.5	-	-	-	-	-	-	-	-
- Private	1,327	1.3	534	20.9	-	-	-	-	-	-	-	-
TOTAL	49,765	100.0	24,024	42.3	545	100.0	271	49.7	221	100.0	95	38.5

Source: Individual Inquiry in the Professional Schools conducted by the Statistical Office of the Saar (unpublished material.)

The professional schools, e.g. trading schools, industrial schools, child-care and social-welfare schools, schools for Home Science, all lead to the attainment of a certificate at the ordinary level. The enrolment in these has increased in the last few years. The schools in this categories are well within the reach of the Italian children in the Saar, 7961 students (58,1 % girls) are enrolled in these schools, out of which 53 are foreigners (64,2 % girls) and from these 20 are Italians (60,0 % girls).

The proportion of foreign and Italian students, which in the case of the professional schools were 1,1 % and 0,6 % respectively, is in the case of the specialised vocational schools only 0,7 % and 0,3 % respectively. In other words, 71,0 % of the foreign students and 88,2 % of the Italian students attend professional schools whereas only 9,7 % and 9,0 % respectively the specialised vocational schools.

From the 25 Professional Advancement Schools, 18 were evening schools under the supervision of the Professional Promotions institution of the Saar. Here as well one can obtain a certificate at the ordinary level. The number of students enrolled in the year 1972/73 was 3102 (24,6 % girls). Out of these 11 were foreign students (18,2 % girls) and from these 2 were Italians. The technical evening schools take first place in the order of preference, followed by the professional advancement schools, the commercial schools and lastly, the mining schools.

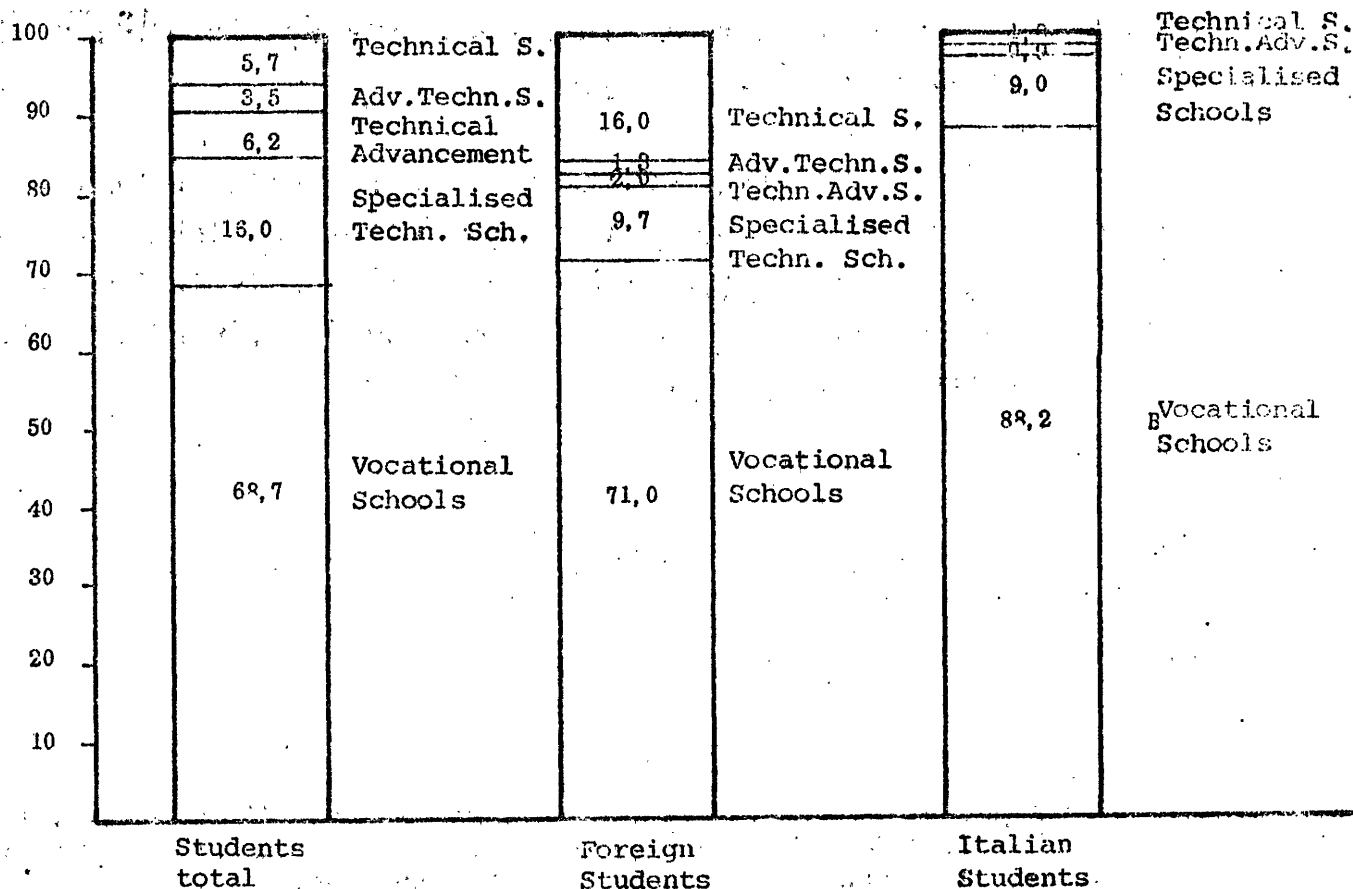
In the case of the advanced technical schools, the engineering schools take the first place, followed by those for Economics and for Social Studies. Out of the 1722 students (23,4 % girls) 7 are foreigners. Italians were not registered. The completion of these schools gives one the right to attend a specialised college.

Out of the 48 technical schools, 39 are connected to the medicinal field, e.g. schools for nurses (male and female), attendants for children's diseases, for the learning of gymnastics for patients, medical assistants and the catholic school for social education etc..

From the 2813 technical schools students in 1972/73, 70,9 % were female. The proportion of foreigners is higher (3,1 %) than in the other types of professional school. The proportion of girls in the 87 foreign students is 86,2 %. Out of the 4 Italians 2 are girls.

The technical schools also enable one to reach an advanced level, which gives one the right to attend a specialised college and obtain an academic degree.

Figure 15: Distribution of Students in the Professional Schools



The following conclusions can be drawn about the attendance of professional schools in the Saar.

- In 1972/73 the proportion of foreign and Italian students in the professional schools was 1,1 % and 0,4 % respectively. These figures are well below the proportion of these two groups in the population of their age-groups. The proportion of Italians in the age-group 15-18 is about 1,5 % and in the age-group 18-21 about 2,4 %.<sup>1)</sup> These figures show that only about 20 % of the Italians in the appropriate age attend professional schools.
- The result is noteworthy because in Germany, the compulsory professional training also applies to the Italians. In 1972/73, 195 Italians attended professional school. On 30.9.1974 there were 862 Italians between 15 and 17 years and 1239 between 18 and 21 in the Saar. It follows from this, that at least 80 % of those in the compulsory age did not join a professional school.

In other studies conducted in the Federal Republic about the problems regarding this poor attendance of professional schools it has been pointed out that this figure is particularly high here. A study conducted in West Berlin<sup>2)</sup> however, confirms the results calculated for the Saar.

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1) cf. Comparison of the Integration of Foreign Workers and their Families in the various cities by Peter Rothhammer. Edited by Deutsche Institut für Urbanistik, Berlin 74.

2) The figures available were: the age-structure of the resident population of the Saar on 31.12.73 and the age-structure of the Italian population in the Saar on 30.9.1974



The problem becomes more acute, when one considers that the number of foreign students striving for a completion of their professional education is gradually diminishing. 20 Italians attended the specialised vocational schools, 2 the professional advancement schools and 4 the technical schools.

The dearth of school education among the children of the Italian workers reoccurs in the case of the professional schools. Very few students (German and foreign) seek official exemption from professional training. Those who are not undergoing proper training and merely possess unskilled or semi-skilled work, prefer just staying away from the lessons. Those who do attend professional schools prefer attending lectures on general topics rather than the lectures dealing with specialised topics.

One of the reasons for the poor attendance - only about 20 % of those in the compulsory age group attend professional school - has already been mentioned: the large proportion of unskilled and semi-skilled workers. This survey showed, that only one-third of the children with working ability in the sample, went through the normal German schooling as a result of which they could complete secondary school. However, as the professional schools do not feel dutybound to give foreigners a chance of redeeming their mistake of neglecting training or at least systematic assistance for the learning of the new language, they cannot contribute to an improvement of the starting chances of those people. The foreigners prefer then to start work and earn money.

The same applies to the factories where foreign workers are engaged. The employers do not consider it necessary to send these people to a professional school because they then fear losing their manpower.

Another reason is the high rate of unemployment in the case of Italian girls (cf. Ch. 4).

Only an increase in the number of Italian students who manage to complete school can raise their proportion in the professional and other training schools. The truth in the above statement can be seen in the answer to the question as to their main objective with regard to the training. 44,8 % want to complete their apprenticeship, 5,4 % want to attend training schools where they can specialise in some branch and 0,6 % want to go to the University. One-third of the students in the working-age did not name any particular objective with regard to training and one-sixth either had no answer or did not wish any professional training.

The measures taken by the Youth Social Centre, in which linguistics and professional training have been combined with one another, seems to quite sensible if the intention is to raise the proportion of foreigners with a complete professional training. This measure consists of a one-year promotion course and simultaneous part-time employment with a view preparing the people for professional training. Attempts are being made to make the Governments of the countries from which the workers come to participate in this programme, e.g. the payment of premiums for the successful participation in such courses.

One could also collaborate with the firms and then attempt an improvement in the professional training. The results of the ISO-inquiry show, however, that only 2,2 % of the children in the sample who are in the working age attend further courses in the firms.

For foreigners who, together with the Germans, have completed their schooling successfully, are such measures of no use.

#### 4. The Professional situation of the Italian Workers' Children in the Saar who are in the Working Age

After the analysis of the school education of the Italian children, the results of this education i.e. their present profession can be examined in this Chapter. (Table 39 at the end of this Chapter shows the data in this connection),

##### 4.1 The Employment of the Italian Children in the Working Age

At the time of this study in June 1974, 77,1 % of the children in the sample in the working age were employed, 21,1 % not employed, 0,9 % unemployed and 0,9 % were still students.

From those who were not employed, 84,1 % had never been employed and the remaining 15,9 % had given up their work. Girls constitute the maximum number of those not employed. Whereas only 6,3 % of the boys were not employed 39,3 % of the girls had no employment.

It becomes obvious that many Italian families prefer their young children and the employed fathers and brothers to be looked after by their daughters.

##### 4.2 The Occupational Status of the Employed Italian Children

Figure 16 shows a comparison of the occupational status of the Italian children with that of their fathers and of the employed Saar population.

Figure 16: The Occupational Status of the Italian Heads of the families, the Italian Children and the Working Population of the Saar

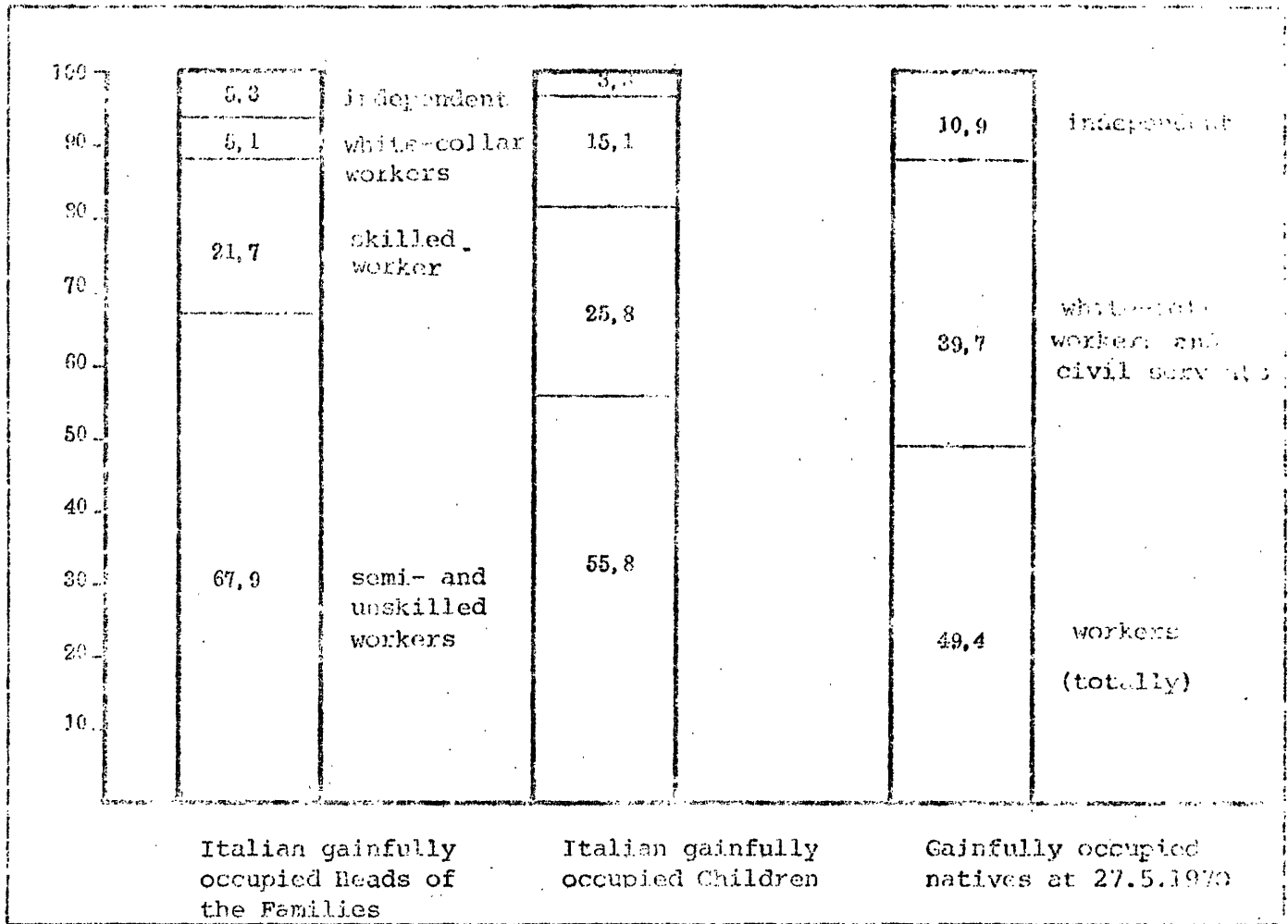


Figure 16 clearly shows that the proportion of Italian workers having qualified employment is well below that of the working population of the Saar. The children of the Italian workers, however, have made distinct progress in this respect. The proportion of skilled and white-collar workers among the children has increased considerably. The German education of the Italian children in the Saar shows its first consequences, as will be confirmed by the following analysis.

