duerchbléck!

Politik verstoen **Nr. 3**

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? **Who's
Luxembourg?**

Index

Background information

People from over 180 different nations live in Luxembourg, a country of barely 2,586 km². Every day, 197,661 cross-border workers enter the country to work. Over 13,000 people leave the country daily to go to work abroad. In total, 810,000 people live and work in the Grand Duchy. Diversity of all kinds and linguistic diversity in particular determine private, educational, professional and cultural day-to-day life in the Grand Duchy.

Unless otherwise stated, the figures and statistics used are STATEC data (as of the editorial deadline of August 2019).

Population composition

Of the 613,894 people living in Luxembourg, 322,430 have Luxembourg nationality (52.5%) and 291,464 people are foreign nationals (47.5%).

The following nationalities make up the largest proportions among foreigners:

Nationality	People	% of total population	% of foreigners
Portuguese	9,516	15.5	32.8
French	46,938	7.6	15.9
Italian	22,465	3.6	7.7
Belgian	19,953	3.2	6.8
German	13,015	2.1	4.5
British	5,766	0.9	2.0
Other European countries	13,890	2.5	5.2

2,205 people sought asylum in 2018. This corresponds to 0.35% of the population or 6.5% of foreigners. Among the asylum seekers are people from Eritrea, Syria, Iraq, Afghanistan and Georgia.

Population growth

Population growth is due to natural demographic growth and migration. Natural demographic growth means the difference between the number of live births and the number of deaths in a year. Luxembourg shows a positive increase in population.

Migration has a significant influence on population growth in Luxembourg. In 2018, 6,274 children were born in Luxembourg of whom 3,195 were Luxembourgers and 3,079 were foreign nationals.

After taking into account immigration and emigration, net immigration amounted to 10,659 people in 2017.

Migration background

In 2011, 61.2% of the population in Luxembourg had a migration background while the percentage of foreigners was 43%. A person counts as having a migration background if they or one of their parents is born abroad. As a comparison: 22.5% of the population in Germany has a migration background while the percentage of foreigners in the country is at 12.2% (source: Federal Statistical Office, 2017). Officially, the percentage of foreigners in France is set at 7.1% while around 26.6% of the population has a migration background (source: insee.fr, June 2019).

Cross-border workers in the Greater Region

Around 11.6 million people live in the Greater Region (Saarland, Rhineland-Palatinate, Lorraine, Wallonia and Luxembourg). Of the 197,661 cross-border workers who enter the country every day, 103,775 are from France, 46,731 from Germany and 47,156 from Belgium.
(As of 1st quarter 2019)

Labour market

The attractiveness of Luxembourg's labour market compared to the neighbouring countries is based, among other things, on the higher salaries (after deducting taxes and adding social benefits such as child allowance), linguistic flexibility and political stability. As of June 2019, 466,630 people (436,537 domestic paid employment) were employed on Luxembourg's labour market.

Over 72% of all employees in Luxembourg are foreigners (foreign residents or cross-border workers). This corresponds to 316,656 people, of whom around 45% are cross-border workers and 27% are foreigners living in Luxembourg. Only roughly a quarter of the employees, i.e. around 27%, of people working in Luxembourg have Luxembourg nationality.
(As of 1st quarter 2019)

Around 97% of Luxembourg people work in the public sector, 48% in the health and social care sector, 13% in the catering and hotel industry and 11% in the construction industry. The official unemployment rate was 5.7% in June 2019 (15,833 people). The unemployment rate among young people aged 15 to 24 (as a percentage of the labour force from the same age group) was 9.4% in 2017. In June 2019, the ADEM (Agence pour le développement de l'emploi) had 3,597 vacancies. Around a fifth of employed people are youngsters between 15 and 29. In addition there are unemployed people aged over 45 and long-term job-seeking people. People with low qualifications and with health issues are also hit by unemployment. People in organised work initiation programmes (such as ProActif a.s.b.l., CIGL a.s.b.l., Mesures en faveur de l'emploi, Mesures Jeunes) or continuous training programmes (such as Air Cargo, FIT4Coding, etc.) are not counted among the unemployed. The number of people in work initiation programmes therefore has a positive impact on the unemployment rate.

Civil rights for everybody

Citizens living in Luxembourg are either Luxembourg, EU or third-country nationals. All citizens in Luxembourg have fundamental rights (individual freedom, protection of private life, etc.) and duties (in respect of laws, paying taxes, compulsory schooling until 16, etc.). The rights may differ depending on whether you are a Luxembourg, an EU or a third-country national.

- Luxembourg nationality (nationalité luxembourgeoise) allows you to vote in municipal and parliamentary elections. Foreigners, on the other hand, are not allowed to vote in parliamentary elections. Dual citizenship was legally introduced in Luxembourg in 2008 and revised in 2017. Since its introduction in 2009, 47,297 people have taken Luxembourg nationality. (source: mj.public.lu, as per January 2018)
- European citizenship (citoyenneté européenne) allows EU citizens to vote in municipal elections and EU parliamentary elections. Since 1993 (Treaty of Maastricht), every citizen of an EU member state has various rights. Every citizen of the Union has, among others, the right to free movement within the EU, the right to freely choose their place of residence and to work in the country of their choice. Residential citizenship (citoyenneté de résidence) allows third-country nationals to participate in municipal elections, which is, however, linked to a number of conditions (such as a minimum of five years of residence in Luxembourg).

Language situation

As a small country between Belgium, Germany and France, the territory of Luxembourg has always been subject to linguistic and cultural influences from all sides. Luxembourg has three official languages. The national language of Luxembourg is Luxembourgish. The language used in law is French. The official languages are German, French and Luxembourgish. The Luxembourgish language has had an official orthography since 1999. People living in Luxembourg speak, on average, 2.2 languages (STATEC, 2017). Since the introduction of dual citizenship, 13,332 people have taken the Luxembourg nationality language test between December 2008 and June 2019. 70% have passed the test, which corresponds to 8,964 people (source: Inll.lu).

Percentage of the most spoken languages in Luxembourg (main languages)	%
Luxembourgish	55.8
Portuguese	15.7
French	12.1
German	3.1
Italian	2.9
English	2.1
other	8.4
Total	**100**

Source: STATEC, RP (Recensement de la population) 2011

In Luxembourg, 265,731 (55.8%) people speak Luxembourgish as their main language. Around 90% of Luxembourg people speak Luxembourgish as the main language.

In the world of employment, French is the most important language of communication. 84% of employees speak French. English is becoming ever more important in the international business world, with 45% of employees speaking English at work (June 2019).

Emigration and immigration

Although the attractive labour market draws many people from all over the world to Luxembourg, the situation was very different in the 19th century, when the Grand Duchy was still a country of agriculture. Many Luxembourg people left their home country due to a lack of prospects and moved to Brazil, Argentina or North America. So within only a few decades, one third of the population emigrated.

Economic upswing driven by the steel industry

The rapidly growing iron and steel industry in Luxembourg was, however, from 1870 onwards, in need of a large work force that could not be met by the local market. Germans were among the first immigrants – mainly men –, as Luxembourg was part of the German Customs Union. The German migrants worked mainly as qualified experts in technical positions. Most of the Italian migrants came at the end of the 19th century and worked on a day-to-day basis in the steel industry.

The World Wars

In times of political and economic instability, the size of the foreign work force in Luxembourg decreased. During World War I, many German and Italian workers left the country. In times of economic crises, foreign workers were sent back to their home countries due to the dangerous economic situation. Between 1930 and 1935, for example, the number of foreigners dropped from 18.6% to 12.9%.

