



Qualitative Services at local level for Emigrants and Refugees

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Deliverable IO1

National Report Germany: Results from needs analysis survey

Contributors ICOM, GOM
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List of Authors

ICOM	INTRACOM GMBH
GOM	ECUMENICAL PATRIARCHAT – GREEK – ORTHODOX METROPOLIS OF GER-MANY – COMMUNITY THE ASCENSION IN STUTTGART

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Q-SER Consortium

The Q-SER Consortium consists of:

MUNICIPALITY OF EGALEO	Greece
IOM Mezinarodni organizace pro migraci v Praze	Czech Republic
INTRACOM GMBH	Germany
MEDIA CREATIVA 2020, S.L.	Spain
SOCIAL COOPERATIVE ENTERPRISE DROSOSTALIDA	Greece
ECUMENICAL PATRIARCHAT – GREEK – ORTHODOX METROPOLIS OF GERMANY – COMMUNITY THE ASCENSION IN STUTTGART	Germany
FONDO ANDALUZ DE MUNICIPIOS PARA LA SOLIDARIDAD INTERNACIONAL	Spain

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1. SECTION A: SURVEY'S RESULTS

1.1. Research methodology

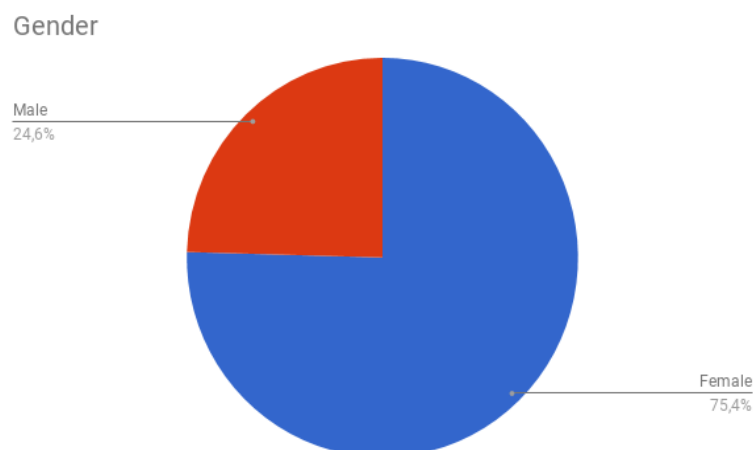
From personal contacts of the Greek orthodox church [GOM] and internet research for identifying relevant target groups a selection of over 784 persons were identified and emailed for the participation of the survey. The survey was prepared under "google forms" and the [internet-link](#) was sent to the participants.

1.2. Research barriers or difficulties

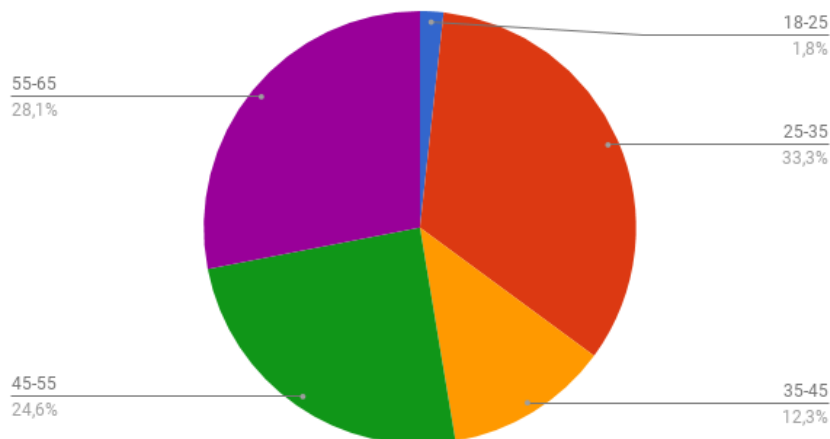
None.

1.3. Sample description

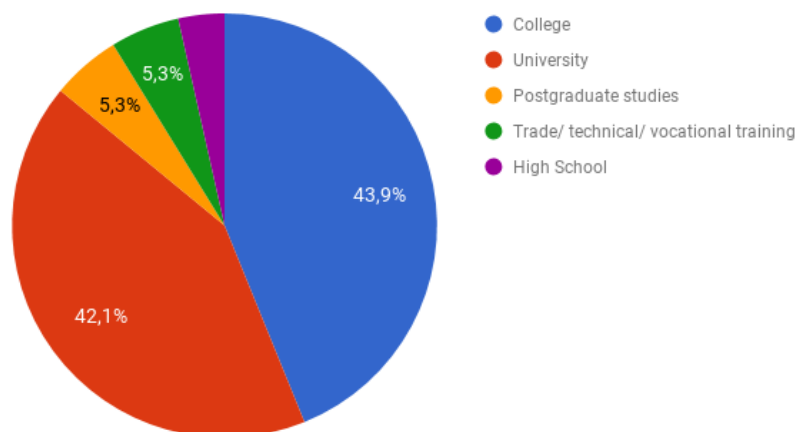
60 responses were collected, whereof >98% of all questions were answered from the individuals. The following graphs describe the target groups.



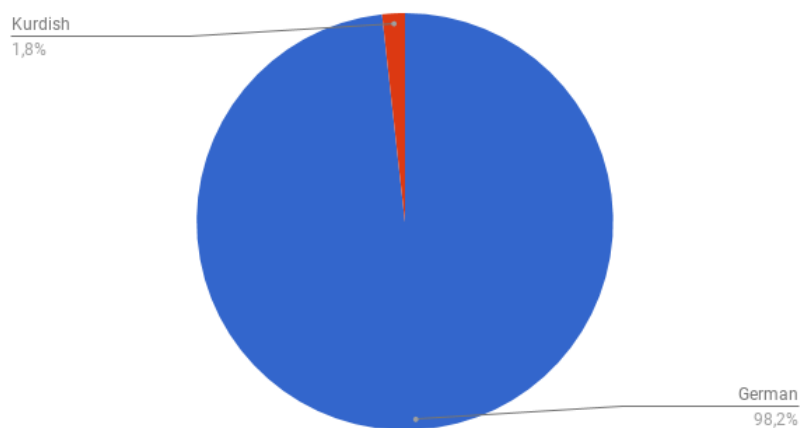
Age group:



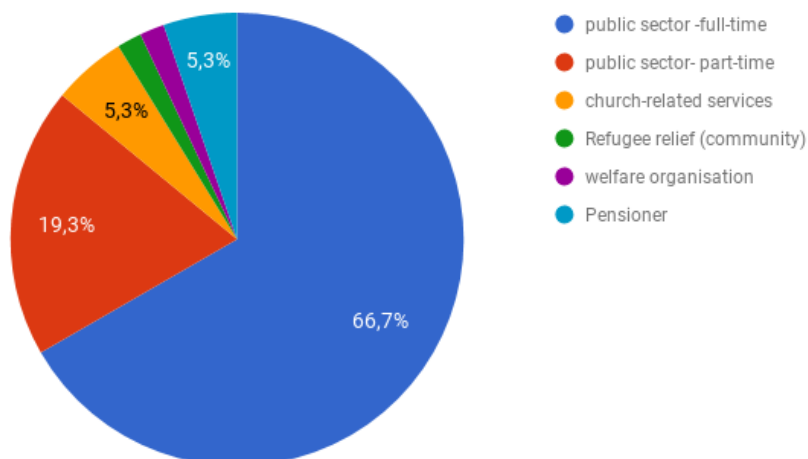
Education level:



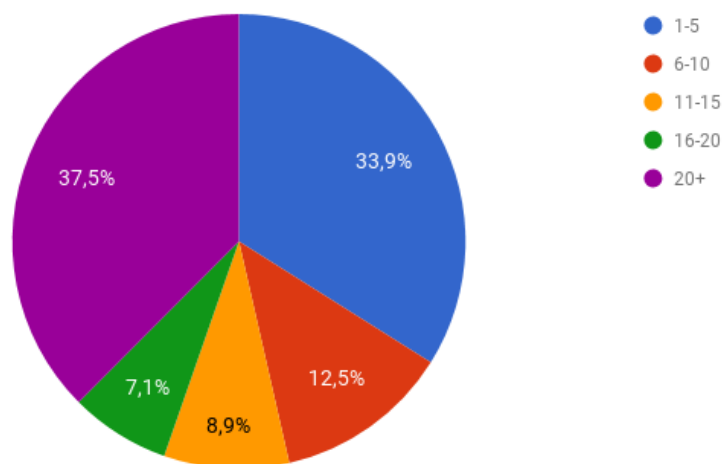
Native language:



