



## DESK RESEARCH

Dear Colleagues,

we are happy to start the first step of the EMILL Project, a desk analysis on Practices of Integration of Third-Country Citizens at Local and Regional Level.

The following questionnaire envisages on the one hand, the Draft European Modules on Integration published by DG Home Affairs - European Commission in July 2011, recalling similar tools appointed by the Committee of Regions in the Survey on Practices of Integration of Third-Country Citizens at Local and Regional Level in the European Union. On the other hand, the questionnaire expresses the research experiences carried out by Ismu Foundation on the issue.

The main objective of the assignment is to collect and analyze information on policies and projects implemented by Local and Regional Authorities in EMILL partners countries, in order to develop a methodology for the monitoring and the benchmarking of integration practices.

Indeed, emphasis shall be set on the European Modules on migrant integration; namely, “Introductory and Language and Courses” and “Strong Commitment of the Receiving Society”.

More precisely, each partner is asked to find information on 4 different practices<sup>1</sup>: 2 regarding language course, 2 regarding access to services (one of these should concern health assistance).

Please, refer to the proposed questionnaire, structured as follows, to overcome the task:

- ✓ Part 1: The local context. Integration policies pursued by national and regional authorities
- ✓ Part 2: Factsheet on integration practices and projects in cities and regions

With the view to the first EMILL meeting that will be held in Milan on the 19th October 2012, we would very much appreciate your inputs to the desk research. If you have any questions about the content of the questionnaire, please contact **Daniela Carrillo**: [d.carrillo@ismu.org](mailto:d.carrillo@ismu.org) ; **Guia Gilardoni** [g.gilardoni@ismu.org](mailto:g.gilardoni@ismu.org)., or **Marina D’Odorico** [m.dodorico@ismu.org](mailto:m.dodorico@ismu.org) - tel. 0039 2 678779279;

Milan, 20<sup>th</sup> Sept 2012

---

<sup>1</sup> The practices can be referred to projects conducted by non-institutional organizations

## Part 1: the local context – Integration policies pursued by local and regional authorities

Reference Territory:

- National level [BE; IR; PT; SK]
- Regional level [IT (Lombardia, Campania, Umbria); DE (Hessen); ES (Tenerife)]

### Question 1.1

**How many Third Country migrants are there in your city/region and what percentage of the total population do they represent?**

*Please, specify date and source*

In Germany, statistics differ between foreigners and people with an immigration background. Persons with an immigration background include "every person having immigrated into the present territory of the Federal Republic of Germany after 1949, every foreigner born in Germany, and every person born as a German in Germany but having at least one parent who is an immigrant or was born as a foreigner in Germany". However, there are deviating definitions.

Nearly 12% of the population of Hessen do not have German citizenship, and Hessen is among those non-city states of Germany which have the largest proportion of foreigners in their total population. The composition of the group of foreign men and women is very heterogeneous and comprises people of more than 160 different nationalities. 1.51 million people in Hessen have an immigration background (ca. 25%).

- Number of third-country citizens: 374.283 (AZR 2011),
- This is 6,2% of the overall population

### Question 1.2

**Demographic composition of migrant population legally present**

*Please, all tables should be excel compatible*

***Please find the excel-sheets attached.***

- Distribution for Gender & Age (*age intervals: [0-4]; [5-9]; [10-14]; ...; [75 and over]*)
- Citizenship (indicate the first 10)
- Seniority of presence (*according to the following intervals: [0]; [1-2]; [3-4]; [5-9]; [10-14]; [ >15]*)
- Reasons of Residence permits
- Education level (*% of : illiterates; Primary educational level; Secondary educational level; Tertiary educational level* )
- Activity position (*% of : workers, employees, unemployed persons, inactive*)
- Marriage Status

### Question 1.3

**Legislative and institutional framework regarding the entering of Third Country Nationals**

Regularly, Third Country Nationals need to apply for an entry visa to a German mission abroad, which is issued for a limited period of time. Fulfilling certain conditions it is mainly granted to persons who would like to study in a university or want to work in Germany or which want to immigrate to Germany

for family reasons.

