

Migrant milieus and adult education

general information and results from Germany

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Migrant milieus and adult education

European infonet adult education

- SINUS-Migrant social milieu-study 2008/09 investigated educational behaviour among migrants in Europe (based on a total of 9.403 interviews in EU)
- Individuals in Europe with migration or migration background are not a socio-cultural homogenous group and cannot be defined by ethnic origin (only)
- Individuals with migration differ in their norms, values, life style, social environment, psychology, individuality etc. or simply: their „**milieu**“

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Basically, the study sees migrants in Europe as tending towards three sets of values in corresponding milieus, each with subgroups:

1. Tradition

- Archaic tradition, religious fundamentalism, strict morals, low potential for integration
- Ethnic tradition, “guest worker generation”, material welfare, family

2. Modernism

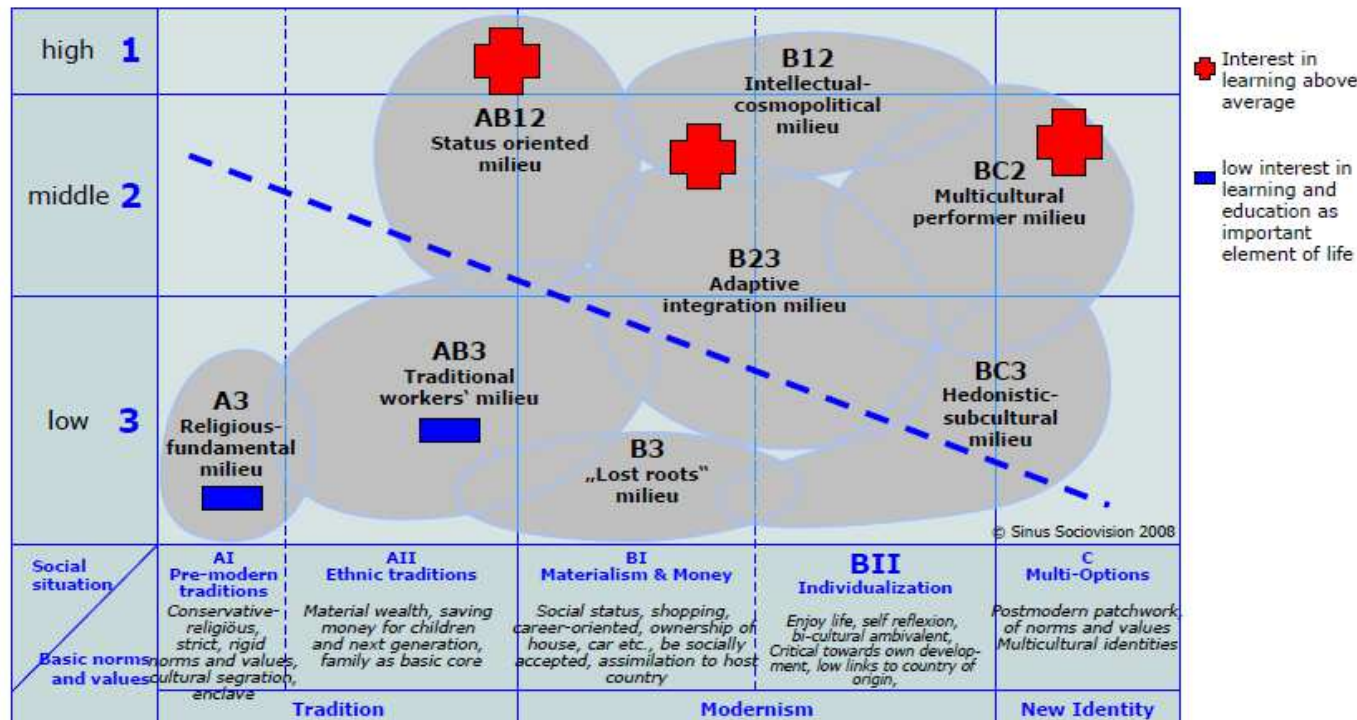
- Materialist consumers, search for new social and cultural roots, materialism as a substitute for lost roots
- Individualisation of standards and values, lifestyle, search for new definitions for social, political and religious ideas

