In memory of Hans Mahnig

Friedrich Heckmann, Dominique Schnapper (eds.)

The Integration of Immigrants in European Societies

National Differences and Trends of Convergence
Introduction

Germany: From Ethnic Nation to Universalistic Immigrant Nation

Friedrich Hirschman
due to information gain.

Since the end of the Second World War, the German population has been declining, leading to a decrease in the age of the population. This has been particularly evident in the rural areas, where the birth rate is lower than the death rate. The decline in the population has been exacerbated by the loss of skilled workers who have migrated to other countries in search of better opportunities.

The German government has taken steps to address this issue by increasing investment in education and training programs. This has helped to increase the number of skilled workers in the country, which has helped to offset some of the negative effects of the decline in the population.

Despite these efforts, the German government still faces challenges in attracting workers from other countries to fill the gaps left by the emigration of skilled workers. This is particularly true in the rural areas, where the job opportunities are more limited.

In conclusion, the decline in the population has had a significant impact on the German economy, particularly in the rural areas. The government needs to continue to invest in education and training programs to help attract workers from other countries and to support the local workforce.
3. Political and Social Definition of the Immigration Situation

Table 1: Foreign Population in Germany

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
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<tbody>
<tr>
<td>1960</td>
<td>6,918</td>
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<tr>
<td>1961</td>
<td>7,383</td>
</tr>
<tr>
<td>1962</td>
<td>7,962</td>
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<tr>
<td>1963</td>
<td>8,597</td>
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<tr>
<td>1964</td>
<td>9,041</td>
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<tr>
<td>1965</td>
<td>9,542</td>
</tr>
<tr>
<td>1966</td>
<td>10,124</td>
</tr>
<tr>
<td>1967</td>
<td>10,769</td>
</tr>
<tr>
<td>1968</td>
<td>11,465</td>
</tr>
<tr>
<td>1969</td>
<td>12,228</td>
</tr>
</tbody>
</table>

Figure 2: Forms of Migration to Germany in the 1960s
4. Social Order and Sense of Neighborhood as Conditions of Well-being

Social order and sense of neighborhood are basic elements of the social order in which society functions. These elements provide a sense of security and a sense of belonging to the community. The sense of social order is based on the presence of rules and regulations that govern behavior. The sense of neighborhood is based on the shared experiences and values of the community. Both elements are essential for a healthy and functioning society.
5. Legal Integration: Citizenship Policies

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A successful process of information and integration is the result of creating a more accessible and effective environment. This involves identifying and addressing the key challenges and opportunities for the effective integration of information in a comprehensive and integrated manner. The core of this process is the establishment of a framework that enables effective collaboration, communication, and integration of information across different domains and stakeholders. Effective integration requires a strategic approach that considers the unique needs and requirements of each domain, ensuring that information is used in a way that supports decision-making and enhances the overall performance and efficiency of the organization.

A critical aspect of this process is the development of policies and strategies that promote information sharing, collaboration, and integration. These policies should be designed to foster an environment where information can flow freely, and different stakeholders can contribute their expertise and insights. This involves creating incentives and mechanisms that encourage participation and ensure the quality and relevance of the information exchanged.

In addition, fostering a culture of openness and transparency is essential for effective information integration. This requires creating a supportive environment where information is shared openly and freely, and where different perspectives are valued and respected. By promoting a culture of openness and transparency, organizations can ensure that information is used in a way that is consistent with the needs and goals of all stakeholders.

Finally, effective information integration also requires the development of tools and technologies that support the efficient capture, storage, and dissemination of information. These tools should be designed to be user-friendly and accessible, enabling different stakeholders to easily access and use the information they need. By leveraging the power of these tools and technologies, organizations can ensure that information is used in a way that maximizes its value and impact.
section 1.

the 1965 act of providing free education to children between the ages of 6 and 14 is an important milestone in the history of education in India. it aims to provide primary education to all children in the age group. the primary education is defined as education up to the age of 14 years. the act mandates the establishment of primary schools in rural areas and urban areas. the government is responsible for providing primary education to all children. the education department is responsible for enforcing the provisions of the act. the act has been amended several times to include higher education and technical education.