#### Question 1.4

##### Legislative and institutional framework regarding the staying of Third Country Nationals

After entering Germany with the entry visa and taking subsequent residence, Third Country Nationals will have to apply for a residence permit which is granted by the local immigration authorities. The corresponding legal framework providing in detail the conditions for immigration to be fulfilled by applicants from Third Countries is set by the federal *Residence Act* (Aufenthaltsgesetz) which also includes a set of rules concerning immigration for political and humanitarian reasons. However, the residence act itself is executed not by the federal government but by the federale states – the *Länder*, Hessen being one of them. Hence, immigration authorities are authorities of the *Länder*.  
For further details please check on: <http://www.bamf.de/EN>.

- Access to school and University

In Hessen school attendance is compulsory for all children including children which are Third Country Nationals with Hessen being their ordinary place of residence.

Access to university in Hessen is possible for everyone who holds an appropriate qualification for university entrance and possesses sufficient knowledge of the German language. This counts for Third Country Nationals as well.

- 
- Access to labour market (*seasonal employment, self employment, ...*)

Third Country Nationals who want access to labor market in Germany need a residence title which allows so. First of all access to labor market is granted if Third Country Nationals hold a residence title for the purpose of gaining employment. Here the individual's qualifications and skills are crucial and there are special conditions concerning the immigration for highly-qualified professionals, academics and the self-employed.

Although being subject to certain limitations access to labor market also is possible for Third Country Nationals who hold a residence permit for family reasons. Stronger limitations may know some residence permits for humanitarian or political reasons. A student's residence permit in general only gives limited access to labor market.

- 
- Citizenship and Right to vote

Third Country Nationals in general are entitled to naturalisation mainly if they hold an unrestricted right of residence at the time of being naturalized, have passed the naturalisation test and if their ordinary and legitimate place of residence has been in Germany for the eight years before naturalisation. They need to secure a living by independent means, adequate German-language skills and are committed to the free democratic constitutional order of the Basic Law of the Federal Republic of Germany. A less restricted naturalisation by discretion may be possible. Given certain conditions the second generation may receive a German nationality by birth (*ius soli*, since 2000).

Third Country Nationals do not hold any voting rights neither on the local, the regional nor the federal level. However, in Hessen on the local level Third Country Nationals have active and passive voting rights for foreigners' representation councils ("Ausländerbeiräte").

- 
- Cultural Mediation

German "integration courses" not only teach basic German language skills but provide a general overview of the German legal system, the history and culture of the country, about rights and obligations in Germany as well as fundamental values in German society, e.g. freedom of speech, freedom of religion, tolerance and equal rights.

The Residence act entitles Third Country Nationals to participate in such courses.

Under certain conditions Third Country Nationals may even be obliged to participation.

For further details please check on: <http://www.bamf.de/EN>.

**Question 1.5**

**What sort of measures does your city/region have in place to promote introductory and language courses for Third Country Nationals? (see Module 1)**

*Please, indicate if and how the following aspects are covered separately for legislation indication (a), and normal practice (b)*

**Integration courses are organized by the Federal Office for Migration and Refugees throughout Germany, thus also in Hessen.**

▪ **Pedagogic Schemes for Language Tuition**

**a) There are different pedagogic schemes for the different types of courses: literacy integration courses, women`s or parents´ integration courses, youth integration courses, intensive courses and support courses. For further details please check on: <http://www.bamf.de/EN/Infothek/TraegerIntegrationskurse/Paedagogisches/Kursarten/kursarten-node.html>**

**b) The language courses covers important aspects of everyday life, e.g. shopping/trade/ consumption, housing, health and hygiene/human body, work and career, continuing and further education, educating and raising children, leisure time and social interaction, media and media use. The participants also learn to write letters and e-mails in German, to fill out forms, to make telephone calls and to apply for jobs.**

▪ **Introductory Courses**

**a) Since fall 2003 the Hessen state government is promoting in particular low-threshold alphabetization and language courses for adults and parents, especially for mothers with an immigration background. This was amplified through the new immigration law in 2005. Most of the participants are uneducated women who have insufficient German language skills.**

**The language courses provide the knowledge of the German language, furthermore, they also tutor in fields regarding daily life such as family and education, housing, employment, education and health care. In the so-called “mother courses”, which are especially women-oriented it is tried to decrease their fears concerning the contact with public institutions, e.g. day-nursery, schools, and public authorities.**

**Many German language courses are conducted directly with (pre)schools. They are usually provided by municipal, church-related or non-profit organizations.**