Reconstruction

After World War II, many workers were needed to rebuild Luxembourg. Most of them came from Italy. In the 1950s, many Italians brought their families over to Luxembourg too.

Portuguese Immigration

Portuguese immigration started at the end of the 1960s and has lasted until this day. While the first generation of Portuguese immigrants mainly worked in the construction industry, the new generations have far more options.

For a long time, people who left their home country to work temporarily abroad were called 'foreign workers' or 'guest workers'. These terms relate to a work force with low qualifications from the south of Europe. Nowadays, the idea of a guest worker moving back to their home country on retirement is obsolete. On the one hand, many workers now stay permanently as opposed to temporarily and on the other hand, temporary migration is increasing in general, also in highly qualified areas.

Since the 1970s, following the Portuguese migration, a growing number of Cape-Verdeans have come to Luxembourg. Cape Verde was a Portuguese colony until 1975.

The rise of the banking and services sector

International, partly highly qualified workers of the services sector (commerce, finance, insurance) came to Luxembourg particularly in the 1980s. Nowadays, Luxembourg is an internationally recognised financial centre and an important location for EU institutions. Workers who live for a longer time abroad due to their work are often called expats. Since the beginning of the 1980s, the number of cross-border workers has also been increasing.

Protection seekers

Since the early 1990s, politically and economically motivated migration has gained in importance. This can be explained by the collapse of Yugoslavia and conflicts in the Near and Middle East, as well as in numerous African states.

Migration has today become an everyday matter for many people in Luxembourg. It does not have to mean it is a final decision. Migration can, depending on professional or personal life plans, be a temporary phenomenon.

This raises the question of living together in a diverse society. The terms related to this coexistence are interpreted differently in science and are often used ideologically in political discourse.

Integration

'Integration' generally describes 'the connection of a plurality of individual persons or groups to a societal and cultural unity' (source: Duden, 2011).

Article 2 of the law on integration of 16 December 2008 defines integration as follows: '[…] le terme intégration désigne un processus à double sens par lequel un étranger manifeste sa volonté de participer de manière durable à la vie de la société d'accueil qui, sur le plan social, économique, politique et culturel, prend à son égard toutes les dispositions afin d'encourager et de faciliter cette démarche.[…]'

In Luxembourg, therefore, we talk about a host society, in which newcomers are supposed to participate and which, for its part, tries to facilitate integration. However, the host society is not defined. It can be used to designate either all residents of Luxembourg or all Luxembourg nationals.

In order to describe coexistence in a diverse society, social studies use different concepts in order to categorise complex realities. What is important here is the host society's wish for adaptation.

When a migrant fully aligns with the society of the migration country (culture, language), we speak of assimilation. In a coexistence model in which original cultural habits of migrants in the host country are maintained and they,

nevertheless, adapt culturally, we speak of acculturation. Multiculturalism refers to the coexistence of different cultures in the same country.

In English, a theoretical distinction is drawn between different forms of multicultural coexistence. The term 'salad bowl' refers to the coexistence of different cultures and ethnic groups. The term 'melting pot' refers to a place where people from many different countries of origin live and merge into one nation over a longer period of time. According to this concept, a common, integrated national culture should emerge from different cultures and values.

The term 'parallel society' often has a negative connotation as it suggests that, on the one hand, foreigners prefer to stay among themselves, showing only a limited desire to integrate yet, on the other hand, they feel stigmatised and disadvantaged. Parallel societies can also differ strongly on a cultural and ethnical level, showing differences in education and wealth. Politics govern coexistence in this kind of diverse society.

Integration policy

Integration policy is managed at different levels in Luxembourg. The Ministry of Foreign Affairs is responsible for questions related to immigration. Matters related to integration policy fall under the responsibility of the Ministry for Family, Integration and the Greater Region. The integration office OLAI (Office luxembourgeois de l'accueil et de l'intégration des étrangers au Grand-Duché de Luxembourg) was founded in 2008. In 2010, a five-year-plan regarding integration and against discrimination was developed and provides, among other things, for the introduction of a welcome and integration contract for migrants. A new national action plan came into effect in July 2018.

Municipalities are obliged to an integration commission (Commission consultative d'intégration) at municipal level. This commission is also open to foreign citizens in order to promote dialogue, cultural exchange and political participation.

Specific problems of the foreign population are discussed on a local level in order to find adequate solutions.

Civil society players, such as the ASTI (Association de Soutien aux Travailleurs Immigrés a.s.b.l.), CEFIS (Centre d'Etude et de Formation Interculturelles et Sociales), CLAE (Comité de liaison des associations d'étrangers) and others, play an important role in integration.

The heterogeneity of the population's composition is reflected in classrooms. Diversity brings both opportunities and challenges. Living together means learning to change perspectives, to question one's own patterns of thought and behaviour and to promote the acceptance of other cultures.

Please refer to the following links for more information:

- Ministère de la Justice: www.mj.public.lu
- Ministère de la Famille, de l'Intégration et à la Grande Région: www.mfamigr.gouvernement.lu
- Internet portal of the Grand Duchy of Luxembourg: www.luxembourg.public.lu
- Institut national de la statistique et des études économiques du Grand-Duché de Luxembourg: www.statec.lu
- Agence pour le développement de l'emploi: www.adem.public.lu
- Ministère de l'Education nationale, de l'Enfance et de la Jeunesse: www.men.public.lu/fr/actualites/articles/communiques-conference-presse/2018/06/07-tns-fr/index.html (Survey on Luxembourgish language)

Impulses on the topic

Diversity in the classroom

🕐 50 min.

—

👥 From 8 years

—

📌 Posters, pen

—

💡 Discussing differences and similarities.

Organisation: As a first step, the pupils fill out the information sheet individually and in writing. They then compare their results in small groups of 4 or 5 and note down the differences and similarities in the form of bullet points. A dedicated speaker finally presents the group's results to the whole class.

Tip: In order to explore the topic further, a statistical evaluation of the answers is a good idea, which can be presented as a poster in the classroom.

This is me!

- Last name, first name: *Alex Hoffmann*

- Nationality: *Lux.*

- I've been living in Luxembourg since: *1988*

- My mum is from: *Lux.*

- My dad is from: *Lux.*

- My grandparents are from: *2 Lux...*

- Festivities I celebrate over the year: *Christmas, Easter*

- My favourite food: *Pizza*

- My wishes for the future in Luxembourg: *Peace, Justice*

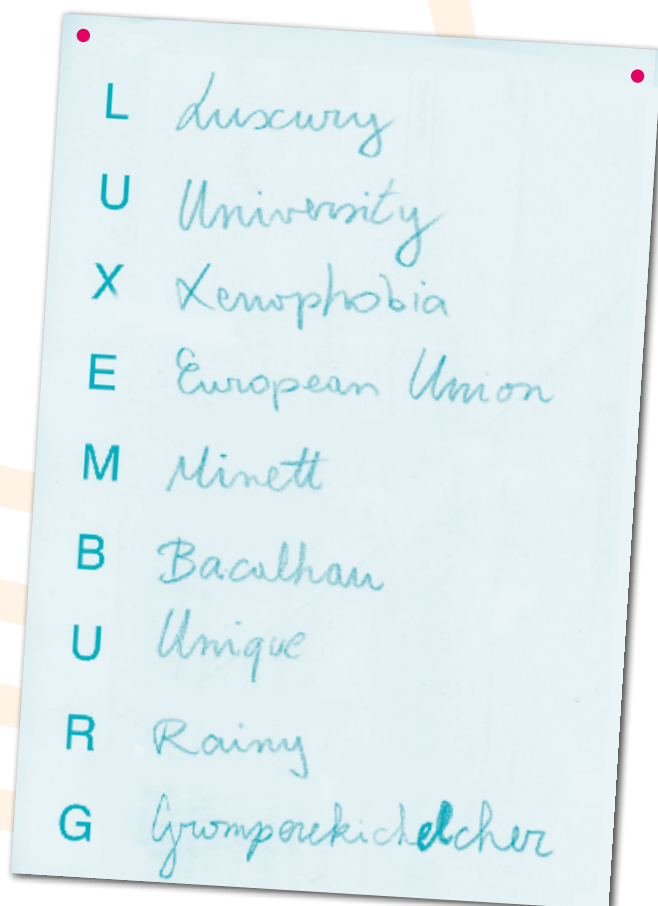# Luxembourg as a word game

🕐 30 min.
—
👥 From 8 years
—
📌 Pen, paper
—
💡 Connecting and explaining ideas on diversity in Luxembourg.