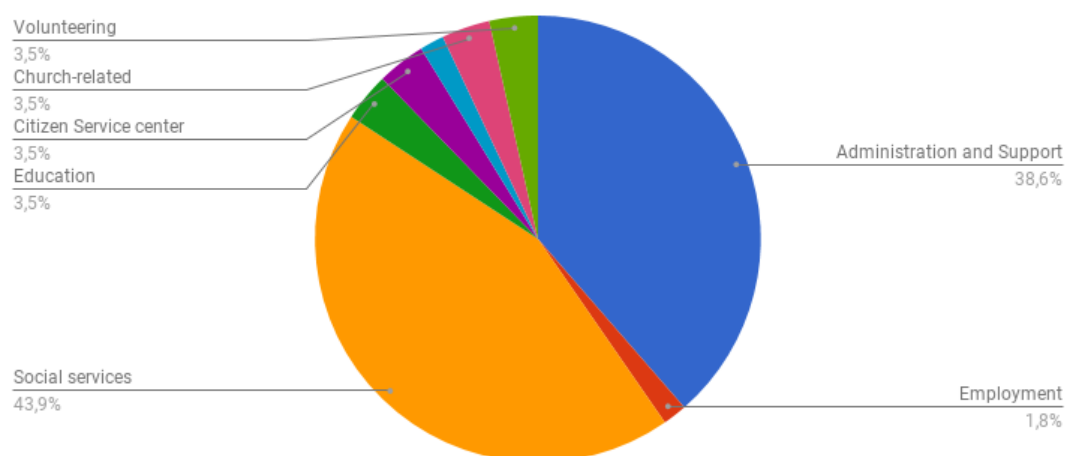
What is your current occupational status?



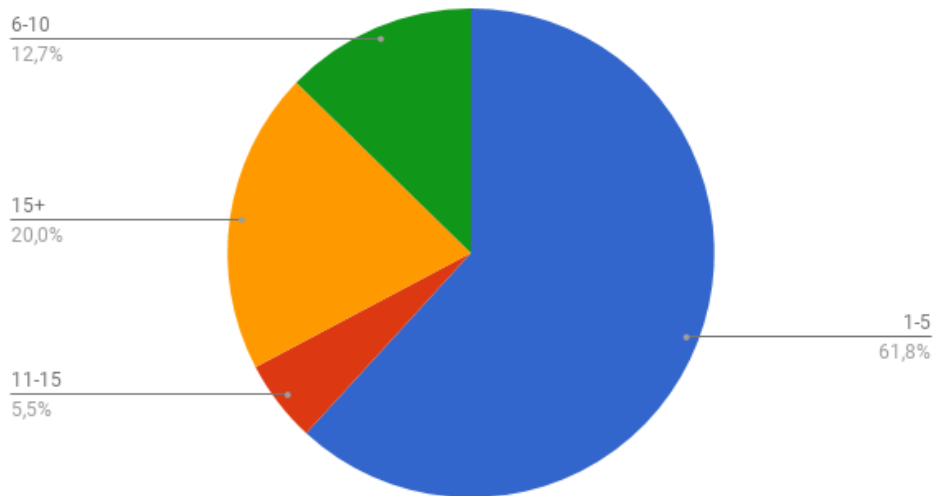
Years of professional experience:



Currently working sector/ department:



Years of employment in this sector/ department



All participants responded with 'yes' to the question: "Does the work in your department address as well immigrants?", since this survey was aimed at this target audience. Among the working sectors of the participants were coordinators of volunteers, integration commissioners, supporting groups, counselors for psychological needs, pastoral services and pregnancy-related conflict counselors, supporters who took on responsibility for unaccompanied minor refugees, workers in the field of environmental protection, sponsors from welfare organisations, advisors and consultants, security personnel and administrative workers among several public offices.

Interesting finding from a survey on volunteering in general by the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth found out, that: 31.5 per cent of immigrants volunteer, while 46.8 per cent of people without an immigration background do engage ... Volunteers with an immigration background spend around the same amount of time on their voluntary activities as those without such a background. In both groups, more than half of volunteers spend up to two hours a week on their voluntary work.

The greatest amount of time on voluntary activity is spent by the German volunteers with an immigration background, but without their own personal experience of immigration: more than one in five of them spend six hours or more per week on such activities. This indicates that immigrants volunteer at a lower rate than people without an immigration background do, but that the level of commitment of those who do engage in such activity is hardly different in terms of total hours expended.¹

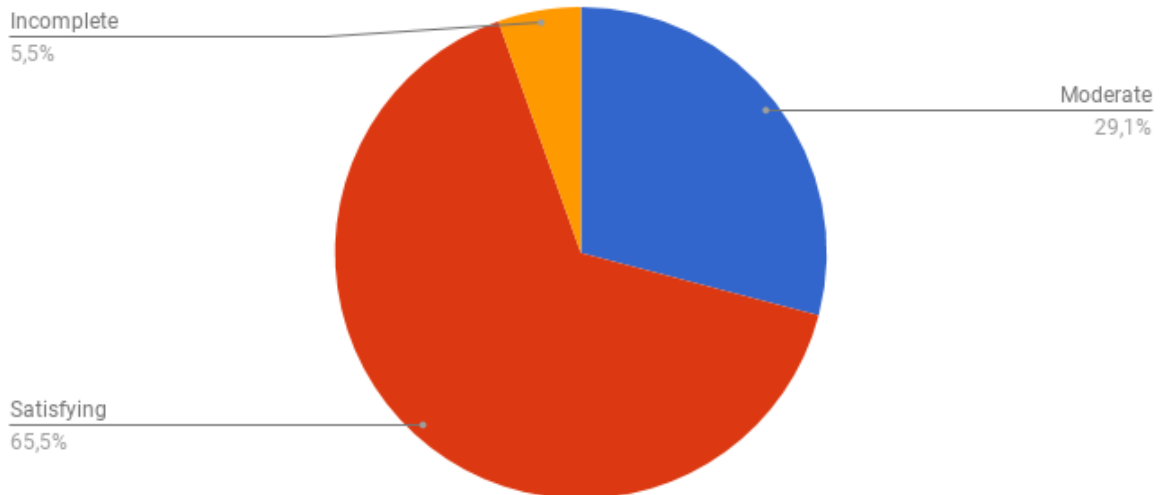
According to the same survey, education plays an important role amongst volunteers to, as we found the same correlation between engagement and education level: The results of the 2014 German Survey on Volunteering show just how strongly level of education (as measured by highest school qualification) shapes participation in volunteering (Figure 3). The lowest rate of volunteering is found in the group of people with the lowest level of educational attainment, i.e. the group whose members possess either no school leaving certificate at all or only a low-level school qualification.

