

Lifelong Learning Programme Multilateral Project of Transfer of Innovation



EmpowerWoment

WORK PACKAGE 2: Analysis and conceptual framework

PARTNERS: Instituto Municipal de Formación y Empleo – SPAIN
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PREFACE

The Project "**EMPOWERWOMENT**. Promoting competencies of immigrant women" (n° 2007-ES/07/LLP-LdV/TOI/149040) has got the objective to approach to the **integration of immigrant women with higher degrees from their origin countries to a qualified labour market in the three countries partners (Spain, Italy and Germany)**, providing training tools to the trainers, tutors and companies. For this objective a network of transnational cooperation will be established as well as a platform of associations of immigrants women with support of materials online. Through this methodology the aptitudes and competences of women linked with the duties of a qualified occupation will be reinforced

EmpowerWoment:

- aims to improve the access to qualified jobs on the labour market of highly qualified immigrant women,
- analyses the employment situation of highly qualified immigrant women in Spain, Germany and Italy,
- sensitises and provides training materials for trainers and tutors of immigrant women for not only the potentials, but also the specific needs of the target group,
- supports immigrant women in their self-organisation through a transnational social support network.

This report will present and analyse the situation of highly-qualified immigrant women from third states in Germany, Spain and Italy.

The first chapter will give an overview of the situation of immigrants in Spain, Germany and Italy in general, regarding to the composition of the immigrant population (numbers, gender, countries of origin, regional distribution) and reasons for immigration.

The second chapter will describe the framework of the partner's countries training and education systems and analyse recent developments.

Existing possibilities and restrictions, to which immigrant women are confronted will be examined in Chapter 3: the professional profiles and skills of these women, the integration process and main fields of employment. In this Chapter we have analyzed also existing strategies and methodologies, which are used to improve the social and professional integration of immigrant women.

In Chapter 4 will give summary of the main results obtained through the empirical research.

The last chapter will give our conclusions (a comparative between different countries situation and needs).And it will offer also a proposal for contents and models that can be developed for the improvement of trainers and teacher skills and behaviours, in order to offer to immigrant women quality an real opportunities of a qualified labour integration.



PART 1

THE IMMIGRANT'S SITUATION:

- IMMIGRANT POPULATION
- MAIN COUNTRIES OF ORIGIN AND NUMBER OF CITIZENSHIPS
- IMPACT OF THE IMMIGRANT POPULATION ON THE POPULATION OF THE HOSTING COUNTRY
- REASONS FOR LEAVING THEIR COUNTRIES: WORK AND FAMILY REUNIFICATION
- GEOGRAPHICAL DISTRIBUTION
- IMMIGRANTS AND LABOUR MARKET – MAIN FIELDS OF EMPLOYMENT
- ESTIMATE OF ILLEGAL IMMIGRATION

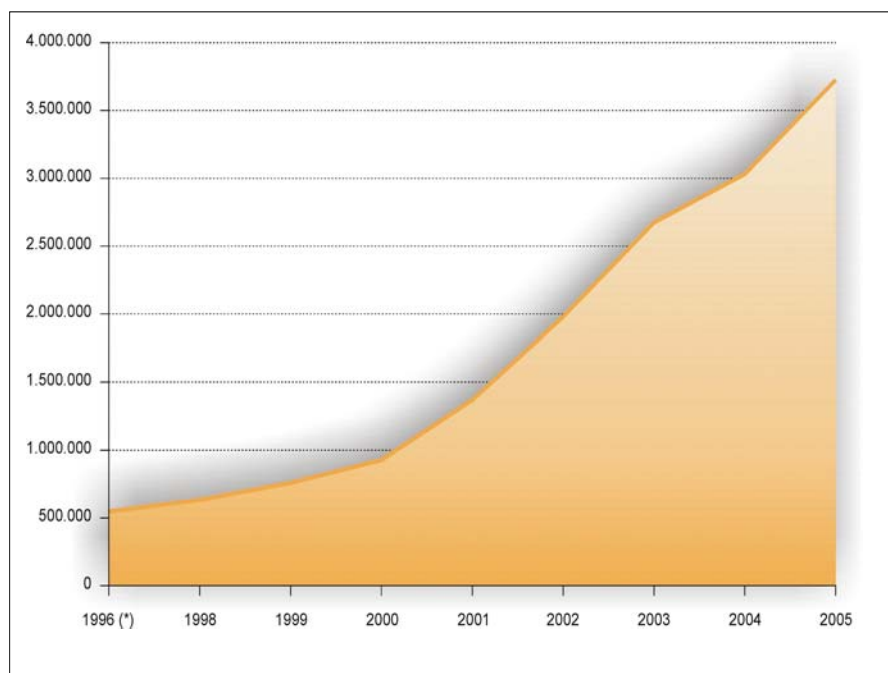


SPAIN

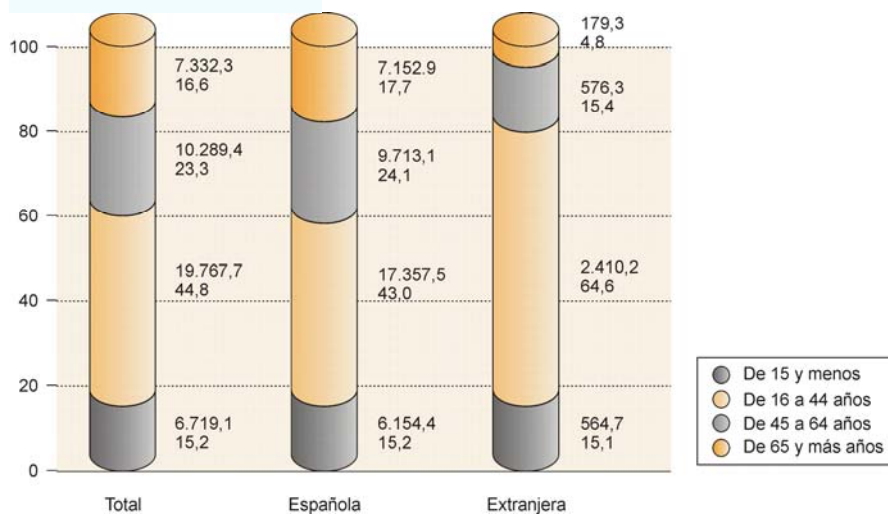
1. INFORMATION ON THE IMMIGRANT POPULATION

Immigration in Spain: general trends

- Percentage of migrants in Spanish population: increased more than tenfold between 1998 and 2004. It's the **fastest growth** in the E.U.
- Incidence of immigration in the educational system: large **differences between regions**. As an average, 7.4% in pre-primary, primary and secondary levels.

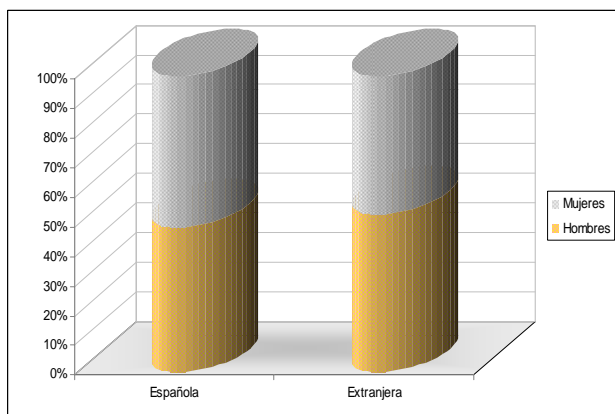


IMMIGRANTS:
 1996: 286.947
 2006: 4.144.166

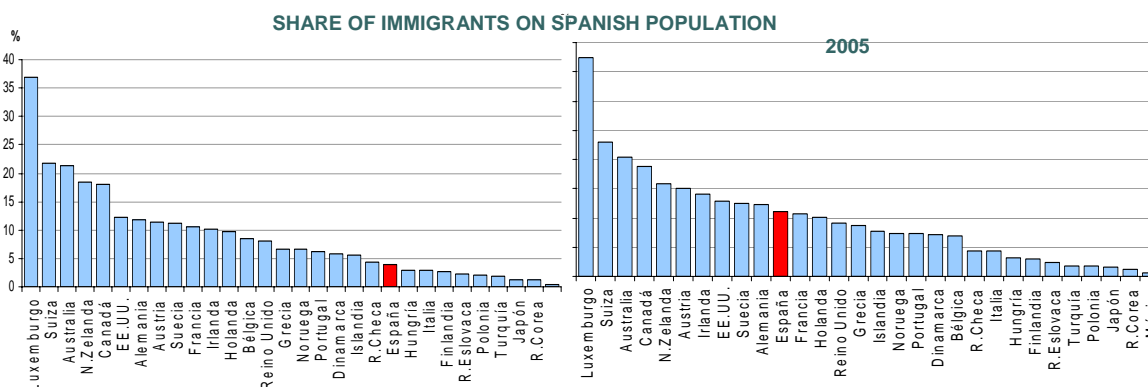




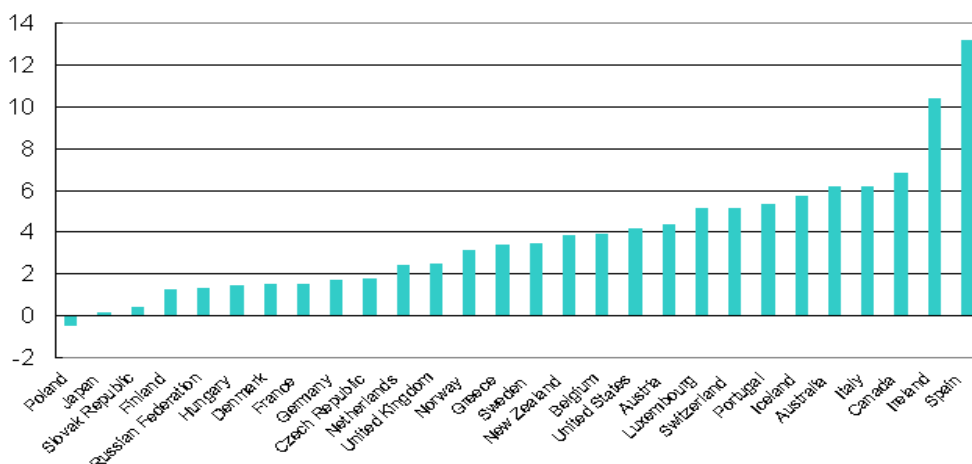
- The 8.4% of the total population under age 16 are immigrants
- The 26% of foreigners under 15 have been born in Spain
- 80% of immigrants are between 16 – 65



Citizenship			
	Total	Spanish	Immigrant
Men	21.780.869	19.788.835	1.992.034
Women	22.327.661	20.589.085	1.738.576
Total	44.108.530	40.377.920	3.730.610



In terms of share of immigrants over total population, Spain has moved from 21st (2000) to 11th (2005) in the ranking of OECD countries.

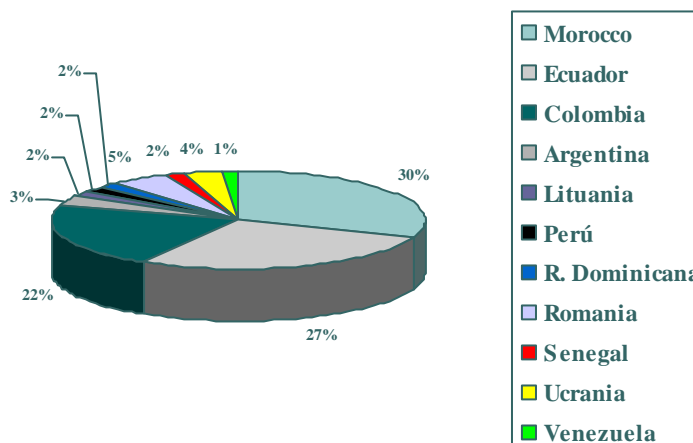


Population and migration - International migration - Trends in migration - OECD Factbook 2008: Economic, Environmental and Social Statistic

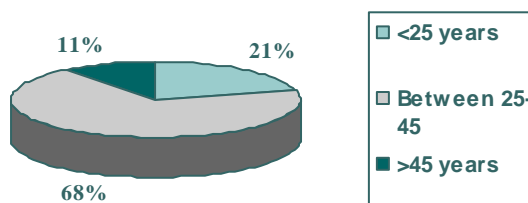


2. PROFILE OF IMMIGRANT WOMEN IN SPAIN:

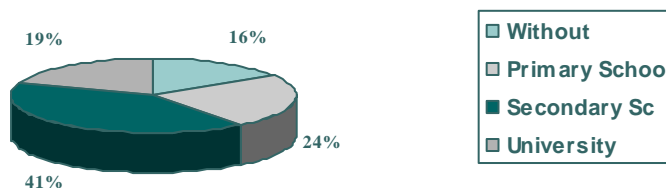
○ Nationality



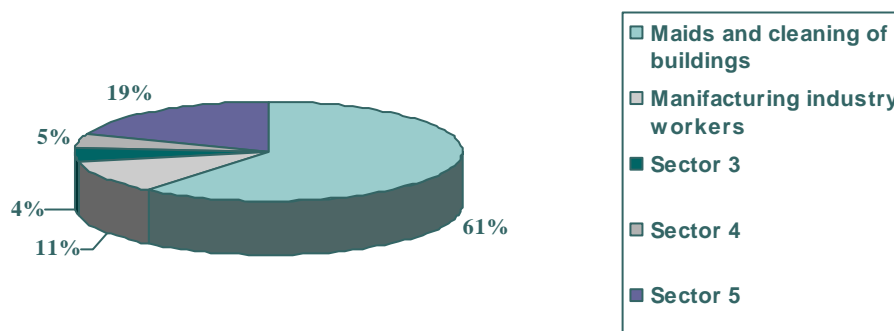
○ Age



○ Educational Level



○ Job Experience



**WHAT WOMEN WANT AND WHAT WOMEN DO:****JOB SEEKING:**

- ✓ Translator
- ✓ Travel Agency
- ✓ Receptionist
- ✓ Home care
- ✓ Hostess – Steward
- ✓ Teachers
- ✓ Waiters
- ✓ Cook
- ✓ Transports

JOBS ARE:

- ✓ Home care
- ✓ Canning Industry (Fruit and vegetable)
- ✓ Orchard , garden and nursery
- ✓ Cook
- ✓ Farming workers
- ✓ Agricultural and fisheries
- ✓ Workers in the meat and fish industry

Profile of immigrant women

- Age between 24-45 years
- Secondary and Higher Education
- Young and family responsibilities, in Spain and in the country of origin
- Professional Experience

3. IMMIGRANT WOMEN IN GRANADA

Granada City Council	IMMIGRANT WOMEN BY NATIONALITY AND CONTINENT						
Districts	N° of women	Spanish	Foreign	By continent			
				Africa	America	Asia	Europe
	01/01/08						
ALBAICIN district	7.987	7.184	803	188	234	46	335
BEIRO district	15.866	15.043	823	248	325	51	199
CENTRO district	17.791	16.206	1.585	295	636	165	483
CHANA district	14.277	13.200	1.077	310	505	41	220
GENIL district	17.769	16.868	901	109	514	40	238
NORTE district	17.959	16.186	1.773	880	446	99	348
RONDA district	27.990	26.373	1.617	298	774	204	340
ZAIDIN district	24.980	22.691	2.289	339	1.503	77	369
GRANADA	147.940	136.815	11.125	2.737	5.024	738	2.617

Fuente: CPD. Ayuntamiento de Granada. Padrón Municipal de Habitantes a 01 enero 2008 (Elaboración 14/02/2008)



IMMIGRANT WOMEN WITH UNIVERSITY DEGREE BY NATIONALITY							
Districts	N° of women with University Degree	Spanish	Foreign	By continent			
				Africa	America	Asia	Europe
	01/01/08						
ALBAICIN district	233	152	81	12	20	3	46
BEIRO district	297	245	52	10	23	5	14
CENTRO district	460	356	104	10	47	1	46
CHANA district	209	169	40	3	20	4	13
GENIL district	320	261	59	3	33	3	20
NORTE district	227	162	65	15	25	2	23
RONDA district	592	503	89	12	39	6	32
ZAIDIN district	328	235	93	7	56	2	28
NOT CLASSIFIED	80	59	21	4	8	1	8
GRANADA	2.746	2.142	604	76	271	27	230

Fuente: CPD. Ayuntamiento de Granada. Padrón Municipal de Habitantes a 01 enero 2008 (Elaboración 14/02/2008)

IMMIGRANT WOMEN WITH UNIVERSITY DEGREE BY AGE																			
DISTRICTS	N° of immigrant women with University Degree	Age groups																	
		0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85 or plus
ALBAICIN district	81	0	0	0	0	10	14	23	12	11	2	2	2	3	1	0	0	1	0
BEIRO district	52	0	0	0	0	8	22	10	4	3	0	2	1	0	0	0	1	0	1
CENTRO district	104	0	0	0	0	16	32	30	12	7	3	1	0	0	1	2	0	0	0
CHANA district	40	0	0	0	0	2	20	8	4	3	2	1	0	0	0	0	0	0	0
GENIL district	59	0	0	0	0	5	15	13	11	5	5	2	2	0	1	0	0	0	0
NORTE district	65	0	0	0	1	8	11	22	9	5	3	2	2	2	0	0	0	0	0
RONDA district	89	0	0	0	0	12	30	18	9	6	6	2	5	1	0	0	0	0	0
ZAIDIN district	93	0	0	0	0	11	29	20	12	6	3	7	4	0	0	0	1	0	0
NOT CLASSIFIED	21	0	0	0	0	3	2	4	4	0	3	2	2	1	0	0	0	0	0
GRANADA	604	0	0	0	1	75	175	148	77	46	27	21	18	7	3	2	2	1	1

Fuente: CPD. Ayuntamiento de Granada. Padrón Municipal de Habitantes a 01 enero 2008 (Elaboración 14/02/2008)

In Granada, there are 11.125 registered immigrant women, of whom 604 have university degrees; hence the percentage is 5.43% of the population. However, it is a necessary to stress that at national level the percentage of immigrant women with university degree 19%.



IMMIGRANT WOMEN PROFILE

- **Nationalities:**
 - Morocco: 30%
 - Ecuador: 27%
 - Colombia: 22%
 - Argentina: 3%
 - Lithuania: 2%
 - Peru: 2%
 - Dominican Republic: 2%
 - Rumania: 5%
 - Senegal: 4%
- **Age:**
 - Under 25 age: 21%
 - Between 25 - 45: 68%
 - More than 45: 11%
- **Immigrant women in Granada:**
 - Total: 11125
- **Immigrant women with university degree in Granada:**
 - Total: 604 (5.43%)

4. MAIN COUNTRIES OF ORIGIN AND NUMBER OF CITIZENSHIPS

- Immigrants are 9,3% of the Spanish population
- The most important groups are from:
 - The Maghreb: Morocco
 - Latin America: Ecuador, Colombia and Argentina
 - Eastern Europe: Rumania
 - Sub-Saharan Africa : Mauritania, Senegal, Equatorial Guinea or Gambia

Ranking	Country	2001	2006	% crec. 2001-2006
	Total	1.370.657	4.144.166	+202%
1	Morocco	233.415	563.012	+141%
2	Ecuador	139.022	461.310	+232%
3	Romania	31.641	407.159	+1.187%
4	United Kingdom	107.326	274.722	+156%
5	Colombia	87.209	265.141	+204%
6	Germany	99.217	150.490	+52%
7	Argentina	32.429	150.252	+363%

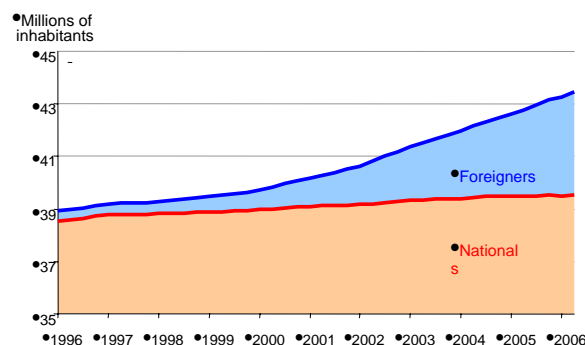
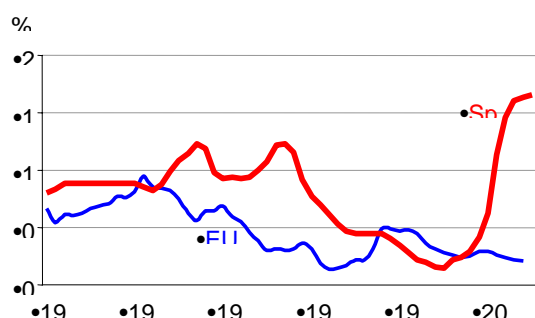


8	Bolivia	6.619	139.802	+2.012%
9	Italy	34.689	115.791	+234%
10	China	27.574	104.681	+280%

5. IMPACT OF THE IMMIGRANT POPULATION ON THE POPULATION OF THE HOSTING COUNTRY

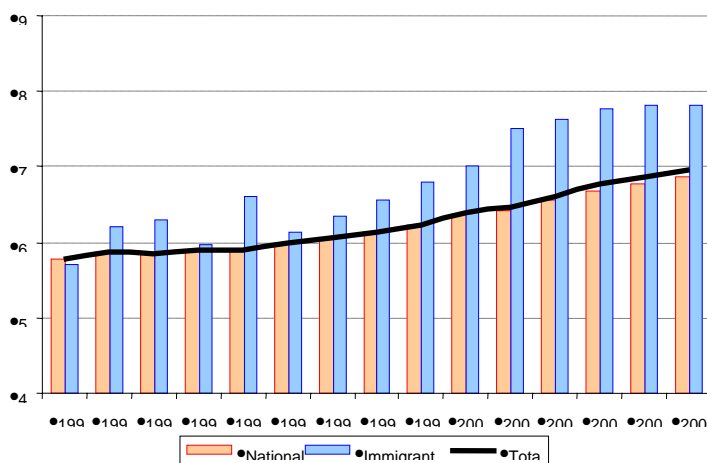
GROWTH RATES OF SPANISH POPULATION AND EU-15

EVOLUTION OF THE SPANISH POPULATION

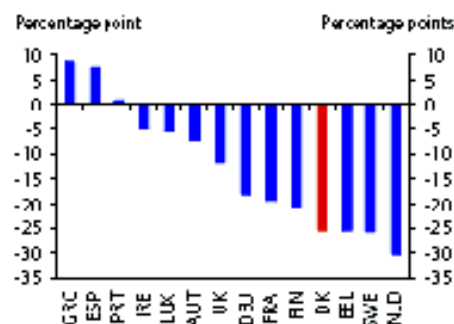


- Growth rate since year 2000 is the highest in Spanish history, 1.5%, surpassing that of the postwar years, the baby boom, etc.
- In an environment of low fertility rates, increase in life expectancy (79.5 years, 2.5 more than the average EU-25), and immigration (from 0.9 millions in 2000 to approximately 4 millions in 2006) explain the rise in the Spanish population.

EVOLUTION OF THE ACTIVITY RATE BY NATIONALITY



Difference in employment rate between EU citizens and immigrants from non-EU countries, 2004



- Immigration accounts for more than 50% of GDP growth in the last 5 years.
- Its positive impact is not only due to population, but also to the increase in the income per capita, thanks to their employment rate.



- Immigration also has indirect economic effects:
 - Increasing activity rate of nationals (women).
 - Reducing structural unemployment rate.
 - Improving mobility by reducing mismatches of labour market.

6. REASONS FOR LEAVING THEIR COUNTRIES: WORK AND FAMILY REUNIFICATION

The main reasons are:

- the economic development since 1993 in Spain, that means a need of work force. In 2005 there were 900.000 new jobs and the 40% of the were occupied by immigrants
- Regularization process
- Family reunification facilities
- Medical and scholarship for all, also for illegal immigrants
- Linguistic and cultural identity with Latin countries
- Geographical proximity to the African continent with land borders with Morocco, the Canary Islands near the African west
- Another pull factor is the mild climate and the attraction of the lifestyle, according to the Sun Belt effect. The 21.06% of the foreigners in Spain are from Western Europe, focusing on the island and in the provinces of Alicante and Malaga.

7. GEOGRAPHICAL DISTRIBUTION

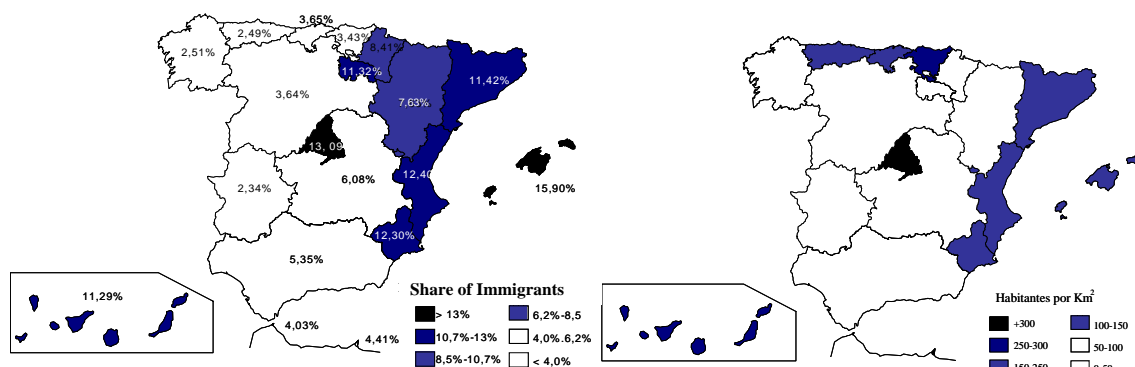
The Distribution

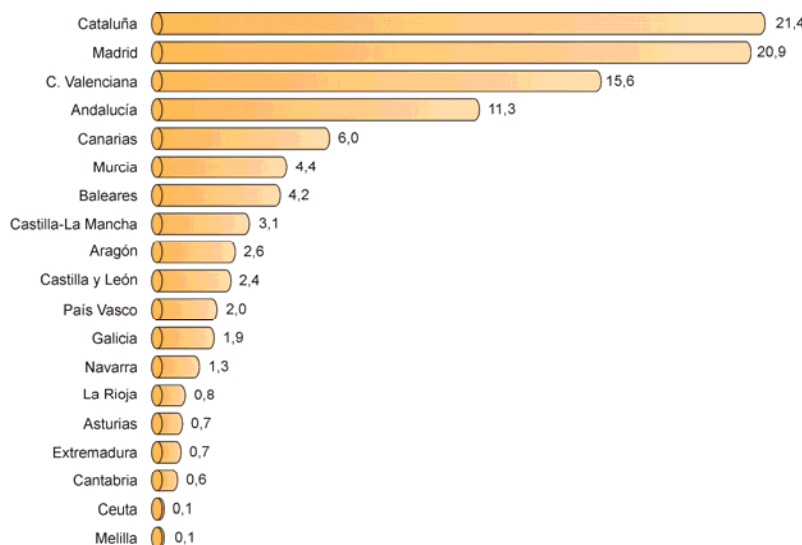
- **By geographic zones:**
 - Catalonia (22%)
 - Madrid (19,3%)
 - Valencia and community (16,1%)
 - Andalucia (11,8%)
 - Canary Islands (5,6%), Murcia (4,6%) and Balearic Islands (4%)
- **By sex:**
 - 53,5% men
 - 46,5% women

Immigration is not equally distributed over Spain. Given the Spanish density of population, there is room for a higher population growth.