Organisation: The teacher writes, for instance, the word 'Luxembourg' vertically on the black board. For each letter, the pupils find a word that they associate with the name. Everybody writes their ideas about the generic name on a sheet of paper. After a few minutes, the pupils present and explain their results. They may be presented in a creative way (drawing, illustration) and posted up in the classroom, for instance on a pinboard.

L Luxury
U University
X Xenophobia
E European Union
M Minett
B Bacalhau
U Unique
R Rainy
G Gromperekichelcher

Examining identity papers

🕐 50 min.

—

👥 From 8 years

—

📌 Ask the children and youngsters in advance to bring documents such as a copy of their ID card, passport or visa. They may also be copies of documents of their family members.

—

💡 Creating awareness of their own legal identity.

Organisation: The pupils are divided into 4 groups. The groups rotate around four stations, answering the following questions:
Station 1: Which information is contained in the ID document? (Last name, first name, address, etc.)
Station 2: Which languages are used?
Station 3: Which symbols and security features (signature, watermark, etc.) are used?
Station 4: Where have you used the ID papers before?
Each group has three minutes before they move on to the next station.

Tip: The pupils' countries of origin can be entered on a map of Europe or a world map and be connected to Luxembourg.

More: The teacher explains the rights and duties connected with the ID papers.

Choice or no choice? What do I have an influence on?

🕐 30 min.
—

👥 From 8 years
—

📌 /
—

💡 The children and youngsters have to actively take a stand on a statement. The pupils begin to understand that, although all people are equal, one can only partially influence circumstances in life.

Organisation: The pupils form a circle. The teacher asks a question. All pupils answering the question with yes, take a step forward. Before the next question, they go back to their starting position.

Start with general situations on which the pupils may or may not have an influence: Do you have an influence on who your biological parents are? Can you pick your hair colour? Can you have an influence on your school grades? Do you have an influence on who your teachers are? Can you choose your own clothes? Did you have a saying in picking your current place of residence? Can you decide what time you go to bed in the evening? Can you choose how much your parents earn?

Now ask some questions regarding more complex situations which the pupils may or may not be able to influence: Do you have an influence on your weight? On your height? Can you pick your mother tongue? Can you pick your eye colour? Can you pick your body shape? Could you decide, when you were a small child, on your religious affiliation? Do you have an influence over which country you will work in later on? Did you choose your citizenship? Can you decide on your cultural affiliation?

Finish the exercise by asking the pupils what they deduce from their answers to the questions.

Role plays: living together in Luxembourg

Subject areas	coexistence, language diversity, migration, integration
Skills	communication and judgment skills
Duration	2 x 50 min.
Method	guided simulation game, change of perspective, discussion
Material	1 x context card, 6 role cards per group, 4 discussion cards
Learning goal	The pupils should have a debate on current, socially-relevant issues based on common stereotypes. It should become apparent that opinions differ based on different life situations.
Procedure	The society in Luxembourg is heterogeneous. This becomes clear in different situations in Luxembourg, such as during a tram ride through Kirchberg where you can hear different languages.
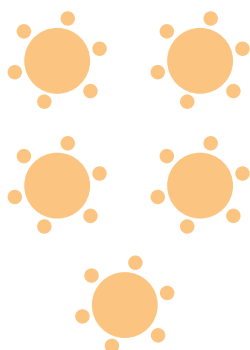
Set up of the tables

1. First, introduce the pupils to the topic. The sketched biographies are fictitious. They are purposely formulated in an exaggerated way and do not represent any real people.
2. Now, divide the class into groups of 6 and hand out the role cards. On every table, there is a pile of face-down discussion cards.
3. The pupils take a few minutes to read their role cards and to get into their roles.
4. Now, the first of the four discussion cards is turned over. Each card contains a question. The pupils turn over and read the cards one after the other. They read the question from the perspective that corresponds to their role. Once everybody has given a statement, the next card is turned over. The discussion lasts 40 minutes in total.
5. With the whole class: First you ask how the role play went. Were there any difficulties or misunderstandings? Then ask the pupils to answer the different questions from their own viewpoint.
6. Assessment: The teacher notes down the most important points to the questions under the title 'One question, many viewpoints'.

Note: There is no 'right' or 'wrong' in a role play. The point is to get to experience positions that are different to the own ones, to formulate arguments and to stand up to controversy. This can also lead to strong reactions. All the participants should be aware that it is just a game.

If necessary, statements that not everyone agrees with can be examined with the whole group. As a general rule, in Luxembourg there is freedom of expression as long as there are no insults or defamation.

Context card

You are six people with very different biographies and life situations. You happen to be stuck together for several hours in the tram in Kirchberg, because a technical hitch prevents the doors from opening.

Starting from exaggerated fictitious biographies and life situations, you will now pick up questions about living together in Luxembourg and debate them from different perspectives.

Discussion card

Around 613,894 people of 180 different nationalities live in Luxembourg. 47.5% are not Luxembourg nationals, which means that they cannot vote in the parliamentary elections. They may, however, vote in municipal elections and, if they are EU nationals, they can vote in European elections.

For the municipal elections in 2017, 22.8% of foreign residents who are entitled to vote were registered.

—

Should everyone have the right to vote?

Discussion card

Luxembourg officially has three languages. 55.8% of the population in Luxembourg speaks Luxembourgish as their main language. 15.7% of the people living here speak Portuguese as their main language. 12.7% speak French and 3.1% speak German.

—

Is it important to speak Luxembourgish to live together in Luxembourg?

Discussion card

In Luxembourg, children learn to read and write in German. French is taught from the second year of primary school, English from year eight.

—

Should every child be allowed to choose between learning to read and write either in German or in French?

Discussion card

There are many possibilities for children and young people to spend their free time: sports clubs, cultural clubs (music, theatre, photography, etc.), youth recreation clubs (scouts, youth clubs, etc.), voluntary fire brigades, political clubs, religious clubs and specific interest groups (human rights, environment, animals, etc.).

—

Do associations contribute to the integration of foreign citizens?

Role card A

Name: Albert Nelson
Age: 39
Origin: Liverpool, England
Nationality: British
Relationship status: Single
Place of residence: Gonderange, Luxembourg
Life situation: Albert has been living in Luxembourg for five years. He works for a major consulting company where he has many responsibilities and a good salary. He spends part of his free time in English pubs. His private and professional environment is mostly English-speaking. Once a week, he plays football with his work colleagues. He plans to get Luxembourg nationality because he is convinced of the quality of life in Luxembourg (social security, health care, cultural offer, international flair).
Statement: 'I have a very good life here in Luxembourg without speaking any of the country's three languages.'