¹ Bmfsfj 2017. Volunteering in Germany, Key Findings of the Fourth German Survey on Volunteering

1.4. Results - Key findings

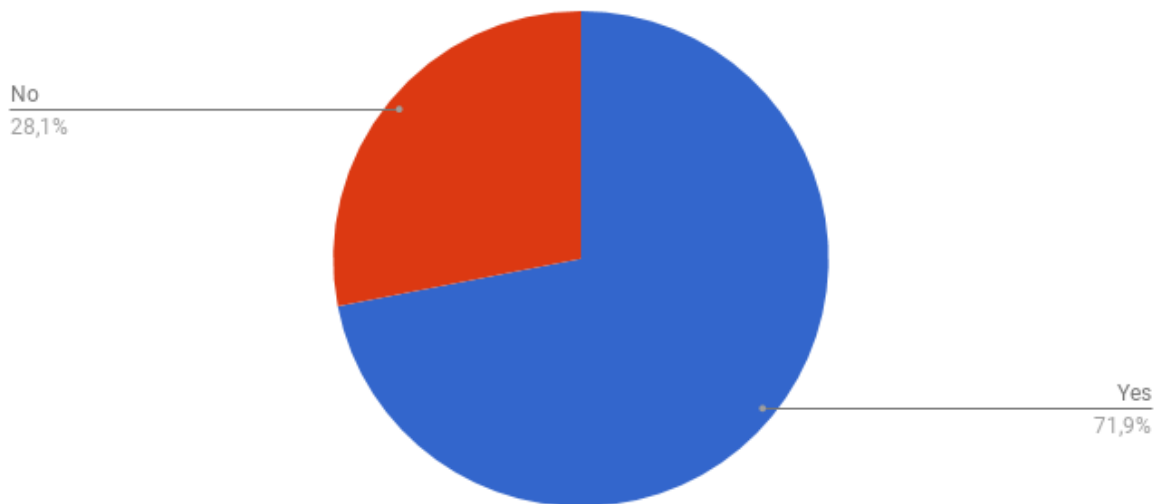
Category 1: Traing needs

How would you assess the current level of service that your department provides to immigrants (in terms of meeting their needs)?



Although the provided help is seen as broadly satisfying, many participants expressed concerns about lack of personnel, especially interpreters. Some express, that due to bureaucracy or data protection, cooperation between offices is obstructed and paper work remains incomplete, credentials of immigrants are missing and they therefore are not able to join the workforce. A strong demand for intercultural training is raised, in order to identify the different needs and to communicate this needs to the domestic volunteers and employees in public offices.

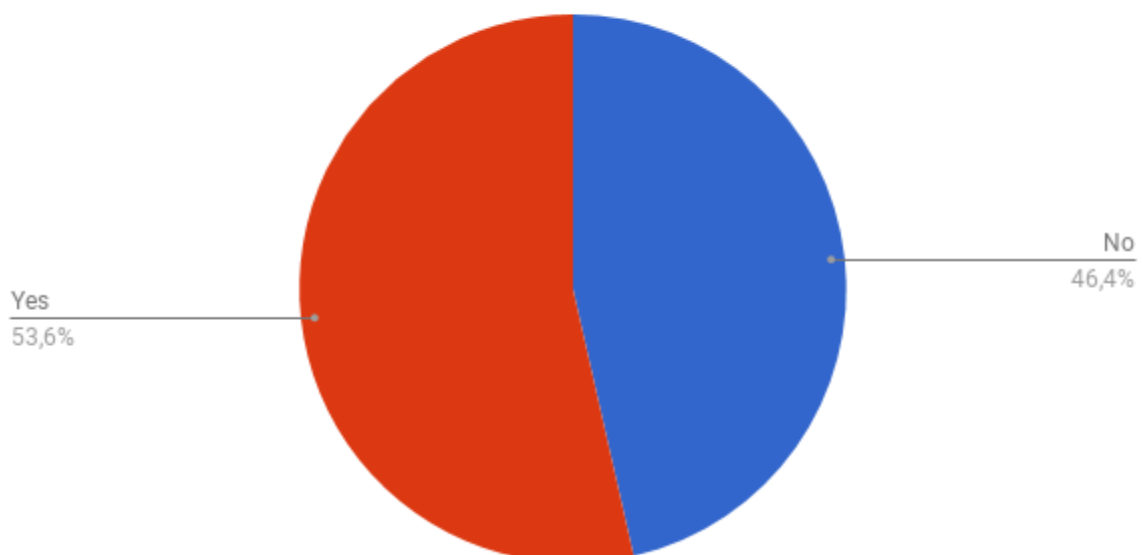
Do you consider that you need some kind of help to meet the service needs of immigrants who visit your department/service?



Among other things, living space and legal advice for dealing with authorities seems crucial. Regular updates, more social education for employees and volunteers plus pre-printed forms in different languages could help overcome the language barrier.

Category 2: Experiences from participation in training programs

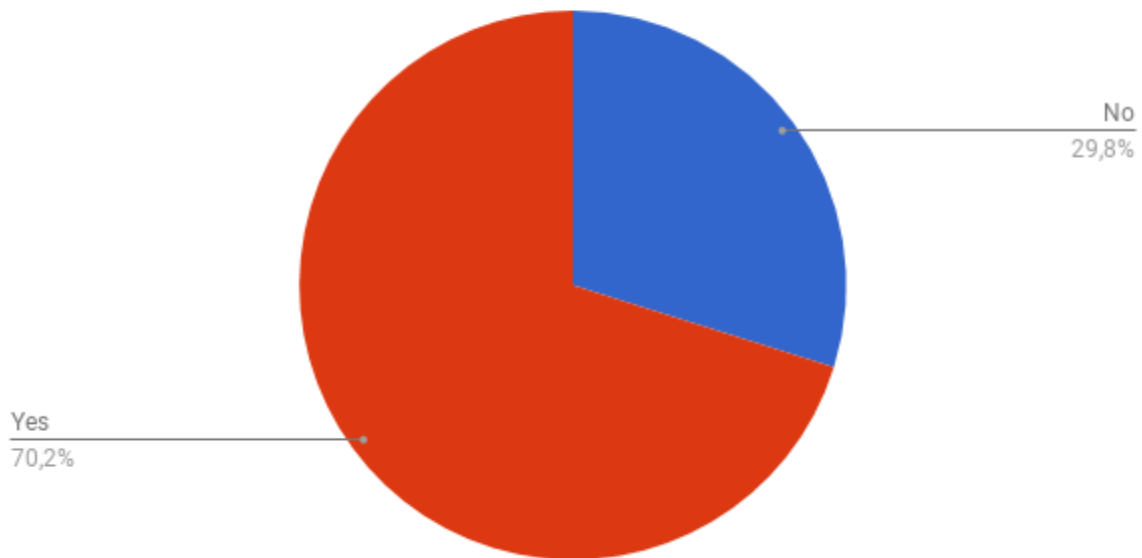
Have you ever participated in a training program for employees?



Participants of the survey took part in cultural and language trainings and workshops, with focuses on migration and integration (among them integration law and EU rights, mediation,

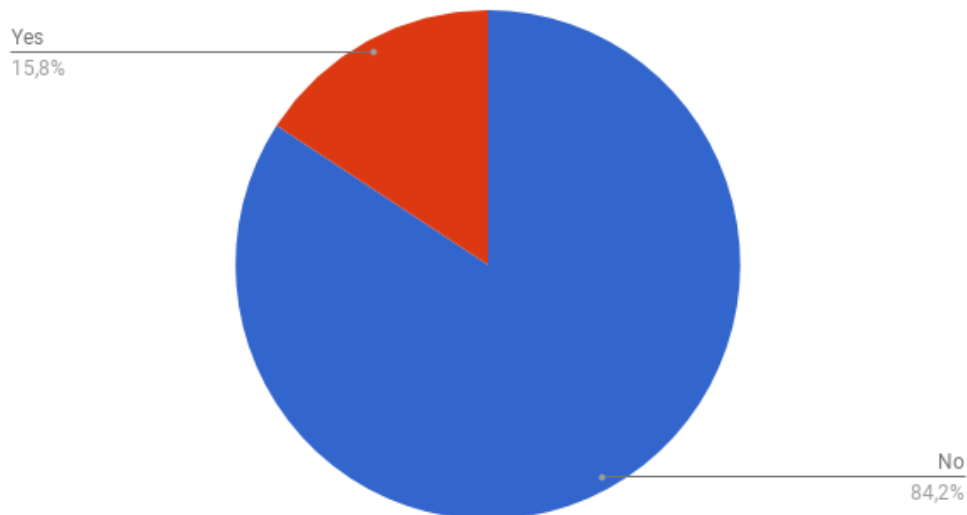
conflict management and even self-defense). Several participants took part in IT and data protection trainings.

Have you ever been involved in a training program on intercultural education?