SHARE OF IMMIGRANTS

POPULATION DENSITY





8. ESTIMATE OF ILLEGAL IMMIGRATION

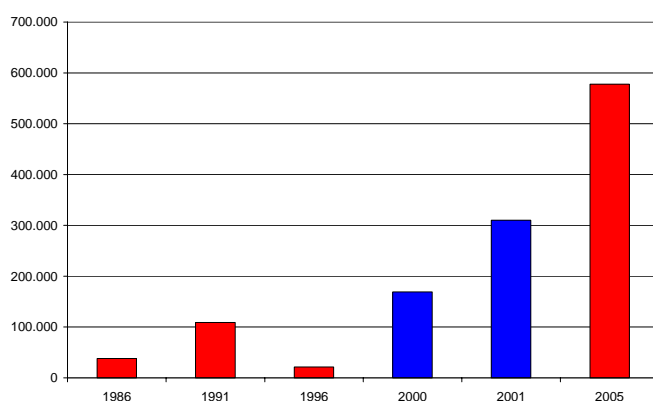
Before the regularisation process in 2004, there were more than 1 million. It is estimated that approximately 120,000 illegal immigrants/ each year, most of them with tourist visas and more through airports that "boat people".

9. OTHER INFORMATION

1. Normalisation Process (2005)

- Under the consensus of Social Partners
- More than 570,000 people were incorporated legally into the labor market.

IMMIGRANTS REGULARIZATION PROCESS IN SPAIN



- Spain has experimented a major and unexpected demographic shock (immigration). Geographical origin and education level, higher than that of nationals, will help in their future assimilation.



- In the last decade, almost one third of the average annual growth can be assigned to immigration, going beyond 50% if we limit it to the last 5 years.
- Its positive impact is not only due to population, but also to the increase in the income per capita (more than 600€).
- Immigration has also indirect economic effects, increasing activity rate of nationals (1/3 of increase in women activity rate) and making labour market more flexible (reducing structural unemployment rate by **2 ppt**).

Recruiting and hiring immigrants in their home countries

- *Contingente* (Non-nominal “quota”) in an instrument already used to control illegal immigration.
- *Catalogue of Jobs which are hard to fill* (Nominal “quota”):
 - quarterly revision based on labor market conditions
 - it is essential for orderly management against clandestine labor and the underground economy
 - 68,000 workers, 35% of the Catalogue, had been hired in their home countries in first six months of 2006
 - a *Foreign Office network*, over the main immigrants home countries, will facilitate their recruitment to enter legally in Spain.

Designing new policy instruments

The Government has to facilitate the economic integration of immigrants:

- *Vocational training*
- *Entrepreneurship Programme*:
 - *financial support for new business projects (i.e. microcredits)*
 - *advising on the start-up and the first years of the life of the projects (with the participation of chambers of commerce, savings banks, business associations, etc)*



GERMANY

1. INFORMATION ON THE IMMIGRANT POPULATION

In 2007 there were 82,3 million residents living in Germany, of which 7,3 million or 8,8 % were of foreign nationality¹. Taking into account the number of naturalisations, German repatriates² and persons acquiring German citizenship through birth, the portion of persons with migrant backgrounds adds up to 15,3 million or 18,3 % of whole population in Germany.

In Brandenburg there were 2,5 million residents in 2007, of which 66.018 persons or 2,6% of foreign nationality. The portion of foreigners living in urban regions is significantly higher – city of Potsdam = 5,0 % – than in rural regions, with mostly less than 1%³. Considering the persons with migration backgrounds, the rate in Brandenburg amounts to 6,0 %, which is a little higher than the average of East Germany (4,3%).

Chart

Rate of immigrants in independent cities and counties in %

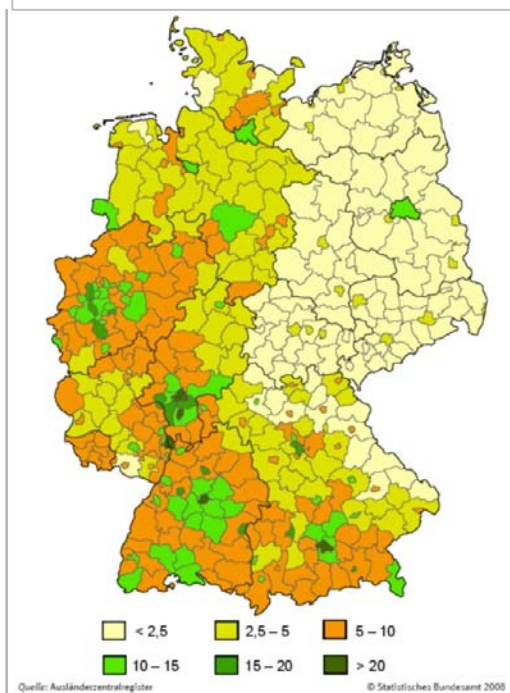


Chart 1 shows the geographical distribution of immigrants⁴ in Germany. It is clearly apparent that the majority of immigrants live in West Germany (former Federal Republic of Germany)⁵. The rate of immigrants living in East Germany (former German Democratic Republic) except for Berlin is extraordinarily low.

¹ All following numbers: Statistisches Bundesamt (ed.): Bevölkerung und Erwerbstätigkeit. Ausländische Bevölkerung - Ergebnisse des Ausländerzentralregisters 2007, Wiesbaden 2008.

² German repatriates: A significant number of German citizens (close to 5%) emigrated from the former Soviet Union after 1992. Although considered traditionally as ethnic Germans they are in fact foreign-born and retain cultural identities and languages from their native countries. http://www.bamf.de/clin_006/nn_441806/SharedDocs/Glossar/DE/Integration/S/spaetaussiedler-glossar-d-ip.html?__nnn=true

³ Statistisches Bundesamt (ed.): Bevölkerung und Erwerbstätigkeit. Bevölkerung mit Migrationshintergrund – Ergebnisse des Mikrozensus 2005 –, Wiesbaden 2007.

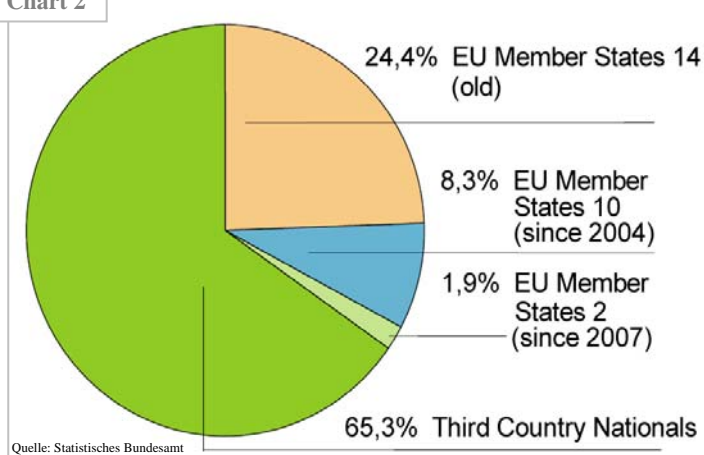
⁴ Please note: Chart 1 shows the geographical distribution of immigrants defined as „Ausländer“, which does not include people with German nationality but with migration background (e.g. 2nd and 3rd generation of immigrants). The geographical distribution is to be assumed to be surely similar taking migration background into account.

⁵ The Federal Republic of Germany consists of 16 federal states („Bundesländer“ = NUTS 1-level). The former Federal Republic of Germany („West Germany“) consists of the federal states of Baden-Württemberg, Bayern, Bremen, Hamburg, Hessen, Niedersachsen, Nordrhein-Westfalen, Rheinland-Pfalz, Saarland and Schleswig-Holstein. The former German Democratic Republic („East Germany“) consists of the federal states of Brandenburg, Mecklenburg-Vorpommern, Sachsen, Sachsen-Anhalt and Thüringen. Berlin has been divided between East and West Germany until German Reunification 1990 and is today the 16th federal state.



2. MAIN COUNTRIES OF ORIGIN AND NUMBER OF CITIZENSHIPS

Chart 2



The most important countries of origin are third countries, that is non-EU Member States as Chart 2 shows for the year 2005⁶.

The biggest group of foreigners in Germany is from Turkey (26,1 %), followed by Italy (8,0 %) and Serbia and Montenegro (7,3 %).

As table 1 shows, at the end of the year 2005 a third of all immigrants had been for 20 years or even longer in Germany. The overall average duration of stay in Germany for foreigners was about 17 years.

Country of origin	Number of foreigners	Rate in % relating to foreigners total	Average duration of stay in years
Turkey	1.713.600	25,4	21,5
Italy	528.300	7,8	25,8
Greece	294.900	4,4	25
Poland	384.800	5,7	9,1
Croatia	225.300	3,3	25
Bosnia-Herzegovina	158.200	2,3	26,2
Portugal	114.600	1,7	20,7
Spain	106.300	1,6	26,8
Vietnam	83.300	1,2	12,4
Rumania	84.600	1,3	7,6

Source: AZR, Jahresstatistik 2007; own illustration

⁶ Data from: Ausländerzahlen 2007. Bundesamt für Migration und Flüchtlinge (Ed.), http://www.bamf.de/clin_011/nn_442496/SharedDocs/Anlagen/DE/DasBAMF/Downloads/Statistik/statistik-anlage-teil-2-auslaendezahlen-auflage14.templateId=raw.property=publicationFile.pdf/statistik-anlage-teil-2-auslaendezahlen-auflage14.pdf



Referring to foreigners from non-EU Member States the Turks are by far the largest group of foreigners (table 2): About two thirds of the foreigners of the most important countries of origin are Turkish. The next largest group is from the former Yugoslavia, including Bosnia, Croatia and Macedonia (together 17,8 %), and is far ahead the following group of Vietnamese (3,3 %).

Table 2			
The most important countries of origin of foreigners from third countries in Germany in 2007			
Country of origin	Number of foreigners	Rate in % relating to foreigners of most important third countries in total	Average duration of stay in years
Turkey	1.713.600	68,3	21,5
Croatia	225.300	9,0	26,2
Bosnia-Herzegovina	158.200	6,3	19
Vietnam	83.300	3,3	12,4
Marocco	68.000	2,7	15
Macedonia	62.500	2,5	18,4
Iran	56.200	2,2	13,3
Afghanistan	49.800	2,0	10,5
Lebanon	38.600	1,5	13
Pakistan	29.000	1,2	10,7
Tunesia	23.200	0,9	13,1

The situation regarding the countries of origin in East Germany and in Brandenburg is very different. The vast majority of immigrants in the Land Brandenburg comes from the countries of former Soviet Union and from Vietnam as represented in table 3.

Table 3			
The most important countries of origin of aliens in Brandenburg in 2005			
Country of origin	Number of aliens	Country of origin	Number of aliens
Poland	6.426	Austria	828
Vietnam	5.125	Bosnia and Herzegovina	777
Russian Federation	4.485	Italy	747
Ukraine	4.239	Belarus	684
Turkey	2.330	Bulgaria	684
Kazakhstan	1.285	India	667
China	1.281	USA	655
Former Yugoslavia*	1.141	Greece	637
Hungary	982	Afghanistan	496
Cameroun	881	Rumania	465

Source: AZR, Jahresstatistik 2005

*Persons, who are with existence of this state in Brandenburg announced and so far are still assigned to no succession state



The following charts show the distribution of Polish, Vietnamese and Turkish immigrants in Germany to illustrate the immigrant situation⁷:

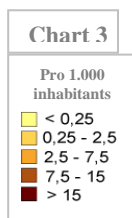
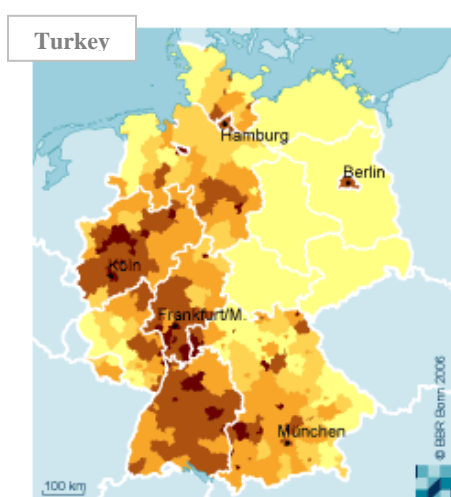
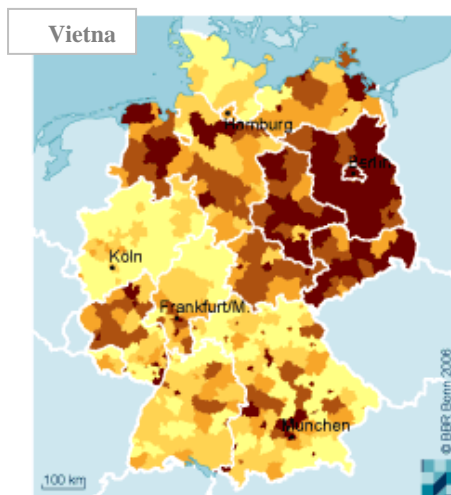
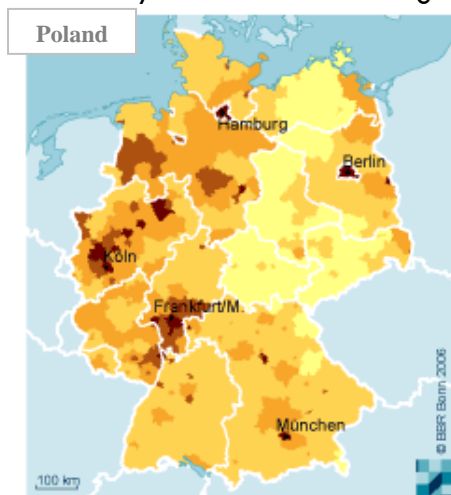


Table 4 shows the most important groups of immigrants in Brandenburg and the rate of the Turkish immigrants – who are the most important group of immigrants in West Germany.

Obviously, as shown by the charts and Table 4, the structure of immigration in East Germany differs from the one in West Germany: The amount as well as the ethnical structure of immigration is absolutely different. The reason for this is the different socio-structural and ecological developments in East and West Germany World War II between the Reunification of Germany in 1990. The low quantity of immigration in East Germany caused a lack of scientific research on this field and therefore a lack of reliable data. Only for a short time have increased efforts been made regarding scientific research on the subject of immigration in East Germany.

Country of origin	Population rate in %
Poland	10,3
Vietnam	7,9
Russian Federation	6,5
Ukraine	5,9
Turkey	2,9
+ Repatriated Germans: 55.000 since 1991	

⁷ Source: Bundesamt für Bauwesen und Raumordnung (BBR): http://www.bbr.bund.de/cln_007/nn_22558/DE/ForschenBeraten/Raumordnung/RaumentwicklungDeutschland/Demographie/Aussenwanderung/aussenwanderung.html



3. HISTORICAL DEVELOPMENT IN EAST AND WEST GERMANY

To understand the reasons for the huge differences between East and West Germany regarding immigration, one has to take a short glance at German history⁸. The history of migration in Germany is comparable to other states in Western Europe, although the period since World War II has unfolded quite differently in East and West Germany.

West Germany

The Federal Republic of Germany (FDR) has been from the start an immigration country. This was on the one hand caused by the large numbers of war refugees in need of integration⁹ and, on the other hand by the significant labour demands of the booming economies of Northern and Western Europe. Due to the labour shortage during the Wirtschaftswunder (economic miracle) in the 1950s and 1960s the FDR pursued an active “guest worker” recruitment policy in the Mediterranean region, which was supported by a political and social consensus. Guest workers came mainly from Turkey, Italy, Spain, Portugal and Yugoslavia. With the emerging economic crisis of the 1970s the recruitment policy came to a halt. In 1980 around 3 million foreigners lived in West Germany, which equates to 5 % of German population at the time.



The one millionth guest worker in Germany has been welcomed 1964 with a moped.

Since the beginning of the 1970s migration to West Germany mainly consisted of asylum applicants and dependents involved in family reunification. The right to asylum was a fundamental constitutional right codified in the German Basic Law.

Guest workers in particular had, all through the previous decades, been expected to return some day back to their home countries. The West German society as well as the majority of guest

workers themselves had not had the intention to stay. The intention was, to earn some good money, build a house in the homeland and to return as respectable self-made men. Guest workers were not expected to get old in Germany. Therefore migration policy in West Germany had never been linked to the concept of integration.

East Germany

The German Democratic Republic (GDR) has been from the beginning an emigration country. The migration policy reflected the political priorities of the state leaders, for example the considerable presence of Soviet troops. Aside from the admission of refugees from countries in which the GDR supported socialist movements, (Chile, Greece in civil war times) there was no legal claim to asylum. The admission of students and trainees was an instrument of political support in which the students and trainees were chosen not only by country of origin but also by political criteria. Foreigners had no right to residence. Migration was designed as a short-term stay without a perspective of continuance. Social integration of foreigners was not envisaged, was not

⁸ The following text is based on: Mesghena, Mekonnen: Immigration to Germany. The Long Way to Reality. Published in: “Pausing to Reflect: on Europe’s culture wars” by British Council 2006 and Weiss, Karin: Vortrag im Rahmen des 20. Internationalen DOKKYO FORUMS zum Thema „Migration und Integration von Ausländern in Japan und Deutschland“, Japan, Dezember 2007.

⁹ It is estimated that around 12 million displaced persons and ethnic German repatriates left or were forced to leave their home in 1945 and after.



part of the public discourse and in fact did not happen. There was no political or societal dispute about foreign cultures and only few personal connections between Germans and foreigners. An unanticipated economic pressure and labour shortage by the end of the 1970s led to the recruitment of contract workers, mainly from Vietnam¹⁰. For the first time in the history of GDR migration became visible “reality”. The reasons for this recruitment and the connected economical difficulties, however, remained a taboo in the political discourse. For the Germans this unexplained migration policy was not comprehensible, which led to refusal and social hostility against the state-aided strangers. Migration seemed to be causing economical costs rather than benefits.

Reunified Germany

During the course of the Reunification of Germany in 1990, the labour market in East Germany collapsed. Until today East Germany is an emigration country and is characterised by a movement of labour. Migration to East Germany happens through allocation of asylum seekers, Jewish immigrants and repatriates in accordance with the federal quota arrangement. Many of them move to West Germany as soon as their economic and legal situation permits, where they hope to find work and expect a better multicultural environment. These, and the developments as described before, are the main reasons for the huge differences in amount and ethnical structure of immigration between East and West Germany.

As, by beginning and middle of the 1990s the political and societal discourse in Germany was characterised by a wave of xenophobia and violent hostility, the year 2000 brought an historical ‘paradigm shift’ in the immigration debate: from the politics of renunciation, “Germany is not an immigration country”, to the recognition of the reality, “Germany is an immigration country”. The adoption of an “Immigration Act” (*Zuwanderungsgesetz*) in 2005 and the National Summit Conferences of Integration in 2006 and 2007 led to the elaboration of the “National Integration Plan” (NIP) – as a basis for a restart of the German integration policy. Accompanied by intensive political and societal debates, the NIP expressly defined immigration as a social resource and integration as a task of national meaning for the first time. Based on a concept of “Fördern und Fordern” (promoting and demanding) it set specific goals, over 400 measures and self-commitments of various stake-holders to support integration and fixed a new schedule of responsibilities. One of the most important measures is the promotion of research on immigration in Germany – with the objective to prepare in 2008 a “National Integration Report” on Germany for the first time. The measures on national, regional and local level will be described in detail in chapter 5 “Strategies and methodologies used to improve the social integration of immigrants”.

¹⁰ Contract workers came also from Cuba, Algeria, Angola and Mozambique in the framework of state treaties.



4. OTHER INFORMATION- RESIDENCE LEGISLATION IN GERMANY

The German residence law differentiates between 4 main categories of rights of residence:

- for non-EU-Citizens: Visa
- for EU-Citizens: Freedom of labour movement and residence
- for non-EU-Citizens: residence permit (limited)
- for non-EU-Citizens: settlement permit (permanent)

The visa entitles non-EU-citizens to stay, but normally not to work in Germany for more than three months.

For EU-Citizens in Germany, the residence law applies according to the community law except for the majority of the new member states. Germany is (beside Austria) the only member state, who decided in the course of the EU-enlargements 2004 and 2007 to restrict the access of labour forces to its labour market until 2011. All citizens of new member states – except citizens from Malta and Cyprus – need the permission of the Federal Employment Office if they want to work in Germany as employees. This permission depends on whether it is possible to find another employee with a work permit and if the economical and labour market situation requires additional employees (subordinated labour market access). The residence permit is limited to the duration of the employee's engagement. For self-employed persons there is no restriction for the German labour market.

The rules for citizens of non-EU-Member states depend on their qualification and legal status: the legislation distinguishes between highly-qualified and not-qualified engagements. For less- or not-qualified engagements the same regulations apply as for citizens of new EU-member states (see above – limited residence permit). Highly-qualified employees and self-employed in contrast have the possibility of getting instantly an unlimited settlement permit. According to legislation, high-qualified employees are defined as scientists with specific professional knowledge, teaching staff or academic personnel, specialists and leading staff with specialised work experience. To get an unlimited residence permit they have to have a job (offer) with a remuneration of at least 86.000 € annually. The precondition for self-employed foreigners for getting a settlement permit is that they have to invest more than 500.000 € and to create at least 5 jobs. If the venture is successful, self-employed can get a permanent settlement permit after 3 years.

Foreigners graduating in Germany get a residence permit for one year, if they want to search a job. Immigrants having lived legally in Germany for more than 5 years also have the opportunity to get a permanent settlement permit, if they speak German and are able to earn their keep.



ITALY

1. INTRODUCTION. FEMALE IMMIGRATION.

The immigration phenomenon has hit Italy more markedly over the last thirty years. As is always the case, migrant populations tend to move around, with no little effort and trepidation, in search of a political, economic and socio-cultural climate more likely to respond to their expectations. In Western culture, the phenomenon of immigration has traditionally always been seen as a male preserve, while the role of females has been to stay close to the hearth and home. The recent migrant fluxes show just how great a reversal of roles has taken place, and how often it is now the women who decide to emigrate. It is quite clear that they may well be running a greater risk than men, given that discrimination against foreign women in our own country tends to be greater simply by virtue of the fact that they are women (especially in regard to the recognition of professional skills), because they are immigrants (and therefore vulnerable to all the forms of social exclusion that typically apply to immigrants), because they are mothers (“if autochthonous people have a family network to fall back on to compensate for a weak welfare system, then this is another sense in which immigrant women are penalised” - Ambrosini, 2005).

The origins of this spiralling “feminisation” are not merely financial and cultural, which obtains equally to both sexes, but they are particularly pertinent to women in terms of family unity, a desire for emancipation or escape from a subordinate situation.

Data for regular immigration show a 10% rise in women immigrants between 1991 and 2005 (source: Ministry of the Interior). The “feminisation” phenomenon also emerges quite clearly from the data regarding the ratios of women seeking to regularise their position; in 1990 they accounted for 26% of applicants, as against 45% in 2002.

It is fair to say that ties with the family of origin almost always lie at the root of female emigration. Often the family organises the departure of the “chosen” woman so that she can spearhead projects that will benefit the entire family group (buying a house, educating younger siblings, taking up autonomous employment). It is therefore impossible to relegate the motives of immigrant women simply to a question of financial betterment. Often the “unpicking of ancient values and the concomitant advent of other values that manifest themselves in ways that vary from one person to the next” have played a part in the decision to leave. Leaving, which is often the definitive signal that the woman has abandoned her traditional values and wants to cast off a life governed by cultural laws in which she no longer believes, involves cutting herself off from that set of community relationships which, despite keeping the woman in a state of dependency, protected her and guaranteed both her and her children’s safety. For women, the decision to leave their own country is often linked to a desire for personal emancipation, in many cases fuelled by information that frequently fails to reflect the reality of European countries, painting them as being places in which personal fulfilment is easily achieved.

In cultures in which society itself or religion condemns emigration and female emancipation, women have a double fight on their hands: integration into the new country and reintegration in their country of origin.

Female immigration involves versatility, complexity and a multitude of situations that make it a particularly important issue, and one that requires greater sensitisation and understanding within the receiving community.



2. LEGISLATIVE FRAMEWORK.

Immigration legislation in Italy is based on several fundamental laws that, from 1986 to 2002 with successive modifications, govern migrant conditions:

- L 943/86
- L 39/1990 (“Martelli Law”)
- DL 489/95 (“Dini Indemnity Legislative Decree”)
- The “Bossi-Fini Law”, with relative modifications, is currently in force (including Dlvo 189/02 “Bossi-Fini Law” and DL 195/02 “Bossi-Fini Legislative Indemnity Decree”)

According to current legislation, residence permits should only be granted to those foreigners able to prove that they are in possession of an employment contract. The Italian embassies and consulates act as placement agencies. As per their definition, residence permits are either fixed - valid for one year, or indefinite - valid for two years. When they run out, they can only be renewed with supporting proof of employment and, therefore, of financial autonomy. Foreigners who have lost their jobs must go back to their own countries six months after their employment contracts have run out and they have subsequently registered as unemployed. Violation results in irregular status. Employers are under obligation to guarantee accommodation commensurate with rank for the entire duration of the employment.

Non-EU citizens in possession of valid documentation can apply for their spouses, youngest child, or adult dependent children to join them on condition that they are unable to provide for themselves.

Irregular immigrants (i.e. people whose residence permits have expired and/or have not been renewed) are expelled by being “escorted to the frontier”, in other words, they are physically put on a plane or a ship that will take them back to their own country. This is an administrative procedure, but the measure must be validated by the judiciary authority (Justice of the Peace).

Current legislation has increased the period of residence from five to six years before foreigners can apply for a residence card which, unlike residence permits, has no expiry date.

Every province has its own dedicated immigration counter at the Prefecture/Territorial Government Office, which is responsible carrying out the entire procedure for taking on foreign workers.

Immigration Legislation in Tuscany.

In conformity with Art. 117 of the Italian Constitution and Item V of the Consolidated Immigration Rules, the Tuscan Region has drawn up its own regional legislation, which is due to be ratified during the year 2008. This provides for guaranteeing the rights and duties of regular immigrants; safeguarding the weakest - women and children in particular; conjugating solidarity with legal protection and security for all; trialling a new concept of citizenship that is conditional on residence rather than on nationality. The legislation will provide for the following: measures to prevent female genital mutilation, access to the civilian service for young second generation immigrants; furthermore, “reception conventions with researchers” will be stipulated, which will encourage the entry of researchers and highly qualified personnel, so as to respond to demand from the more cutting-edge sectors of Tuscan industry. Finally, we hope to be able to offer administrative voting rights to foreigners who have a minimum of five years residency as from the 2010 elections. This is provided for under the constitutional principles of the new Statute for Tuscany. This legislation is intended to provide for better overseeing of the integration of regular immigrants, quite the reverse of the sort of integration into closed societies that leads to marginalisation. Moreover, the new reception culture must leave no quarter for irregularity or



clandestinity. In this sense, it is the opposite of current national legislation which has attempted to combat clandestinity to the detriment of regular immigration.