**b) On the orientation course the participants discuss the following, for example: the German legal system, history and culture, rights and obligations in Germany, ways of co-existing in society, important values in German society, e.g. freedom of worship, tolerance and equal rights**

▪ **Incentive Structure**

**a) Due to § 9 (6) Integration Course Regulation the Federal Office for Migration and Refugees may reimburse 50% of the fees to persons who successfully participated in the integration course within two years after they have been admitted**

**b).....  
.....**

- Evaluation and quality assessment
  - a) Due to § 21 Integration Course Regulation (Integrationskursverordnung) a commission is authorized to review pedagogic schemes, teaching and learning aids, contents of tests and to further develop the proceeding of quality assessment and the concept of the integration course.  
According to the obligation of the German Federal Government to report on the experiences with the integration courses to the German Parliament on 1 January 2007, the Government charged a business consultancy to work out an evaluation report.

**Question 1.6**

**What sort of measures does your city/region have in place to promote a strong commitment by the receiving society within ensuring equal access to public services? (see Module 2, Component 2)**

*Please, indicate if and how the following aspects are covered separately for legislation indication (a), and normal practice (b)*

*Fill max 10 lines for each item*

The Hessian State considers and perceives Integration Politics as a fundamental and a cross-sectional task. The Hessian Federal State Government aims to be initiator of progress and a successful integration policy with the new developed program "Model Regions Integration". Six Hessian cities and administrative districts have been selected in order to be prototypes during the period of 2009-2013. Within this time frame an integrated action plan is being worked out which is going to serve as example for other local authorities. The program intends to implement the connection between the already existing endeavours on the part of the government on the one hand and the regions on the other. Furthermore, the program attempts to compile an overall concept and at the same time the alteration in basic needs shall be achieved, in order to succeed in the creation of sustainable measures with regards to prospective integration politics. The approach aims to translate an encompassing action draft which allows consistent work in all areas instead of untuned activities on the various levels. The Hessian Ministry of Justice, for Integration and European Affairs guides and forms this process together with its partners in the selected regions.

- Intercultural and sector specific trainings for employees of service providers
  - a) .....
  - .....
  - b) **trainings on a voluntary basis**
  
- Mainstreamed Services: action plans on integration
  - Goal of the Hessian Program "Model Regions Integration": Sustainable Integration
  - A variety of integration projects have been supported financially in the past and in terms of ideas and approaches.
  - Now the objective is to reach a change within the structure of the Hessen Administration (districts, town councils as for instance in public administration, schools).
  - Aim to achieve sustainable developments and to maintain these changes, which should ideally turn into a local standard.
  - a) .....

.....  
b) **"Intercultural Opening" is a key aspect of the Hessian integration plan. Due to that the Hessian administration works on strategies to ensure equal access (e.g. intercultural trainings for employees, adjustment of services, employment of migrants).**

▪ Information and services through one-stop-shops

- a) .....
- .....
- .....
- b).....
- .....
- .....

▪ Other

- a) .....
- .....
- .....
- b).....
- .....
- .....

**Question 1.7**

**What sort of measures does your city/region have in place to improve the public perception of migration and migrants? (see Module 2 , Component 4)**

*Please, indicate if and how the following aspects are covered, separately for legislation indication (a) and normal practice (b)*

**Within the Program "Model Regions Integration" we define the Model Regions as catalyst of innovative developments in Hessen. We support them to start a broad discourse in local society. The participation of migrants within this discourse is strongly emphasized. The aims are**

- **Development of a global and comprehensive strategic concept**
- **Development and implementation of integration monitoring**
- **Linking the local level with the Land and the federal level**

▪ Guidance to and training of professionals working with migrants

- a) .....
- .....
- .....
- b) **intercultural trainings on a voluntary basis; promotion of migrant employment**

▪ Intercultural meetings

- a) .....
- .....
- .....
- b) **All over the country there are innumerable meetings or organizations for migrants and non-migrants to get together. They are organized on a local level, by the administration, charities or private NGOs.**

▪ Surveys

- a) .....
- b).....

▪ Other

- a) .....
- b).....

**Question 1.8**

**Does your country, region or city organize any consultations in the framework of the general integration policy?**

- Yes [x]
- No [...]

