

Sustainable Learning in the Community

*Valuing older people's skills and experience:
Training peer facilitators*



National Report – Germany

Recommendations for peer facilitator training and SLIC workshops

Specific research topic: Integration of older migrants

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1 Introduction

The SLIC II project “Valuing older people’s skills and experience: Training peer facilitators” addresses the issue of increasingly ageing societies and the promotion of active ageing. The SLIC II project builds on the previous SLIC I project (Sustainable Learning in the Community) where an innovative workshop model and a handbook on how to run these workshops were developed. More than 103 older learners from 6 countries took part in the workshops which aimed to help older adults to review their past experience and personal skills and to explore new opportunities for learning and volunteering.

The SLIC II-project aims at broadening the SLIC workshops to fit the needs of specific target groups and at training older peer facilitators who can then run SLIC-workshops in their local communities using the SLIC-handbook as a guide. Within the project the future peer facilitators will also have the opportunity to practically trial the workshops. It is a European project funded within the GRUNDTVIG-programme of the European Commission and coordinated by the Austrian Red Cross. The project is being carried out by 8 organisations from 6 countries (Austria, Finland, Germany, Hungary, Italy and the United Kingdom). It has started in January 2011 and will run until December 2012. More information on the SLIC I and II – project can also be found on www.slic-project.eu

This report aims at looking how the sustainability of the SLIC – workshop can be ensured in each country but also in general and addressing planning issues concerning the target group of the SLIC workshops and the peer facilitator training. The second part focuses on the integration of older migrants. Each partner focused on a certain topic e.g. a specific target group or a certain topic like biographical tools or community involvement and explored this in more depth. The last part of the report provides key recommendations, which will give valuable information for the further development of the SLIC-workshops and the peer facilitator training.

2 Planning activities and ensuring sustainability

2.1 Peer Facilitator Training

The Peer Facilitator Training (PFT) is the key element of the project as it provides the basis for the workshops. In addition to elements, which can be implemented in all cooperating countries, target group specific contents shall be included. In Germany, the target group is older migrants.

The following contents should be included in the framework of the common training for the peer facilitators:

- Mentoring and teaching techniques in order to convey knowledge in an appropriate way.
- Methods to explore the community environment and gather information about the existing offers and the needs of older migrants in the community.
- Addressing community bodies for support in spreading their offers, advertising strategies.
- Strategies on how to offer SLIC workshops themselves and to whom, in order to assure sustainability.
- Joint development of an information sheet for interested bodies about the training, to be used as dissemination material to use after the training.

As the focus in Germany is on migrants, intercultural aspects and making aware of cultural diversity should be part of the training. It is important to not only be aware of one's own culture, but to recognise and understand other cultures as well. This aspect might also be interesting for the design of the common training for all involved countries.

The length of the training sessions was discussed by the MIGRALT panel, a cross-sectional group in CARITAS, which looks at migration as well as ageing. They recommended sessions for older migrants to take no more than 5 hours plus a one hour break per day. Furthermore, they suggested making appointments with participants directly, without involving social workers, so that the participants are more likely to feel obliged to attend. Thus the preliminary reflections of the SLIC partnership according the time schedule have been approved as being adequate.

With regards to the methodology, the focus should be on interactive verbal communication, as our target group could have problems with writing or reading tasks. Our aim is to empower the future multipliers to pass knowledge on to others, improve their skills in presenting their work to audiences and being capable to motivate potential participants to join the workshop. Verbal teaching and discussions could be a way to achieve this. Group and individual exercises as well as role play are useful methods to achieve our aims. Printed copies of all used or mentioned material should be handed out. Providing material, which can be used in the workshop, will make it easier for them to implement their own workshops. An information flyer could be designed together to help them with future dissemination and public relation tasks. Small homework exercises between the training units should help to put into practice what has been learned. This helps them to reflect on

what they learned and at the same time prepares them for the next training unit and animates further discussions. Some of those exercises will involve the own community group, while others could be cross-community tasks. The exercises could be designed using elements from cultural awareness trainings in form of diversity exercises. As we have members from three different communities taking part in the training, it may be possible to develop further activities together.

Furthermore, we intend to integrate as many elements as possible implemented in other countries. So far, the Scottish concept seems to be particularly suitable. Following their example, we consider including exercises to involve the local community and find out, which social services and institutions already exist in the area.

Therefore we plan to adapt elements, for example of the Scottish concept by including exercises to involve the local community and find out, which social services and institutions already exist in the area. In Germany, issues such as developing mentor programs based on the workshops or involving volunteer agencies will need to be addressed after the training, as the Federal Ministry of Family, Senior Citizens, Women and Youth has already expressed interest in our results regarding these topics. By collecting all findings, the SLIC workshop can also be applied to areas, which are not directly related to the target groups. Sustainability is therefore assured.