3. New identities, loss of cultural identity and belonging to a specific group

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Interest in learning as a value for life
(migrant cluster EU)



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- Migrants with higher social status show particular interest in adult education.
- At the end of the scale come religious fundamentalists and the traditional workers' milieu. These are the groups which mainly prefer front-of-class teaching of whole classes or small groups.
- In contrast, self-guided learning using CDs or online courses are attractive to the hedonistic subcultural milieu and multicultural performers.
- Studying the reasons why people do not take part in adult education, for traditionalists this is due to factors such as the price, its perceived pointlessness or the fact that women or men take part in the course. The modernist group is mainly interested in how it can help their personal career and professional development.

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Perspectives for the future for adult education and migrants

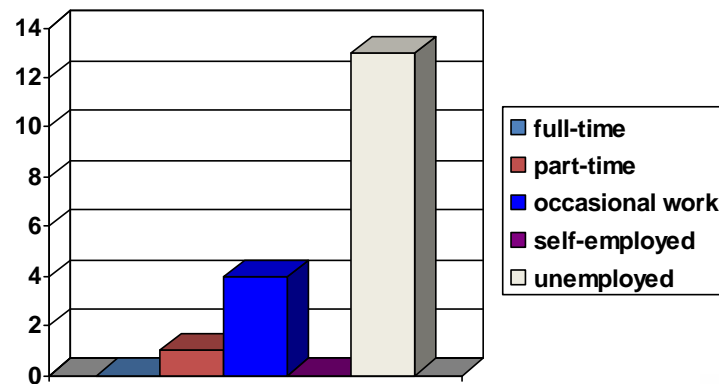
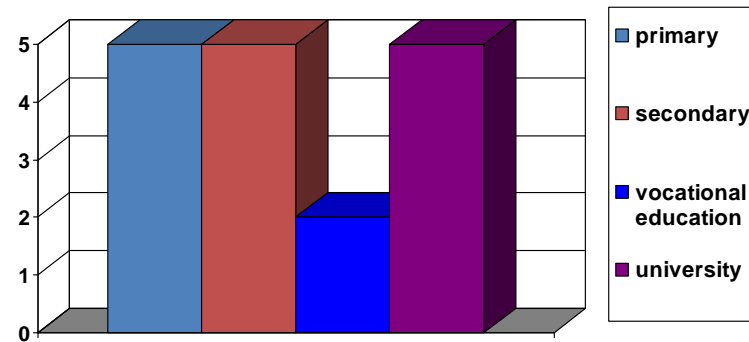
- The number of migrants will increase significantly in all EU Member States till 2020 (up to 35%)
- Number of migrant returnees and „migrant commuters“ is expected to double till 2020 (up to 10 million individuals)
- Education and life long learning have to be „marketed“ as real asset for life and personal development for migrants
- Migrants will continue to follow labour market demands and ask for transferability / certification / accreditation of skills

Results from German survey general information

- We asked 16 people from 7 different countries
- Countries of origin: France, Poland, Romania, Slovakia, Turkey, Latvia, Macedonia, the Ukraine, Russia, Afghanistan, Kazakstan
- 3 men, 13 women
- Average age: 5 x 18-29; 3 x 30-39; 5 x 40-49; 3 x 50+
- Average time in Germany:
majority (56%) more than 10 years

