

T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES



**IMMIGRANTS IN EU: HOW DO LOCAL GOVERNMENTS HELP
IMMIGRANTS TO INTEGRATE**

THESIS

MARIA ROXANA TATARU

(Y1412.110014)

Department of Political Science and International Relations

Political Science and International Relations Program

Thesis Advisor: Asst. Prof. Dr. GÜLAY UĞUR GÖKSEL

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İmzası

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1)Tez Danışmanı: Yrd. Doç. Dr. Gülşay Uğur GÖKSEL

2) Jüri Üyesi : Prof. Dr. Hatice Deniz YÜKSEKER

3) Jüri Üyesi : Doç. Dr. Aşlı Didem DANIŞ ŞENYÜZ

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MARIA ROXANA TATARU







To my parents



FOREWORD

My family who believed in me and made possible my study in Turkey, despite all the inconveniences appeared in the last two years, all the professors from Aydin University that helped me to improve myself and learn new things, especially my teacher Dr. Gülay Uğur Göksel. I am showing my gratitude to all of them.

February, 2018

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ABBREVIATIONS

GDP	Gross Domestic Product
GNI	Gross National Income
GII	The Global Innovation Index
MIPEX	Migrant Immigration Policy Index
OIF	Integration Fund
LMS	Labor Market Service,
NOU	Official Norwegian Report (The Directorate Of Integration And Diversity)
TCN	Third Country Nationals
IOM	Organization For Migration
GII	The Global Innovation Index
MPI	Migration Policy Institute
(BE)	Belgium
(BG)	Bulgaria
(CZ)	Czech Republic
(DK)	Denmark
(DE)	Germany
(EE)	Estonia
(IE)	Ireland
(EL)	Greece
(ES)	Spain
(FR)	France
(HR)	Croatia
(IT)	Italy
(CY)	Cyprus
(LV)	Latvia
(LT)	Lithuania
(LU)	Luxembourg
(HU)	Hungary
(MT)	Malta
(NL)	Netherlands
(AT)	Austria
(PL)	Poland
(PT)	Portugal
(RO)	Romania
(SI)	Slovenia
(SK)	Slovakia
(FI)	Finland
(SE)	Sweden
(UK)	United Kingdom



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AB İÇİNDE GÖÇ VE YEREL HÜKÜMETLERİN GÖÇMENLERİN KAYNAŞMASINA YARDIMI

ÖZET

AB'deki genişleme süreci nedeniyle göç, dünya siyasetinde kilit bir rol kazanmıştır. Entegrasyon politikaları yeni değildir, çünkü bazı ülkelerde 1980 yılına kadar uzanmaktadır. Entegrasyon tartışmalarında ve son on yılda entegrasyon politikası oluşturma ile ilgili ayarlamalarda önemli değişiklikler olmuştur. Bu çalışmanın amacı, AB ülkelerindeki göç eğilimlerini değerlendirmektir. İkincisi, çalışma yerel yönetimlerin göçmen nüfusa yardımcı olmayı benimsemelerini değerlendirmeyi amaçlıyor. Üçüncü olarak, araştırmacı göçten kaynaklanan koşulları (sosyal, politik veya ekonomik) değerlendirmeyi amaçladı. Dördüncüsü, araştırmacı, ev sahibi hükümetlerin AB'deki göçmenler için entegrasyon politikasına yönelik çabalarını değerlendirmeyi amaçladı. Yukarıda belirtilen amaçları karşılamak için araştırmacı, birincil veya ikincil verilere dayanan araştırmaları gözden geçirdi. Tezin çeşitli bölümlerini cevaplamak için, araştırmacı ayrıca çeşitli devletlerin sitelerinde verilen bölüm bilgilerinin de desteğini almıştır.

Sonuç olarak, göçmen nüfusu, dil engeli, barınma bulmada zorluk, istihdam sorunları, farklı değerleri, normları, inançları, dinleri, ırkları, etnik kökenleri ve yurtları olan besinleri olan yeni bir kültürü benimsemedeki zorluklarla karşı karşıya kalmaktadır. Hayatlarının çeşitli yönleriyle (örneğin istihdam) ayrımcılığa maruz kalmaktadırlar. Göçmen öğrenciler de sorunların üstünde yüzleşirler. Ayrıca, öğrenciler mali zorluklarla yüzleşmekte ve okul kabul sürecinde zorlanmaktadır. Öte yandan halk, toplum, işyeri ve halka açık yerlerde farklı kültür insanlarıyla da uyum sağlamaları gerektiği için göçmenlerle çeşitli sorunlarla karşı karşıya kalmaktadır. Dahası, yerli halk göçmenlerin suç, terör ve AB ülkelerinde işsizlikten sorumlu oldukları inanıyor.

Araştırmanın bulguları, AB ülkelerine yapılan göçlerin eğitsel ve ekonomik yükselişle birlikte dünya çapında arttığını gösterdi. Bu muazzam göçle başa çıkmak ve göçmen entegrasyonunu artırmak için AB ülkeleri çeşitli entegrasyon programları başlattı. Göçle entegrasyonu desteklemek için, en yeni eğilimlerden biri, entegrasyon politikasının kabul politikasına bağlanmasıdır. İkinci bir eğilim zorunlu entegrasyon tedbirlerinin ve vatandaşlığa geçiş koşullarındaki entegrasyon koşullarının artan kullanımını ve üçüncü olarak entegrasyon politikası, hem dikey (daha az veya daha az bağlayıcı yönetmelikler, yönerge vb.) Hem de yatay süreçler (politika) yoluyla Avrupa'daki gelişmelerden giderek daha fazla etkilenmektedir. (devletler arası öğrenme) Aslında, giderek artan sayıda AB Üye Devletleri, kabul politikalarının bir parçası olarak entegrasyonla ilgili önlemleri kabul ettiler; bu tür önlemlerin göçmenlerin entegrasyon süreçleri üzerindeki etkisi daha çok belirgin değildir.

Eldeki arařtırmalar, yerli halkın yanısıra göçmenlerden ödün vermeyi ve kültürel çeřitlilięi kabul etmeyi önermektedir. AB üye ülkeleri hükümetleri eğitim ve kitle iletişim araçları gibi sosyal kurumları kullanırken "göçmen entegrasyon konularını" aşmaya başlamalıdır.

Anahtar Kelimeler: *Göç, Entegrasyon, Hükümet, Avrupa Birlięi, Göçmen*



IMMIGRANTS IN EU: HOW DO LOCAL GOVERNMENTS HELP IMMIGRANTS TO INTEGRATE

ABSTRACT

Due to the process of expansion in EU, the immigration has gained a key role in world politics. Integration policies are not new, as we can see in some countries date back to the 1980. There have been important shifts in the debates on integration and in related re configurations of integration policymaking in the past decade. The purpose of the present study was to assess the migration trends in EU countries. Secondly the researcher aimed to evaluate the ways which the local governments adopt to help the immigrants population. Thirdly, the researcher aimed to evaluate the circumstances (social, political or economic) which are created by migration. Fourthly, the researcher aimed to assess the efforts of the host governments for the integration policy for the immigrants in EU. To meet the above mentioned objectives the researcher reviewed researches which are based on primary or secondary data. For answering the various sections of the dissertation, the researcher also have taken the support of departmental information provided on the sites of the various states.

As a result, the immigration population facing problems including: language barrier, difficulty in finding accommodation, employment issues, difficulty in adopting a new culture which has different values, norms, beliefs, religion, race, ethnicity, and foods as their native. They face discrimination in various aspects of their life (e.g. employment). The immigrant students also face above issues. Further, the students face financial problems as well as difficulties in school admission process. On the other hand the locals also face various problems with the immigrants as they also have to adjust with the people of different culture in society, workplace and public places. Further, the locals' belief that the immigrants are responsible for crime, terror and un-employment in EU countries.

The findings of the research showed with the educational and economic uplifts the immigration towards EU countries increased from around the globe. To handle such massive immigration and increase the immigrant integration, the EU countries have introduced various integration programs. To support immigrant integration, one of the main recent trends is the linkage of integration policy with admission policy. A second trend is the increasing use of obligatory integration measures and integration conditions in naturalization process¹, and third, integration policymaking is increasingly influenced by European developments, both through vertical (more or less binding regulations, directives etc.) and through horizontal processes (policy learning between states) of policy convergence. An increasing number of EU Member States have, in fact, adopted integration related measures as part of their admission policy, while the impact of such measures on integration processes of immigrants is far less clear.

¹Naturalization process means to confer upon (an alien) the rights and privileges of a citizen.

The present research suggests for compromising to locals as well as to immigrants and acceptance the cultural diversity. The governments of member countries of EU should introduce to overcome “immigrant integration issues” while utilizing social institutions like education and mass media.

Key words: *Immigration, Integration, Government, European Union, Immigrant*



1 INTRODUCTION

1.1 The importance of the study

Causes of the most diverse and complex labor movements took on an unprecedented scale today. In our days, more than a billion people is trying, with the help of international and local migration, to diminish poverty and conflict; they must adapt to environmental and economic shocks, with the aim to improve their earnings, health, or the schooling of their children (Radu, 2014).

If before the migration was a failure of development, nowadays there is awareness about the critical and positive role of migrants. However, governments must harness this awareness; and by these, we should understand the improvement of the policies that diminish the costs of migration, dispose discrimination against migrants, help them to integrate and protect their rights. If all these will be implemented, the migration can bring much more gains for development.

Regarding the costs of migration, according to the studies made in EU, we can give some examples of the main migration costs

- costs to attribute to immigrants, for example the costs of educating the the immigrants children born in the guest country,
- costs of Child Benefit(for example in 2015 UK spent £0.56 billion in child benefit)
- Housing Benefit(some of the UE countries offer housing benefits to immigrants-example UK spent £1.28 billion in 2015 for this).

1.2 Background

Since ancient times, human beings, just like animals, move from one place to another in search of improvement. The reasons for seeking another horizon may be several, including: finding a more fertile land, better living conditions, better

security, political, social reasons, getting a job or better paying job. So in the contemporary world, why this movement phenomenon” occurs? On our planet we know countries that have managed to manage? And organize themselves better than others as well as planning and better preparation for the future; and therefore, they were able to get a higher level of development and prosperity for its nationals.

The people of developing nations migrate to those countries that have achieved better administration for their personal improvement (for example better bureaucratic administration, better economy, better work conditions). To maintain the better standard of living, the developed nations control the immigrants from the developing nations by applying some restrictions. But despite these controls, there are also institutions involved in the illegal trafficking or illegal immigration that were in charge of transferring human beings from one nation to another, as also happens in people voluntarily.

The main reason behind the decision to leave the home, is usually based on economic reasons. To these, we add other factors such as: lack of valuable jobs for young people after completing their education.

Table 1.1: Youth unemployment rate between 2007-2016

	Youth unemployment rate				Youth unemployment ratio			
	2007	2014	2015	2016	2007	2014	2015	2016
EU-28	15.9	22.2	20.3	18.7	6.9	9.2	8.4	7.7
Euro area	15.6	23.8	22.4	20.9	6.7	9.5	8.8	8.2
Belgium	18.8	23.2	22.1	20.1	6.4	7.0	6.6	5.7
Bulgaria	14.1	23.8	21.6	17.2	4.2	6.5	5.6	4.1
Czech Republic	10.7	15.9	12.6	10.5	3.4	5.1	4.1	3.4
Denmark	7.5	12.6	10.8	12.0	5.3	7.8	6.7	7.9
Germany	11.8	7.7	7.2	7.0	6.1	3.9	3.5	3.5
Estonia	10.1	15.0	13.1	13.4	3.8	5.9	5.5	5.8
Ireland	9.1	23.9	20.9	17.2	5.1	8.9	7.6	6.7
Greece	22.7	52.4	49.8	47.3	7.0	14.7	12.9	11.7
Spain	18.1	53.2	48.3	44.4	8.7	19.0	16.8	14.7
France	19.5	24.2	24.7	24.6	7.2	8.7	9.0	9.0
Croatia	25.4	44.9	42.3	31.1	9.2	15.3	14.0	11.6
Italy	20.4	42.7	40.3	37.8	6.3	11.6	10.6	10.0
Cyprus	10.2	36.0	32.8	29.1	4.2	14.5	12.4	10.7
Latvia	10.6	19.6	16.3	17.3	4.5	7.9	6.7	6.9
Lithuania	8.4	19.3	16.3	14.5	2.3	6.6	5.5	5.1
Luxembourg	15.6	22.3	16.6	19.2	4.0	6.0	6.1	5.8
Hungary	18.1	20.4	17.3	12.9	4.6	6.0	5.4	4.2
Malta	13.5	11.7	11.8	11.1	7.3	6.1	6.1	5.7
Netherlands	9.4	12.7	11.3	10.8	4.3	8.6	7.7	7.4
Austria	9.4	10.3	10.6	11.2	5.6	6.0	6.1	6.5
Poland	21.6	23.9	20.8	17.7	7.1	8.1	6.8	6.1
Portugal	21.4	34.7	32.0	28.2	8.6	11.9	10.7	9.3
Romania	19.3	24.0	21.7	20.6	6.1	7.1	6.8	5.8
Slovenia	10.1	20.2	16.3	15.2	4.2	6.8	5.8	5.1
Slovakia	20.6	29.7	26.5	22.2	7.1	9.2	8.5	7.2
Finland	16.5	20.5	22.4	20.1	8.8	10.7	11.7	10.5
Sweden	19.2	22.9	20.4	18.9	10.1	12.7	11.2	10.4
United Kingdom	14.3	17.0	14.6	13.0	8.8	9.8	8.6	7.6
Iceland	7.1	10.0	8.8	6.5	5.6	7.7	7.1	5.4
Norway	7.2	7.9	9.9	10.9	4.4	4.3	5.5	6.1
Switzerland								
Turkey	17.2	18.0	18.6	19.6	6.3	7.3	7.7	8.2
United States	10.5	10.1	11.0	10.1	5.0	5.0	5.0	5.0

Youth Unemployment 2007-2016

In EU-28, due to the economic crisis unemployment rate grown up substantially, excepting the period between 2010 and 2011 when it has been dropped. The unemployment level pointed at 19.3 million in the mid -2013, before descending since the second part of 2013 and getting to 15.7 million at the end of 2016.

Decline of industrial sectors

The reports show that 2008 crisis was responsible for the fast European industrial decline, and that industry needs urgent help in order growth up again. We can state that Europe has still a long way until getting to the 20% target of industry's share in Europe's GDP by 2020 (European Commission, 2014).

The training of affirmation, general desire to improve the standard of living and ensuring a better future for family or children. One of the examples here is Romania, my home country in which I borned and grown up and I had the chance to observe that people, especially young from villages , are leaving their home and go abroad to work in order to offer better conditions their families. In the modern society everyone is searching for a better life, accepting doing compromises and changing the whole lifestyle in order to get what they want, even this implies having the status of immigrant.

1.3 Defining the “Migration”

The phenomenon of moving from a country to another is called “migration”. According to International Organization for Migration (IOM), migration is a traffic of people moving over an international border or within a country. Migration is a form of population mobility and includes any movement of population, regardless of duration, order and shape. In this category of migration refugee migration, economic migration, and migration of people moving to other purposes or under the influence of other factors, such as family reunification are included. The coming section is contained the types of migration.

- Internal migration, where the movement is facing its boundaries or international migration involves crossing the border care.
- Permanent migration or temporary migration

- Voluntary Migration for work or for economic reasons, or forced migration natural disasters, political persecution, religious or wars
- Legal or illegal migration (Vasquez, 2005)

In a world dominated by globalization, migration is one of the most discussed topic because of the numerous impacts that it has in every aspect of life such as: economic, politic, social, cultural etc. In this paper, we will focus more on economic and cultural aspects.

1.4 Migration on regional level and European Union.

Passing from international to regional, European Union, as we know, it is based on the diversity of cultural, religious and social traditions contented in the cultures of its Member States. It represents the home to people of many different racial, ethnic, religious and national backgrounds, and its economy and cultures became richer due to the contributions of migrants from all over the world (OECD, 2003).² So while the main feature of EU is the free movement within member states, it is a great case study of migration. We can see from the statistics that international migration has a strong impact on the Member States. As it is known, European policy is built on European traditions on asylum and migration, where all the citizens of EU Member States may travel and move freely, have the right to work, study or live in any of the member countries; this principle has a big influence for the big flows of migration in the last years.

It's difficult to made conclusion on the phenomenon of migration, proceeded in EU as its not clarity of its positive and negative aspects for receiving as well as for sending state. According to EU agenda, among the many benefits of migration, some mentioned in following section

- making easier the economic integration and inter-cultural communication globally and regionally;
- providing the necessary manpower in the developed and better use of force work in the home countries;

² The European Commission and the OECD Brussels, 21-22 January 2003

- Generation of transfers of money flows to less developed countries;
- facilitate the transfer of knowledge and technology to the home countries of migrants, after their repatriation.

But migration has a cost and The European Union is making considerable efforts for:

- 1) Facilitating Integration of migrants;
- 2) Combating and preventing illegal immigration;
- 3) Guarantee the external border control.

We will present some statistics of the migration flows in EU, in the recent years, so that we will see what the actual situation is.

During 2013, the statistics showed that 3.4 million people [immigrated](#) to one of EU Member States, while around 2.8 million [emigrants](#) were declared as leaving an EU Member State; in order to find better life conditions or in order to get a better education. Through these 3.4 million immigrants, approximately 1.4 million were coming from non-EU states, 1.2 million were coming from a different EU Member State from the one to which they immigrated, around 830.000 people who migrated to an EU Member State of which they had the citizenship (for example returning nationals or nationals born abroad), and around 6.1 thousand stateless people. As we can see in the following figure, in 2013, according to citizenship, most immigrants were from Romania followed by Lithuania and Portugal (Fig.1.1). The top destinations for Romanian immigrants were Spain, Italy and Germany .On the second position we have **Lithuania, which was called the European capital of emigration**. After joining the EU in 2004, Lithuanians started to immigrate to countries such as UK or Ireland.

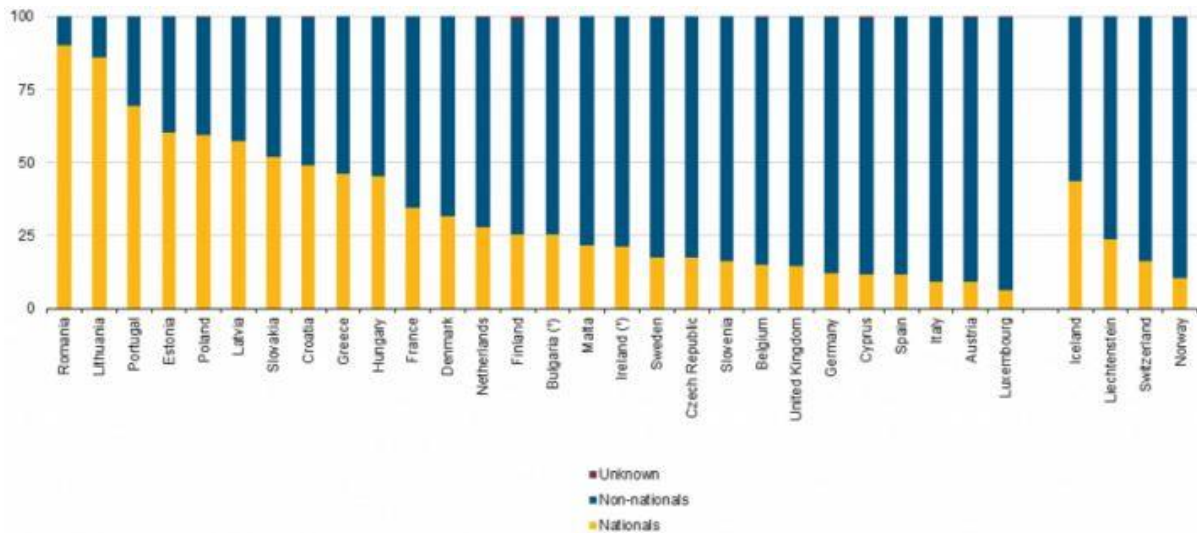


Figure.1.1: Distribution of immigrants by citizenship, 2013 (% of all immigrants), source: (Eurostat 2013)

According to EUROSTAT statistics, the state with the largest number of immigrants is Germany (692.700) in 2013, followed by the UK (526.000), France (332.600), Italy (307.500) and Spain (280.800). In 2013 Spain had the highest number of emigrants (532.300), followed by the United Kingdom (316.900), France (300.800), Poland (276.400) and Germany (259.300). (Eurostat, 2013).

Considering the big number of immigrants, the integration of those legally living in the EU Member States became a very important tool in the European agenda in recent years. So as I mentioned above, The European Union is making considerable efforts for ensuring the integration of migrants and for combating and preventing illegal immigration.

We can not ignore the fact that, besides the voluntary migration, we face the forced immigration as well. For instance, the refugee crisis since 2015. At the end of 2015, according to World Economic Forum, there were 65.3 million displaced people. There were 21.3 million refugees, 40.8 million internally displaced and 3.2 million asylum seekers. Turkey had received the biggest number of refugees and asylum-seekers, more than 3 million of which 2.7 million Syrians. Approximately 370,000 refugees and migrants have arrived in Europe this year, most of them by sea. More than 173,000 were coming to Greece and more than 167,000 to Italy. The main nationalities are Syrian, Afghan, Nigerian, Pakistani, Iraqi and Eritrean. Nearly 4,690 migrants have

died in the Mediterranean in 2016 while trying to reach Europe, compared to 3,777 in 2015. Most have died while crossing from North Africa.

1.4.1 Impact of the migration on labor market

Most EU countries have confirmed that there is a grade of complementarity between migrant and local employees. Direct competition is not very extended, and it happens when the work environment structure of the two nations is similar. According to the studies, it looks like the absence of competition into the labor market is because the fact the migrants are concentrated in particular sectors, such as agriculture, production, cleaning, domestic and care services, hospitality and catering.

In Poland, according to the official reports, it showed that the employment of foreigners is not a competition problem for native labor force, because migrants work in jobs that are not filled by Polish people, or because of the fact that the vacancies are not so attractive (due to the low salary and prestige) or absence of skills asked to perform the given job (Grabowska, Lusińska, Żylicz, 2008).

In the Czech Republic there is preference for immigrant recruitment, in lower qualified segments because migrant employees are much more flexible than Czechs. Many employers showed their preferences for hiring foreigners due to the fact that they are cheaper but also due to the fact that because of the economic crisis is not a good deal to employ permanent staff (Burdová, 2010).

According to the Women's Report 2010 survey (BKA, 2010) it is shown that in Austria foreign women had an annual income with 23 % lower than that of native women, same like foreign men, who had an annual income lower than that of the native men (with 23.8%).

In Spain, after the reform in 2009, the spouse and children over 16 who have come to Spain through family reunification could access the labor market without being necessary to pass the labor market test. The aim of this decision was to make sure that family migration is also integrated in the labor market. Therefore, as a result of the reform, immigrants have represented 16 % of the economically active population in 2010 in Spain.

Germany, due to a general decline of its labor force caused by ageing started to open its labor market for permanent labor migration for the qualified people (OECD, 2010). But despite this, the migrants work outcomes are still behind of German people. In 2009 the migrant unemployment touched the highest level among foreigners from the Ukraine (27.5%), the EU 27 per total (9.5%) and Croatia (8.4%) showed the lowest unemployment rates. In conclusion the studies show that the impacts of immigration on the labor market is totally depending on the skills of migrants, but also of the existing workers, and the features of the receiving country's economy.(Dr Martin Ruhs, 2016)

1.4.2 Discrimination in Employment

Despite the fact that all EU countries are supposed to obey the rules concerning the right of foreigner to work, we still have the problem of discrimination against immigrants. The studies show that migrants are still in disadvantage regarding the work opportunities even if there were fulfilled the age and education criteria. It is true that language can be a strong barrier, but most of the time discrimination it's the biggest invisible impediment in the access of foreigners into the labor market. For example, because of gender discrimination in the United Kingdom, according to a study made by the Equal Opportunities Commission, it is showed that every year around 30,000 women are loosing their jobs because of their pregnancy. Moreover, discrimination based on disability it is a big problem in employment in Europe.

