Guidelines for Producing the Grid of Integration Indicators Needed to Extract Variables and Generate the EMM Question DataBank

The aim of this document is to serve as a companion for COST Action 16111- ETHMIGSURVEYDATA WG 3(Work Group) members. It intends to provide them with concrete and practical information necessary to attain the ultimate goal of WG3. That **goal** is to produce a set **of standardized indicators and methodological protocols** for analyzing datasets and inspiring surveys on EMMs integration in the future.

To achieve WG3 goal means to complete the following **tasks:**

1. build a **grid of domains** that would ideally provide us with a comprehensive and exhaustive picture of the integration process

2. identify **relevant indicators** for each sub-dimension. ←work to then be taken over by WG1 and WG2 in order to identified the existence (/lack thereof) of appropriate questions and generate the EMM **Question DataBank**

3. provide a framework of the **potential and limit** of the indicators, their **"conditions of use"** and their **context of validity**.

Reminder for those new to the Action/ this working group:

- Our work addresses integration **indicators that can be extracted from quantitative survey data** (the kind of data WG1 and WG2 used to produce the metadata). Please have this in mind when reading this document and providing commentary. Of course, there are other dimensions/sub-dimension/indicators that result from other forms of data and that are worthy of consideration, but beyond our scope.

- WG3 efforts to identify relevant indicators do not require that you are familiar with all the questions that are available in the questionnaires pertaining to the data WG1 and WG2 worked with. We ask you to **think of indicators for which appropriate questions are likely/desirable to be in such questionnaires**. As a operation suggestion, you could start with indicators do already exist "somewhere" in a survey questionnaire and leave the wish list of new indicators for a second round once the gaps (or imperfections) in the existing pool of items can be better identified. Remember, that is a **scoping exercise**.

So far we have **managed to complete half of the first task**!

Specifically, we have **managed to identify and agree on labels of the following 15 dimensions** (*discussions concluded!*): labor market; health; education; housing/residential profile; income and poverty; leisure; language; religion; cultural and social norms; legal status and rights; belonging and social identity; civic life and political participation; stereotypes, prejudices and discrimination (intergroup relations/beliefs); demography.

In order to proceed we needed a way **to further disaggregate these dimensions**. Discussions took place as to our understanding of "integration". Most of those present viewed it as a dynamic, ever-changing and ever-challenging process. Moreover, a process which goes over generations. However, we agreed upon the fact that we would not want to prioritize a certain theoretical conception upon future users. Consequently, during the last meeting in Rome, we concluded that a compromise solution is the following two-step disaggregation effort (*discussions concluded!*):

A. **Sub-dimensions** will be identified and classified in relation to a **three-way split: context, input and outcome**.

B. When **discussion indicators** for each sub-dimension, researchers should, when deemed necessary, account for:
   a. structures of opportunities/inequalities (i.e. rationales behind **stratification**)
   b. the possibility of multiple **levels of measurement for an indicator**: collective vs. individual.

A. With respect to the three-way split the following explanations stand:

CONTEXT - refers to de facto realities – what is happening in an individual's background- with the potential to affect the integration process. Current realities are thus to be understood as boundaries, and operationalized as either:
i. a country/region/community/etc. benchmark level
ii. access to various types of benefits, facilities
iii. recognition of rights and achievements

Given that our work speaks to survey data, note that i-iii **refer to information that we can obtain from individual-level survey data -** e.g. (average) number of immigrants in the region as perceived by respondents. Hence, when we say benchmark level *we are not referring to aggregate information you would obtain from a Census or from any other data source the local Bureau of Statistics might have/make available* - e.g. *Bureau of Statics information on the actual number of immigrants in region X*
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INPUT – refers to the achievements/practices/positions (/ lack thereof) of:
i. the respondent prior to migration (in the case of first-generation migrants)
ii. family members (in the case of higher generation migrants / ethnic minorities)
      that might affect the current integration process.

OUTCOMES – refers to those achievements/practices/positions (/ lack thereof) of the respondent associated with the integration process

B.
   a. With respect to rationales for stratification: researchers are to consider whether existing relevant literature suggests a **need to consider group-specific indicators (at a conceptual level)** by one or more of the following **socio-demographic aspects**:

      o age - e.g., think how the mechanics of youth political engagement differ from those of adult political engagement
      o gender - i.e., think gendered behavior –e.g. religion: practice: religious outer garments such as the burqa
      o education – e.g.., think how distinct is the reasoning behind (un)healthy behavior
      o socioeconomic status - i.e., think how leisure activities are quantitatively and qualitatively different
      o … and race - i.e., think of internalized racism as a form of racism that can only be experienced by the racially subordinated

   b. The level of measurement of an indicator needs two clarifications:
      o whether collective or individual, especially when considering **'attitudinal' indicators** – e.g. in-group and out-group relations, from the collective level (community and neighborhood) to the individual.
      o who the reference group is (i.e., the relative position of a group/individual with respect to X group)

When undertaking this reflexive work on "integration", each mini-group is encouraged to **document any and all problems it encountered** – e.g. conceptual divergences, disagreements with respect to the phrasing of indicators, doubts stemming from insufficient expertise, etc. This feedback constitutes a resource for innovation as it will be help us in the process of coming up with questions and or suggestions with respect to where it is that we find gaps in existing work.