Results from German survey general information

- Level of education
- Status/occupation



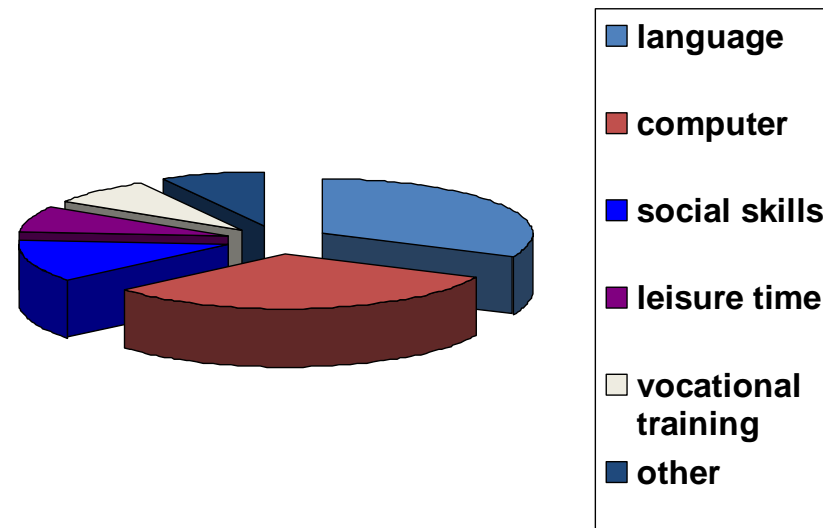
Results from German survey general information

- Kind of profession:
5 persons said they have no profession

Other answers: nurse, teacher, salesman, crane driver, pastry cook, foreign language correspondence clerk, dressmaker, engineer, office clerk

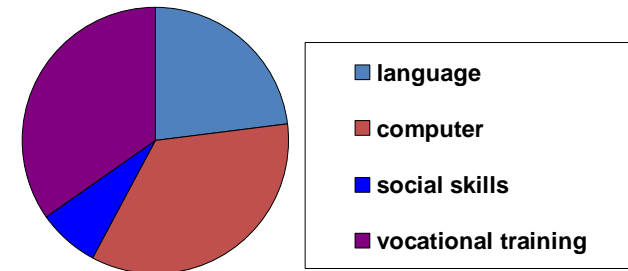
Results from German survey further education

- Participation in further education:
yes: 13, no: 3
- Type/kind of further
education/training:



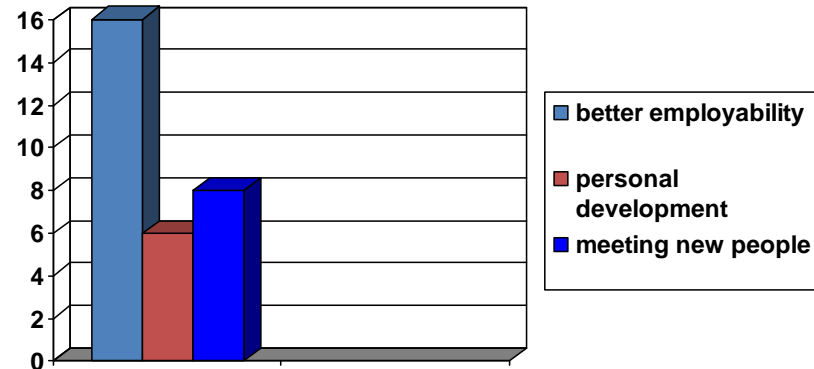
Results from German survey further education

- If you haven't participated in any further education training since you are living in Germany, why not?
"I didn't know how to participate."
"Nobody offered me any training." "No offers"
- Would you like to participate in the future?
Yes: 13, No: 3
- If yes, in what kind of training are you interested?

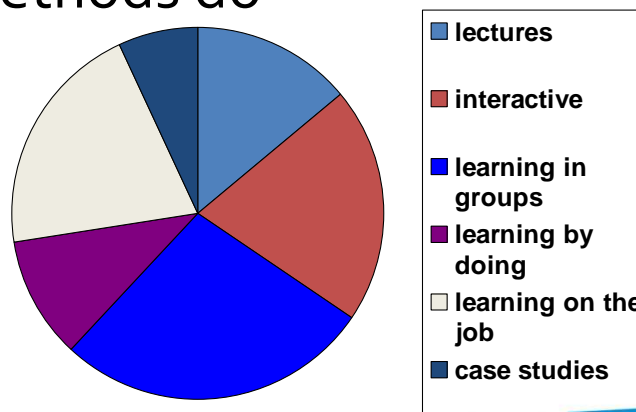


Results from German survey further education

- What do you expect of learning?



- What learning methods do you prefer?



Thank you!

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team training
Schulung & Beratung



Education and Culture DG
Lifelong Learning Programme