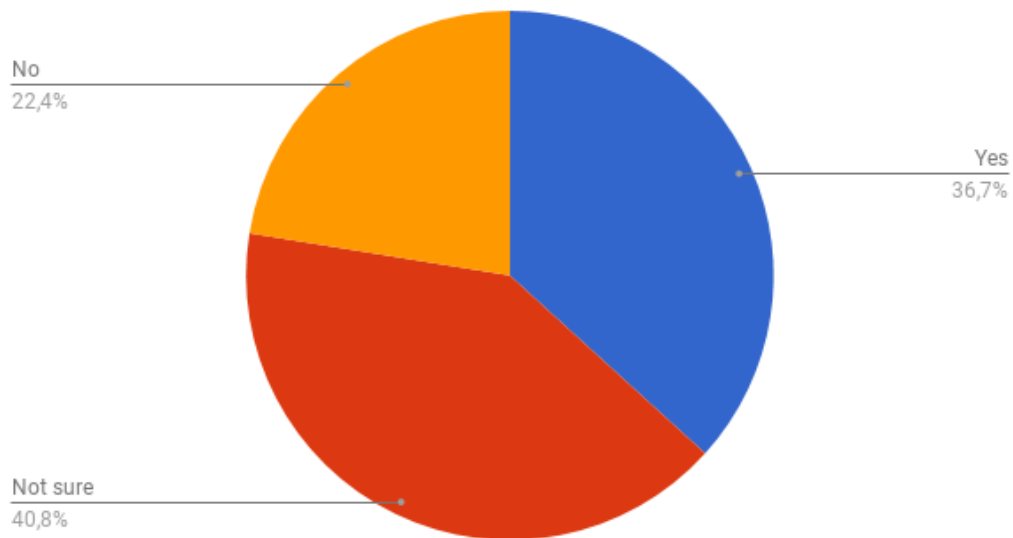


Among the answers of the participants, who took part in such programmes, ethnology of islamic and arabic countries was mentioned several times.

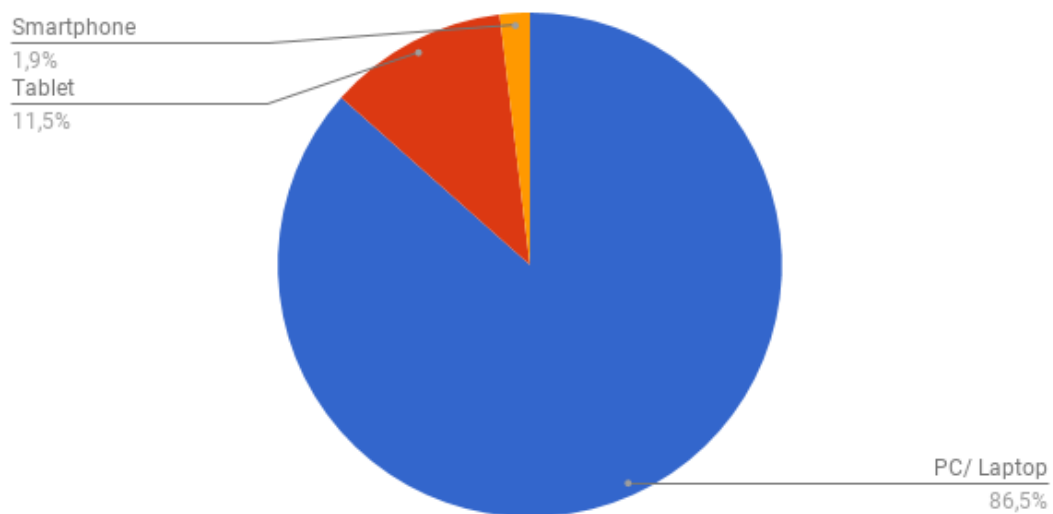
Have you ever followed an online course in your work?



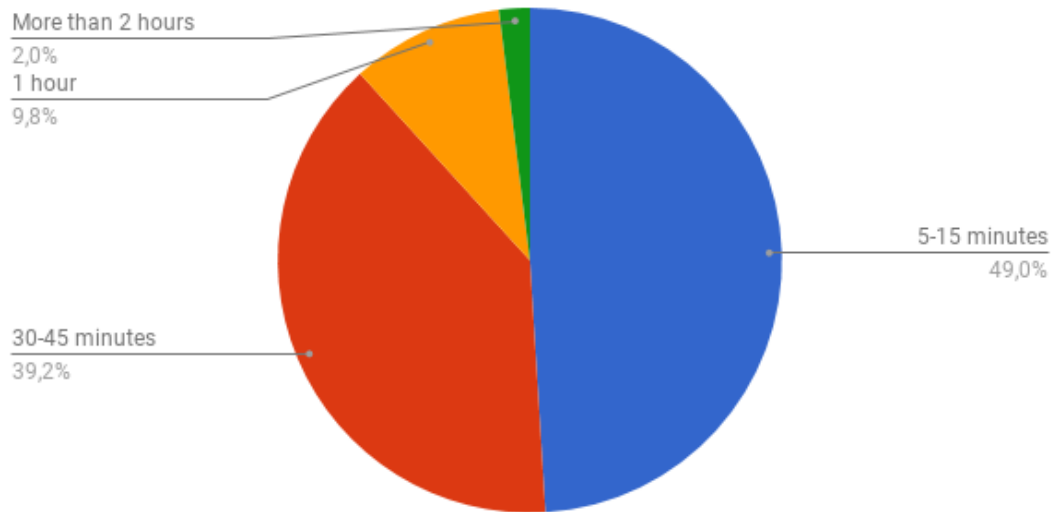
If 'No', would you appreciate an online learning experience?



What kind of devices would do you prefer to use for online learning?



How much time per day would you allocate regularly for online training?

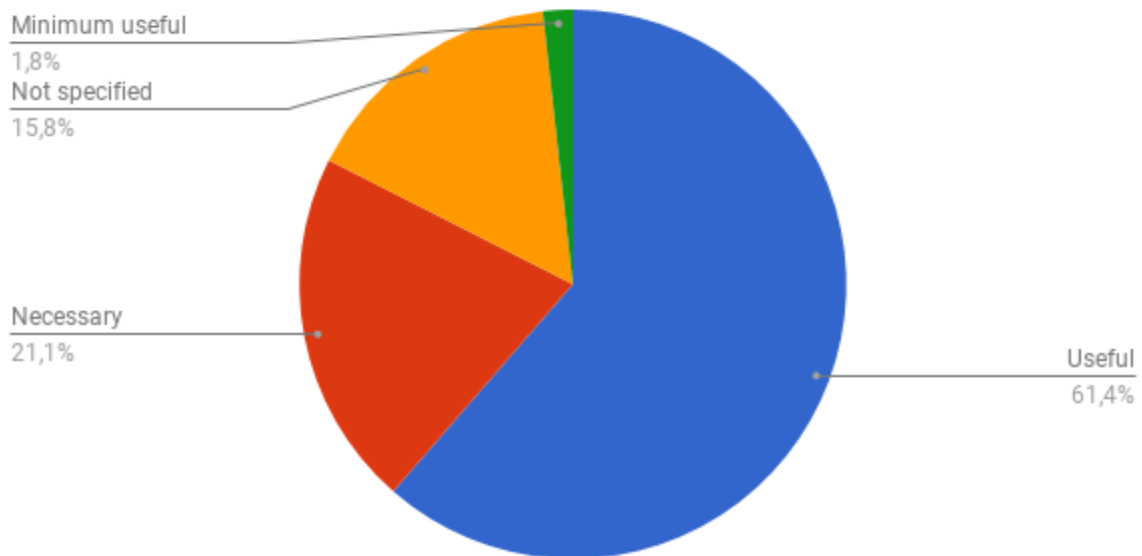


A metastudy on intercultural learning through Computer-Based Digital Technologies came to 8 major conclusions. Even though the study was focused more on the form of communication than the content, nearly all lessons can be translated to upcoming projects: (1) an overall satisfaction with digital tools and intercultural learning, (2) increased knowledge toward both own and target culture, (3) superficial and fact-based exchange between similar cultures and profiles, (4) varied levels of intercultural communicative competence development, (5) lack of in-depth analysis and of detailed reports, (6) necessity for training, guidance, and good communication skills, (7) need for stimulating contexts, and (8) technical and *institutional challenges*². Although online learning has promising prospects, the related challenges need to be taken seriously.