Still, the governments are trying to find a solution for this problem, for example in Belgium, the Vice Prime Minister and Minister of Employment and Equal Opportunities took concrete initiatives in October 2010, in order to combat the discrimination in the temporary labor sector. In order to prevent the discrimination of the immigrants, the social partners of the temporary sector had to revise the collective agreement, by adding practices and measures in this regard.

1.5 EU State's Efforts to Integrate Immigrants (preview)

Integration of foreigners in host societies is the core of immigration policies.

In order to obtain a better integration, there are some key elements that must be provided, such as: knowledge, promotion of fundamental rights, non-discrimination and equal opportunities for all. Integration is a dynamic two-way process of interaction and mutual adaptation which involves efforts from everyone involved: immigrants and residents of Member States on one hand; national, regional and local authorities on the other hand.

One of the most common problems that immigrants face is the language. Knowing the language and having cultural orientation are the keys to a better integration of foreigners in the host society. Language barriers and lack of information about the culture and traditions of the host society is the most common difficulty that authorities need to address primarily. European countries make efforts in order to ease the process of learning the language. For instance, in Romania an increasing number of foreigners receive cultural orientation courses and books with the help of EIF (European investment fund). The representatives of active cultural institutions in the integration of foreigners are professionally trained in aspects of active interculturalism (Alexe, 2011).

1990 is a reference year for the integration of the migrants. Since then, integration became an important tool in the political debate in almost all the EU countries.

However, the policies regarding the “inclusion” of immigrants into the host society started earlier back to 1970s and 1980s.

For example, in the UK, the policies regarding social inclusion of the immigrants, adopted 1980s and 1990s, were mainly focused on “race relations”. Thus, ethnicity and skin color were the main focus of the policies (Goulbourne 1998).

In the Netherlands, the 1980s migrants' policies were reclassified as ethnic minority policies focusing on ethnicity as policy guiding paradigm. This frame underlined the permanent position of immigrants as a minority within Dutch society.

At the beginning of the 1990s ethnic minority's policies realized an integration policy focusing more on the individual migrants' integration in both social and economic life (labour, education and housing). After 1990s some of the EU Member States have adopted the concept of multiculturalism in order to perceive the relations between different people in their country, so in this way the differences between countries started to diminish.

In Sweden, in the 1970s integration was actually seen as a legal equality of immigrants and citizens, accompanied by a strict immigration control. Ten years later, multicultural approaches started to gain more importance so the cultural diversity was perceived as a part of integration.

There are three countries in EU which have developed local level integration policies before that this became a policy at the central level. In Austria, Germany and Switzerland integration was an important political issue at the local level since 1990.

At the national level, integration policies involved political responsibilities and specialized institutions were responsible for this.

Austria, Germany and Switzerland are three countries that share a common history of

“guest worker” – policies ,and moreover are federal states which give the opportunity to their provinces or regions to have autonomy, especially in the field of education and social policy.

In the Netherlands as well, the municipalities are usually implementing the integration policies, even though in the big cities (Amsterdam and Rotterdam) distinct urban policies have already been developed (Scheve, 2000).

In Sweden UK and Spain, integration policies were developed at the national level; municipal and regional governments being the first implementing authorities. Spain is declared as one of the main immigration countries in the world, not only in Europe. This is the reason why the Spanish Government gives a significant importance to integration policies and allocates a big budget for this. The Strategic Plan for Citizenship and Integration, issued well-organized policy elements in the regard of integration, according to areas of intervention including: receiving of the migrants; job offers and economic

development; schooling; health and social services; mobility and development; peaceful coexistence; equal treatment and preventing discrimination; civic education.(Plan Estratégico de Ciudadanía e Integración 2011-2014, p 99). Spanish government ensure the right and duty of foreigners under sixteen, to free education, including access to basic and mandatory education. The foreigners under 18years can also benefit from this, having access to post-compulsory education. This right implies getting academic qualifications and register to the public system of scholarships and grants under the same circumstances as local people.

Regarding the residence issue, there are regulations in every EU country giving the right to get the permanent residence permit. For example Sweden gives the privilege to immigrants who came for labor to get Permanent Residence after Four Years.

International students are now the focus of education and also labor market because they are seen as a reliable solution to” the shortage of skilled personnel”. The Netherlands is one of the first countries that implemented a policy that allowing international graduates to stay in the country after graduating.

When we talk about Family Reunification Regulations, we first look to Sweden which offers grants to foreign spouses, persons living in civil partnerships or non-marital partners; also to the children of the applicant or his partner under 18 years of age the opportunity to move to the country as family migrants “(SVR, 2014).

Another example of government’s implications in the integration process of immigrants, is Netherlands which was the first country in EU introducing compulsory integration courses for new coming migrants. It became mandatory for migrants to take 600 hours of language courses and lessons on Dutch society. This is a good strategy in order to maintain the peace and avoid the conflicts between locals and immigrants.

When we talk about a republican country of immigration the best example we have is France. France adopted a different strategy based not on special rights and protection, but rather on indifference. The government did not allow any

special rights and minority privileges to immigrants just in order to oblige to adapt to the national's lifestyle.

Regarding the anti-discrimination policy, within EU it has been established an extra concept of discrimination, that includes beside of the direct forms of discrimination, also the indirect discrimination. One of the longest traditions of Anti-discrimination Policy belongs to Great Britain (first legislation in 1965). Social integration is a complex, dynamic and multidimensional process, with different social and cultural starting positions, affecting all spheres of social life and coexistence of citizens in a particular territory. Such a complex process cannot be managed by a single actor even if we talk about the state. So despite the entire efforts states make, we need also other actors to ease the integration process of the immigrants. For instance NGOs are best placed to identify important issues in integration and diversity management, given its proximity to the specific problems of the citizens.

As migration became an issue of competence for the European Union only since 1998, EU programs only indirectly influenced national integration policies up to the 1990s. In this context, programs funded by the European Social Funds were very important. As these programs aimed at the integration of groups in risk of exclusion into the labour market, they also encompassed immigrants and had defined them as target groups since the 1990s. Thus' programs like YOUTHSTART, INTEGRA, EQUA, URBAN – program funded by the European Regional Funds, had created funding opportunities for municipalities and NGOs in the field of integration. Furthermore, the General Directorate of the European Commission, which dealt with labour market and social policies, had already implemented a network of experts on migration and integration called RIMET (Resseau information surp les migrations des etats tiers) in 1992, which delivered annual reports on migration and integration issues to the European Commission between 1993 and 1998 and can be considered as a forerunner to the European Migration Network established in 2005.

1.6 Purpose of Research

The present section deals with the research purposes. Initially, the research aimed to show how local governments become aware of the needs and

preferences of immigrant populations? How do local governments help immigrants to integrate and peacefully live on their territory? This involves many things, such as support for finding accommodation, the language support, the intent to eliminate racism within the citizens and immigrants etc. In other words how immigrants are supported for the inclusion? For a successful integration, it is required a strong interaction between migrants and the receiving society, because this will change not just the migrant's perspective and way of life, but it will also produce changes in the receiving state. So the integration is a reciprocal and transformative process, in which both immigrants and host state will cooperate and make efforts in order to get a proper integration for them in the local society.

Secondly, the research aimed to show the impact of migration on labor market. The free movement has opened many opportunities for the European people. They got the opportunity to study, get a job or just live in any EU state. These rights bring a positive impact on social, cultural and economic life of the people; they became more interested in participating in cultural exchanges and also the labor markets started to be more efficient.

One of the most popular exchange program in EU is Erasmus, which offered grants to 1.6 million students for education and training abroad and to 300 000 academic and administrative personal to teach and develop learn new practices abroad. It spent €3.1 billion during 2013-2014. Erasmus program had offered grants to 3.3 million Erasmus students and 470 000 staff since its settlement, 27 years ago. Despite the educational exchange, Erasmus is a very good example of cultural exchange Student mobility helps individuals to develop personal and professional and empowers them with transferable skills that are required by employers and society. Students have the opportunity to learn a new language and gain intercultural awareness; Moreover they also gain other skills, such as the adaptation to changes and new situations, solving any kind of problems, team working, accepting the different views of people and the easiness to communicate.

One of the impacts of migration on the local economy of the sending state is that

Labor migration creates a national product through international transfer. Immigrants are returning to the country with a new model of life and civilization, they are more eager to improve the life quality and most often they come with a starting capital required to initiate a small business.

According to OSCD migrant employees bring big contributions to the labor market, not only in high skills but also in low-skilled positions. In the past 10 years, immigrants represented 70% of the increase in the workforce in Europe (OSCD, 2011).

Moving to the receiving state's economy, in many of the EU states immigration has caused an increase in jobs and therefore economic growth. For example, in Germany the statistics show that some immigrants have created new jobs and the ethnic entrepreneurs created a specialized range of goods and services (food-groceries, restaurants). An increasing number of immigrants started to establish their own business and obviously doing trade with the countries of origin. So while immigrants start their own business, they became self-employed and create economic benefits for both immigrant community and host country. If the business becomes successful, it automatically creates jobs for other immigrants or native labor. Moreover the immigrant business often provides goods and services that native businesses are not likely to offer.

1.7 Objectives of the Research

- To assess the migration trends in EU countries
- To evaluate the ways which the local governments adopt to help the immigrants population
- To evaluate the circumstances (social, political or economic) that are created by migration
- To assess the efforts of EU and EU countries for the integration policy for the immigrants in EU
- To provide recommendations to promote the immigrant integration in EU

1.8 Research Questions of the Study

This study focused on the role of the governments in the integration process.

- What is the situation of migrants in European countries?
- How do governments help and sustain immigrants to integrate easier in the society and labor market?
- What circumstances are created by immigrant in Europe?
- What is the situation of integration of migrant children in European schools and societies?
- What the actions are needed to promote the immigrant integration in EU countries?





2 GOVERNMENT INTEGRATION STRATEGIES

2.1 Background

The people of EU migrate from one state to other state in search of better opportunities. Integration policy is concern of every state of EU; it is rapidly developing in the Northwest of EU. The principal purpose of the integration policy is to satisfy the needs of new coming immigrants. Over the time, these policies have been evolving, improved and became more and more sophisticated, as new needs were identified. Nowadays every single member state of EU needs to take actions in order to help immigrants to properly integrate in the host society. The integration of immigrants became an important tool on the EU agenda. Over the past two decades the immigrant's flows have registered a notable increase and also the number of immigrant offspring has been increasing in the labor market (Kraal, 2017). EU enlargement had a great impact on migration flows from new to old member states, despite the restrictions that some member states applied, migrants did not stop coming to other member states especially after 2004 and 2007 EU enlargements (European Commission, 2009). For the better understanding of the integration process, to understand the conceptualization of immigrant integration and social cohesion is necessary. In following section, the researcher provided the brief conceptualization of above mentioned concepts.

2.1.1 Immigrant Integration

Immigrant integration represents the process of economic mobility and social inclusion for new coming migrants and their children. Therefore, integration is related with the institutions and associations that promote development and prosperity within society, by offering childhood care; providing education systems for children and adults; providing workforce development; health care; government services for communities with linguistic diversity (Entzinger, 2003).

2.1.2 Social Cohesion

A cohesive society strives for the weal of its people, combats exclusion and marginalization, works on creating a feeling of belonging, promotes trust among its members.

The notion of ‘social cohesion’ is usually used with different meanings, but its main elements include social inclusion, social capital and social mobility (Vertovec, 1999).

The immigrants (also their children) integration in the labor market is essential for achieving social cohesion and economic development in the host states and also the immigrants’ possibility to become independent and productive. Governments have implemented policies through laws, regulations and programs in order to control the number, origin, direction and type of migration flows (Atkinson, 2009).

Most of the perceptions of immigrants are shaped by preconceptions. These preconceptions may not as true and practices as it perceived. These preconceptions play important role for the relationship between two states and social integration of the people. These preconceptions are powerful and effect the migration of the people. The perceptions of the about the treatment or behavior of host country for the emigrants are based upon the acceptance of host country and the treatment by the institutions of the country as the police, judiciary, health, and education etc. One most important element of preconceptions is the policies of the cost country (Geddes, 2016).

In the last years, many EU countries have introduced migration policies that were part of the national strategies, for example, Bulgaria, the Czech Republic, Finland, Ireland, Lithuania, Poland and Slovakia (OECD, 2011; 2012; 2013). Almost all the countries have taken measures in order to make the integration in the host country easier for immigrants; especially by providing language classes and organizing informative campaigns for immigrants about the lifestyle and culture of the country. Most countries have adopted some laws regarding the naturalization of migrants aiming to ensure them equality and participation in the society. The main objective of the integration is that immigrants become an integral part of the host country, by involving in host society, trying to make

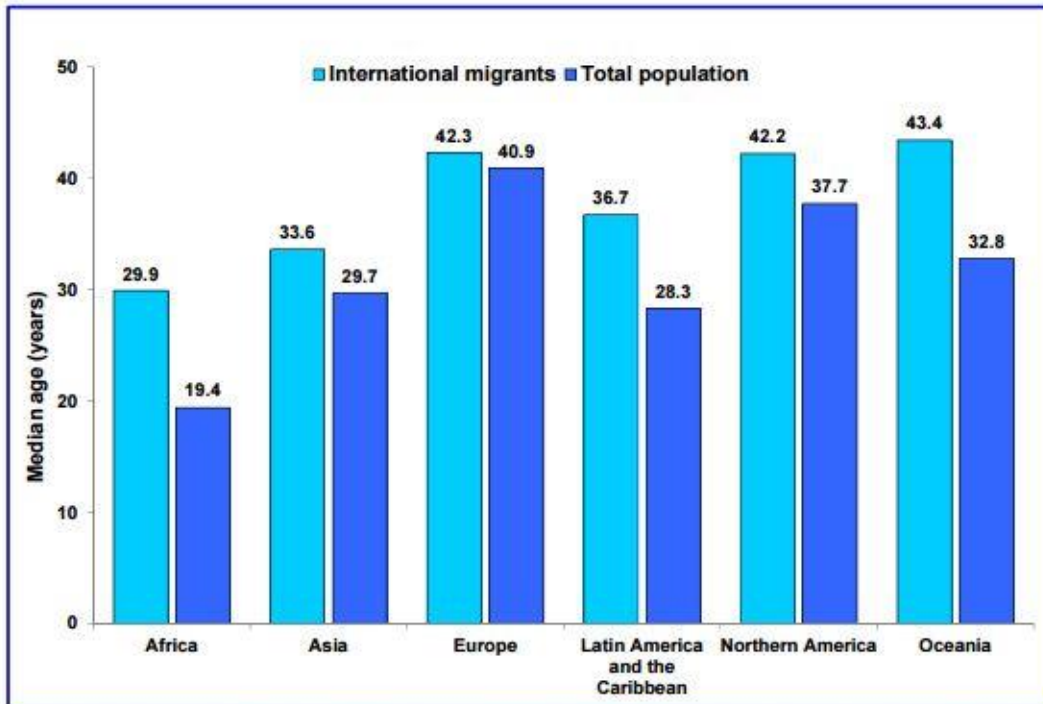
their voices heard and by participating in those decisions that affect their future. The civic engagement of the immigrants in host society, is usually defined through associations, voluntary groups, labor unions, or politics (Urwin, 2014).

On the other hand, the ultimate goal of the integration process is defined as obtaining naturalization. Moreover, the legislation that governs nationality is more restrictive in some countries than in others. Nevertheless, getting nationality in the host country is often perceived as a sign of integration, as since many countries require several tests relating to the language, values, and culture before they offer nationality to migrants. For the host country, offering nationality to an immigrant is a kind of saying welcome to him or her into the community of citizens (Urwin, 2014).

No doubt, every member country of European Nations made best legislation to support the integration process. Instead of these, these efforts to support the integration process are not constant especially in countries where immigrants front language and other cultural barriers are exists, and not the last, high unemployment rates, compared with local people (McCormick, 2014).

2.2 Characteristics of International Migrants

Migration tends to be selective by age, sex, level of education and other characteristics. In 2013, at the global level, the average age of all the migrants was 38.4 years, while in the total population of the world it was 29.2. The reason why average age of migrants is higher is the small number of children that migrants have. However, in some guest countries newborn children are not recognized as immigrants (principle of jus soli). According to the region criteria, the migrants living in Africa and Asia are younger (average age of 29.9 and 33.6 years) than in Europe, North America and Oceania (average age is 42.3, 42.2 and 43.4 years)(United Nations Department of Economic and Social Affairs | Population Division) (figure 2.1).



Source: United Nations, Global Migration Database. <http://esa.un.org/unmigration/>.

Figure 2.1: Median age of international migrants and total population by major area, 2013

In a global trend, 7 out of 10 international migrants have working age (between 20 and 64 years) (figure 1.1). Migration is beneficial on the reducing of old people ratios (the number of people + 65 years or by the number of people between 20 to 64 years) in host countries.

Among international migrants in all over the world, in 2013, approximately half are women— 52% in most developed countries and 43 % in less developed countries. Since women have usually more life potential than men, their number is much higher than men among older migrants. The large labor flows in Europe and the United States of America in the 1960s and 1970s were dominated by men while women and children migrated as dependents.

In 2013, half of the total international migrants all over the World are women as 52 % in developed countries and 43 % in less developed countries. This is due to the general fact that women often live longer than men. However, the huge labour movements in Europe and the United States of America in the '60s and '70s were dominated by male.

2.3 Education Policy Approaches

OECD reports show that more than 4.5 million people were currently taking higher education abroad (OECD 2014a: 451). International students became not only the focus of education policy, but also the key element of labor market policy. The professional and language skills of international graduates are seen as a solution for the economic growth (Hauschildt, 2015).

Education has a critical role in supporting migrants and refugees settle in new countries and environments. As a part of the integration process, education is about learning the language and also about the recognition of qualifications. Moreover, schools and organizations for education receive guidance and good practices on how to better offer education to the migrants (Rao, 2014).

At European level, education has been included for the first time as a priority in the New Community Strategy launched in March 2011. To strengthen the European social model, fight exclusion and moving towards sustainability, are being introduced in all European education policies. Education and training are part of the EU 2020 strategy that defines Europe's goals for the coming years. In this sense, education has become one of the engines of economic growth and has a key role in helping to promote social cohesion and integration. Two of the main objectives of EU are education and training, on the one hand, to reduce the dropout rate to 10% and, on the other, increase the percentage of people between 30 and 34 years old with a tertiary degree to 40%. The measures taken for the population as a whole become particularly relevant in the case of students of foreign origin. In addition, they contribute to achieving the objectives of other fields, such as increased the employment rate, promotion of research, development and poverty reduction and risk social exclusion (Brennan, 2017; Williams, 2015).

One important pulling factor migration to a country is the better education of the children. Majority of the parents considered education of their children is most important than all other things. In case, when they realized their country unable to provide such quality of education they migrate. Secondly, due to other factors such as employment and security when a family comes to another country one of main concerns is education of the children (Ryan, 2013). The

involvement of the parents in the education of children is a very important tool. When it comes to the immigrant parents, their involvement is much more difficult because of the difficulties that they encounter, such as language, and culture (Sime, 2015).

There are some methods that EU countries started to promote, in order to ensure the communication between schools and immigrant families:

- sharing of the information in schools in the mother tongue of immigrant families,
- providing interpreters in several situations in the schools;
- and providing mediators in order to take care of the liaising between immigrant children, their families, and the school (Stromquist, 2014).

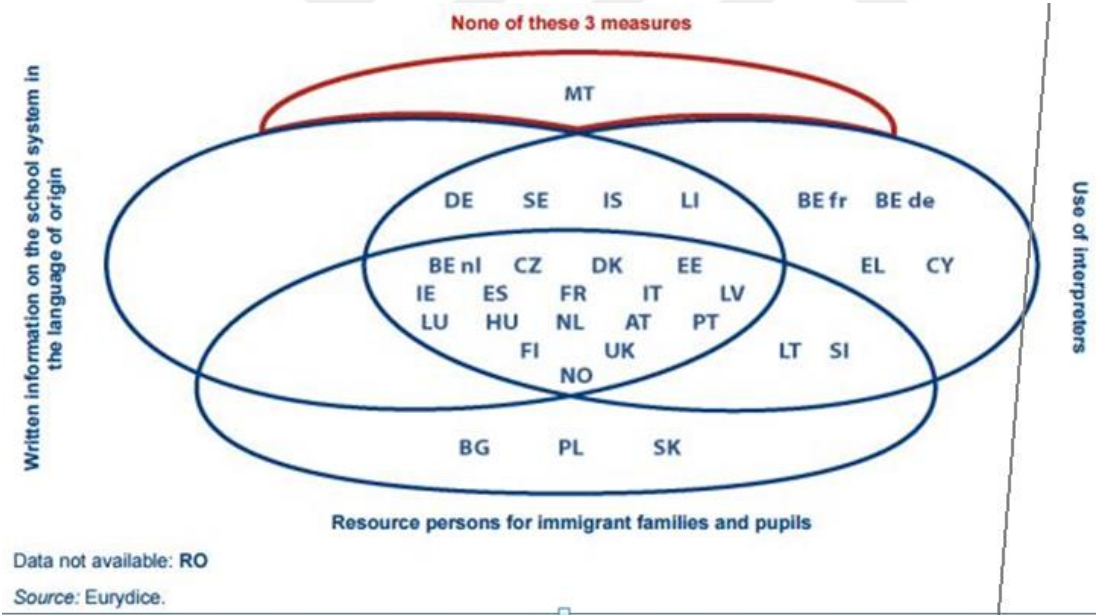


Figure 2.2: Measures enhancing communication between schools and immigrants families, general education ISCED (0-3) 2007/08

Figure 2.2 shows the position that EU countries have regarding the implementation of these measures; without being specified for which 'categories' of immigrant families (asylum-seekers, refugees, immigrants authorized to settle in the host country, etc.) are applied. This result is showing that half of the EU countries are using all three ways of promoting

communication between education institutions and immigrant families. Most of the other countries are using the two of the methods.

- In Belgium, Bulgaria, Poland and Slovakia the method in use is the appointment of resource persons for children and families. In the case that the information shared on the education system in the home language, there are provided published materials in native language of the immigrant families or interpreters and/or resource persons (EACEA, 2009).

2.3.1 Spain

Education is a right recognized by the Spanish Constitution and is a key element of the social organization, guarantor of the exercise of citizenship, equality, freedom and integration. The Organic Law of Education (LOE) 2/2006 of May 3 regulates the structure and organization of the educational system at non-university levels. It recognizes principles and rights that are reiterated in the Constitution into law defending his quality with equity for all; substantive criteria and they inspired the planning and development of the Strategic Plan for Citizenship and Integration 2007-2010 and once again key pieces in the formulation of PEGI II 2011-2014. The LOE 2006 reaffirms the public service nature of education, conceiving it as a service essential community. Set a model of inclusiveness and insists on equal treatment and non-discrimination of people in any cases. School education must be accessible to all without any form of distinction, it must offer equal opportunities to all the students, local or immigrants. (Orgánica, 2014).

The main objectives of the educational system in relation to the whole population are:

- Improving education and school results,
- Ensure the success of everyone in compulsory education,
- Increase in child education in high school and vocational training,
- Increase the degrees in high school and vocational training,
- Education for democratic citizenship,
- Promote learning throughout life,

- Strengthen the equity of the education system and
- Converge with EU countries.

The Organic Law 2/2009 of 11 December, on rights and freedoms of migrants in Spain and their integration, modified its regulation rights on education, fully recognizing up to eighteen. Art. 9 provide that "Foreigners under 16 have the right and duty to education, including access to basic, free and compulsory education. The migrants under 18 have also the right and duty to attend post-compulsory education. This means that the foreign students should get academic qualifications and have the right to receive the public scholarships and grants under the same conditions as Spanish nationals. Even if they did not complete their studies until the age of 18 years, they remain entitled to completion. Foreigners over 18, have the right to access other post-compulsory educational stages, to obtain qualifications appropriate, and the public system of grants under the same conditions as Spanish nationals.