3. IMMIGRATION IN ITALY

According to CARITAS data for 2006, a presence of 5.2% immigrants was observed within the Italian population, 1 immigrant for every 19 residents, varying significantly according to the geographical area under consideration.

Over the last thirty years, Italy has gone from being a country with an out-migrating population into a country with a high immigration flow. It can be inferred that this incidence will double over the next ten years and also that German and Austrian values will be surpassed.

Most residence permits are permanent, meaning that than 9 immigrants out of 10 have come for work reasons (62.6%), as well as for family reasons (29.3%). Additionally, other motives account for a stable presence of immigrants: religious purposes, elective residence, pluri-annual curricula (CARITAS 2006).

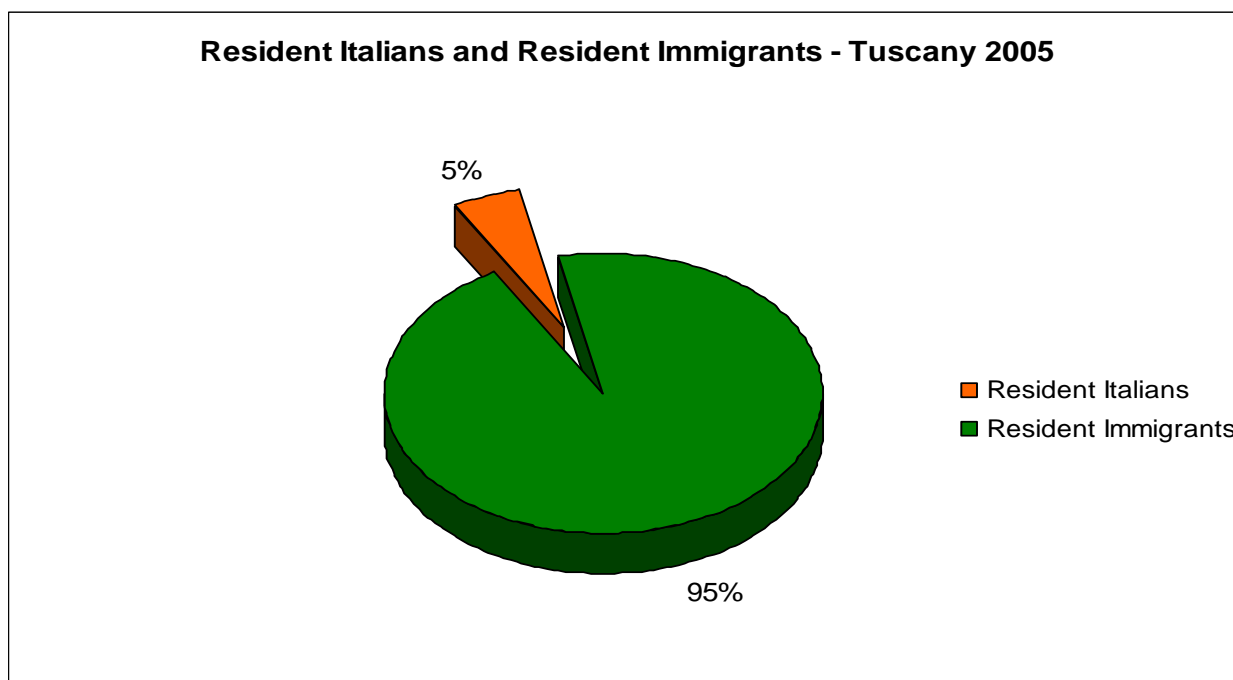


Fig. 1

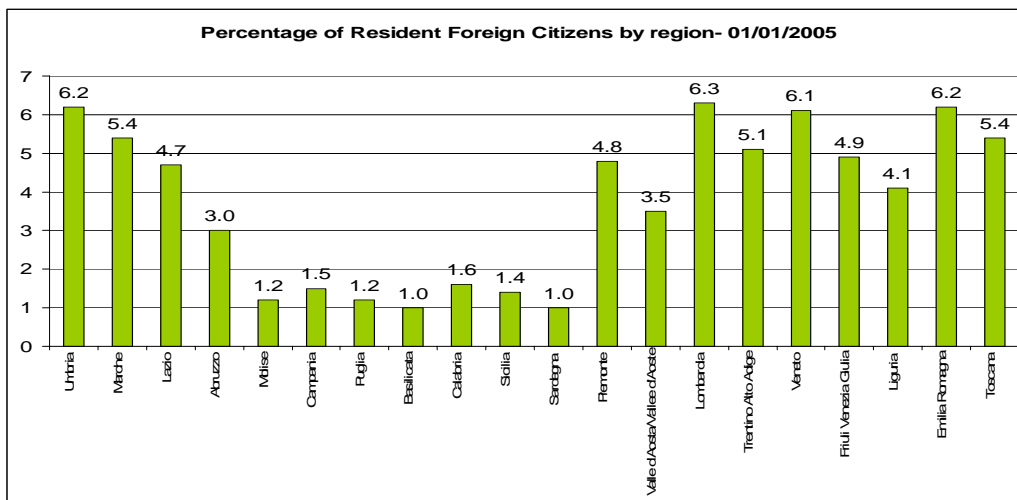


Fig.2

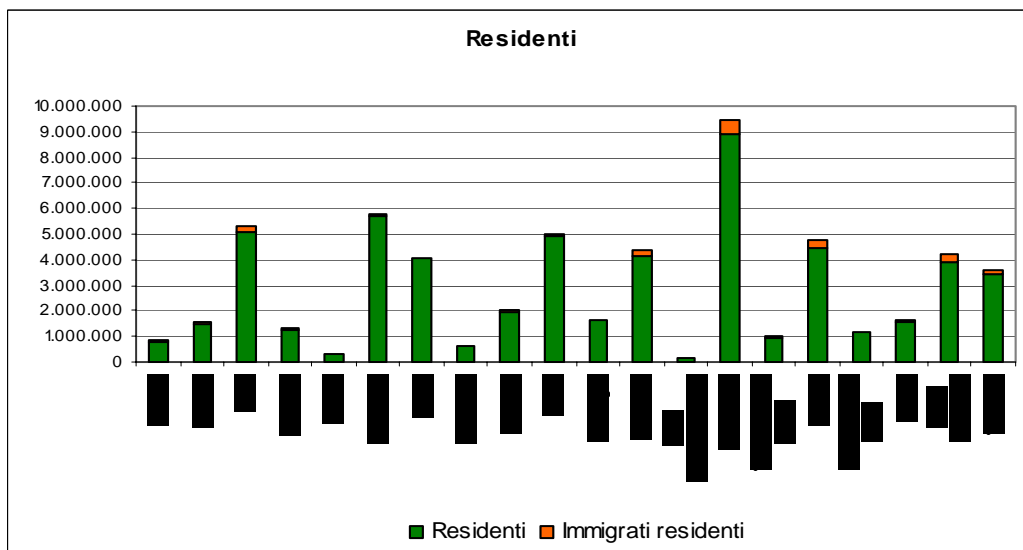


Fig.3 "Residents" (Residents - Immigrant residents)

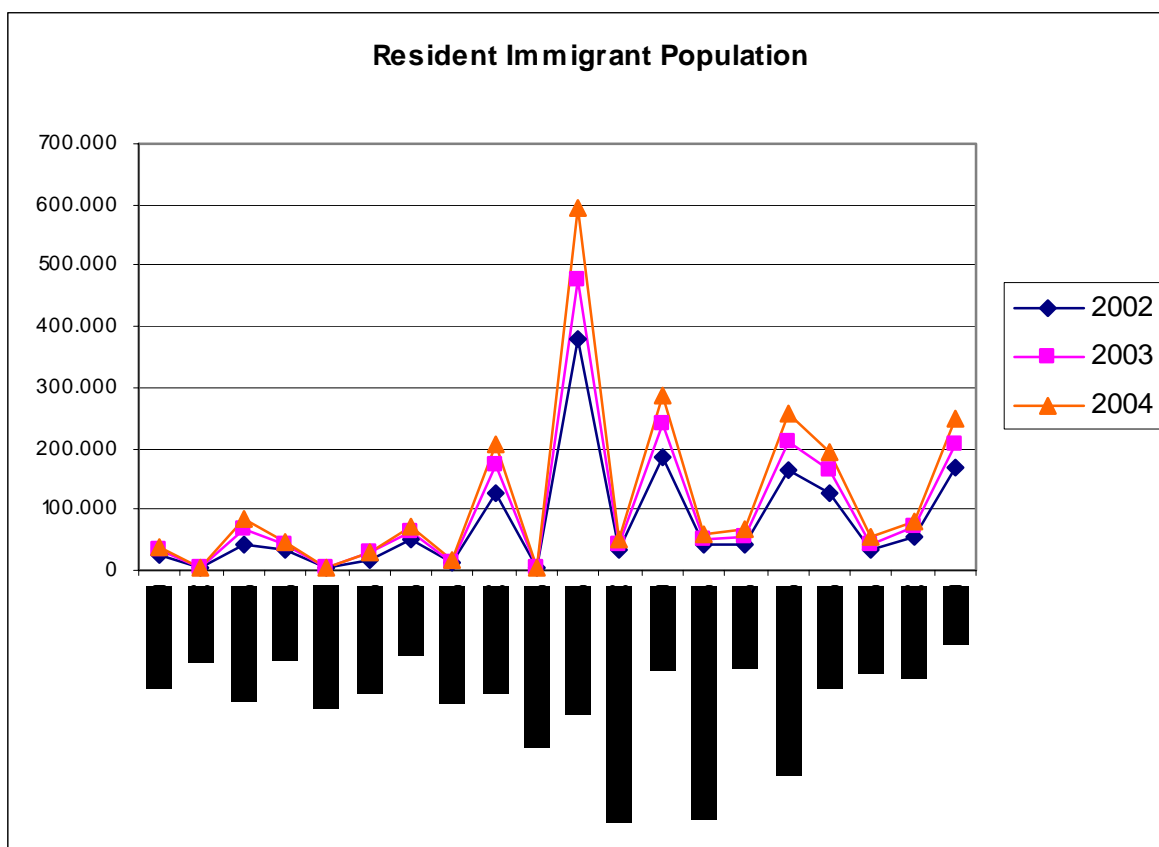


Fig.4

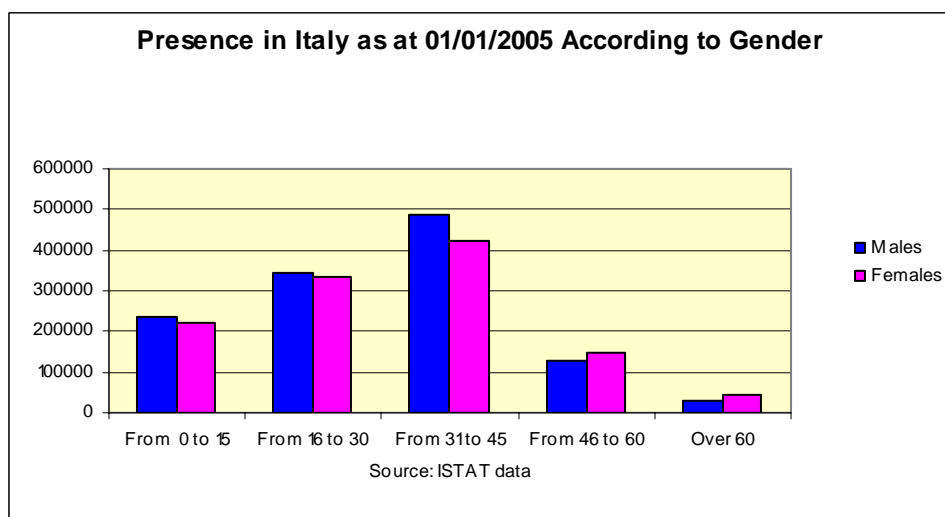


Fig. 5

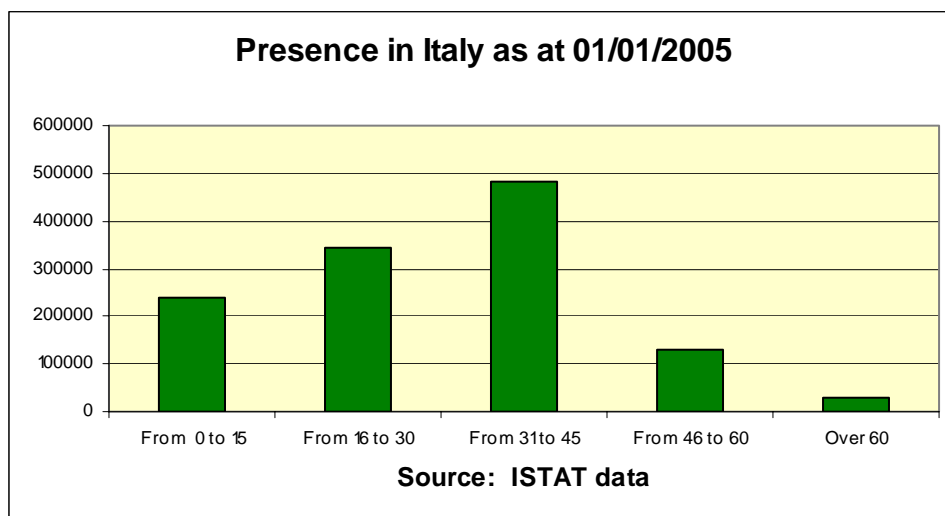


Fig. 6

As Figures 5 and 6, based on 2005 ISTAT data, show, most immigrants in Italy are between 31 and 45 years old. In terms of gender, there are more men than women under the age of 45, whereas there are larger numbers of the latter in older age groups (figure 6).

Tab. 1: Foreign population over the age of 15 split according to gender, age and geographical distribution (thousands of units).

Source: ISTAT data

Reference Period	Males		Females		Total	
	15-64	Total	15-64	Total	15-64	Total
Italy						
I QUARTER 2005	791	810	763	791	1,554	1,601
II Quarter 2005	944	961	905	940	1,849	1,902
III Quarter 2005	922	939	926	950	1,848	1,889
IV Quarter 2005	946	977	921	950	1,867	1,927
I Quarter 2006	925	942	931	958	1,856	1,900
II Quarter 2006	988	1,001	1,041	1,066	2,029	2,067
III Quarter 2006	1,019	1,035	1,044	1,062	2,063	2,097
IV Quarter 2006	1,031	1,055	1,011	1,037	2,042	2,092

The EUROSTAT data showed an overall increase in the number of immigrants in the work market in 2005 with respect to the active population. This rise was particularly notable in Italy and in Spain: in the former, foreign workers increased sixfold, while they trebled in the latter (OECS, 2006).

During 2006, foreign workers in 27 European countries reached and exceeded 13 million units, 80% of them in five countries alone: Germany, United Kingdom, Spain, Italy, and France. Despite



this positive trend, a significant discrepancy between men and women in Europe was observed, since the latter experience a more difficult employment situation. However, it should be pointed out that female immigration is on the up in Europe: they decide to out-migrate on their own initiative, following up employment possibilities, whether they have their partner’s support or not. Nowadays, immigrant labour has a fundamental part to play in economic development: according to EUROSTAT/ISTAT estimates, there will be a decrease of 3,209,000 units in the number of young Italian workers (15-44 years old) by 2020, whereas the number of older workers (45-64 years old) will increase by 1,573,000 units. This is one of the reasons why immigrant workers have an increasingly significant part to play in Italy’s employment market. In fact, in 2006 1 worker out of every 10 was born outside Europe (1,763,952 out of 17,399,586, according to INAIL data).

4. THE SITUATION IN TUSCANY.

Following the trend of the last few years in Italy, an increased number of domiciled residents and regular residents, assessed at 289,800 persons (Source: ISTAT) were registered in the Tuscan Region as at 31/12/2006, making for an increase of 46,000 units over 2005. This rise can be attributed to “new flows”, meaning foreigners arriving in Tuscany for the first time in 2006, who made up 8% of the total population, compared with 6.8% in 2005 – almost two percentage points higher than the Italian average of 6.2%. The same trend for effective residents was noted.

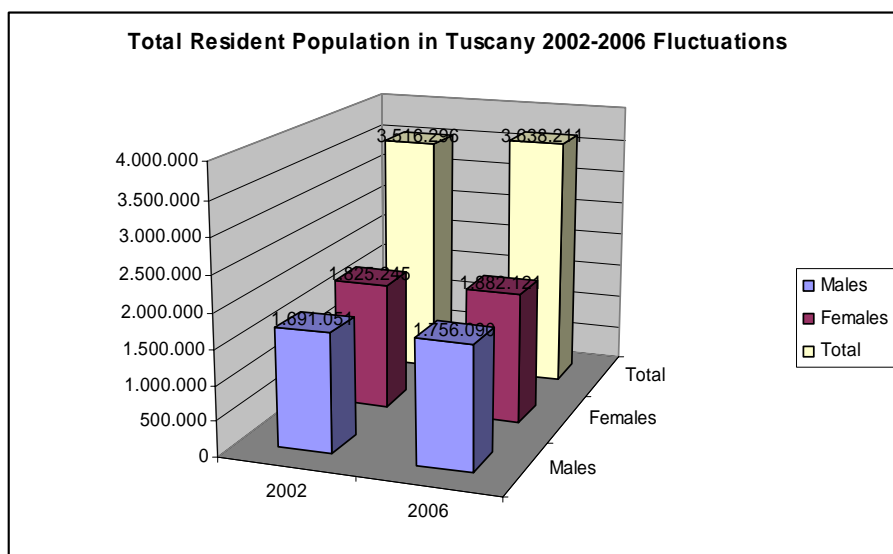


Fig. 21

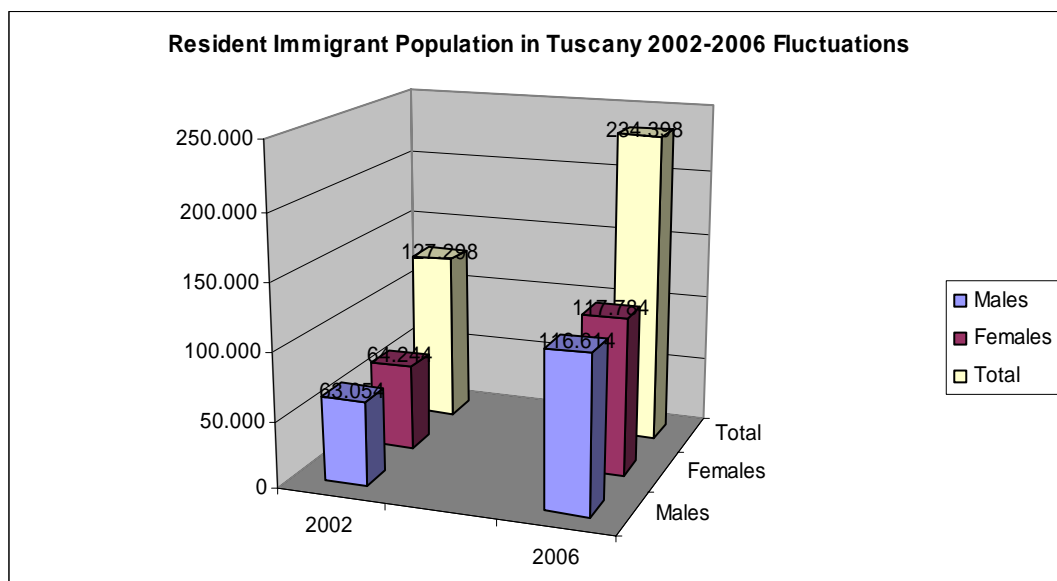


Fig. 22

With almost 95,600 immigrants, the Province of Florence took in one third of the total foreign population, followed by Prato, Arezzo and Pisa. The largest percentual increase, on the other hand, was registered in the coastal areas, historically characterised by a smaller immigrant presence; the highest increases were noted in Grosseto (33.4%), Massa-Carrara (28.6%) and Leghorn (27%), while the more traditionally attractive areas of Florence (with 15.4%) and Prato (10.9%) recorded a slowing down.

There was a significant female presence within the regional scenario, which exceeded 50% in each of the provinces, with 54.8% in Leghorn and 53.5% in Florence, due to family reunifications and consistent recourse to domestic employment. There were 37,519 foreign residents in Florence, making up 10% of the total number of residents. The nationalities with the greatest percentages of residents in Florence were Romanians and Albanians, followed by the Chinese and Filipinos (data as at 30/11/2007).

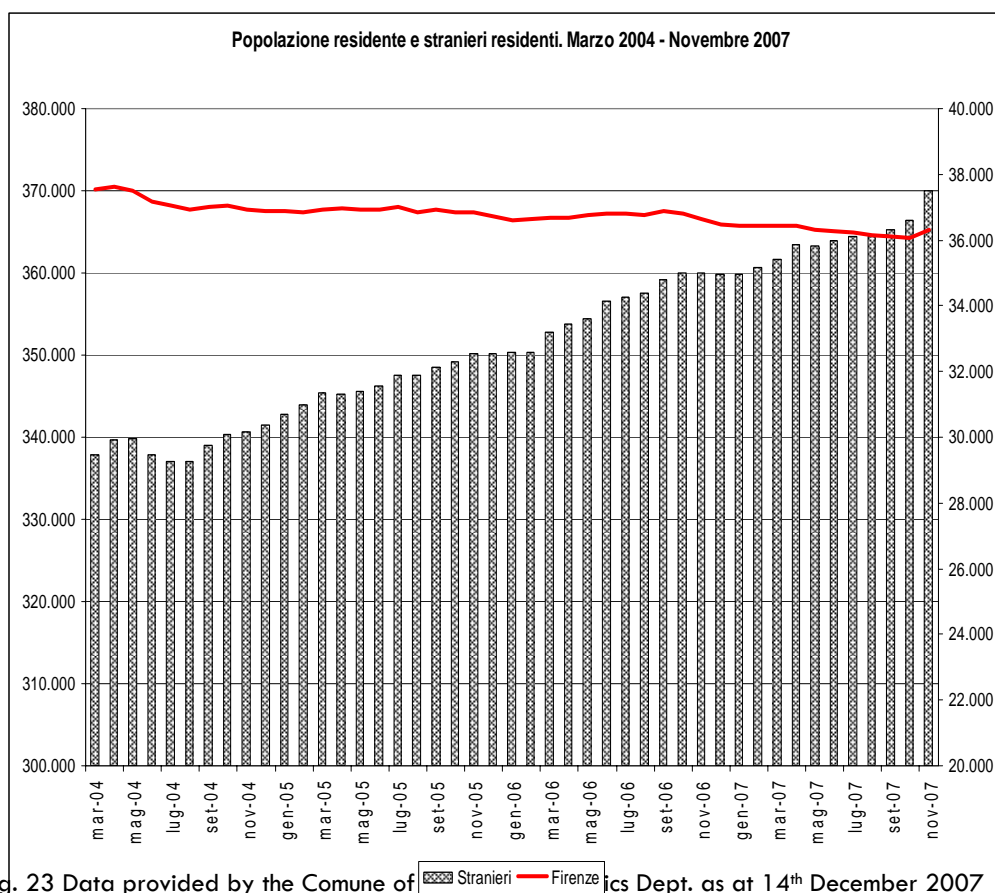


Fig. 23 Data provided by the Comune of Firenze, Florence Dept. as at 14th December 2007

Resident Population and Foreign Residents. March 2004 – November 2007

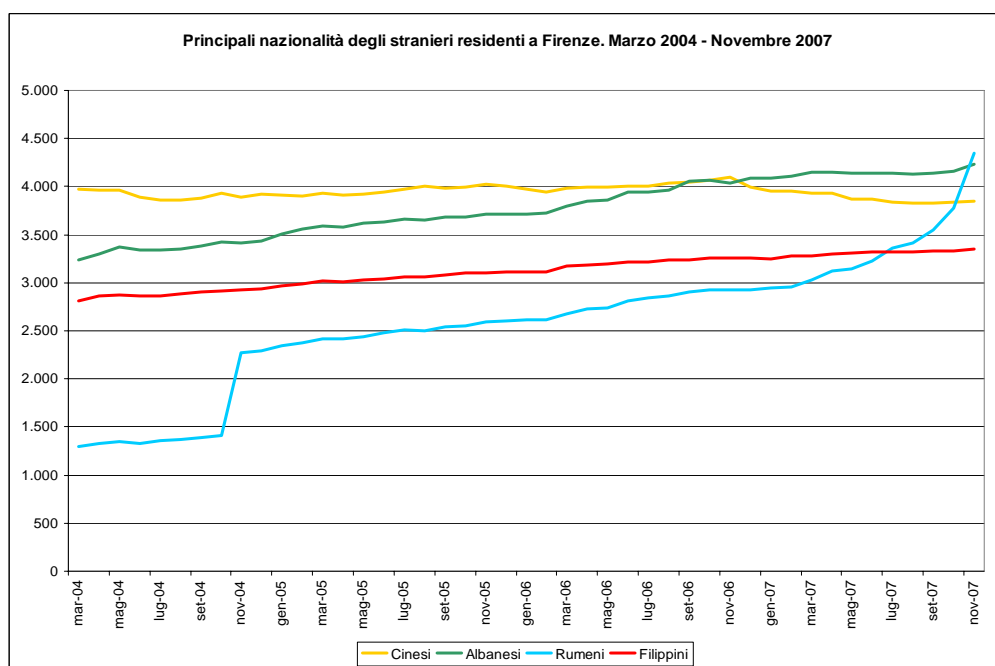


Fig. 24 Main Nationalities of Foreigners Resident in Florence. March 2004 – November 2007.



Breakdown of the Most Common Nationalities in Florence as at November 2007 According to Gender and Detail for the 18-35 Age Group.