2.2 Peer Facilitators

The focus of the project in Germany is on older migrants. Therefore the peer facilitators should be defined as persons within or very close to the target group. The peer facilitator training should mainly involve older people with the ability to teach others what they learned. In order to include intergenerational and crossing-community aspects, younger people or people without migration background could be considered as trainers as long as they prove to be an active part of the group.

Further it would be possible to involve volunteers or voluntary trainers from participating organisations as peer facilitators, if they are familiar to the target group before the SLIC workshops. Including them could improve the impact of the project, as they are in contact with a high number of older people, who are looking for good options to be an active citizen. They could use the SLIC workshop concept with other volunteer groups, which would enhance the potential use of SLIC workshops in Germany because the results and findings of the other countries could potentially also be applied in Germany.

Another group of persons, which could be involved in the PFT are professionals associated with the target group (e.g. social workers, teachers, responsible persons of parishes, community workers). Persons of these professional groups, who are accepted peer groups, can be helpful in different ways for our project. They could support the older migrants carrying out the SLIC workshops in their communities as multipliers. The professionals can help in conveying what the SLIC approach stands for and spread it to other sectors of the organisation. Including them in the PFT makes sense in regard to sustainability and to achieve the greatest impact with the project.

Even though three different types of trainers could possibly be included in the PFT, the focus should always be on the older migrants, as they probably benefit most in terms of empowerment.

After defining the group of people, which is potentially eligible for the training, it is necessary to point out some minimum skills and competences they should have in order to cope with the tasks of a peer facilitator. First of all, their language skills must be good enough to guarantee that they will understand everything they will be taught and to guarantee that they then will be able to teach what they learned in a workshop. They need to be interested in offering services on a voluntary basis and have to be curious about their living and social environment. Explorative exercises are supposed to help them find out which social services and institutions already exist in their district. The groups should also be questioned about how they are organised, as some migrant groups are very much tied to their local environment, whereas others are active in their whole social space, regardless of district boundaries.

Furthermore, it is crucial that they are willing and feel obliged to participate in all training units. Their degree of commitment could be assessed by applying several criteria. One option would be to define continuous activity as volunteer or ongoing activity in a migrant organisation in the past as a prerequisite. However, it has been pointed out that the target group is not very experienced in conventional civic engagement. Therefore, applying too restrictive criteria might exclude many potential participants. Another way of increasing commitment could be to point out the advantages of their participation. In giving the training a formal framework by involving persons from national and local authorities, the importance of the project is emphasized. If they participate continuously, they have the option to present their group to a broader audience and to help to define useful criteria regarding active citizenship for older migrants. Additionally, some kind of contract could be signed by the PFT and us, which would emphasize the permanent character of the project and evoke a sense of commitment, leading to regular attendance.

In regard to the involvement of participants, contacts to three migrant groups have already been established. The first step will be to inform the responsible persons about the characteristics of potential peer facilitators, as stated above. The responsible persons will be asked about potential PFT in their groups or surroundings as they might already have suggestions as to who could be suitable for this task. The responsible persons could ask the potential volunteers, if they are interested to be involved in the project in the first place and – if they are – briefly explain the tasks of a peer facilitator. By involving social workers of groups in the pre-selection of participants, we would be more likely to reach highly motivated and reliable participants. After identifying potential peer facilitators, the potential participants will be invited to a preliminary meeting for all peer facilitators, in which the following steps will be explained. We should not limit the number of participants for this meeting, as some might not be interested anymore afterwards. This preliminary meeting should focus on the advantages and the fact that they could empower their groups if they participate, rather than the tasks they need to accomplish. A short exercise involving the expectations, interests and motivation of the potential peer facilitators should help to find out if they are suitable. It also assures that they are aware of the work they have to do if they participate. All those willing to participate will receive an invitation

letter, which lists the venues, dates and some practical information concerning the training.

2.3 SLIC workshop

The workshops following the training should be tailored to the national target group. In the case of Germany, we mainly want to appeal to the migrants who initially came as guest workers in the fifties and sixties to rebuild the country after Second World War. Instead of returning to their countries of origin they stayed in Germany with their families and grew old. The fact that most of those who came as guest workers are officially recognized European citizens nowadays does not really affect their lifestyle and their degree of integration because most of them hardly socialise outside their migrant communities. The characteristics of the group of older migrants will certainly change over the next decades in Germany (and consequently their definition as well), and the integrative needs of following generations will be completely different. The target group will be more ethnically diverse in the future. More detailed information on the target group is provided in chapter 3, which presents the results of a desk research on older migrants.