Role card B

Name: Brice Hoffmann
Age: 27
Origin: Villerupt, France
Nationality: French
Relationship status: Single, father of a small child
Place of residence: Villerupt, France
Life situation: Despite having completed his studies in graphics, Brice has been looking for a job for 18 months without success. He is under financial pressure because he has to repay the study loan and support his children. As a waiter in Luxembourg, he gets by quite well on the minimum wage of about €1,900 per month. He spends at least 2 hours a day in the car.
Statement: 'I can live on little money in France and I earn more in Luxembourg.'

Role card C

Name: Marta Figueiras
Age: 23
Origin: Esch-sur-Alzette, Luxembourg
Nationality: Luxembourg and Portuguese – dual citizenship
Relationship status: Single
Place of residence: Dudelange, Luxembourg
Life situation: Second-generation daughter of Portuguese immigrants. Her father worked in construction and her mother as a cleaning lady in different households. Marta was a good student and completed a classical high school education. Her parents recognised very early on that education was an opportunity and always supported their daughter. Today, she works as a legal officer for the government.
Statement: 'I wish for a fairer school system in which foreign people are not disadvantaged.'

Role card D

Name: Josephine Wolff
Age: 35
Origin: Hollerich, Luxembourg
Nationality: Luxembourger
Relationship status: Civil partnership
Place of residence: Rollingergrund, Luxembourg
Life situation: Josephine lives with her partner and two other architects, a Colombian and a Dutchman, in a shared flat. Together they run a successful architectural office. She earns a very good salary and can live according to her own ideas. She travels a lot, is interested in foreign cultures and enjoys her life.
Statement: 'I see myself more as a citizen of the world than as a Luxembourger.'

Role card E

Name: Karin Schmitt
Age: 39
Origin: Consdorf, Luxembourg
Nationality: Luxembourg
Relationship status: Divorced with three children
Place of residence: Karin has been living for four years in a three-bedroom flat in Beaufort. She does not work because, as she says, she does not have time to. Her children eat lunch in the Maison relais, where they also spend their time after school. The refugee children who are looked after there as well are a thorn in her side.
Statement: 'As a single mother, I demand more support from the government and more severe migration policies.'

Role card F

Name: Roberto Constantini
Age: 65
Origin: Pescara, Italy
Nationality: Luxembourg
Relationship status: Widower with two adult sons
Place of residence: Dudelange, Luxembourg
Life situation: Roberto lives alone in a terraced house in Dudelange. He is a pensioner and is annoyed by the 'new' immigrants' lack of willingness to integrate. As a member of the local football club, he volunteers and helps at the drinks stand every week. His two sons played in this sports club for a long time. This allowed Roberto to establish many contacts with foreign and Luxembourg club members.
Statement: 'I think it's sad that the immigrants of today don't deem it necessary any longer to integrate into Luxembourg society.'

Role card G

Name: Pierre Wirtz
Age: 80
Origin: Clervaux, Luxembourg
Nationality: Luxembourg
Relationship status: Married
Place of residence: Clervaux, Luxembourg
Life situation: Since childhood, Pierre has lived in a farmhouse in Luxembourg, which he lovingly renovated as an adult. It is very important to him that his house reflects the original village character. He has been living here for over 60 years and is surprised by the social changes of the last decades.
Statement: 'Old people, especially, like myself, who have lived their whole live mainly among Luxembourgers, find it difficult to cope with the intense immigration of the last 40 years. Sometimes I feel like I'm living in a foreign world where Luxembourg's history and traditions are disappearing.'

All Luxembourg people are rich -
A game to take a stand against
prejudice and clichés

Subject areas	Tolerance, racism, prejudice, bullying
Skills	Communication and judgment skills
Duration	2 x 50 min.
Method	Game to take a stand, discussion, argumentation training, fact check (based on an idea from: Gesicht zeigen! „Weiße können nicht rappen", Das Positionierungsspiel gegen Vorurteile und Klischees, 2017, Beltz)
Material	Copies of: 6 statements, 6 fact checks, 8 position cards to cut out. The position cards must be enlarged.
Laerning goal	The pupils take a stand on prejudice and clichés.
Procedure	1. The position cards are put in a circle on the floor. The pupils position themselves around the cards.
	2. The teacher reads a statement out loud, such as 'all Luxembourg people are rich'.
	3. The pupils stand next to the position card that best represents their opinion on the statement.
	4. The different positions are then justified and discussed.
	5. All the participants may change their position in the course of the discussion if other arguments convince them to do so.
	6. The teacher uses the fact check to bring the discussion forward and / or to sum up orally at the end.

Racism: Idea that humans with certain biological features are, by nature, superior or inferior to others.
Cliché: (fr. cliché = chablone) is a narrow-sighted and obsolete idea, applicable to situations and people/groups.
Prejudice: A positive or negative opinion that is taken on without any experience or verification; it is always judgmental and based on stereotypes.
Discrimination: An unjustified disadvantage of isolated people or groups based on their origin, skin colour, sexual orientation, etc.

All Luxembourg people are rich. Luxembourg often stands for wealth and a high standard of living. Luxembourg has the second highest income per capita after Qatar. Income per capita is the economic power of a country divided by the number of inhabitants. The 186,649 cross-border workers are therefore not taken into consideration in this calculation.

20% of the population in Luxembourg lives on the verge of poverty. 7,600 people (1/3 of them are children) cover their needs for basic foodstuffs in special social shops. The actual number of people in need may be much higher, according to Caritas.

Source: deutschlandfunk.de (07.05.2018)
Possible position: 'Stupid cliché!', 'Rubbish!'

Statement
All Luxembourg people are rich.

Foreigners take away our jobs. In general, the opposite is true. Immigration leads to an increase in productivity (more consumers, more production) and jobs. In 2017, 14,280 new workplaces were created. In most cases, company founders who are creating new jobs come from abroad. Luxembourg nationals only make up ¼ of active employees in Luxembourg. Foreigners and cross-border workers from Germany, France and Belgium make up the other ¾. They actively participate in the wealth of the country.

Every company chooses their employees who hold the required qualifications. Migrants' diplomas must first be officially recognised. This can often be complicated. Furthermore, foreign workers must first master the complex language situation in Luxembourg before they can settle into the Luxembourg labour market.

Sources: Adem, 2018; Alter&Ego a.s.b.l., 2017; STATEC, 2019
Possible position: 'Total prejudice!', 'Rubbish!'

Statement
Foreigners take away our jobs.

The Portuguese all work in construction. Overall, Portuguese nationals tend more to have a lower level of formal education than the population as a whole. A rise in education is being seen among Portuguese nationals. However, 50% of Portuguese people aged 25 to 34 have a lower secondary school-leaving qualification (3 years of secondary education or less), compared to 20% in the same age group in the total population.

While the first generation of Portuguese immigrants mainly worked in the construction industry, the new generations have far more options.

Source: STATEC, 2018
Possible Position: 'Weird but OK!'

Statement
The Portuguese all work in construction.

Statement
Black people are better in sports.

Black people are better at sports. This statement is racist. Racism divides people based on their appearance (skin colour) and attributes certain inheritable traits to them.

In this case, sports performance is seen as something inheritable that is 'in one's blood'. It is scientifically proven that such abilities cannot be inherited. It stems from individual socialisation and talent.
In this case, the prejudice is positive. However, this does not change the fact that the statement is wrong.

Source: Gesicht zeigen! „Weiße können nicht rappen". Das Positionierungsspiel gegen Vorurteile und Klischees, 2017, Beltz.
Possible position: 'Super racist!', 'Really discriminating!'