Country	18-35			Total Foreigners			%
	F	M	Total	F	M	Total	
Romania	1,065	844	1,909	2,430	1,915	4,345	43.9
Albania	745	1,200	1,945	1,749	2,485	4,234	45.9
China	638	648	1,286	1,802	2,042	3,844	33.5
Philippines	480	336	816	1,878	1,474	3,352	24.3
Peru	638	387	1,025	1,662	1,144	2,806	36.5
Morocco	204	416	620	591	1,063	1,654	37.5
Sri Lanka	208	249	457	680	793	1,473	31.0
Serbia & Montenegro	163	222	385	498	615	1,113	34.6
Egypt	100	192	292	308	623	931	31.4
Ukraine	126	36	162	672	98	770	21.0
Somalia	86	236	322	256	441	697	46.2
U.S.A.	97	29	126	409	237	646	19.5
Senegal	31	196	227	74	569	643	35.3
Brazil	182	122	304	400	242	642	47.4
Japan	131	59	190	463	131	594	32.0
Total	7,051	6,607	13,658	19,506	18,013	37,519	36.4



PART 2

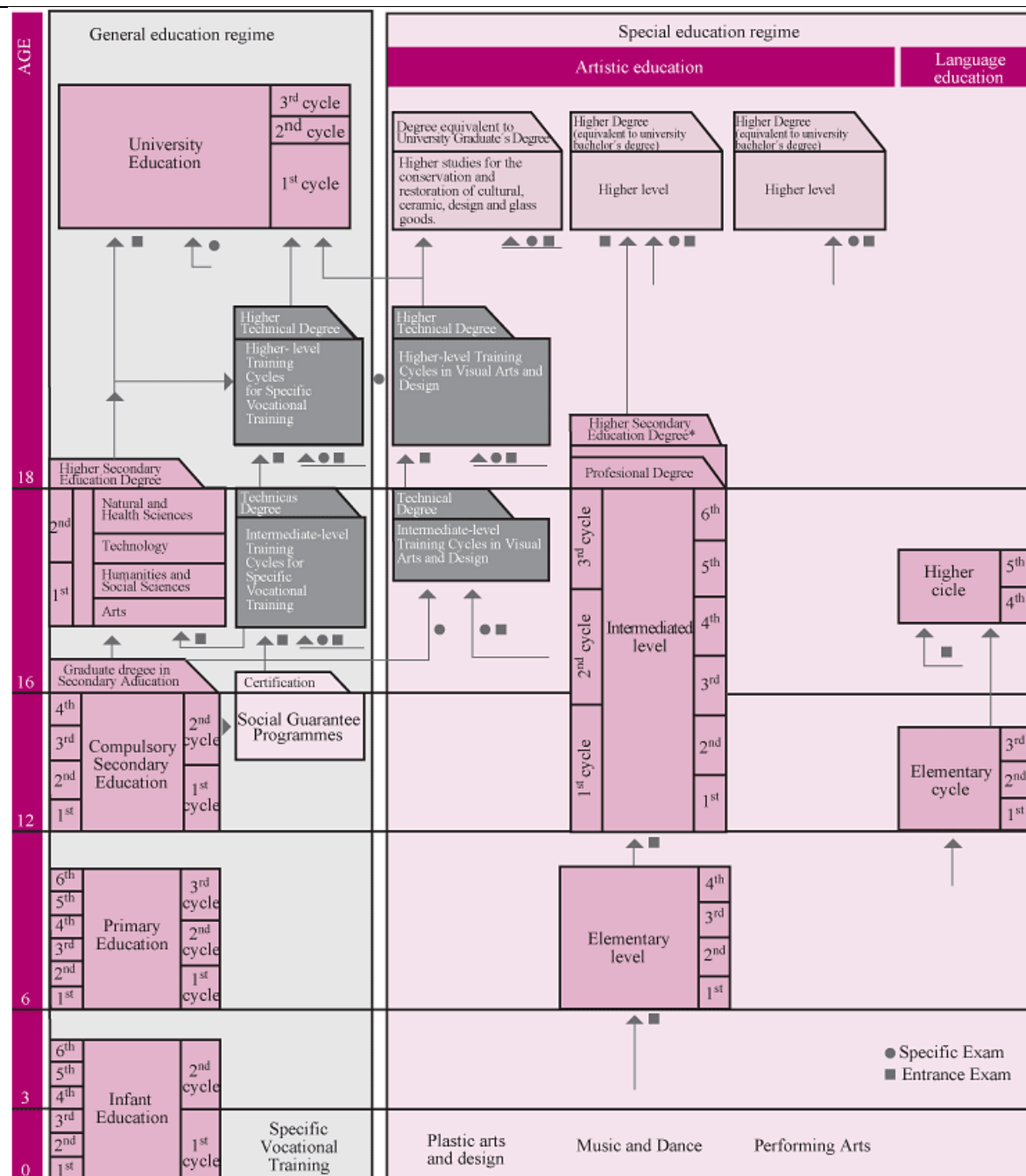
IMMIGRANT WOMEN AND THE TRAINING AND EDUCATION SYSTEM SITUATION:

- EDUCATIONAL LEVELS
- FOREIGN STUDENTS WITHIN THE TRAINING AND EDUCATION SYSTEM
- NATIONAL VALIDATION SYSTEM AND POSSIBILITY OF RECOGNITION OF PROFESSIONAL SKILLS ACQUIRED THROUGH INFORMAL AND FORMAL TRAINING.



SPAIN

1. EDUCATIONAL LEVELS



* Includes subjects of General Higher Secondary Education

- From 3 to 5 years - Educación Infantil (**Infant School**)
- From 6 to 11 years - Educación Primaria (**Primary School**) Years, 1°, 2°, 3°, 4°, 5° and 6°
- From 12 to 16 years - Educación Secundaria Obligatoria (**Compulsory Secondary School**) Years, 1°, 2°, 3°, 4°
- From 17 to 18 years - Bachillerato (**Post-Compulsory School**), years 1°, 2°



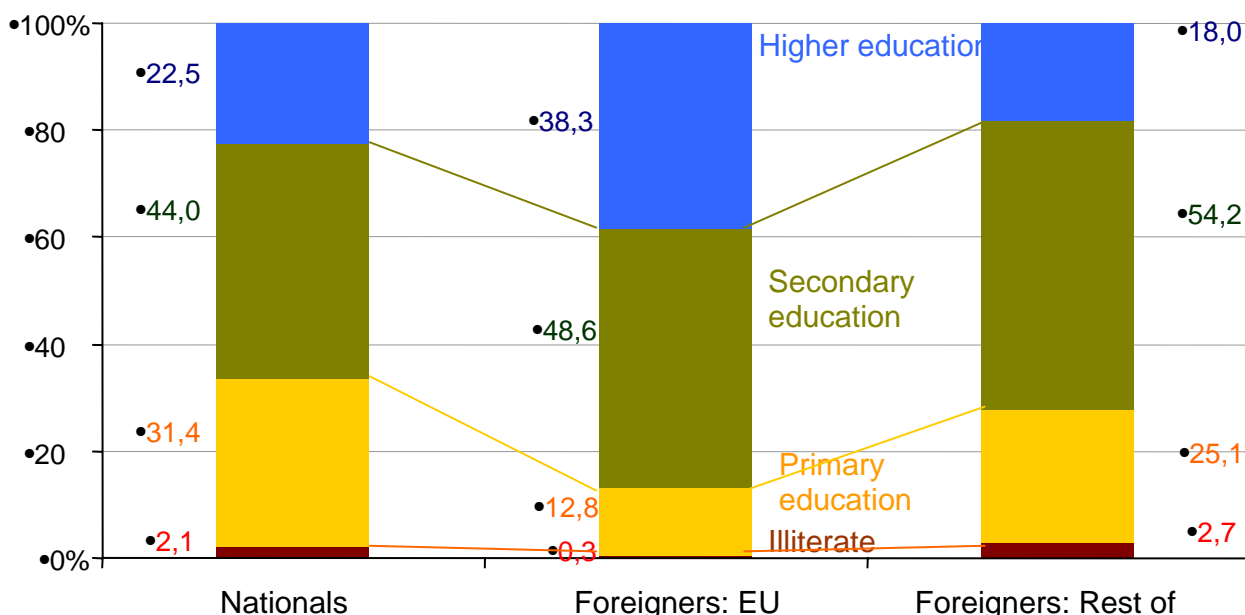
- Ciclo Formativo de Grado Medio (1st Technical college)
- Ciclo Formativo de Grado Superior (2° technical college)
- **University**
- University courses are structured in cycles, and have the credit as a measure for the lessons.
- **Vocational training for employment and Lifelong Learning**

2. FOREIGN STUDENTS WITHIN THE TRAINING AND EDUCATION SYSTEM

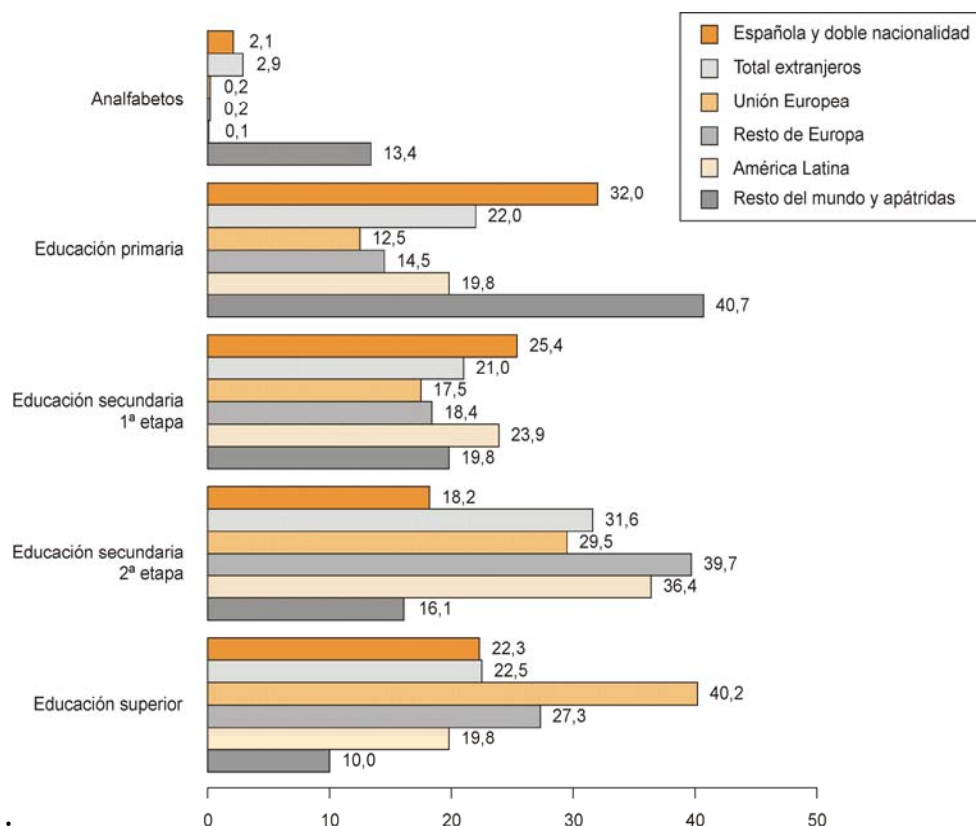
Main characteristics

A) Immigrants average education level is higher than that of nationals.

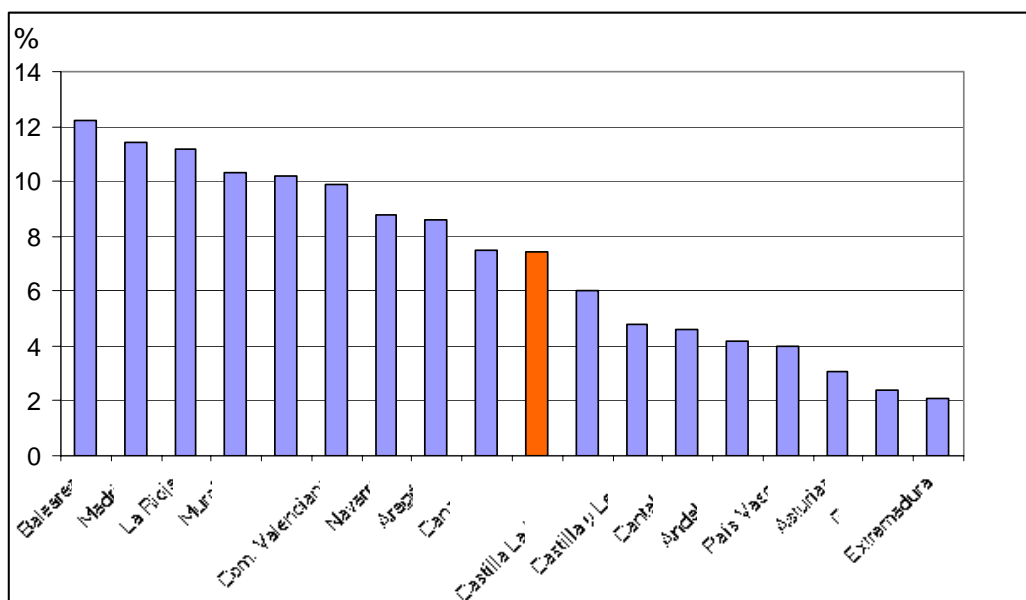
EDUCATION LEVEL BY



However, the education level of nationals younger generations is higher than that of immigrants.



Percentage of immigrant students in the non-university educational system. Spain, 2005-06



B) Participation in non-compulsory education

- Access to **early childhood education** (0-2 years) in 2004: 29% for the migrant population, 32% for nationals (the difference was larger in 2001).
- Access to **upper secondary** (general and vocational): 33.9% for migrants, being 56.9% the total access rate (one of the lowest in Europe).

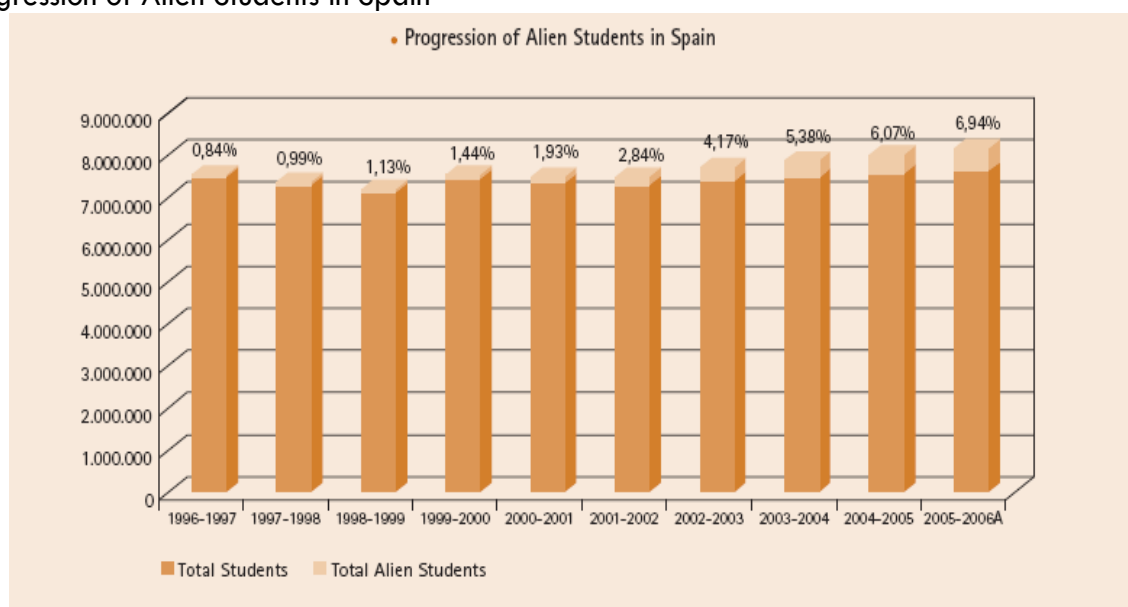


C) Concentration of migrants in public schools

Percentage of immigrant students in the non-university educational system by type of centre. Spain, 2005-06

	Total	Public	Private
Pre-primary	6,3	8	3,2
Primary	9,2	11,4	4,7
Secondary lower level	7,9	9,6	4,7
Secondary upper level (academic)	3,4	3,9	2
Secondary upper level (vocational)	4,8	4,9	4,5
Total	7,4	8,9	4,2

D) Progression of Alien Students in Spain



E) Main Vocational Training Fields

- o Housing care services;
- o Store's management
- o Driver
- o Clerk Office
- o Welder
- o Cook
- o ICT
- o Financing in companies
- o English: business management
- o French: Business management
- o Interior design
- o Dressmaker



- o Technical Seller
- o Hypermarket
- o Solar systems
- o Plumber
- o Waiters / waitresses

3. NATIONAL VALIDATION SYSTEM AND POSSIBILITY OF RECOGNITION OF PROFESSIONAL SKILLS ACQUIRED THROUGH INFORMAL AND FORMAL TRAINING.

a) *Validation and recognition of foreign university degrees*

There are currently two different modalities for the validation of foreign higher education degrees (these are not incompatible and can be applied for simultaneously or successively):

Validation of a degree of the Catalogue of Official University Degrees: validation of a specific degree, for example, a Degree in Pharmacy.

Validation of an academic grade: validation of a generic academic title: Graduate-level Grade or University-level grade, but not a specific degree.

Validation gives the foreign degree the same effects (both academic and professional) throughout the national territory as the Spanish degree or academic grade it is validated with from the date the corresponding credentials are granted and issued.

The foreign titles eligible for validation must have official validity, prove the full completion of the corresponding higher education cycle (including the practice period, if necessary for its granting) and be issued by the relevant authority in line with the legislation of the State whose education system these studies belong to.

The following titles are considered to have official academic validity in the country of origin:

- Those granting academic grades of higher education integrated in a determined education system.

- Those considered as equivalent titles by the relevant authorities of the country they are given.

Will not be liable for validation:

- Foreign titles without official academic validity in the country of origin.

- Titles corresponding to foreign studies carried out, totally or partially, in Spain, at centres that are not authorised for this type of education.

- Titles whose education suspended by the foreign title subject of validation are not effectively implemented in the foreign university or higher education institution at the time the title was issued.

The procedure starts at the request of the person interested (model published as annex of Order ECI/3686/2004, of 3rd November, BOE of 15th November), and must be accompanied by the following documents:

- Certified copy of the document that proves the applicant's identity and nationality.

- Certified copy of the degree subject to validation or the supporting certificate of its expedition.

- Certified copy of the academic certification of the studies completed for the granting of the title, which must indicate the official duration (in academic years) of the followed study plan, the subjects given and the credit hours for each one of the subjects.

- Proof of payment of the corresponding fee.

Documents issued abroad must meet the following requirements:

- They must be official documents issued by the relevant authorities according to the legal regulations of the country in question.

- They must be presented legalised via diplomatic way or through the Apostille of The Hague Accords. This requirement is not required for documents issued by the authorities of EU member States or signatories of the European Economic Area Agreement.



- They must be accompanied, whenever necessary, by its corresponding official Spanish translation.

The resolutions on the validation of foreign degrees will be adopted prior motivated report (reasoned) issued by the corresponding technical committees assigned by the Secretary General of the University Coordination Council.

b) Possibility of recognition of professional skills acquired through informal and formal training

Stakeholders:

- Central administration

The Central administration is responsible for the regulation and co-ordination of the National System for Qualifications and Vocational Training, without prejudice of the competences that correspond to the Autonomous Communities (regions) and social actors.

The government, after consultation with the General Council for Vocational Training, will establish the procedures and requisites for the evaluation and accreditation of competencies, and their effects.

- General Council for Vocational Training

Is a consultative institution with institutional representation of both the public administration and social actors. It assesses the government on vocational training affairs, without prejudice of the competences of the School State Council. It belong sto the Ministry of Labour and Social Affairs.

- National Institute for Qualifications

Is the technical institution that supports the General Council for Vocational Training and is responsible for the definition, elaboration and updating of the National Catalogue of Professional Qualifications and its correspondent Catalogue of Vocational Training Modules.

- Public companies, Chambers of Commerce, Universities and private companies

There stakeholders are asked to help in the elaboration of the system by identifying and updating the needs of qualifications, as well as their definitions and the required training to obtain them. There will be established procedures for collaboration and consultation with the different productive sectors and with social actors.

The evaluation and accreditation of professional competences obtained through professional experience or non formal learning will have the National Catalogue of Professional Qualifications as point of reference and will be done taking into account a criteria that will guarantee:

- Reliability
- Objectivity
- Technical rigour of the assessment.

The recognition of professional competences assessed through this means, when they do not complete the qualifications that are included in a vocational training title or professional certificate, will be done through a partial accumulable accreditation, with the objective of completing the training that is needed to obtain a certain certificate or title.

And with the last Royal Decree (**RD 34/2008, January the 18th**), it's possible to ask to the Labour Authorities the recognition of professional competences, utilizing the legal forms published. This Royal Decree regulates the “professional certificates”, and the possibility of the recognition of professional competences acquired through work experiences, non formal and and informal training. This certification is recognized in the labour market, and it is an official diploma valid throughout the national territory. It is a new step for seeking transparency in the labour market, improving employers and employees both.



GERMANY

1. TRAINING AND EDUCATION SYSTEM

The German training and education system consists of four stages, starting after kindergarten¹¹:

Primary education (ISCED-Level 1): the “Grundschule” is the obligatory Primary School for children aged from 6 years and lasts 4 years (in Berlin, Brandenburg and Mecklenburg-Vorpommern 6 years).

Secondary education stage I (ISCED-Level 2): consists of all types of schools until the 10th class (age of pupils: 15, 16 years), whereby the main types are:

- Secondary General School (“Hauptschule”): The attendance at secondary general school is compulsory for all pupils who, having finished primary school, decide not to attend any of the other types of secondary schools. Secondary general schools provide general education as a basis for practical vocational training.
- Intermediate School (“Realschule”): Intermediate schools are secondary schools covering classes 5 to 10 or 7 to 10. The final certificate awarded by these schools generally provides the basis for training in all types of medium level occupations. It qualifies holders for attendance especially at grammar schools. Intermediate schools provide extended general education.
- Grammar school (“Gymnasium”): Grammar schools are secondary schools which cover 9 or 8 years (classes 5 to 13 or 12) or 7 years (classes 7 to 13)¹². Part of the secondary education stage I are the classes 5-10 or 7-10.
- Comprehensive schools (“Gesamtschulen”): Comprehensive schools combine the different types of secondary schools in various organisational and curricular forms. There are integrated comprehensive schools (joint classes for all pupils) as well as additive and cooperative comprehensive schools. Part of secondary education stage I are here also the classes 5-10.

Secondary education stage II (ISCED-Level 3): consists of education and training as of the 10th class:

- Grammar school (“Gymnasium”): The classes 11, 12 and 13 (if existing) are part of the secondary education stage II. The final certificate awarded by grammar schools (Abitur) qualifies its holder for studies at all institutions of higher education.
- Comprehensive schools (“Gesamtschulen”): The classes 11, 12 and 13 (if existing) are part of secondary education stage II.
- Vocational schools (“Berufsschulen”): Vocational schools are part of the dual education system. It combines apprenticeships in a company and vocational education at a vocational school in one course. In 2005 the dual system offered training in 356 recognised apprenticeship occupations.

Higher education (ISCED-Level 5): consists mainly of universities, technical universities, colleges of education and colleges of art and music. According to the purpose of the Bologna Process – making academic degree standards and quality assurance standards more comparable and compatible throughout Europe – the German higher education system has been going through a

¹¹ See Bildung in Deutschland : Grundstruktur des Bildungswesens der Bundesrepublik Deutschland. A graphical overview of the German education and training system, published by the Federal Ministry of Education and Research http://www.bmbf.de/pub/bildung_in_deutschland.pdf

¹² Over the last years most of the Länder shortened the length of grammar school education from 9 to 8 years respectively from 7 to 6 years in the case of Berlin, Brandenburg and Mecklenburg-Vorpommern. Reason for this reform was the comparatively long duration of training and education in Germany.



fundamental reform process over the last years. The new Bachelor's degree is being established in many subjects in more and more universities. The old degrees of "Diplom" and "Magister" are increasingly replaced by the Master's degree. The university reforms have also lead to the introduction of tuition fees in 7 of 16 federal states (Länder).

Continuing education: Within the continuing education, one has to differentiate between continuing general and vocational education courses offered by a broad range of institutions:

- Vocational education courses also offer employees with a few years of occupation, but without university entrance requirements, the possibility to take courses – beside their work – leading to a degree at distance universities (in the meaning of lifelong learning).
- General and / or political education courses are offered by libraries, folk high schools, training centres of churches, institutions of social welfare and private or public education providers. They provide adult education basically following the concept of Grundtvig, a Danish theologian and poet.

These are the four stages of the German training and education system and the main types of schools and education institutions. It has to be considered, that education policies are part of the responsibilities of the Länder, which leads to a broad variety of regulations. In many of the Länder there has been for a long time a controversial public discussion about the design of educational structures. This dispute intensified during the last year even more because of consolidated research findings, starting in the course of the publication of PISA results for Germany in 2001¹³.

Recent developments of the training and education system in Germany

Research findings of the last years show two important facts, which are related to the analysis of immigrant women's situation in Germany:

1. Education success in Germany is strongly related to the educational and socio-economical background of parents' houses¹⁴.
2. The influence of a migrational background on school achievements is by far above average in international comparison.

The German educational system is not able to compensate the different basic conditions pupils bring with them (see chart 4¹⁵).

This decreases the educational chances and equal opportunities even more for pupils with migrational background or foreign nationality. They often struggle with special difficulties and disadvantages – especially with language problems or socio-cultural adaptive difficulties, combined, above average, with the socio-economical weakness of the parents' houses. The choice of secondary school is strongly related to the social background – even in cases of same or better performance, pupils with migrational background get significantly fewer recommendations for grammar schools. Immigrants leave the German school system with by far worse educational

¹³ The OECD Programme for International Student Assessment (PISA) tests and compares schoolchildren's performance across the world, with a view to improving educational methods and outcomes. The results for Germany were far below OECD-average among other things. See: www.pisa.oecd.org

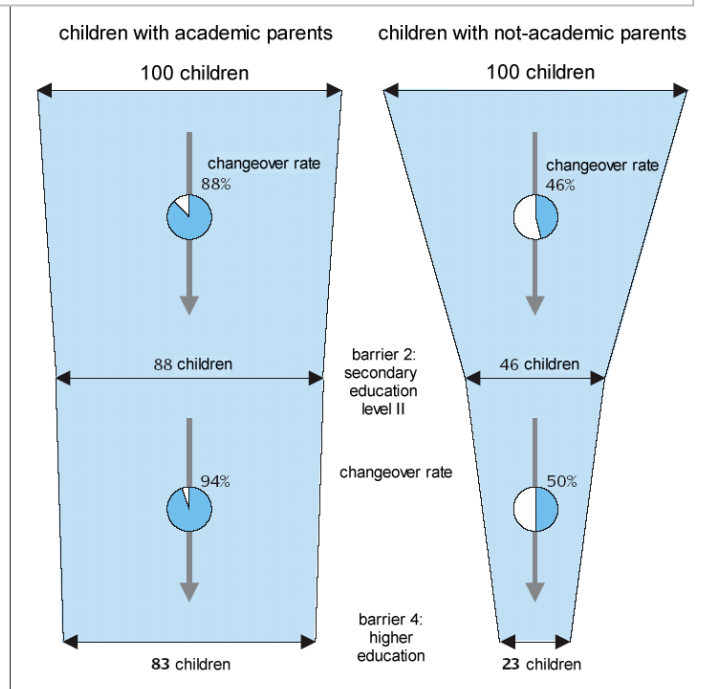
¹⁴ see: Max-Planck-Institut für Bildungsforschung: OECD PISA. Zusammenfassung zentraler Befunde, Schülerleistungen im internationalen Vergleich, Berlin 2001.