The concept of working with older migrants and choosing them as the national target group was an idea raised at a meeting between social workers working with older migrants at Caritas, the responsible person for older migrants at the Department of Multicultural Affairs of Frankfurt and ISIS. The will to participate in SLIC II had been expressed by the social workers before the start of the project. In the meantime we found two more groups of migrants, who are interested in joining the project. One group is associated with Caritas and consists mainly of migrants with a Croatian background, and the other is a group of migrants with a Turkish background, associated with IFZ. Every group agreed to send 3-4 persons who will join the Peer Facilitator Training. After the training they will go back to their groups and implement the workshop with our help. The workshop should be held in a place where the group usually meets. The familiar surroundings will help to maintain the trainer's connection to the group. The responsible social worker and the peer facilitators will work together to identify and encourage participants for the workshop in their own group. The workshop participants should be explained what the workshop basically is about and which advantages it has to participate. This could be done during the usual opening hours of their venue. To get to know the participants better, we will join these informative meetings as well. After setting a date for the workshop we will create an invitation including the necessary information, which could be:

- Brief summary of the workshop idea (maybe in two languages?)
- Date, hour and place of the workshop

Our suggestion to start by presenting the project and our aims to the groups and giving them the opportunity to contribute their own ideas about additional training content was highly appreciated by the social workers. Unfortunately, it was not possible to get an appointment with a participating migrant group to this date. We will however make sure to include their interests and ideas in regard to additional content for the training and will provide this information at a later point of time.

2.4 Framework conditions and sustainability

For a sustainable realisation ISIS consider it necessary to cooperate with local authorities and organisations. They are actively involved in the framework of the project and help us to clarify crucial questions about the work with the target group. Furthermore, they support us in terms of:

- Providing venues for meetings and organising lunch
- Promotion through their networks as well as their communication channels
- Opportunities to present the project at conferences, workshops, etc. and
- Establishing contact to peer facilitators and older migrants interested in active citizenship

Since the focus of ISIS is on research and development, the sustainability of the SLIC workshops is the responsibility of the cooperation partners. Two groups from different districts of Caritas Frankfurt and one group of the International Family Centre (Internationales Familienzentrum, IFZ) are involved, therefore the idea came up to let someone from their voluntary section or some of the social workers responsible for the group participate. As they already have persons actively working with our target group, they could be considered as peers. This way, the knowledge acquired could be applied in other fields of work of the Caritas and the IFZ. The national focus of other groups might be interesting in this context as well because their approaches also combine several target groups. (Additionally the Caritas volunteers could draw on the findings of other partners when working with other target groups.)

On a local level we already established contact with the Department for Multicultural Affairs in Frankfurt. They expressed great interest in the idea of the project and will support us by:

- Hosting the initial training days in their rooms,
- Giving us the opportunity feature the project in their newsletter,
- Using their network channels to promote the project outcomes and
- Organising an information seminar for local stakeholders, where the project outcomes will be presented.

This kind of support has a positive effect on the public image (on a local level), and responds to the target group's wish to socially participate. In addition to the efforts of our cooperation partners we will establish contact to local stakeholders and keep them informed about the progress of the project. Volunteer agencies or active neighbourhood programmes may be interested in the results of the project and in the opportunity to apply them in their facilities after the expiration of the project. Applying this approach, constant interest can be attracted by the stakeholders. Based on positive project results, they can promote and encourage similar workshops. Hence, this approach promises to achieve the greatest impact.

At national level we were invited by the Federal Ministry of Family, Senior Citizens, Women and Youth. As they provide funding, they have a particular interest to make the project content known and to distribute the workshop handbook nationwide. SLIC II is now one of their officially supported projects. As our work proceeds, the project

will be presented through national dissemination channels in order to spread the contents of the workshop and make it accessible to a broad audience. This could lead to an implementation of the SLIC workshops all over Germany. Providing the workshop models developed by the cooperation partners also guarantees a broader area of operation in Germany; the national focus would be just one option they could choose from a variety of options. In addition to their interest in community involvement they expressed interest in using the workshop as a base for mentoring and other voluntary programmes.

2.5 Reviewing own training experiences of the SLIC(1)-project

In the first SLIC project, ISIS was responsible for the evaluation; therefore we do not have experiences in implementing SLIC trainings.

3 Research on the integration of older migrants

3.1 Introducing integration measures for older migrants in Germany

Ageing and migration are issues of increasing socio-political importance. Due to the ageing of the migrant generation, the total and the relative number of older migrants grows. But on average people with a migrant background are younger than those without. Between 2005 and 2009 the proportion of people with a migration background over the age of 55 increased from 2.5 million to three million.¹ Demographic change in regard to the ageing of both the German and the foreign population calls for social and sociopolitical measures. On these grounds, it makes sense to focus on the integration of older migrants in Germany. The SLIC workshops are supposed to offer them opportunities for active participation. In order to understand the underlying dynamics of social integration of older migrants on the one hand and reasons for their exclusion on the other, we investigated:

- Their socio-demographic characteristics: Do older migrants fulfill popular stereotypes, or are they a diverse and heterogeneous population group?
- Social integration and access to services: This part looks at risks of exclusion in the areas of education, language and income, followed by measures to support integration, based on the National Integration Plan. These measures are going to be implemented at municipal level.
- Migrant organisations and civic engagement: This chapter focuses on autonomous initiatives of older migrants in their environment and looks at ways to support these.

