

INFLUENȚA PROCESELOR DE IMIGRAȚIE ȘI DE INTEGRAȚIE SOCIALĂ PRIVIND EDUCAȚIA ÎN LUME (Cazul american și danez)

THE INFLUENCE OF IMMIGRATION AND SOCIAL INTEGRATION PROCESSES ON THE EDUCATION IN THE WORLD (The American & Danish case)

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Abstract: *The moment immigrants settle in a country; they have to acquire a place in that new society. This is true not only for physical needs such as housing, but also in the social and cultural sense. Integration is the process by which immigrants become accepted into society, both as individuals and as groups. This definition of integration is deliberately left open, because the particular requirements for acceptance by a receiving society vary greatly from country to country. This article will try to describe to cases of magnificent process of integrate immigrations on the local society - The American and Danish immigrant system.*

Cuvinte cheie: *imigrație, integrare, sistem educațional.*

Key Words: *Immigration, Integration, Educational System.*

1. Introduction

The moment immigrants settle in a country, they have to acquire a place in that new society. This is true not only for physical needs such as housing, but also in the social and cultural sense. Integration is the process by which immigrants become accepted into society, both as individuals and as groups. This definition of integration is deliberately left open, because the particular requirements for acceptance by a receiving society vary greatly from country to country [6]. The openness of this definition also reflects the fact that the responsibility for integration rests not with one particular group, but rather with many actor's immigrants themselves, the host government, institutions, and communities, to name a few. Social integration: a definition Social integration can be defined as the inclusion and acceptance of immigrants into the core institutions, relationships and positions of a host society. Integration is an interactive process between immigrants and the host society. For the immigrants, integration means the process of learning a new culture, acquiring rights and obligations, gaining access to positions and social status, building personal relationships with members of the host society and forming a feeling of belonging to, and identification with, that society. For the host society, integration means opening up institutions and granting equal opportunities to immigrants. In this interaction, however, the host society has more power and more prestige. Integration is not the only possible outcome of the arrival of immigrants into a society. Instead, the reproduction of ethnic identity and integration into an ethnic colony can result in social segregation from the majority culture, in segmented integration into a subculture typically an urban underclass, or in marginalization from both the host society and the ethnic colony [14].

2. Materials

Policy of Integration

How the Integration Works? There are two parties involved in integration processes: the immigrants, with their characteristics, efforts and adaptation, and the receiving society, with its

interactions with these newcomers and their institutions. It is the interaction between the two that determines the direction and the ultimate outcome of the integration process. These two, however, are unequal partners. The receiving society, in terms of its institutional structure and the way it reacts to newcomers, has much more say in the outcome of the process [8].

That process of integration of immigrants is thus not as is often supposed only taking place at the level of the individual immigrant, whose integration is then measured in terms of housing, employment, education, and social and cultural adaptation to the new society. It also takes place at the collective level of the immigrant group. Organizations of immigrants are the expression of mobilized resources and ambitions, and also at this level mechanisms of the integration process apply. In addition, there is the level of institutions, which come in two broad types. The first are general public institutions of receiving societies or cities, such as the education system or institutional arrangements in the labor market [11]. Laws, regulations, and executive organizations, along with unwritten rules and practices, are part of such institutions. These, however, may hinder access or equal outcome for newcomers, or even completely exclude them. The functioning of these general public institutions (and the possible adjustment of them in view of growing diversity) is thus of paramount importance. It is on this level that integration and exclusion are mirrored concepts. The second kind of institution belongs to specific types of immigrant groups themselves, such as religious or cultural institutions. These specific institutions and their possible integration can be viewed in the same way as immigrant organizations: they may become an accepted part of society on the same level as comparable institutions of native groups, or they may isolate themselves or remain unrecognized and exclude. The mechanisms working at the individual, group, and institutional levels are different, but the results on each of these levels are clearly interrelated [3]. Institutional arrangements determine the opportunities and scope for action of organizations. Institutions and organizations together create the structure of opportunities and/or limitations for individuals. Conversely, individuals may mobilize and change the landscape of organizations, and ultimately even contribute to significant changes in institutional arrangements.