¹⁵ Bundesministerium für Bildung und Forschung: Economic and Social Conditions of Student Life in the Federal Republic of Germany in 2006, page 111.



achievements and much more often even without graduation than pupils without migrational background.

Chart 4 - The “educational funnel” - Educational career of children in connection with educational level of the father in %



As the structure of migration in Brandenburg differentiates itself strongly from immigration in West Germany and Berlin, it is actually not surprising, that the situation concerning school achievements should also be very different (see table 5).

The reason for this might be the differing importance of education in migration milieus depending on their cultural background and mentality. Studies have shown for example a tradition of valuation of education and an overall high level of qualification of the immigrating Jews from the former Soviet Union and of immigrants from Vietnam.

Table 5 – School leavers 2005

Graduation level	German school leavers				School leavers with not-German citizenship ¹⁶			
	total	Men	Women	Total in Brandenburg	Total	Men	Women	Total in Brandenburg
None	7,2	9,1	5,3	8,9	17,5	21,0	13,7	7,1
Secondary General school	23,2	26,5	19,7	18,3	41,7	43,0	40,2	10,6
Intermediate School	42,6	41,3	43,9	43,3	31,2	28,0	34,8	38,5
Grammar school	25,7	21,9	29,7	29,4	8,2	6,7	9,8	43,8

source: 7. Bericht der Beauftragten der Bundesregierung für Migration, Flüchtlinge und Integration über die Lage der Ausländerinnen und Ausländer in Deutschland (Dezember 2007), page 59.

Data for Brandenburg: Annäherungen. Bericht der Ausländerbeauftragten des Landes Brandenburg 2006, Potsdam 2006, page 61.

Especially the majority of Vietnamese children has been placed in child care institutions – because their parents both had to work – and learned the German language very well. In general, early institutional child care is until today much more common in East Germany than in West Germany. Taking into account the low rate of foreigners or immigrants in Brandenburg and therefore the

¹⁶ Please note: These data are not taking into account persons with migrational background, who have German citizenship.



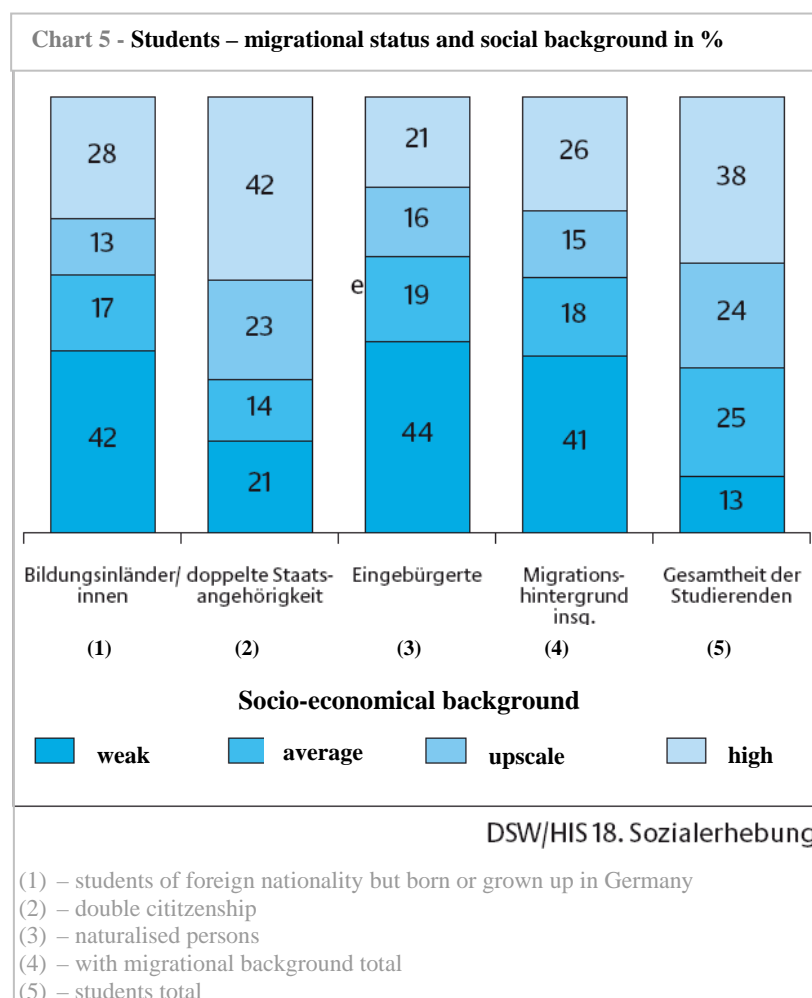
lack of closed immigration communities like in some regions in West Germany, it is understandable that children with migrational backgrounds should reach better school achievements in East Germany.

Despite the above average school achievements in Brandenburg, the rate of teenagers and young people with migrational backgrounds discharging into vocational education is incredibly low: In 2005 there were 51.186 German apprentices, but only 131 apprentices of foreign nationality. These numbers could be explained by the statistical definition of “foreigners” one the one hand, on the other hand by the movement of foreign youngsters to other Bundesländer in Germany for an apprenticeship, academic studies or work. Moreover xenophobic tendencies in Brandenburg could cause problems for foreign youngsters, finding an apprenticeship training position. In fact Brandenburg seems to be facing a brain drain of young people with excellent school achievements for whatever reasons however.

In general, young people with migrational backgrounds / foreign nationalities have fewer chances to get an apprenticeship training place in Germany: While in 2006 every second German applicant was placed into an apprenticeship, only every third foreign teenager was

placed. Declining numbers of available apprenticeship training places combined with an increasing number of applicants have increasingly worsened the chances for disadvantaged young people in the past years.

There are also socio-structural barriers for persons with migrational background in entering higher education. Chart 5 shows, that students in Germany with migrational background have an above average weak or medium social background. Remembering the “educational funnel” in chart 4, people with migrational background or of foreign nationality have fewer chances to graduate.



In 2005/2006 there were 1.953.504 students registered at German universities. The total number of foreign students in Germany has risen every year since 1997, from 100,033 to 189,450 in 2006. This brought the proportion of foreign students in the German student



population to 9.5% in 2006. If foreign students with a German education are included, the proportion of students with foreign citizenship attending German institutions of higher education is 12.5%¹⁷. Chinese students are the largest group of foreign students in Germany, with 13.8% of the foreign student population, followed by Bulgarian and Polish students (6.6% and 6.5%, respectively). The majority of foreign students at German institutions of higher education still come from European countries (51%).

An analysis of the income situation in the country of origin reveals that nearly half of the foreign students in Germany come from countries with a low or lower middle per capita income. More than a fifth of the foreign students come from countries with a high per capita income. More than two-thirds of the foreign students are pursuing their first degree. In addition, nearly one-fifth are graduate students and nearly one-tenth are pursuing partial studies in Germany. Men outnumber women among foreign students from low and lower middle income countries, whereas more women than men come to Germany from upper middle and high income countries. When asked about where they encountered difficulties during their stay in Germany, the most commonly cited areas were figuring out the academic system, meeting German students and financing studies; 38% to 40% of the foreign students had huge difficulties with these obstacles.

In the Land Brandenburg there were 42.331 students registered at universities, technical colleges etc.. 49,8 % of students were women and 12,7 % were of foreign nationality. More detailed data about foreign students, their countries of origin and their conditions of living and work are not available.

Summarising the above, one can say that the German education system is relatively impermeable and advantages children and teenagers from weaker social strata, which applies particularly to immigrant families. In the Land Brandenburg the situation differs in reference to education until secondary education stage II, but the changeover to vocational training and higher education does not succeed - existing potential is underachieved. There is a need for more research on the one hand, and for the development of promotion and integration strategies to avoid brain-drain of young people and future shortage of qualified labour shortage on the other hand.

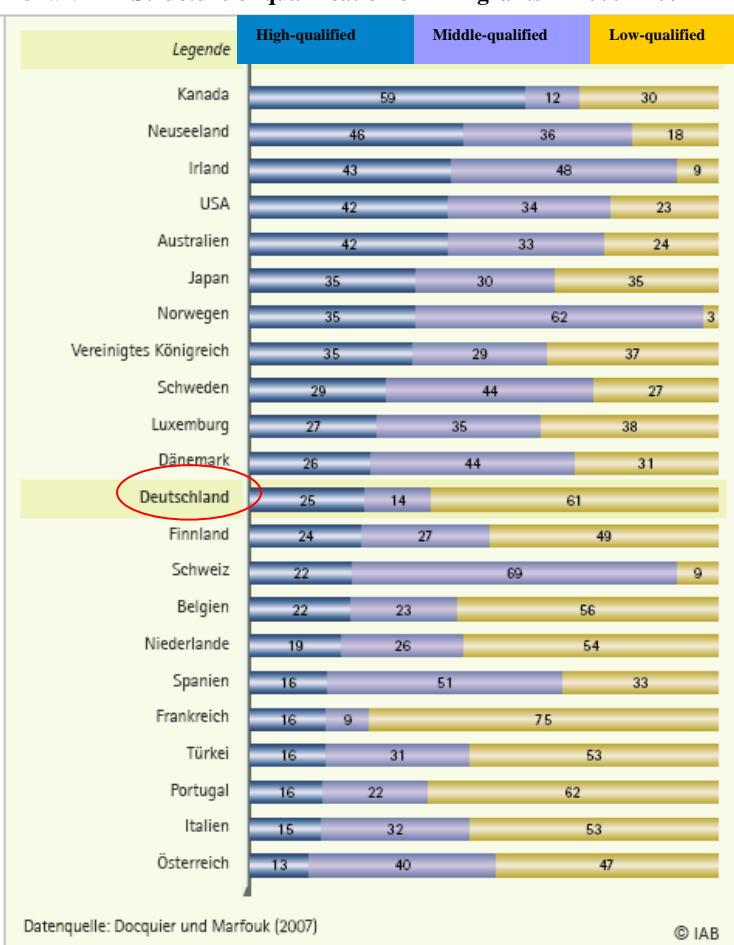
¹⁷ All following data see: Internationalization of Higher Education / Foreign Students in Germany / German Students abroad. Results of the 18th Social Survey of the Deutsches Studentenwerk (DSW), Berlin 2008
http://www.studentenwerke.de/pdf/Sonderbericht_Internationalisierung_engl.pdf



2. QUALIFICATION LEVEL OF IMMIGRANTS IN GERMANY AND IN BRANDENBURG

The structure of immigration has a sustainable influence on the qualification level of immigrants. As shown in chapter 2, the recruitment policies of West and East Germany respectively are the reason for today’s qualification level of immigrants, which is in midfield compared to other industrial countries (see chart 4)¹⁸.

Chart 4 - Structure of qualification of immigrants in 2000 in %



As Chart 4 shows, in international comparison the rate of low qualified immigrants in Germany is one of the highest (61 %), even if compared only to other European countries. Only France (75 %) and Portugal (62%) have higher rates¹⁹.

As chart 5 shows, immigrant women are especially low-qualified or without education compared to persons without migrational background.

The rate of less- or highly-qualified immigrants is lower than the one of non-immigrants; the relation is in both cases all about the same.

The high rate of immigrant women without occupation is in contrast remarkable – the rate is not only much higher than the rate of non-immigrant women, but is also higher than the rate of immigrant men (see chart 5).

¹⁸ These data refer to immigrants defined as „born in other countries“. Because there are no such data for Germany the data base for Germany refers to immigrants defined as “person of foreign nationality”. This definition probably cause a distortion of results, because it is not taking into consideration neither immigrants taking German citizenship nor German repatriates. See: IAB Kurzbericht 1/2008.

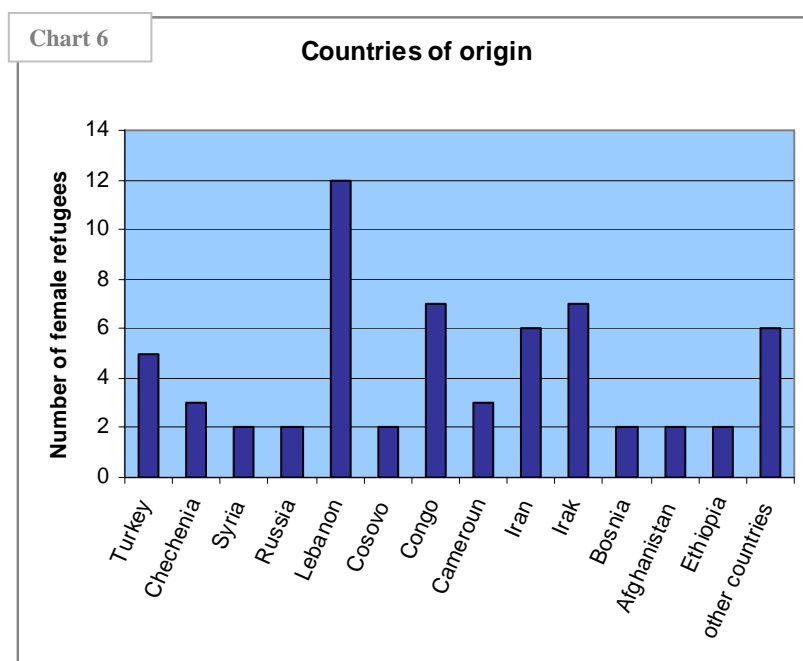
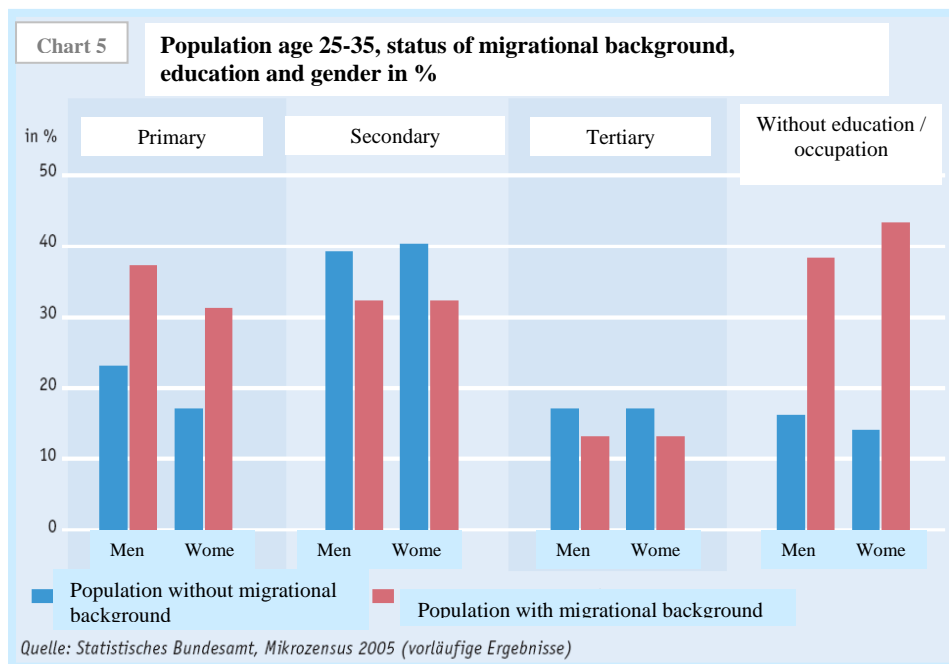
¹⁹ Thereunto the migration research in Germany in general focuses on less- and low-qualified immigrants apart from few exceptions.



Data and research findings regarding the qualification level of immigrants in Brandenburg are virtually non-existent. There is only one survey about the occupational situations of female refugees, but this study is not representative due to its low sample size (61 cases) and includes

data of women living both in Berlin and Brandenburg, without distinguishing this in representation²⁰.

For this reason the results can not be transferred as a reliable data base for this report. Nevertheless the most relevant results will be outlined to give an idea of how the situation could possibly be.



In 2004 there were 1,1 million refugees – 15 % of all foreigners – living in Germany. In Brandenburg the number of applications for asylum is low (2005: 1.027) and the number of refugees entitled to receive benefits has declined constantly since 2000 (from 10.156 to 5.495 in 2005²¹).

Chart 6 shows the country of origin of the studies' sample group. Most of the women were aged between 35 and 55 years and had been living in Germany for years.

²⁰ Foda, F.; Kadur, M.: Flüchtlingsfrauen – verborgene Ressourcen. Published by Deutsches Institut für Menschenrechte, December 2007, see: http://files.institut-fuer-menschenrechte.de/488/d37_v1_file_42b6d52c667fe_Prointegra_2005.pdf

²¹ all data see: Annäherungen, 2006, p. 138 and 134.

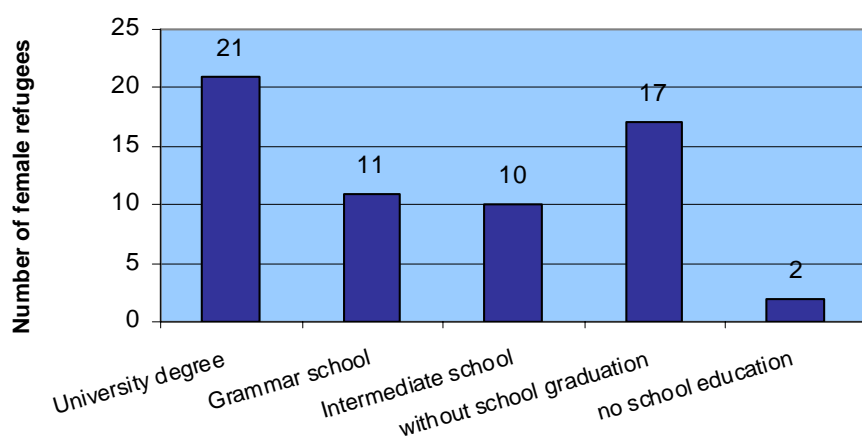


The majority – ¾ of the women – graduated in their countries of origin. There the education duration for an intermediate degree was 10 years and for grammar school between 12 and 13 years. Although it is clear that the educational process is often characterised by breaks and discontinuances, it is significant that most of the women were better or highly qualified (see chart 7). A majority of these women completed an academic or vocational education in their home countries. Most of the women already gained work experience for several years, though often under instable social, political and economical circumstances. Neither the educational nor the occupational qualifications were in the majority recognised in Germany. Even though more than half of the women had good knowledge of least 2 languages, not even 1/3 of them had a good knowledge of the German language.

Not only the lack of language knowledge complicated the integration into labour market, but also legislative and practical barriers .The access to German labour market is restricted especially for third-countries .

Chart 7

Level of educational achievements



Many of the refugees had to wait for years until they were granted a secured residence and labour status. 35 of the 61 women waited 1-4 years, before receiving a residence permit status, which means that nearly half of the refugees had to wait at least 5 years for it. 39 of the 61 women waited 1-4 years, before they received a work permit. 18 women had to wait 5-9 years and 8 women had to wait 10 years or longer before they were allowed to work. This means

that 43% of the women were excluded from the labour market for a very long time. The exclusion from the labour market in combination with an open residence status and a dependency on public transfer payments caused a lack of social integration, often inducing social and mental problems.

The legislative framework was not the only obstacle for labour market integration: many of the women also had difficulties finding a work place according to their qualification, even if these were recognised (see chapter 4, recognition of training qualification and university degrees). Because of their long absence from the labour market they could not improve or maintain their level of occupational qualification and language skills. Employment institutions did not give the necessary support, sometimes the women even felt to be discriminated because of their religion, race or origin.

As already mentioned, the results of this study are not transferable for different reasons. It should, however, provide an indication of the living and employment situation of the rather small target group of refugees and / or asylum seekers in Brandenburg. It is not possible though to make a statement as to what extent this situation might be comparable of the situation of immigrant women from third-countries in Brandenburg in general.



3. RECOGNITION OF TRAINING QUALIFICATION AND UNIVERSITY DEGREES

If an employer, the Federal Employment Office or any public authority asks an immigrant for a confirmed statement of his or hers certificates, the German federal (education) system will make this rather complicated: There exists no central administrative structure in Germany which has the competence for the official recognition of foreign training qualification or university degrees, because this recognition is part of the legislative competences of the federal states. In addition, regulations regarding different occupations may vary and beyond that the legislation differentiates depending on the country of origin (as described above). This diversity of regulations leads to great in-transparency.

There exists, however, the Central Office for Foreign Education, the official agency for the evaluation and recognition of foreign educational qualifications. The CFE provides advisory and information services to the authorities concerned with the recognition of foreign diplomas (e.g. ministries, universities, courts etc.) and builds up an online database. The database www.anabin.de serves as an information medium for the evaluation of foreign certificates and contains a multitude of additional data¹.

Taking these legal and administrative framework conditions into account, one can differentiate between three types of highly-qualified immigrants in Germany¹:

- *Highly-qualified non-mobile foreign students with work permit¹*
For example the 2nd and 3rd generation of immigrants who in the meantime passed through the German educational system. They do not have the German citizenship, but bilateral contracts ensure their permission to work (e.g. with Turkey).
- *Highly-qualified with a non-German university degree and work permit*
For example repatriated Germans or foreigners coming to Germany because of political recruitment initiatives like “Green Card – recruitment programme for IT-Specialists” 2000-2004. In the framework of this programme around 18.000 IT-experts were enlisted.
- *Highly-qualified foreigners with subordinated access to labour market*
For example employees from the new EU-Member states or asylum seekers. The first group has a work permit depending on their engagement. The first group is allowed to apply for a work permit only after one year for the first time.



ITALY

In contrast with other European countries, from the 70’s onwards Italy had failed to evince much interest in the new migratory realities, an attitude that led to an underestimation of their importance up to the 90’s. This lack of preparation in the matter of immigrant inclusion had a negative effect on the working environment: in Italy, the model of employee inclusion was informally structured from “the bottom echelons” upwards and has been characterized by strong immigrant readiness to settle for unskilled employment (IRPET 2007; Ambrosini, 2001, Reyneri, 1997).

With regard to educational qualifications, the higher the qualifications the higher the employment rate, but there is always a huge discrepancy between immigrants and natives, up to 15% in countries such Denmark, Finland, and Germany (IRPET, 2007). In Southern Europe in particular, it is the case that many highly-qualified immigrant workers seldom land jobs commensurate with their educational qualifications. An ISTAT Report for 2005 (“La partecipazione al mercato del lavoro della popolazione straniera” [“The Participation of the Foreign Population in the Employment Market”]) showed that despite the fact that half of all foreign workers had specialist educational qualifications, (9.9% held degrees, 39.4% held diplomas), a significant percentage of these, 40% of graduates, were engaged in unskilled or manual labour.

The five employment sectors that make up the lowest occupational segment (builders, labourers, cleaners, family care workers and farm-hands) account for approximately one third of employed foreigners, five times the number of Italians.

In Italy, the overall educational level of immigrants is good, and those who missed out on educational opportunities try to compensate for this through training: in fact, in Italy 120,000 immigrants have been attending adult education courses (making up a quarter of all those registered) (CARITAS 2006).