3.2 Methodology

Our research mainly draws on sources from the internet and specialist literature. Nowadays numerous studies on the social situation of the migrants from the former recruitment states are available. However, the research on certain social groups and

¹ Sample census 2009, people with migration background, own calculations.

areas of life of the ageing migrant population is still sketchy and superficial. Most of those studies derive from the areas of gerontology, welfare organisations and eldercare institutions. Since the mid-1980s numerous publications studied various aspects of the first migrant generations' ageing.

In addition to this we conducted exploratory interviews with stakeholders in order to work out a concept and to better understand the findings of the studies and statistics in regard to their relevance to both the living conditions of older migrants and the answers to questions in chapter 2. Finally we collected a sample of good practice projects concerning older migrants and active citizenship in order to show the variety of measures already implemented in Germany. We did not include findings about health and mobility of older migrants, which might have completed the picture of their social situation, but would have gone beyond the scope of the project aims.

3.3 Findings

Socio-demographic characteristics of the target group

The first generation of migrants, which came to Germany as guest workers, has now reached retirement age or is now in the final years of employment. These migrants (and their families, who were later allowed to follow) were initially intended to work in Germany temporarily. However, they did not leave the country to this day and grew old in Germany. Looking at numbers of older migrants, migrants from former recruitment countries still form the largest groups. About 364,000 people over the age of 55 originally came from Turkey, 227,000 from succession states of former Yugoslavia, 167,000 from Italy and 84,000 from Greece. About 536,000 came from the area of the former Soviet Union, 270,000 from Poland and 139,000 from Romania (Sample census 2009, persons with migration background, own calculations).

Table 1: Persons with migration background, sorted by age in years²

	2005		2009	
	Women	Men	Women	Men
55–64	643,000	708,000	763,000	738,000
65–74	379,000	413,000	471,000	478,000
75–84	199,000	139,000	228,000	196,000
85–94	37,000	16,000	64,000	25,000
	1,258,000	1,276,000	1,526,000	1,437,000

Source: Sample census 2005 and 2009, own calculations

As Table 1 shows, the increasing numbers in the older age groups of migrants have already shifted the sex ratio towards the female population. A look at the marital status in Table 2 reveals that women, because of their higher life expectancy and the common age divide between partners, are more likely to be single in old age. This can lead to social isolation if the women do not have a good social network.

² The numbers in the following tables are based on a total population of persons with migration background of N=2,963,000 (Statistisches Bundesamt 2009: 156).

Consequently, the demographic change is also a factor leading to social exclusion of older women.³

Table 2: Marital status of persons with migration background

	Widowed		Divorced		Unmarried	
	Women	Men	Women	Men	Women	Men
65 years and older	297,000	71,000	54,000	36,000	31,000	31,000

Source: Sample census 2009, own calculations

Both migrant men and women are much more likely to suffer from poverty in old age (and the risks associated with it) than German citizens. The third poverty report and the 7th report on the situation of foreigners in Germany state that the risk to suffer from poverty in old age is much higher (27.1 %) for persons with migration background aged 65 or over than for persons of the same age without migration background (9.7 %).⁴ The main reasons for this are that migrants often have shorter careers, a low income (as they are often un- or semiskilled workers) and are more likely to have periods of unemployment during their working life (BMAS 2008: 104).

Out of all the categories, single women of the migrant generation have the highest risk of experiencing poverty in old age, especially if they are divorced and the traditional model of being supported by the husband failed. In contrast, the financial situation of widows is much better (BMFSFJ 2004: 12).

Social Integration and Access to Services

The socio-economic situation of older migrants determines their living standards, housing conditions, life quality and quality of health. It also influences to what extent they can participate in social and leisure activities and therefore determines to what extent they can integrate into German society. Having a network of relatives, friends and other social groups is also a crucial factor. Furthermore, the individual socio-cultural orientation and language skills play an important role.

The ability to establish and maintain social contacts does not necessarily depend on age or marital status; it is rather a matter of the individuals' social situation. One learns these skills at a young age until the middle phase of life. Growing old, our behaviour is usually influenced by the way we learned social skills earlier in life (BMFSFJ 2004: 21). Consequently, the social integration of older migrant women in German society depends on socio-economic factors and cultural resources such as education, income, social affiliation, language skills in German and the will to advance socially and professionally.

However, studies show that the older migrants are the worse are their German language skills (this goes for all nationalities). The group with the most deficient

³ The proportion of German widows aged 65 or older is higher (15.7 %) than the proportion of widows with migration background (10 %) of the same age. (Sample census 2009).

⁴ The quota of poverty risks is calculated as a percentage of the persons with an equivalised median income of less than 60% of the national median of the equivalised median incomes of citizens in private households (their residential address). The equivalised median income is calculated on the base of the new OECD scale.