We can conclude that the incorporation of students of foreign origin to the Spanish educational system raised both potential benefits and challenges:

- Human capital contributed diversity as revitalizing social development and the role of education in active involvement in life political, economic, social and cultural life of the host society.
- Shortcomings and needs of foreign students at the time of enrolling in the education system, often is a disadvantage.
- Concerning that teachers need to continue training, ongoing and specific aspects of care in relation to diversity the needs of foreign students.
- The need to extend and intensify further education in values, citizenship and integration, mainly related to the fight against racist attitudes and practices, xenophobic and intolerant, and development of programs of integration and coexistence.
- The family involvement and their incorporation into the schools and educational communities

Below are some of the challenges of current social and educational situation which it is presented in the current governmental Plan:

2.3.1.1 The coherence of the educational model

Currently, in many cases, it continues to be developed practices exclusively focused on reinforcement and support measures. Even there is a necessity for the actions like compensation, reinforcement and support; it should be considered the need to strengthen the development of strategies for educational inclusion of foreign students.

2.3.1.2 Access to non-compulsory and upper stages

Early abandonment and failure to achieve the degree of graduate in secondary education are at the base of the little presence of these students in the stages of Vocational Training School and University. In this sense, we must seize the effort made by this government in the development of educational options (PCPI, access to vocational training, access to Technical University) that allow remaining and progressing in the educational system.

2.3.1.3 Linguistic situation

One of the issues identified in the process of collective reflection carried out has been the relationship between lacks of integration of the immigrant population due to ignorance of the language which increases the problem of curricular delay that usually these students face.

2.3.1.4 Professors

Faculty experience tells us that teachers had to make a major effort to adapt its teaching practice to meet the demands of a diverse student body that should be recognized. A feature of the educational reality remains the need for teachers to increase their specific training, both general pedagogical tools in multicultural contexts in specific instruments inclusive and effective management of socio-cultural diversity in school.

2.3.1.5 Aims, lines of action and measures taken by Spanish Government

1. Ensure access and permanence in the educational system equal regardless of origin

The incorporation of immigrant students must ensure that the distribution of students in schools prevent high levels of segregation and concentration. In this way it will affect the effects that cause the concentration on inequality and

marginalization of the segregating population. The strategy of universalization of a model of inclusive quality school regardless of the characteristics and composition of the particular school should allow improving equity and equal opportunities eleven.

1.1 Reducing school segregation and concentration. It offers support for projects to improve the quality of teaching which have the objective to encourage and reward centers that are affected by segregation or concentration.

1. 2 It is promoting balanced distribution of students through orientation and information about free education in public and private schools and about criteria admission.

1. 3 Development of programs to mobilize the educational community in the dissemination and knowledge positive of their schools.

2. Process improvement of access and permanence in the educational system

2.1. It is creating protocols, instruments and assessment tools for the evaluation of the students and identify their educational needs for allocating course.

2.2. It offers support for teachers to perform their tasks in the evaluation process and access, as well as the adequacy of their expectations and vision of students who joined the educational system.

2.3. Improving the mechanisms of diffusion system of scholarships and grants and review the access requirements to ensure equal opportunities.

2.4. Promotion of educational inspection actions regarding the access, retention and promotion in the educational system of students of foreign origin.

3. Prevention of early abandonment

3.1. Performing actions aimed to prevent earlier dropout, in coordination with other socio-educational agents

3.2. Promoting street education and socio-cultural programs for prevention absenteeism and dropout

3.3. Promotion of actions aimed at preventing truancy and early abandonment of students

3.4. Support coordination actions of schooling in situations of labor mobility of mothers and fathers.

4. Development model of inclusive school in relation to access and integration student body.

4.1. Promotion of actions aimed at creating inclusive environments at school and strengthening the educational community, especially families.

4.2. Support for projects of education and integration of students and their families in schools.

4.3. Assistance for training of educational intercultural mediators and their participation in the available programs of reception and integration in the center,

4.4. Support for guidance services and information on existing educational resources in Local and regional areas in relation to all stages of the education system.

5. Maintenance of the languages and cultures of origin

5.1. Promote the signing of conventions with the origin countries of immigrants regarding the actions of languages and cultures.

5.2. Promotion of actions related to the languages and cultures of immigrant children they are directed to students or the educational community as a whole.

5.3. Curricular impetus to recognition of knowledge of working languages of the countries of origin of foreign students.

6. Promoting community animation performances in schools

6.1. Promotion of non-formal education and extracurricular activities through collaboration with municipalities, NGOs and the articulation of social networks.

6.2. Development of specific programs aimed at vulnerable young people, based on a non-formal and participation of different educational agents' methodology.

6.3. Accompanying support programs and support to vulnerable families in coordination with other actors.

In conclusion, the government provides the plan but it is necessary that all the actors present in the environment of the school, such as the educational

community and associations, must improve their performance and professional capacity and must implement the Plan through training, resourcing, generation knowledge and research, competition in designing programs, creating tools pedagogical, didactic and evaluative and transfer of good practices.

2.3.2 Netherlands

The immigration of foreign workers, especially the ones who came to during the 1960s, has a big influence for the immigration and integration discourse in the Netherlands. The Dutch authorities took the decision to set up early childhood educational programs, which was supposed to enhance children's learning abilities. It resulted that in the state primary schools this had positive effects for the children.

The education system plays a very big role in filling the needs of immigrants and supporting their integration. An important tool in the integration strategy was the attempt to reduce ethnic concentration and segregation in education' which' according to public authorities, is essential in the integration process. As the immigrant students are unequally distributed in schools, in 2006 has been decided that all school boards, municipalities and childcare providers should inter-communicate in order to obtain a more equable distribution of students in schools. In other words, public schools are legally required to accept all students, local or international.

Ministry of Education, Culture and Science took the initiative in the sense of reducing division in education by settling the National Knowledge Centre on Mixed Schools (Kenniscentrum Gemengde Scholen). The aim of the Centre is „to create initiatives aimed to guarantee a quality education in mixed schools and to try to reduce student's division (Herweijer 2009a, p. 92). The government and local authorities of the Netherlands have also taken measures to create more mixed students primary schools, but keep ensuring choice and autonomy. Some projects were initiated There are projects initiated with the aim to facilitate interaction between immigrant and native students.

Netherlands put accent on the improvement of teacher's competencies and qualifications in all schools (e.g. the initiative on teachers to increase staff salary and professional development) and also on the personal development of

all students in “ language and arithmetic skills. As a taken action in this sense, the government offers induction classes for new coming immigrants in secondary and state schools. Moreover, schools have taken initiatives in order to give extra language support.

The government settles reduction of number of students leaving the school as a political goal. New programs were included in schools aimed to increase the support services for foreign students (e.g. “Care and Advice Teams” and mentor programs). Moreover, Netherlands was advised by OECD to initiate long-term policy in order to hire more teachers having an immigrant experience and to ensure better support to immigrant students in teaching programs. Therefore, in 1980s, Dutch authorities decided to introduce intercultural teachers as an essential element into the Dutch education system. The aim of this decision was to make students ready for living in a multiculturalist society. Since then, many support programs were initiated in order to assist immigrant children.(Bundesministerium für Bildung und Forschung) (BMBF 2007: 204).

In order to ensure the hiring of high-quality teachers, authorities set up 3 major initiatives: increase of remuneration, professional development and a more professional school.

The government, together with other educational institutions and third parties such as the FORUM, has accorded more attention to raise the involvement of migrant parents in their children`s education. In 2006, the Platform for Ethnic Minority Parents and Education (PAOO) was created, besides the general parents“ association, in order to be leader in promoting the involvement of parents in the society. Municipalities and schools also settled several initiatives in order to motivate the involvement of immigrant parents in their children`s education. Generally, primary schools with a high number of immigrant students have always created a policy in order to promote the parental involvement (Smit et al., 2007 in Herweijer, 2009b).

As an example, we have the “Rucksack” program. This program aims to help immigrant parents in order to encourage the linguistic and knowledge development of their children by helping them with assistance.

In the last years, Netherlands shifted the target of specific policies, from policies focusing on immigrant students to more wide policies focusing on students from disadvantaged backgrounds. In 2004 mother-tongue teaching method in primary schools was stopped and extra funds for primary and secondary schools were allocated. In this way, equity policies were developed for Immigrant students:

- A different method of learning Dutch language was initiated; therefore Preschool and early school students were stimulating to learn the language through play.
- Extra funds were allocated to schools with students from disadvantaged backgrounds. Those students, whose parents have low or very low level of education, receive extra funds. According to the number of students living in deprived zones and or newly coming immigrants, secondary schools receive extra funding (the “learning plus” arrangement).
- Parents receive a financial support for their child (kinderbijslag) up until age 18.
- As the tertiary education fees are much more higher compared to other EU states, the government decided to grant low interest, long term loans in order to ensure the costs necessary for the participation. Moreover, these loans are completed by special loans accorded to students coming from low-income families. As we said above, in primary schools Induction classes for intensive Dutch language teaching were introduced. Often, some primary schools grants an extra year after the completion of primary school to better prepare the students“ transition to secondary school.
- Another strategy applied by The Dutch government is „The Dutch teacher training program” which contains mandatory courses for the teachers aiming to get competences for working with diversity and plurality in the classroom.

2.3.2.1 Preventing drop out

An important element of Netherlands’s policy is represented by the effort to reduce school dropout. The government raised the mandatory age for schooling to 18 years for those who did not get a diploma yet, in order to better prepare students for employment and to reduce the number of early school leavers,

(Leeuwen et al., 2008). In this aspect, the government has signed agreements with all 39 regions in the country to prevent early school leaving. In cooperation with the municipalities, the government has increased the support and offered more services to the students in order to reduce the drop out. As a concrete action, there was initiated “Care and Advice Teams” and career guidance with mentor services. Through this program schools interact with youth health care, social welfare and other regional education and care agencies to support more the students with difficulties (such as emotional, behavioral, developmental or learning).

The Ministry of Education, Culture and Science has entitled the Primary Education Inspectorate to monitor and evaluate the schools. In this aspect secondary school leaders received a financial incentive in order to monitor and prevent drop out in their own schools.

In conclusion, we note that the Netherlands’ government offers a great political support to reduce segregation and concentration in education and provides a lot of measures and actions in order to help immigrants’ students. This governmental plan was successfully accomplished thanks to the support of the national authority and the stakeholders involved.

2.3.3 A comparison between Sweden and Germany

The both countries have a similar history of immigration. In the last few years, both states have assisted the immigration of qualified EU migrants. Nevertheless, in the last decade, immigrant children in Sweden obtained much better results in reading than the ones in Germany.

Language is the key of the integration process; it represents a condition to successfully participate in the society, and create private relation with the native people. Modern states have set now multi-ethnicity and the preservation of ethnic languages as their central objective. As an example, Sweden, in order to assist migrant children while learning the Swedish language, introduced “Swedish as a second language” as a mandatory subject in all primary and secondary schools in 1995. More than this, schools are asked to teach native languages, if they are at least 5 students speaking that language on a daily basis. The most taught languages are Arabic, Bosnian and Serbo-Croatian (Otterup

2012: 6). Moreover, native language teachers were employed in the schools in order to support immigrant children in other subjects, by fully understanding the taught materials. So the process is like this: while the rest of the class is taught in Swedish, foreigner children receive extra support in their native language. Like this, the immigrant children have the opportunity to learn and understand the subject and also to learn Swedish terminology (Otterup 2012: 5-8).

Another particularity of Swedish integration and education policies is represented by Swedish language courses that are introduced very early for former 'guest workers': since 1970s this category of migrants benefit for free Swedish language courses. As we can imagine the aim of these courses is to help new immigrants to better familiarize with the language but also with the Swedish society (OECD 2010: 33). Children of immigrants indirectly benefit from this, by promoting the language skills of their parents. In Germany the supporting integration for the 'guest workers' is lacking in.

The results of the studies show that there is a notable difference between the German and Swedish school system, regarding the approaching students flow.

2.3.4 England

Due to the historical background as the largest colonial power and the motherland of the industrial revolution, England is target country for immigrants. Compared with other EU countries (ex: Germany). The British government uses a selective steering of immigration. In this way, immigrants have the same socio-economic status as the local population. Due to the fact that a big part of the immigrants in England comes from countries where English is one of the official languages, in many situations the young immigrants have previous knowledge of the English language; this is very helpful for their educational chances.

One of the British government policy was adopted in 1966, in The Section 11 of the Local Government Act, and it was designed to help schools with big number of immigrant children, to meet the special needs required by foreign students. The main measure was to assist the ethnic minorities with low knowledge of English (Heise 2010: 126). This method of improving immigrants' English skills, was replaced in 1998 by the Ethnic Minority Achievement Grant

(EMAG). The grant is shared on a “needs-based strategy” in principal to schools with a big number of children having a socially disadvantaged situation (BMBF 2007: 197). Therefore, the Schools placed in socially disadvantaged areas can benefit of much assistance in this regard.

Moreover, British government introduced special modules for English teachers in order to prepare them for dealing with heterogeneity in schools (Arthur/Cremin 2010: 290–302) .

England has a heterogeneous education system so therefore it intends to offer same quality of education to all children in schools, without selecting them according to attainment.

England considers that living among immigrants will help local people to become more culturally aware, cohesive and tolerant. A multicultural and multilingual society would enable England to maintain its position on the world stage.

2.3.5 France

The French Ministry of Education is the responsible for the integration of the immigrant children in the educational system. It organizes special integration programs for the new coming children who need to learn French. There are two types of courses that serve the immigrant children:

- Initiation classes, which are designed to help the children in primary school;
- The reception classes, that are designed to the children in secondary or high school

These kinds of courses are totally founded by the Ministry as i said, and are taking place in the selected schools with big number of immigrants. It took one year to finish the classes and the aim is to help children to prepare for the mainstream classes as long as possible. While the Ministry of Education put the accent on the integration in schools, the City Ministry is seeking to offer more help to the children outside the school by trying to reduce the social inequality. The so-called “PREs” (Pogrammes de reussite educative) programs are aimed to

offer response to the social inequality, by offering support to the children, not only for education but also for health, culture or sports.

All the cities declared “Priority Neighborhoods” had signed a contract with the City Ministry regarding the introduction of policies designed to reduce the social inequality.

PRE benefits form 80% of the total budget accorded for education by the Ministry. In 2013 the budget offered for education was 319 million euros³. The rest of the money was allocated for the following actions dedicated to help children:

- Scholarships are offered for the access to higher education institutions
- Access to “leading boarding schools” , aimed to provide high standard education to the children coming from disadvantaged zones;
- Organizing parent- teacher dialogues

Results

Even though the efforts to reduce social inequality in the disadvantaged areas were made, it is very hard to estimate the number of immigrants reached. There are not clear proofs that the programs initiated reached the target population.

2.4 Student and Graduate Migration Policies for Third country nationals

The discussion carried out in the previous section proved that immigrant students besides being the focus of education policy, became the key element of labour market policy as well. Since many years, international students were forced to return their country after graduation. EU Blue Card is a work permit emitted by 25 out of 28 EU Member States to high-skilled non-EU citizens. Firstly, it was introduced in 2007 by the European Commission and it has been implemented in 2009 as the EU Blue Card Directive with the aim of stimulating economic development by showing Europe as a suitable destination for skilled

³ Interview with the Director of Education and Health, 19 April 2013

workers to practice professional knowledge and skills as well as providing free movement within the EU for non-EU citizens'⁴.

In Germany it has been introduced a culture that help international students to remain in the country after graduating: A “culture of remaining” which was established with the Green Card. This card is also a type of permit; the students who receive this permit also stay in the Germany and serve the various sectors of the country with their skills and knowledge. Basically, it is awarded on the basis of an agreement which is made before their arrival. The German government spent on the education of the international students, when the students complete their degree, they have to go their respective department for serving for specific duration as described in the agreement. This service pays the expenses to the government which the government spends on student’s education. We can state that the results of this strategy are visible, considering that nowadays Germany is one of the most chosen destination in the world for migrant students (OECD 2014a:451)

2.4.1 The Dutch Orientation Year

Netherlands is considered one of the first country that introduced policies allowing international graduates to continue staying in the country after graduating.

In 2007, The Dutch authorities introduced a strategy called orientation and search year (zoekjaar) which enable foreign graduates to get a residence permit for a year in order to search for work in the Netherlands. During this year, foreign graduates have the right to work freely in all sectors of the Dutch economy in order to support financially their search for jobs. The condition is that international graduates from Dutch higher education institutions, should find a job that allow them to gain more than a minimum salary threshold set on an annual basis by the

Dutch immigration authority IND (Immigratie- en Naturalisatiedienst). So they can get residence permit by providing that they got a job with net salary at least 2,127 euros (IND, 2014).

⁴ <http://www.eu-bluecard.com/>

As a conclusion based on the studies made in this regard, we can state that Netherlands provide international graduates with many options for the integration in the labor market.

2.4.2 The Provisions of the RWR Card in Austria

When it comes to Austria, there are few chances for international graduates to remain in the country after finishing their studies. They only have a short period of 6 months in order to search for a job, compared with Netherlands which offers 1 year, as I mentioned above.

Moreover, the process of applying for resident permits is much longer than in other EU countries. And the worst thing is that application process of residence permit running out in the six months allowed for searching a job, which actually reduces the chances of foreign students to get a job (Faßmann2013: 14).

Compared with other EU countries, international graduates with an Austrian diploma receive visa only if they spent at least half of the course in the country. The master students must have stayed in the country for the whole period of the course. A very interesting thing (and unique in EU) is that people who have graduated from doctorate have no right to get a job in Austria after completing their studies.

To conclude, we can say that Austria deals with labor migration in very restrictive way compared other EU states, even if there were some reforms implemented as part of the RWR Card program.

2.5 Integration Courses for Newcomers

In the last decades, we all can see that almost all developed countries became countries of immigration. Even if the immigration is often seen as an chance to mitigate the effects of demographic changes, it also has its cost. The integration of these immigrants requires an open society ready to help them in this process. For the help of immigrants, all the member governments have started some programs in which they teach the language to immigrants and compromise on the values and beliefs on the immigrants. These efforts play important role for the integration.

2.5.1 Netherlands

Immigrant integration has converted into a policy controversy in the Netherlands. One fact of this controversy involves the different ways in which immigrant integration has been enclosed by national and local governments. The main point of the integration strategy in Netherlands was to recognize the difference, in order to help immigrants to “use their own identity as a base for integrating (Michalowski, 2007: 10). The aim was to guarantee equality between the “allochthonous and the autochthonous”⁵ populations by accepting the religious and cultural differences that exist between the local population and migrants. The state also financially supported “the retention of cultural identities”.

The strategy used by Netherlands is recognized as the best model in order to get the civic integration. The key element of the Dutch integration strategy is ‘pillarization’. This concept is describing the political strategy which has the central element religious or ideological affiliation. In this way, the government enables minority groups (Catholics, Protestants, Liberals and Socialists) to maintain their cultural and religious characteristics (Doomernik 2013: 86).

Thus, the Dutch government sustained and funded the achievement of the strategy, in order to help immigrants to better integrate, and as a result Dutch society is recognized as a multicultural one, based on the “division of people’s everyday life’.

However, despite the good intention that the strategy had, after many years of being an example for other EU states, Netherlands suffered a big crisis which showed that this model brings more inequality and marginalization.

Considering these facts, the Dutch government decided to radically change its integration policy, Netherlands being the first country in EU which introduced mandatory integration courses for new immigrants at the end of the 20th century. This decision was materialized through the Act “Civic Integration of Newcomers” (Wet Inburgering Nieuwkomers, WIN). The act implies that all

⁵ ‘Autochtoons’ (old Greek for ‘down to earth, native, long-established’) and ‘allochtoons’ (old Greek for ‘foreign’ or ‘outsider’) are the Dutch terms used to categorise people with a migration history.

new comers must take approx. 600 hours of language lessons and lessons on Dutch society.

At the beginning, all the costs were covered by the government (6600 euros per person). After 2002 (only 4 years since the enforcement), the courses became private, so all the participants had to pay the fees. But at least, the courses are not mandatory anymore (Doomernik 2013: 91; Strik 2014: 263), but only the integration test (which includes language and Dutch culture knowledge), kept being in place. Therefore, some migrant groups are obliged to take these courses in the home country.

As a rule, all the migrants between 18 years and the retirement age who intend to get a visa for Netherlands, must pass the test in their homelands. Thus, there are some exceptions such as: Turkish citizens, university graduates, and people already having a work contract, au pairs or exchange program participants.

2.5.1.1 Integration test

The Dutch integration test is made by 2 exams:

- 1- First one is the Dutch society and knowledge test (KNS)
- 2- Second one is Dutch language test. This one is formed by 2 elements:
speaking –and reading/textual understanding

The KNS test is made up by a film, available in many languages, that is given on DVD to the immigrants. Based on this film, immigrants are supposed to answer the questions in Dutch language. In order to pass the exam, participants must answer at 30 from 100 questions. An interesting element of this film is that contains sexual elements, homosexuals kissing each other (which are considered Dutch cultural elements). So it is criticized by other countries, because it is a kind of influence to adopt the culture of host country (which is not legitimate in a liberal state).

The language test (TGN) is also based on computer. During this test immigrants must prove that they achieved at least A1 level of Dutch language, in all speaking, reading and understanding. If the participants cannot pass the test from the first time, there are unlimited chances for it. Every section of it can be repeated but, of course, by paying an extra fee. For every new attempt, each

participant must pay 350 euros. And this is not all; at least 100 euros are spent for the learning materials.

As a conclusion, the Netherlands is seen as a model for Europe, in integration terms, due to the fact that the integration programs are restrictive. This is why many other EU countries decided to introduce integration programs, in order to improve the immigrants' language level. Germany is an example, who followed Netherlands and introduced compulsory integration courses. For example immigrants from outside the EEA, Switzerland and Turkey, who come to live in the Netherlands for a longer period of time, and are between 18 and state pension age, are learning Dutch mandatory. The process of learning the language is the key of integration process. Integration begins in their home country. They must pass the civic integration exam in their home country before coming to Netherlands. After doing this, the migrants may take training courses and search for a job.

2.5.2 France- Integration and Republicanism

Before 2010, the responsible for immigrants' integration programs was the Ministry of Immigration and National Identity. But as in 2010, this ministry has stopped its activity; the integration issue has been taken over by the Interior Ministry. The main institution of Interior Ministry that is taking care of the integration issue is DAIC (Direction de l'accueil, de l'integration et de la citoyennete). DAIC is organizing integration programs for the new immigrants; moreover it is managing language programs, is taking care of the accommodation access and employment of the new comers.

DAIC takes actions in three main domains:

- Education- it provides language classes for the new comers and offers them diplomas; moreover it organizes dialogues and activities for parents in order to make the children' integration easier.
- Employment- DAIC together with French unemployment agencies, are organizing skills evaluation for the immigrants in order to integrate them to the labor market. DAIC is also following the process of employment in order to prevent discrimination in the workplace. The interesting thing that

we should note here is that, DAIC is seeking to stimulate business and immigrants are more preferably to become entrepreneurs than the citizens.

- Social cohesion- the community associations are financed by DAIC for organizing cultural activities. It has also competence in conflict resolution. While all the integration strategies are trying to promote immigrants' interaction and participation in the society, in France is used a totally opposite strategy, based on indifference.

The difference comes from this: France 'strategy is not following the classic European policy which is trying to create equality by offering special rights to the immigrants, but in contrast it rejects all special rights and minority privileges so that the immigrants are expected to adapt to the society and their lifestyle. Based on this indifference strategy, the entire political spectrum in France rejects all the symbols that can show a difference (especially religious symbols). One example is the scarf, which is the most disputed symbol but also the most visible.

Religion represents a part of the private domain, so even if the freedom of religion is important and protected, the republican values such as: freedom, equality and fraternity are more valuable than the religion.

When we talk about the integration, France has a general integration policy that aims to integrate its own citizens. So we cannot talk about specific integration policies for immigrants, because they are seen as incompatible with the republican state philosophy. Starting with 2003, France signed an integration contract (Contrat d'accueil et d'intégration, CAI) which has been completed by The Immigration Act of 24 June 2006, regarding all legal new coming immigrants that intend to permanently live in France from 2007 onwards. The contract stated the intentions of the French government, which promises to organize and fund language courses for the new comers. This strategy became a compulsory element of French immigration and integration policy in 2007. One of the main elements of the French integration policy, are the language courses, same as in almost all the states.

Apart the French courses, the government organizes an information day for the immigrants, called Vivre en France, which can last until 8 hours. This day

intends to inform immigrants about the public services they may access, such as healthcare, education, work, accommodation etc.