The professional progress towards becoming a skilled worker can be clearly seen in the case of the Italian boys (34,1 % including the industrial apprentices). In the case of the girls this progress can be seen in the increased proportion of white-collar workers (26,4 % industrial trainees).

As was shown in Chapter 3.4.4 (Attendance of Professional Schools) only about 20 % of the Italian children attended such schools. The effects of these can be seen in the proportion of trainees, skilled workers and white-collar workers among the Italian children in the working-age.

From the children in the working age:

10,8 %	skilled workers
9,0 %	industrial trainees
2,8 %	commercial trainees
8,8 %	white-collar workers
<hr/>	
31,4 %	total

When one considers that not all in this group have attended a vocational school, one can say that the above figure is approximately right.

15,3 % of the Italian children that are employed are still trainees.

A further comparison with the figures of employment of the Germans clearly shows the gap which the younger generation of Italian workers has to fill.

The proportion of apprentices in the resident German population between 15 and 20 years of age was 31 % in 1971, and in that of the dependent working people in the same age-group 60 %, <sup>1)</sup> The corresponding figures for the Italian workers in the Saar were 16 % and 25 % respectively.

The discrepancy between the professional prospects of the children and that of the German is very obvious here.

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1) Source: Statistical Year Book of the Federal Republic 1974

#### 4.3 The Duration of Employment

As in the case of the employment of Italian workers, where the occupational status was greatly influenced by the duration of stay, one can see the same influence in the case of the employment of the workers' children. Over 50 % of the children who now possess skilled work, have been employed for 6 years or longer whereas only one-third of those having unskilled work have spent 6 years or more in Germany. This clearly proves that many Italians, when they start work in a factory, have a chance of being promoted.

Consequently 42,4 % of the "children" who are now skilled workers - the corresponding figure for the unskilled and semi-skilled workers is 37 % - have never changed their jobs. One-third of the latter group and about one-fifth of the former group have changed jobs twice or more often.

The explanation for the lower mobility of the skilled Italian workers compared to that of the unskilled and semi-skilled workers, is simply the fact that these workers regard their loyalty to the firm as a factor that plays a role in their further qualification and the consequent rise in the remuneration.

If the number of professionally qualified Italians rises in the future, their chances then of being regarded as people with the same qualification as their German counterparts increase, not as a result of performance or experience but as a result of their qualification.

#### 4.4 The Social Situation of the Families of the Employed "Children"

Despite the social homogeneity of the Italian workers in the Saar, the factors that are considered as being influential here, e.g. Nationality of the Mother or Profession and School-leaving age



of the parents , give rise to differences which are very significant for the starting-point of the children.

The fact that the existing social difference among the Italian workers influence the social status of their children, can always be verified despite the fact that the children have a better occupational status than their parents. The children have gradually started realizing the significance of qualified education for their professional careers.

Children who grow up in families where the mother is German, and as a result of which the integration into the new country takes place without much friction, and particularly the good knowledge of German and the qualified profession resulting from a long stay, have undoubtedly the best starting positions.

However, one must bear in mind that among the Italians who are employed in the Saar as skilled or white-collar workers, at least 12,3 % and 18,8 % respectively of these have children in the working age, for at least one of which they have not been able to find qualified employment.

It is quite clear now that the Italian children in the Saar have to face additional difficulties, like being new to the country, language problems, the interruption in the school education as a result of the migration or his lack of professional education in Germany.

These aspects will be examined in the next section.

4.5 The Pre-employment Situation of the Employed Children

From the children, who attended school in Italy, 52,5 % have unskilled or semi-skilled employment, as compared with the 43,0 % of the employed Italian children in the Saar. (The proportion of those not employed is 21 % in both cases).

Even those who attended school in Germany only for a few years, generally have a better professional status than those who did not at all attend school here.

The results of this study show that: the smoother and better the school education of the child in the new country, the better are his professional chances. This factor is presumably more significant for the future career than the social situation in the family. (The proportion of those children with a "normal" school education - as far as their schooling was in Germany - is higher in the upper-class families of the Italian workers).

4.6 The Parents' judgement of Satisfaction of the Employment, the professional Equality of Opportunity and the new Employment Country

As a result of the methods applied in this study only the parents could be questioned on this topic. Only 11,4 % of the parents were not satisfied with their children's employment. In addition 14,3 % were not satisfied with the employment of at least one of their children. 69,3 % of the parents have no complaints about their children's employment (5,0 % did not know).

This satisfaction is naturally dependent on the type of work. The figure in the case of the parents of unskilled workers is, however, 56,3 %. The parents of apprentices, which is for them the natural procedure, are happiest.

The reasons for this opinion, which is contradictory to the results of this study regarding the employment of the Italians as compared to the Germans, have already been mentioned in Ch. 3.4.3.4.

The above-mentioned fact can easily be verified when one sees that only 10,2 % of the parents do NOT want an improvement of the present employment status of their children. 5,5 % do not expect an improvement in the employment of at least one of their children.

Attention must be paid to the fact one-third of the parents are very uncertain, undecided or have no opinion and, as a result, do not show any interest or are ill-informed about the professional chances of their children.

A similar optimism is noticeable when the parents are asked about their views on the future employment prospects of their in comparison with that of the German children.

80 % think, that the Italian children have the same employment prospects as the Germans,

5,3% negate this and

15,9% have no opinion.

As by the judgement of the opportunities in school, the Italian parents quite obvious overlook (the reasons are the same) the discrimination their children have to endure (Ch. 4.3.4.3).

One could possibly find a manifestation of the desire to stay here as long as possible in this attitude. For example, only 14 % of the Italian parents are of the opinion that their children should seek employment elsewhere and not in Germany. Only 9 % wish to work again in Italy.

Two-thirds of the parents want their children to work in Germany. About 25 % were uncertain.

To conclude, one must point out the insufficient knowledge of school and professional education of the Saar. Even German have difficulties. For foreigners the difficulties are considerably greater. This aspect, therefore, must occupy one of the foremost places regarding the preparation of foreigners of the stay in Germany.

The following results of the study show the magnitude of this meagre knowledge:

- only 20 % of the parents had heard about the financial assistance, offered to the children during the education;
- only 25 % had been advised about the educational possibilities, whereby the school played a deciding role;
- 70,3 % want to be informed about these possibilities.

This procedure of giving information and advice should not only take place in the last two years of school. Instead it must be offered to all parents - even those without children - regularly.

Table 39:

Present Employment of the children of the Italian Workers in the Saar

Question B 23:

What kind of employment does your child have?

	unskilled worker	skilled worker	semi-skilled worker	skilled worker	industrial trainee	domestic help	white-collar worker	civil servant	self-employed	unemployed	not employed	student	sum
Total	24.4	10.7	13.5	10.7	1.0	3.3	9.9	-	2.6	0.0	21.1	0.3	100
Sex													
Male	27.0	18.0	22.3	18.0	13.5	1.8	7.0	-	2.7	1.8	23.3	0.7	100
Female	21.5	2.0	13.9	2.0	0.7	4.5	11.1	-	2.5	0.4	23.3	1.2	100
Mother's Nationality													
Italian	20.7	11.2	10.5	11.2	0.0	2.8	8.4	-	2.6	1.0	20.9	0.4	100
German	11.1	4.7	3.9	4.7	23.0	2.2	13.3	-	-	-	22.5	2.3	100
Profession of the head of the Family													
unskilled worker	23.9	9.7	20.6	9.7	10.3	2.3	4.7	-	1.1	0.8	23.8	0.3	100
skilled worker	12.2	14.8	22.3	14.8	11.1	4.3	13.0	-	-	1.2	13.6	2.5	100
white-collar worker	(19.9)	(18.9)	-	(18.9)	(9.9)	-	(13.5)	-	-	-	(27.3)	-	100
civil servant	-	-	-	-	-	-	-	-	-	-	-	-	-
self-employed	-	(8.9)	(4.0)	(8.9)	-	(4.0)	(24.0)	-	(28.0)	-	(23.0)	(4.0)	100
unemployed	(17.2)	(6.0)	(13.5)	(6.0)	-	-	-	-	-	(0.4)	(21.0)	-	100
not employed	(9.5)	(14.3)	(13.9)	(14.3)	-	-	(23.3)	-	-	-	(28.0)	(4.3)	100
no answer	-	-	-	-	-	-	-	-	-	-	-	-	-
unknown	-	(16.7)	-	(16.7)	(16.7)	-	(23.3)	-	(8.3)	-	(23.0)	-	100
Mother's Profession													
Family	15.0	9.7	14.2	9.7	9.7	2.5	9.0	-	2.7	0.7	22.7	1.8	100
half-days	(14.3)	(9.3)	(4.3)	(9.3)	(24.3)	(14.3)	(13.0)	-	-	-	(21.0)	-	100
for hours	(20.0)	-	(13.0)	-	(23.0)	-	(30.0)	-	(20.0)	-	-	-	100
no profession	23.3	11.0	11.5	11.0	3.5	2.1	7.3	-	2.1	0.5	21.7	0.7	100

Table 30: Continuation

	unskilled worker	semi-skilled worker	skilled worker	Industrial employee	Commercial employee	White-collar worker	civil servant	self-employed	unemployed	not employed	total	unemployed	not employed	total	
<b>Total</b>	24.2	11.8	10.8	8.0	8.8	8.9	-	2.6	0.9	21.1	130	0.9	21.1	130	
<b>Mother's age at school</b>															
with 11 and earlier	20.1	18.5	8.9	8.3	1.7	6.0	-	1.7	1.7	21.8	100	1.7	21.8	100	
with 12	18.0	21.7	14.5	10.1	2.9	5.8	-	2.9	-	21.1	102	-	21.1	102	
with 13	24.0	12.5	6.9	3.1	9.4	15.6	-	-	-	21.5	70	-	21.5	70	
with 14	16.4	15.9	6.0	11.9	4.5	19.4	-	7.5	-	17.7	-	-	17.7	-	
with 15	(4.9)	(16.7)	(12.5)	(20.2)	(4.2)	(16.7)	-	-	-	(14.9)	-	-	(14.9)	-	
with 16	-	(25.0)	(25.0)	(12.9)	-	(25.0)	-	-	-	(14.9)	-	-	(14.9)	-	
older 16	(25.0)	-	-	-	(14.9)	(25.0)	-	(14.9)	-	(14.9)	-	-	(14.9)	-	
no answer	(22.7)	(26.4)	(12.9)	-	-	-	-	-	-	(14.9)	-	-	(14.9)	-	
no schooling	(27.0)	(5.9)	(41.7)	(16.7)	-	-	-	-	-	(14.9)	-	-	(14.9)	-	
<b>Father's age at school</b>															
with 11 and earlier	21.4	20.1	10.1	7.0	0.9	8.5	-	2.2	1.9	21.2	100	1.9	21.2	100	
with 12	20.0	22.5	12.8	15.8	8.7	8.7	-	-	-	16.9	100	-	16.9	100	
with 13	(20.0)	(22.0)	-	(12.9)	-	(20.0)	-	-	-	(20.0)	100	-	(20.0)	100	
with 14	14.0	14.6	12.5	14.6	2.1	10.4	-	12.5	-	14.9	100	-	14.9	100	
with 15	(20.0)	(17.7)	(15.4)	(7.0)	(7.7)	(28.2)	-	-	-	(7.7)	100	-	(7.7)	100	
with 16	-	(20.0)	(20.0)	-	(20.0)	(20.0)	-	-	-	(20.0)	100	-	(20.0)	100	
after 16	(16.7)	-	-	-	-	(50.0)	-	(16.7)	-	(20.0)	100	-	(20.0)	100	
no answer	27.5	15.2	12.1	8.0	6.1	3.9	-	-	-	20.0	100	-	20.0	100	
no schooling	(25.0)	(22.3)	(18.7)	(8.5)	-	-	-	-	(6.8)	(20.0)	100	(6.8)	(20.0)	100	