German language skills is Turks over the age of 56 (Deutsches Zentrum für Altersfragen 2009: 28f.). When looking at language skills in relation to marital status, it turns out that the majority of unmarried or divorced older migrant women have sufficient or good language skills, whereas nearly half of the widows have no or hardly any German language skills (BMFSFJ 2004: 30).

The migrant population does not have a homogeneous level of education. They represent a part of the population with the highest education level, but at the same time represent a large percentage of the population with a low education level (Deutsches Zentrum für Altersfragen 2009: 24).

About 25 % of migrant women and 20 % of migrant men at the age of 55 and over did not graduate, compared to less than 2 % of German men and women of the same age (Statistisches Bundesamt 2009: S. 156f.). Around 52 % of migrants over the age of 55, who did graduate from school, have the lowest qualification, a Certificate of Secondary Education.⁵ But at least 28 % have a certificate, which allows them to go to university or technical college⁶ (Statistisches Bundesamt 2009: 156f.) The proportion of migrants between 55 and 64 years with these qualifications is about 30 % and clearly higher than the proportion in the age group of 65 year-olds and over, which is 24 %. Therefore, we can say, that the education level of senior migrants rises.

Table 3: Qualifications of persons with migrant background

	Lowest school degree ⁷	'Mittlere Reife' ⁸	Entrance qualific. for techn. college	University entrance qualification
55–64 years	608,000	213,000	67,000	297,000
Over 65 years	675,000	131,000	43,000	213,000
	1,238,000	344,000	110,000	510,000

Source: Sample census 2009

Table 4 shows that most migrant women aged 55 and over do not have a vocational qualification (54.7 %), whereas this is true for only a third of migrant men at the same age (35.8 %).⁹ In the following generation however, the numbers of men and women with vocational qualifications converge. This result is in line with the fact stated earlier

⁵ In the same category (55 years and over), the percentage of persons without migrant background having the same qualification is even higher: 62.6 %.

⁶ The percentage of persons without migrant background over the age of 55 is 14.2 %.

⁷ In Germany, secondary schools are streamed: From the 'Hauptschule', which offers Lower Secondary Education (Level 2) according to the International Standard Classification of Education, students can graduate after nine years of school in total, receiving the lowest degree possible. Graduating from the 'Realschule' after ten years qualifies students for most vocational trainings or apprenticeships, but not tertiary education.

⁸ 'Mittlere Reife' or 'Realschulabschluss' refers to the graduation from 'Realschule', as explained above.

⁹ In contrast, only 34.3 % of German women and 10.2 % of German men aged 55 and over do not have a vocational qualification.

that the older generation of migrants largely made a living as guest workers or unskilled workers.

Table 4: Vocational qualifications of persons with migrant background

	Do have vocational qualifications		Do not have vocational qualifications	
	Women	Men	Women	Men
55–64 years	395,000	490,000	368,000	248,000
Over 65 years	298,000	432,000	469,000	267,000
	693,000	922,000	877,000	515,000

Source: Sample census 2009

The factors potentially leading to social exclusion listed above can be compensated by measures improving social integration of older migrants in particular. These measures are intended to make services easier to access for them. In the following areas, the federal government, local authorities or non-government organisations offer services:

- Social integration in their social environment
- Linguistic integration
- Participation and civil engagement

Governmental measures and concepts to promote the social integration of migrants are listed in the National Integration Plan by the 2007 government and municipal integration concepts. The immigration law, which came into effect in 2005 introduced standardised legally regulated governmental integration measures for migrants for the first time. The major focus is on (German) language courses. The National Integration Plan notes that nearly 65 % of all migrants participate in language courses to help their integration (Bundesregierung 2007: 38). Furthermore, the federal government agrees to improve the framework conditions for the participation in courses, for example by refunding transport expenses or reducing the number of participants per course (Bundesregierung 2008: 19f.).

The National Integration Plan also demands and supports numerous political and social measures, such as improving female migrants' access to education and jobs and supporting the organisation and connection between female migrants and groups representing their interests (Bundesregierung 2007: 95ff.).

In addition to governmental measures, measures to ensure equality and to improve the life situation and of women with migrant background are suggested. These are supposed to be implemented with the help of non-government and welfare organizations. However, migrants themselves contribute much more to their social integration in the host country. In the following we will have a closer look at migrant initiatives.

Migrant organisations and civil engagement:

During the first phase of migration, migrant groups were taken care of by welfare organisations exclusively. After a while the first migrant organisations were established to represent their interests directly. For many workers, these organisations were a substitution for their family in the times before families were allowed to be reunited. The migrant organisations provided information on aspects of everyday life such as shopping or dealing with authorities (BMFSFJ 2005: 435). In addition to cultural, leisure and sports clubs, there are religious associations, parent associations, social services, groups representing political interests as well as senior citizens' and women's social clubs nowadays, which older migrant women can join. Finally, three tendencies can be identified as motivations for migrant organisations: representation of interests, culture and religion.