Starting with 2012, the immigrants that finished the secondary school in the country of residence are allowed to enroll in a more advanced language course. In general, the course is made up by 270 lessons (fewer than in Germany) and is free of charge. After attending the course, the immigrants should pass the language test, which contains an oral and a written component⁶. After successfully passing the exam, the participants receive a diploma called DÎLF (diplôme initial de langue français).

The discussion showed language is also an important element in the integration strategy of France. In contrast, only few lessons about French society are offered.

2.6 Anti-Discrimination Policies

The Universal Declaration of Human Rights states that all human beings are born free and all have equal dignity, rights and freedoms without distinction made on behalf of race, religion, color, national or social origin. Reflects the shared principles of liberty, democracy and respect for human rights and fundamental freedoms on which our current European societies are based.

Discrimination undermines these shared values underlying the fight for equal treatment between persons irrespective of racial or ethnic origin, sex, religion or belief, disability, age or sexual orientation (The Universal Declaration of Human Rights (UDHR), 1948). The ultimate goal is to establish a framework for the protection and equal access to the rights and property social services for those who have suffered or are at risk, discrimination this, and promote based on coexistence and respect speech, the recognition of and construction differences EU legal anti-discrimination concept, which has 3 main characteristics. Firstly, the Directives set up an additional concept of discrimination, which refers not only at the direct forms of discrimination, but also indirect discrimination.

⁶ The first exam is free of charge but the further exams must be paid by the participants

2.6.1 Spain

Equal treatment has been one of the guiding principles throughout the life of the Strategic Plan Citizenship and Integration, building a just, inclusive and cohesive society in which cultural diversity and origin does not mean differences in rights and obligations. At PEGI 2007-2010 (Plan estratégico de ciudadanía e integración) equal treatment was defined as "no discrimination, both direct and indirect, based on racial or ethnic origin". The Plan includes the fight against racism, discrimination, xenophobia and related intolerance as all these forms of exclusion are present in employment, education or access to public services, health, or access to certain goods and services, including housing.

The Spanish legislation includes equality as one of the higher values of the legal system; legal and responsible public authorities to promote conditions for freedom and equality of individuals and groups. In the first PEGI, launched in 2007, it has been described with detail the legal framework and how the directives were transposed into Spanish law. Since 2007, the government did some legislative work that reflects the importance of the fight against discrimination in current public policies.

The European Pact on Immigration and Asylum, enforced by the European Council on 16 October 2008 by the 27 member states of the EU has the main aim to promote the integration of the immigrants by setting and promote their rights and duties.

The European Parliament, by resolution of 14 January 2009, obliges States to combat all

form of discrimination by ensuring equal opportunities as a fundamental right, Directives 2000/43 and calling 2000/78 as "minimum standard" and grounds for an "exhaustive policy against discrimination, "for asking to take into account the recommendations of the European Agency for Fundamental Rights of 2008 and the Framework Decision 2008/913 / JHA Council November 28.

Especially relevant is the aforementioned Framework Decision on preventing any forms and manifestations of racism and xenophobia. It makes mandatory for every Member State, to take the necessary actions in order to ensure that

intentional conduct is punishable, targeting public incitement to violence or hatred in addition to public condoning, denial or grossly trivializing crimes of genocide, crimes against humanity and War crimes, all it directed against a group of persons or a member of such a group defined by reference with race, color, religion, descent or national or ethnic origin.

At the state level, since the preparation of the previous PECEI, we highlight the adoption or reform of various laws on equal treatment and non-discrimination in various fields, such as the Law Organic 3/2007 of 22 May, for the equality of women and men.

Law 19/2007, of 11 July against violence, racism, xenophobia and intolerance in the sport is a tool towards integration. In the field of sport, we must refer to the approval of the Act 19/2007, of 11 July against violence, racism, xenophobia and intolerance in sport. The main objective of it is to eliminate violence in sport, and prevent, control and punish any violent act in the field of sport, especially when acquires connotations of racist, xenophobic or intolerant sign. A reflection of this is the renaming of the National Commission against violence at sporting events which was renamed State Commission against Violence, racism, xenophobia and intolerance in sport, regulated by Royal Decree 748/2008 of 9 May.

The results of the survey conducted by the Agency for Fundamental Rights of the European Union (FRA) in 2009 EU-MIDIS focused on citizens of the European Union in groups of racial or ethnic minorities and immigrants and citizens of the majority population, suggest a sense of resignation among ethnic minorities and immigrants who have no confidence in mechanisms designed to protect against discrimination. Among other worrying findings include:

- 12% of the participants said they had been victims of a crime with a motivation that they perceived as discriminatory on racial origin, and more than a third of respondents had personally felt discriminated against over the last 12 months.
- That 82% of people who claimed to have been victims of discrimination were no lodged a complaint (64% by the conviction that the complaint would not change anything).

2.6.1.1 Objectives, lines of action and measures taken by the Spanish

Government

The authorities proposed and implemented a lot of actions in order to prevent discrimination. We will focus on some of them to understand the state's effort regarding this issue. It has been adopted and implemented a national and comprehensive strategy against racism, Racial Discrimination, Xenophobia and related intolerance. The design and formulation of a comprehensive national strategy against Racism, Discrimination Racial, Xenophobia and related intolerance is on the horizon of the measures provided for the state public policy aimed at equal treatment.

Lines of action and measures

1. Provision of strategic analysis and knowledge management

1.1. Improved collection systems institutional statistical information: Racist Incidents and xenophobes, type of crime, appreciation of art aggravating discrimination. 22.4 of the Code Criminal, number of complaints and judgments.

1.2. Promoting surveys and lines of study for understanding the situation of racism, xenophobia and other forms of discrimination and intolerance in the areas considered most relevant.

1.3. Coordination with national and international agencies in the field of discrimination, as well as study the recommendations and reports issued by them.

1.4. Identification of elements of the processes of discrimination and intolerance.

1.5. Support for the study, analysis and identification of factors and actors involved in the processes of discrimination, hatred and violence for reasons of racism and xenophobia.

1.6. Introduction of indicators and procedures that allow the knowledge of the causes, extension, evolution, type and effects of discrimination in the preparation of studies, reports or government statistics. Guarantee access and permanence in the educational system equal regardless of origin

1.7. Contribute to the civic education of students so as to prevent against racism and xenophobia in the framework of a model of intercultural coexistence based on the education for tolerance and human rights.

1.8. Combat racism and discrimination in the labor market and enterprises.

1.9. Encourage and promote the role of the Observatory of Violence, Racism, Xenophobia and Intolerance in Sport.

1.10. Proceedings against discrimination and the promotion of hatred in the Internet field.

1.11. Encourage greater involvement in the matter of certain bodies and services: labor inspection, educational inspection, consumer organizations and users, schools lawyers, etc.

2.6.1.2 Comprehensive support to victims of discrimination

2.1 Network Development Office is settled for the prevention, care and combating discrimination,

2.2 Strengthening advisory services, information and assistance to victims,

2.3 Development of systems and protection mechanisms and reporting of hate crimes, racial discrimination and xenophobia, through protocols and development of mechanisms innovative complaint.

2.6.1.3 Include equal treatment and non-discrimination in all public policies

The inclusion of the principle of equal treatment in all public policies is essential for progress in the fight against discrimination. Moreover the government decided that is necessary to promote the cooperation between the administrations of the State, the Communities autonomous and local authorities to integrate equal treatment and non-discrimination in exercise of their respective powers.

2.6.2 Great Britain

In Great Britain, the anti-discrimination policy is a very old tradition (around fifty years).

The first legal act regarding this policy was passed in 1965, called the Race Relations Act, but of course it has been revised a number of times. Great Britain

is known for its liberal legal tradition, which underlines the protection against discrimination. The most important element in this policy is the EHRC (The Equality and Human Rights Commission) which has issued the Equality Act in 2006. EHRC was empowered by the government to combat discrimination and protect the human rights. In order to do this, EHRC shows support for legal appeals, makes investigation by itself in order to find discriminatory cases and also is trying to sense the public. The Equality Act contains prohibitions against: “hidden discrimination, harassment, victimizing and instruction to discriminate against people on the grounds of age, disability, gender reassignment, marriage and civil partnerships, pregnancy or motherhood, race, religion or faith, gender and sexual orientation”. Moreover, the Act additionally protects against discrimination based on nationality or skin color, sexual orientation or religion, in the context of education, public goods and services.

In case of discrimination, the victims is allowed to address the claim to tribunal and most often the victims receive very high compensations (apx. 100.000 pounds sterling).

The equality Act introduces for the first time the obligation of the public authorities to pay for discrimination. They are required to adjust the provisions of the Act in the exercise of their functions (Equality and Human Rights Commission 2013).

2.6.3 France

One of the main values of the French constitution is the ‘equality’. The anti-discrimination strategy aims to foster equality and prevent discrimination by using “indifference” towards cultural, religious or other differences. Since 2008, with the introduction of Law no 2008-496, France is seen as one of the EU states which “have constantly settled anti-discrimination regulation from Brussels”. Therefore, the country did not introduce an additional legislation regarding this issue, it only appended the EU regulations to the national law. (Benecke 2010: 65)

Therefore the French legislation prohibit discrimination in these aspects: “physical appearance, family status, political views, state of health, (apparent)

origin, moral views, surname, genetic characteristics and trade union activities”(Table 1)..

Table 2.1: Anti-discrimination protected elements

	FRANCE	GREAT BRITAIN
Family status	YES	YES
Health	YES	NO
Skin color	YES	YES
Membership of a trade union	YES	NO
Political views	YES	NO
Language	NO	NO
Citizenship	YES	YES
Other additionally protected characteristics	Apparent origin, moral opinions, genetic characteristics, family name	Same-sex partnership, national origin

Table 2.1 emphasize that, despite the EU harmonization of institutional anti-discrimination measures, there are present differences that remain. This table offers a summary of the types of discrimination that are stated in addition to the ones contented in the EU Directives. It gives the evidence that the countries have introduced measures which are more than the requirement of the European regulations.

A general anti-discrimination policy is resulted from the French Declaration of Human and Civil Rights, which stated in in 1789 that all the people are equal

before the law. The main focused element of French anti-discrimination policy is criminal and employment law. Starting with 1972 all the persons behaving or speaking racially was being prosecuted under the crime of offence against human dignity. Moreover, the French state started to focus on punishing the discriminatory recruitments in the employment process, under the provisions of Code du Travail (1982).

Once the French state started to introduce integration courses for the migrants (see the previous paragraphs), it has been interpreted as a “move away from the traditional republican traditions à la française”. All these changes are made in concordance with the establishment of an authority created for combating the anti-discrimination- Haute Autorité de Lutte Contre les Discriminations et pour l'Égalité, HALDE(French Equal Opportunities and Anti-Discrimination Commission).

HALDE's main task was to verify all the discrimination cases and also to find and implement measures in order to solve them, with the final scope to create equality. As HALDE stopped functioning on 2011, a new institution was created: Défenseur des droits (Defender of Rights). Compared with the previous institution, Defender of rights has constitutional powers and another many competences. It has the legal right to recommend legal reforms.

Once this institute was implemented in order to monitor the anti-discrimination policy, it was interpreted as a sign that France is easily getting away from the exclusively republican strategy of not accepting the ethnic and cultural differences of migrants. (Tandé 2008; Streiff-Fénart 2012).

3 MIGRATION TRENDS

The data collected shows that there is an alarming situation regarding the demographic trend, more specifically regarding the population fall, population ageing and a fall in labor force. However, it is shown that migration has been swollen by the economic instability. Comparing with 2008, before the economic crisis, we might state that the migration has increased very slow.

In 2010, the number of migrants arriving to the EU Member states has been reduced to 25.7 percent⁷. There are two exceptions in this case, Turkey and Norway, which both registered an increase in migration flow from 2008 to 2010. In 2013, the European Union got same number of permanent migrants from outside of EU as USA did from all the countries. It has been demonstrated that migrants bring a very important share to the EU economies. In 2011, the number of foreign people living in EU was 33.3 million, or 6.6 % of the total population (Eurostat database 2011). An important remark is the fact that among the total number of migrants, almost 2 out of 3 were from a country outside the EU, representing around 4.1 % of the total population. However, there has been noted an increasing number of EU nationals between the total number of migrants. More precisely, they have showed the highest increase, 470,000 (+3.8%), which means a continuous increase since 2008.

The third country nationals (TCNs) are very important matters and their distribution among EU Member States is quite diverse. For example, as a leader in this aspect we find Germany, the principal country of residence for TCNs in the EU (hosting around 4.5 million). Just after Germany, we have Spain, Italy, France and the UK, the countries where live almost 80% of the total TCN in the EU.(Constant, 2010)

Regarding the residence permits, Eurostat data shows that in 2011 in EU there were issued around 2.2 million new residence permits to TCN, which represents

⁷ No available data in 2010 for: EU, Bulgaria, Hungary, Netherlands, Poland, Romania, Croatia.

a decrease of 0.3 million compared with 2010. The highest decline has been registered in the Czech Republic, Slovenia and Hungary, approximately one third decrease compared with previous years, however in Lithuania, Slovakia and Romania the emission of the first residence permits was reduced by 50 per cent in 2010. In contrast, Poland, doubled the permits emitted in 2010, and Austria increased the number of new permits with 63 %.

According to the statistics, at the beginning of 2014, around 33.5 million persons born outside the EU were living in an EU member state, and 17.9 million people were born in another EU Member State than the one they resided.

There were only few exceptions where the number of people born in other EU member states was bigger than the number of people born in a EU non-member state. These exceptions were: Ireland, Hungary, Slovakia, Luxembourg and Cyprus.

In the same year, 2014, the number of third countries citizens living in EU was 19.6 million and the total people born outside the EU but living in EU was 33.5 million.

The statistics show that at the end of 2014, the number of persons having the nationality of a third country living in a member state of the EU was 19.6 million (3.9% of EU) .

The statistics show that, the highest number of non-nationals living in the EU Member States was registered in Germany (7.0 million persons), the United Kingdom (5.0 million), Italy (4.9 million), Spain (4.7 million) and France (4.2 million). Non-nationals in the previous states represented 76 % of the total number of non-nationals living in all of the EU Member States.

In 2015, 4.7 million people immigrated to one of the EU-28 Member States, and approximately 2.8 million emigrants have been reported to have left an EU Member State. Among these 4.7 million immigrants, almost 2.4 million citizens were from non-member countries. (Eurostat, 2015)

According to Eurostat, we see that Luxembourg received the largest number of immigrants from EU States (91 % of the total number of immigrants in 2015), followed by Slovakia (80 %) and Romania (71 %); small percentage was

reported by Italy (26 % of all immigrants), as well as Bulgaria, Slovenia and Sweden (all 28 %) — see Table 3 (Eurostat, 2015).

Table 3.1: Non-national population by group of citizenship, 1 January 2016

	Total immigrants	From an EU Member State of previous residence		From a non-member country of previous residence		From an unknown country of previous residence	
	(thousands)	(thousands)	(%)	(thousands)	(%)	(thousands)	(%)
Belgium	146.6	76.2	52.0	70.0	47.7	0.5	
Bulgaria	25.2	7.1	28.1	18.1	71.7	0.1	
Czech Republic	29.6	15.4	52.1	14.2	47.9	0.0	
Denmark	78.5	33.0	42.1	44.9	57.2	0.5	
Germany	1 543.8	513.2	33.2	1 015.6	65.8	15.0	
Estonia	15.4	10.2	66.3	4.5	29.1	0.7	
Ireland	76.9	38.7	50.3	38.2	49.7	0.0	
Greece	64.4	43.0	66.7	21.5	33.3	0.0	
Spain	342.1	119.4	34.9	222.7	65.1	0.0	
France	363.9	133.4	36.6	230.5	63.4	0.0	
Croatia	11.7	4.4	37.4	7.2	61.9	0.1	
Italy	280.1	73.8	26.3	206.3	73.7	0.0	
Cyprus	15.2	8.3	54.7	6.9	45.3	0.0	
Latvia	9.5	4.9	51.4	4.6	48.6	0.0	
Lithuania	22.1	15.4	69.4	6.7	30.4	0.0	
Luxembourg	23.8	21.7	91.2	2.1	8.8	0.0	
Hungary	58.3	30.5	52.3	27.7	47.5	0.1	
Malta	12.8	6.3	49.5	6.5	50.5	0.0	
Netherlands	166.9	78.0	46.7	87.6	52.5	1.3	
Austria	166.3	71.1	42.7	90.1	54.2	5.1	
Poland	218.1	102.9	47.2	115.2	52.8	0.0	
Portugal	29.9	16.5	55.3	13.3	44.6	0.0	
Romania	132.8	93.7	70.6	28.6	21.6	10.4	
Slovenia	15.4	4.4	28.4	11.0	71.6	0.0	
Slovakia	7.0	5.6	79.9	1.4	20.1	0.0	
Finland	28.7	13.1	45.6	15.1	52.6	0.5	
Sweden	134.2	38.1	28.4	92.7	69.0	3.5	
United Kingdom	631.5	295.3	46.8	336.2	53.2	0.0	
Iceland	5.6	4.1	72.5	1.5	26.3	0.1	
Liechtenstein	0.7	0.2	34.2	0.4	65.4	0.0	
Norway	60.8	31.8	52.2	29.0	47.8	0.0	
Switzerland	153.6	100.9	65.7	48.4	31.5	4.3	

According to the reports in 2016, we can see that 35.1 million people born in a non-EU state and living in an EU Member State; moreover 19.3 million persons were born in a different EU Member State from the one where they hold residency. Only in Hungary, Ireland, Luxembourg, Slovakia and Cyprus, the number of people born in other EU Member States was bigger than the number born outside of the EU-28” (EUROSTAT 2016). On the top of EU-citizens living in other EU Member States, we find Romanian, Polish, Italian, Portuguese and British citizens 2016 (See Figure 3.2).(Eurostat,2016)

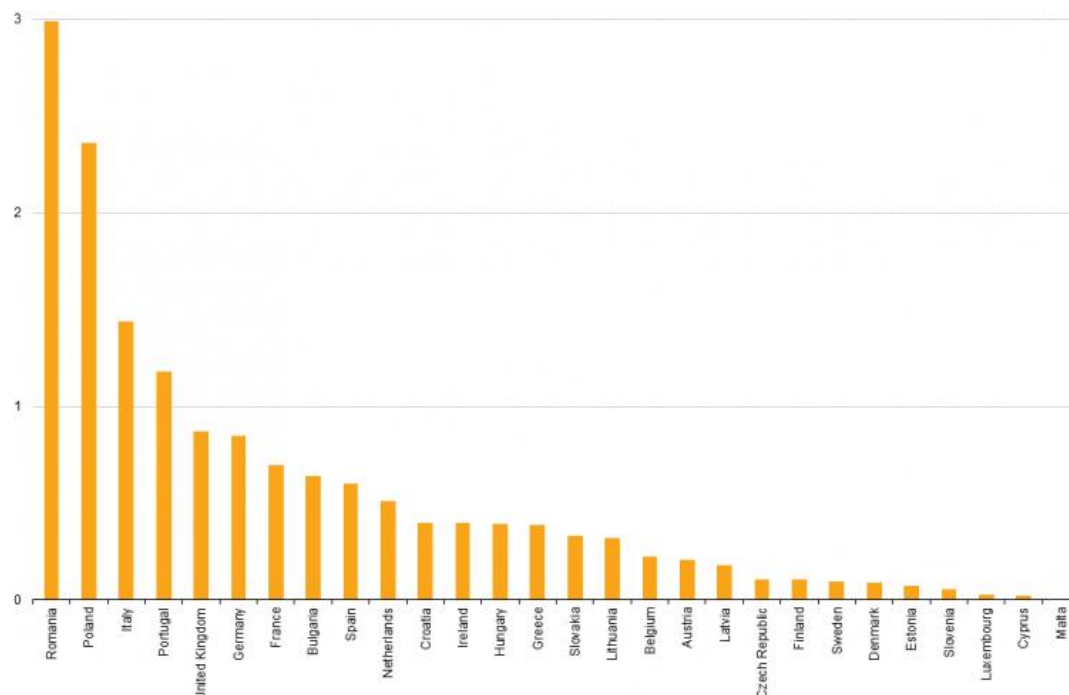


Figure 3.1: Share of non-nationals in the resident population, 1 January 2016

3.1 The need for migration

International migration is seen as a link to the global development and it generally has a positive effect for both origin and host countries. In the origin countries, emigration may help the development by using the remittances and investments made by diaspora and the contributions of the diaspora through knowledge and skill transfers (Global Migration Group 2010). The returning migrants might also contribute to their home country through innovation and investment capacities acquired in the host country.

Host countries can also take advantage from immigration by the consolation of labor deficit and through innovation that newcomers bring. But, we should be aware of the fact that a non-controlled migration may have a negative impact, such as the loss of valuable human resources and skills in the sending countries, or rising xenophobia, which can be a factor for weak integration, discrimination, exploitation or even abuse in the destination countries.(International Organization for Migration 2010a).

Started with 2011, there were some signs of recovery in employment growth and number of job available, but still could not reach the stage before the crisis. To be noticed that migrants have a positive contribution, according to LINET

reports (especially in Austria, Finland, Norway). In Norway, after the crisis, migrants were the reason of the 70% employment growth .

In contrast, in Germany, foreigners employed or seeking for a job represents approximately 10 % of the total labour force. In Czech Republic has been reported that the regions with the highest number of migrants registered below-average unemployment rates (MoLSA 2012). When it comes to the role of the migrants in the economy, the opinions are shared. While the majority thinks that migrants are important in economy because they usually do the work that native people do not prefer to do, many people also think that they are not welcome because there are not enough jobs available for natives (EC 2011:6).

In Austria and Malta we can notice an acceptance of long-term migration and so that its important impact on labor market started to be noticed. According to the recent studies in Austria, Lithuania, Latvia and Portugal, the acceptance of the migrants depends on many factors, such as gender, education, labor market insertion, and the country they come from.

In Greece, almost 60 % of the population consider that immigration injure the country (and only 19% says that immigrants are beneficial for the country). In Hungary, the studies (Sik and Simonovits, 2012) state that 59% of the Hungarians consider that immigrants are not beneficial to the Hungarian economy.

3.2 Migrants' integration in the labour market

Governments adopt their migration policies in accordance with their needs and goals, by encouraging specific class of migrants, regarding the economic and labor market demands and demographic factors (IOM 2009). Qualified migrants represent usually a special treated category of migrants, which benefits of less restrictions regarding admission, duration of stay, possibility of changing the employment and admission of their family members.

In 2013, from available data of 172 countries, Governments launched policies in order to increase the immigration of highly skilled workers, only 8 governments had policies to decrease, and the 96 had policies to maintain the current levels or had no relevant policies regarding this (fig. 3.3).

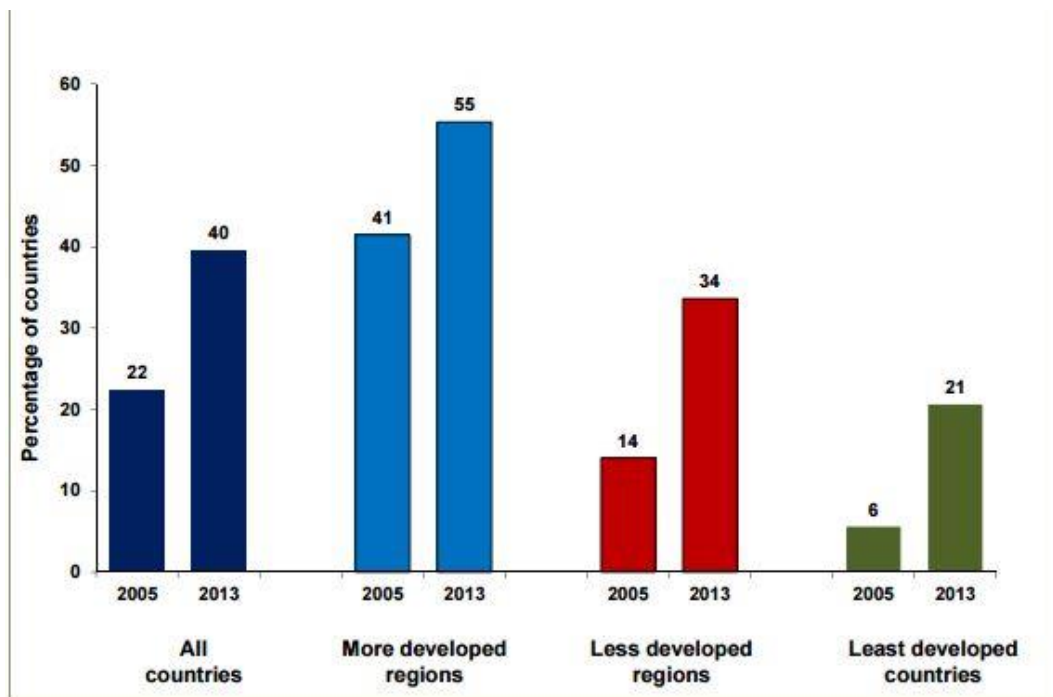


Figure 3.2: States with encouraging policies for the immigration of highly skilled workers, by level of development, 2005 and 2013

Migrants and especially TCNs (third-country nationals) are the weakest groups in the EU labor market. As the economic crisis has decreased the request in labor market, it is obviously that the demand for labor migrant workforce was seriously affected, especially in Croatia, Cyprus, and Greece. The most affected sectors that employ migrants were construction, fabrication and agriculture; the men were primarily victims of job losses.