section 2.

the 1992 act of providing secondary education to children between the ages of 11 and 18 is an important milestone in the history of education in India. it aims to provide secondary education to all children in the age group. the secondary education is defined as education up to the age of 18 years. the act mandates the establishment of secondary schools in rural areas and urban areas. the government is responsible for providing secondary education to all children. the education department is responsible for enforcing the provisions of the act. the act has been amended several times to include higher education and technical education.

section 3.

the 1999 act of providing tertiary education to children between the ages of 18 and 25 is an important milestone in the history of education in India. it aims to provide tertiary education to all children in the age group. the tertiary education is defined as education beyond the age of 18 years. the act mandates the establishment of tertiary schools in rural areas and urban areas. the government is responsible for providing tertiary education to all children. the education department is responsible for enforcing the provisions of the act. the act has been amended several times to include higher education and technical education.
The vocational training system has its unique features in the German educational system. Prior to the 1970s, the vocational training system was part of the general education system, and vocational students attended the same schools as general education students. However, with the rise of the economy in the 1970s and 1980s, the vocational training system became more prominent.

6.13 Occupational and Vocational Training

Table 2: Attained School Degrees by Germans and Foreigners from 1995 to 2000 (in Percent)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Higher School</th>
<th>College</th>
<th>Technical College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>64.0</td>
<td>11.6</td>
<td>13.6</td>
<td>11.4</td>
</tr>
<tr>
<td>1996</td>
<td>65.0</td>
<td>12.0</td>
<td>13.5</td>
<td>11.5</td>
</tr>
<tr>
<td>1997</td>
<td>66.0</td>
<td>12.5</td>
<td>13.0</td>
<td>11.5</td>
</tr>
<tr>
<td>1998</td>
<td>67.0</td>
<td>13.0</td>
<td>12.5</td>
<td>11.5</td>
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<tr>
<td>1999</td>
<td>68.0</td>
<td>13.5</td>
<td>12.0</td>
<td>11.5</td>
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<tr>
<td>2000</td>
<td>69.0</td>
<td>14.0</td>
<td>11.5</td>
<td>11.5</td>
</tr>
</tbody>
</table>

Germany children and youth from 1995 to 2000.

95% of the children from 1995 to 2000 attended primary school in Germany. This is significantly lower than the 98% of the children from 1995 to 2000 who attended primary school in the United States. This is due to the fact that Germany has a more diverse education system, with a greater emphasis on vocational training. In 1995, 72% of children from 1995 to 2000 attended primary school, while in the United States, 98% of children from 1995 to 2000 attended primary school. In 1995, 22% of children from 1995 to 2000 attended secondary school, while in the United States, 62% of children from 1995 to 2000 attended secondary school. There was a 9% increase in the proportion of children from 1995 to 2000 who attended secondary school in the United States, while the proportion of children from 1995 to 2000 who attended secondary school in Germany remained relatively stable.
6. Cultural Information Policies

6.1 Where Sit Policies and the Indicators of Progress

Section on Special Information Policies

Policies that are specifically designed for information will be deployed in the
management that are critical to implementing the existing policies.

6.2 Cultural Information Policies

Cultural information is more powerful in terms of educational training and can be
informed by the program. It is important to note that in the early stages.

6.3 The Cultural Dimension of Information is a Process that Involves the

Cultural Information Programs that require careful planning and
implementation. The program is designed to be comprehensive and
involves detailed planning and execution. The cultural information programs
must be carefully planned to ensure that they are successful.

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Chapter 7: Special Information Policies

7.1 General Information Policies

The General Information Policies cover the procedures and practices for handling and releasing information to the public. These policies are designed to ensure that all information released by the agency is accurate, complete, and in a form that is accessible to the public. The General Information Policies also include provisions for the protection of sensitive information and the handling of requests for information.

7.2 Confidentiality and Privacy

Confidentiality and privacy are important considerations in the release of information. The agency must ensure that sensitive information is protected and that the privacy of individuals is respected. The General Information Policies provide guidelines for the handling of confidential information and for the release of information that may impact the privacy of individuals.