Since the outcome of the integration process results from the interaction of two parties that takes place at different levels, the outcome cannot be expected to be uniform. On the one hand, studies that compare the integration process of different immigrant groups in the same institutional and policy context show that immigrant groups follow different patterns of integration. On the other hand, the integration process of immigrants of the same origin in different national contexts also leads to very diverse patterns. The Logic of Policymaking are that Integration processes, for both individuals and groups, are long term by nature [2]. At the group level this means that the litmus test for integration, and for the success or failure of policies in this field, is the position of the second generation. However, political processes in democratic societies demand policies that bear fruit within much shorter terms, frequently measured in the brief span between elections. Unrealistic promises and demands derived from this "democratic impatience" often lead to a backlash against a policy's failings, real or perceived, in public or political circles [Collinson].

According to Rosenblum [10], the peril of this backlash, and because global developments are expected to lead to the growth of immigrant populations worldwide, there is a need for comprehensive integration policies. While many schools of thought exist, and policies will vary from country to country, some key elements that appear in successful integration policies are those that:

1. **Offer a vision for both immigrants and receiving societies.** Explicit policies offer a framework for thinking about common goals of guaranteeing viable and live able communities and can provide guidelines and instruments for all parties concerned about how to contribute.

2. **Coordinate with immigration policies.** This connection is critically important in light of the tendency of many governments to handle international migration within a framework based on traditional notions of nation-states. Within this framework, the world is divided into separate political communities with distinct national citizens and territories. Migration across political borders is considered an anomaly.

3. **As a consequence, migration policies have been primarily defensive and control-centered instead of proactive.** Similarly, integration policies for immigrants have been reactive, if not absent. These two reinforce each other, because the lack of a consistent and transparent immigration policy is an impediment to effective integration policies. In many cases, poor integration policy has contributed to negative perceptions of immigrants, which in turn has led to the reinforcement of defensive immigration policies.

4. **A key element of such a policy is transparency in the admission of immigrants,** particularly with regard to what is expected from them and what they can expect. Any expectation that immigrants will receive long-term residence should be accompanied by efforts to provide them with an adequate legal position, tools to function successfully in society, and access to public facilities on an equal footing with nationals. Long periods of uncertainty about future residence (and in the case of asylum seekers, dependency on government largesse) should be avoided, both for their negative implications for the migrants concerned, and the negative image and endangered legitimacy of admissions policies.

5. **Promote integration policies that acknowledge diversity.** At the individual level, an adult immigrant may adapt significantly in terms of his or her knowledge over the long-term integration process. However, feelings, preferences, and evaluations of good and evil are fairly persistent within a lifetime. As a consequence, much more attention should be given to the question of how to frame immigration and integration policies politically in order to recognize and accept a diversity of attitudes.

6. **Provide for national realities.** While a view beyond the nation-state is important, it is also obvious that integration policies are necessarily shaped by the national context. In the socio-economic sphere, for example, integration mechanisms in societies with a strong liberal market orientation (and limited welfare and social facilities) differ from those in welfare states where a greater part of the national income is redistributed. In addition, in the cultural and religious domain, historical peculiarities of institutional arrangements create significant differences in the feasibility of policies.

As a consequence, the scope, actors, and instruments of policy action differ. National policies, and by implication also regional integration policies, such as those for the European Union, can strive to set general frameworks, rules, and instruments that facilitate local actors.

Integration with local authorities (municipality) and the community

Saggar [13] A historical researcher, a global expert, in the implementation of integration in local authorities focuses on the integration required in:

- **Understand the importance of urban areas.** Cities, so often the port-of-entry for immigrant populations, face special challenges and specific responsibilities that differ from those of national authorities. It is at this local level of municipalities and cities that tensions between national and local governments become visible and the need for coordination between immigration and integration policies becomes urgent.

- Large cities in particular are confronted with rapid changes in their population. Migrants, often "steered" to the cities by government policy, have vastly varied cultures, religions, and lifestyles. Their integration into the social embroidery of the city is not a natural process. Social

segregation, social exclusion, and marginalization of (certain of these) immigrant groups can threaten the social cohesion in these cities.

- Cities therefore face a special challenge and a specific responsibility, different from that of the national authorities. At the same time, city neighborhoods offer special opportunities. There, important events affect the daily life of all residents, including immigrants. It is also where the loyalty of newcomers and old residents can be gained, or, for that matter, lost.

- **Recognize the local context.** Since integration processes from the point of view of immigrants themselves are taking place at a local level, and since circumstances there may vary significantly, local policies for integration that build on active interaction between immigrants and local society should receive the highest priority. Such local policies should be given more tools and room to act in ways appropriate for the locality.