In contrast, during the crisis the women registered better employment opportunities, thanks to the demand for nurses and domestic workers. There are two exceptions on this sector; Greece and Italy, as the economic crisis had had an impact even on domestic care demand.

LINET studies showed that one of the escapes from the crisis was the self-employment of migrants, finding a way to remain in the host country (Czech Republic, Norway, Portugal, and Germany). As we can see, the TCN integration has stagnated since 2008. The employment rate of TCN in Europe has been reduced from 59.3% in 2008 to 54.9% in 2011, while the unemployment rate rose from 14.4% to 20.1%.

There are three major factors that influenced the crisis in TCN position in the labor market:

- 1) The high growth of the unemployment rate from 2008 to 2011 (5.7 %) compared with national and EU workers;
- 2) The high unemployment rate;
- 3) The big unemployment difference between national and TCNs.(around 10 % in 2011).

3.2.1 Austria

Migration trends

Starting with 2011, Austria reached a population size of 8.4 million, which was growing continuously due to the immigration, while the local population growth has been slowed off. In January 2012, the rate of the migrants (foreign born) in the total population was 16 % (1.35 million), two thirds being TCNs.

In 2013 the net migration has grown up to 151 000 persons, which was the highest level achieved since 1990 and 8% more than previous year. More than half of the migrants (56%) were coming from EU countries, while around 50000 person came from non-EU countries (36%). The inflows from Central and Eastern European countries showed the largest increase in 2013. However the number of Asian migrants remained the same as in 2012 (10%) while the American migrants only represented 3% of the total migration inflow.

Regarding the residence permits for the non-EU migrants, in 2013 registered a fall by 7% compared with 2012 (2/3 of these permits were permanent-settlement permits). Temporary residence permits were issued for study, temporary work or business stay and reached a number of 8600 in 2013. In 2014, approximately 600 000 migrants were employed, representing 6% increase compared to 2013.

Labor market impact

Due to the economic crisis in whole EU, the employment rate declined a lot until 2009 but it has been more than recovered in 2010 and 2011. Economic growth raised with 2 percent in 2010 and got to 3 per cent in 2011. The main reason for the improvement of the labor market feat of Austria was the solid advertising of the labor market policy (especially reduced working hours).

Another element that shows positive effect on the economic growth was the implementation of the red-white-red card for qualified TCN migrants in July 2011, bringing an important growth in labor supply. Moreover, the report between the jobless people and number of vacancies was decreased to 2.4 in 2011, from 2.7 in 2010.

The reports showed that migrants are profiting from employment growth at least same as the national people. Accordingly, the number of foreign workers started to increase throughout the crisis getting to an annual average of 14.7 % in 2011.

In 2011-2012 the reports showed that the development rate of the migrant's employment was higher than the native's one, due to the cut of the regulations for the EU-8 and the introduction of the "points system of migration" for TCN (r-w-r-card). LFS 2012 (Labour Force Survey) reported an unemployment rate of 6.6 % of EU's citizen natives in 2011, compared with the natives- 3.6 % and 9.7 % of third-country citizens. The explanation for this huge difference is due to the skills that migrants came with, indicating a degree of complementarity in employment.

As a result, EU migrants have represented 4.5% of the total employees in Austria in 2011; 8.1% of the university graduates employees and only 2.3 % of all low-skilled workers.

Institutional and legal framework for admission and employment

According to the available data, the skilled citizens of EU did not encounter too many impediments in getting a job in Austria. The Austrian confirmation of free mobility grants the migrants the right to get the participation right to the labor market, after one year of working in Austria. After the introduction of this policy in 2010, the rate of migrant workers grown considerable, due to the fact that until that time the low-skilled workers encountered many barriers before getting job.

Regarding the third country citizens, until the mid of 2011 they could come to Austria based on their skills, as family members, asylum-seekers or for studies. However, at the end on 2011 a new system was inacted so called 'Rot-Weiss-Rot-Karte'

(Red-white-red card). The system is based on four categories of skills:

- Qualified persons,
- persons with rare occupational skills,
- persons with other (medium to higher)skills,
- University graduates.

Moreover, the red-white-red card allows to the TCN r-w-r card holders' relatives to apply for a partner card (called Rot-Weiss-Rot-Karte plus) and therefore obtain not just residence rights but also the right to get employed.

Active labour market programs

The biggest measure taken in order to support the integration, was the cooperation of the Ministry of Labor and Social Affairs with the Secretary of State for Integration in order to grant information to migrants for having credentials. In 2012 a website has been opened (www.berufsanerkennung.at) with the aim to offer support for migrants.

The Labour Market Service (LMS) is increasingly sinking in the raise of the skills levels of migrants; an important action is organizing German language courses. This is more than a tool for getting into the labor market; it is an 'integration contract', helpful for the settlement right, and not in the last for getting Austrian citizenship.

Beside the German language courses the Austrian government offers special courses for specific vocabulary for some work domains such as: health and social services, children care, accounting, metal and chemical industries, tourism services, or logistics.

There was a visible increase in the budget accorded to this initiative from EUR 23.4 million in 2008 to more than 46 million 2011. The total number of the migrants that have received language support was estimated to 25,000 in 2011.

More than language training, the government offers to the immigrants special help, such as organizing some activities focused on youth, especially on how to get from school to work or from obligatory education to higher education. Others put accent on mentoring and launched several employment projects, for

the achievement of new skills, which would help them to get a better job in the future.

Do immigrants have equal rights and opportunities to access jobs and improve their skills?

New targeted employment services are continuously developed for Immigrants, thanks to the fact that Austria is adopting similar policies to other Western EU countries. In the last 10 years, the AT's MIPEX (Migrant Immigration Policy Index) score became doubled, due to the public employment service (AMS), Integration Fund (OIF) and 2010 Integration Plan which developed many new programs in order to improve the position of low- and high-skilled immigrants (Fig 3.2). For example in 2011, the majority of the family migrants were fully granted for the access to the labor market in AT.

Through the amendments (25/2011 and 72/2013) it was created 'Red - White - Red' card for qualified migrant workers and the EU Blue Card and Single Permit. Nowadays Austria is having favorable policies for migrants, which underline the rights and opportunities for labor market integration. Moreover, Austria only gets the 16th position in EU rank for labor market mobility policies, behind DE and Nordics; this is due to the complex procedures for recognizing the skills & foreign diplomas of the migrants.

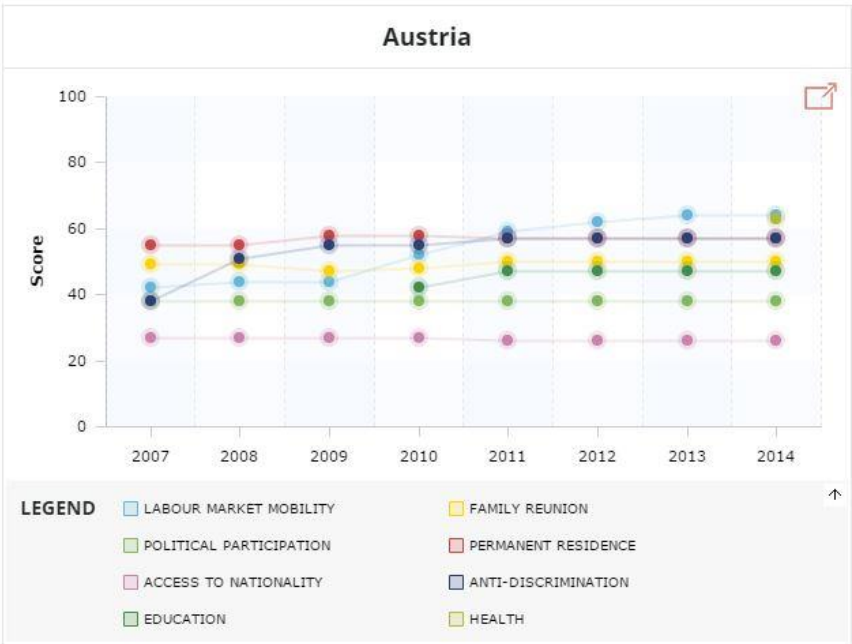


Figure 3.3: Austria Integration policies

Austria Integration Policies and Labour Market Mobility

The employment rates for the high-educated are lower; this may be because the support implemented is too new and small to reach all the immigrants in need, who usually do not access the offered training.

Family Reunion

AT has one of Europe's most restrictive family reunion policies which keeps AT's small number of transnational families

Education

Despite the fact that AT has introduced new targeted education policies, it is not sufficient to increase the number of immigrant students and increase their academic achievement.

Health

Regarding the health, the regional practices did not achieve yet any coherent migrant health policy.

Political Participation

Non-EU immigrants are more likely to be private of political rights in AT, which is one of the most politically exclusive democracies in Europe”.

Permanent Residence

AT is the most restrictive country in Western Europe concerning the residence permits.

Regarding the permanent residence, it offers better conditions for integration, but much more restrictive opportunities to citizenship than in most EU countries.

Anti-Discrimination

AT is one of the countries in which people have the poorest knowledge of their rights as there are a lot of victims of discrimination and some of the weakest mechanisms to enforce the law.

EU migrants' fiscal contribution in Austria

Talking about the taxation, all the permanent residents that live in Austria are taxed on their worldwide income. Regarding the nonresidents, if they have an income source in Austria they are paying a limited extent tax, as their taxes might be cut under a double tax treaty.

Migrants who have a job, are taxed on the income received from salary or other benefits earned from employment. "Employment income includes salaries, wages, all kind of bonuses, profit participation, and other remuneration as well as benefits granted for services rendered in a public office or in private employment". There is a basic tax-free allowance which varies depending on each individual's personal circumstances (Table 3.1).

Table 3.2: Personal income taxation in Austria

Taxable income in EUR		Tax rate
Exceeding	Not exceeding	%
0	10999	0%
10999	25000	37%
25000	60000	43%
60000	-	50%

Source: European Commission

EU migrants in Austria bring contribution to the government by paying direct and indirect taxes. In order to determine the fiscal impact of EU migrants on direct taxes in Austria we have to first estimate their earnings. The statistics made in Austria show data on the net monthly income of migrants by socioeconomic factors, including the nationality of the employee. As per the data available, migrants employed in Austria gain approximately 15% less than local people.⁸ According to Austria Statistics, the migrants earned EUR 18156 in net annual salaries in 2012. Due to the annual growth of salaries in 2013,

⁸ Source: Statistics Austria
http://www.statistik.at/web_en/statistics/PeopleSociety/social_statistics/personal_income/net_monthly_income/057414.html

their net salary in 2013 rose to EUR 18 608 annually. The total labor costs for each non-national employee was around EUR 35 242 in 2013. In 2013 the statistics showed that there were 242 300 EU migrants working in Austria in 2013, which represents that their contribution was EUR 4 billion in direct taxes. The contribution of EU citizens to the Austrian government budget was visible increased in the last years (Fig. 3.5). According to the statistics in 2001, each EU migrant employee contributed with 12.600 euro in direct taxes to the government budget, compared to 16.600 euro in 2013. The number of EU citizens employed in Austria raised from 3.9% in 2007 to 5.9% in 2013.

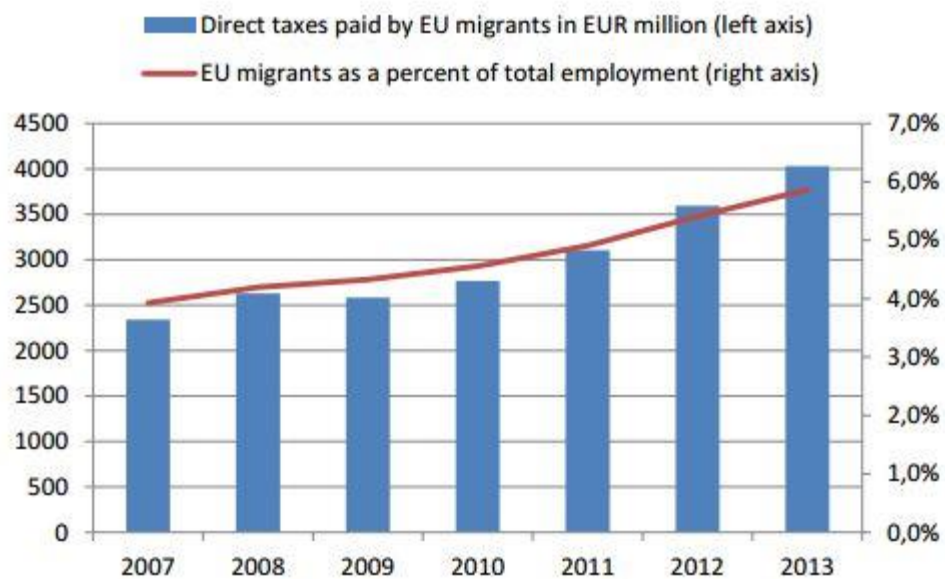
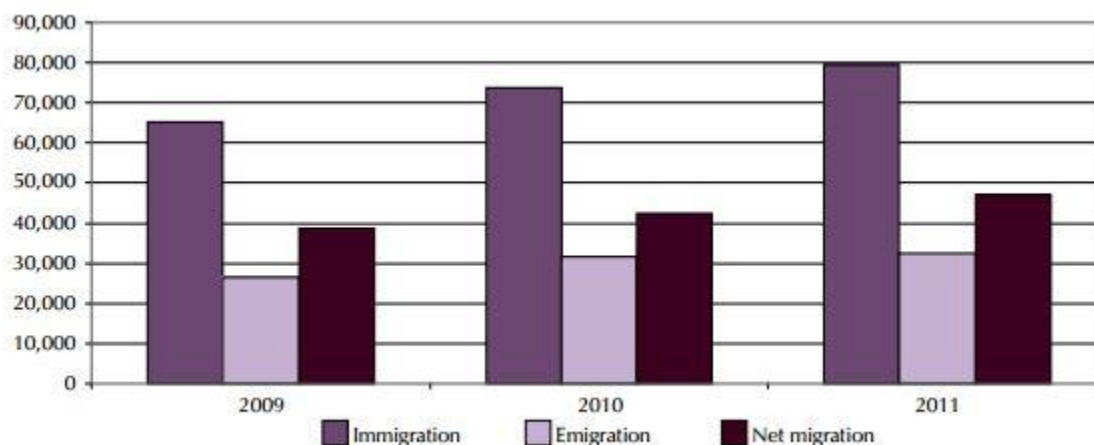


Figure 3.4: Contribution of EU migrants to direct taxes in Austria

3.2.2 Norway

3.2.2.1 Migration trends

According to the statistics, in Norway, 11 % of the total population (4,985,870) is Migrants (Statistics Norway, 2012).



Source: Statistics Norway, 2012.

Figure 3.5: Migration to and from Norway, 2009–2011

Figure 3.6 shows that outflows of immigration to and emigration from Norway in 2010–2011 continued to rise, as in the previous years. Annual immigration has grown up from 65,186 (2009) to 79,498 (2011), while annual emigration increased from 26,549 (2009) to 32,466 (2011). More accurate, the immigration from European states increased to 55,789 persons in 2011, compared to 42,293 in 2009. Regarding the Nordic countries, immigration from Sweden raised from 7,023 in 2009 to 9,894 in 2011 (Statistics Norway, 2012). In 2012, 56 % of all migrants in Norway came from an European country (294,000), then North America and Oceania (11,000) while 44 % of all migrants came from Asia (163,000), Africa (60,000) and from Central and South America (18,000). In 2012, the biggest migration flow came from Poland (72,100 persons), followed by Sweden (34,800). Big number of migrants came from Germany (23,700), Lithuania (22,700), Iraq (21,800) and Somalia (21,000). (Statistics Norway, 2012).

In Norway, the principal reasons for migration are family and labor. However, the migration for work reasons still remains the predominant migration category.

In January 2012, the dominant labour migrants were coming from EU countries in Central and Eastern Europe (Statistics Norway, 2012). The most logical explanation for the high level of labour migration is the general levels of income in Norway, which is much higher than many other EU countries.

Table 3.3: Migrants, by reason for immigration, 2009–2011

	2009	2010	2011
Labour	16,278	23,690	26,712
Family	13,911	14,847	16,200
Escape	6,179	6,172	5,221
Education	4,083	5,270	5,812
Unknown	3,190	149	0
Other	121	123	374

Source: Statistics Norway, 2012.

3.2.2.2 Labour market impact

In Norway, the stages of employment have increased, due to the comeback of the economy. Unemployment rate is reduced and stable.

The statistics made for 2010-2011 showed that the labour market outcomes for migrants have been constant, and did not depend on economic cycles of growth or recession. The employment rate for all population was 69.1 % in 2011 but for migrants increased from 61.6 % in 2010 to 62.8 % in 2011. In the 2010-2011, migrants were responsible for 70% of the employment growth in Norway.

Table 3.4: Employed migrants by period of residence, world region of birth, 15.74

	Total	Nordic	Western Europe	EU (Eastern)	EU (other)	North America	Asia (incl Turkey)	Africa	South and Central America
Total	62.8	75.9	70.4	73.6	62.2	65.8	53.9	44.2	63.6
Less than 4 yrs	60.4	81.0	65.4	72.3	54.5	58.4	39.5	29.9	53.6
4-6 years	69.1	80.7	78.9	77.8	64.9	74.1	58.5	49.9	65.8
7 yrs or more	62.8	72.8	71.2	72.7	63.5	68.2	58.2	50.2	67

Source: Statistics Norway.

years, 2011 (%)

In accordance with the Official Norwegian Report (NOU, 2011:7), migrants are usually working in the following fields of the economy: building and construction, fabrication, tourism and restaurant, service and cleaning.. In 2011, we can see a growth in the total number of permits issued for skilled workers which increased to 3,500, compared to 2,577 skilled labour permits in 2009 and

2,808 similar permits in 2010, so we can see a growth in the skilled labour migration to Norway.

Since 2006, with the implementation of the strategy “Goals for Social Inclusion of the Immigrant Population”, Norway government makes visible efforts to ensure the efficient mainstreaming.

Moreover, the government took the initiative to ensure the equality regarding the public services. The Directorate of Integration and Diversity (IMDi) has the main goal to make sure that migrant people have the right to receive equitable public services. As we can imagine, it is not easy to do this, as there are many barriers such as language, because the interpretation services are not always available. In this regard, the government took legal measures and in September 2014, the Interpreting Services Review Committee presented a Green Paper – NOU 2014:8⁹ Interpreting in the public sector – a question related to the right to due process of law and equal treatment – with proposals regarding interpreting in the public sector.

3.2.2.3 Living conditions

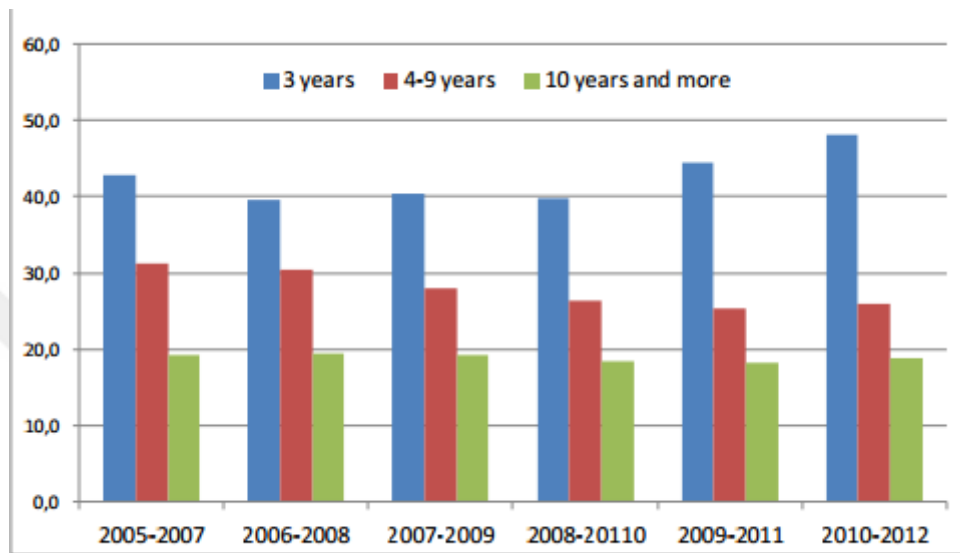
Besides the government’s efforts to ensure equal rights and conditions to the migrants Norway is a country where some groups of immigrants have a higher risk of poverty than the locals. The number of immigrants with poverty risk has been stable since the beginning of the millennium, even if a significant increase in the number of immigrant households at risk of poverty has been noted.

3.2.2.4 Low income

In this regards studies showed that the immigrants have a much lower income than the locals, while in the whole population, 9% of the women and 7% of the men have persistent low income, when it comes to immigrants, the numbers show 24.5 % for women and 25.5 % for men. The general reasons for this big difference are the big rates of unemployment and people that do not participate in the labor force, in immigrant households. One of the reasons for non-participation and unemployment is that new coming immigrants need a longer period of time to integrate themselves in the labor market.

⁹ Interpreting in the public sector – a question relating to the right to due process of law and equal treatment

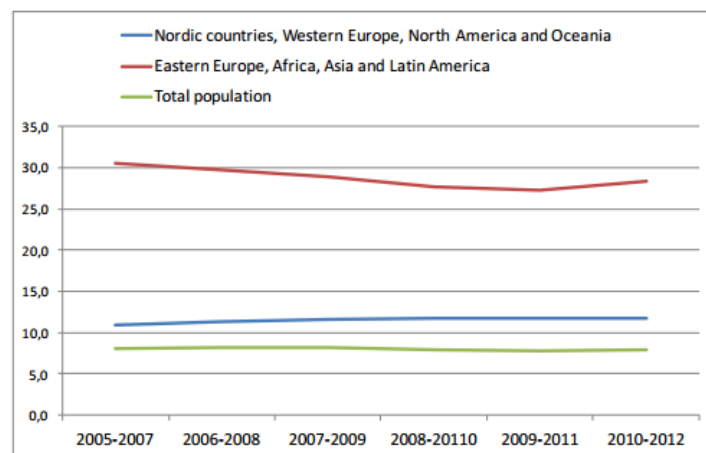
We can see that there is a positive connection between the period of residence, labor market integration and low income. For example, for the immigrants that lived in the receiving country 3 years or less, 48 percent of them had low income during 2010-2012, while those who had been resident between 4 and 9 years the percentage was 26 % (fig 3.4). Still, the immigrants with a long period of residence have lower income than the majority population.



Source: Statistics Norway

Figure 3.6: Immigrants with persistent low income by duration of residence and year of observation. Percent. 2005-2012

According to the statistics, the Immigrants from Eastern Europe, Africa, Asia and Latin America are more exposed to have a persistent low income than immigrant from Nordic countries, Western Europe, North America and Oceania (fig3.8)



Source: Statistics Norway

Figure 3.7: Income according to the sending countries of the immigrants

3.2.2.5 Housing

Another factor that influences the labor situation of the immigrants is the housing conditions. A good and stable housing is critical for keeping a job, also for education results, and maintaining a social life and a good health.

The average of house ownership in the Norway is around 77 %, which is bigger than most European countries. Moreover, in order to sustain the home ownership among immigrants, the Norwegian government launched in 2014 a strategy on social housing for 2014-2020.