*If Yes – please provide examples*

.....  
**In Hessen, the first foreigners` advisory council on a local level was established in the capital (Wiesbaden) in 1972. Now, there are approx. 100 councils all over Hessen. Such a council is obligatory by law at a certain number of foreign citizens and voted by non-German residents to protect the interests of the foreign population. In 1983, the working committee of Hessen foreigners` advisory councils (Arbeitsgemeinschaft der Ausländerbeiräte – agah) was founded. This organization is paid by the State of Hessen.**

**In 2000, the Hessen government established the „Integrationsbeirat“ (advisory council on integration – economy, sports, local authorities, foreigners` advisory council) and appointed several experts in integration. This council is a forum of dialog and provides advice in questions of integration, defines policy areas and submits proposals for the realization of ideas. The council has developed to an important driver for integration policy in Hessen and initiated innovative projects.**

**Additionally, there are local commissioners of integration (“Integrationsbeauftragte”) who meet on a regular basis for the purpose of sharing ideas and experiences. These meetings are organized by the Ministry for Integration.**

**In 2009, the State of Hessen organized a country-wide conference (First Hessian conference on integration) in the Parliament. Different experts and stakeholders (especially with migrant background) were invited to discuss challenges related to education and labor policy. Regularly, conferences on special topics are hold (education, volunteerism, sports, monitoring ...) Currently, another general conference is being prepared for December 2012, intending to discuss the vision of integration policy in Hessen in 2030.**

**Question 1.9**

**Indicate the importance for your city or region of different ways to promote the integration of Third Country Nationals**

*Please, rank the following factors by order of priority, from 1 (lowest priority) to 5 (highest priority) giving reasons of your marks (fill max 10 lines for each item)*

- Employment schemes [1] [2] [3] [4] [x]
- Educational and training [1] [2] [3] [4] [x]
- Housing [1] [2] [x] [4] [5]
- Health services [1] [2] [3] [x] [5]
- Social welfare measures [1] [2] [3] [x] [5]
- Promoting migrants' culture [1] [2] [3] [x] [5]
- Language training [1] [2] [3] [4] [x]
- Other, please specify (.....) [1] [2] [3] [4] [5]

**Question 1.10**

**Which of the dimensions of integration do local policies mostly refer to?**

*Please, rank from 1 (least developed) to 5 (most developed)*

- Legal/political measures [1] [2] [3] [4] [5]
- Socio-economic measures [1] [2] [3] [4] [5]
- Cultural measures [1] [2] [3] [4] [5]
- Other, please specify (.....) [1] [2] [3] [4] [5]

**Question 1.11**

**What are the main challenges to integration faced by Third Country Nationals in your country/region?**

*Please, rank the following factors by order of priority, from 1 (lowest priority) to 5 (highest priority) separately for "newly arrived migrants" and "long term residents"*

- **Newly arrived migrants**
- a) Difficult finding a job [1] [2] [3] [4] [5]

b) Poor educational qualifications	[1] [2] [3] [4] [5]
c) Language barriers	[1] [2] [3] [4] [5]
d) Housing and community facilities	[1] [2] [3] [4] [5]
e) Difficulties accessing public services	[1] [2] [3] [4] [5]
f) Other, please specify (.....)	[1] [2] [3] [4] [5]
<b>▪ Long term residents</b>	
a) Difficult finding a job	[1] [2] [3] [4] [5]
b) Poor educational qualifications	[1] [2] [3] [4] [5]
c) Language barriers	[1] [2] [3] [4] [5]
d) Housing and community facilities	[1] [2] [3] [4] [5]
e) Difficulties accessing public services	[1] [2] [3] [4] [5]
f) Other, please specify (.....)	[1] [2] [3] [4] [5]

**Question 1.12**

**What are the main challenges faced by your country/region in dealing with integration of Third Country Nationals in your country/region?**

*Please, rank the following factors by order of priority, from 1 (lowest priority) to 5 (highest priority), separately for “newly arrived migrants” and “long term residents”*