Everybody should speak Luxembourgish in the playground. Knowledge of the language of the country of immigration is an important factor in the integration process. Language as a means of communication is essential for participation in social life. However, children cannot be forced to use a language in the playground. Trilingualism has officially existed in Luxembourg since 1984, when Luxembourgish became the national language. The legal language is French. The official languages are German, French and Luxembourgish. The development of the language situation is closely linked to the historical and economic development of the country.

Please also refer to: http://www.cefis.lu/resources/RED14.pdf (07.05.2018)
Possible position: 'Really discriminating!'

Statement
Everybody should speak Luxembourgish in the playground.

All terrorists are Muslim. Such a statement is nonsense. Terrorists are people who spread terror and fear. They carry out attacks in which many people are killed. They want to use force to fight the government and to show people that they are powerful and that they can have their will. Terrorists often claim to be acting for religious or political reasons. They see themselves as freedom fighters (IS for example). Recent decades have seen attacks carried out by radical Muslims in Europe and the USA, such as the 9/11 attacks in New York City and Washington as well as on 13/11/2015 in Paris or in 2017 in London.
In Germany alone, there were more than 900 attacks on refugee shelters in 2016, mostly by German right-wing radicals.

Source: Gesicht zeigen! „Weiße können nicht rappen". Das Positionierungsspiel gegen Vorurteile und Klischees, 2017, Beltz und Bundesamt für Verfassungsschutz, 2017)
Possible position: 'Total prejudice!'

Statement
All terrorists are Muslim.

Weird but ok!

Total prejudice!

Really discriminating!

Correct!

Super racist!

Stupid cliché!

Rubbish!

True!

Diversity - as it is seen by political parties

In early 2018, the political parties of Luxembourg were asked to express their positions on diversity in the form of a single 280-character tweet. In that way, they were to outline how they would like to shape life together in Luxembourg's society, today and in the future.

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adr:

Alternativ Demokratesch Reformpartei
Founded in 1987 as 'Aktiounskomitee 5/6 Pensioun fir jiddfereen'
www.adr.lu

[Follow]

Diversity requires integration. Luxembourg must be ONE society, not MANY parallel societies with interest groups that don't get along. L. language, traditions and culture are the foundation for this society. School stands for togetherness and not for living next to each other. Don't create language ghettos.

CSV

[Follow]

Chrëschtlech-Sozial Volekspartei
Founded in 1914 as right wing party
www.csv.lu

The CSV stands for a dynamic society based on tolerance and solidarity. We therefore need common values, that need to be reinforced. School plays an important role in this respect. A dynamic and tolerant society means equal participation of people with special needs.

---

déi gréng

[Follow]

Déi Gréng
Grew out of the environment movement in the 1980s
www.greng.lu

Diversity enriches our society. The green party wants to ensure that all residents, regardless of their home country and culture, are able to fully participate in social life. Integration can only succeed if everyone has the opportunity to become part of our society.

---

déi Konservativ

Déi Konservativ
Founded in 2017
www.deikonservativ.lu

[Follow]

déi Konservativ stands for a unified and inclusive society based on our Luxembourg identity and our national spirit; nationality, language, culture, traditions and customs are of importance. Full integration is needed for Luxembourg people and foreigners to live together well.

---

déi Lénk

Déi Lénk
Founded in 1999 as a socialist movement. On the left of the social democrats.
www.dei-lenk.lu

[Follow]

'All different – all the same!' The differences between us all and the uniqueness of every single one of us enriches us. We want to overcome barriers, grant everyone the same rights and use diversity to permit active participation in society. For more information: www.dei-lenk.lu

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Demokratesch Partei

Originally founded in 1904 as the democratic league

www.dp.lu

🐦 Follow

Together – not divided! We want a society where everybody has the same #opportunities for the future and where everybody can live the way they think is right. For this reason, we support #YOU in your personal goals.

Kommunistische Partei Luxemburgs

Founded in 1921 as a split of the Socialist Workers' Party

www.kp-l.org

🐦 Follow

Diversity only becomes a value if it is filled with life. For example, when there are not only lawyers and professors on a local council, board or government, but also workers and shop assistants, so that they can represent the interests of their colleagues at all levels.

🐦 Follow

Lëtzebuerger Sozialistesch Aarbechterpartei

Founded in 1902 as the social democratic party

www.lsap.lu

#Diversity means for the @lsap_lu #respect for every human and for other opinions and other ways of life. #Diversity is not a danger but a chance. Our society would be boring without diversity. #Living together and integration are not possible without #social_justice and #tolerance.

Partei fir Integral Demokratie

Founded in 2013

www.pid4you.lu

🐦 Follow

Diversity is the beginning at the end. Everybody is important and contributes to the general picture. Every person who gets lost because of a wrong approach or wrong decision is a great loss for the whole of society. Everybody does their tasks and should be respected accordingly: This is more than just a sum of the different elements. It's ADDED VALUE.

Piratepartei

Founded in 2009 as part of an international movement

www.piraten.lu

🐦 Follow

'Mir wëlle bleiwe wat mir sinn' is Luxembourg's slogan. We believe that Luxembourg has always been a multicultural and multilingual country and that it should remain one. Everybody who wants to bring our country forward should be welcomed.

➢ Analyse in small groups two tweets from the following aspects:
  - Which terms are used by each party to define diversity? Are the terms commonly used? What do they stand for? Explain in your own words.
  - Document your results.
➢ Present your results to the whole group. What are the similarities between the different expressions? How do the statements differ?
➢ What's your personal opinion on the topic? Write your own tweet on how you see diversity in Luxembourg.

Diversity of languages

- Which languages are used in everyday life in Luxembourg according to the law (M1)?
- Read the student's letter to her teacher (M2). To which question does she seek an answer? Should Luxembourgish be a school subject in your opinion? What are the arguments in favour of and against it?
- Read the newspaper article (M3). Explain how the author sees the importance of the Luxembourg language.
- Have a look at the statistics on the language use of residents in the labour market (M4-M5). Which languages are spoken in which areas of work? Which language is the most important in the Luxembourg labour market?
- Talk to your classmates about code switching. Where, in your everyday life, do you speak which language? In which situations do you switch from one language to another?
- For experts: Use this documentation to create an explanatory video on the topic of 'the language situation in Luxembourg'. Present your results in class.

M1

Law of 24 February 1984 on the language regime

Art. 1. The national language of Luxembourg people is Luxembourgish.

Art. 2. Legislative acts and their implementing regulations are drafted in French. Where legislative and regulatory acts are accompanied by a translation, only the French text shall be authentic. […]

Art. 3. In administrative matters,[...] and in judicial matters, the French, German or Luxembourgish languages may be used, [...].

Art. 4. When an [administrative] request is written in Luxembourgish, French or German, the administration must use, as far as possible, the language chosen by the applicant for its reply.

Source: legilux.public.lu (07.05.2018)

M3

Excerpt from an article in the journal forum on the use of the Luxembourg language

(…) Although the number of people learning and speaking Luxembourgish has been steadily increasing, its share in the variety of languages spoken has been decreasing at the same time, as the population has been growing faster than the number of speakers and many newcomers do not acquire more than the basic language skills (necessary for acquiring citizenship). (…)

Source: Christoph Purschke, Let's make all happy. Zur gesellschaftlichen Funktion von Sprachenpolitik, in: forum 383, April 2018, p. 32.

M2

A letter from a pupil to her teacher

Hello,

My name is Nadja Becirovic. I'm 15 years old and I'm a Serb from Kosovo. I've been living in Luxembourg since 2011.

I am writing to ask you a question that seems rather easy to me, but to which I have never received a precise answer. I have asked a number of teachers, my parents, my neighbours, my lawyer, and various doctors, but nobody could give me an answer.