² Emrullah Yasin Çiftçi, A Review of Research on Intercultural Learning through Computer-Based Digital Technologies

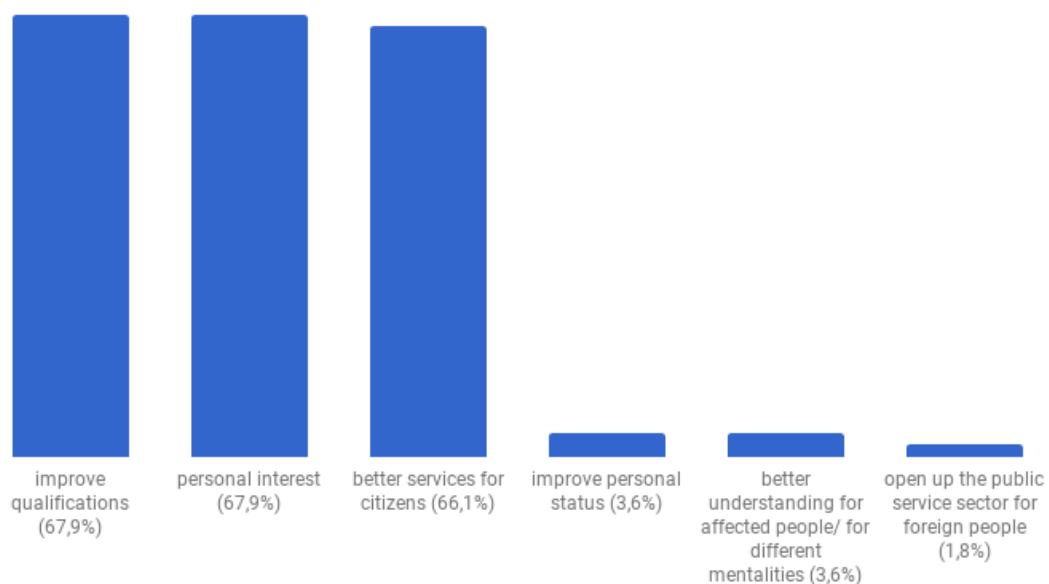
Category 3: Participation in intercultural trainings

How do you evaluate your participation in an intercultural education program?



Nobody evaluated a participation in an intercultural training program as 'not useful at all'.

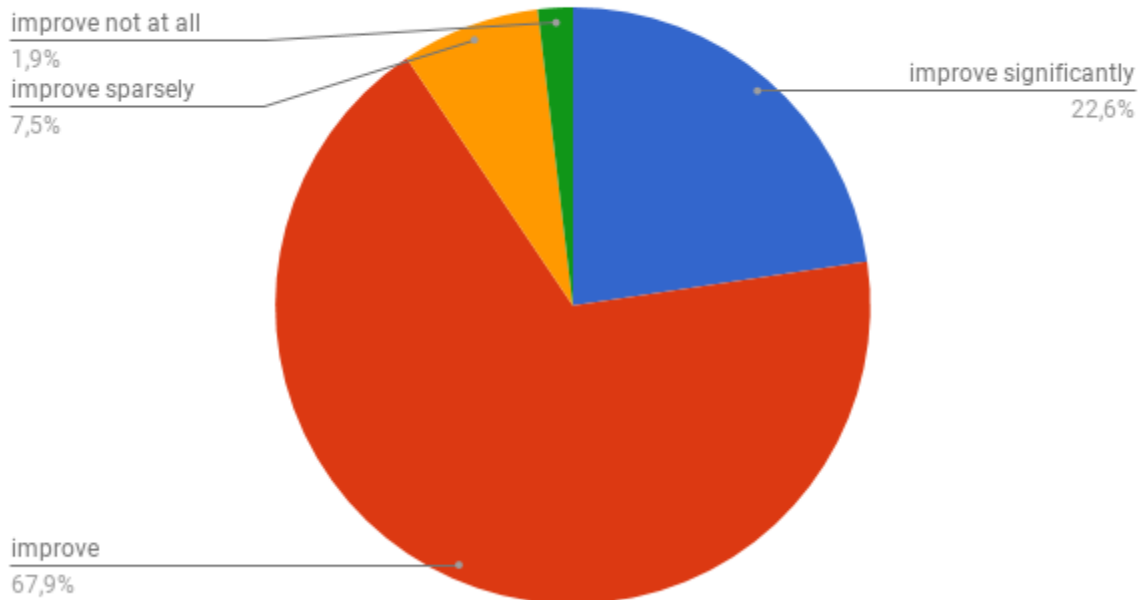
What would be your personal motivation for participating in a program of intercultural education? (multiple replies)



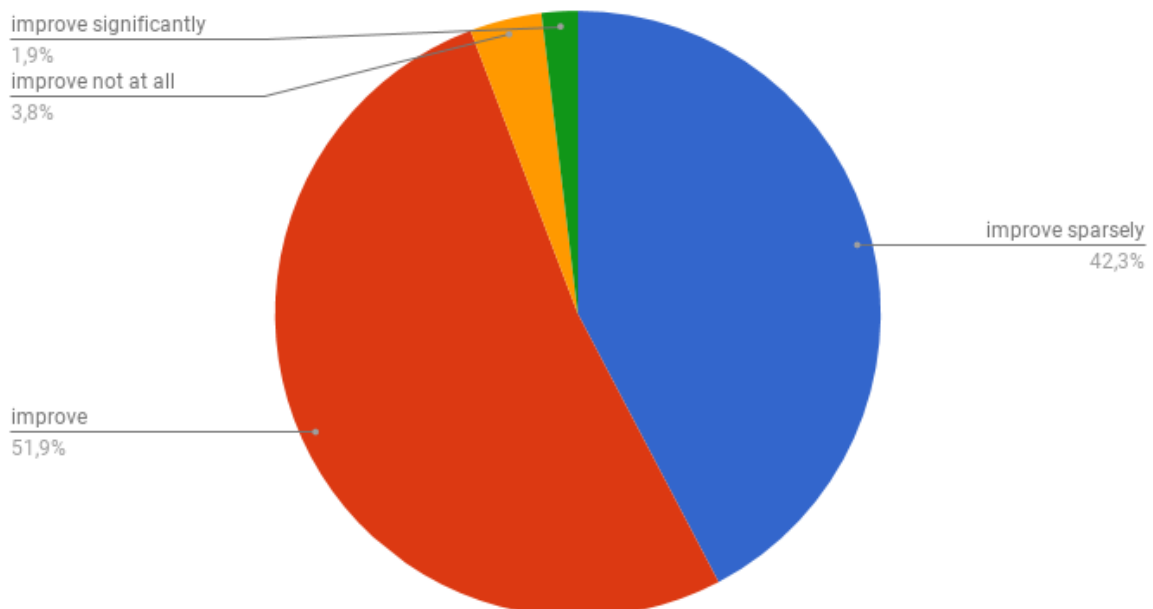
In a different study, a survey amongst German refugee helpers led to the result that all questioned helpers were interested in people with a different origin or nationality or in minorities. Later career aspirations or historical reasons played a minor role.³

What competencies you would like to improve the most from such an educational program?