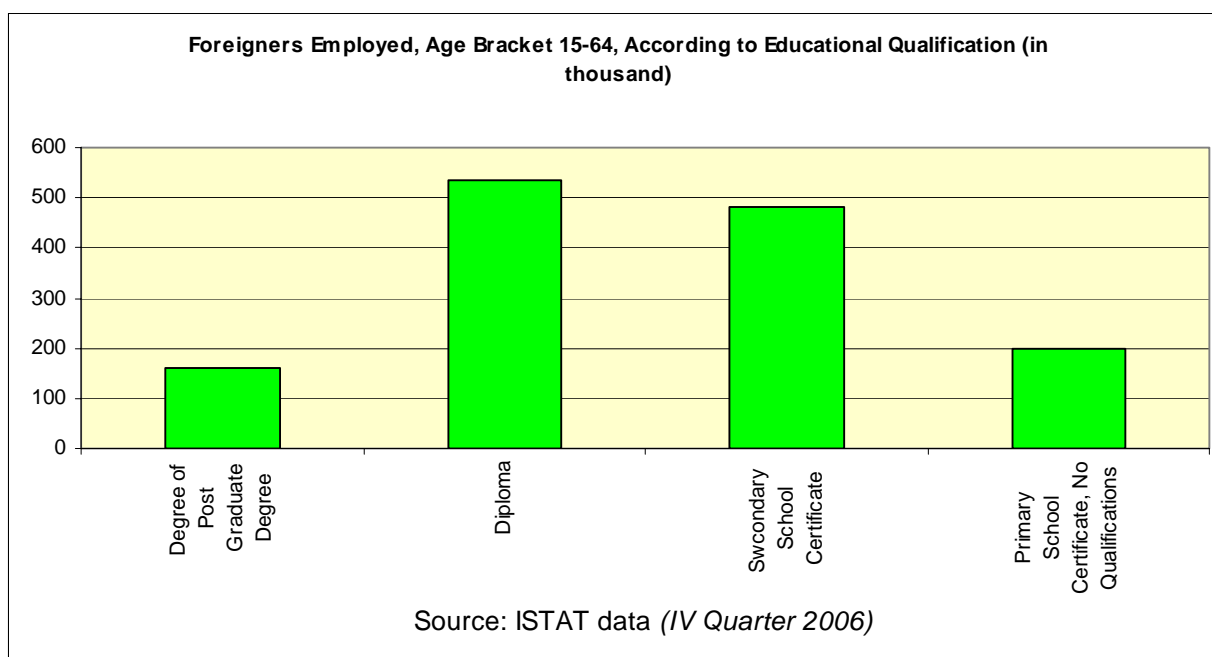


Fig. 7

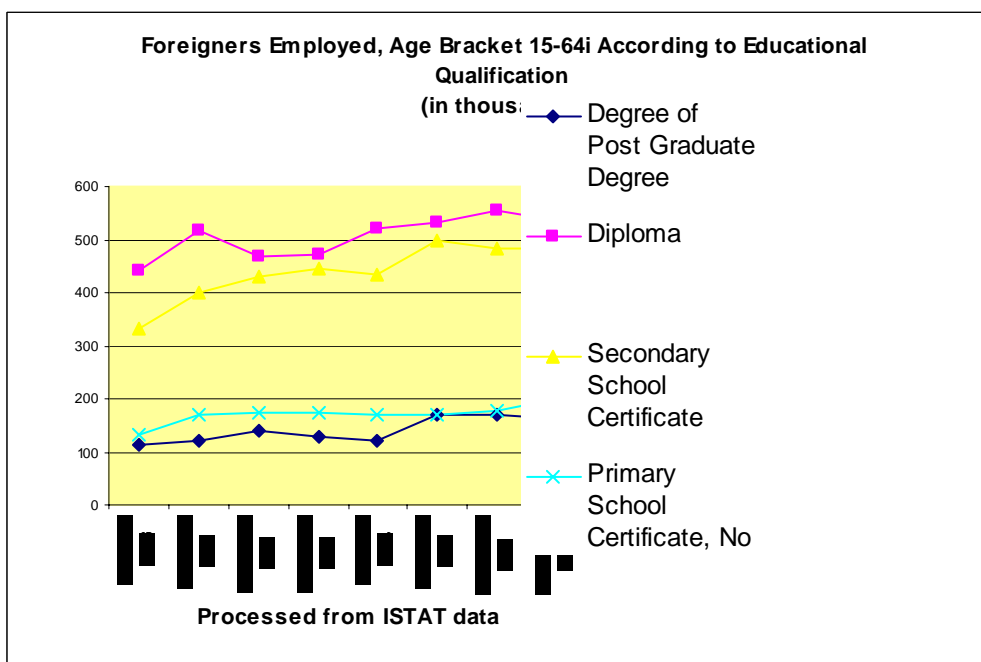


Fig. 8 (Trimestre = Quarter)

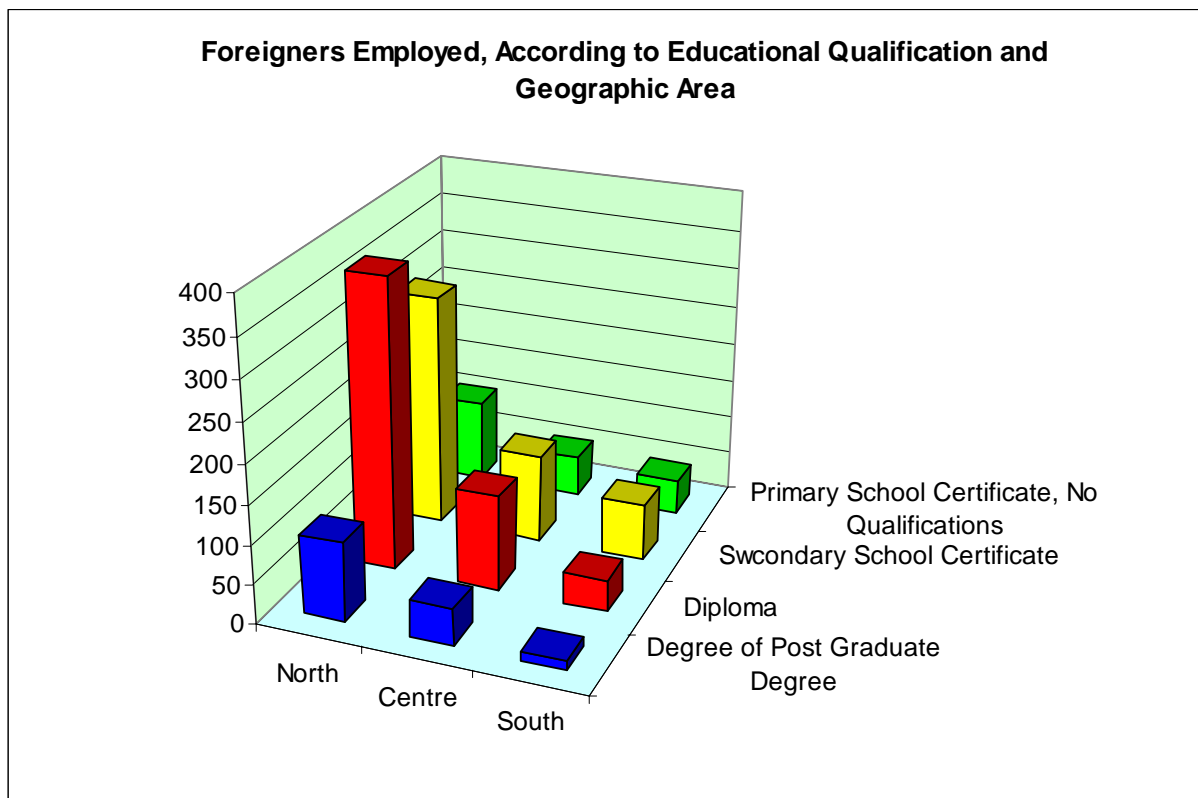


Fig. 9

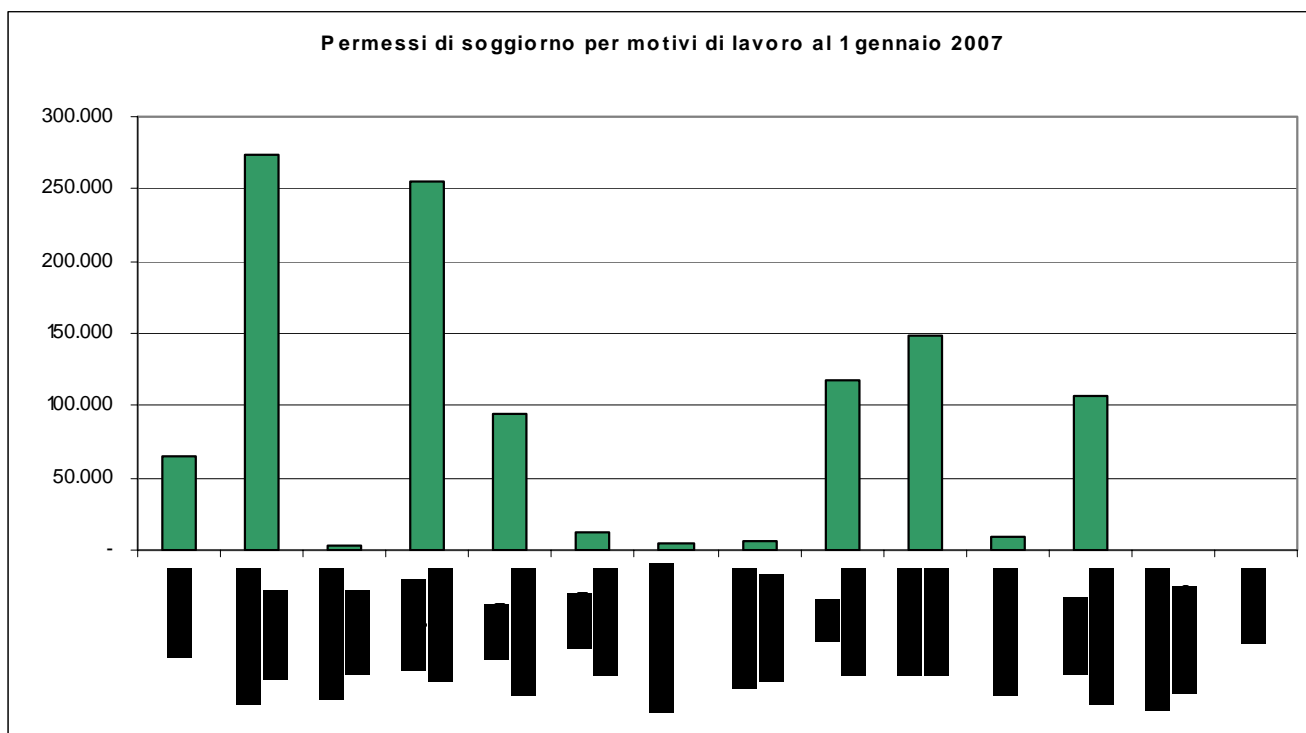


Fig. 10 (Residence Permits for Employment Purposes as at 1st January 2007)

(Europa = Europe, Paesi di nuova adesione = Newly Joined Countries, Europa centro orientale = Central Eastern Europe, Altri paesi europei = Other European Countries, Africa settentrionale = North Africa, Africa orientale = East Africa, Africa centro meridionale = Central Southern Africa, Asia occidentale = Western Asia, Asia centro meridionale = Central Southern Asia, America settentrionale = North America, America centro meridionale = Central Southern America, Apolidi = Stateless Persons)

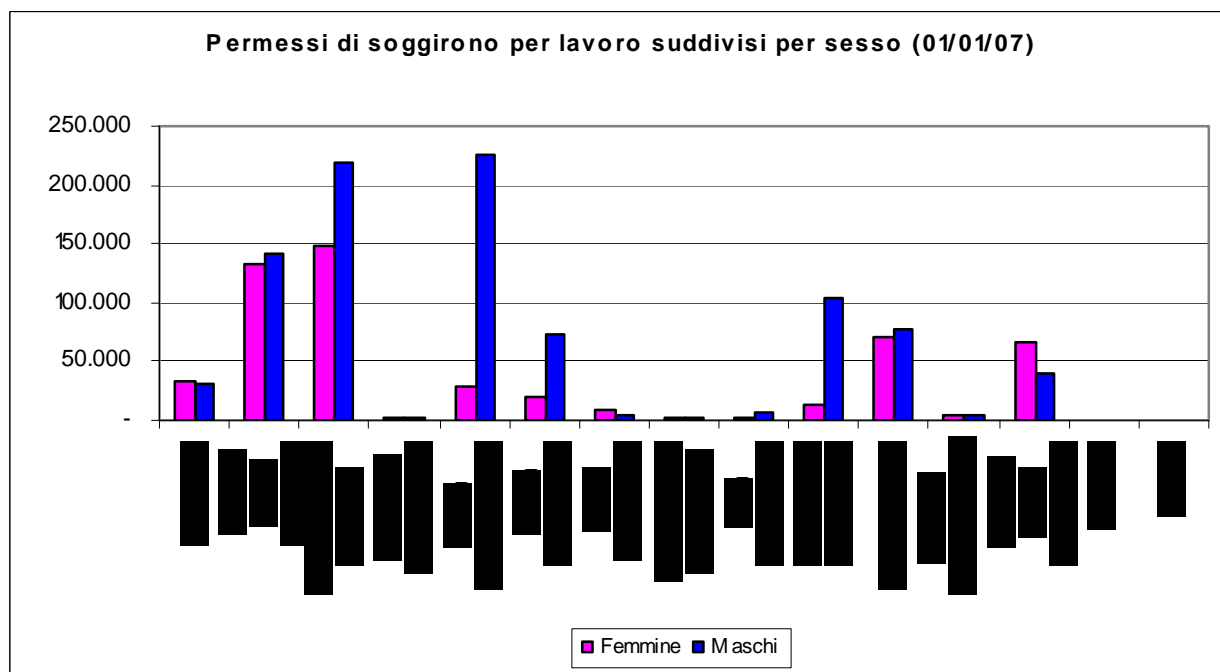


Fig.11 (Residence Permits According to Sex - 01/01/07)



As the ISTAT data figures show, despite the fact that the majority of workers are in possession of high-school diplomas (or an equivalent qualification), most of them become craftsmen, specialized factory workers, farmers, technological plant workers or unskilled workers - in other words, they take on employment for which no specific educational qualifications are required (Figure 12, Figure 13).

While educational qualifications are often a passport to permanent, skilled employment for Italian citizens, the same is not true for immigrants: given the same conditions, in fact, the higher an immigrant's qualifications, the more difficult it becomes to find employment (Zanfrini, 2000).

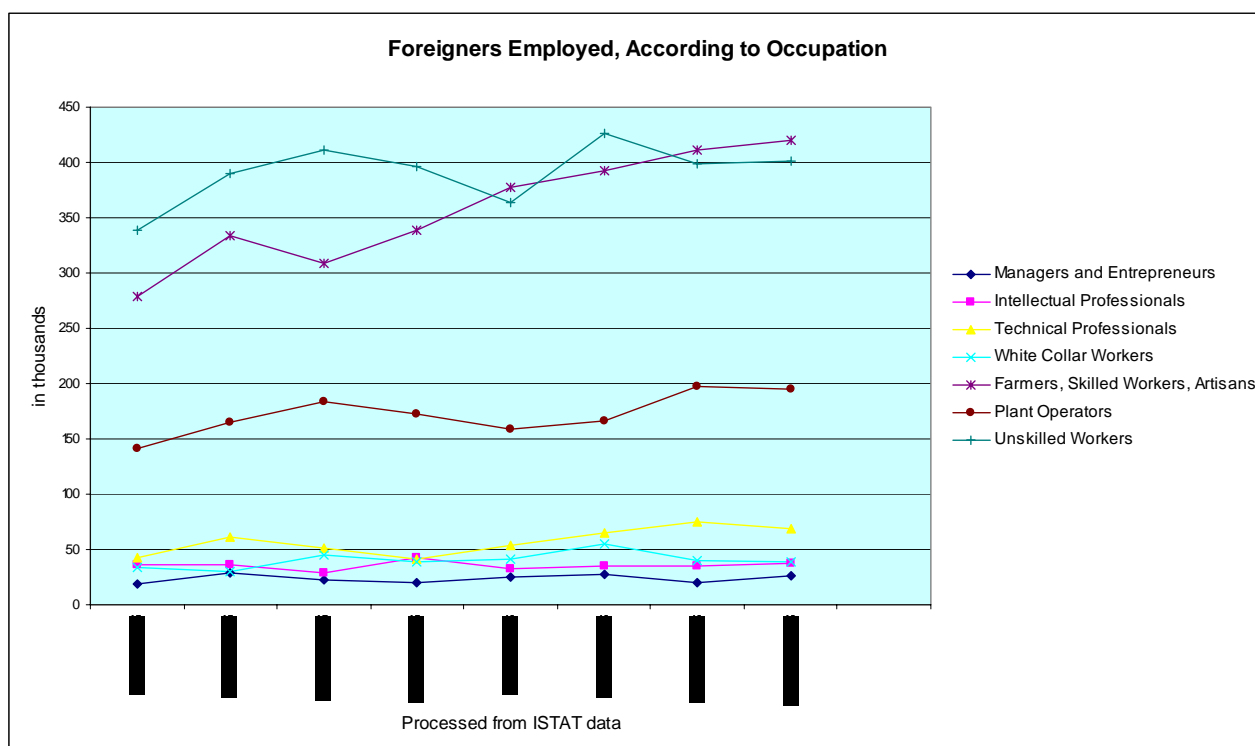


Fig. 12

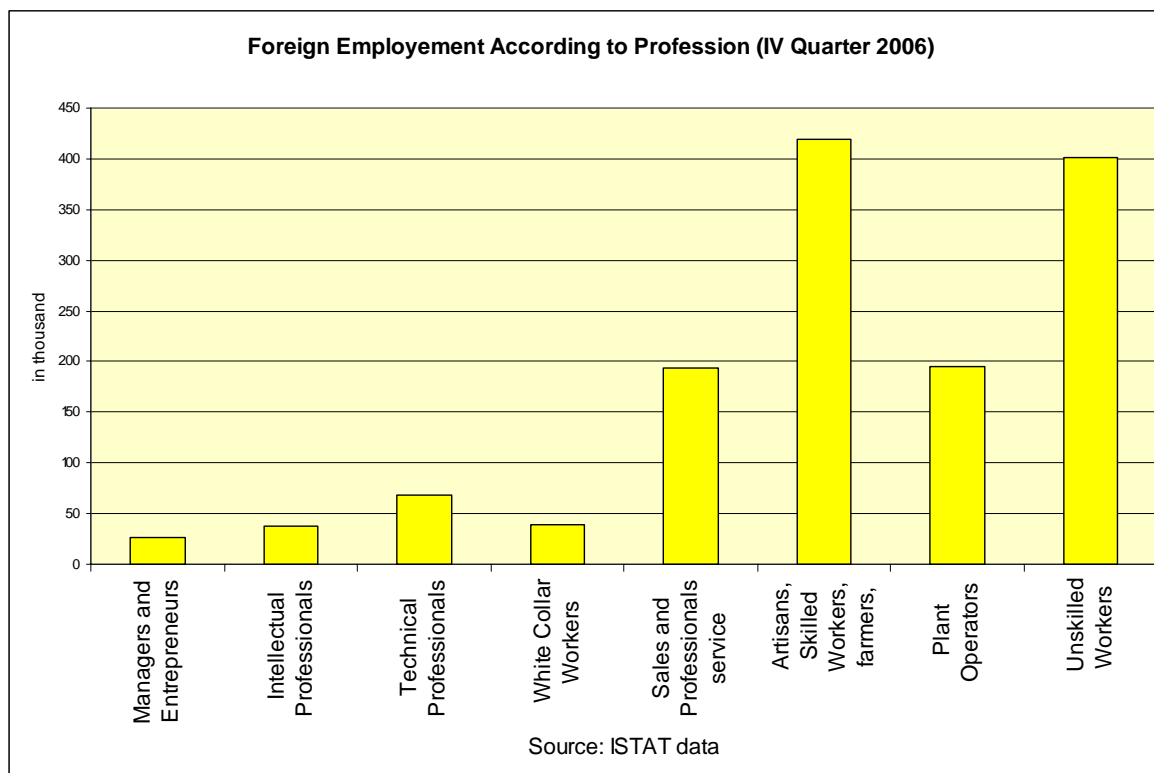


Fig. 13

According to IRPET data, although employers tend to go preeminently and ever-increasingly for immigrant workers, it looks as though no change in the forecast professional make-up of employment offers is expected for 2007, which is confirmation of the top-heavy foreign presence in the lower/middle skilled professional bracket. Immigrants' skills thus become undervalued and badly employed, which leads to a model of employment inclusion defined as "Subordinate Inclusion" by Ambrosini (Ambrosini, 2001).

Italy is a country in which it is relatively easy for immigrants to find work, provided they are prepared to take on unskilled work at an inferior social rank.



PART 3

IMMIGRANT WOMEN AND LABOUR MARKET – POLICIES FOR INTEGRATION:

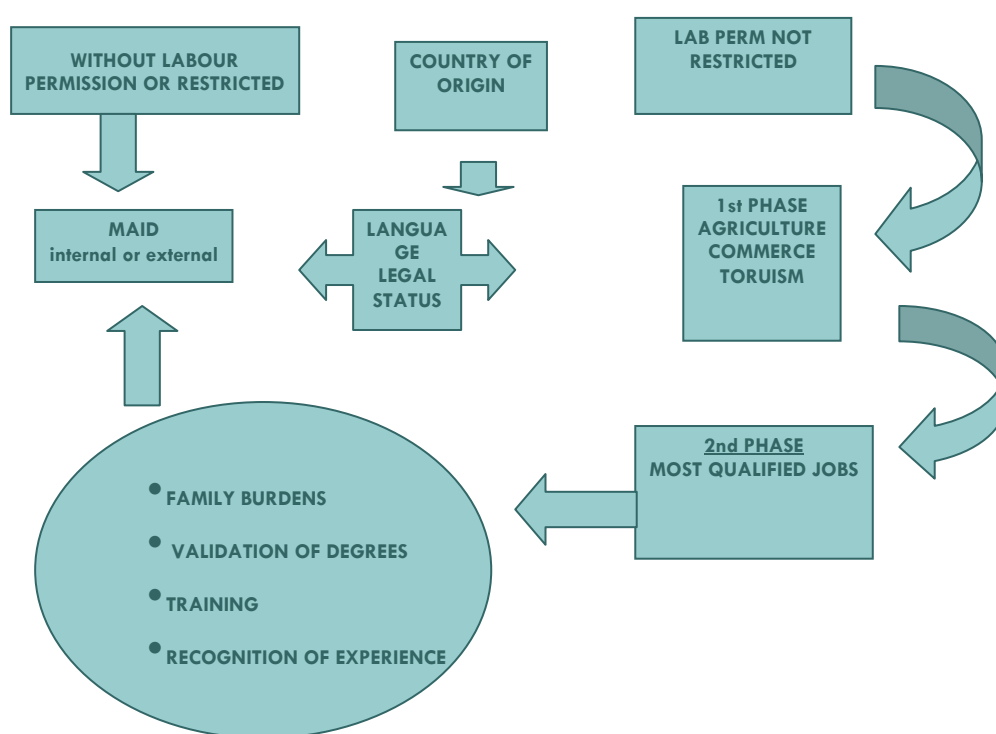
- LABOUR INTEGRATION PROCESS FOR IMMIGRANT WOMEN
- IMMIGRATION AND LABOUR MARKET
- INTEGRATION POLICIES
- WORK LIFE BALANCE



SPAIN

1. LABOUR INTEGRATION PROCESS FOR IMMIGRANT WOMEN

This is a summary of the labour integration process:



The labour integration is the basis for the social integration in host country

- The employment of immigrant can be increased through vocational training
- **Preconditions:** language proficiency and labour market knowledge
- It is necessary to keep and increase the abilities and competencies of immigrants

Levels of integration: ways to reach the goals:

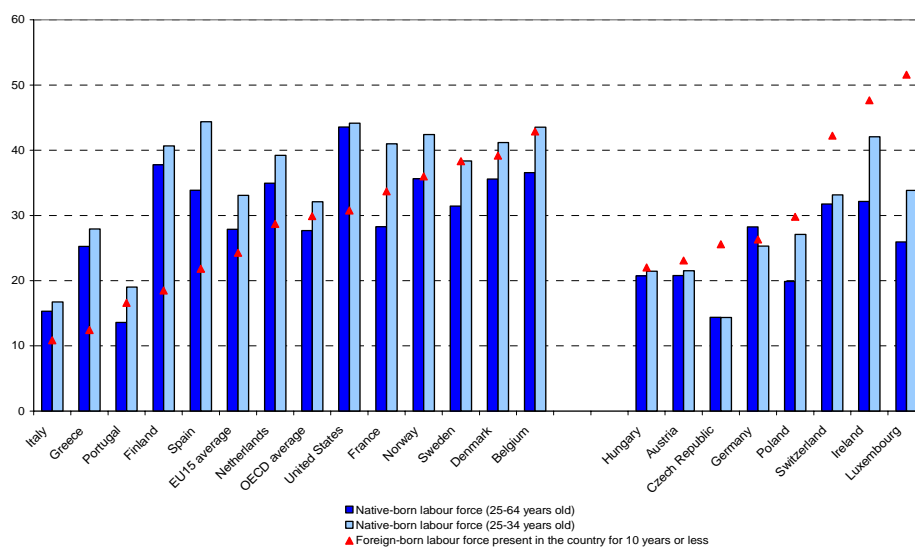
The International Organization for Migration (IOM) said that there are six ways to explore the level of integration of immigrants in the host country:

- Linguistic integration .
- **Integration within the Education system**
- Residential integration.
- Economic integration.
- Social integration relates to the well-being and the participation of migrants in the social life of the host society
- Political integration .

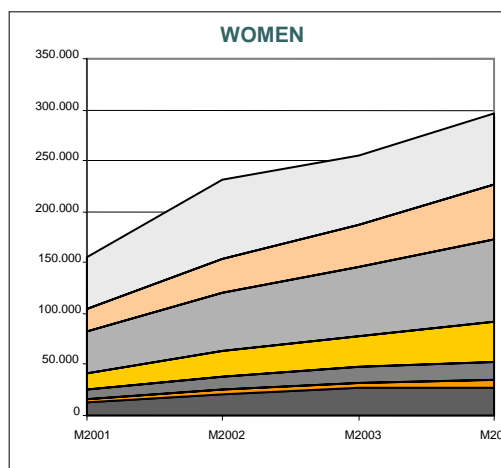
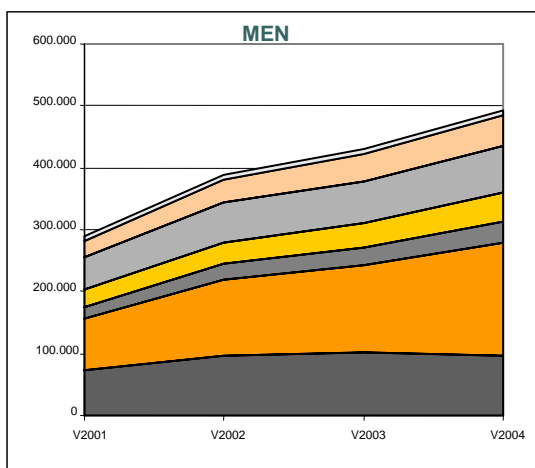


2. IMMIGRANTS AND LABOUR MARKET – MAIN FIELDS OF EMPLOYMENT

Percentage of the foreign-born labour force and of the native-born labour force aged 25-34 and 25-64 with a tertiary qualification, 2005



EMPLOYMENT SECTORS ARE:



Fuente: Estadística de trabajadores extranjeros afiliados a la S.S. MTAS, 2006

Domestic service
Other
Tourism
Retail Trade
Whole sale trade
Building
Agriculture



Immigration and employment rate

Immigrants employment rate has reached 68,3%, six percentage points above that of nationals.

Breaking down the growth of the employment rate

	Total	Nationals	Immigrants
1996 -2000	3,3	3,3	0,1
2001 -2005	1,1	0,9	0,2
1996 -2005	2,2	2,1	0,2

Unlike the demographic factor, nationals affect very positively the employment rate, thanks to the women entering the labour market. In much the same way, immigrants contribution is also positive and continuously increasing.

Progress made in labour productivity may be broken down in two factors:

1. The growth of the capital-labour ratio and
1. The increase in Total Factor Productivity (TFP).

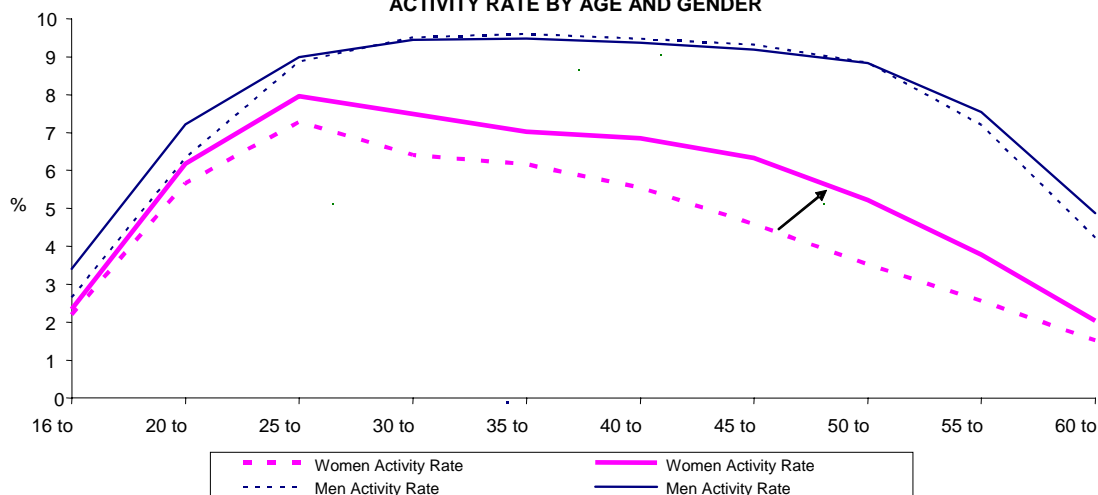
Immigration has implied a reduction in the labour-capital ratio, as the productive system has become more labour intensive. Therefore, immigration has meant a negative impact on the apparent productivity of labour.

Immigrants contribution to the growth of the capital-labour ratio and labour productivity

	K/L	Labour productivity
1996 -2000	-0,1	-0,0
2001 -2005	-0,6	-0,2
1996 -2005	-0,3	-0,1

One of the sectors that employs a larger number of immigrants is domestic service, allowing more women to enter the labour market, and therefore increasing the activity rate.