Table 39: Continuation

	unskilled worker	semi-skilled worker	skilled worker	Industrial trainee	commercial trainee	white-collar worker	civil servant	self-employed	unemployed	not employed	Student	Sum
Total	24.4	18.6	10.8	9.0	2.8	8.8	-	2.6	0.9	21.1	0.9	100
Italy												
Primary School	32.0	18.3	11.2	3.3	2.1	5.0	-	1.7	1.3	24.9	0.4	100
Secondary School	27.9	33.3	9.9	4.5	-	5.4	-	2.7	0.9	15.3	-	100
Vocational School	(20.0)	(10.0)	(30.0)	-	-	(30.0)	-	-	-	-	-	100
Others	-	-	-	(40.0)	-	(20.0)	-	(40.0)	-	-	-	100
Total	30.2	22.3	11.4	4.1	1.4	6.0	-	2.4	1.1	20.9	0.3	100
Type of School which the child leaved in												
Germany												
Special School	-	(20.0)	-	-	-	-	-	(40.0)	-	(40.0)	-	100
Primary School	50.0	5.3	2.6	2.6	-	2.6	-	5.3	2.6	29.9	-	100
Secondary School	13.7	15.3	16.0	16.0	5.7	11.5	-	1.5	1.1	10.1	-	100
Central School	-	-	-	-	-	(50.0)	-	-	-	(50.0)	-	100
High School	-	-	-	-	-	(28.0)	-	(28.0)	-	(28.0)	-	100
Others	16.7	-	16.7	-	-	33.3	-	16.7	-	16.7	-	100
total	17.2	13.3	13.5	13.5	4.6	12.3	-	3.4	1.2	20.3	0.6	100
Reached or desired												
professional education												
Training period	48.6	30.2	11.9	14.3	(20.0)	6.4	-	(53.0)	(30.0)	17.4	-	32.4
apprenticeship	3.8	10.0	83.4	83.7	(73.3)	72.3	-	-	(30.0)	13.9	-	44.0
University education	-	-	-	-	-	-	-	-	-	-	100.0	3.5
Technical school etc.	-	1.0	-	-	(6.7)	2.5	-	-	-	3.5	-	2.4
Technical School etc.	-	2.0	1.7	2.0	-	9.5	-	(7.0)	-	3.3	-	3.3
no answer	10.0	10.0	-	-	-	4.2	-	(10.0)	-	11.1	-	13.7
total	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0

Table 39: Continuation

	unskilled worker	semi-skilled worker	skilled worker	Industrial trainee	Commercial trainee	white-collar worker	civil servant	self-employed	unemployed	not employed	Student	Sum
<b>Total</b>	24.4	13.6	10.8	9.0	2.8	8.8	-	2.0	0.9	21.1	0.9	100
<b>Frequency of changing employment</b>												
Yes, without further information	6.8	3.0	3.4	2.0	-	6.2	-	(21.4)	-	-	-	3.3
once	21.8	27.7	32.2	10.2	-	37.5	-	-	(60.0)	-	-	13.3
twice	15.0	14.8	10.2	4.1	-	14.6	-	-	-	-	-	9.2
more often	15.0	12.9	11.9	-	-	6.2	-	-	(20.0)	-	-	8.9
never worked till now	-	-	-	-	-	-	-	-	-	84.1	(100.0)	19.5
no longer employed	36.3	37.9	42.4	33.7	(100.0)	35.4	-	(78.0)	-	15.9	-	3.1
no answer	1.3	4.0	-	-	-	-	-	-	-	-	-	31.5
	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0
<b>Duration of Employment</b>												
1 year	12.8	14.8	3.4	35.7	(60.0)	-	-	(7.1)	(20.0)	-	-	11.6
2 years	19.0	11.9	6.8	42.9	(20.0)	8.3	-	-	(40.0)	-	-	15.1
3 years	15.0	14.3	11.9	14.3	(20.0)	20.8	-	(21.4)	(20.0)	-	-	12.3
4 years	12.0	10.9	16.9	4.1	-	12.5	-	-	(20.0)	-	-	8.5
5 years	8.3	7.9	8.5	2.0	-	12.5	-	(7.1)	-	-	-	5.9
5 years and more	33.8	37.6	52.5	-	-	45.5	-	(64.3)	-	-	-	26.7
never worked till now	-	-	-	-	-	-	-	-	-	84.2	100.0	18.5
no longer employed	-	-	-	-	-	-	-	-	-	15.8	-	3.1
no answer	-	2.9	-	-	-	-	-	-	-	-	-	0.2
	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0



Table 39: Continuation

	unskilled worker	semi-skilled worker	skilled worker	Industrial trainee	commercial trainee	white-collar worker	civil servant	self-employed	unemployed	not employed	student	Sum
<b>Total</b>	24.4	18.6	10.3	9.0	2.3	8.8	-	2.6	0.8	21.1	0.9	100.0
<b>Satisfaction with Children's Prof.</b>												
yes, without further information	44.6	54.5	74.6	83.9	(72.3)	75.0	-	(71.4)	(49.7)	61.4	(66.7)	61.9
not in all cases	25.6	14.0	13.6	2.0	(20.0)	8.3	-	-	(20.0)	9.0	-	14.3
in all cases	4.5	6.9	11.9	2.0	(6.7)	14.6	-	(23.6)	-	7.2	(33.8)	7.7
no answer	5.3	14.9	-	2.0	-	2.1	-	-	(40.0)	13.8	-	11.4
	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0
<b>Parents' Hopes re- garding better em- ployment for their children</b>												
yes, without further information	53.4	43.6	40.7	63.3	40.0	43.8	-	(23.6)	(40.0)	51.3	-	49.3
not in all cases	9.0	5.9	8.5	-	6.7	2.1	-	-	(20.0)	4.8	-	3.5
in all cases	3.5	1.0	10.2	2.0	13.3	4.2	-	-	-	3.6	(33.3)	3.5
no answer	25.7	40.6	18.6	6.1	20.0	15.8	-	(25.6)	-	10.3	-	10.2
	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0

Source: ISO-Inquest 1974

Direction: Data that do not permit statistically ensecurable statements are in brackets (Base: below 30 persons)

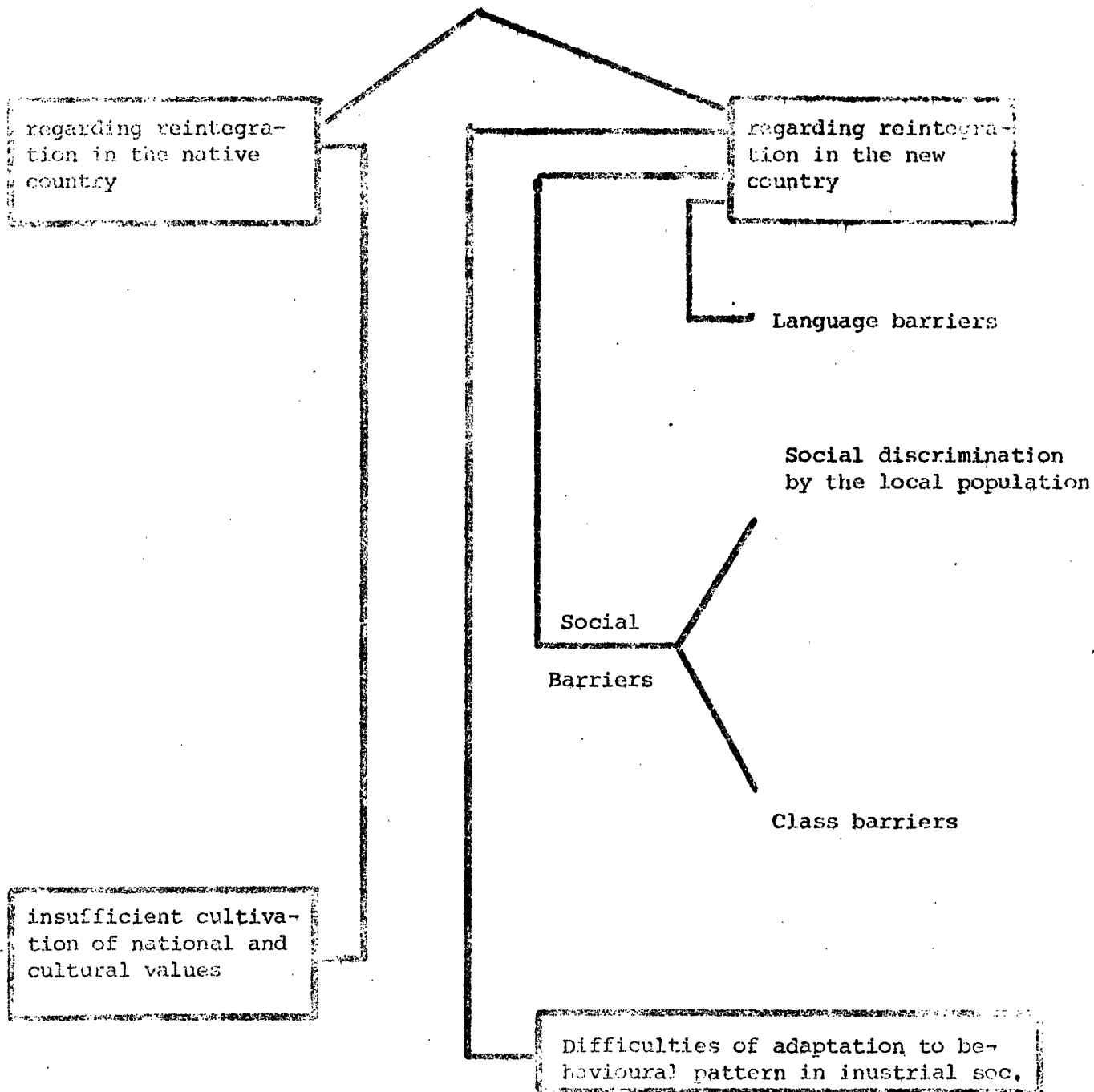
5. Summary, Conclusions and Suggestions

The starting-point of the analysis of the schooling conditions of the Italian workers' children in the Saar was characterized by two points:

1. A description of the schooling conditions of the children is not possible without the analysis of the social conditions of their families. Consequently, the parents had to be included in the inquiry.
2. The judgement of the educational conditions has to be done with the help of a conception namely, that of their integration. Integration here does not imply assimilation, i.e. a complete compliance of the foreign minority with the social norms and control of the majority. Nor should this process lead to a dissimilation, as a result of which the foreigners are forced to live in ghetto-like conditions. The process of integration implies the exercise of reciprocal influence of the two groups, so that the minority is not compelled to surrender its cultural identity and way of life. Freedom must be given to those who want to remain in the new country and consequently strive for a complete identification with the local population, and to those, who intend returning home and, therefore, strive only for temporary adaptation.

When one examines the Italian workers' children's educational chances from the view-point of integration one notices four barriers at once. These form the role of the analysis. An attempt has been to illustrate these in the following illustration.

Barriers to an optimal integrative education



All suggestions aim at the overcoming of these barriers that impede the integration.

## 5.1 Parents and Family

### The Family Situation

As in other parts of the Federal Republic of Germany, one notices in the Saar also an acceleration in the immigration of the workers' families into the new country. In addition, one notices an increase in the duration of stay.

The majority of the families comes from Southern Italy (83 %) - especially from Sicily - and has been living here for more than 10 years (70 %).

Most of the families in this sample have all their children here in Germany.

An average Italian household is larger than the average household of the Saar (particularly more children).

In 13 % of the families the wife has the German nationality.

### The Situation of the Parents

Almost 50 % of the Italian men and women attended school only till they were 11 years old. Attendance of schools for further education is very rare.

Although one notices an improvement in the working situation after the migration into Germany and also a gradual improvement in the professional status of the Italian workers (particular by the rise from semi-skilled to skilled workers), two-thirds of the workers are still either unskilled or semi-skilled. The attendance of courses for further training is very poor.

The majority of the Italian parents in Germany have retained their Italian tradition and cultural identity: most of them converse at home in Italian (78,4 %) (the corresponding figure for the children is 56 %), read Italian newspaper more often than German ones, visit their home country with their families more or less regularly (only 6,4 % never go home) and hope that they retain their Italian nationality (66,2 %).

44 % of the Italian men and 22 % of the women speak fluent German or German dialects and the contact to the German society is consequently very good and not too problematic. Three-fourths of the Italian wives have either very little or not contact with their neighbours and 16,7 % are members of a German or an Italo-German club.

About 25 % of the Italian wives want to remain in Germany. The majority, however, is undecided, although a considerable number tend towards wanting to perpetuate their stay in Germany. 14 % definitely want to return to Italy.

#### The Problems

All empirical studies show that the professional chances of the foreign workers' children are dependent on those factors which are a direct result of the social situation of the parents, i.e. from the region they come from, duration of stay in Germany, attendance of school, father's profession, speaking habits and the knowledge of German and the intended duration of stay of the parents in Germany.

The influence of these factors is particularly significant. One can reduce the entire complex to three problems:

1. Most of the Italian immigrants change from a typically rural to an industrial region (about 70 % of the Italian live in the industrial centres of the Saar).

The difficulties involved, therefore, in adapting industrial behavioural aspects are considerable. These are great because:

- a) practically none of them - neither parents nor children - are able to prepare themselves for a stay in the new country with the help of vocational or language courses;
- b) over two-thirds of the parents receive no initial assistance in the new country. One must, therefore, emphasize these initial assistance programmes.