Understanding of the concept of culture

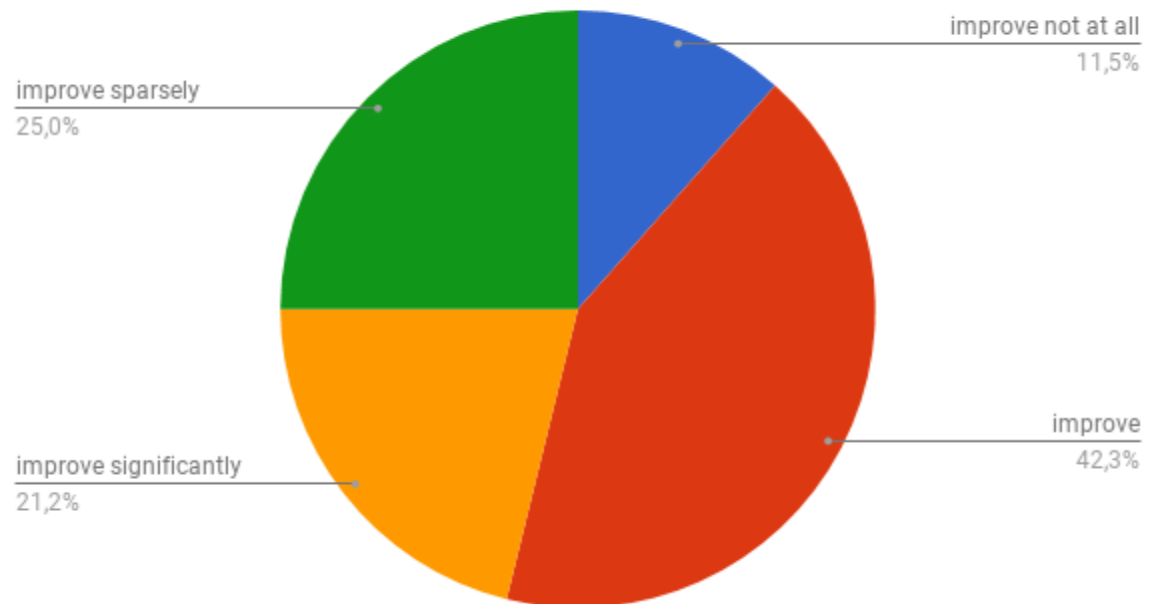


Adaptation skills

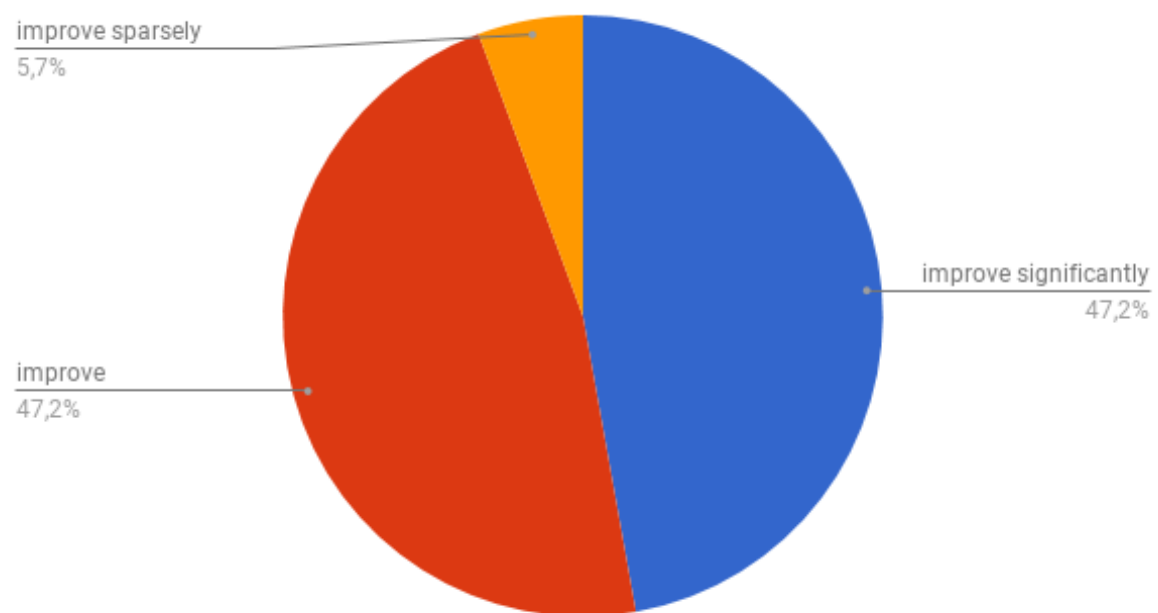


³ Integration durch Engagement, Ein Praxisforschungsprojekt über die Ressourcen, Erwartungen und Erfahrungen von ehrenamtlichen Helfer/-innen in pädagogischen Settings. 2017