This strategy includes programs for free core time in kindergarten (20 free hours per week) that have been implemented in six districts of Oslo, and in other cities as Bergen and Drammen.

The main aim of the strategy is to improve the children's language and social skills by attending the kindergarten programs, so that they can be well prepared for primary school. Since August 2014, many projects were implemented in Bergen, Drammen and in Oslo, having the target the children coming from poor families. In order to receive free core time for their children, parents have been obliged to participate in organized activity, such as labor market activities, studies or Norwegian language courses.

The programs for acquiring basic qualifications are aimed to offer more chances to immigrants in order to find a job and be part of the society. These programs are the Norwegian Language Training and Social Studies and Job Opportunity.

The Introduction Act sets the first two schemes. Norwegian Language Training and Social Studies, aiming that the immigrants will learn the language in their first years in Norway in order to be able to find jobs and participate in society.

According to the 'Statistics Norway' which elaborated statistics on the participation in Norwegian Language Training and Social Studies, in 2013 there were 38 700 persons who participated in the training, more than in 2012 (37 000persons).The studies show that more than 56% of the participants were women. Therefore, in 2012, 25% of the total participants came from Eritea and Somalia. Right after these 2 countries, the majority of the participants came from Afganistan and Thailand.(LINET, 2013)

According to the strategy, after settling in a city, the immigrants are expected to register for the language courses as soon as possible. They have 3 years in order to complete the compulsory training. As the statistics showed, in 2013, almost 10 700 persons had the right and obligation to participate in language training. In 18 months, 83 %, (78% of the qualified women and 89 % of the men followed the training). As the policy aimed, in 2014, 85 % of the immigrants completed the course.

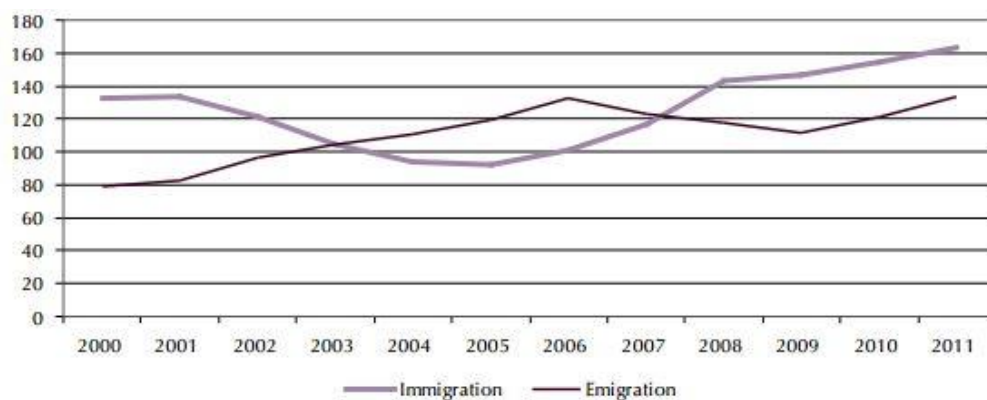
From 2014, it became compulsory for the participants to take a test in social studies after completing the 50 hours of training in social studies. The immigrants have the right to get the training and they may take the test in a language they wish. The test is available in 26 languages, in addition to two of the official Norwegian languages, Bokmål and Nynorsk. In 2014, 2 126 immigrants took the test and 75% passed. We can notice that the aim of the policy was not completely achieved, as 90% should have passed the exam.

3.2.3 Netherlands

3.2.3.1 Migration trend

In Netherlands immigration was increasing continuously since 2011 and reached a new level of over 160,000 people. This happens due to the 2004 and 2007 enlargements in EU. However the emigration was also increased; approximately 130,000 Dutch people and non-nationals get out of Netherlands every year.

In conclusion, Netherlands is receiving a migration surplus of more than 15,000 every year.



Source: CBS 2012.

Figure 3.8: Immigration to and emigration from the Netherlands 2000–2011

In 2011 more than half (55%) of all immigrants came from other EU Member States, Poland being in the top of the residence countries (18,937), followed by Germany (9,258) and Bulgaria (2,710). The total number of EU migrants increased with 19 % annually due to an increasing number of immigrants from almost all the EU Member countries between 2010 and 2011. Non-EU immigrants represented 45 % of total immigration in 2011¹⁰ meanwhile the number of immigrants coming from America and Africa does not vary since 201

Table 3.5: Entry of migrant groups by country of origin, 2005, 2010, 2011

	2005	2010	2011
Europe	54,652	97,464	105,501
Poland	6,746	15,022	119,090
Germany	5,268	9,391	9,258
Bulgaria	431	4,241	5,350
Asia	15,130	24,131	26,189
China	3,180	5,036	5,959
Turkey	3,393	4,460	4,065
India	1,320	3,342	3,959
America	12,174	17,114	17,053
United States of America	2,676	3,726	4,151
Neth. Antilles & Aruba	2,411	4,432	4,180
Surinam	2,188	2,148	2,067
Africa	9,299	14,362	12,802
Morocco	2,356	2,371	2,675
Somalia	520	4,384	2,345
South Africa	709	948	1,046
Oceania	1,042	1,361	1,467
Total	92,297	154,432	162,962

Source: CBS Statline, 2012.

In 2012, the statistics show that more than half of the migrants came to the Netherlands for labour reasons or for higher educational, in comparison with less than one in three 10 years ago.

However, the reasons of the immigration differs from EU and non-EU immigrants. Migrants from EU usually went to the Netherlands for economic, compared with the majority of non-EU immigrants (~ 40%) who move to the Netherlands for family reunification.

¹⁰ The Statistics Netherlands (2012) Statline, migration statistics.

3.2.3.2 Labour market impact

After a serious fall in 2009, the Dutch economy started to recover again in 2010, even though it did slower than before the economic recession. Although it still remains quite low according to the EU average, unemployment rate continued to increase in the Netherlands, getting to 5.8 % in the beginning of 2012.

The number of migrant employees got down between 2008-2012, from 8.3 million to 8.2 million (Statistics Netherlands, 2012). The number of free vacancies as well have significantly decreased at the end of 2011, keeping to decrease in 2012 as well especially in the low-skilled industry, construction and trade. According to the statistics made at the end of 2011, the most work permits were issued for Chinese (1,958), then Romanians (1,154), Indians (975) and US nationals (493). The migrants usually get a job food industry (1,338), seasonal horticultural work (1,143), IT (929), research (724), and the hotel and catering industry(418) (UWV, 2012).

3.2.3.3 Benefits received by EU migrants in Netherlands

According to the statistics available for 2013, the migrants coming from EU in the Netherlands received 2.2 billion eur in benefits, which represents almost double compared to 2007. This happens due to the increasing of the social spending in the country, which is with 89% higher in 2013 than it was in the last 6 years.

In the period 2005- 2013 around 148 000 migrants from EU have moved to Netherlands which means an increase from 1.4% of the total population in 2005 to 2.3% in 2013. EU migrants were receiving 1.2 billion euro as health benefits and 244 million euro for disability benefits in 2013. The majority of the EU immigrants in the Netherlands (58%) is represented by people between the 20-44 years old. In conclusion, EU migrants seem to be younger than the natives.

The percentage of the older population, + 65 years old, is approximately three times lower among EU migrants (6%) compared to the total of the country (17%). This means that migrants represents a smaller part of the pensions that are currently paid. EU migrants received EUR 330 million according to the statistics made in 2013. The spending for “family benefits” firstly depends on the number of the migrant families with children. Minors represents just 13% of all

EU migrants compared to 22% of the country total. This explains the less amount claimed for child benefits in 2013 (only EUR 90 million). Because of the Labour market's availability to new jobs, the spending on unemployment assistance has rose. EU migrants represented 2.5% of the total number of unemployed Netherlands in 2013 and spent EUR 277 million for unemployment benefits.

Table 3.6: Benefits received by EU migrants in the Netherlands (in EUR million)

Type of benefit	2007	2008	2009	2010	2011	2012	2013
Sickness and health benefit	555	671	788	880	980	1096	1190
Disability	155	169	189	203	213	225	244
Old age	211	225	240	258	267	279	296
Survivors'	27	28	29	30	31	31	32
Family/ Children	62	56	64	79	98	79	90
Unemployment	131	170	207	193	198	219	277
Housing	29	50	36	77	128	57	44
Social exclusion	127	238	195	413	719	308	233
Total	1142	1438	1559	1930	2421	2069	2162
Total benefits excl. old-age and survivors	903	1184	1290	1642	2123	1759	1834

According to the available data, EU migrants in the Netherlands received just 1.1% of the total benefits, even though they represent 2.3% of the population.

Table 3.7: Benefits received by EU migrants as a percentage of total population

Type of benefit	2007	2008	2009	2010	2011	2012	2013
Sickness and health benefit	1.1%	1.2%	1.3%	1.4%	1.5%	1.6%	1.7%
Disability	1.1%	1.2%	1.3%	1.4%	1.5%	1.6%	1.7%
Old age	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Survivors	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Family/ Children	0.7%	0.8%	0.9%	1.1%	1.4%	1.2%	1.3%
Unemployment	2.0%	2.8%	2.5%	2.1%	2.3%	2.1%	2.5%
Housing	1.3%	2.3%	1.7%	3.4%	5.5%	2.5%	1.8%
Social exclusion	1.3%	2.3%	1.7%	3.4%	5.5%	2.5%	1.8%
Total	0.7%	0.9%	0.9%	1.1%	1.3%	1.1%	1.1%
Total benefits excl. old-age and survivors' benefits	1.0%	1.2%	1.2%	1.5%	1.9%	1.5%	1.6%
EU migrants as a percent of total population	1.5%	1.6%	1.8%	1.9%	2.0%	2.2%	2.3%

3.2.4 Romania

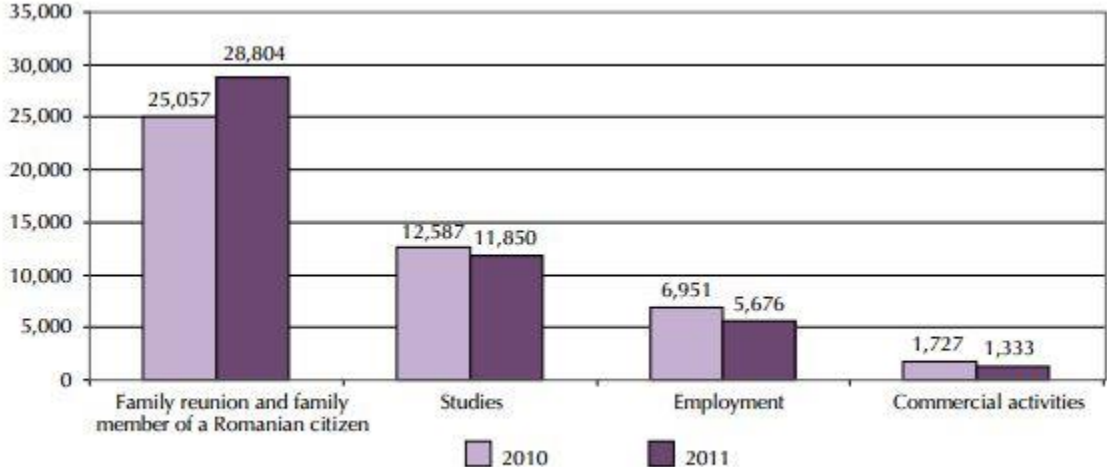
3.2.4.1 Migration trends

Starting with 2012, Romania became an important spring for migrants within the EU. Approximately 3 million Romanians are living abroad, and moreover, Romania is slowly, turning into a immigration destination. Romania's total migrant population grown to ~100,000 persons, which represents 0.5% of the total population.(59,000 are (TCNs) (representing 0.3%) and 41,000 EU citizens (representing 0.2%)

Starting with 2011, the immigration for commerce and work reasons went down with 20 % while the number of migrants coming for family reasons increased with almost 15%.

As the statistics showed, the main countries of origin for temporary migrants are: Moldova (14,657), which represents more than 60 % of TCNs, followed by Turkey (6,693) and China (4,248). The principal states of origin for permanent

immigrants are China (2,640), Turkey (2,112) and Syria (973). Most concerned people have working ages and 57% are younger than 35 years old. We can see a dominance of men between the immigrants, representing 60% of the total migrant population.



Source: Romanian Office for Immigration (ROI) statistical data.

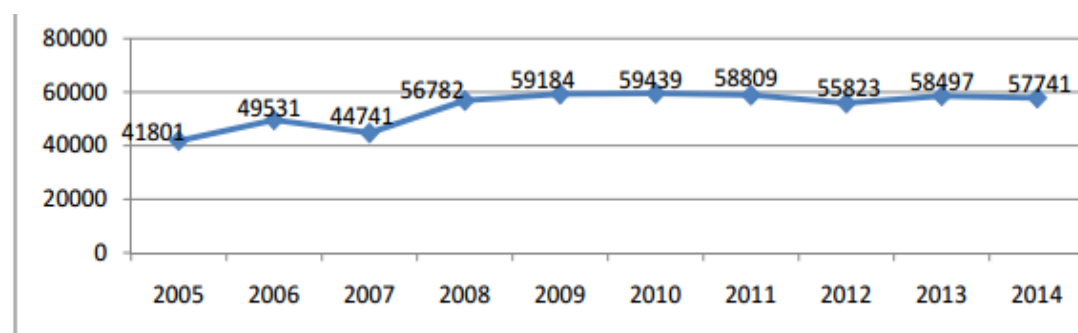
Figure 3.9: Immigration by aim of entry into Romania, 2010–2011

Even though migration in Romania represents a recent phenomenon, it fastly became a very important element which had a very big impact in Romania, being the main factor that changed completely the Romanian society, from the people and community experiences to the general public perception. All the economic and social processes are being changed due to the fact that, people started to move abroad for work, and after a while coming back to their home country with new ideas and perceptions. Migration represents ‘a total social phenomenon’ that gives the chance to identify the problems and notice the opportunities, history, present and future that characterize the Romanian society” (Sandu, 2010).

With the ending of 2014, Romania turned into the essential source for migrants in the EU with more than 3 million Romanians settled abroad for work or to education.

According to Romanian General Inspectorate for Immigration (GII) , between 2011-2014 the migration inflows in Romania maintained a stable line with approximately 100,000 persons every year, reaching an annual rate of +/- 2%. In 2014, there were 98,586 immigrants in Romania(57,471 TCN and 41,115

coming from UE and EEA). According to Data available for 2005-2014, the number of TCNs with residence in Romania maintained a stable variation with small annual changes since 2008 (see figure 3.11).



Source of data: Romanian General Inspectorate for Immigration

Figure 3.10: Evolution of TCN residing in Romania, 2005-2014

Moreover it should be noted that since Romania entered into the EU (2007), the number of third-country grown with 29 % and in 2014 increased with 38% compared with 2005.

In 2014, the main five countries of origin for TCN, legally living in Romania were : Moldova – 9,838 persons; Turkey – 8816 persons; China – 7359 persons; Syria – 4136 persons; USA – 2010 persons.

Regarding the EU immigrants staying in Romania, the main countries were: Italy - 11,369 persons; Germany – 5,255 persons; France – 4,378 persons; Hungary – 3,171 persons; Greece – 2,134 persons (GII, 2014).

A constant phenomenon in Romanian immigration is represented by Immigration for study purposes. This is due to the national policies aimed to attract foreigners for studying in Romania and due to the big number of the scholarships offered by the government and also the high educational system. (Alexe et al., 2011).

In 2014, same as in the years before, the majority of migrants were coming for family reunion.

3.2.4.2 Labor Immigration Policies

After the accession to the EU, in Romania the legislation regarding the migrants regime had improved significantly. Moreover, in accordance with Schengen provisions, several measures were introduced (legal, institutional,

administrative and technical measures) in order to be transposed into the national legislation (Alexe et al., 2010; GII, 2014).

The actual legal framework regarding the migrants' regime in Romania, and the laws regarding to asylum include the Government Emergency Ordinance (GEO) 194/2002, republished, the GEO 102/2005 on free movement on the Romanian territory for EU/EEA.(SEA - Practical Application of Science Volume III, Issue 1 (7) / 2015).

Moreover, GEO 56/2007 regulates the employment of the immigrants living in Romania, modified and completed by Law 134/2008.

GEO 194/2002 underlines the support that migrants who legally live in Romania may receive, in order to make easier they stay and integration into society.

Also, GO 41/2006 added TCNs on the list of beneficiaries of social integration, under the title of the "process of active involvement to the economic, social and cultural life of the Romanian society", aiming to prevent and combat the social exclusion and marginalization of the migrants."

The National Strategy on Immigration is taking care of controlling the moves of the Romanian institutions regarding immigration, asylum and integration of migrants; this strategy has been launched through National Annual Plans.

The Romanian General Inspectorate for Immigration represents the head institution that aims to coordinate the Strategy's implementation which will work together also with IOs and NGOs in this aspect.

One of the main areas addressed by the Strategy was Labor immigration 2011-2014.

In accordance with the act, Romania gives also priority to the policies aimed to regulate the admission of TCNs for employment, aiming to attract the highly-skilled migrant workers.

Moreover, the Strategy on Immigration 2011-2014 underlined that from now on the TCNs graduating in Romania have the right to remain on the national territory as high-skilled workers or to get a job in the research and development sector.

Important changes occurred regarding the employment and posting of foreigners in Romania

- The employers are obliged to notice (getting a notice employment) when they hire a foreigner on a particular position;
- There were given some facilities for the employment of some particular types of workers entered to the national labor market in Romania; highlighting the possibilities in which employers can hire foreigners without employment notice; (Strategia Națională Privind Imigrația, 2011 – 2014).

These legislative changes made by the GD 25/2014 are aimed to improve and make easier the access and mobility of migrants in the local labor market.

However, by improving the legal rights of foreign workers, it could minister to a better integration of the immigrants into the Romanian society and, therefore to a better contribution in the social, economic and cultural life of Romania.

3.2.4.3 Labour Market Impact

One of the main characteristics of the Romanian labor market is the gross deficiency in demand which represents a low employment rate. Due to the low demand on the national labor market, we meet the following situations:

- employees are obliged to accept low salaries and bad work conditions;
- employers prefer to hire mostly skilled workers but they do not invest in worker's skills development;
- job mobility is quite low;
- there is less possibility for workers to upgrade their position; especially young people who do not have experience, older workers, disabled people, ethnic minorities, migrants, people without a higher education and skills. (Ministry of European Funds, 2014)

The immigrants' participation to the Romanian labor market and their contribution are directly connected with their migration scopes: family reunification, education, work, professional and commercial activities. Therefore, the work permits represent an important but limited indicator that might contemplate migrants' employment. To be noted that for more than 50% of the immigrants (relatives of Romanian/ EU/EEA citizen) there is no

information about their labor market outcomes. If we compare Romania to other EU countries, we can state that at international level, the immigrant labor force is not so visible. However' at local level, it has been growing over the time in an impressive way, (increased ten times) from around 1,500 work permits issued in 2000 to 15,000 issued in 2008 .(MIPEX,2015)

Between 2010-2014, there were more than 4 million active employees in Romania and the work permits issued were less than 3,000 for each of these years.

According to Table 3.6, the labor market developments and the dynamics of migratory flows are in direct correlation with the national economic performance.

Table 3.8: Correlation between Romania's economic growth (GDP %), annual quota and work permissions issued in 2008-2014 period.

Year	2008	2009	2010	2011	2012	2013	2014
Economic growth (GDP %)	+7.1%	-7.1%	-1.3%	+2.3%	+0.6%	+3.5%	+2.9%
Annual quota	10,000 supplemented by 5,000	8,000	8,000	5,500	5,500	5,500	5,500
# of work authorizations issued	15,000	4,278	2,970	2,680	2,834	2,093	2,677

Source of data: Romanian General Inspectorate for Immigration, the Ministry of Labour, Family, Social Protection and Elderly Persons and the National Institute for Statistics

Table no. 2

Table title: Dynamics of active foreign employees during 2008 to 2013

Year/	2008	2009	2010	2011	2012	2013
Number of active foreign employees	12,569	13,230	14,388	13,242	20,166	21,018

Source of data: Labour Inspection and the Ministry of Labour, Family, Social Protection and Elderly Persons

According to above table, after 2008 / 2009 the number of work permits for each year during 2010/2014 was stable and less than 50% of the fixed annual quota.

In 2013, 2,093 work permits were issued to foreign citizens. The majority were emitted for permanent workers (1,581) for posted workers (163), sportive men (201), and highly qualified workers (144).

In 2014, the number of issued work permits was 2,677. In the top of the countries of nationality we find China (455), Turkey (407), Vietnam (307) and the Philippines (216) (GII, 2013; 2014). For 2015, it was approximated that a total number of 5,500 migrants got an work permit.

As per the data available, we can conclude that the main countries of origin for the migrants working in Romania are: Turkey (3,449 persons), China (2,259 persons), Italy (1,939 persons), Hungary (1,337 persons), Republic of Moldova (1,102 persons), Bulgaria (881 persons), Germany (750 persons), France (729 persons), Greece (642 persons) and Philippines (613 persons) (GII, 2013)

According to the statistics, the majority of the migrant employees are working in commerce of clothes and shoes (1,137 work contracts), restaurants (1,111 work contracts), constructions (755 work contracts), transportation of merchandise (653 work contracts) and consultancy (647 work contracts). However, other sectors are: call centers, bread and pastry production, and infrastructure' constructions, engineering and petrol extraction.

According to data provided National Employment Agency, at the end of 2015, there were announced 17,530 jobs vacant jobs at national level, and only 10 per cent were intended for highly- skilled workers.

As it was expected, the highest number of job vacancies were in Bucharest-Ilfov- 2121, Cluj; 1296 Arad; 1101 Prahova; 810 Arges; 758 Timis (National Employment Agency, 2015).

According to Eurostat, Romania and Czech Republic are the main countries hosting most of non-EU self-employers representing 40 %; on the second place we find Poland and Bulgaria with a percentage of 33.7 and 24.8 (Eurostat, 2013).

3.3 Conclusions

As a conclusion, we can state that the labor migration is not only an element of economic policy, but is also a strategy with „far-reaching and often unforeseeable social and economic impacts” (Alexe, 2010).

At the end of 2014, have been introduced the newest policy developments regarding the legislation adjusting the foreigners' regime and immigrants' admission and work regime, and it is aimed that after their implementation; major changes will be visible and many advantages as an increased labor market integration for immigrants will be seen. Moreover, there will be a better connection between the demand and supply of migrant workforce. However, the expectations are not to bring more jobs for immigrants, but they will immediately ensure a better flexibility and security in the labor market.

As a conclusion, we can state that the integration of Immigrants in Romania is directly correlated with the immigration regime and the implementation way of the policies



4 THE NEWEST EUROPEAN POLICIES ON LEGAL MIGRATION AND INTEGRATION

In this chapter, the writer presents a brief of the basic legal and policy developments taking place at EU level regarding the migration and integration process. Thanks to the studies and reports realized in 2015 and 2016 we could achieve relevant information about the member states' efforts to ease the integration process of the migrants, especially third-country nationals.

In the recent years, European Union put great emphasis on the third-country nationals; this is why many measures and strategies have been introduced in the member states in order to help the named category of immigrants to integrate in the society and in the labor market. We will see by examples, the main measures that the governments introduced in this regards, in the last 2 -3 years.

In 2015, European Commission introduced a new regulation about legal migration in order to attract the TCN to Europe. Furthermore, the Agenda put efforts in supporting the migration by introducing effective integration policies, and moreover through EU funding.

At the end of 2015, the co-legislators decided to reform of the Students and Researchers Directive (the Directive came into force in May 2016 – 2016/801/EU). The Directive underlines the admission process and residency regulations for TCN students, researchers and interns and for volunteers who come to the EU under the European Voluntary Service (EVS) program. (Directive (EU) 2016/801).¹¹

The updated Directive includes the admission conditions, also the rights that the concerned category of immigrants have. These new rules are aimed to attract and keep talented people in the EU economy. Researchers and students are allowed to remain for 9 months after their graduation or research Project in order to find a work or open their own business in Europe. Moreover, the

¹¹ <http://data.europa.eu/eli/dir/2016/801/oj>

Directive has incremented the access to the labor market for students during their studies (from 10 to a max. of 15 hours/week), it gives the opportunity to the researchers' family members to join them and allow them to be employed.