Why don't the pupils in Luxembourg learn Luxembourgish? If we lived in France, I would understand. But we live in Luxembourg.

I'm in a French-speaking secondary school class and I speak a little bit of Luxembourgish. (Even preparatory classes learn Luxembourgish).

I hope I'm not the only one who wonders about this and that you will give it some thought.

Thank you!

Yours sincerely,   N.B.

Source: original text by a pupil from a French-speaking Year 9 class, 2017. Name changed.
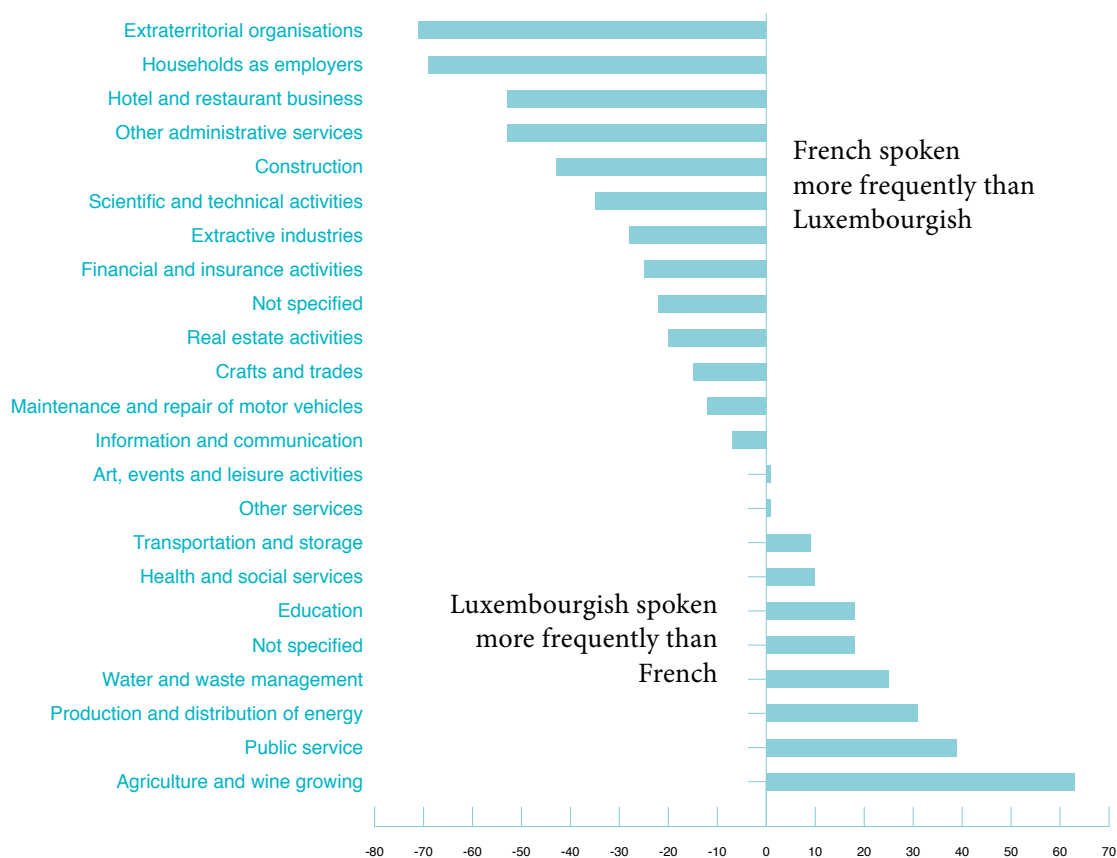
M4

Languages spoken at work

French is at the top of the list of languages spoken at work by residents, followed by Luxembourgish. It is the most widely spoken language in all private economic sectors, while Luxembourgish has its bastions in the public and parapublic sector. Luxembourgish is the most widely used language in the army and agriculture, while Portuguese is more represented among craftspeople and low-skilled workers. English is widely used in the professions which require a high level of formal education, while Portuguese is mainly used in professions requiring a lower level of formal education. […]

Source: STATEC, Regards sur les langues au travail, N° 11/2016

Language	Frequency	Percentage
French	154,806	68.2 %
Luxembourgish	137,336	60.5 %
German	77,607	34.2 %
English	64,580	28.5 %
Portuguese	33,205	14.6 %
Italian	10,804	4.8 %
Other languages	16,491	7.3 %
Total	**226,916**	**100 %**

Source: STATEC - RP 2011

M5

Working languages by industry (in percent)

French spoken more frequently than Luxembourgish

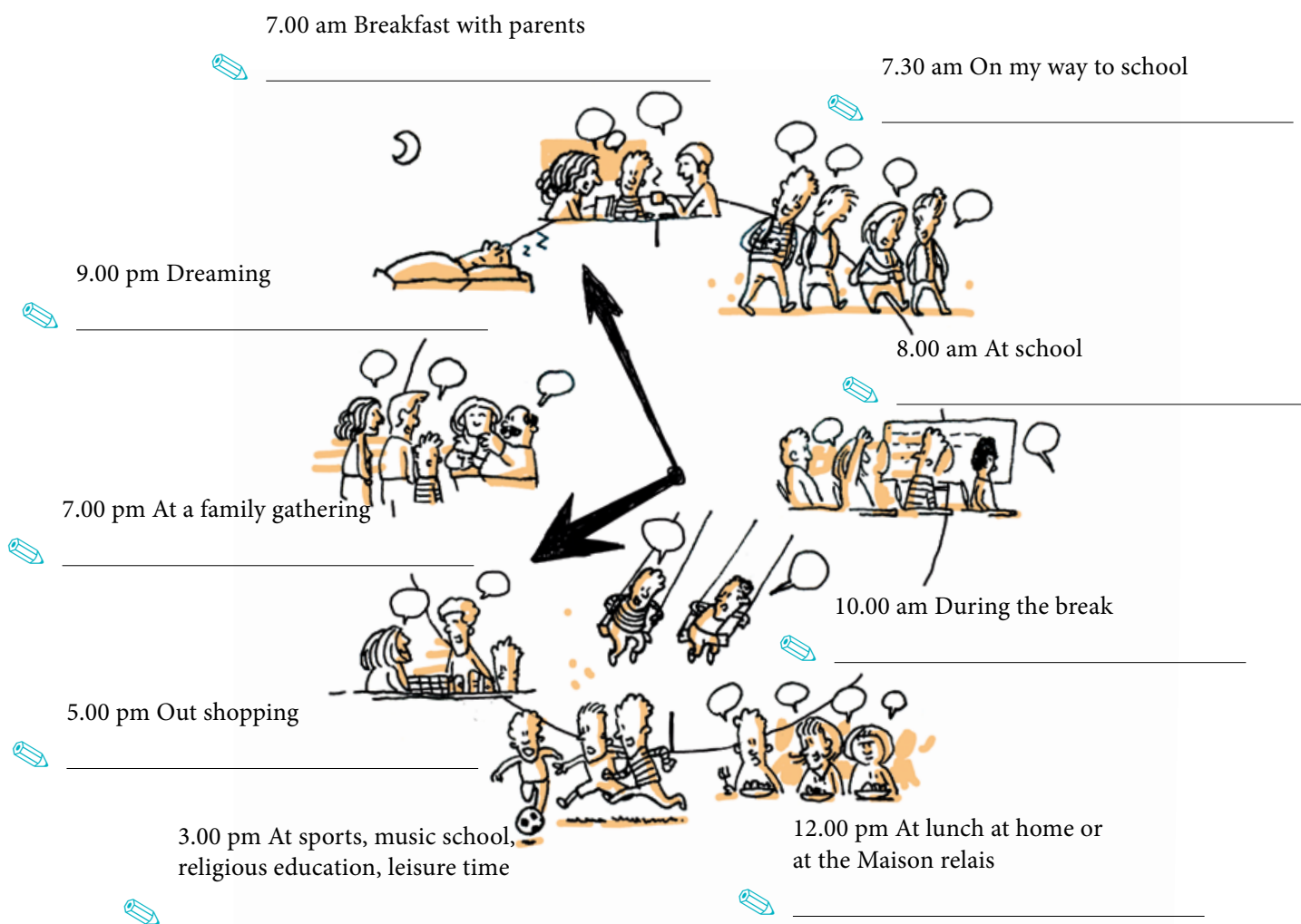Luxembourgish spoken more frequently than French