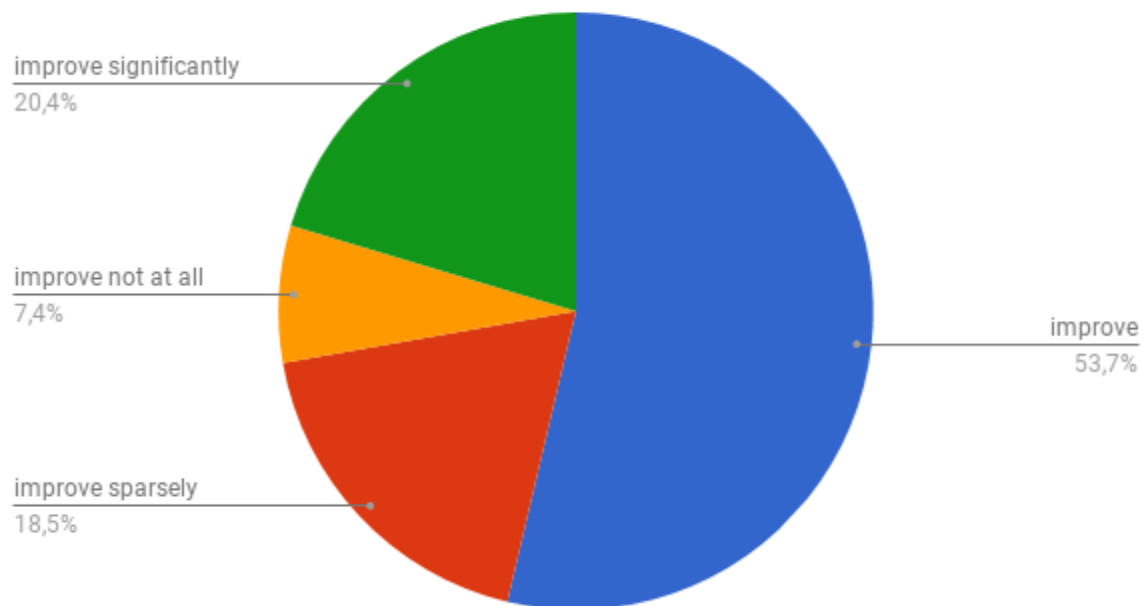
Organizational skills



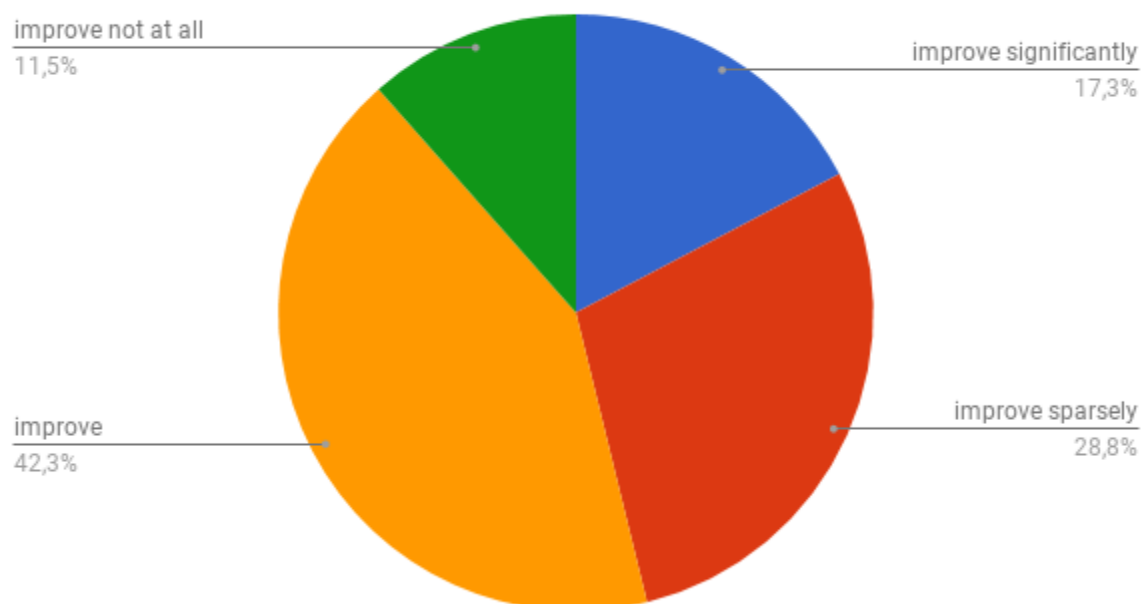
Intercultural communication abilities



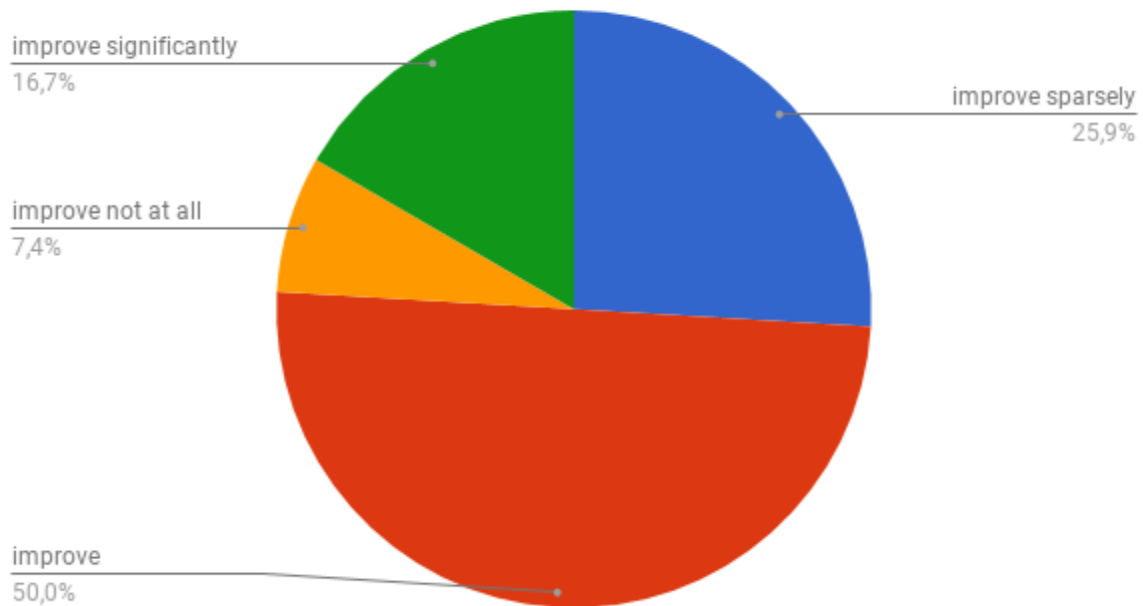
Equal treatment and respect for diversity



Personal and professional commitment



Relationship-building skills



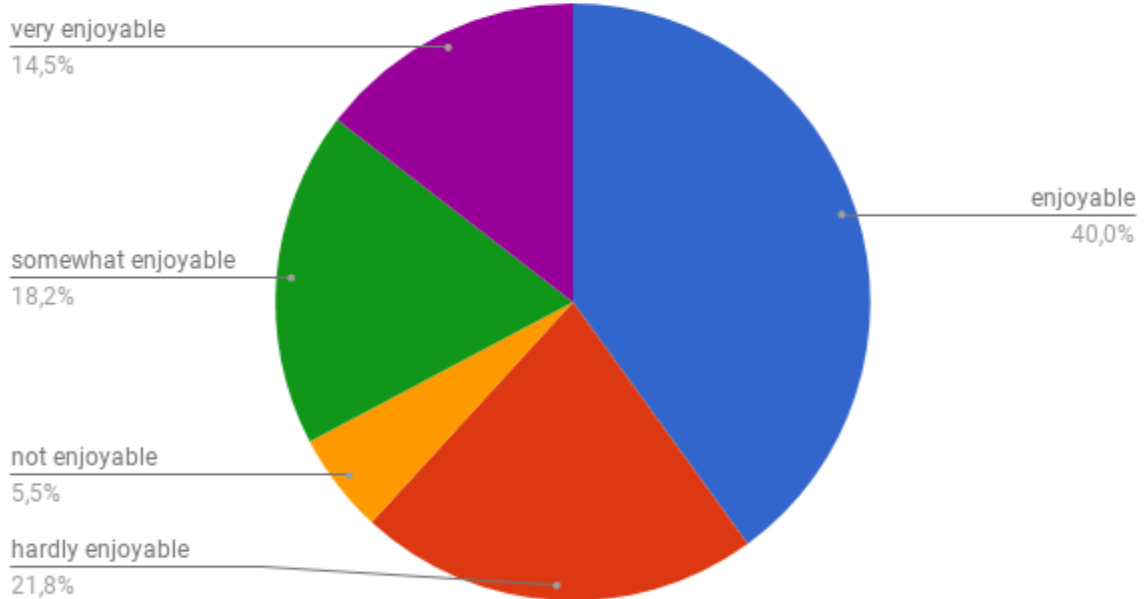
In addition to the already mentioned points, participants inquired more conversation, mediation and crisis intervention skills (also in disputes with Germans as for example German landlords). There is a requirement of basic and in-depth knowledge intercultural understanding and foreign political systems, too.

Another survey found out that half of the interviewed helper requested more specialized expertise like legal knowledge, knowledge about public authorities and language skills, while the other half were more interested in self-competence, social competencies. Overall social competencies were requested most frequently. In addition, this survey found out that volunteers disliked learning activities which resembled seminars or textbook like studies and that these volunteers need to be motivated for qualifying activities in a special manner⁴.

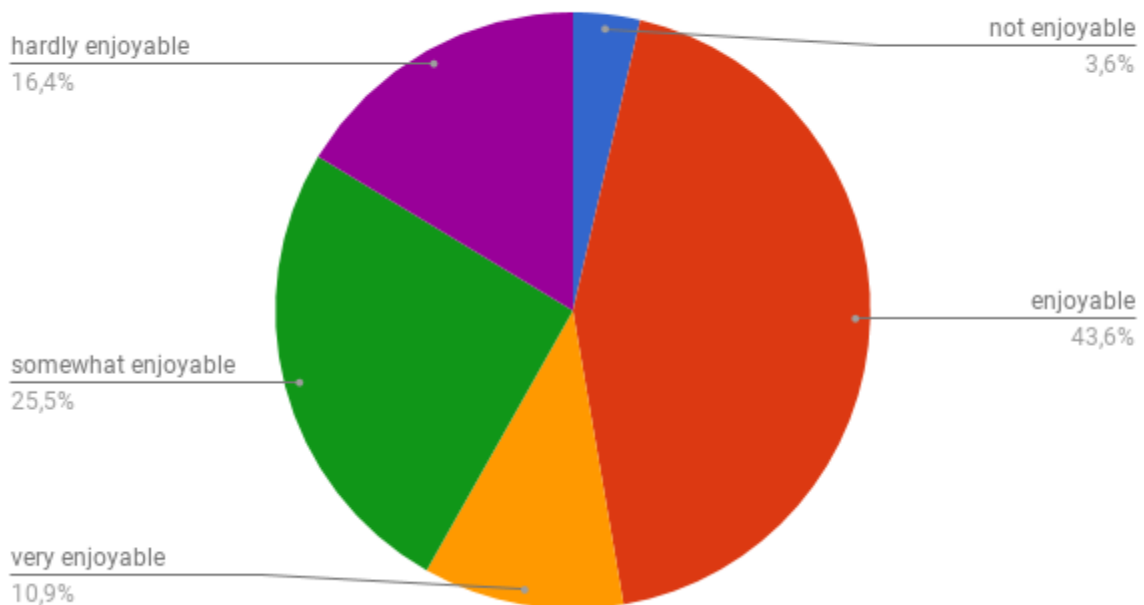
Which learning activities do you enjoy the most? Please rate these activities on a scale of 1-5 (1 – not enjoyable, 5 – very enjoyable)

⁴ Integration durch Engagement, Ein Praxisforschungsprojekt über die Ressourcen, Erwartungen und Erfahrungen von ehrenamtlichen Helfer/-innen in pädagogischen Settings. 2017 (61 following pages.)