2. Even after a long stay in the Saarland the majority of the Italian families, in contrast to the local population, belong to the lower class. A factor which really hinders their social betterment is the language barrier. The parents' insufficient knowledge of German hinders, in addition, their ability to help their own children in learning the language.
3. About 57,6 % of the parents are undecided about the duration of their stay in Germany. This undecidedness shows their uncertainty in the judgement of their situation in the new country and simultaneously hints at the unsatisfactory development of their integration into the Saar society.

#### Suggestions

1. Better preparation of the immigrants in the native country regarding the conditions of life and work in the new country. This requires
  - a) the propagation of concrete and exact information by the Italian authorities and the German Institute for Employment (in the typically rural regions of Southern Italy and Sicily special information must be given about the structure of work, behavioural patterns and the demands of an industrial society. Furthermore, a detailed description of the Regions and the States of the Federal Republic).

- b) Lessons in the German Language, that will enable them to get a proper knowledge of colloquial German.
- c) Course for men that will help to give them an insight into the various professions and their contents.
- d) Distribution of information about the German school system by the Italian school authorities. A prerequisite of this is naturally an exchange of information between the authorities responsible for the respective school systems.

2. German lessons for the newcomers, as the motivation to learn the language is highest at the beginning. The contents of these lessons must bear strong reference to the needs of the immigrants. One does not have to teach them to master the language. These lessons could be conducted by communes, welfare organisations, firms and trade unions, who can then coordinate their programmes and develop a system in the Saar.
3. The payment of grants to those who have to stay away from work when they attend a language course and, as which results in a loss of wages.
4. The organisation of neighbourly contacts between Italians and Germans in Saar communes.
5. The development of Advisory Offices with regard to special questions like the rights regarding work, social problems, foreigners, Common Market questions, the German school system, the possibilities of further education in the Saar. This could contribute to the feeling of security among the Italians who can then judge their situation better.

## 5.2 The Situation of the Children

### Demographic Data

93,4 % of the children in the sample live in Germany, 6,2 % stayed back in Italy and 0,4 % have returned to Italy.

Half of the children in the sample were born in Italy and the other half in Germany.

One-third of the children born in Italy were not in the compulsory schooling age at the time of immigration, about 50 % change from Italian to German schools and 25 % attended school in Italy but left school after arrival in Germany.

As a result of the accelerated immigration of the Italian families lately, the proportion of those whose age is 16 or above is constantly increasing.

### a) Situation in the Nursery and Schooling Stages

#### The Nursery Stage

The proportion of Italian children (38 %) in the nursery schools (age-group 3-5) is only about half as large as that of all children in the Saar (70 %). Among the Italian children one finds more of those coming from families where the fathers have qualified jobs, have been in Germany longer or whose mothers are German.

#### The General Schools

Although the law regarding compulsory education in Germany applies to foreign children as well, one finds that in the Saar about 3 % of the children attend neither the primary nor the secondary school. The corresponding figure for the other industrial regions of German is much higher (20-25 %).



One-third of those no longer in the compulsory age (as compared with the roughly 25 % of those who have left school) left school without completing the secondary stage and do not, as a result, possess the necessary requirements for an apprenticeship.

The attendance of the higher schools - Central School, High School - is, in comparison to that of the German students, gradually diminishing. Here again, the children that go to higher schools come from families that are socially and professionally well-situated.

### The Professional Schools

Although in Germany the professional education is compulsory for those between 15 and 21 years and no longer in any higher school, only 20 % of the Italians in this age group attend vocational schools. Further, the overwhelming majority attend professional schools (the general and not the specialised ones) and not the qualified specialised vocational schools, professional advancement schools or the advanced technical schools.

#### b) Situation of Children who are Employed or in the Employment Age

A large proportion of Italian girls in working age are obviously busy with the family household and are consequently not employed (39,3 %).

The proportion of Italian apprentices is half as large as that of all apprentices in the Saar.

About 56 % of the employed Italian children are workers (cf. 49,4 % in the case of the employed Saar population), 25,8 % are white-collar workers (cf. 39,2 %).

The class to which the parents belong and the attendance of class quite significantly influence the professions of the children.

### The Problems

The children seek their professional chances in the Saar. An improvement of their unsatisfactory professional prospects depends on their integration into the German school system, which is naturally cut to serve the needs of special professional qualification in Germany. The study confirms the suggestion which advises against special Italian schools for the Italian children in the new country and accepts this only in the case of regions where there is a large proportion of foreign workers. The latter is not true of the Saar. The integration in the German school system must allow enough room for the cultivation of the cultural and traditional values that the children receive in most of the families.

The study, however, shows quite clearly the special problems that stand in the way of the realisation of this problem:

1. The fact that many Italian children come from families belonging to the lower class is often a hindrance to the completion of schooling, apprenticeship, further education and qualified employment.
2. For those who are forced to leave school in Italy and resume it in Germany this has the character of a break in the education. They belong to the large group of
3. children who have a disadvantage because they, on the one hand, can hardly speak German and find it very difficult in the schools (43 % of those Italian children who have left school in the Saar have these problems in the primary and secondary schools) and, on the other hand, gradually forget their native language.
4. The additional assistance for the Italian children in the Saar is not yet sufficiently developed. Only 21 % of these receive additional tuition in Germany in the schools. Further there are only 12 organised institutions for tuition in the afternoon.

5. As a result of being ill-informed, the majority of the Italian parents have a much better opinion of the professional prospects, schooling and employment conditions of their children, than what the reality actually is.
6. The poor schooling conditions reduces the children's motivation to try and reach the stage from which they can attend the professional or other schools for further education in order to find a qualified occupation.
7. The lack of Italian teachers in the Saar and the consequent lack of lessons in Italian (in the Saar there are only 11 Italian teachers). Only one-fourth of the Italian children attend the Italian course (language and culture) most of whom do it in the school.

### Suggestions

#### The Nursery Stage

1. "The State Committee for the Problems of Foreign Workers in the Saar" should make sure that the authorities in the nursery schools distribute the seats in the Kindergarten proportionally between the local and foreign children.
2. The development of Kindergarten models or that of institutions for children where they could spend the day, together with Italian and German experts and an Italo-German Parents Advisory Council.
3. Inclusion of Italian teachers in the Kindergarten Seminars arranged by the State.

The General Schools

1. To enquire whether foreign children in the compulsory schooling age could be computed by the school authorities.
2. Development of preparatory classes for the admission of foreign children and their preparation for the school.
3. Reduction of students in those classes where one finds foreign children.
4. For those who come to Germany in the secondary school age: special scholarly attention and preparation for an apprenticeship.
5. For those who have not completed secondary school: special facilities to help them reach this completion.
6. Over-proportional admission of Italian children in the model for General School.
7. The working out of such audio-visual models for learning the language, which are self-teaching and which are in keeping with the problems that Italian children have with the German language.
8. Development of programmes in the afternoon. Testing of programmes for the assistance by homework, which simultaneously has the effect of bringing the Italian and German families together.
9. Development of training programmes for teachers which should them enable to teach foreign children.

10. An increase in the number of Italian teachers in order to guarantee a sufficient number of Italian lessons in German schools.
11. For Italian Secondary Scholars: Introduction of Italian in the curriculum instead of French which is offered in the Saar.

#### The Professional Education Schools

1. To make compulsory for these foreign children who have insufficient knowledge of German; one elementary professional school year after completion of school.
2. The development of new methods of learning German in these schools (e.g. technical 'picture-word-books' (technische Bild-Wort-Fibel)
3. A more than proportional admittance for foreign workers' children in the educational centres of the Saar, where they can be trained for professions with future prospects.

#### The Employment Stage

1. Development of one-year training which, together with the simultaneous part-time employment, should act a preparation for regular training.
2. Promotion of training holidays for German and foreign workers together.

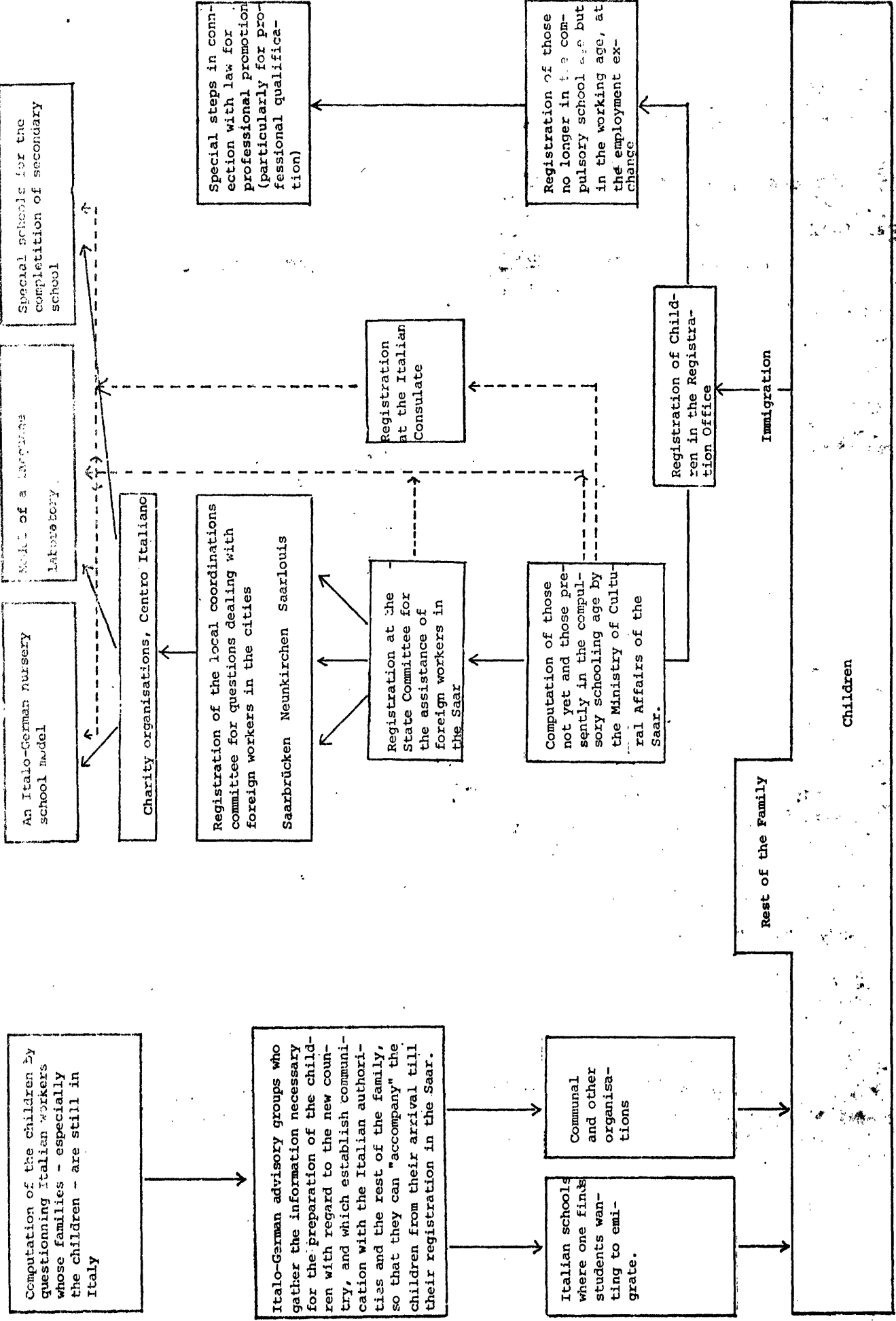
One must now examine how the European Social Fund can help in the realisation of some of the models suggested above.

Suggestion for the Realisation of an integrative Programme

The analysis has made clear that most of steps taken to assist the foreign workers' children must be taken in the new country because most of the married Italian workers, as a result of the allowance of the immigration of families, send for their children as well. However, preparatory measures in the home country should not be done away with. This programme is well-suited for the children of those newcomers (immigration around 1969/70) who intend sending for their children. The illustration (p. 147) shows a possible model of such a programme for the integration.

This programme has three great advantages:

1. The number, name and addresses of children intending to migrate at a definite time can be computed exactly.
2. A small and effective Italo-German advisory group could gather all information between the German and Italian Institutions, and the rest of the family in Italy, and use this information to prepare the children of the conditions in the new country.
3. The immigrating children could then be guided according to educational Levels through the model (described p. 143 f) in the Saar.



Computation of the children by questioning Italian workers whose families - especially the children - are still in Italy

Italo-German advisory groups who gather the information necessary for the preparation of the children with regard to the new country, and which establish communication with the Italian authorities and the rest of the family, so that they can "accompany" the children from their arrival till their registration in the Saar.

Communal and other organisations

Italian schools where one finds students wanting to emigrate.

An Italo-German nursery school model

Seat of a language laboratory

Special schools for the completion of secondary school

Charity organisations, Centro Italiano

Registration of the local coordinations committee for questions dealing with foreign workers in the cities Saarbrücken Neunkirchen Saarlouis

Registration at the State Committee for the assistance of foreign workers in the Saar

Registration at the Italian Consulate

Computation of those not yet and those presently in the compulsory schooling age by the Ministry of Cultural Affairs of the Saar.