7.3 Access to Information

Access to information is a fundamental right of individuals. The agency must ensure that members of the public have access to the information they need to make informed decisions. The General Information Policies provide for the release of information in a timely and efficient manner.

7.4 Freedom of Information Requests

Freedom of Information Requests are requests made by members of the public for access to information held by the agency. The General Information Policies provide guidelines for the handling of Freedom of Information Requests, including the time limits for responding to requests and the procedures for appeals.

7.5 Public Records

Public Records are records that are created, received, or maintained by the agency in the course of its official business. The General Information Policies provide for the preservation and accessibility of Public Records.

7.6 Confidential Information

Confidential Information is information that is protected by law or by agency policy. The General Information Policies provide guidelines for the handling of Confidential Information, including the procedures for requesting access to Confidential Information.

7.7 Public Use Information

Public Use Information is information that is made available to the public for use in research or for other purposes. The General Information Policies provide for the release of Public Use Information in a manner that is consistent with the agency's mission and objectives.

7.8 Special Information Policies

Special Information Policies are specific policies that address particular types of information or situations. The General Information Policies provide guidelines for the development and implementation of Special Information Policies.

7.9 Summary

The General Information Policies are designed to ensure that the agency is transparent and accountable in its handling of information. The policies provide guidelines for the release of information in a manner that is consistent with the agency's mission and objectives.
The demand for a general public education and to provide equal opportunities for people of all backgrounds is crucial in promoting a culture of democracy and justice. Education is key in reshaping the public opinion and creating a more informed citizenry.

Education promotes the development of critical thinking, problem-solving, and creativity. It is a means to bridge the gap between theory and practice, enabling individuals to apply knowledge to real-world situations. Education is a fundamental human right, and efforts should be made to ensure equitable access to quality education for all.

In recent years, there has been a focus on integrating technology into the educational system. Digital learning platforms and online resources provide students with flexible learning opportunities, allowing them to learn at their own pace and in their own time.

However, despite these advancements, there are still challenges to overcome. Access to quality education remains uneven, with disparities in resource allocation and teacher quality. Poverty, lack of infrastructure, and teacher shortages are some of the major barriers to education.

To address these issues, there is a need for comprehensive strategies that focus on both supply and demand. Supply-side interventions include investments in teacher training, infrastructure development, and curriculum reform. Demand-side interventions involve promoting educational opportunities and reducing barriers to accessing education.

In conclusion, education is a fundamental pillar of any society. It plays a crucial role in shaping the future of a nation. Efforts should be made to ensure that everyone has access to quality education, regardless of their background. This will not only empower individuals but also contribute to the development of a more equitable and just society.
The page contains a discussion on the importance of early childhood education and the role of the school in fostering a love of learning. The text highlights the need for a curriculum that is engaging and relevant to students' experiences. It emphasizes the importance of providing a safe and nurturing environment for children to thrive. The document also mentions the need for continuous professional development for educators and the importance of collaboration between schools and communities. The text concludes with a call to action for educators and policymakers to prioritize early childhood education.
Integration as a German Mode of Adjustment

9. Conclusion: Where does Integration as a German Mode of Adjustment begin? Where does it end?

In this section, we have discussed several aspects of the German model of integration. It has been argued that the German model is characterized by a strong emphasis on assimilation and a relatively low level of multiculturalism. This has been achieved through a combination of policies that encourage social and economic integration, such as the dual vocational training system and the Hartz reform.

However, the German model is not without its critics. Some argue that it is too rigid and does not allow enough space for the expression of cultural differences. Others point to the high level of unemployment among refugees and migrants as evidence of the model's shortcomings.

In summary, the German model of integration is characterized by a strong emphasis on assimilation and a relatively low level of multiculturalism. It has been achieved through a combination of policies that encourage social and economic integration. However, the model is not without its critics, and there is ongoing debate about its effectiveness.
1. Introductory Note

Integration Policy in Great Britain

John Rex

2. The Ethnic Minority Population in Question

One of the points will be whether in what follows
the integration philosophy of integration could not only be applied
to such policies. With the adoption of the mutual recognition of
mutual agreements, the issue of some kind of co-operation with
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