Source: STATEC - RP 2011, translated

Code-Switching: My everyday languages

➢ Take a look at the following diagram M1. Which language do you speak at which time of the day? Complete.
➢ Exchange information with your classmates about code switching. Where in your everyday life do you speak which language? In which situations do you switch from one language to another?
➢ How many languages do your classmates speak? Conduct a survey in class and write down the results in a table (M2). Is there a language of communication that everyone speaks?
➢ For experts: Search the internet for information on the language situation and the school system in both Singapore and Luxembourg. What are the differences and similarities? What are the advantages and disadvantages of a common language?
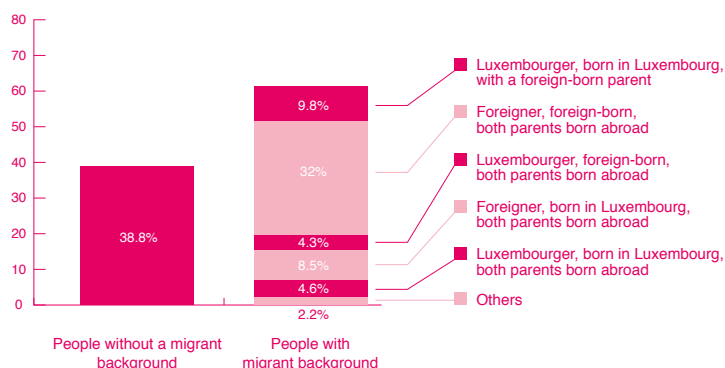
M1

My daily routine

7.00 am Breakfast with parents

7.30 am On my way to school

9.00 pm Dreaming

8.00 am At school

7.00 pm At a family gathering

10.00 am During the break

5.00 pm Out shopping

3.00 pm At sports, music school, religious education, leisure time

12.00 pm At lunch at home or at the Maison relais

M2

One country, one classroom, many languages

Language	Luxembourgish	French	German	Portuguese	Arabic	...	...
Number of speakers in the classroom	_____	_____	_____	_____	_____	_____	_____

Migration in Luxembourg

M1

Population with a migrant background

- Luxembourger, born in Luxembourg, with a foreign-born parent
- Foreigner, foreign-born, both parents born abroad
- Luxembourger, foreign-born, both parents born abroad
- Foreigner, born in Luxembourg, both parents born abroad
- Luxembourger, born in Luxembourg, both parents born abroad
- Others

Source: STATEC – RP 2011, translated

According to statistics, people without a migrant background are Luxembourg people who are born in Luxembourg and whose two parents were also born in Luxembourg.

A migrant background results from:
- nationality
- place of birth
- birthplace of the parents.

Total population in 2011: 518,441 inhabitants. The census is conducted every 10 years. More recent figures will therefore not be available until 2021.

M2

The composition of the population of Luxembourg by geographical origin (in%), 2018
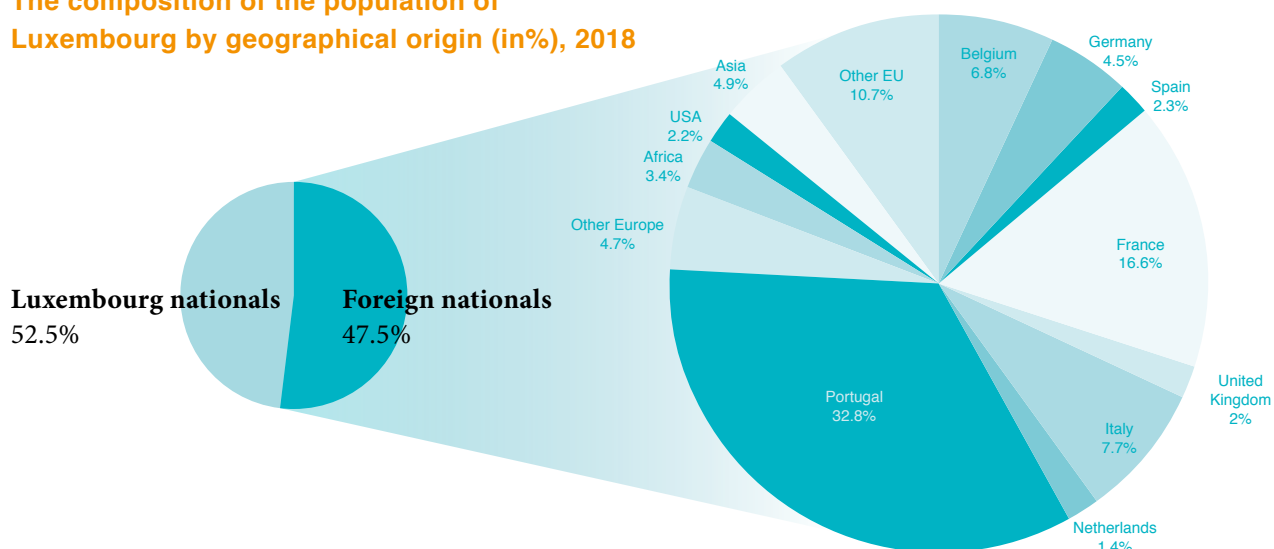
Source: STATEC, 01.01.2019, translated

➢ Read the information and look at the statistics in M1. Describe the composition of the proportion of the population with a migration background. Who belongs to this part of the population? Who doesn't?

➢ Use M1 to check where you, your parents and your grandparents fit in to these statistics. Then compare the results in class. Also look at the possible push and pull factors in your own migration history.

➢ Evaluate the figure in M2 and use the data to describe the current population composition in Luxembourg.

➢ For experts: Write a short, informative, fact-based newspaper article with the title 'Luxembourg an immigration country' (see also copy template: from a country of emigration to a country of immigration).

From a country of emigration to a country of immigration

M1

**A migration overview:
From a society of emigration
to a society of immigration**

Search for protection: Since the early 1990s, politically motivated migration has been gaining in importance. This can be explained by conflicts in Europe, the Middle East and numerous African states. Periodically, politically persecuted people have sought protection in Luxembourg (e.g. many Jews fled to Luxembourg from the National Socialists in the 1930s).

Between 1875 and 1910:
The proportion of foreigners increased fivefold from three to 15 percent. The first Italian immigration began, with most immigrants arriving without their family.

Up to the First World War (1914-1918):
Many Luxembourg people emigrated to North America, Brazil and Argentina. Others moved to France to work as craftsmen or, like many young girls, as servants or governesses. The number of Luxembourg people who left the country between 1841 and 1891 is estimated at 72,000, with a total population of 212,800 in 1891.

First half of the 20th century:
Economic crises and the two World Wars (1914-1918; 1940-1945) led to a temporary decline in the foreign population.

After 1945: Luxembourg, partly destroyed, needed a foreign workforce to rebuild the country. The second wave of Italian immigration began.