Registration of those no longer in the compulsory school age but in the working age, at the employment exchange

Registration of Children in the Registration Office

Rest of the Family

Children

APPENDIX



## Survey Method

**Population:** Italian Families with children, from whom at least one is residing in the Saar.

**Time of Survey:** June 1974

**Sample:** Size of the sample  $n = 800$   
Omissions  $na = 5$   
Interviews  $ni = 795$

**Nature of the Samples:** Stratified Random-Samples according to districts. After receiving the official Statistics and the information from the District Offices, the proportion of families to be interviewed in the various district were determined. After this the addresses from the Foreign Registers were chosen at random so that each address had the same chance of being included in the sample.

### **Art of Questioning:**

Oral interviews with the help of standardised questionnaires with closed answers, i.e. the interviewers were told to read out the questions without making any change in either the text or in the order and to codify it there and then.

The families were then informed, so that they could prepare themselves for the arrival of the interviewer and regarding the problem itself.

The German version of the questionnaire was used during the interviews.

In cases where language difficulties were existent an Italian questionnaire was given to the people. In addition, in cases where it was necessary bilingual interviewers and interpreters were engaged.

**Evaluation:**

The encoded questions were transferred in a coded form to the punching-cards. The evaluation (computing, correlation, checking of mistakes) was done by the electronic data-processing method.

**Checking of Mistakes:**

The lack of official figures made the external validation of the defined population impossible. Internal checking was done with the help of the Standard Deviation, level of Significance - when statistically possible - and the Chi-square Test.

# INSTITUT FÜR SOZIALFORSCHUNG UND SOZIALWIRTSCHAFT E.V.

Professional Education of the Italian Workers' Children

## QUESTIONNAIRE AND RESULTS

Answer	Categories	weiter mit	Results in %		
In which region of Italy were you born?	(11) Sicilia		63,5		
	(12) Sardinia		1,5		
	(13) Calabria		16,9		
	(14) Puglia		3,3		
	(15) Campania		1,8		
	(16) Basilica		0,4		
	(17) Abruzzi e Molise		0,5		
				87,9	
	(21) Latio			0,8	
	(22) Umbria			0,1	
	(23) Marche			0,1	
	(24) Toscana			0,4	
				89,3	
	(31) Emilia Romagna			0,9	
	(32) Piemonte			0,3	
	(33) Lombardia			0,6	
	(34) Liguria			"	
	(35) Trentino Altoadige			0,3	
(36) Friuli			3,4		
(37) Veneto			2,3		
(38) Val d'Aosta			"		
			97,1		
	(41) Others	A 2	3,1		
			100,0		
A 2 Age	(1) under 25 years		worker	wife	
	(2) 25 - 30		0,1	1,1	
	(3) 31 - 35		12,5	28,2	
	(4) 36 - 40		17,2	18,0	
	(5) 41 - 45		22,6	21,1	
	(6) 46 - 50		20,0	14,6	
	(7) above 50 years		14,5	10,6	
	(8) no answer		13,1	5,9	
		A 3	-	0,4	
			100,0	100,0	

A 3 Nationality of the Wife?	(1) Italian (2) Portugese (3) French (4) German (5) Others	A 4	85,8 0,1 0,5 13,0 <u>0,6</u> 100,0
A 4 When did you migrate from Italy to Germany?	(1) before 1964 (2) 1964 - 1969 (3) 1970 - 1972 (4) nach 1972 (5) don't know (6) born in Germany	A 5	70,1 17,7 8,6 2,9 0,1 <u>0,6</u> 100,0
A 5 How many persons does your household consist of?	(1) 1 Person (2) 2 Persons (3) 3 Persons (4) 4 Persons (5) 5 Persons (6) 6 Persons (7) 7 Persons (8) 8 Persons (9) 9 Persons and more	A 6	1,8 3,1 21,0 31,6 21,3 10,4 6,3 3,4 <u>1,1</u> 100,0
A 6 Did anyone help you when you came to Germany?	(1) Yes, but without explanation (2) Yes, from countrymen (3) Yes, from the family already in Germany (4) yes, from the firm (5) Yes, from the Italian Mission (6) Yes, from the Consulate (7) Yes, from others (8) No (9) don't know	A 7	2,0 9,0 13,2 2,3 1,5 0,8 0,1 69,2 <u>1,9</u> 100,0
A 7 Why did you come to Germany? (Two answers possible)	(1) better payment (2) to look for employment (3) better conditions of housing (4) better social benefits (5) other reasons (6) don't know	A 8	59,8 76,8 4,2 2,9 7,1 <u>0,4</u> 151,2 <sup>1)</sup>

1) Two answers possible (Base is the number of the interviewed households)

A 8 Can you state with certainty, as to how long you will stay in Germany?	+(1) till the children work (2) till retirement (3) for ever +(4) until I find no further empl. +(5) other reasons (6) don't know (7) no information	A 9 A 10 A 10 A 9 A 9 A 9 A 9	0,4 5,2 26,3 4,7 4,3 57,6 1,6 100,0																																	
+ Only by answers 1, 4, 5 to A 8																																				
A 9 Do you know, how long that will be?	(1) less than 5 years (2) more than 5 years (3) don't know (4) no answer	A 10	34,6 13,3 50,7 1,3 100,0																																	
A 10 What was yours and your wife's last profession in Italy or were you not employed or unemployed?	(1) manovalé (2) operario (3) operario spècilizato (4) others (5) unemployed (6) not employed (7) no answer	A 11	<table border="1"> <thead> <tr> <th></th> <th>worker</th> <th>wife</th> </tr> </thead> <tbody> <tr> <td>(1)</td> <td>55,7</td> <td>5,9</td> </tr> <tr> <td>(2)</td> <td>19,8</td> <td>2,9</td> </tr> <tr> <td>(3)</td> <td>13,6</td> <td>2,2</td> </tr> <tr> <td>(4)</td> <td>-</td> <td>-</td> </tr> <tr> <td>(5)</td> <td>3,7</td> <td>0,3</td> </tr> <tr> <td>(6)</td> <td>6,6</td> <td>87,3</td> </tr> <tr> <td>(7)</td> <td>0,6</td> <td>1,4</td> </tr> <tr> <td></td> <td>100,0</td> <td>100,0</td> </tr> </tbody> </table>		worker	wife	(1)	55,7	5,9	(2)	19,8	2,9	(3)	13,6	2,2	(4)	-	-	(5)	3,7	0,3	(6)	6,6	87,3	(7)	0,6	1,4		100,0	100,0						
	worker	wife																																		
(1)	55,7	5,9																																		
(2)	19,8	2,9																																		
(3)	13,6	2,2																																		
(4)	-	-																																		
(5)	3,7	0,3																																		
(6)	6,6	87,3																																		
(7)	0,6	1,4																																		
	100,0	100,0																																		
A 11 What was yours and your wife's first profession in Germany? (Answer to be noted and coded)	(1) semi- and unskilled worker (2) skilled worker (3) white-collar worker (4) civil servant (5) self-employed (6) unemployed (7) not employed (8) don't know (9) wife in Italy	A 12	<table border="1"> <thead> <tr> <th></th> <th>worker</th> <th>wife</th> </tr> </thead> <tbody> <tr> <td>(1)</td> <td>79,6</td> <td>27,7</td> </tr> <tr> <td>(2)</td> <td>13,5</td> <td>1,3</td> </tr> <tr> <td>(3)</td> <td>3,4</td> <td>2,9</td> </tr> <tr> <td>(4)</td> <td>0,1</td> <td>0,1</td> </tr> <tr> <td>(5)</td> <td>2,1</td> <td>1,7</td> </tr> <tr> <td>(6)</td> <td>-</td> <td>0,4</td> </tr> <tr> <td>(7)</td> <td>1,0</td> <td>63,9</td> </tr> <tr> <td>(8)</td> <td>0,3</td> <td>0,1</td> </tr> <tr> <td>(9)</td> <td>-</td> <td>1,7</td> </tr> <tr> <td></td> <td>100,0</td> <td>100,0</td> </tr> </tbody> </table>		worker	wife	(1)	79,6	27,7	(2)	13,5	1,3	(3)	3,4	2,9	(4)	0,1	0,1	(5)	2,1	1,7	(6)	-	0,4	(7)	1,0	63,9	(8)	0,3	0,1	(9)	-	1,7		100,0	100,0
	worker	wife																																		
(1)	79,6	27,7																																		
(2)	13,5	1,3																																		
(3)	3,4	2,9																																		
(4)	0,1	0,1																																		
(5)	2,1	1,7																																		
(6)	-	0,4																																		
(7)	1,0	63,9																																		
(8)	0,3	0,1																																		
(9)	-	1,7																																		
	100,0	100,0																																		
A 12 What is your present occupation in Germany?	(1) semi- and unskille worker (2) skilled worker (3) white-collar worker (4) civil servant (5) self-employed (6) unemployed (7) not employed (8) don't know (9) pensioner	A 13 bzw. A 14	64,4 20,6 4,8 0,1 5,0 2,3 2,0 - 0,3 100,0																																	

**In case mother is not the Head of the family**

**A 13 Is your wife employed?**

(1) yes, full-time	20,0
(2) only part-time	4,1
(3) hourly basis	3,6
(4) No	<u>72,3</u>
	100,0

A 14

**A 14 At what age did you and your wife leave school?**

	HV	Ehefrau
(1) with 11 years and earlier	47,7	44,6
(2) with 12	17,2	16,4
(3) with 13	7,5	9,1
(4) with 14	12,1	16,1
(5) with 15	3,8	6,3
(6) with 16	1,3	1,9
(7) after 16 years	3,5	2,9
(8) no information	5,5	1,4
(9) did not attend school	<u>1,4</u>	<u>1,4</u>
	100,0	100,0

A 15

**A 15 Did you attend any courses in Germany that better your professional qualification?**

(1) No	A 17	90,3
+ (2) Yes, without further expl.	A 16	1,6
+ (3) basic training course	A 16	0,1
+ (4) language course	A 16	1,9
+ (5) training course in firm	A 16	4,4
+ (6) evening course	A 16	0,3
+ (7) others	A 16	1,3
(8) don't know	A 17	<u>0,1</u>
		100,0

**Only by answer (2)-(7) to A 15:**

**A 16 How long did you attend this course?**

(1) less than one year	62,3
(2) more than one year	15,6
(3) more than two years	16,9
(4) no information	<u>5,2</u>
	100,0

A 17

**A 17 We are now interested in your knowledge of German. On the card you will find various categories. Which is true in your case? First German, please.**

	HV		Ehefrau	
	Deutsch	Ital.	Deutsch	Ital.
(1) speaks fluently, writes well	7,5	73,6	16,6	62,9
(2) speaks fluently, writes a little	24,4	18,0	9,3	17,5
(3) speaks fluently, doesn't write	12,1	5,9	6,7	4,9
(4) does not speak and write too well	19,9	1,0	17,7	3,8
(5) speaks, cannot write	31,6	1,0	33,7	4,7
(6) does not speak and write at all	4,3	0,4	15,8	5,8
(7) others	-	-	0,1	0,3
(8) no information	<u>0,3</u>	<u>0,1</u>	<u>0,1</u>	<u>0,1</u>
	100,0	100,0	100,0	100,0

A 13

Now for Italian  
CARD!