Example:

Dimension	Sub –Dimensions			Indicator	Further demographic-related considerations regarding the indicator
	Context	*Input*	*Outcome*		
Religion	Religiosity (Intensity of Practice/ Belief)			Average amount of time dedicated to practice within the host country/region	• NA
		Religiosity (Intensity of Practice/belief)		Average amount of time dedicated to practice prior to migration (1st generation)	• NA
				Average amount of time dedicated to practice within the family (higher generation/EM)	
			Religiosity (Intensity of Practice/Belief)	Average amount of time dedicated to practice post migration(1st generation)	• NA
				Average amount of time dedicated to practice (higher generation/EM)	
	Practice (Physical Opportunity)			Presence of place of worship within proximity in the host country	• NA
		Practice (Physical Opportunity)		Presence of place of worship within proximity in home country	• NA
	Practice(Display/Wear of Religious Symbols)			Support for display/wear religious symbols in public places the host country	• Gender (e.g. burqa)
		Practice(Display/Wear of Religious Symbols)		Support for display/ wear of religious symbols in home country	
Health	Access to healthcare-legal			Has access to healthcare in the host country	• NA
		Access to healthcare		Had access to healthcare in home country	• NA
	Mental Health Status			Experienced depressive symptoms (country/regional level)	• NA
		Mental Health Status		Experienced depressive symptoms prior to migration (1st generation)	• NA
				Family members who experienced depressive symptoms (higher generation/EM)	
			Mental Health Status	Experienced depressive symptoms	• NA

Dimension	Sub –Dimensions
	Suggestions (to be classified Context- Input-Outcome)
1. Labor Market	EMPLOYMENT, UNEMPLOYMENT, WAGES, OCCUPATIONAL STATUS/PRESTIGE, EXPERIENCE, RECRUITMENT PROCESS, INTERGENERATIONAL MOBILITY, REPRESENTATION IN KEY PROFESSIONS/ PRECARIOUS JOBS, SUBJECT TO A(N) (ACTIVATION) POLICY
2. Health	HEALTH STATUS: MENTAL AND PSYCHOSOMATIC, HEALTH STATUS: PHYSICAL, MEDICAL COVERAGE, MEDICAL ACCESS, CULTURAL SENSIBILITY
3. Education	AGE AT ENTERING INTO THE SYSTEM, COMPOSITION OF CLASS/TEACHING STAFF, ASPIRATIONS (PARENTS/CHILDREN), REPETITION/RETENTION OF CLASS, DROPOUT, ADDITIONAL TRAINING, CURRENT LEVEL OF EDUCATION, LOCATION OF EDUCATIONAL INSTITUTION(S) – think abroad, but also neighborhood level, FAMILY EDUCATIONAL BACKGROUND, RECOGNITION OF CREDENTIALS
4. Housing/Residential Profile	RENTING, OWNING, QUALITY, LOCATION, SOCIAL HOUSING
5. Income and Poverty	WAGES, INCOME, WEALTH, INCOME/WAGE DISCRIMINATION, (GETTING AND COLLECTION) STATE SUPPORT
6. Leisure	HAVE IT(time for), TYPE OF ACTIVITY (HOW/WHERE), SPENT WITH WHO
7. Language	LANGUAGE SKILLS, LANGUAGE USE IN CONTEXT, NGO/STATE-RUN COURSE , LINGUISTIC POLICY (BI/MULTI)
8. Religion	AFFILIATION - (SUB-)/DENOMINATION, ATTITUDES TOWARDS SOCIETY, PRACTICE (OCCURANCE + WHERE - OPPORTUNITY), RELIGIOSITY (INTENSITY OF PRACTICE/BELIEF).
9. Cultural and Social Norms	SOCIAL-CULTURAL COMPETENCE, ACCULTURATION ATTITUDES, CULTURAL DISTANCE, MONO- VS. MULTI CULTURAL SOCIETY (! APPLIED TO ANYTHING CULTURAL)
10. Social Ties	BONDING (INCLUDING TRANSNATIONAL RELATIONS), LINKING CAPITAL, BRIDGING: FAMILY FRIENDS CHILDREN, % ETHNIC COMPOSITION (PERCEPTION)
11. Legal Status and Rights	CITIZENSHIP, RESIDENCE STATUS: LEGALITY, RESIDENCE STATUS: TYPE OF PERMIT, ID (think RROMA), ACCESS TO WELFARE, WORK: LEGALITY, WORK: TYPE OF PERMIT.
12. Belonging and Social Identity	IMPOSITION OF CATEGORIES, IDENTIFICATION WITH NATIONAL/ETHNIC GROUP, PERSONAL VALUES
13. Civic Life and Political Participation	POLITICAL INTEREST, LEGAL KNOW-HOW, POLITICAL MOTIVATION, VOTING BEHAVIOR, PARTY IDENTIFICATION, INTEREST IN PARTICIPATION, POLITICAL ENGAGEMENT, POLITICAL TRUST, POLITICAL EXPERIENCE
14. Stereotypes, Prejudices and Discrimination (Intergroup Relations/Beliefs)	EXPERIENCE OF DISCRIMINATION, PERCEPTION OF THREAT, EXCLUSION, ALIENATION, SOCIAL TRUST (INTERGROUP ATTITUDES), CULTURAL SECURITY, SYSTEM(IC) DISCRIMINATION
15. Demography	GENDER, PARTNERSHIP BEHAVIOR, FERTILITY BEHAVIOR, FAMILY STRUCTURE (i.e. one-parent, blended, extended), FAMILY REUNIFICATION,MIGRATION TRAJECTORY, EMIGRATION INTENTIONS, AGE AT MIGRATION, URBAN/ RURAL ORIGIN, INCENTIVES (subjected to a certain POLICY)