ACTIVITY RATE BY AGE AND GENDER

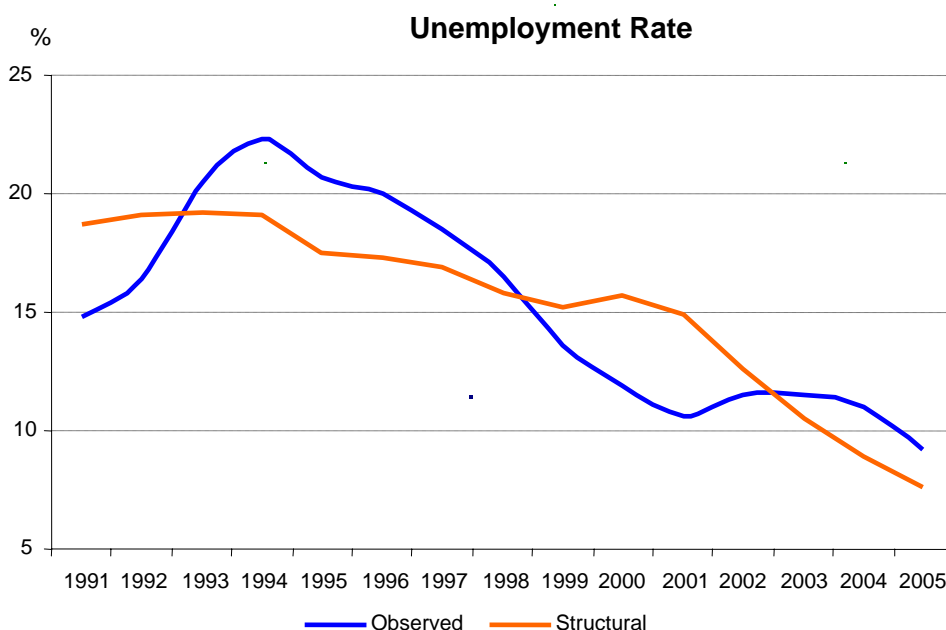




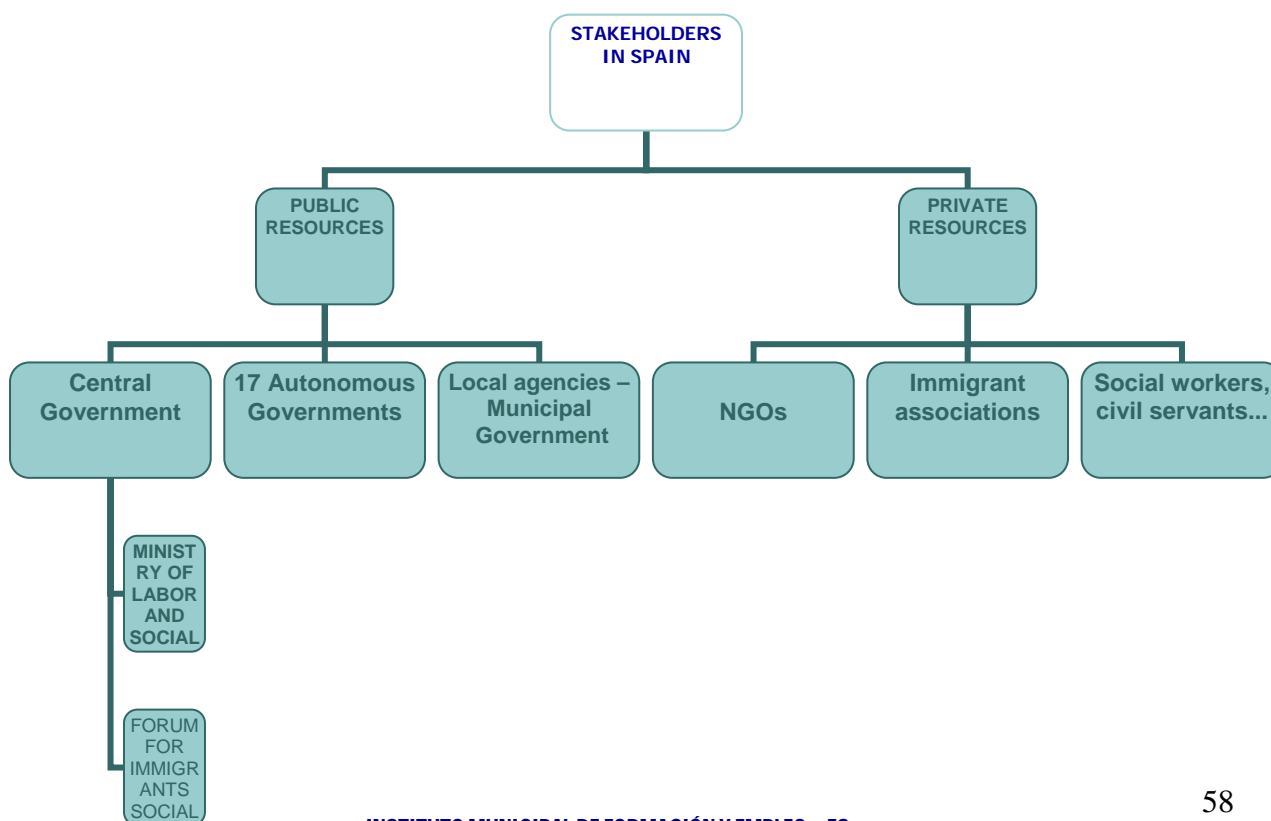
Immigrants reduce mismatches of labour market, providing it with greater flexibility as they:

- work in sectors where there is a lack of nationals labour supply.
 - greater geographical mobility than nationals
 - pressure down on increase in real wages

As a result, **structural unemployment rate is reduced by immigrants.**



In the labour integration process in Spain, the main actors are:

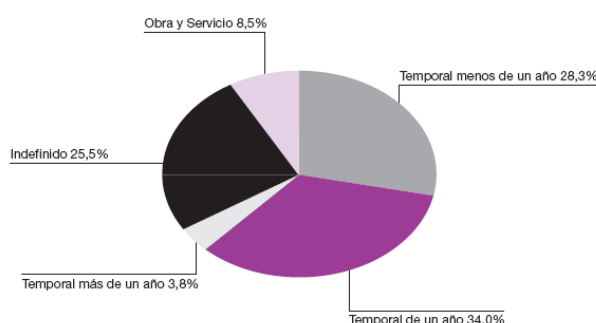




AND THE WAYS FOR ACCESSING TO LABOUR MARKET ARE:

WAY	%
family and friends support	54,60
advertisement	9,00
NGOs	28,40
Employment agencies	3,00
City council and regional services	4,00
Others	1,00

Cruz roja data 2006



Most of contracts are temporary contracts, and the main fields are:

- Domestic service
- Building
- Agriculture
- Retail Trade
- Tourism
- Wholesale trade

The rate of employment amongst nationals from third countries is, on average, much lower than for Spanish, with the difference being even more marked for women than men. Furthermore, the difference between the employment rates for highly qualified Spanish women and immigrant women with the same qualifications is on the rise. The pay gap between immigrant women and Spanish women is 10% whilst it is only 4% for men.

CHALLENGES

- In order to cope with the challenges of population ageing, we must encourage people to enter the labour market, create policies to continue to promote employment of women in all age groups and make full use of the potential for women's employment amongst immigrants. The challenge also lies in reducing the pay gap between men and women and making it easier to reconcile work and family life for both men and women.
- Strengthening the position of women in the labour market
- Improving child care and dependant care services
- Targeting men to achieve equality for men and women
- Gender mainstreaming in immigration and integration policies.

The main characteristics are:

- A) The existence of great difficulty by immigrant women in reconciling their work and family life. Nearly all alone, they find greater support for their friends and relatives. The institutions assisting them with free nursery, and have had at least one subsidy for housing and food
- B) Lack of resources and inadequate system for the care for Children.



In Spain and in Andalusia the institutional programmes for integration are the follows:

- SPAIN - STRATEGIC PLAN FOR CITIZENSHIP AND INTEGRATION 2007 – 2010
- INTEGRAL PLAN FOR IMMIGRATION 2006 – 2009 ANDALUCÍA

3. STRATEGIC PLAN FOR CITIZENSHIP AND INTEGRATION 2007 – 2010 SPAIN

PREMISES

1^ª Integration is conceived as a **two-way process** of mutual adaptation.

2^ª Not only the different levels of government, but also society at large, including immigrants themselves and all social players must **share the responsibility** for the integration process and its management

3^ª The Plan is conceived as a **framework for cooperation** able to mobilise policies, bring together initiatives and provide coherence for action both in the public sector and in civil society.

4^ª A **global or holistic approach** must be adopted in both immigrant integration and immigration policies.

5^ª **Integration policies have to be targeted at the citizenship at large**, and public action must be oriented towards promoting and ensuring the **immigrant population's normalised access to general public and private services**.

6^ª The promotion of integration policies must be instrumented by **mainstreaming** immigrant integration issues **in all relevant public policies**.

PRINCIPLES

1^º The principle of **equality** and **non-discrimination**, that involves equating the rights and obligations of the immigrant population to those of the autochthonous population within the framework of basic constitutional values.

2^º The principle of **citizenship**, entailing the recognition of full civic, social, economic, cultural and political participation of immigrant men and women.

3^º The principle of **interculturality**, a mechanism so that persons of different origins or cultures can interact with esteem and respect for cultural diversity

OBJECTIVES

1. To ensure the full exercising of **immigrants' civil, social, economic, cultural and political rights**.

2. To **adapt public policies**, particularly in education, employment, social services, health, and housing, to the new needs generated by the immigrant population.

3. To ensure the immigrant population's **access to public services**, particularly education, employment, social services, health, and housing, in equal conditions to those of the autochthonous population.

4. To establish a **reception system** for recently arriving immigrants, as well as those in particularly vulnerable situations, until they can access general public services.

5. To **foster knowledge** among immigrant men and women of the European Union's basic values, the rights and obligations of persons living in Spain, the official languages in the country's different *Comunidades Autónomas*, and the social norms and habits in Spanish society.

6. To **combat** different manifestations of **discrimination**, racism and xenophobia

7. To introduce the **gender perspective** both when drawing up immigrant integration policies and when applying them.

8. To foster **co-development policies** and experiences in immigrants' countries of origin.



9. **To favour the understanding by Spanish society as a whole of migration**, to improve the sense of community between cultures while valuing diversity and fostering the values of tolerance and respect, and to support the conservation and knowledge of immigrants' cultures of origin.
10. To stimulate public policies and measures fostering immigrant integration and **cooperation** both at different levels of government and among civil society.

AREAS OF ACTION

1. RECEPTION
- 2. EDUCATION**
- 3. EMPLOYMENT**
4. HOUSING
5. SOCIAL SERVICES
6. HEALTH
7. CHILDHOOD AND YOUTH
8. EQUAL TREATMENT
9. WOMEN
10. PARTICIPATION
11. AWARENESS RAISING
12. CO-DEVELOPMENT

2. EDUCATION

Objective 1. To ensure immigrant pupils' student **access to obligatory education** in equal conditions

Objective 2. To guarantee **quality** obligatory education for pupils regardless of their social condition or origin

Objective 3. To **suit the educational system to pupils' diversity** by properly managing diversity and fostering intercultural knowledge and skills

Objective 4. To transform schools into areas of **communication**, community and **integration**

Objective 5. To facilitate immigrant pupils' **access to non-obligatory education**

Objective 6. To **improve** immigrants' access to **adult training**

Objective 7. To improve procedures for **recognition of academic degrees**

EDU 1. Adaptation of the admissions processes of schools supported by public_ funding in order to avoid segregation in schools

EDU 2. Prevention of truancy in school _

EDU 3. Information, orientation, and accompanying of the immigrant population in the Spanish educational system

EDU 4. Implementation of educational reception and integration programmes in schools.

EDU 5. Educational support

EDU 6. Learning of host society languages _

EDU 7. Promotion of intercultural civic education

EDU 8. Support for initial training and life-long-learning for teachers in diversity _ management

EDU 9. Identification and transfer of best practices in educational strategies that _ integrate cultural diversity management

EDU 10. Conservation of languages and cultures of origin

EDU 11. Support for transition from school to work

EDU 12. Expansion and optimisation of the range of extracurricular educational activities

EDU 13. Fostering of coordinated action between schools and their environment



- EDU 14. Promotion of detection mechanisms and intervention protocols in the event of racist, xenophobic or discriminatory outbreaks.
- EDU 15. Promotion of immigrant pupils' access to early childhood education
- EDU 16. Promotion of pupils' access to post-obligatory education and of their continuation there in order to favour equal opportunities
- EDU 17. Improvement in the range of vocational training, adapting it to the needs of adult immigrants.
- EDU 18. Improvement of procedures to recognize and validate academic degrees

3. EMPLOYMENT

- Objective 1. To adapt legislation on employment and the Social Security system in order to ensure equality in rights and duties
- Objective 2. To improve the management of migratory flows on an ongoing basis
- Objective 3. To promote job maintenance, career paths and training, and suit immigrant workers' skills to the Spanish labour market's needs and opportunities
- Objective 4. To improve labour market intermediation services
- Objective 5. To combat irregular hiring of immigrant workers on the underground labour market
- Objective 6. To fight against discrimination and for equal opportunities for immigrants on the labour market and in businesses
- Objective 7. To promote diversity management in companies.

Some actions:

- _ EMP 9. Support for business, self-employment, and micro-credit initiatives
- _ EMP 10. Information and training about occupational safety standards
- _ EMP 12. Training of employment management professionals in the field of immigration
- _ EMP 13. Coordination of farming seasons with and among the Comunidades Autónomas
- _ EMP 14. Research support, innovation promotion, and transfer of best practices in the field of immigration, the labour market, and occupational structures in both Spain and immigrants' major countries of origin

4. INTEGRAL PLAN FOR IMMIGRATION 2006 – 2009 ANDALUCÍA

PROGRAMMES

I. Socio-educational area

II. Socio-labour Area

III. Social & health Area

IV. Inclusion and Welfare Area

V. Equipment, accommodation and housing Area

VI. Culture, leisure and participation Area,

VII. Law Area.

VIII. Training Area

IX. Research

X. Social awareness Area, XI. Cooperation for the Development Area

I. Socio-educational area

1. To facilitate **schooling** at any year, all girls and children belonging to families

1.2. Encourage the adaptation of the educational attention to the characteristics and needs of this group

1.3. Encourage Educational Centers to develop **projects** contemplating the prospect **Intercultural**

1.4. Enhance programmes to support the learning of Spanish language to immigrant students. I.e.

Linguistics Temporary Classrooms



- 1.5. Maintaining and **value** the immigrant students's **culture of origin**
- 1.6. To foster a social climate of coexistence and respect, encouraging educational institutions in the **dissemination of democratic** values, not just for the educational community, but for their own environment where the activity takes place.
- 1.7. Providing immigrant students not Spanish-speaking education to facilitate their **integration** and providing for the study of Spanish language and the promotion of their mother tongue teaching.
- 1.8. Promote access and continuity of **adult immigrant** population at the various levels of **education**
- 1.9. Establish intervention strategies for the introduction of new lines of work in the **LLL** for immigrant population

THE LLL FOR IMMIGRANT OBJECTIVES

A) To promote the economic, social and cultural policies that encourage host people coming for the first time to Andalusia, with supporting strategies for the implementation of an autonomous inclusion model for the new Andalusian.

E) To improve permanently the knowledge of the immigration field, for trying the most appropriate strategies for change, as well as analysis of the achievements, and research activity on the phenomenon of immigration in Spain.

H) Encouraging social awareness about the positive values of the immigration, rejecting all forms of racism and xenophobia and discrimination

CHARACTERISTICS OF LLL FOR IMMIGRANT PEOPLE:

1. Valorisation of learning
 2. Information, guidance and counselling
 3. Investing time and money in learning
 4. Approaching learning to students
 5. Basic skills
 6. Innovative Teaching
- 1.9.1. Development of plans for Intercultural Education in the Learning Center for Adults aimed to the immigrant people.
 - 1.9.2. Specific training for teachers in The LLL Centers which work with immigrant people.
 - 1.9.3. Establishment Agreements with associations or institutions working with Adult immigrant people.
 - 1.9.4. To promote Community Action Plans that allow the development of actions for Social integration.
 - 1.9.5. Adaptation of materials in digital format to facilitate immigrant students access to degrees: Compulsory Education and Training Cycles.

II. Socio-Labour Area

2.1 To promote the **valorisation of cultural diversity** as a factor for combating racism and xenophobia, developing measures to facilitate access and promotion of men and women immigrants in the labour market and their equal participation in social life community - **Project Arena II**

2.2. To improve and promote the **professional qualifications and social integration** of immigrant in the **agricultural** and **fisheries** sectors - training courses

2.3. To facilitate understanding of the **labour market** in Andalusia related with **immigrant** and encourage the dissemination and use of that knowledge.



- 2.4. Providing **access** to immigrant residing in Andalusia to the network of the Andalusian Employment services specializing in the intermediation; dissemination; translation services and assistance - Training actions in the field of immigration directed to the staff of employment services, the network "Andalucía Orienta" and the network of Units of Territorial Employment and Local Development and Technology (UTEDLT)
- 2.5. To promote the **employability** of immigrant through training, guidance, self-employment. Identifying best practices for mainstreaming equality in the labour market of immigrant in developed programmes of Equal Community Initiative in Andalusia.
- 2.7. Knowledge of the participation of **women and men immigrants** in the funding **calls** for proposals for promotion employment in Andalusia.
- 2.8. Encouraging **professional qualifications and social integration** of immigrant residing in Andalusia through access to **Vocational Training**.
- 2.8.1 **Spreading the VT programs** to Immigrant population
- 2.8.2. Increasing the offer of VT Programs in areas with the highest rates of immigrant.
- 2.8.3. Ensuring access to the VT for immigrant population from de Andalusian Service of "Andalucía Orientat "
- 2.9. Developing the **skills of VT trainers** in matters relating to multiculturalism and immigration.
- 2.10. To encourage **studies** aimed to detecting training needs of immigrant.
- 2.11. To develop specific actions of **guidance**, training and social integration for immigrants
- 2.14. Promoting and encouraging performances in the field of **prevention** and improvement of working conditions, in connection with the phenomenon of migration.....

VIII. Training Area

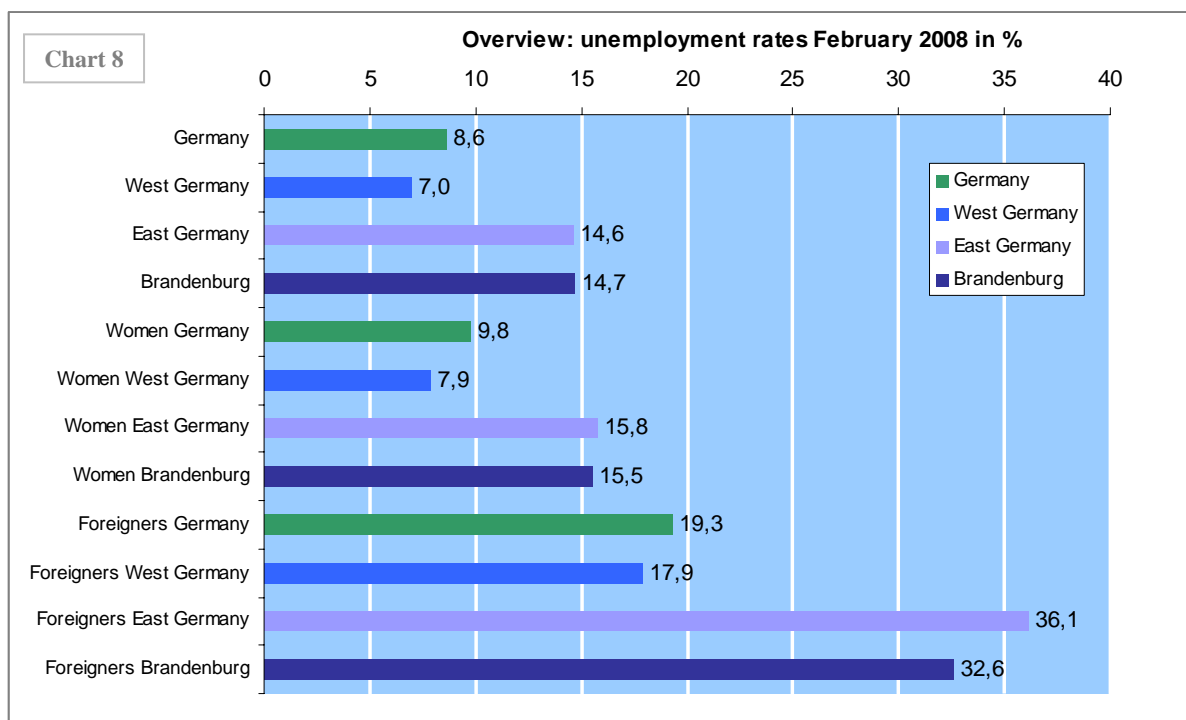
- 8.1. To Improve the knowledge and training in immigration fields for experts who work with immigrants or help to disseminate knowledge and create views and attitudes among citizens (teachers, journalists, etc.).
- 8.2. To Facilitate the exchange of knowledge among people involved or researching in the field of immigration.
- 8.3. Knowing the reality of the immigrant with a gender perspective through the call for proposals
- 8.4. To train experts in different areas of specialization in Intercultural and promote intercultural mainstreaming in the actions aimed to these experts.
- 8.5. Raise awareness through training actions in the area of multiculturalism for local public management
- 8.6. To train legal experts to give an appropriate assistance to immigrant population
- 8.7. Promoting respect for cultural diversity in our society through actions that promote training and education in values between the university community
- 8.8. Conducting training strategies, research and advocacy to the collective of experts involved within the care and education of immigrant children.
- 8.9. To Enhance knowledge and skills in intercultural mediation for professionals that are working in the drugs and addition fields
- 8.11.1 To Improve the qualifications of experts in Employment Public Services about immigrants.
- 8.12. To promote and encourage the formal education in the field of intercultural mediation.



GERMANY

1. LABOUR MARKET INTEGRATION OF IMMIGRANTS IN GERMANY AND BRANDENBURG

Even though the economic situation of Germany has improved in recent years, the labour market situation in East Germany is still quite tight. Foreigners and immigrants have particular difficulties finding jobs in Germany in general, especially in East Germany and in Brandenburg.

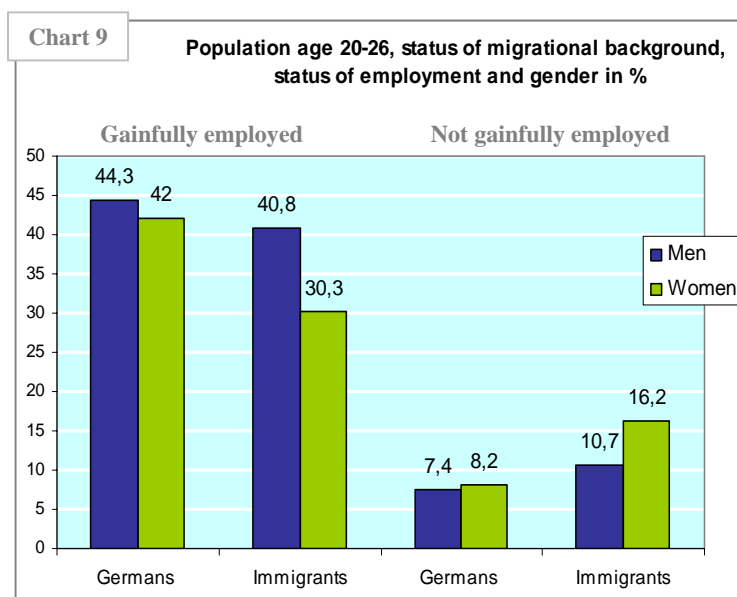


The unemployment rate in Germany was 8,6 % in February 2008, whereas the unemployment rate of Brandenburg was much higher with 14,7 % - which was about the mean of the eastern part of Germany (14,8 %²²). While the rate of unemployed women in West Germany is constantly higher than the rate of unemployed men (February 2008: 7,3 % vs. 6,8 %), the situation in East-Germany is the other way around – women 14,6 % vs. man 14,9 %²³. In general the unemployment rate of female employees in East Germany has, for years, been about twice as high than the one of West Germany – 15,8 % vs. 7,9 %; the average rate of unemployed female employees in Brandenburg is about 15,5 % (2/2008)²⁴.

²² Arbeitsmarkt nach Ländern. Sozialversicherungspflichtig Beschäftigte, gemeldete Stellen und Arbeitslose nach Bundesländern. Tabellen und Grafiken Februar 2008, published by Bundesagentur für Arbeit, Nürnberg 2008, see: http://www.pub.arbeitsamt.de/hst/services/statistik/200802/ama/laender_d.pdf

²³ Analytikreport der Statistik. Analyse des Arbeitsmarktes für Frauen und Männer. Februar 2008, published by Bundesagentur für Arbeit, Nürnberg 2008, see: http://www.pub.arbeitsamt.de/hst/services/statistik/200802/ama/gender_d.pdf. Data = referring to working population including self-employees.

²⁴ see above, data referring to gainfully employed persons (not including self-employees).

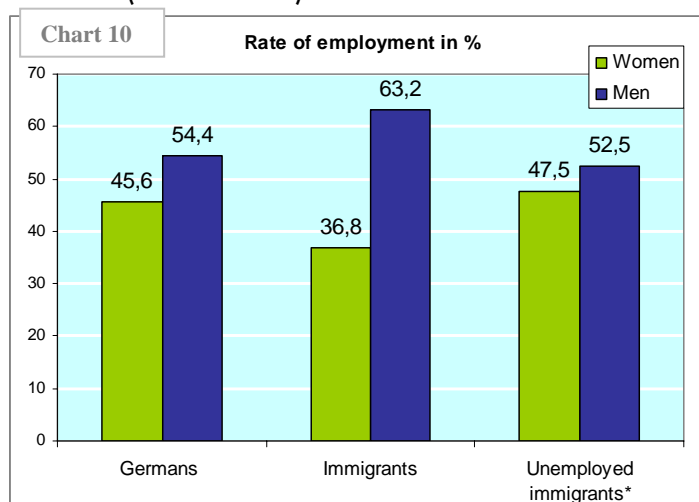


The rate of unemployed immigrants and foreigners is also significantly higher than the rate of unemployed Germans. This development concerns especially foreign employees in East Germany: In West Germany 17,9 % of immigrants are unemployed, which is indeed a rate much higher than the average (7,0%). But in East Germany the rate of unemployed immigrants is extraordinary high with 36,1 %, which is also a lot higher than the average (14,6 %).

Immigrants are not only twice as much affected by unemployment, they also work much more often in low paid jobs. In general the low wage sector in Germany has been growing since years and particular in East Germany. Again this development concerns especially foreign employees in East Germany: compared to the previous year, 10 % more foreigners worked for low wages in December 2006, but only 1 % more Germans²⁵.