<p>A 18 In which language do you converse normally with</p> <p>a) your wife?</p> <p>b) your children?</p>	<p>(1) Italian</p> <p>(2) German</p> <p>(3) both</p> <p>(4) Italian dialect</p> <p>(5) German dialect</p> <p>(6) no information</p> <p>(7) Others</p>	A 19	<table border="1"> <thead> <tr> <th>Wife</th> <th>children</th> </tr> </thead> <tbody> <tr> <td>47,6</td> <td>31,3</td> </tr> <tr> <td>13,0</td> <td>14,0</td> </tr> <tr> <td>6,8</td> <td>26,8</td> </tr> <tr> <td>30,8</td> <td>24,8</td> </tr> <tr> <td>1,4</td> <td>2,5</td> </tr> <tr> <td>0,1</td> <td>0,4</td> </tr> <tr> <td>0,3</td> <td>0,2</td> </tr> <tr> <td>100,0</td> <td>100,0</td> </tr> </tbody> </table>	Wife	children	47,6	31,3	13,0	14,0	6,8	26,8	30,8	24,8	1,4	2,5	0,1	0,4	0,3	0,2	100,0	100,0
Wife	children																				
47,6	31,3																				
13,0	14,0																				
6,8	26,8																				
30,8	24,8																				
1,4	2,5																				
0,1	0,4																				
0,3	0,2																				
100,0	100,0																				
<p>A 19 How often do you read</p> <p>a) German newspapers?</p> <p>b) Italian newspapers?</p>	<p>(1) regularly</p> <p>(2) seldom</p> <p>(3) never</p>	A 20	<table border="1"> <thead> <tr> <th colspan="2">Newspapers</th> </tr> <tr> <th>German</th> <th>Italian</th> </tr> </thead> <tbody> <tr> <td>20,6</td> <td>23,9</td> </tr> <tr> <td>35,8</td> <td>49,9</td> </tr> <tr> <td>43,5</td> <td>26,2</td> </tr> <tr> <td>100,0</td> <td>100,0</td> </tr> </tbody> </table>	Newspapers		German	Italian	20,6	23,9	35,8	49,9	43,5	26,2	100,0	100,0						
Newspapers																					
German	Italian																				
20,6	23,9																				
35,8	49,9																				
43,5	26,2																				
100,0	100,0																				
<p>A 20 Does one watch German TV programmes at your home?</p>	<p>(1) Yes</p> <p>(2) No</p> <p>(3) no answer</p>	A 21	<table border="1"> <tbody> <tr> <td>92,2</td> </tr> <tr> <td>7,5</td> </tr> <tr> <td>0,3</td> </tr> <tr> <td>100,0</td> </tr> </tbody> </table>	92,2	7,5	0,3	100,0														
92,2																					
7,5																					
0,3																					
100,0																					
<p>A 21 Do you take part in the activities of a German or Italian club?</p>	<p>(1) German and Italian</p> <p>(2) German</p> <p>(3) Italian</p> <p>(4) neither/nor</p> <p>(5) No</p> <p>(6) no answer</p>	A 22	<table border="1"> <tbody> <tr> <td>9,4</td> </tr> <tr> <td>7,3</td> </tr> <tr> <td>6,9</td> </tr> <tr> <td>4,5</td> </tr> <tr> <td>71,6</td> </tr> <tr> <td>0,3</td> </tr> <tr> <td>100,0</td> </tr> </tbody> </table>	9,4	7,3	6,9	4,5	71,6	0,3	100,0											
9,4																					
7,3																					
6,9																					
4,5																					
71,6																					
0,3																					
100,0																					
<p>A 22 With whom do you spend your spare-time?</p>	<p>(1) with countrymen</p> <p>(2) with Germans</p> <p>(3) with both</p> <p>(4) no answer</p>	A 23	<table border="1"> <tbody> <tr> <td>27,3</td> </tr> <tr> <td>13,1</td> </tr> <tr> <td>52,5</td> </tr> <tr> <td>7,2</td> </tr> <tr> <td>100,0</td> </tr> </tbody> </table>	27,3	13,1	52,5	7,2	100,0													
27,3																					
13,1																					
52,5																					
7,2																					
100,0																					
<p>A 23 Do you have close, casual or no contact to your neighbours?</p>	<p>(1) close contact</p> <p>(2) casual contact</p> <p>(3) no contact</p> <p>(4) no information</p>	A 24	<table border="1"> <tbody> <tr> <td>25,0</td> </tr> <tr> <td>55,5</td> </tr> <tr> <td>19,1</td> </tr> <tr> <td>0,4</td> </tr> <tr> <td>100,0</td> </tr> </tbody> </table>	25,0	55,5	19,1	0,4	100,0													
25,0																					
55,5																					
19,1																					
0,4																					
100,0																					

		alone	with the whole family
A 24 How often do you visit your home country?	(1) regularly every year or 2 years (2) sometimes (3) never (4) no information	9,2 17,7 71,4 1,6 100,0	50,6 41,3 6,4 1,8 100,0
A 25 Did you or your children attend language or professional courses in Italy in connection with your migration?	(1) No (2) Yes, without further explanation (3) Yes, vocational courses (4) Yes, Language courses (5) Yes, both (6) no information	96,6 1,4 0,4 1,1 - 0,5 100,0	98,6 0,7 0,2 0,5 - - 100,0
A 26 How many children do you have?	(1) one child (2) two children (3) three " (4) four " (5) five " (6) six " (7) seven " (8) eight and more children	19,2 32,1 23,4 12,8 6,7 3,1 1,3 1,4 100,0	
A 27 How many of them live in Germany?	(1) one child (2) two children (3) three " (4) four " (5) five " (6) six " (7) seven " (8) eight and more children (9) no information (X) no children	20,3 31,3 23,9 10,8 5,4 2,6 1,1 1,3 - 3,3 100,0	



A 28 How many of them live in your household?	(1) one child (2) two children (3) three " (4) four " (5) five " (6) six " (7) seven " (8) eight and more (9) no information (x) no children	A 29	22,3 32,3 22,1 9,7 5,3 2,2 0,8 0,3 - 5,0 100,0
A 29 Number of children?	(1) one child (2) two children (3) three " (4) four "	B 1	19,4 31,9 23,5 25,2 100,0

II. Question pertaining to the four eldest children in the order of their ages.

When the number of children is less than four the corresponding columns remain unfilled.

Note the Christian Name of the Child!

B1	Does it live in Italy or in your household here?	1. child %	2. child %	3. child %	4. child %	all children %
(1)	Italian	7,4	5,5	4,9	6,5	6,2
(2)	in the household	84,2	87,3	90,4	83,5	82,3
(3)	in Germany, but not in the household	8,2	6,7	4,2	5,0	6,6
(4)	back to Italy	<u>0,3</u>	<u>0,5</u>	<u>0,5</u>	<u>-</u>	<u>0,4</u>
		100,0	100,0	100,0	100,0	100,0
<hr/>						
B2	Year of birth (to be coded)					
(1)	before 1950	9,6	6,1	4,7	3,5	6,9
(2)	1950 - 1958	26,4	22,2	16,8	18,0	22,4
(3)	1959	3,8	4,8	3,6	2,0	3,9
(4)	1960	5,7	4,4	7,0	5,5	5,5
(5)	1961	4,7	3,6	4,4	2,5	4,1
(6)	1962	4,9	4,2	6,5	5,0	5,0
(7)	1963	5,3	5,8	4,4	5,0	5,2
(8)	1964	4,3	4,1	4,4	7,0	4,7
(9)	1965	3,4	6,1	5,4	7,5	5,0
(10)	1966	5,9	4,2	5,9	3,0	5,6
(11)	1967	3,9	6,7	5,4	6,5	5,3
(12)	1968	5,0	6,6	6,7	5,0	5,8
(13)	1969	3,9	4,5	4,7	4,5	4,3
(14)	1970	8,1	5,3	4,1	6,0	4,3
(15)	1971	3,8	4,2	5,7	5,5	4,4
(16)	1972 and younger	5,8	7,2	10,1	3,5	7,3
(17)	no information	<u>0,1</u>	<u>0,1</u>	<u>0,2</u>	<u>-</u>	<u>0,1</u>
		100,0	100,0	100,0	100,0	100,0
<hr/>						
B3	Sex					
(1)	male	53,3	51,5	51,9	52,5	52,4
(2)	female	<u>46,7</u>	<u>48,5</u>	<u>48,1</u>	<u>47,5</u>	<u>47,6</u>
		100,0	100,0	100,0	100,0	100,0
<hr/>						
B4	Country of Birth:					
(1)	Italy	54,7	48,8	44,7	51,0	50,6
(2)	France	1,5	0,9	1,0	1,5	1,2
(3)	Germany	43,1	49,6	53,2	47,5	47,6
(4)	others	<u>0,6</u>	<u>0,6</u>	<u>1,0</u>	<u>-</u>	<u>0,6</u>
		100,0	100,0	100,0	100,0	100,0

B 6 When did the children arrive in Germany? (When the child is born in Germany, note the year) (xx) Child lives in Italy	1. child	2. child	3. child	4. child	all children
	%	%	%	%	%
(1) before 1950	1,4	1,0	0,5	-	0,9
(2) 1950 - 1958	7,4	5,1	2,7	3,7	5,4
(3) 1959	2,6	2,0	1,4	-	1,9
(4) 1960	5,6	4,0	5,5	3,2	4,8
(5) 1961	4,9	4,6	3,0	2,1	4,2
(6) 1962	5,4	4,3	4,6	5,9	5,0
(7) 1963	5,0	4,5	3,8	2,1	4,3
(8) 1964	6,8	6,0	6,8	4,8	6,3
(9) 1965	7,6	9,1	7,1	3,0	8,0
(10) 1966	8,2	5,6	7,7	9,1	7,4
(11) 1967	4,9	7,1	5,8	9,6	6,2
(12) 1968	5,7	7,5	8,2	6,4	6,8
(13) 1969	7,6	8,0	9,5	3,6	8,2
(14) 1970	7,8	10,3	9,0	10,2	9,0
(15) 1971	6,8	7,1	8,2	10,2	7,5
(16) 1972 and younger	12,1	13,6	16,0	16,0	13,8
(17) no information	0,1	0,2	0,2	-	0,2
	<u>100,0</u>	<u>100,0</u>	<u>100,0</u>	<u>100,0</u>	<u>100,0</u>
(xx) Child lives in Italy	7,7	5,9	5,4	6,5	6,6

A 30 Did one or more of your children attend school in Italy or is still attending school there?  When answer is 'yes', then B6, When no, then B9.	+ (1) all children	7,2
	+ (2) one child	11,1
	+ (3) two children	8,3
	+ (4) three "	4,0
	+ (5) four "	3,0
	+ (6) five and more	0,5
	(7) none of the children	05,2
	(8) no information	-
	(9) attends school in France	0,3
	<u>100,0</u>	

Question B6; B7 and B8 only when they attended School in Italy.

+ B 6 Since when have they attended or do they still attend school in Italy?					
(1) 1 year	13,3	11,7	7,8	17,5	12,3
(2) 2 - 3 years	19,9	17,0	30,1	27,8	21,0
(3) 4 - 5 years	31,4	33,3	28,2	26,3	32,5
(4) 6 - 7 years	12,9	14,4	14,6	14,0	13,8
(5) 8 - 9 years	17,0	12,2	16,5	14,0	15,0
(6) 10 - 11 years	3,0	2,1	1,0	5,3	2,6
(7) 12 - 13 years	0,7	1,1	1,0	-	0,8
(8) 14 years and longer	1,1	2,1	1,0	-	1,3
(9) no information	0,7	1,1	-	-	0,7
	<u>100,0</u>	<u>100,0</u>	<u>100,0</u>	<u>100,0</u>	<u>100,0</u>

+B7	Which school did they attend or do they still attend?	1.child %	2.child %	3.child %	4.child %	all children %
	CARD!					
	<u>Primary Stage</u>					
	(1) Yes, earlier on	94,8	96,3	99,0	91,2	95,6
	(2) presently	4,4	2,7	1,0	8,8	3,7
	(3) No	0,8	1,0	-	-	0,7
		100,0	100,0	100,0	100,0	100,0
	<u>Secondary Stage</u>					
	(1) Yes, earlier on	29,3	28,7	28,2	28,0	28,8
	(2) presently	2,6	2,1	3,9	1,3	2,6
	(3) No	68,1	69,2	67,9	70,2	68,6
		100,0	100,0	100,0	100,0	100,0
	<u>Vocational School</u>					
	(1) Yes, earlier on	3,0	2,7	1,0	3,5	1,6
	(2) presently	0,7	1,1	-	3,5	1,3
	(3) no	96,3	96,2	99,0	93,0	97,1
		100,0	100,0	100,0	100,0	100,0
	<u>others</u>					
	(1) yes, earlier on	1,5	2,1	1,0	1,8	1,6
	(2) presently	1,5	2,1	-	-	1,3
	(3) no	97,0	95,8	99,0	98,2	97,1
		100,0	100,0	100,0	100,0	100,0
-----						
+B8	Did the children complete school in Italy? When yes, which school?					
	CARD!					
	(1) none	58,1	52,7	54,4	57,9	55,8
	(2) yes, without further explanation	2,2	0,5	1,0	1,8	1,5
	(3) Licenza élémentaire	23,0	30,3	29,1	21,1	26,1
	(4) Licenza scuola média	12,6	10,6	10,7	14,0	11,8
	(5) Licenza scuola média supérieure	1,5	1,6	1,0	1,8	1,5
	(6) Maturita	1,1	1,6	1,0	1,3	1,3
	(7) others	-	-	-	-	-
	(8) no information	1,5	2,7	2,7	1,8	2,1
		100,0	100,0	100,0	100,0	100,0
-----						
Only for those who still attend school in Italy!						
+A 31	Why did the child stay back in Italy? (Two answers possible)	(1)	because of the language			23,3
		(2)	because of working in Italy			15,0
		(3)	because there is no room in the apartment here			15,0
		(4)	because of better apprenticeship			- in Italy
		(5)	because the German schools are			1,7 unknown
		(6)	other reasons			45,0
		(7)	no information			21,7 <sup>1)</sup>
						121,7

Only then, when the children are in Germany!

A 32 Why did you bring the children to Germany or why did you send for them?	(1) because the worker has secured good employment	46,5
	(2) better living conditions	0,9
	(3) children are in the working age	2,1
	(4) children completed school in Italy	0,9
	(5) other reasons	4,4
	(6) don't know	2,8
	(7) because the family is living in Germany	<u>42,3</u> 100,0

Questions B9 - A38 only for children who are in Germany!

Otherwise A 39	1.child %	2.child %	3.child %	4.child %	all children %
B 9 How long did the child attend school or is still attending school in Germany?					
(1) 1 year	6,7	7,1	10,4	12,3	8,1
(2) 2 - 3 years	12,7	14,9	15,5	17,6	14,4
(3) 4 - 5 years	15,5	15,1	12,8	13,4	14,6
(4) 6 - 7 years	10,2	8,3	8,2	7,0	8,9
(5) 8 - 9 years	15,3	11,3	9,8	8,0	12,2
(6) 10 - 11 years	1,6	0,8	0,5	0,5	1,1
(7) 12 - 13 years	0,7	0,3	0,5	-	0,5
(8) 14 years and more	1,0	0,3	0,5	-	0,6
(9) no information	0,3	0,2	0,5	-	0,3
(x) not yet in schooling age	22,9	30,3	32,4	31,6	28,0
(y) did not go further to school	<u>13,2</u>	<u>11,3</u>	<u>8,7</u>	<u>9,6</u>	<u>11,4</u>
	100,0	100,0	100,0	100,0	100,0
<hr/>					
B 10 Which school did the child attend or is still attending?					
<u>+Kinderparten</u>					
(1) yes, earlier on	36,9	30,5	27,4	20,3	31,9
(2) presently	6,2	7,2	5,4	1,3	6,0
(3) none	<u>56,9</u>	<u>62,3</u>	<u>67,2</u>	<u>78,4</u>	<u>62,1</u>
	100,0	100,0	100,0	100,0	100,0
<u>+ Pre-School</u>					
(1) yes, earlier on	14,0	11,2	7,9	8,5	11,6
(2) presently	3,5	3,8	3,5	3,8	3,7
(3) no	<u>82,5</u>	<u>85,0</u>	<u>88,6</u>	<u>87,7</u>	<u>84,7</u>
	100,0	100,0	100,0	100,0	100,0

## B10 - Continuation

Which school did the child attend or is still attending?