<b>▪ Newly arrived migrants</b>	
a) Lack of resources	[1] [2] [3] [4] [5]
b) Lack of specialist know-how	[1] [2] [3] [4] [5]
c) Not enough political support	[1] [2] [3] [4] [5]
d) Housing and community facilities	[1] [2] [3] [4] [5]
e) Lack coordination among relevant services	[1] [2] [3] [4] [5]
f) Other, please specify (.....)	[1] [2] [3] [4] [5]
<b>▪ Long term residents</b>	
a) Lack of resources	[1] [2] [3] [4] [5]
b) Lack of specialist know-how	[1] [2] [3] [4] [5]
c) Not enough political support	[1] [2] [3] [4] [5]
d) Housing and community facilities	[1] [2] [3] [4] [5]
e) Lack coordination among relevant services	[1] [2] [3] [4] [5]
f) Other, please specify (.....)	[1] [2] [3] [4] [5]

**Question 1.13**

**What sort of assistance is provided to Third Country National migrants in the access to public services?**

**▪ The Hessian state government is promoting the training and assignment of integration assistants under the motto of "Integration Assistants as Active Partners in Genuine Integration" in the state's towns, cities and districts. To strengthen the network between the services offered, the Hessian Ministry of Justice, for Integration and Europe has established the Hessian Integration Assistant Network with a coordinating office. This network conducts a broad spectrum of public relation activities, and ensures that the idea of having these assistants is also included in the political sphere of activity related to integration. In addition, this network is involved in an exchange on the approaches to**

assistants work throughout Germany and Europe.

▪ The Hessen Integration Assistant Network is an important element both for the integration work done by the Hessian state government, and for successful activities on the ground. Voluntary commitment needs cooperation between all parties involved and a frank and open-minded attitude on both sides to achieve the common goal.

Integration assistants, including both men and women, receive further training in a variety of subject matters, including, e.g., health, education, child rearing, health service, employment, housing and finance. They accompany immigrant people to administrative offices, provide consulting on school career decisions, or arrange contacts to institutions offering public services.

Since 2007, many integration assistant projects have been established. These assistants do an important work by promoting awareness for people with an immigration background and they are bridge builders into the host society, being able, in particular, to reach socially deprived groups in their respective communities.

▪ Local projects ensure that integration assistant activities are tuned to every region. Projects based on the principle of voluntary work are considered qualitative supplements to existing regular offerings. In 2007, Hesse founded the integration assistant network to provide support to the work done by local community projects, and endeavors to exert a networking function.

▪ To promote the sustainability of integration assistant activities even further, the Hessian Ministry of Justice, for Integration and Europe offers seminars which are held several times per year in cooperation with the integration offices at a local community level. Exchanging experience is a major element in these seminars. This does not only guarantee a constant exchange of information but also creates a basis for good partnership which symbolizes the very idea of the integration assistant network.

**Question 1.14**

**How effectively do policies carried out in your country/region with regard to the integration of Third Country Nationals address the challenges you have identified above?**

*Please, rank the effectiveness of different policies from 1 (not effectively at all) to 5 (very effectively indeed)*

- Legal/political measures [1] [2] [3] [4] [5]
- Socio-economic measures [1] [2] [3] [4] [5]
- Cultural measures [1] [2] [3] [4] [5]

**What information is available to support your assessment?**

.....  
.....  
.....

**Explain what would be needed to help tackle the challenges more effectively**

.....  
.....  
.....

**Use this space for any other comments on integration policies in your city or region**

The program "Model Region Integration" has a budget of 1,35 Mio. € per year (Hessen Budget -50 %) and is co-financed (additional 50%); the funds are provided by the local and federal level and

foundations or the business sector.

## **Part 2: Factsheet on integration practices and projects in cities and regions**

With reference either to sharing methods and instruments used for the monitoring and evaluation of integration practices and/or interventions, either to the operational levels covered by the project, the following analysis are suggested.

Collect (if possible on electronic support) and make available two different kind of materials:

## Material – A

### **Good Practices Evaluation Systems** concerning project's interest fields

( i.e.: formalized devices made of integrated instruments, tools, procedures, use indications, reference framework, .... : "evaluation systems" can have the form of models, guidelines, manuals, short-guides or other)

These systems:

- ✓ must be dated after 2002;
- ✓ may have been both "on-the-field" tested (and therefore implemented) or designed without being tested or applied;
- ✓ may have been produced by both public and private organizations;
- ✓ may be in ordinary use or remained at a prototypical state;
- ✓ may have been officially published or "grey materials" (i.e. unpublished).

In general, we consider *Good Practices Evaluation Systems* those systems which are **explicitly** defined and labeled in this way: the number of such a system to be collected by each Partner depends on the specific context situation.