Studies on the memberships of migrant organisations show that less women than men are active members. Furthermore, the proportion of older members registered in the organisations is considerably lower than the proportion of middle-aged members. A study on members of migrant organizations in Frankfurt am Main revealed that only 3.9 % of all members are women over the age of 65 (Huth 2005: 44).

In everyday life, migrant organisations play a vital role for the integration of migrants, especially in regard to language training, educational and occupational integration, and the representation of their interests. Furthermore, they excel in appealing to target groups, which are difficult to reach such as women and senior citizens. These groups usually do not use the institutional integration services (Huth 2007: 36). In addition to their expertise in developing projects and schemes for specific target groups, migrant organisations have first-hand experience regarding the situation, needs and characteristics of older migrant women. Generally, older migrant women can best be reached through migrant organisations (Brauckmann 2008: 3).

Based on the Sinus background study, which examined living environments of migrants, the Bundesverband für Wohnen und Stadtentwicklung (Federal Association for Housing and Urban Development) looked at the correlation of civic engagement and migrant milieus. Their results show that 20 % of the participating migrants have in the past actively influenced decisions regarding their neighbourhood (Bundesverband für Wohnen und Stadtentwicklung 2009: 45). People's participation increases proportionally to their education level and age. The results of the volunteer survey confirm these findings in regard to migrants and participation. The discrepancy reported between the willingness to participate and the actual commitment is also interesting. The authors state that not all of the groups who are interested in local participation and networking can actually achieve these goals in practice (ibid. 46).

The contexts and conditions of civil engagement of migrants are different to those of usual active citizenship. The fifth ageing report notes, that older migrants are predominantly active in the context of family and social networks. Usually, migrants only network and get involved within their ethnic organisations. Older migrants hardly ever get involved in German political parties or other associations or even so-called "Ausländerbeiräte" (migrant councils, which represent the political interests of

migrants) (BMFSFJ 2005: 433). For migrants of the first generation, lacking language skills are considered to be a reason for this circumstance. Different cultural and social codes may also be reasons. Traditional voluntary organisations are devoted to their own subculture, their history and customs, using their own communication codes. These organisations have difficulties to let new people with a different cultural background in (ibid. 433).

Furthermore, their activities tend to be limited to a local radius. Because of their low mobility, older migrants in particular depend on social and other infrastructures in their living environment. This is a problem, especially for districts and areas with a deficient public transport network. Due to their limited mobility, older people might not be able to use services in a greater distance (Dezernat für Soziales und Jugend Frankfurt am Main 2006).

This suggests however that measures by the community might not have to be tied to a certain location, as older members might not or hardly be able to reach it. Hence, activities by communities should be planned considering the living environment and the whole area of a community as well as social environment and social space.

However, nowadays there are a lot of initiatives based on civil engagement by migrant organisations or integration projects, which overcome these traditional limits. Though their aims may vary, the will to participate and get involved in a self-determined way underlies all of those projects. This seems to suggest that the concept of helping others to help themselves replaces the paradigm of welfare. The appendix provides a list of representative projects.

4 Recommendations

4.1 Key recommendations for peer facilitator training

The following table lists the training elements, which we deem worth including:

Training objectives	Training contents	Training methods
Ability to pass knowledge on to others	Mentoring and teaching techniques	Group exercises
Knowledge about residential area	Methods to explore the community environment	Mapping exercise
Skills how to present one's work effectively to an audience	Public Relation techniques (contact to local bodies, etc.)	Design of a joint information flyer
Being able to motivate participants to join the workshop	Motivating and activating participants	Role play
Becoming aware of one's own culture and other cultures	Cultural awareness	Diversity exercises

To make sure, that the participants can keep focused, the training sessions should take about 6 hours per day, including a one-hour lunch break. Between the sessions, participants should do small homework exercises, which prepare them for the topic of the next training unit. This way, we encourage participants to think about the training contents and relate the acquired knowledge to practice. Groups should take turns in providing the venue for the training. This has a twofold purpose: it helps to connect training and workshops for the groups and und it gives participants the opportunity to see institutions of other communities.

4.2 Key recommendations for peer facilitators

According to our research, the following groups of persons might be considered as peer facilitators:

1. Older migrants and other active members (including older Germans or younger members) of their group
2. Volunteers, voluntary trainers or active citizens already in contact with the peer group
3. Professionals closely related to the target group (Social workers, teachers, responsible persons of parishes, community workers and so on)

Even though three different types of trainers could possibly be included in the PFT, the focus should always be on the older migrants, as they probably benefit most in terms of empowerment.

Potential peer facilitators should meet the following criteria:

- Sufficient language skills
- Interest in teaching
- Prepared to explore the area on foot
- Communication skills
- Reliability and will to work continuously in the project

The experts consulted recommended to prefer people with some experience in long term civic engagement. However, the criteria should not be too restrictive, in order to recruit a reasonable number of participants.