Special School

	1.child %	2.child %	3.child %	4.child %	all children %
(1) Yes, earlier on	1,5	2,0	1,4	1,8	1,7
(2) presently	2,3	3,7	2,8	2,7	2,9
(3) no	<u>96,2</u>	<u>94,3</u>	<u>95,8</u>	<u>95,5</u>	<u>95,4</u>
	100,0	100,0	100,0	100,0	100,0

Primary School

(1) yes, earlier on	58,0	52,6	44,9	40,0	52,1
(2) presently	37,7	42,3	48,6	50,9	42,5
(3) no	<u>4,3</u>	<u>5,1</u>	<u>6,5</u>	<u>9,1</u>	<u>6,4</u>
	100,0	100,0	100,0	100,0	100,0

Secondary School

(1) yes, earlier on	28,4	27,8	18,5	18,2	25,4
(2) presently	20,5	18,2	22,7	23,6	20,5
(3) no	<u>51,1</u>	<u>54,0</u>	<u>58,8</u>	<u>58,2</u>	<u>54,1</u>
	100,0	100,0	100,0	100,0	100,0

Central School

(1) yes, earlier on	0,4	0,3	-	-	0,3
(2) presently	1,7	0,6	1,4	-	1,1
(3) no	<u>97,9</u>	<u>99,1</u>	<u>98,6</u>	<u>100,0</u>	<u>98,6</u>
	100,0	100,0	100,0	100,0	100,0

High School

(1) yes, earlier on	1,5	0,3	0,9	-	0,9
(2) presently	4,5	2,3	2,3	1,8	3,1
(3) no	<u>94,0</u>	<u>97,4</u>	<u>96,8</u>	<u>98,2</u>	<u>96,0</u>
	100,0	100,0	100,0	100,0	100,0

Other Vocational Schools

(1) yes, earlier on	0,6	0,6	0,5	-	0,5
(2) presently	0,9	0,6	0,5	-	0,6
(3) no	<u>98,5</u>	<u>98,8</u>	<u>99,0</u>	<u>100,0</u>	<u>98,9</u>
	100,0	100,0	100,0	100,0	100,0

Others

(1) yes, earlier on	0,9	0,3	0,5	-	0,5
(2) presently	0,4	-	0,5	-	0,3
(3) no	<u>98,7</u>	<u>99,7</u>	<u>99,0</u>	<u>100,0</u>	<u>99,2</u>
	100,0	100,0	100,0	100,0	100,0

	1.child %	2.child %	3.child %	4.child %	all children %
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Question B11 and B 12 only when the child has left school!

B11 After which class did the children leave school?

(1) 2. class	-	1,8	2,3	-	0,9
(2) 3. class	2,6	0,9	6,8	-	2,4
(3) 4. class	3,3	2,7	-	4,3	2,7
(4) 5. class	4,6	8,0	2,3	4,3	5,5
(5) 6. class	4,6	1,8	6,8	8,8	4,2
(6) 7. class	13,2	13,4	13,6	4,3	12,7
(7) 8. class	19,2	23,2	15,9	13,0	19,7
(8) 9. class	45,0	46,4	43,2	56,5	46,1
(9) 10.class	3,3	-	-	-	1,5
(10) 11.class	-	-	-	-	-
(11) 12.class	-	-	-	-	-
(12) 13.class	1,3	0,9	2,3	-	1,2
(13) 14.class	0,7	-	2,3	-	0,6
(14) 15.class	-	-	-	-	-
(15) no information	<u>2,0</u>	<u>0,9</u>	<u>4,5</u>	<u>8,8</u>	<u>2,4</u>
	100,0	100,0	100,0	100,0	100,0

B12 How old were the children when they left school?

(1) 14 years	29,3	37,5	53,3	13,6	34,3
(2) 15 "	54,7	54,5	35,6	81,8	53,8
(3) 16 "	11,3	5,4	4,4	-	7,6
(4) 17 "	1,3	1,8	-	-	1,2
(5) 18 "	2,0	-	-	-	0,9
(6) above 18 years	1,3	0,9	4,4	-	1,8
(7) no information	<u>-</u>	<u>-</u>	<u>2,2</u>	<u>4,5</u>	<u>0,3</u>
	100,0	100,0	100,0	100,0	100,0

For all those who either attend school, have attended or will attend school in Germany!

B13 Which level did the child reach or is attempting to reach?

General School Education

(1) Primary level	43,5	51,9	55,0	57,5	49,8
(2) Ordinary level	9,4	5,3	5,4	4,8	7,0
(3) advanced level	14,1	10,1	8,1	4,8	10,7
(4) others	2,0	1,5	1,2	-	1,5
(5) don't know	22,9	24,1	26,1	28,7	24,5
(6) didn't reach any level	<u>8,0</u>	<u>6,7</u>	<u>4,2</u>	<u>4,2</u>	<u>6,5</u>
	100,0	100,0	100,0	100,0	100,0

CARD!

## B 13 - Continuation

Which level did the child reach  
or is attempting to reach?

## Vocational Education

(1) Training Period	14,2	12,0	10,4	12,4	12,6
(2) completed apprenticeship	31,6	35,0	31,0	31,9	32,6
(3) University Education	10,2	6,8	6,0	3,2	7,6
(4) Commercial School					
	4,5	1,5	0,8	-	2,4
(5) Others	8,5	2,5	1,9	2,2	2,8
(6) no information					
	<u>36,0</u>	<u>42,2</u>	<u>49,9</u>	<u>50,3</u>	<u>42,0</u>
	100,0	100,0	100,0	100,0	100,0

\* Only for those who were born in Germany and have not attended Kindergarten or preparatory school!

A 33 Why didn't your children attend  
Kindergarten or preparatory school?  
Please give me the two most im-  
portant reasons!

(1) Children do not attend Kindergar- ten in Italy	1,4
(2) it is too expensive	3,3
(3) don't know this type of school	3,5
(4) too inconvenient (bad transport facilities etc.)	
	17,4
(5) other reasons	51,0
(6) no information	<u>26,4</u>
	108,0

Question B14 - B20 for those who are either attending or have attended school in Germany!

B 14 Did your child (or do they) have  
difficulties in the school? Did  
they have to repeat classes as  
a result?

(1) No	69,6	63,5	63,3	65,5	67,7
+(2) Yes, without repetition	12,8	12,8	14,0	12,7	13,0
+(3) Yes, repeated one class	13,1	13,9	18,1	15,5	14,5
+(4) repeated two classes	2,6	2,6	1,4	2,7	2,4
+(5) repeated more often 2 classes					
	1,1	1,4	0,9	-	1,0
(6) don't know	0,6	0,9	1,9	3,6	1,2
(7) didn't attend any longer to school	<u>0,2</u>	<u>-</u>	<u>0,5</u>	<u>-</u>	<u>0,2</u>
	100,0	100,0	100,0	100,0	100,0



Only by question B 14(2) - (5)

#15 Did the child receive help? When yes, from whom?	1.child %	2.child %	3.child %	4.child %	all children %
(1) No	42,3	46,8	45,2	47,1	44,8
(2) Yes, without further expl.	6,5	7,0	8,2	5,9	7,1
(3) Yes, from the parents	10,1	5,5	9,6	2,9	7,9
(4) Yes, from the teacher	13,3	17,4	17,8	17,6	16,1
(5) by courses away from school	15,2	10,1	6,8	14,7	11,9
(6) other solution	10,1	11,0	8,2	8,3	9,9
(7) don't know	<u>1,4</u>	<u>1,3</u>	<u>4,1</u>	<u>2,9</u>	<u>2,3</u>
	100,0	100,0	100,0	100,0	100,0
<hr/>					
A 34 Have you ever spoken to your children's teacher?					
(1) Yes, my own initiative	61,2	59,7	54,7	51,8	59,8
(2) at the request of the teacher	12,6	12,8	13,1	10,9	12,6
(3) no	22,9	26,7	31,3	37,3	27,0
(4) don't know	<u>0,2</u>	<u>0,9</u>	<u>0,9</u>	-	<u>0,5</u>
	100,0	100,0	100,0	100,0	100,0
<hr/>					
B 16 How often have the children had to change schools as a result of movement into other apartments?					
(1) yes, without further expl.	2,3	3,7	4,2	3,6	3,4
(2) once	19,7	19,9	19,5	18,2	19,6
(3) twice	4,3	5,1	7,4	4,5	5,2
(4) more often than twice	2,4	2,6	1,9	1,8	2,3
(5) no	70,4	68,5	66,5	70,9	69,1
(6) no information	<u>0,4</u>	<u>0,3</u>	<u>0,5</u>	<u>0,9</u>	<u>0,4</u>
	100,0	100,0	100,0	100,0	100,0
<hr/>					
B 17 Have the children had to change schools because of scholarly difficulties? If so, how often?					
(1) Yes, without further expl.	0,4	1,1	0,5	-	0,6
(2) once	3,0	4,3	1,9	1,8	3,1
(3) twice	-	-	-	0,9	0,1
(4) more often than twice	-	-	-	-	-
(5) no	96,4	94,0	97,2	97,3	95,9
(6) no information	<u>0,2</u>	<u>0,6</u>	<u>0,5</u>	-	<u>0,3</u>
	100,0	100,0	100,0	100,0	100,0

B18 Have the children attend or do they still attend a comprehensive school?	1.child %	2.child %	3.child %	4.child %	all children %
(1) No	91,9	92,0	94,0	91,8	92,4
(2) Yes, had attended	2,3	2,3	2,3	0,9	2,5
(3) yes, attends till now	2,3	2,8	1,9	3,6	2,7
(4) dont know	<u>2,6</u>	<u>2,3</u>	<u>1,9</u>	<u>3,6</u>	<u>2,4</u>
	100,0	100,0	100,0	100,0	100,0

B19 Were they or are they still in a adaptation class?					
(1) No :	95,5	93,7	94,0	99,9	94,3
(2) Yes, earlier on	3,6	4,6	4,2	4,5	4,1
(3) presently	0,4	1,4	1,4	3,6	1,2
(4) don't know	<u>0,4</u>	<u>0,3</u>	<u>0,5</u>	<u>0,9</u>	<u>0,4</u>
	100,0	100,0	100,0	100,0	100,0

B20 Did they have to shorten their attendance because of difficulties?					
(1) Yes	22,0	20,2	12,5	20,0	19,7
(2) No	78,0	78,2	83,9	76,7	78,9
(3) don't know	<u>-</u>	<u>1,7</u>	<u>3,6</u>	<u>3,3</u>	<u>1,4</u>
	100,0	100,0	100,0	100,0	100,0

Question B21-25 only for those who are no longer in school, otherwise B 26.

B21 Did your children or do they still attend vocational schools in Germany?					
(1) No	73,4	74,9	77,9	83,3	75,4
+(2) Yes, without further expl.	3,6	3,9	2,6	2,4	3,5
+(3) Training period (1 or 2 years)	8,1	8,9	9,1	9,5	8,6
+(4) Commercial School					
Vocational School	2,4	1,7	-	-	1,6
+(5) Other technical schools	6,0	5,0	3,9	2,4	5,1
+(6) courses from the firm	2,0	2,2	2,6	2,4	2,2
+(7) evening courses	4,0	2,8	2,6	-	3,1
(8) don't know	<u>0,4</u>	<u>0,6</u>	<u>1,3</u>	<u>-</u>	<u>0,5</u>
	100,0	100,0	100,0	100,0	100,0

Question B 22 only by answers (2)-(7) to B 21

+B 22 How long were or are these courses?	1.child %	2.child %	3.child %	4.child %	all children %
(1) less than one year	18,2	27,3	18,8	14,3	21,1
(2) one year	27,3	22,7	31,3	28,6	26,3
(3) two years	16,7	15,9	6,3	-	14,3
(4) more than two years	33,3	29,5	31,3	14,3	30,8
(5) no information	<u>4,5</u>	<u>4,5</u>	<u>12,5</u>	<u>42,9</u>	<u>7,5</u>
	100,0	100,0	100,0	100,0	100,0

B 23 What is your child's present occupation?