With the newly developed program "Model Regions of Integration", the Hessen Ministry of Justice, for Integration and Europe wants to connect the existing activities of the state and the regional governments in order to develop common overall concepts. By coordinating the numerous measurements and projects a basis for a future-oriented and sustainable integration policy has been created. The six cities and counties (model regions) chosen for the program had applied for it with innovative project proposals.

In order to obtain reliable statements on the quality of the processes and results as well as recommendations for an optimization, the Hessen Ministry of Justice, for Integration and Europe engaged the efms (European forum for migration studies, University of Bamberg) to scientifically support and evaluate the program "Model Regions of Integration". This is carried out in a participatory manner and with an emphasis on the field of program evaluation. The efms will evaluate the general program "Model Regions of Integration" as well as selected projects (26 out of approx. 70) that are implemented in the specific regions.

The following eight out of these 26 projects are closely examined:

- Implementation of a placement agency for integration guides
- New partnership – Associations and diversity management in honorary work
- Diversity Management in public administration
- Qualification / Diversity Management for honorary associations
- Partnership of parents and school – Diversity management in schools: Integration through education and participation
- Recognition of foreign degrees and graduations – Access to the German primary labour market
- Education partnerships for elementary schools in districts with a high percentage of migrants
- Integration through education for high school – internships, education guides, work camps

## Material – B

**4 cases** (having the form of 4 short reports) of **interventions** (or services or activities) and respective **monitoring or analysis reports** (the presence of both reports is compulsory).

Monitoring or analysis reports should be chosen using the following criteria:

- ✓ dated after 2005;
- ✓ able to give evidence either to the main and qualifying processes and to the final/short term results of the intervention;
- ✓ based upon strong and scientifically sound data collection and analysis methods and techniques.

In 2010, the Hessen State Ministry of Justice, for Integration and Europe published the “Integration Monitor for Hessen”.

Integration is an extremely multifaceted process. The objective of integration monitoring is to break this complex process down into different components which may be referred to as the "dimensions" of integration, and to trace these components back to observable quantities which are then mapped to time series.

Example:

Social process	Dimensions	Subject areas (selection)	Indicators (examples)
<b>Integration</b>	Structural	Access to education	School attendance classified by immigration background
		Access to gainful occupation	Training participation rate by immigration background
		Participation in gainful occupation	Labour force participation rate by immigration background Unemployment rate by immigration background
		Health	Subjective feeling of health by immigration background
		Access to housing	Dwelling area by immigration background
	Cultural	Language	Self-assessed language proficiency rating
	Social	Living arrangements	Number of children by immigration background
		Active citizenship	Membership of clubs, associations, etc.
		Delinquency	Proportion of convicts by immigration background
	Identificatory	Sense of belonging	Feeling of being German

Pertinent indicators may be selected on the basis of the dimensions defined and on their corresponding subject areas. An indicator comprises one or more statistical parameters.<sup>2</sup> Ratios expressed in the form of quotas, i.e. a proportion of persons in a population, play a particular part in this context.

The main data base for state-wide integration monitoring is the microcensus which refers to a representative, multi-purpose sample survey covering one per cent of the households in the Federal Republic of Germany (approximately 600,000 persons, of whom about 60,000 live in Hessen). Since 2005, it has been possible to break down the data by immigration background. Various other data sources have been taken into consideration for monitoring in addition (e.g. the unemployment statistics, the Central Register of Foreigners, the employment statistics, the basic minimum income statistics, the child and youth welfare statistics, migration statistics and the German Socio-Economic Panel Study (SOEP).

The 2010 Integration Monitor for Hessen contains more than 40 indicators. They are shown in diagrams and cover the years of 2005 and 2008 as far as possible. There is a concise version in English. To make reading clearer, the information covered in some indicators has been presented in a more concise manner (i.e. by omitting differences according to gender); for detailed tables which also include absolute figures please refer to the appendix of the unabridged edition. The indicators are also described in detail in the unabridged edition and extensive bibliographical references are given to support these explanations.

---

<sup>2</sup> Example: The indicator of "school-leaving qualifications" comprises a number of parameters, including i.e. graduates by type of qualification (in % of the resident population at the same age), graduates by type of qualification and courses of education, proportion obtaining school-leaving qualifications (as % of an age group), etc.