4.1 Economic Migration

In order to satisfy the labor market needs, starting with 2015, some Member States made efforts in order to attract employees from third countries selected occupations¹² while others took actions in order to ease the entry and stay conditions¹³ for labor migrants. **Germany** also made efforts in order to attract workers of particular nationalities (Hollifield, 2014).

4.1.1.1 Measures regarding the particular shortage occupations

8 Member states adopted some measures regarding to particular shortage occupations, in order to make more favorable the entry conditions. Bulgaria has adopted a Decree of the Council of Ministers that set up some provisions in order to succeed in dealing with the deficit of qualified workers in some industries. On 28th January 2016, The Decree came into force and highlights the positions in the sector of Information and Communication Technologies (ICT), field which has deficiency in skilled specialists in the Bulgarian labor market.

In Cyprus some changes were adopted regarding the workers in the agricultural/husbandry sector and domestic workers including the extension of the allowed duration of remaining on the territory to 6 years and extension of the work permit period. For domestic workers, there was introduced the right to change the work place in the first 6 years.

Since 1st August 2015, in Germany TCN might obtain a residence permit if they hold any vocational qualification abroad. In this case, this permit may be issued for up to 18 months.

In Greece, there was adopted a new law supporting that for some special jobs invitations can be sent to the foreign workers (seasonal work, fishing and highly skilled work). Moreover, the application procedure became faster, due to the

¹² BG, CY, DE, IE, EL, ES, LU, LT, UK

¹³ AT, CZ, DE, EE, FR, HU, LV, SK, NO

fact that the applications emitted by employers started to be checked up at the embassies for the issue of visa. Regarding the fishermen and seasonal workers categories, the workers only need a visa to come to Greece and to work as seasonal employee or fisherman;

In the United Kingdom, regarding to Tier 2 (skilled workers), starting with April 2016 it has been introduced a min. of £35,000 limit for Tier 2 immigrants to be permitted to install in the UK (Gregg, 2011).

4.1.2 Measures in relation to particular nationalities of third-country nationals

Starting with 1st January 2016, Germany extended (under particular conditions) the aim of legal migration for nationals of Kosovo, Albania, Bosnia and Herzegovina, FYROM¹⁴, Montenegro and Serbia. Between 2016-2020, nationals of the above countries could get any type of employment approved by the Federal Employment Agency.

4.1.3 Measures to simplify entry and stay conditions

In Austria, TCN who already got a residence permit from any other Schengen state are not needed any more a visa in order to get a temporary job in Austria. However, they might be supposed to get a work permission or a confirmation from EU, called ‘posting confirmation’.

In Estonia, Employees are allowed to work simultaneously with several employers. Moreover, there has been introduced a 90-day “transition period“ which allows TCN the opportunity to apply for a new residence permit in order to switch their status, after their permit is expired.

In Lithuania, the period of work background necessary in order to get a job was reduced from 2 years to 1 year over the last two years. Moreover, for those who studied in Lithuania in a profession, there is no more experience required. It has been created a way to switch the legal status from student or employed to highly qualified (Blue Card) without needing to leave the country.

In Norway, the self-employed contractors received an extension of permits duration from 4 to 6 years. Moreover, highly qualified workers who are not

¹⁴ FYORM- [Yugoslav Republic of Macedonia](#)

required to get a visa in order to enter the country may get a residence permit in order to search for a job for 6 months.

4.1.4 Efforts to Avoid ‘Social Dumping’ and Illegal Employment

“The notion of ‘social dumping’ make reference to the employees coming from non-EU countries that are exploited as ‘cheap labor’ in order to rise up the profit of the employers”.¹⁵ In 2015, 16 EU Member States and Norway adopted measures in order to approach social dumping.¹⁶ Figure 4.1 presents the general measures took in order to guarantee the equal pay for everybody,¹⁷ for particular professions/occupations,¹⁸ and combating the illegal employment.



¹⁵ Eurofound <https://eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/social-dumping>, last accessed on 3rd June 2016.

¹⁶ AT, BE, BG, CZ, DE, EL, ES, FR, IE, IT, LT, LU, NL, PL, SE, UK, NO

¹⁷ AT, DE, EL, LT, PL

¹⁸ IE, IT, LT, UK

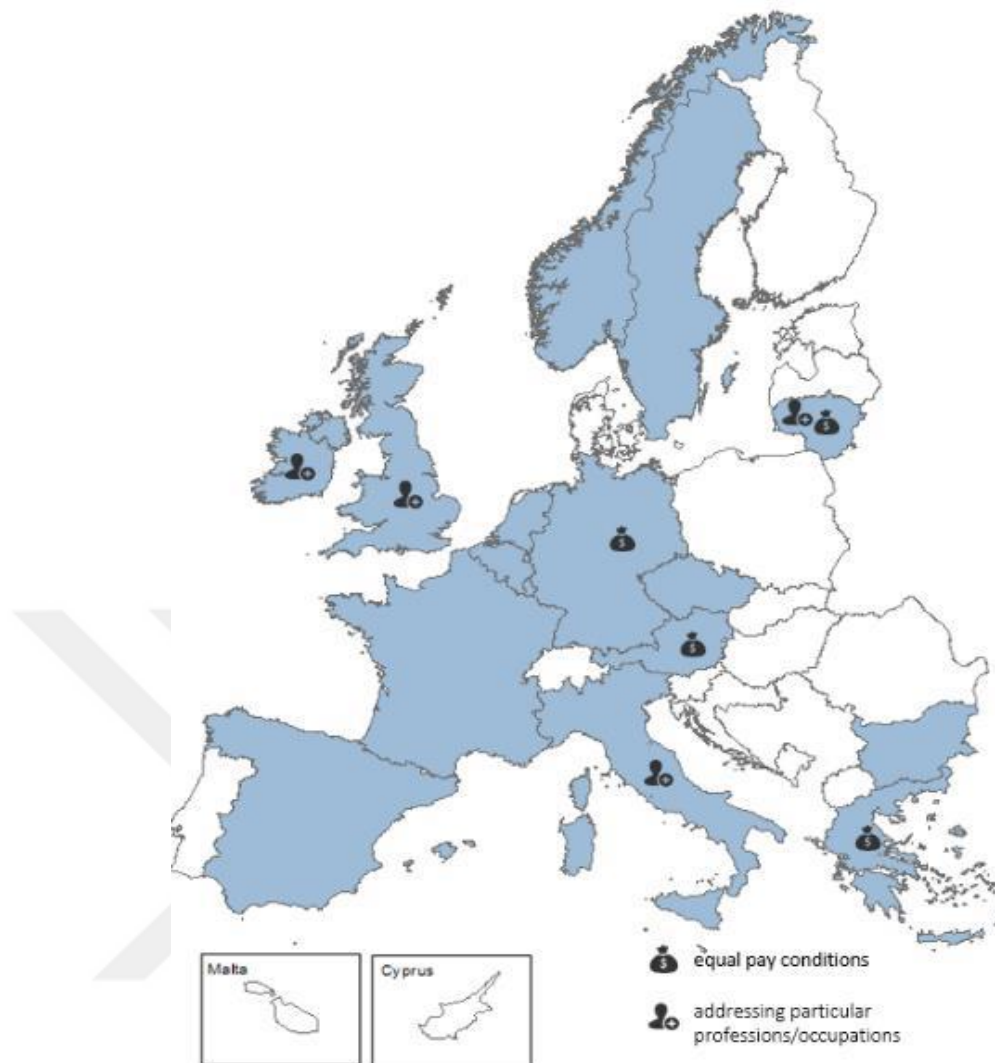


Figure 4.1: Measures taken by the member states ensuring equal pay conditions

4.2 Legislative Changes

Social dumping of particular categories of workers

In Ireland, it is required for the TCN workers from fishing sector to hold a valid work contract and healthcare insurance.

In Italy, in 2003 “‘ancillary’ employment has been introduced as a new employment type which adjusts the work relationships aiming to decrease the black market. Assistant work gives the possibility to make the payment to foreign and Italian employers in a simple and traceable way. An employer can buy some vouchers that contain the net pay and social security contributions (paid to the Government)”.

In the United Kingdom, there were introduced powers in order to increase the protection of domestic workers. They will be able to get Visas only after the confirmation that the employer offers at least the national minimum salary to the workers and only if they workers hold a contract according to UK work standards. (MPI,2016).

In Norway, starting with 2015, the government set up a strategy to fight against illegal behaviors at work. The strategy had the aim to reduce illegal workplace actions. There were introduced measures in order to promote a better cooperation between public authorities.

4.2.1 Policies, Strategies and/or Measures

In France, the National Plan to Combat Illegal Employment was introduced from 2013-2015 and the main aim is related to the “fraudulent posting of workers”. Numerous actions were introduced in 2015 through the National Plan, including, *inter alia*, supporting agreements between the authorities, the professional sectors and the social partners in order to offer a better informative support to the firms and workers about the laws regarding posted workers.

Unlike the previous countries, in Luxembourg ‘crackdown’ operations on social dumping were interrupted because they did not reach the expected results while using substantial resources;

In Sweden, a Committee on labor migration was set up by Government. It is supposed to check if the labor migrants in Sweden are exploited and propose actions to reduce this fact.

4.2.2 Facilitating Admission

This analyzes the progress made by Member States in order to make easier the admission for particular groups of migrants. These are skilled workers, entrepreneurs and Investors, Intra-Corporate Transferees, seasonal workers and au pairs and other categories of migrants.

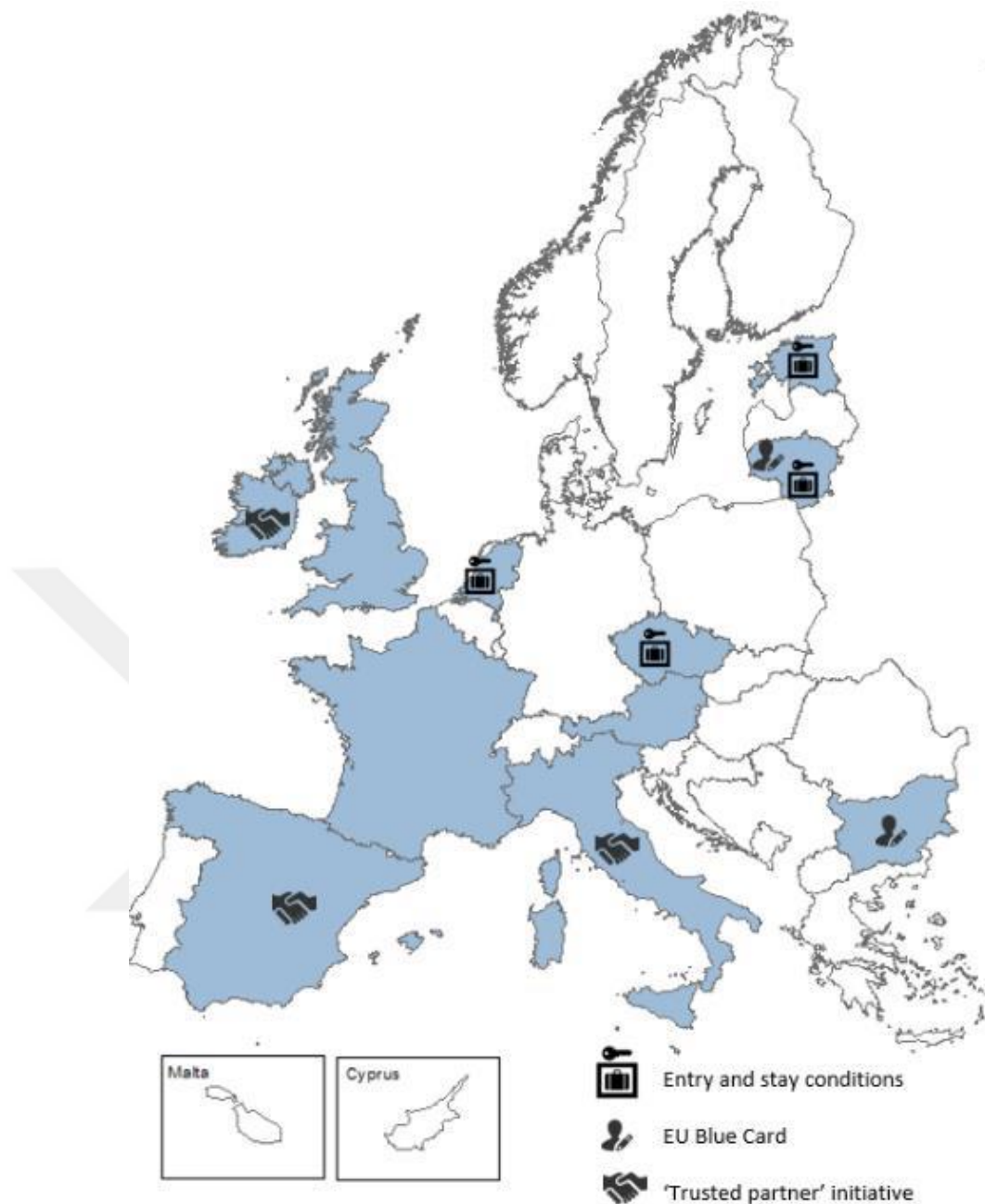


Figure 4.2: Measures regarding skilled workers introduced by EU Member States and Norway.

Eleven Member States struggled in order to simplify the admission of skilled workers. These efforts were concerning to:

- More favorable entry and stay conditions;
- Amendments to the transposition of the EU Blue Card Directive;
- Introducing ‘trusted partner’ initiatives with employers, in order to make easier the recruitment of highly qualified TCN.

4.3 Legislative changes

Three countries have introduced changes in measures regarding to more favorable entry and stay: Lithuania, Estonia and the Netherlands.

In Estonia, a new law was introduced stipulating that a TCN who has completed higher studies in Estonia could get a permission for work without meeting “the thresholds” for remuneration in place and without the permit from the Estonian Unemployment Insurance”;

In Lithuania, from 2015 workers and the students are allowed to upgrade their status to skilled workers without leaving the country (which before was not possible).

In the Netherlands, starting with October 2015, scientific researchers, students, skilled migrants do not need to get a temporary residence permit anymore.

Policies, Strategies and/or Measures

In **Ireland** and **Italy**, there were introduced contracts with employers called ‘trusted partners’. In Ireland, this Initiative has the aim to make easier the administrative process related to the work permits.

In Italy, the employers who desire to employ qualified TCN, will now benefit of an easier process of hiring them through Blue Card due to the agreements issued by the Ministry of Interior in order to make easier the employment procedure.

The **Czech Republic** started new strategy for skilled workers coming from Ukraine. The concerned group will have priority in applying for Employee Cards and Blue Cards at Czech embassy and consulate in Ukraine. Moreover, this Project aims to include third countries as well in the near future.

In May 2015, **Poland** introduced new rules for the migrant employee’s access to the labor market. However, these arrangements did not include the TCN who were searching for a job.

In **Spain**, starting with 2015, a new legal act provided more favorable entry and stay conditions for big firms and Small and Medium Enterprises (SMEs) aimed to simplify the administrative process for hiring highly-skilled workers.

4.3.1 Migrant entrepreneurs

Regarding the migrant entrepreneurs, some member states took several measures.

For the Member States that require a **special visa or residence permit for migrant entrepreneurs**,¹⁹ 8 States took the following actions:

In **France**, since January 2016 ‘French Tech Ticket’ has been introduced. This means that the selected managers of the start-ups, will be receiving a residence permit, free housing and free mentoring. Moreover, a new law entered into force which offers the possibility to receive a residence permit for one year to migrant graduates who would settle a business in France;

In **Ireland**, the Start-Up Entrepreneur Program (STEP) has been introduced and during 2015, 25 applications were approved. The aim of the program is to give the possibility to the TCN who hold a strong project to start up an eventual business to receive residency permits in Ireland. Since 2012, when the program has been introduced, there were 55 projects that have been approved.

Same in **Italy**, 61 applications have been approved for the Start-up visa during 2014 (compared with 43 in 2015);

In the **Netherlands**, since January 2015 a scheme for start-up entrepreneurs was introduced. The scheme guarantees a residence permit for 1 year to entrepreneurs supported by a facilitator and with means of subsistence;

In **Spain**, the same program for entrepreneurs was introduced in 2015, and 101 visas and residence permits were issued during this year. A “one-stop-shop” has been implemented for permits of residence in 2015, with the scope of offering time to the entrepreneurs in order to set up their business.

In the **Slovak Republic starting with 2015**, a new start-up visa was implemented, also for selected TCN with the condition to develop of innovative idea that can be implemented in the Member State.

¹⁹ Including ES, FR, IT, IE, NL, UK

4.3.2 Equal treatment

Seven EU States covered equity endeavors in 2015: In Bulgaria, the draft Law on Labor Migration and Labor Mobility has presented a unique part particularly on the equivalent treatment of specialists from third nations with residents Bulgarian natives for an essential arrangement of rights "on their expert execution and their social and financial life in Bulgaria";

Greece received equivalent behavior courses of action in 2015 and executed a progression of fairness rights for TCN who had not obtained yet a long haul inhabitant status, but rather who had been confessed to get employed or for different motives other than work (eg family get-together).

Another non-discrimination law was presented on 1 January 2015 in Finland. The Act has rolled out improvements to stretch out the commitment to advance uniformity and forestall discrimination. The commitment applies to the specialists, as well as to preparing suppliers and to instructive foundations, and to instructive organizations and managers, specifically to proficient life in the private segment.

In Italy, the rights of social help, were conceded to long haul occupants. However, since 2015 this has been reached out to all third-nation nationals.

In Lithuania, the Government for 2015-2017 endorsed the Inter-institutional Action Plan aiming to promote the Non-Discrimination. The Plan wants to decrease separation, raise open mindfulness and regard. The Ministry of Social Security and Labor actualized the plan.

In Luxembourg, there is a Center for Equal Treatment, which has propelled a task entitled 'Promotion of diversity in Luxembourg'. The undertaking centers around assorted variety on the work advertise and have three goals: to portray the actualities, to recognize best practice and to bring issues to light.

In Spain, a project entitled FRIDA which was against racism and xenophobia" was propelled in 2015 by instructing and teaching the training group to avert and perceive prejudice, xenophobia and different types of narrow mindedness in schools.

By these legislative works, the member states proved that they are interested to resolve the issues of the immigrants and willing to build a culture in Europe in which every individual has equal respect and treated in same manners

4.3.3 Intra-EU mobility

Three Member States detailed changes in intra-Community versatility: Italy changed the methodology for returning third-nation nationals who had not advised their essence inside eight days. They must be come back to other EU nations if respective understandings as of now exist before January 2009.

In Lithuania, TCN who hold a home in Lithuania, and also a long haul inhabitant status in another Member country of EU are excluded from the obligation to acquire a work permission for a business, a vocation. In the Netherlands, TCN qualified as having knowledge and talent (very qualified specialists, logical analysts, understudies) won't be required to get a residence permit.

4.4 Promoting Integration through Participation, Including Access to Rights and Obligations, Achieving Equal Treatment and Belonging

4.4.1 Policies, Strategies and/or Measures

Six Member States (DE, CZ, FI, BE, CZ, EE, IE) have embraced or executed new projects or procedures to guarantee the cooperation of transients in the public arena.

In Finland, the Ministry of Labor and Economic Affairs has begun to set up the Government Integration Program (VALKO II) for 2016-2019. The structure of the new program is to enhance the consequences of incorporation measures at the national level and to advance co-ordination. The way toward setting up the program included the collaboration of every Stakeholder, immigrant groups and associations and religious groups.

In Ireland, the Office for the Promotion of the Integration of Migrants has the commitment to draw up, lead and coordinate the integration approach in the nation. The integration strategy was updated in 2016, and in this regard, a few meetings were held concentrating on key approach territories identified with the

combination of transients, including instruction, access to open administrations and social consideration, the advancement of intercultural mindfulness and battle against bigotry.

In July 2015, the Belgium government set out the key points of the Horizontal Integration Policy Plan to diminish holes amongst migrant and host nation in all strategy ranges (eg, training and access to the work market and cooperation).

In 2016, Estonia introduced a Welcoming Program in order to inform and counsel temporarily residing TCN about all the services they might access and the rights they have, with the scope of stimulating their integration in the Estonian society.

With respect to political rights, the only state that made changes was Luxembourg. In 2015, a referendum was held regarding the voting right under specific conditions to non-Luxembourg inhabitants. Nevertheless, the effect of the referendum was not positive, with 80% of the vote of the population.

In Spain, TCN (coming from the states who have consented to a corresponding arrangement with Spain) have the privilege to vote in municipal elections.

In Cyprus, the European Integration Fund (EIF) has composed gatherings between local institutions, NGOs and migration forums to build the interest of migrants in participating in society.

Greece, introduced the AMIF (Asylum, Migration and Integration Fund) 2014-2020 program, under which transient help focuses have been set up to encourage access by third country nationals to open administrations and help with giving exhortation and support.

The Netherlands has set up a joining venture between March 2014 and March 2015, including 13 regions. Inside the structure of this project, migrants have the likelihood to sign a "Declaration of Participation". Assertion of their aim to add to Dutch society and to know the Dutch culture and values. In this regard, migrants can get guidance on the most proficient method to forestall misuse and incorporate more into society. Furthermore, the Netherlands set up an organization amongst endeavors and urban communities in Rotterdam (in association with the Hague procedure) to cover the interest for work with the aptitudes of migrants.

In Estonia, classes were sorted out in collaboration with the Estonian Integration and Migration Foundation, universities and monetary associations to advance equal treatment of migrants in the work environment.

Hungary set up a project supported by EIF (European Investment Fund) aiming to stimulate TCN women to be more involved and active in the host society. Furthermore, there were organized cultural activities and self-awareness sessions for migrants in order to help them face the problems they might have while living in Hungary.

To enhance the better conditions for the integration, the Sweden government has increased the funding to civil society as well as legal authorities at local level. The main objectives of this funding are; study circles, mentorship, sports associations, language learning.

4.5 Measures to Improve Cooperation, Consultation and Coordination of Stakeholders and Promoting Action for Integration at Local Level

The following Member States of EU (CY, DE, BE, LV, CZ, SE, EE, EL, HR, LU, UK) supported the immigrant integration either by introducing new programs or by enhancing the activities or areas of the existing programs. For effective results of these programs, the local civil societies' active participation was encouraged. The following practices are the part of these programs.

In six EU member states (ES, BE, LT, CY, LU, SE) fostering networks as well as best practice sharing was promoted.

In four EU member states (ES, CZ, LU, and UK), ministry level involvement for the planning and implementation of immigrant integration programs made compulsory.

In four EU member states (HR, DE, EE and NL), to strength the local actors' capacity the Information dissemination actions and initiatives were taken.

In Belgium, the Flemish Minister, which is responsible for integration, initiated a proposal to stimulate the inter-municipal cooperation on the integration of TCNs by experimental projects.

Cyprus likewise took an interest in the Intercommunity Network of Municipalities to share data and offer prescribed procedures for integration and assorted variety administration.

Finland has started to build up an association program for integration. Various regions of mediation and types of co-operation for joining have been laid out, which ought to be actualized in participation with nearby specialists, common society associations, migration groups, organizations and different associations.

In Luxembourg, February 2015 the regional meeting on local integration held, where the municipalities shared their initiatives and best practices on the subject. Because of this meeting, a guide on the launching of a communal integration plan (Plan communal integration) was held by the local authorities and associations.

In Sweden, the huge number of immigrants is in responsible for promotion of integration between national, provincial, institutions and civil society associations. The Swedish Agency for Youth and Civil Society was entrusted with growing accepted procedures in integration between civil society and the administrative authorities.

The Czech Republic has settled a working group taking care of the resettlement and relocation of immigrants. This group included delegates from services, the Association of Regions, the Association of Cities and Municipalities, exchange unions and trade associations. The group's goal was to guarantee selection, movement and reconciliation of 1,500 displaced people and to examine the new state integration program for immigrants.

In the United Kingdom, the "Resettlement Program for Syrian Relief Personnel" set up in 2014 and reached out in September 2015; this program infers that relevant authorities participate with the local government to reintegrate and incorporate the beneficiary of the program into the host society. The program incorporates local actors to give "sufficient lodging, infrequent help for no less than a year and general help for reconciliation, integration in nearby schools, medical specialists, interpretation administrations, access to English courses for speakers of other dialect".