(1) un -skilled worker	26,6	21,9	24,7	22,0	24,4
(2) semi-skilled Worker	17,3	18,0	16,9	31,7	18,6
(3) skilled worker	11,7	11,2	7,8	9,8	10,8
(4) industrial trainee	9,3	11,2	5,2	4,9	9,0
(5) commercial trainee	2,4	3,9	1,3	2,4	2,8
(6) white-collar worker	10,1	9,0	6,5	4,9	8,8
(7) civil servant	-	-	-	-	-
(8) self-employed	3,2	2,2	2,6	-	2,6
(9) unemployed	1,2	0,6	1,3	-	0,9
(x) not employed	16,5	21,9	32,5	24,4	21,1
(y) Students	<u>1,6</u>	-	<u>1,3</u>	-	<u>0,9</u>
	100,0	100,0	100,0	100,0	100,0

B 24 Has your child changed jobs?  
If so, how often?

(1) Yes, without further expl.	2,4	3,4	6,5	10,3	3,9
(2) once	20,2	19,7	13,0	17,9	18,8
(3) twice	10,9	7,3	11,7	2,6	9,2
(4) more often than twice	9,7	9,0	5,2	10,3	8,9
(5) didn't work till now	15,3	19,7	27,3	15,4	18,5
(6) didn't work any longer	2,4	2,2	6,5	5,1	3,1
(7) no	37,9	37,6	28,6	38,5	36,5
(8) no information	<u>1,2</u>	<u>1,1</u>	<u>1,3</u>	-	<u>1,1</u>
	100,0	100,0	100,0	100,0	100,0

B 25 Since when is your child employed?

(1) 1 year	8,9	15,7	11,5	10,0	11,6
(2) 2 years	11,7	15,2	12,8	12,5	13,1
(3) 3 "	13,3	13,5	9,0	7,5	12,3
(4) 4 "	12,5	4,5	3,8	10,0	8,5
(5) 5 "	6,5	4,5	6,4	7,5	5,9
(6) 6 " and more	28,6	24,2	23,1	32,5	26,7
(7) didn't work till now	15,7	19,7	26,9	17,5	18,5
(8) didn't work any longer	2,8	2,2	6,4	2,5	3,1
(9) no answer	-	<u>0,6</u>	-	-	<u>0,2</u>
	100,0	100,0	100,0	100,0	100,0

For all children in Germany!

B 26 In what language does the child normally converse at home?	1.child %	2.child %	3.child %	4.child %	all children %
(1) only in German	19,5	19,0	21,8	21,9	20,0
(2) only in Italian	31,2	30,8	29,0	33,1	30,8
(3) both	48,7	50,3	48,6	44,4	48,7
(4) no answer	<u>0,5</u>	<u>-</u>	<u>0,6</u>	<u>0,6</u>	<u>0,4</u>
	100,0	100,0	100,0	100,0	100,0
<hr/>					
B 27 Does the child speak Italian?					
(1) Yes, fluently	57,2	55,7	56,9	59,6	56,9
(2) Yes, fairly good	22,1	20,9	17,6	14,0	20,0
(3) Yes, a little or not	20,1	23,1	25,3	26,4	22,7
(4) no answer	<u>0,6</u>	<u>0,3</u>	<u>0,3</u>	<u>-</u>	<u>0,4</u>
	100,0	100,0	100,0	100,0	100,0
<hr/>					
B 28 Does the child attend Italian courses? (Language and culture)					
(1) Yes, without further expl.	3,7	3,1	2,6	3,9	3,3
(2) Yes, away from school	5,2	4,6	4,3	3,9	4,7
(3) Yes, in the Consulate	2,0	1,7	1,2	0,6	1,6
(4) Yes, in School	11,8	10,4	12,1	10,7	11,3
(5) Yes, others	0,6	0,5	0,9	1,1	0,6
(6) No	76,7	79,7	79,0	79,3	78,4
(7) no information	<u>0,1</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>0,1</u>
	100,0	100,0	100,0	100,0	100,0

Question A 35 - A 38 only when the children live in their parents' household!

A 35 Have you heard of the possibility of receiving financial help for your children's education?	(1) Yes	19,6
	(2) No	77,3
	(3) no answer	<u>3,2</u>
		100,0
<hr/>		
A 36 Were you or your children advised in their school about educational possibilities?	(1) No	71,0
	(2) Yes, without further inf.	5,6
	(3) Yes, experts in School	2,5
	(4) Yes, teacher	4,5
	(5) Professional advice in school	11,4
	(6) other professional advice	1,4
	(7) no information	<u>3,2</u>
		100,0

A 37 Do you want to be informed about the educational possibilities?	(1) Yes	70,3
	(2) No	15,5
	(3) don't know	<u>14,3</u>
		100,0

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A 38 Do your children help you in establishing contact with the authorities?	(1) Yes	27,1
	(2) No	70,7
	(3) don't know	<u>2,2</u>
		100,0

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### III. OPINIONS - EXPECTATIONS - ENDEAVOURS

Interviewed Person: Head of the Family or his Wife!

A 33 Do you think that your children have the same chances in the schools as the Germans? If not, why?	(1) Yes (2) No, without further explanation (3) No, because they speak little German (4) No, because they joined school later (5) They don't receive help at home (6) the teachers do not pay attention to them (7) they are not interested in school (8) no, other reasons (9) no information	80,9 4,2 6,0 0,6 1,7 1,3 - 1,1 4,2 100,0																																				
A 40 Do you agree with these statements?	a) The children don't need to learn long in order to find a good job b) In order to learn a job well, it is better to start after secondary school c) Professional education is absolutely necessary when one wants good employment d) Girls should receiving the same schooling as the boys e) Girls should also receive professional education like the boys	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Per- haps</th> <th>no ans- wer</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td>a)</td> <td>20,8</td> <td>63,9</td> <td>8,9</td> <td>6,4</td> <td>100</td> </tr> <tr> <td>b)</td> <td>55,4</td> <td>26,1</td> <td>11,0</td> <td>7,6</td> <td>100</td> </tr> <tr> <td>c)</td> <td>87,8</td> <td>3,1</td> <td>4,2</td> <td>4,9</td> <td>100</td> </tr> <tr> <td>d)</td> <td>71,1</td> <td>12,1</td> <td>10,8</td> <td>6,0</td> <td>100</td> </tr> <tr> <td>e)</td> <td>76,0</td> <td>9,8</td> <td>8,4</td> <td>5,8</td> <td>100</td> </tr> </tbody> </table>		Yes	No	Per- haps	no ans- wer	Sum	a)	20,8	63,9	8,9	6,4	100	b)	55,4	26,1	11,0	7,6	100	c)	87,8	3,1	4,2	4,9	100	d)	71,1	12,1	10,8	6,0	100	e)	76,0	9,8	8,4	5,8	100
	Yes	No	Per- haps	no ans- wer	Sum																																	
a)	20,8	63,9	8,9	6,4	100																																	
b)	55,4	26,1	11,0	7,6	100																																	
c)	87,8	3,1	4,2	4,9	100																																	
d)	71,1	12,1	10,8	6,0	100																																	
e)	76,0	9,8	8,4	5,8	100																																	
A 41 Do you think that mixed training (German-Italian) is good for your children?	(1) Yes (2) No (3) no answer	76,4 11,4 12,2 100,0																																				

<p>A 42 What kind of employment do you wish for your children if you don't consider the expenses incurred and the successful completion of school?</p>	<p><u>Boys</u>            (1) don't know            (2) they must make own decision            (3) to be a medicine engineer, architect            (4) some technical profession            (5) some industrial education            (6) commercial education            (7) Teacher, Lawyer            (8) Interpreter            (x) worker            (y) Others</p>	<p>34,4            13,0            3,0            5,8            11,7            16,6            4,3            7,0            0,3            1,3            2,7</p>	A 43	100,0			
	<p><u>Girls</u>            (1) don't know            (2) they have to make own decision            (3) no profession            (4) medicine            (5) Nurse or similar profession            (6) Secretary            (7) saleswomen            (8) interpreter, translator            (9) commercial education            (x) worker            (y) University education            (l) teacher</p>	<p>42,0            13,2            1,7            1,5            5,1            7,8            3,5            1,2            10,2            0,7            10,6            2,6</p>	A 43	100,0			
<p>A 43 Do you think that your children have the same professional chances as the Germans? It not, why?</p>	<p>(1) Yes            (2) No, because they havn't any level            (3) don't know            (4) no information            (5) no, because they have language-            (6) no, because they are foreigners            (7) no, others</p>	<p>78,8            0,8            15,0            0,9            1,7            2,2            0,6</p>	A 44	bzw.	A 46	difficulties	100,0
+ Question A 44 and A 45 only for the employed children!							
<p>A 44 Are you satisfied with your children's employment?</p>	<p>(1) Yes, without further expl.            (2) not in all cases            (3) in all cases            (4) no            (5) don't know</p>	<p>66,7            11,3            6,3            10,6            4,7</p>	A 45	100,0			

<p>A 45 Do you think that your children will find better employment later,</p>	<p>(1) Yes, without further expl.                      (2) not in all cases                      (3) in all cases                      (4) no                      (5) don't know</p>	<p>A 46</p>	<p>48,6                      5,5                      3,5                      10,2  <u>32,2</u>                      100,0</p>
<p>Questions for all children!</p>			
<p>A 46 What advice would you give to your children so that they can find a pleasant job? (Please name the two most important tips)</p>	<p>(1)                      (2) evening courses                      (3) courses in the firm                      (4) changing employment                      (5) remain for long time in the same                      (6) others                      (7) no information</p>	<p>A 47</p>	<p>40,5                      20,9                      26,4                      1,9                      31,4 firm                      4,8  <u>25,7</u> 1)                      152,6</p>
<p>CARD!</p>			
<p>A 47 Do you want your children to work elsewhere and not in Germany? If so, why?</p>	<p>(1) Yes, without further expl.                      (2) Yes, in Italy                      (3) Yes, in France                      (4) in all countries of the European Communities                      (5) yes, in USA                      (6) others                      (7) no                      (8) don't know</p> <p>+ If yes, why?</p> <p>(1) don't know                      (2) Italy is the home country                      (3) being versed in languages is useful                      (4) employment is more certain in Italy and other countries                      (5) payment is better in other countries                      (6) other reasons</p>	<p>A 48</p>	<p>4,2                      8,9                      -                      0,4                      -                      0,5                      62,9  <u>23,1</u>                      100,0</p> <p>28,8                      52,5                      -                      0,9                      3,6  <u>14,1</u>                      100,0</p>



<p>A 48 Do you think that the professional training you had in Germany could help you find work in Italy?</p>	<p>(1) Yes (2) No (3) has no education (4) no information</p>	<p>49,7 14,0 33,2 <u>3,1</u> 100,0</p>																						
<p>+ If yes, why? ++ If no, why?</p>	<p>Why? (1) don't know (2) don't want go back, is speaking only (3) No, education will not be admitted (4) No, other reasons (5) Yes, education is excellent (6) Yes, present profession and education is also in Italy (7) Yes, other reasons</p>	<p>25,1 5,9 1,4 8,9 34,0 19,8 <u>4,9</u> 100,0</p>	German																					
<p>A 49 Are you preparing your children for the return to Italy? If so, how?</p>	<p>(1) Yes (2) No (3) no answer</p>	<p>10,9 80,2 <u>8,9</u> 100,0</p>																						
	<p>How? (1) no answer (2) safe money for going back (3) we are speaking about Italy, family, relations (4) we are speaking Italian (5) Children are visiting Italian (6) other views</p>	<p>34,5 1,2 26,2 20,2 13,1 <u>4,8</u> 100,0</p>	courses																					
<p>A 50 Are your children members of any club?</p>	<p>(1) Yes, German and Italian (2) Yes, German (3) Yes, Italian (4) Yes, others (5) no (6) don't know</p>	<p>2,4 25,5 1,6 0,5 63,6 <u>1,4</u> 100,0</p>																						
<p>A 51 Do you hoe that your sons or daughters marries a) a German b) German of Italian descent c) an Italian</p>	<p>(1) German (2) German form Italian descent (3) Italian (4) no means (5) don't know</p>	<table border="1"> <thead> <tr> <th></th> <th>Söhne</th> <th>Töchter</th> </tr> </thead> <tbody> <tr> <td>(1)</td> <td>3,6</td> <td>2,6</td> </tr> <tr> <td>(2)</td> <td>0,5</td> <td>0,7</td> </tr> <tr> <td>(3)</td> <td>15,1</td> <td>16,7</td> </tr> <tr> <td>(4)</td> <td>63,6</td> <td>67,6</td> </tr> <tr> <td>(5)</td> <td><u>12,2</u></td> <td><u>12,4</u></td> </tr> <tr> <td></td> <td>100,0</td> <td>100,0</td> </tr> </tbody> </table>		Söhne	Töchter	(1)	3,6	2,6	(2)	0,5	0,7	(3)	15,1	16,7	(4)	63,6	67,6	(5)	<u>12,2</u>	<u>12,4</u>		100,0	100,0	
	Söhne	Töchter																						
(1)	3,6	2,6																						
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(4)	63,6	67,6																						
(5)	<u>12,2</u>	<u>12,4</u>																						
	100,0	100,0																						

A 52 Do you think that an Italian workers family should let their children retain their Italian nationality?	(1) Yes (2) No (3) don't know (4) no information	A 53	66,2 12,3 19,0 <u>2,5</u> 100,0
A 53 Person interviewed	(1) Head of the family (2) Wife (3) both		40,2 39,5 <u>20,4</u> 100,0
A 54 Place of Interview	(11) City of Saarbrücken (31) District Neunkirchen (41) District Saarlouis (51) Saar/Pfalz-District (61) District Merzig-Wadern		45,0 6,4 24,5 19,0 <u>5,0</u> 100,0