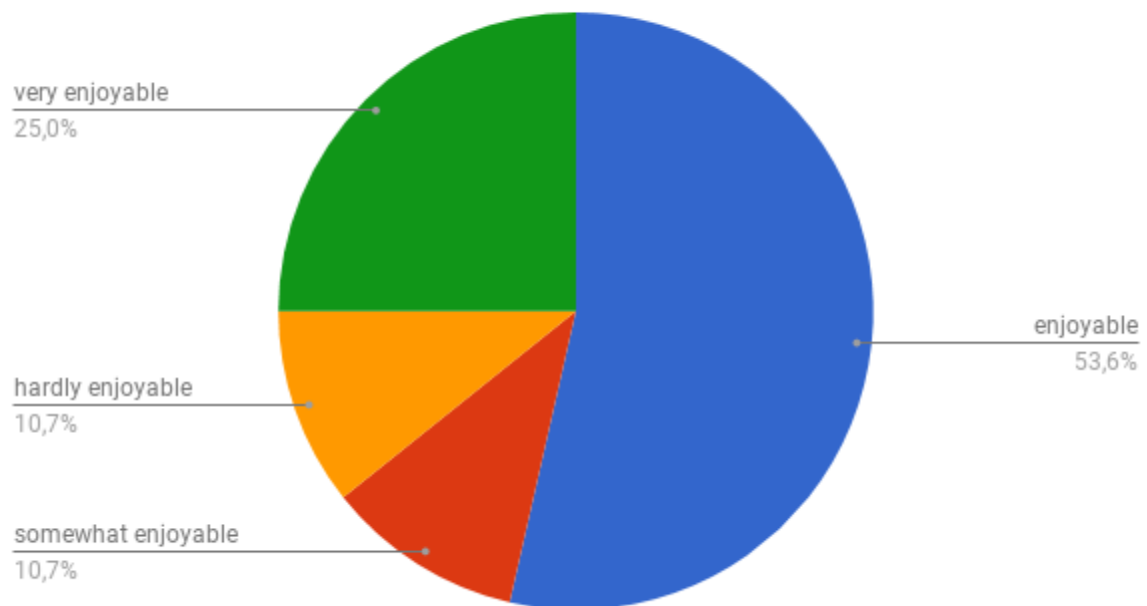
Non-formal education games



Written exercises



Videos



Other mentions were: field trips, group work, case studies, role playing, discussion groups, learning activities in foreign countries, presentations, lectures, print material.

2. SECTION B: NATIONAL CONTEXT

It is also advisable for each partner to write a short description (up to 3 pages) about:

- The National framework for Integration and Treatment of Migrants / Refugees
- National integration policies
- Educational programs aimed at civil servants dealing with the treatment and service of migrants / refugees and in line with the integration policies
- Good practices from programs (mainly educational) implemented in a national / European context
- References
- The National framework for Integration and Treatment of Migrants / Refugees Integration was only defined as a governmental task with the Immigration Law which came into effect on January 1, 2005. To this end, the Federal Authority for the Recognition of Foreign Refugees (BAFI) became the Federal Office for Migration and Refugees (BAMF) and was commissioned with regulating measures for integration support. Such measures include the integration courses introduced in connection with the Immigration Law, for example. These courses consist of language classes for a total of 600 hours as well as a 100-hour orientation class to acquire knowledge about the country, for example regarding Germany's legal system, history and culture (as of 2017)⁵
- National integration policies. The integration policies follow the principle of support and demand. Immigrants are obligated on the one hand to acquire German skills and respect the fundamental values of German society, especially the free democratic basic order. On the other hand, German society is obligated to "ensure equal opportunity and treatment access to all important aspects of society, business and politics by recognizing and removing existing obstacles"⁶. In addition to the federal integration measures, integration policy is also executed on state and municipal level. All states have developed an integration concept and/or corresponding guidelines⁷. Three states – Berlin (2010), North Rhine Westphalia (2012) and Baden Württemberg (2015) – have adopted integration laws which are intended to increase the commitment to migration policy efforts. Several municipalities have created their own integration concepts as well. The integration policy efforts in Germany are assessed as positive. The Migrant Integration Policy Index (2015) which applies 167 indicators to investigate the social participation opportunities of migrants over time has ranked Germany in the top 10 of the 38 countries studied
- Educational programs aimed at civil servants dealing with the treatment and service of migrants / refugees and in line with the integration policies. The Federal Office for Migration and Refugees (BAMF) carries out seminars to train all employees in issues of intercultural sensitivity. The Federal Office's tasks require a high level of intercultural skills. For this reason, training sessions in intercultural skills have been an integral part of training for Federal Office staff since 2003. In 2009, interested employees at the Federal Office participated in a course to qualify as

⁵ Information by the Federal Office for Migration and Refugees regarding content and process of integration courses: <http://www.bamf.de/EN/Willkommen/DeutschLernen/Integrationskurse/integrationskurse-node.html>

⁶ Bundesministerium des Innern (Ed./2014): *Migration und Integration. Aufenthaltsrecht, Migrations- und Integrationspolitik in Deutschland*. Berlin.

⁷ Gesemann, Frank/Roth, Roland (2014): *Integration ist (auch) Ländersache! Schritte zur politischen Inklusion von Migrantinnen und Migranten in den Bundesländern. Eine Studie des Instituts Demokratische Entwicklung und Soziale Integration (DESI) für die Friedrich-Ebert-Stiftung, Forum Berlin.*

intercultural trainers. Since January 2010, seminars in intercultural sensitivity have been carried out by these newly qualified trainers for all Federal Office employees. The aim of the training is to promote intercultural skills, enabling the Federal Office's employees to differentiate between cultural perceptions, to recognise patterns of interpretation, and to identify and respect culturally defined behaviour. The staff should then be in a position to actively put into practice specific aspects of their intercultural skills in their daily work⁸. The second major program by the Federal Office is a continuing education program. The Federal Office is offering its employees the opportunity to make themselves "fit for the future". The challenges of globalisation, worldwide migration and diverse cultures living together can be mastered only with life-long learning, knowledge and intercultural skills. At the forefront of continuing education are the subject areas connected with asylum, integration and immigration. Every single member of staff and thereby the Federal Office as a whole is to be made "fit for the future". This means lifelong learning and dealing with diversity within the framework of European integration, globalisation, worldwide migration and interaction of cultures. The continuing education programmes are also intended to help employees identify with the Federal Office, increase their work skills and improve the cohesion and flow of information between different departments. The courses include:

- Foreign language tuition after work, and support of language courses provided by external providers in the Federal Office's branch offices
- Lunch-time events on current in-house issues
- Specialist lectures on countries of origin or subjects concerning integration and inter-religious dialogue
- Exhibitions on specific subjects relating to immigration
- Initial training sessions, e.g. on asylum law or about topics concerning integration
- Support for visits by specialist exhibitions/museums and for visits, e.g. to mosques and synagogues⁹
- Good practices from programs (mainly educational) implemented in a national / European context
- The Project „Koordinierung, Qualifizierung und Förderung der ehrenamtlichen Unterstützung von Flüchtlingen (Coordination, qualification and promotion of voluntary support for refugees)“, provides support to over 300 national projects, which belong to the 5 major German charity organizations: AWO Federal Association, German Caritas Association, German Red Cross, Diakonie Germany - Protestant Federal Association, The Paritätische – Gesamtverband¹⁰.

⁸ BAMF, <http://www.bamf.de/EN/DasBAMF/BerufKarriere/Fortbildung/InterkulturelleKompetenz/interkulturellekompetenz-node.html>

⁹ BAMF, <http://www.bamf.de/EN/DasBAMF/BerufKarriere/Fortbildung/Weiterbildungskonzept/weiterbildungskonzept-node.html>

¹⁰ <https://www.bundesregierung.de/Content/DE/Pressemitteilungen/BPA/2015/09/2015-09-10-integration-unterstuetzung.html>