4.3 Key recommendations for SLIC workshops

In total, there are three workshops. Each workshop should be held on two consecutive days in the facilities of the groups, in order to incorporate participants' familiar environment. The local social workers should support multipliers in recruiting and encouraging workshop participants as good as possible. Before the workshop, information meetings should be held in all groups, which will introduce us and our project and explain the role of the peer facilitators. At the end of the meetings, we will invite people to participate in the workshops. To make sure, that the participants can keep focused, the workshops (like the training sessions) should take about 6 hours per day, including a one hour lunch break.

4.4 Key recommendations for framework conditions and sustainability

In order to achieve the best distribution of information possible, the following steps can be taken:

On the level of participants:

If one's own organisation does not have a group of participants, welfare institutions, associations or migrant organisations should be contacted. Participatory involvement of institutions may be realized by providing facilities or involving groups in the preparation of lunch service. The multipliers pass on knowledge to the group, the group in turn provides a meal. The institutions could:

- Provide venues in their facilities and organise lunch
- Disseminate through their networks and communication channels
- Provide opportunities to present the project at conferences, workshops, etc. and
- Establish contact to peer facilitators and older migrants interested in active citizenship

On local level:

Involve a local project patron (City council, a department etc.), which has great symbolic value, particularly for the trainers. The patron could:

- Host the initial training days,
- Give us the opportunity present the project in their newsletter (if they have one),
- Use their network channels for dissemination of the project outcomes
- Organise an information seminar for local stakeholders, where the project outcomes will be presented

On national level:

Check, if the responsible ministry might be interested in the project results. In Germany, ministries are very interested in any findings of the project. They will allow us to use their network channels to disseminate the project results nationwide.

4.5 Key recommendations on the research topic

Based on the research results presented in chapter 3 we can draw conclusions as to the target group specific elements of the training contents. In order to best reflect the biggest communities living in Germany, the workshop participants should be from Turkey, former Yugoslavia and some Mediterranean countries of Europe, as this would ensure the transferability of the specific target group topics to other parts of Germany.

As the sex ratio shifted towards the female population, the majority of the participants will probably be women. Furthermore we are dealing with a target group, which is very likely to suffer from poverty in old age, as a lot of them do not have qualifications

and were employed as unskilled workers.¹⁰ Therefore, the voluntary measures at the end of the project should initially be financially supported. Otherwise, the knowledge acquired may never be put into practice.

Due to a lack of integration measures in the first years after the arrival of the first wave of guest workers, many migrants did not learn German properly. This issue has been addressed but could not be fixed sufficiently. Therefore, the training contents have to be adapted to the language skills of the participants and activating verbal methods rather than classroom-style teaching should be applied.

Chapter 3 showed that older migrants usually get involved in social networks and their family, rather than German political parties or other associations. This however does not mean that they do not wish to get involved. Not all groups, which express interest to participate and network on a local level, are able to realise this, as they often lack the appropriate framework. The SLIC workshops will provide this framework by guaranteeing the visibility and availability of trainers and help for self-help at any time. The framework should be straightforward and easy to understand. It should guide participants but also be flexible, in order to adapt to the needs specific to each target group.

In order to initialise commitment, 'locatedness' plays a central role. This does not necessarily refer to a physical location; it can also refer to a social space, meaning social ties in a community. The contents of the workshops should account for these specifics to a certain degree and allow adaptations in implementing the tasks.

¹⁰ However, one has to be clear that the population of older migrants is not homogeneous in terms of education or qualifications. About 25 % achieve higher educational qualifications, which is a high percentage compared to the German population of the same age.

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6 Annex

Chapter 3 mentioned projects from or for older migrants as well as projects that aim to improve the framework conditions for migrants. In the following we list examples of good practice projects in Germany implemented at European, national and local level:

- *Aktiv im Alter – für mich und andere*
Coordinated by: City of Ahlen
Status: Still running
Brief description: Older Turkish migrants are invited to share their experience of life and their knowledge. This way they can be active in their city, socialize and take part in public life. Turkish and German older people work together as volunteers.
Further information: <http://www.senioren-ahlen.de/index/kultur-bildung-und-freizeit/projekte-und-angebote-zu-bildung-und-kultur/engagement-aelterer-migrantinnen/>
- *Aktion zusammen wachsen*
Coordinated by: Ministry of Family Affairs, Senior Citizens, Women and Youth
Status: Still running
Brief description: National database, which lists projects involving mentor programs. These projects aim to assist and support children and teenagers with migration background. Apart from recruiting voluntary mentors and bringing children and mentors together, they also fund and support new projects including mentor programs.
Further information: <http://www.aktion-zusammen-wachsen.de/>
- *Ältere Migranten/Migrantinnen im Quartier (Amiquis)*
Coordinated by: Hochschule RheinMain
Status: Still running (2010-2012)
Brief description: Amiquis is a research project, which examines the conditions and resources needed to ensure appropriate living standards for older migrants. It also looks at the barriers and structural problems which older migrants may face. Based on their findings they support and initiate networking and empower older migrants to help themselves.
Further information: <http://www.amiquis.de/>
- *miHmi – Migranten helfen Migranten*
Coordinated by: AWO Bildung und Arbeit Pinneberg
Status: Still running
Brief description: “Migrants help migrants” is a language-based project, in which migrants with good German skills help migrants having the same mother tongue to understand and fill in documents for the job centre and other public authorities.
Further information: <http://www.mihmi.de/>
- *Gemeinsam engagiert für eine gemeinsame Zukunft – bürgerliches Engagement im Bereich Integration*

Coordinated by: AGABY

Status: Completed (2008-2010)

Brief description: The project aim was mainly to establish networks between German and migrant organisations. The focus was on to improve framework conditions of active citizenship for migrants.