- **The Danish Integration system**

According to Gibney [5], two of the **strategic leaders in the Danish educational system**, there is some **challenges for integrate the immigrant students into the education systems**:

Educational Discrimination - Not all immigrants have an equal chance at educational success once they arrive in Denmark simply by virtue of their schooling backgrounds. Immigrants from extremely poor families, rural areas, or highly unstable regions may have only seen the inside of a classroom for a few weeks if at all. In contrast, some immigrants come from countries with very high standards of education and are thus in some cases farther ahead in some subjects than their Danish counterparts. In addition, prosperous New Danes have been able to send great sums of money home to their families and, when their children immigrate due to family reunification, these youths can meet Danish educational standards due to the funds they have received from their family member(s) living in Denmark [1].

Racism - Racism also plays a role in which immigrants receive which kind of education. For example, statistics from a 2016 educational report conducted by the ***Danish Amternes og Kommunernes Forskiningsinstitut*** [1] show that youth from the former Soviet Union and Eastern Europe enjoy almost identical educational opportunities as do Old Danes. However, of the large population of young Turks, only 20% have access to vocational education, a crucial steppingstone to success within the labor market. There is little evidence that educational standards are very divergent in these two areas and citing cultural differences can hardly account for this vast educational opportunity discrepancy.

Socio-Cultural Differences Another more clear-cut reason why New Danes have a tougher time in the educational system than do Old Danes is because of comparative lack of parental guidance and social legacy, according to an August of 2015 report by ***the Amternes og Kommunernes Forskiningsinstitut*** (AKF). Old Danes are more likely to come from families where graduation from gymnasium and a university degree are expectations, not simply long-shot possibilities [1]. As with immigrants in every country, Danish immigrant families are less likely to keep significant stockpiles of Danish newspapers, books and other publications around the house, thus making it less likely that young children will pick up reading and other educationally enhancing techniques as Old Danes. New Dane families also in general have many more problems to deal with than do Old Danes, such as finding jobs in a discriminatory workplace, attaining adequate housing, maintaining contacts and cultural practices from the country of origin, etc. A New Dane teenager is more likely to have to work longer hours in a week in order to help her/his family attain economic stability than will an established Old Dane.

Lack of Language Skills and Social Interaction - Command of the Danish language seems to have a marked effect on educational opportunity. Younger immigrant children are usually able to pick up Danish more quickly and are thus more speedily integrated into Danish schools and society [7]. However, older teenagers who know no Danish upon arrival face much greater challenges, especially if their parents expect them to immediately join the labor force. In addition, children from conservative families are routinely discouraged from interacting with their Old Danish peers outside of school and in general tend to pursue different leisure activities, a form of ostracism that is aided by the discrimination many New Danes face from teachers and other students while at school asserts an AKF study [1] published in April 2017. This lack of interaction in Danish social life not only slows language acquisition but also inhibits the development of friendships and bonds of understanding between New and Old Danes. Old Danes are just as cheated by their lack of interaction with New Danes, for such segregation makes it more likely that they will harbor discriminatory attitudes towards the new arrivals and they will also have no chance to learn from the varied perspective and experiences that are such a valuable contribution that New Danes can make to Danish society [9].

The American Model for integrate the immigrate children

According to Zhou [16], in her research "*Growing Up American: The Challenge Confronting Immigrant Children and Children of Immigrants*", The phenomenal increase in contemporary immigration to the United States has given rise to a record number of children who, regardless of place of birth, are raised in immigrant families. Since the 1990s, a new generation of immigrant children and children of immigrants has become the fastest growing and the most ethnically diverse segment of America's child population [2]. The 2000 US Census has revealed that about 15% of all children in the United States are immigrant children or children of immigrant parentage, and that 59% of Latino-American children and 90% of Asian American children are members of the first or second generation, compared to 6% of non-Latino African-American children and 5% of non-Latino European-American children [4]. Differing from their immigrant parents, immigrant children and children of immigrants lack meaningful connections to their "old" world. They are thus unlikely to consider a foreign country as a place to return to or as a point of reference. They instead are prone to evaluate themselves or to be evaluated by others by the standards of their new country. Given the fact that children of contemporary immigrants will represent a crucial component of future American society, *how are the state should understand these children's adaptation to their role as citizens and full participants in American society?*

The background of the policy and the American Model

All children in the United States are entitled to equal access to a public elementary and secondary education, regardless of their or their parents' actual or perceived national origin, citizenship, or immigration status [15]. This includes recently arrived unaccompanied children, who are in immigration proceedings while residing in local communities with a parent, family member, or other appropriate adult sponsor. Under the law, the **U. S. Department of Health and Human Services (HHS)** is required to care for unaccompanied children apprehended while crossing the border [Goldin]. While in care at an **HHS** shelter, such children are not enrolled in local schools but do receive educational services and other care from providers who run **HHS** shelters.

