

# Young Migrant Integration Leaders [EXEMPLAR]

## IO1 – Integration Leaders Curriculum

### Module 1: Integration and Me

#### Self-directed Learning Content

#### Introduction to the Module:

This is the first module of the Integration Leaders Curriculum Manual. This module addresses the topic “Integration and Me” which includes definitions of important terms, an introduction to indicators of integration and integration monitor systems, and a brief overview about the migration dynamics and the integration policies in Europe. In the face-to-face session, which accompanies this module, participants will be given the opportunity to reflect on their personal understanding of integration, formulate their expectations, fears and skills and discuss about integration barriers.

<b>Learning Outcomes Achieved:</b>	Knowledge: Understand the (different) meanings of integration and recognize it as a key factor for the development of individuals and communities. Understand better the host country's existing framework.
	Skills: Being able to reflect on their own fears, expectations and skills as well as on the cultural differences and similarities between the host country and their countries of origin. Being able to discover and deconstruct stereotypes
	Attitudes: Think and act open-mindedly, be flexible and adjustable, having self-assurance and feeling “good” with oneself, feel free to express oneself whilst respecting the values of the host country

#### Theoretical Content:

In this section, we will provide you with some background information on the topic of integration. First, we will be looking at the heterogeneity of the group of migrants that influences the integration process and then we will provide you some definitions and indicators of integration

#### Unit 1: Meaning and Importance of Integration

##### Heterogeneity of the migrant population

Migrants in Europe are not a consistent and homogeneous group, they differ in a variety of features such as country of origin, age, gender, mother tongue, multilingualism, social/political socialisation, experience with democracy and dictatorship, migration and refugee experience, cultural socialisation, educational socialisation, psychosocial situation, school education, vocational training needs, working experience, duration of stay in Germany which can respectively influence the integration process.

##### Some definitions:

**Migrant:** The term “migrant” is a generic term for immigrants and emigrants and refers to people moving from one country to another. In Germany, people who were born abroad and moved to Germany are considered as migrants. They thus have their own migration experience and are also referred to as "first generation" migrants.

**Person with a migration background:** According to the definition of the Federal Statistical Office, a person has a migration background if he or at least one parent does not have German citizenship by birth. The category "with a migration background" was introduced in Germany with the Microcensus of 2005. It allows to describe social integration processes not only of foreign nationals but also of naturalized immigrants of the first generation and their descendants.

**Third-country national:** Any person who is not a citizen of the European Union and is not covered by the EC law of free movement of the Schengen Borders Code.

**Refugees:** According to the Geneva Refugee Convention of 1951, refugees are persons who have fled the country in which they have their habitual residence because of the justified fear of persecution because of their race, religion, nationality, membership of a particular social group or political persecution. Put simply, refugees are migrants that cross-national borders to avoid violence because their lives, physical integrity, freedom and rights are threatened.

### **Meaning and indicators of integration**

The term "integration" describes the chances of participation in key social areas such as the labour market, the education system or the housing market. Although in principle every individual in modern societies must have an integrative capacity, the concept of integration in debates usually refers to immigrants and their descendants.

### **Different definitions of integration:**

- 1) Integration is a long-term process. The goal is to involve all people who live permanently and legally in a country in the society. Immigrants should be given full and equal participation in all areas of society. It is their duty to learn the language of the country they currently live and to know, respect and obey the constitution and laws. (BAMF, Federal Agency of Migration and Refugees)
- 2) Integration takes place very differently and depends also on the political, socio-economic, cultural or religious background of the immigrants. Integration does not mean that a person or group must assimilate and give up their cultural background and identity which is expressed through language, religion or traditions. The process of integration consists of rapprochement, mutual confrontation and communication, finding similarities and differences, and assuming shared responsibility on both sides. (Federal Government Commissioner for Foreigners and Integration)
- 3) Integration is an overall social process that takes place in different areas and at different speeds and does not have a fixed endpoint. It rather depends on the external and self-perception of the affected individuals. What is to be understood as "successful integration" is continuously renegotiated in the political and social field (Federal Agency for Civic Education)

## Indicators of integration

The integration of immigrants and their children is vital for social cohesion and inclusive growth, and the ability of migrants to become self-reliant, productive citizens. It is also a prerequisite for the host population's acceptance of further immigration. But what are indicators for "successful" integration? Is it the language? Probably only in part, because even people who speak German well are often considered as not belonging. Is it the work? Only partially, because even a job is no guarantee against discrimination. Is it the lifestyle and the values? Only to some extent, because even within the "old-established" society there are very different lifestyles and value paradigms.

## Unit 2: The Framework of Integration

### Integration Monitor systems in the EU

Europe have started to establish systems to monitor the integration of the immigrant population. Currently, the observation is mostly limited to the structural area of integration in the European monitoring. Social and cultural integration and indicators for the subjective perception of integration are neglected.

The EU's migrant integration indicators come from the Zaragoza Declaration, adopted in April 2010 by EU Ministers responsible for integration, and they use Eurostat data. The aim is supporting the monitoring of the situation of immigrants in order to enhance comparability between the EU Member States and to be able to adjust integration policies.

Four areas of integration have been identified as priority areas:

- **Employment** is a vital part of the integration process
- **Efforts in education** are essential in helping immigrants to become successful and more active participants in society.
- **Social inclusion** is important not only for the access to the labour market, but also for the general entry into the society.
- **The participation of immigrants in the democratic process as active citizens** supports their integration and enhances their sense of belonging.

The "**Welcoming society**" dimension with additional indicators measures how the receiving society plays a role for migrant integration. It captures the cross-cutting issues of discrimination and the subjective attitudes of the general public and of immigrants themselves.

	Employment	Education	Social Inclusion	Active Citizenship	Welcoming Society
Zaragoza indicators	Employment rate	Highest educational attainment	At-risk-of-poverty (and social exclusion)	Naturalisation rate	Perceived experience of discrimination (survey)*
	Unemployment rate	Tertiary attainment	Income	Share of long-term residence	Trust in public institutions (survey)*
	Activity rate	Early school leaving	Self-reported health status (controlling for age)	Share of elected representatives (research)*	Sense of belonging (survey)*
	Self-employment	Low-achievers (PISA)	Property ownership	Voter turnout (research)*	
	Over-qualification	Language skills of non-native speakers (LFS module)**			

Source: European Commission 2013



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