In the Netherlands, the "Opnieuw Thuis" platform was set up in 2014 and attempted to help local authorities in providing home for the beneficiaries of international protection during 2014-2015.

4.6 Prevention of Unsafe Migration

Six member states²⁰ reported several measures or policies aiming to prevent unsafe migration and to notify people about the risks of irregular migration to Europe. The following table presents the measures, policies and practical implications for the six-member country.

Table 4.1: Measures or policies aiming to prevent unsafe migration

Information, prevention and dissuasion campaigns in countries of origin-and on social media	Projects or activities with grass root NGOs	Cooperation with member states and third countries
Belgium	Belgium	France
Germany		Greece
Finland		UK
Norway		

To stop the irregular immigration In Belgium, various informative campaigns run out in 2015.

Finland used social media as a way to convey the information about the immigration rules in countries of origin.

Germany also played significant role for stopping illegal migration. The “Federal Office for Migration and Refugees” initiated campaigns for providing information in this regard. The office used Albanian newspapers, Albanian TV stations, Serbian Social Media, Websites, Bosnian’s media, and Kosovan’s

²⁰ BE, DE, EL, FI, FR, UK and Norway

media for preceding the campaign effectively. Further, to provide the information about the conditions for granting international protections created in various languages, which considered beneficial to send the information.

Norway also initiated a project to stop the irregular migration. Norway started, “dissuasion campaign” for this purpose. For effective results of the campaign, Norway used the Russian media for sending information and talking about the risks to the irregular migrants, who are supposed to be send back to the Russia or to their origin countries.

The Netherlands conducted some interviews, which aimed to detect the signs of abuse, forced marriage and prevent unsafe migration of minors.

Belgium also has deal with the irregular migration but following a different approach. With the cooperation with NGOs, Belgium played a role regarding prevention of irregular migration. In 2015, a local theatre company (Tarmac des Auteurs) produces a film, which aimed to deliver the information about the risks of irregular migration. The funding of this film was made by the Immigration Office of Democratic Republic of Congo,. Secondly, a campaign held with the cooperation with NGO sustained in Nigeria (Benin City) was another example of cooperation. The purpose of this campaign was to inform the locals about the risks of irregular migration, the possibility of being trafficked and about smuggling. Further, some practical indications to avoid these traps were provided.



Figure 4.3: Measures introduced by the member states for raising the awarness about migration

In the figure above, we can see the categories of the measures or practices that member states took in order to better inform people about the migration in their own countries (host societies).

4.7 Conclusions

The discussion in present chapter showed, some EU member states (during 2015-2016) made great efforts to attract workers for some occupations for which they were facing shortage in their home country (BG, CY, DE, EL, ES, IE, LU, LT, UK). On the other hand, some other countries felt insecurity from the immigrants and restrict the entry and stay conditions of the labor immigrants (AT, CZ, DE, EE, FR, HU, LV, SK, and NO). Moreover, some member states introduced measures related to particular shortage (BG, CY, DE, EL, ES, LT, UK) ; and entry conditions for this category became made more favorable.

Regarding the legal migration, some countries adopted measures regarding several specific nationalities (DE, PL). Eleven Member States (AT, BG, CZ, EE, ES, FR, IE, IT, LT, NL, UK) struggled a lot in 2015 in order to make easier the admission of skilled employees. These efforts were meant to ease the stay and entry terms. (CZ, EE, LT, NL), to introduce changes related to the inversion of the EU Blue Card Directive (BG, IT), and it also introduced the so called ‘trusted partner’ programs in order to make easier the employment of skilled TCN (ES, IE, IT).

In order to encourage the economic growth, several Member States set up favorable measures for migrant entrepreneurs and investors, such as related to special visas of residence permits for migrant entrepreneurs (ES, FR, IE, IT, LT, NL, SK, UK).

Likewise, Member States (including AT, BG, CY, EL, ES, FR, HU, IT, LT, LU, NL, SI) extensively worked on the enforcement of the Seasonal Workers Directive.

In order to ease the receiving and stay of students and researchers several countries took actions in order to enhance labor market access of the migrant students, not only while they are students but also after finishing their studies (AT, BG, EE, EL, ES, FI, FR, LT, LV, NL, NO), simplifying entry and stay conditions (AT, CZ, EE, EL, ES, FI, FR, HU, IE, LU, UK), and easing the collaboration with non-member states in order to call on more international students (CZ, ES, LV, NL, SK).



5 CONCLUSION

This research has proved that integration is multidimensional phenomenon which is shaped by both the origin as well as host country. The governments of origin and host countries play important role for this phenomenon. The purpose of the present study was to assess the migration trends in EU countries. Secondly, the researcher aimed to evaluate the ways, which the local governments adopt to help the immigrants population. Thirdly, the researcher aimed to evaluate the circumstances (social, political or economic) which created by migration. Fourthly, the researcher aimed to assess the efforts for the integration policy for the immigrants in EU. To meet the above-mentioned objectives the researcher reviewed researches, which based on primary or secondary data. For answering the various sections of the dissertation, the researcher also took; the support of departmental information provided the sites of the various states.

Migration of people is not a new phenomenon as its roots are as old as the humanity itself. Historically, people migrated from one place to in the search of better shelter and food. In each era, the migration towards those areas recorded comparatively more frequent which had the better resources and facilities for the people. As the World passed out with various stages of development, the scenario of migration also shifted accordingly. In current era, with the development of technology and creation of global village migration is more frequent and speedy comparing to past. Now migration is based on socio-economic, political or educational needs of the individuals.

The present study majorly focused the immigrant of the Europe. When the individuals migrate, one member state of Europe to other or from any other country to the Europe they face numerous problems. Most of the immigrants are unable to understand and communicate in the local language, as their mother language is the different. One of the major issues which majority of the immigrants face is their accommodations. They face issues while searching the

employment as they are unable to communicate and they don't know about the employment resources. In new place, they have to survive in different culture, which may have different norms, values, beliefs, race, ethnicity and foods. They have to adjust all these problems. The probability of discrimination based on country of origin, religion etc. also exists. The students also face issues in their admission process, adjusting different culture with different language. They face financial problems as they can do work in limited hours per week; in some cases their employment is fully banned.

On the other hand, the locals also face various problems with the immigrants as they crime rate of immigrant areas recorded higher and the immigrants are conducting the criminal offenses²¹. In present era, the threat of terror organizations also associated with the immigrants so the locals have to face this dangerous aspect too. With the immigrant, the completion of getting job made higher that is the major concern for the locals. The immigrants who came from other places seek jobs and some locals are unemployed. Further, with this completion the demand decreases which is the reason of comparatively lower salary. The culture of immigrants may differ to the locals. The locals have to adjust with the people of different language at community, educational institutes, workplace and all other places.

No doubt, the European Union is aimed for the immigrant integration. To promote the integration, the European Council assigned a pact on 16 October 2008. To achieve success in this matter, the member states have to look the matters of both their locals and their immigrants as well. Integration is not possible without the one of these. If immigrants or locals not willing to accept each other how the immigration is possible? To overcome this issue, the member countries and the European union itself made policies for better integration which seeing the demands and issues of immigrants as well as their locals.

The European Pact on Immigration and Asylum, endorsed by the European Council of 16 October 2008 by the 27 member states of the EU establishes as

²¹ <https://www.commdiginews.com/world-news/many-eu-countries-report-new-problems-with-immigrants-59503/>

one of the main objectives get promote the integration of legally resident immigrants through a balance of rights and duties. The European Parliament, by resolution of 14 January 2009, obliges States to combat all form of discrimination, by ensuring equal opportunities as a fundamental right, Directives 2000/43 and calling 2000/78 as "minimum standard" and grounds for an "exhaustive policy against discrimination, "for asking to take into account the recommendations of the European Agency for Fundamental Rights of 2008 and the Framework Decision 2008/913 / JHA Council November 28. Law Organic 3/2007 of 22 May, for the equality of women and men. In the field of equal treatment and non-discrimination on racial or ethnic origin, include: Law 19/2007, of 11 July against violence, racism, xenophobia and intolerance in the sport.

The member states of EU did legislative works against all types of discrimination and exploitation human rights but the statistics (Agency for Fundamental Rights of the European Union 2009) showed that the decimation based upon race, ethnicity, religion still exist in the member states of EU which negatively affect the immigrant integration process.

The inclusion of the principle of equal treatment in all public policies is essential for progress in the fight against discrimination. Moreover the government decided that is necessary to promote the cooperation between the administrations of the State, the Communities autonomous and local authorities to integrate equal treatment and non-discrimination in exercise of their respective powers.

The most important element in this policy is the EHRC (The Equality and human Rights Commission) which has issued the Equality Act in 2006. EHRC was empowered by the government to combat discrimination and protect the human rights. In order to do this, EHRC shows support for legal appeals, makes investigation by itself in order to find discriminatory cases and is trying to sense the public. The Equality Act contains prohibitions against "hidden discrimination, wrangle, victimizing and discrimination against people on the basis of age, disability, gender, marriage and civil status, pregnancy or motherhood, race, religion or faith, gender and sexual orientation". Moreover, the Act additionally protects against discrimination based on nationality or skin

color, sexual orientation or religion, in the context of education, public goods and services.

The major issue in the settlement and integration of the immigrants is the communication gap. To overcome this communication gap the European nations collectively and individually doing legislative work and have successfully implemented. To handle the language issue of the immigrants, all member states have implemented language courses for the immigrants. The member country or EU funds these courses. The duration of the course and the strategies, vary country to country. After sessions of the course, a test conducted that shows grip of immigrants on language. Some countries add the images and content which provide the information about the culture of the country. For example, Netherlands add their cultural elements in their language course such as sexual elements and homosexuals kissing each other. With such content the sessions meet two objectives, firstly, it enables the immigrants for communication and secondly, it provides information about the culture of host country. It also influences the immigrants for the adoption of culture of host country. Both the language and the awareness about the culture of host country are the basis elements for the immigrant integration. So, to overcome on these elements the EU members are trying their best both in legislation and in implementation.

For the newly arrived immigrants arrange for the accommodation is the big problem. As that time, they are unaware with the area and not have communication medium and unfamiliar with the culture of the host country. The member countries of the EU taking care about the accommodation of the immigrants, they provide shelter to the immigrants with basic facilities. This accommodation sponsored by the host country.

Most of the immigrants leave their country for economic purposes and in the search of better economic environment. First intention of the immigrants is their employment. Some member states also contribute for the guidance about the employment. France is the one of those, which serves the immigrants for their employment guidance and information. Further, the French government organizes an information day for the immigrants, called Vivre en France, which can last until 8 hours. This day intends to inform immigrants about the access to public services, such as: healthcare, schools, employment, accommodation etc.

At present era, education is one pulling factor of immigration in Europe. A significant figure of students migrates to Europe for the purpose education in European universities. Majority of the students immigrants come with the attention of settlement and employment in Europe. Some students come on European scholarships; the European governments pay their education dues by making a contract on the basis the students have to serve in their respective department by following the sponsor agency or government. This way the Europe produced intellectual and skilled person and provide them a chance in their own environment. While studying the students of various backgrounds get a chance of interaction with the students of variety of cultures. These interactions enable the students to understand the norms, values, emotions, beliefs, and riots of one another. These interactions are more beneficial for the integration among locals and immigrants. Netherland has more concerns about immigration integration of the international graduates. Netherlands provides more opportunities for the international graduates. Austria also promotes immigrant integration via the facilitation to graduates. After the completion of studies, the Austrian government provides 6 months for searching the job but Netherlands provides one year duration. Such legislative work and its implementation enhance the immigrant integration.

Every individual have strong affection towards his/her religion, race, ethnicity, and culture. In a community where such people are living who have different cultural backgrounds their integration is difficult due to religious and cultural differences. These differences are hindrances in the ways of integration. The member states of EU also have designed programs to decrease such differences as Netherlands financially sponsored “the retention of cultural identities”. The purpose of this program is to decrease the religious and cultural differences and creation of accepting behavior.

Higher dropout of children of immigrants is also an issue for them. The member states of the Europe have special concerns for the children education and to recover this issue, these states formulated various supportive and encouraging programs. The governments of member states encourage the schools for special attention towards the language of the immigrant children. As one of the major factors of dropout are language barriers. The member states also encourage the

parents-teacher communications for overcoming the dropout of children. Some countries as Netherland have started more social as well as welfare services for decreasing the dropout of children. The review of policy of member countries regarding the child dropout showed, the Netherlands' government offers a great political supporting to reduce segregation and concentration in education and provides a lot of measures and actions in order to help immigrants' students. This governmental plan could not be possible without the aid of the national authority and the stakeholders involved. To overcome the dropout issue Swedish government also has taken serious steps, it has made compulsory subject of Swedish for all students. Further they have arranged for the native teachers for teaching all other courses to the children. This way they promoting the child education and making their best efforts for decreasing the dropout ratio and enhancing the quality education in children. By providing the native teachers on one hand they are achieving success in decreasing the dropout rate, on other hand they are achieving the confidence of the relevant families that is important for immigrant integration.

Regarding the child education, England is also playing its contributions. In England, English is teaching by following a specific formula. That formula focused the language skills of immigrant children, with the aim to prepare them for communication in English immediately. The teacher communication skills and behavior is very important for the success of schoolchildren. The British government has introduced special modules for the English teachers. These special modules develop the capabilities of teachers to handle the heterogeneity in the schools. Such teachers have more skills for teaching in heterogenetic environment. Same way French ministry of education has also focused the immigrant children education for the promotion of integration. In France, such programs are introduced that's aim to offer response to the social inequality, by offering support to the children, not only for education but also for health, culture or sports. The above arguments showed; about the entire member states of EU are offering some programs that is aim to promote immigrant child education and integration. However, the issue is that not all the immigrant children assessed in these programs. There are not clear statistics about assess of target population to these programs.

Data showed that the demographic factors like strength of population, population age, and labor force affects the migration process. With the economic chances, the migration process is also speedup but with the economic crises, the migration flow declines. In EU comparing with 2008, before the economic crisis, we might state that the migration has grown very slow. In 2010, the number of EU immigrants was reduced with 25.7 percent. Migration process proved beneficial for both countries host as well as origin; the country of origin gets economic benefits and training of its intellectual and labor force in well-developed environment. On other hand, host country alleviates its labor shortage with immigrants. It is also fact; uncontrolled migration proves negative for the future of host country as it may cause shortage of employment, economic crises, discrimination, exploitation or even abuse. In origin countries, it causes loss of valuable human resources and skills or rising xenophobia, which can lead to poor integration. While these facts, the present migration in most of the EU countries based upon gender, educational attainments, labour market insertion, and nationality. According to global statistics on migration in 2013 showed that from 172 countries, governments has adopted policies to increase the immigration of highly skilled workers, only 8 governments had policies to decrease , and the 96 had policies to maintain the actual levels or had no relevant policies regarding this. In EU, TCN employment rate decrease but unemployment increase. Immigrants also sustain the population size of the Europe (Australia is major example of this fact).

While seeing the importance of skilled labor or talent the European Union have issued red-white-red card for TCN skilled migrants in July 2011, this action positively affect the labor supply of EU.

At the end of 2014, European Union has introduced policy developments regarding the legislation for the foreigners' regime and immigrants' admission and employment. It was expected that, these developments will positively influence the labor market and the integration process, by determinate a better correlation between the demand and supply of migrant workforce. The integration of Immigrants in the labor market in Romania is directly connected with the immigration regime and the way that policies are implemented, to help or not the employment or entrepreneurship of immigrants. The member states

utilized the skill labour and intellectuals, which considered the beneficial for their departmental and economy development, as Bulgaria, needed IT persons, Cyprus needed agriculture persons, and Greece needed fishermen and seasonal workers. By this they fulfill their demand so called unskilled labor, which could burdened on their economy.

By following the above assumption during 2015-2016, some member state called the workers who have skills in a specific field (EL, DE, IE, BG, LT, CY, ES, LU, UK), while other countries took measures to ease entry and stay conditions for labor migrants (CZ, AT, DE, LV, EE, FR, HU, SK, NO). Moreover, some member states introduced measures related to particular shortage (DE, BG, ES, CY, EL, UK, LT,); and entry conditions for this category became made more favorable. Regarding the legal migration, some countries adopted measures regarding several specific nationalities (DE, PL).

The following Member Countries (AT, CZ, BG, FR, EE, NL, ES, IE, IT, LT, UK) struggled in 2015 in order to make easier the admission of skilled workers. These efforts were meant to ease the stay and entry conditions. (CZ, LT, EE, NL), to introduce changes regarding the transposition of the EU Blue Card Directive (BG, IT), and it also launched the ‘trusted partner’ project in collaboration with company owners in order to make easier the employment of skilled TCN (ES, IE, IT).

In order to ensure the economic growth, several Member States took actions aiming to attract migrant contractors and investors, for example related to special visas issued for entrepreneurs that settle a business in the host country. (IE, ES, LT, FR, IT, NL, SK, UK). Likewise, Member States (including ES, AT, BG, CY, LT, LU, EL, FR, HU, IT, NL, SI) extensively worked on launching the Seasonal Workers Directive. In order to make easier the reception of the students and researchers, several countries took measures in order to enhance labor market access of the migrant while they are students or after graduating the school. (AT, LT, BG, EE, FR, NL, EL, ES, FI, , LV, NO), simplifying entry and living conditions (AT, FR CZ, LU, UK, EE, EL, IE, ES, FI, HU), and easing the colaboration with third countries in order to attract international students (SK, CZ, LV, ES, NL,). On the basis of all facts and figures provided in above section, it is proved that labor migration is not just a

tool of economic policy but it also have unforeseen social, cultural and economic effects. The EU and all its member countries are struggling for their economic conditions via making restrictive policies of migration and promoting peaceful environment in Europe via supporting immigrant integration by various legislative works and implementation.





6 RECOMMENDATIONS

On the basis of present study, the researcher is willing to recommend following tasks for promoting immigrant integration in European Union.

- 1- The native citizens select the persons who make policies and do legislative works. That is why they give their contributions while supporting the perspective of locals to gain sympathy. The immigrants unable to vote that's why governments don't give attentions to them as locals. To promote the immigrant integration the EU should introduce such program in which the immigrant population also gains any position in democracy. This step may prove fruitful for the immigrant integration in EU.
- 2- At present, media is the most powerful agent of socialization. To promote the immigrant integration, the contributions of the media should be utilized.
- 3- On the arrival of the immigrants, they should provide a training in which they should learn about the importance of every person beliefs and culture. They should learn to respect to every religion, race, ethnicity and origin country.
- 4- The jobs should be provided on merit basis rather than discrimination of gender, race, background or religion.
- 5- Language is most important element of any culture; the EU countries should compulsorily offer a language course to every immigrant either the immigrant is student or worker, the countries also add their cultural content in the language course so the immigrants can learn about the cultural values with the language course.
- 6- The EU countries should provide basic facilities to the immigrant population as health, security, education etc.
- 7- Some programs also should run by utilizing any channel in which the locals should realized they should also give respect to the culture and religion of immigrants.
- 8- The EU countries media shows negative image of Muslims. This promotes the dispersion on the basis of religion. The states should control the media.

If any wrong doing exist in any immigrant or local state should treat it with laws and penalties and the media should play its role for the promotion of brotherhood and integration on the basis of humanity.

- 9- The EU should arrange for more employment sources, which can fulfill the needs of locals as well as immigrants. They should allow immigrants for migrate based on employment and opportunity they have.
- 10- Such programs should be introduced by any type of media which resemble the value system and focus humanity rather than religion. As every religion promote humanity, truth, peace, justice etc. so the campaign should be on the basis of similarities rather than differences.
- 11- The EU countries should census to learn about the immigrants' issues, discrimination, segregation, and integration and do the legislative work on the basis of fact and figures. This way the immigrant integration programs will give results that are more effective.
- 12- Most of the perceptions of immigrants are shaped by preconceptions; therefore, it is mandatory to settle policies in order to give immigrants the possibility to integrate easier in the host country. The policy makers are the ones who help immigrants to achieve integration outcomes and give them the possibility to address the right questions.
- 13- To fulfill the principles and objectives above, it is important to devise an education that believes in the sense of community and accept the commitment to achieve success for all people by providing appropriate educational responses to everyone. The emphasis should not be placed on how only the new students will meet the standards, habits, styles and existing educational practices, but establish the necessary changes to adapt the school to the educational needs of all student body.
- 14- All EU countries should effectively start network development offices to settle the prevention, care and combating discrimination,
- 15- All EU countries should strengthen the advisory services, information and assistance to victims.
- 16- All EU countries should develop the systems and protection mechanisms and reporting of hate crimes, racial discrimination and xenophobia, through protocols and development of mechanisms innovative complaint.

17- All EU countries should put more accents on informing the people about integration process; making some information sessions or trainings.





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RESUME



Personal information

First name(s) / Surname(s) Maria Roxana Tataru
Address(es) Kartaltepe, Bakirkoy, Istanbul

Telephone(s) 5456036277

E-mail Tataruroxana91@yahoo.com

Nationality Romanian

Date of birth 01.11.1991

Gender female

Education and training

Dates 2014-2016; 2010-2013 ; 2010-2014

Title of qualification awarded POLITICS; Economist, Law degree

Principal subjects/occupational skills covered	I have studied Commercial law, Criminalistics, Psychology, Criminal law and many others law subjects. I have also studied during my courses, the Economy of EU, International affairs, Finance, World Economy, International commerce, International relations etc.
Name and type of organisation providing education and training	<p>ISTANBUL AYDIN UNIVERSITY- Master in Political science and international relations</p> <p>Romanian-American University:</p> <p>I -European Economic Research Faculty-Romanian-American University, Romania(2010-2013).</p> <p>II -Law Faculty-Romanian-American University(2010-2014)</p> <p>-13.02.2012-20.07.2012 Erasmus Study Placement in Turkey Istanbul Aydin Universitesi-language teaching was English</p> <p>-15.06.2011-15.09.2011Erasmus Placement scholarship-Feria de Muestras Internacional,Valencia, Spain</p> <p>2014- Master degree- Istanbul Aydin University</p>

Work experience	October 2016- present- Ebru Trade- Foreign Trade Specialist
	April 2016-September 2016*Metglobal- Customer experience Specialists
	July 2015-march2016- Istanbul Ataturk Airport-Palmye Turizm-Sales
	March-june 2014- GENPACT Romania- Accounts payable
Certificate Courses	April 2015- Kalem Tekstil, Istanbul- Ofiice assistant June-september 2011- Feria Mustarrio de Valencia , Valencia Spain- Fuar organisation
	<ul style="list-style-type: none"> -March 2013-Negotiations Skills and Dispute Resolution Course(Certificate-James Madison University, Virginia). -April 2013-Intercultural communication Course (Certificate-James Madison University, Virginia). - May 2014- International Human Rights(certificate-University of Siena, Italy) -May 2014-Lawyering skills(Certificate-St Thomas University, USA -June 2014- Human Trafficking (certificate- St Thomas University, USA) -13.01 2012 Intensive Turkish Course-Yasar Universitesi, Izmir-Turkey -March 2011-3rd place at the the Informing Session / Romanian-American University, with a project about European Council. -Youth Exchange project: Youth, Active, Employable, project held in Turkey, December 2013
Personal skills and competences	<p>Good ability to establish and maintain good working relations with people of different national and cultural backgrounds.</p> <p>I have experience in communicating with clients, obtained in Spain during my internship.</p>
Mother tongue(s)	Romanian

Other language(s)	English;Spanish;Turkish;French					
Self-assessment	Understanding		Speaking		Writing	
<i>European level (*)</i>	Listening	Reading	Spoken interaction	Spoken production		
English	C1	C1	C1	C1	C1	
Spanish	B2	B2	B2	B2	B2	
Turkish	B2	B2	B2	B2	B2	
French	A2	A2	A2	A2	A2	

(*) [Common European Framework of Reference for Languages](#)

Social skills and competences

I am a sociable person, good ability to adapt to multicultural environments, good communication skills, ability to see opportunities, ability to handle change and adapt to new situations and environment. I love to explore and discover new cultures and traditions.
I have studied outside of Romania, in Turkey, with international students from all the world and it was a great experience which helped me to understand different cultures and traditions.

Organisational skills and competences

Ability to relate well to others and to establish good working relationships.

Driving licence

B category, Romania

Annexes