1 9 0 0

1839: Foundation of the independent Grand Duchy of Luxembourg, poor agricultural country.

From the mid-19th century:
Establishment of the iron and steel industry in the south of the country; arrival of skilled workers from Germany and unqualified Italian migrant workers.

↑ Factory workers, 1903

↑ Arrival of Portuguese workers in Luxembourg, 1958

← Farmer, Oetrange, 1943

COPY TEMPLATE

← Italian seasonal workers, 1958

End of the 1980s: Highly qualified specialists, who are employed in companies in the finance or insurance sector, move to Luxembourg. The financial sector becomes the driving force behind economic growth and can compensate for the job losses caused by the end of hard industry in the south of the country. The main countries of origin of these immigrants are Belgium, Germany and France. The French, in particular, are widely represented in lower-wage sectors such as the hotel and restaurant industry.

→ **Migration** means that a person relocates his or her centre of life. International migration takes place across national borders.

Emigration means that someone moves away from the country they come from. Leaving the country of origin can be voluntary or forced. The reasons for emigration may be political, religious or economic. A person who emigrates is an emigrant.

Immigration means that people who leave their country, i.e. emigrate, are also immigrants. Immigrants migrate to a new country.

As of 1960: Beginning of Portuguese immigration. Portugal remained a dictatorship until 1976. In the course of the Portuguese immigration many Cape Verdeans came to Luxembourg. Cape Verde was a Portuguese colony until 1975. Many Cape Verdeans therefore emigrated to Portugal from the 1930s to the end of the 20th century.

1993: Creation of the internal market and thus the free movement of people, goods, services and capital within the European Union.

1980: The proportion of foreign people was about 25%.

2000

1990: The proportion of foreign people was about 30%.

Between 2005 and 2019: The proportion of foreign nationals rose from 40% to 47.5%. Despite the financial and economic crisis (2008), Luxembourg offered relatively good job prospects and thus attracted workers.
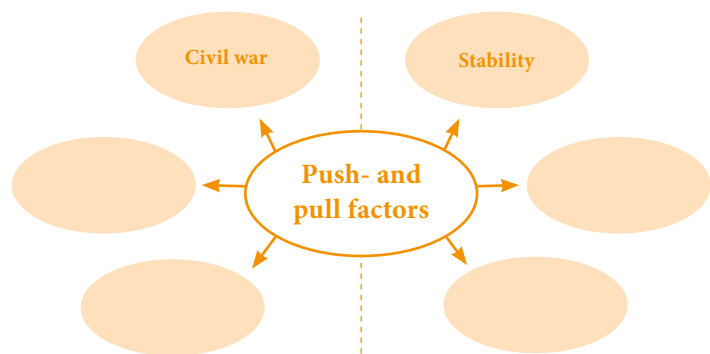
1972: The Luxembourg government entered into a recruitment agreement with Portugal and Yugoslavia to meet the labour needs of the booming economy. In the following years, unskilled workers from Portugal made up the majority of immigrants. They brought their families to Luxembourg and found employment mainly in sectors that were increasingly being avoided by Luxembourg people. Men worked mainly in construction, while women worked as cleaning staff or domestic help.

Kirchberg, 2014 →

Civil war

Stability

Push- and pull factors

Push and pull factors for migration: repulsive (poverty, war, persecution, etc.) and attractive factors (security, labour needs, families, etc.)

➢ Read M1 timeline on migration in Luxembourg carefully. Mark the periods that indicate Luxembourg as a country of emigration in yellow and those that indicate Luxembourg as a country of immigration in green. Are there any overlaps?

➢ Then work out the push factors that caused Luxembourg people to leave the country and the pull factors that motivate people to immigrate to Luxembourg. What do you notice?

Xenophobia in everyday life?

➢ Read the following statements (M1). What do you think? Decide spontaneously whether we are talking about racism, xenophobia, stereotypes, clichés or other prejudices.

➢ Now compare your statement based on the definitions.

M1

Statements from everyday life situations

A student tells a joke about a Belgian.

On a website about video games, a participant makes the following claims about Luxembourg:

'This country is full of homeless people. 30% of Luxembourg people are immigrants (Portuguese, Serbs, Albanians). Other than cigarettes and alcohol, everything is expensive. Half of the people speak French the same way I speak Finnish. Uninteresting country, there's nothing to do and the weather is always bad. The worst is that all the Luxembourgers are arrogant and hate the French because they are trying to make themselves feel better by pretending that their 'country' is superior, […].'

Source: jeuxvideo.com (07.05.2018)

In the context of an article on refugees affected by the new Revis law (social inclusion income), a user writes in the comments section:

And I am upset because a Luxembourg citizen, who has worked in the country for many years, who has paid taxes for many years and who has merits to his country gets the same 'revis' as someone who is there all of a sudden, who has never had anything to do with the country, who has no merits to the country and probably never will have.

Source: rtl.lu (28.05.2018)

In the context of a photo report on the Whitsun cruise 2018, the following quote can be read in a comment:

This Whitsun cruise is no good publicity for Luxembourg. They behave worse than the English on Ibiza.

Source: rtl.lu (28.05.2018)

⇨ **Xenophobia:** Negative hostility towards all strangers and all that is unknown.
Racism: Idea that humans with certain biological features are, by nature, superior or inferior to others.
Cliché: (fr. cliché = chablone) is a narrow-sighted and obsolete idea, applicable to situations and people / groups.
Stereotype: (gr. stereos = starr; typos = pattern) Certain behaviours and characteristics are attributed to people by which they distinguish them from other people; 'pigeonhole thinking'.
Prejudice: A positive or negative opinion that is taken on without any experience or verification; it is always judgmental and based on stereotypes.

M2

Two sides of the coin

Press article: FC Rodange publishes a clip to say 'no to racism'. (excerpt)

Serge Thill and his wife Nathalie, educators at FC Rodange 91, recently decided to act against racist acts that are rampant on the country's soil. [...] Luxembourg's diversity is one of its assets and the membership of the various clubs reflects it. 'There is sometimes racism on the pitch and parents who are mean to children', deplores Serge Thill, who does not necessarily blame the young footballers, but believes that education must also be provided by the parents. Children are obviously often a reflection of what their parents teach them and educators then have the task of teaching them what the right attitudes are to have or not to have on the pitch but in life too. […]

Source: lequotidien.lu (12.03.2018)

Boris Kühn: Integration and living together in Luxembourg (excerpt)

(…) For some decades now, official politics has been pursuing a 'foreigner-friendly state credo' and regularly emphasises the contribution of migrants to the country's prosperity. Surveys show a comparatively high level of support for immigration, and open conflicts or even violence against foreigners are the absolute exception. No right-wing extremist party is represented in parliament. These are remarkable facts against the background of the massive immigration of the past decades. However, they are likely to be linked to a large extent to Luxembourg's prosperity: Foreigners have never been perceived as competitors for scarce jobs, but as a complementary factor in the ever-growing labour market.
Similarly, the relative cultural proximity of the predominantly European immigrant population is sometimes cited as an explanation for the absence of major conflicts. (…)

Source: Creative Commons, by-nc-nd/3.0/
Author: Boris Kühn for bpb.de

➢ Read the texts in M2. In both texts, mark the statements about racism and xenophobia in Luxembourg. Which positions are represented in the two texts? What do they have in common?
➢ Do you think that the coexistence of people of different origins in Luxembourg is successful? Have you ever experienced xenophobia? Where does living together work particularly well?
➢ Have a look through the media. Find an article about living together in Luxembourg. How is this topic presented? Where does the article come from and who wrote it? What is the message of the article?

duerch**bléck!**