Further information: http://gemeinsam-engagiert.net/fileadmin/ge/Abschlussdoku/Dokumentation_gemeinsam_engagiert_gesamt.pdf

- *Wegbegleiter*

Coordinated by: Caritas Frankfurt; katholische Gemeinde italienischer Muttersprache (MCI), ACLI

Status: Still running (2008-2011)

Brief description: The target group of the project are older Italian people in Frankfurt am Main. German- and Italian-speaking volunteers help the migrants in various challenges of everyday life such as shopping, contacting German public authorities, filling in forms, going to the doctor or hospital etc. In order to provide easier access health care and consultation services. The project offers qualification courses for active citizens.

Further information: http://www.kultursensible-altenhilfe.de/sued/FLYER_Wegbegleiter_v8_DEU%202.pdf

- *Aamee – Active Ageing of Migrant Elders across Europe*

Coordinated by: Ministerium für Generationen, Familie, Frauen und Integration des Landes Nordrhein-Westfalen

Status: completed (2007-2009)

Brief description: The AAMEE project focuses on the promotion of active ageing and social, cultural and economic integration of older migrants and minority ethnics. Reacting to diversity this project aimed to spread volunteer activities and develop culturally sensible products and services in the fields of, for instance, housing, care, education, leisure, culture and marketing. Various approaches were applied to achieve this.

Further Information: <http://www.aamee.eu/index.php>

- *OASI – Interkultureller Seniorentreff*

Coordinated by: Caritas Frankfurt

Status: Still active

Brief description: Since 1991 Caritas Frankfurt has been open for older migrants to meet and participate in activities or even offer them. In addition to activities like women's breakfast, painting classes, sports and international lunch, they started to offer voluntarily services such as homework classes in the nearby youth centre. The initial intention was to simply provide a space for older migrants to meet without any obligations. But over the years they contributed own ideas and managed to implement many of them.

Further information: <http://www.caritas-frankfurt.de/53237.html>

- *Interkulturelles Seniorennetzwerk*

Coordinated by: Förderverein für die spanischsprachige katholische Gemeinde Siegen und Umgebung, Interkulturelle Gemeinschaft e.V

Status: Ongoing (2008-2011)

Brief description: The aim of this network is to encourage older migrants to get active and participate in senior groups and empower them to develop and implement own ideas, in order to increase their autonomy.

Further information: <http://www.ik-seniorennetzwerk.de/>

- *¡Adentro!*

Coordinated by: AEF - Spanische Weiterbildungsakademie e.V.; Bund der spanischen Elternvereine in der Bundesrepublik e.V.; DRK – Generalsekretariat und LV-Nordrhein e.V.

Status: Completed (1994-97) Ongoing training for multipliers since then

Brief description: Adentro is an educational project, which aims to facilitate the socio-political participation and integration of migrants. The basic idea was to encourage migrants to participate in local communities and offering qualification trainings for cultural facilitators.

Further information: <http://www.fes.de/fulltext/asfo/00713b03.htm#E9E10>

- *Aktiv im Alter*

Coordinated by: Ministry of Family Affairs, Senior Citizens, Women and Youth
Status: Still running

Brief description: This program was developed to increase the responsibility of communes and agencies for civic engagement, open facilities and institutions for civic engagement. The central idea is to empower older citizens to contribute to the development of civil society.

Further information: <http://www.aktiv-im-alter.net/>

- *Freiwilligendienste aller Generationen*

Coordinated by: Ministry of Family Affairs, Senior Citizens, Women and Youth
Status: Still running

Brief description: The program “Freiwilligendienste aller Generationen” is part of the “Alter schafft Neues” initiative developed by the ministry. This program supports 46 different projects which aim to spread active citizenship nationwide into all different kind of social areas.

Further information: <http://www.freiwilligendienste-aller-generationen.de/>

- *Transkulturelles und interreligiöses Lernhaus der Frauen*

Coordinated by: Berami (2005-2008)

Status: Completed. Ongoing qualifications in Frankfurt and Berlin after end of project

Brief description: This project is an intercultural women’s network, which ran under the “Freiwilligendienste aller Generationen” program. The aim was to qualify migrant women as cultural mediators in order to build bridges between different cultures.

Further information: <http://www.lernhaus-projekt.de>