Recently arrived unaccompanied children are later released from federal custody to an appropriate sponsor – usually a parent, relative, or family friend – who can safely and appropriately care for them while their immigration cases proceed. Up to the **American Policy** [13], while

residing with a sponsor, these children have a right under federal law to enroll in public elementary and secondary schools in their local communities and to benefit from educational services, as do all children in the U.S. The Existing Resources that may be helpful to communities enrolling immigrant children, including newly arrived immigrant children, include [15]:

- **Services for Educationally Disadvantaged Children:** Part A of the Elementary and Secondary Education Act (ESEA) provides funds to raise the achievement of children who attend high-poverty schools

- **Individuals with Disabilities Education Act (IDEA):** IDEA funds may be used by LEAs to evaluate children of any background who are suspected of having a disability under IDEA. Once a child is found to be a child with a disability under IDEA, the funds may be used to provide special education and related services to the child consistent with the child's individualized education program and subject to IDEA's notice and consent provisions.

- **English Language Acquisition Programs:** States are required to set aside up to 15 % of their Title III funds under the ESEA for subgrants to LEAs that have experienced a significant increase in immigrant students. Such funds can be used for a broad range of activities including improving instruction, providing tutoring and intensified instruction, and conducting community participation programs. Such funds may be used to serve newly arrived immigrant children regardless of whether such children are English Learners .

- **McKinney-Vento Act [McKinney-Vento]:** The McKinney-Vento Homeless Assistance Act delineates educational rights and support for children and youth experiencing homelessness, including guaranteeing immediate access to a free, appropriate public education. Federal law identifies a number of living arrangements such as sharing the housing of others, in which inhabitants would qualify for purposes of the Act. Under McKinney-Vento, school districts must appoint a local liaison to ensure, among other things, that;

1. children and youth eligible under McKinney Vento are identified .
2. that they immediately enroll in and have a full and equal opportunity to succeed in, the schools of the district .
3. they receive educational services for which they are eligible, and referrals to health care services, dental services, mental health services, and other appropriate services.

- **Migrant Education Programs (MEP):** MEP funds are awarded to States under the authority of the ESEA. The MEP provides educational and supportive services to children who are migratory agricultural workers or fishers or who move with a parent or guardian who is a migratory agricultural worker or fisher. Newly arrived immigrant children may qualify as eligible migratory children on a case by case basis provided, they meet the program requirements and fit the program specific definition of migratory child .

- **National Clearinghouse for English Language Acquisition:** This Clearinghouse provides non-monetary assistance in research-based strategies and approaches such as academic language development and can also share data and models for the creation of Newcomer Centers to serve recently arrived immigrant students and English language learners [11].

3.CONCLUSIONS

The importance of learning the language in the target country is very critical to the rapid integration of the immigrant in the new country. She helps him find work, and her greatest contribution

is to cultural-civic integration. Thus, the immigrant will be able to communicate with the institutions of the state, finding a housing solution, finding employment, integrating the family into educational institutions, medical services and consumerism. It also contributes to absorption by local civil society. According to model - plan, the author of the thesis identifies **tree government resources** which include in the American Government's reference to the model of education of an immigrant child:

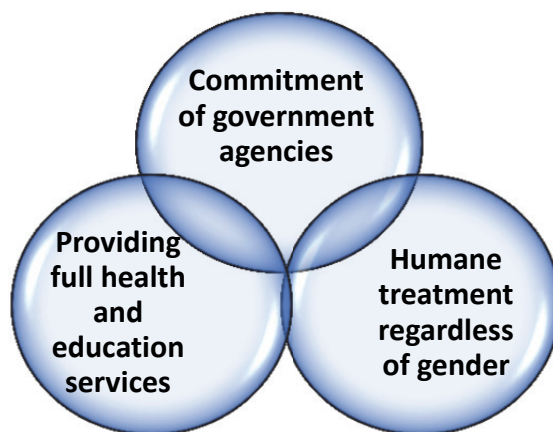


Figure 1. The American Model of Educational Integration

Source: Made by the Author from source [U.S Department of Education]

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