In comparison to Germans, immigrant women work much less than immigrant men: Germans 45,6 % - 54,4 % vs. immigrants 36,8 % - 63,2 % (see also Chart 9 for the population aged 20-26). But immigrant women are relatively more affected by unemployment: 47,5 % of employed immigrants were women and 52,5 % were men (see chart 10).

Scientific research on the employment situation of immigrant women is also part of the research BAMF project “Careers of immigrant women” in the framework of the representative research on selected groups of immigrants (see chart 11)²⁶. Here the low rate, especially of Turkish women, is evident. The only country group relevant for Brandenburg are Polish women, who are above average not only employed in full-time jobs, but also self-employed. More detailed data



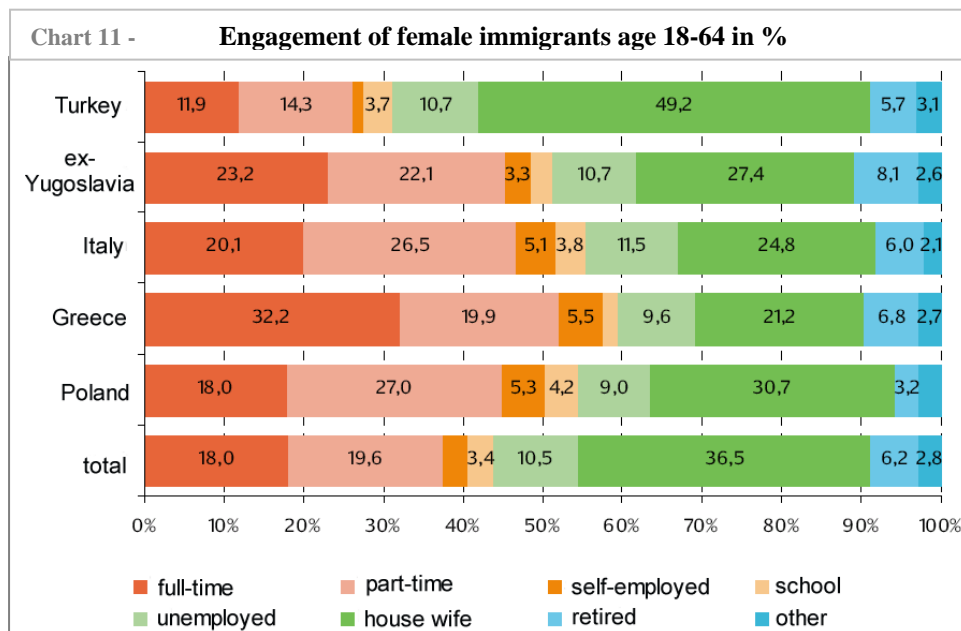
*numbers: referring to unemployed foreigners in Germany in total

²⁵ See: http://www.pub.arbeitsamt.de/hst/services/statistik/200802/ama/auslaender_d.pdf, page 26.

²⁶ Bundesamt für Migration und Flüchtlinge (ed.): Türkische, griechische, italienische und polnische Personen sowie Personen aus den Nachfolgestaaten des ehemaligen Jugoslawien in Deutschland. Erste Ergebnisse der Repräsentativbefragung „Ausgewählte Migrantengruppen in Deutschland 2006/2007“ (RAM), http://www.bamf.de/clin_006/nn_653534/SharedDocs/Anlagen/DE/Migration/Publicationen/Forschung/WorkingPapers/wp11-ram-erste-ergebnisse,templateld=raw_property=publicationFile.pdf/wp11-ram-erste-ergebnisse.pdf



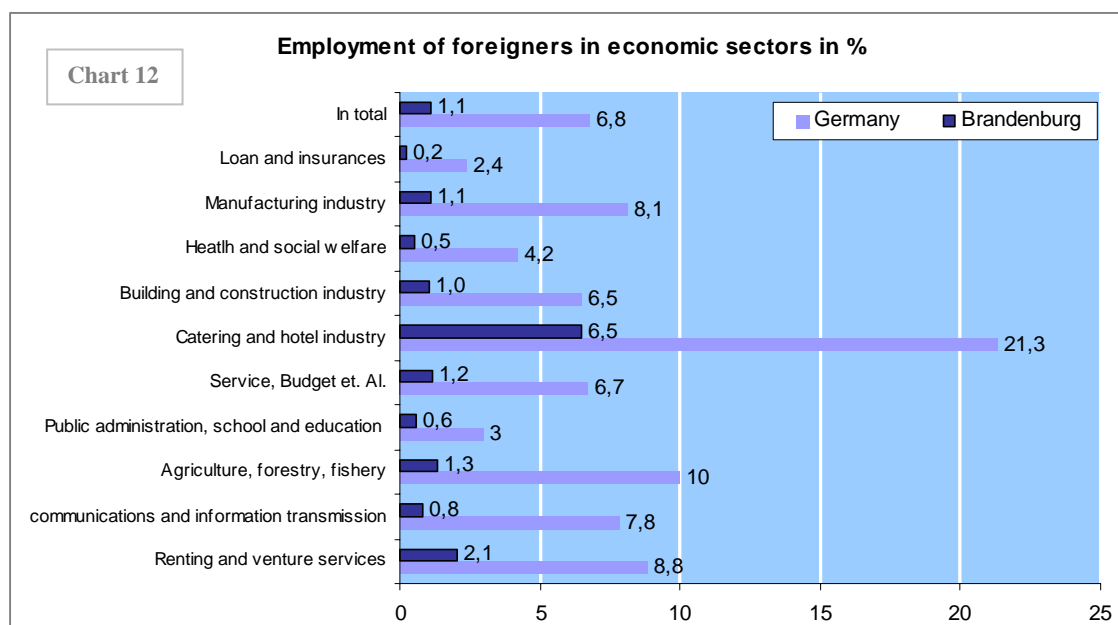
for Brandenburg are currently not available.



Based on all available data there is evidence to suggest that female immigrants from non-EU member states, living in East Germany, have by far the biggest problems to be integrated into the labour market.

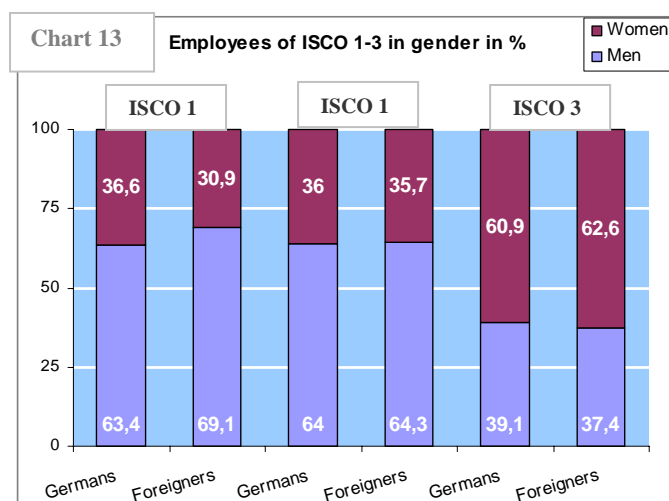
Economic sectors of employees with migrational background

Most of the immigrants in Germany work in the sectors of catering and hotel industry, in agriculture, forestry and fishery and in renting and venture services. In Brandenburg it is also the case that the vast majority of immigrants works in the catering and hotel industry. The rest of employees is more or less equally distributed across the other sectors (see chart 12).





To analyse the economic sectors highly-qualified immigrants work in, one should follow the International Standard Classification of Occupations (ISCO)²⁷. The Federal Employment Office of Germany defines highly-qualified occupations as ISCO groups 1-3²⁸: Legislators, Senior Officials and Managers (ISCO 1), Professionals (ISCO 2), Technicians and Associate Professionals (ISCO 3). In the year 2000 there were about 5,6 million employees working in occupational groups ISCO 1-3 in Germany, which account for 20 % of whole population²⁹. 5,4 million of them were Germans and approx. 200.000 foreigners and immigrants. Most of these employees worked in the ISCO 3 group (3 million), followed by the ISCO 2 group (1,8 million) and the ISCO 1 group (750.000). Except for the ISCO 1 group (14 % resp. 12 %), the rate of Germans and foreigners differs quite a lot: ISCO 2 – Germans 30 %, foreigners 40%; ISCO 3 – Germans 55 %, foreigners 47 %. In general, foreign employees were underrepresented within ISCO 1-3 groups with only 3,9 % in 2002, because the overall average of foreign employees in all occupational groups is 7%. This is probably caused by a comparatively lower educational qualification level.



In the ISCO 1 and 2 groups the rate of male foreigners is higher than or equal to the rate of male Germans. In the ISCO 3 group it is the opposite way (see chart 13). Referring to the overall number of employees in each group of ISCO 1-3 in their home countries, more employees came from the EU-14 and EU-10-countries (15,5 % and 16,5 %) than from non-EU-Member states (10,3 %). These rates have increased since 2004, contrary to the rate of German employees, which decreased a little.

As chart 14 shows, most of the highly-qualified immigrants came from third countries (53%), followed by EU-14

Member States with 39 % and EU-10 Member States with 8,7 %. Differing between the ISCO proportions, one can see that most employees of ISCO 1 groups came from EU-14 Member States, followed by third countries and EU-10 Member States. Nearly the same number of employees of ISCO 2 groups came from third countries and EU-14 Member States, followed by EU-10 Member States, which constituted not even 10 % of all ISCO 2-foreigners. By far the most employees of ISCO 3 groups came from third countries, followed by EU-14 and EU-10 Member states.

Employees from third countries work mostly in ISCO 3 (about 60 %) and ISCO 2 occupations (30%). Employees from EU-14 states work mostly in ISCO 2 and ISCO 3 occupations (both 40-45 %) and less often in ISCO 1 occupations. For employees from EU-10 Member States the proportion between the ISCO groups is more or less equated. As previously mentioned, about 12 % of foreign employees work in ISCO 1 occupations.

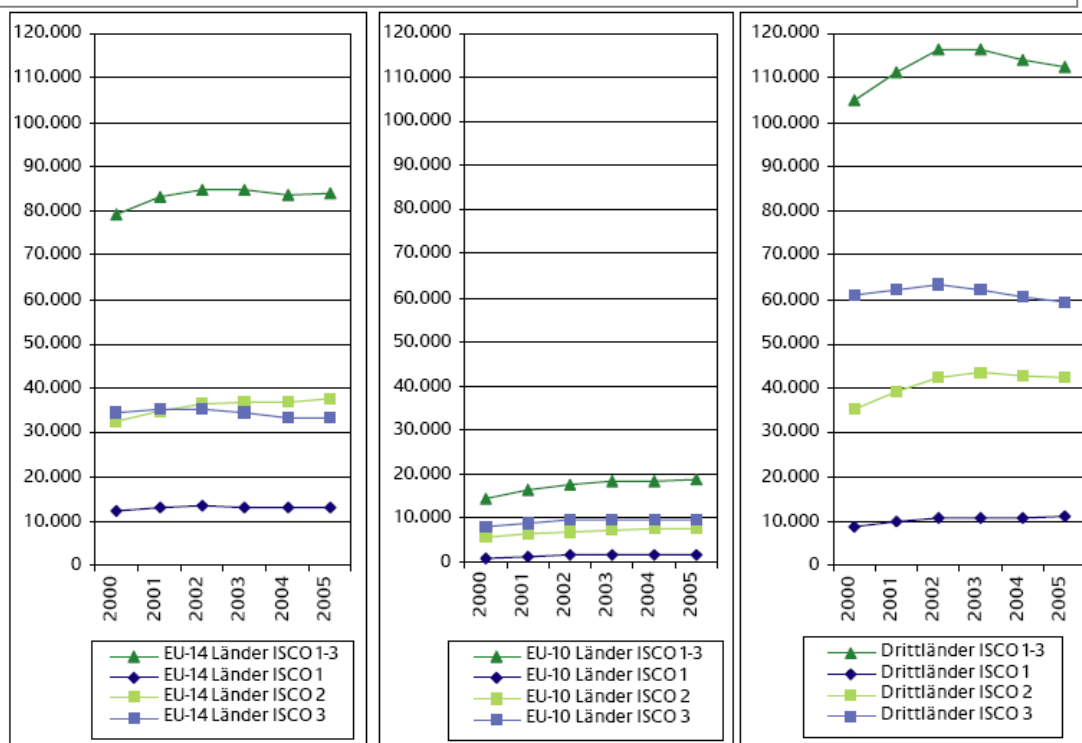
²⁷ See: <http://www.ilo.org/public/english/bureau/stat/isco/index.htm>

²⁸ see: <http://www.ilo.org/public/english/bureau/stat/isco/isco88/major.htm>

²⁹ all data see: BAMF Working Paper 9, 2006.

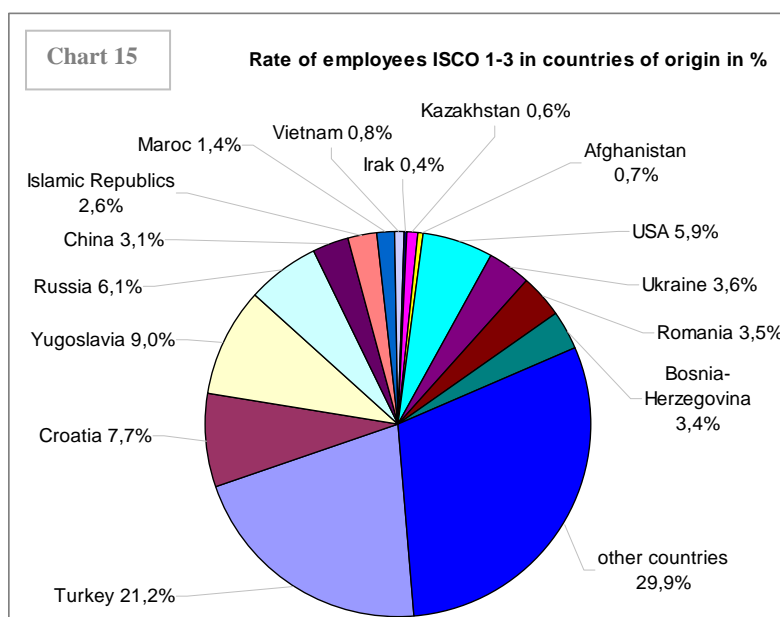


Chart 14 - Number of foreign employees, their country of origin and ISCO group*



* Länder = countries
Drittländer = third countries i.e. non-EU Member States

Chart 15 shows, that the Turkish are the biggest group of foreign employees working in ISCO 1-3 occupations. In the group of ISCO 1 occupations many employees come from Russia – group 76, delegates and administrative manager – and from the USA – group 75, entrepreneur, accountants. Many Russians also work in ISCO 2 occupations, while mostly employees from Turkey and Yugoslavia work in ISCO 3 occupations.



In general, the rate of employees of ISCO 1-3 occupations is very high for foreigners from the USA and China, but very low for foreigners from Turkey. Because the Turkish are the quantitative biggest group of immigrants in Germany there is a big need to strengthen educational support and integration.

Experts assume an increasing need for highly-qualified labour forces in specific sectors. For this reason the restrictions regarding the labour market access for foreigners are the subject of political dispute. The requirements for self-employees for



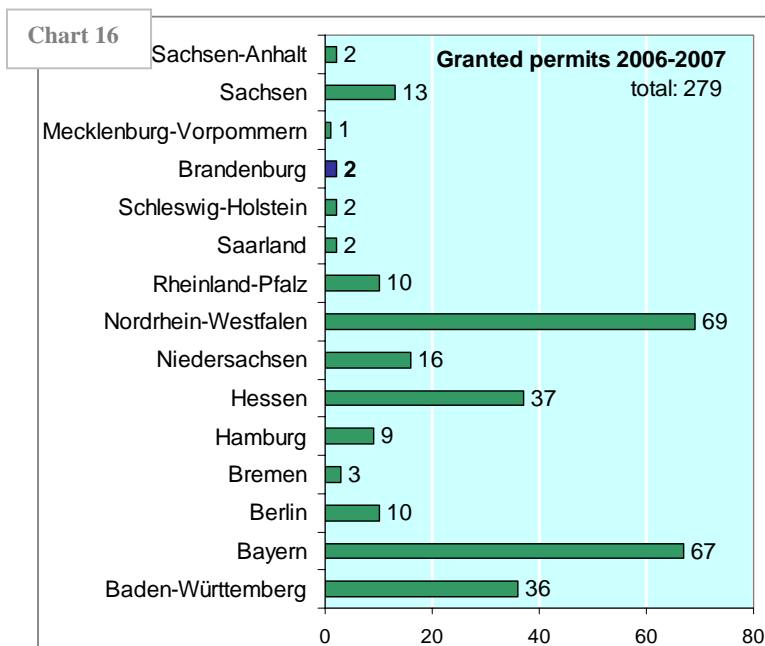
example have recently been eased.

The threat of brain drain and the scarcity of specialist workers is especially a big problem for the Land Brandenburg. Experts assume a need for 100.000 skilled personnel until the year 2010 and for probably 200.000 skilled personnel until the year 2015³⁰. The competitiveness of the enterprises will increasingly be dependent on the ability to recruit and to retain skilled personnel. Therefore every companies needs to develop its own strategy, how to meet the need for specialist workers. Possible tools could be more in-firm training and on-the-job training, the determination of demands and enhancing the staff's professional skills. The government of the Land Brandenburg supports this through the promotion of the improvement of occupational orientation and transition from school to job, of on-the-job trainings in SMEs, of cooperation between economy and science (e.g. through mentoring programmes) and of business start-ups.

Self-employment of immigrants

The data about granted permanent settlement permits since the revision of residence legislation provides information mainly about the geographical distribution. As chart 16 shows, most of the

highly-qualified founded their companies in Nordrhein-Westfalen (24 %), Bayern (23 %), Baden-Württemberg and Hessen (both 13 %). It is noticeable how very low the rates are in East Germany in comparison. The Land Brandenburg is not an exception to this.



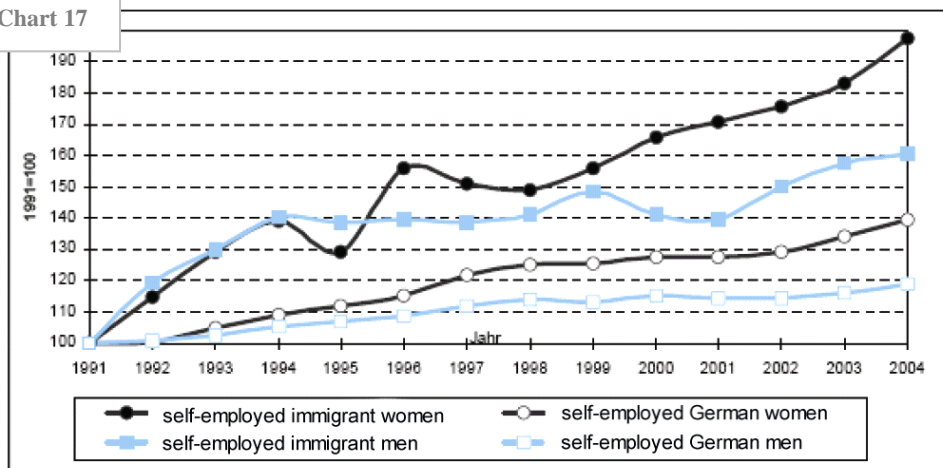
³⁰ Institut für Praxisorientierte Sozialforschung und Beratung (IPRAS e.V. Jena): Brandenburger Fachkräftestudie. Entwicklung der Fachkräftesituation und zusätzlicher Fachkräftebedarf, Potsdam 2005, see: http://www.masgf.brandenburg.de/media/1336/fb_26_gesamt.pdf



Nevertheless the number of self-employed immigrants in Germany is increasing constantly: from 179.000 in 1990 to about 300.000 in 2004³¹. This is a procental increase three times as high as for Germans and is disproportionately higher for the averall foreign population. The recent tendency is, that relatively a lot of third country nationals decide to go into business for themselves. The higher dynamic of immigrant women is noticeable: they have developed by far the highest activities in setting up a business for at least a decade (see chart 17). In Europe-wide comparison the rate of foreign self-employees is medium level.

In Brandenburg self-employment of immigrants gained in importance over the last years not only for economical, but also for political reasons regarding integration³².

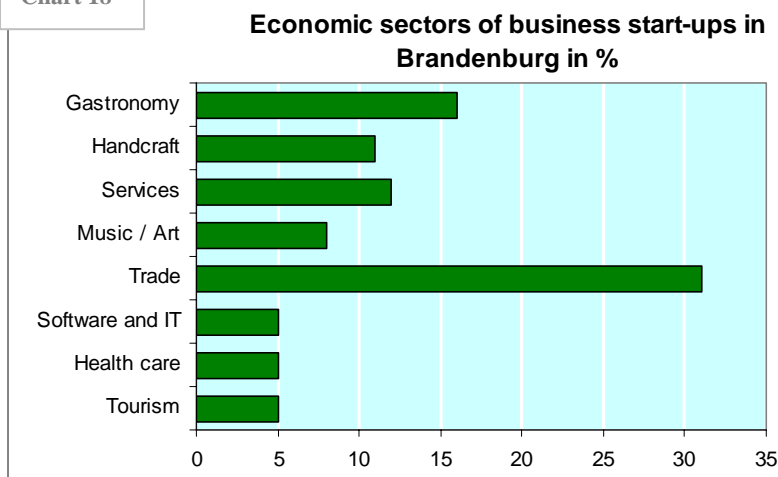
Chart 17



Quelle: Statistisches Bundesamt; Berechnungen ifm Universität Mannheim.

There is a diversity of companies led by immigrants through all economic sectors – that means, the self-employment of immigrants is not an ethnical niche economy like in Berlin for example (see chart 18). 52 % more immigrant women than women set up a business in 2007. The motivation for setting up a business is often a reaction to the threat or experience of unemployment.

Chart 18

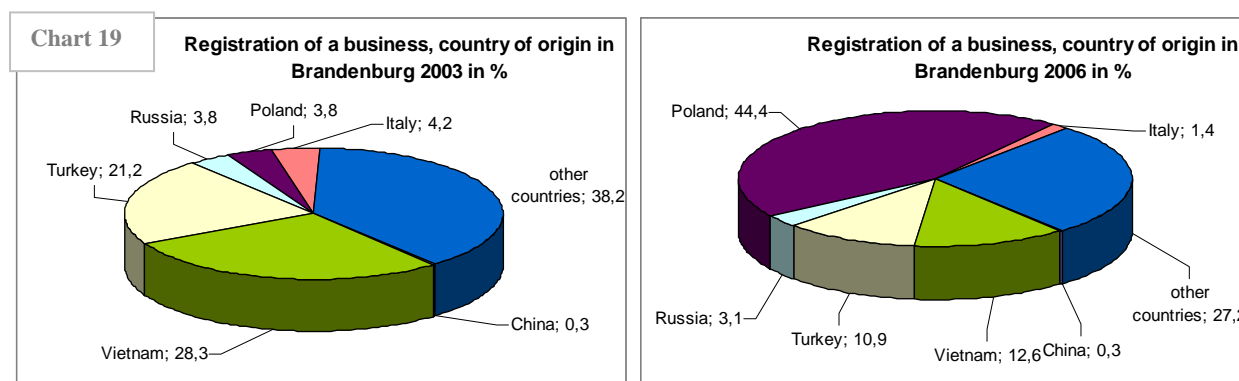


³¹ Bedeutung der ausländischen Selbständigen für den Arbeitsmarkt und den sektoralen Strukturwandel. Expertise für das Bundesamt für Migration und Flüchtlinge, René Leicht, Markus Leiß. Published by Bundesamt für Migration und Flüchtlinge, Mannheim 2006, see: http://www.bamf.de/cln_011/nn_443728/SharedDocs/Anlagen/DE/Migration/Publikationen/Forschung/Expertisen/ifm-selbstaendige-migranten.templateId=raw.property=publicationFile.pdf/ifm-selbstaendige-migranten.pdf

³² All following data see: **Fachtagung "Ethnische Ökonomie im Land Brandenburg - ihre Rolle im Wertschöpfungsprozess und spezifische Ansätze"** am 25. Februar 2008 in Potsdam. Tagungsdokumentation. http://www.masgf.brandenburg.de/cms/detail.php?id=49903&_siteid=19



Regarding the countries of origin of business founders in Brandenburg 2006, the statistical data reflect the proportion of immigrant population more or less: the Poles, Vietnamese and Russians were in 2006 the biggest groups of immigrant population and the most active in setting up a business (see chart 19).



Taking into account data from 2003, the situation differs significantly and the disproportionate number of Vietnamese company founders must be considered. The reason for this difference is probably the accession of Poland to the European Union in 2004 and the following restrictions to Polish (and from other EU10 Member states) employees on the German labour market: these brought a lot of Poles to set up a business, because it was the only opportunity to work in Germany over a longer period.

To sum up, two facts concerning the analysis of labour market integration of women from third countries in Brandenburg are evident:

1. Available data do not enable us to make detailed and reliable statements about the occupational situation of the target group, but
2. all available data indicate, that the target group is disproportionately hit by disadvantages regarding labour market integration.

Some causes for this are known – e.g. legislative framework –, some are unknown. It is possible to appoint some of the strategies these women decide on, but less is known about how the target group organises its occupational and family life and the issues they have. But, and this is the third summarising fact: these women bring with them a lot of personal and cultural skills, which are until now far from being taken into account.

2. STRATEGIES AND METHODOLOGIES USED TO IMPROVE THE SOCIAL INTEGRATION OF IMMIGRANT WOMEN

Integration policies in Germany

Since the adoption of the Immigration Act in 2004 there are for immigrants coming to Germany from Non-EU-Member states new supporting structures, but also new responsibilities. These consist mainly out of *integration courses, initial advisory services and youth migration services.*



First of all, there is a central information website on immigration and integration in Germany www.integration-in-deutschland.de. On this website one finds a lot of information on advising and supporting possibilities. For questions like “How to find work in Germany?” or “Where do I find German language courses?” every immigrant can find advice contacts and information there. The website serves as a guide to further advisory institutions, for example the local institution responsible for conducting integration courses.

Immigrants have the possibility or are partly obligated to take part at an integration course. These are conducted by public and private educational institutions on behalf of the Federal Office for Migration and Refugees. Meanwhile there exist about 1.800 certified institutions conducting integration courses at 5.800 locations all over the country (in Brandenburg: 45 institutions or 2,4 %) ³³. The courses consist of a language course (600 hours) and an orientation course (45 hours) about applied geography, legal system, history and traditions of Germany. As the first results show, the (not only obligatory) interest for participation is high - about 140.000 participants in 2006 – and this especially among women (participation rate: 65 %). Nearly 60 % of the participants were foreigners having lived for a longer time in Germany, about a third were new immigrants and about 10 % were German repatriates.

The “Initial advisory service” (Migrationserstberatung, MEB) are conceived as an amendment to the integration courses. In 2004 the Federal Ministry of the Interior and the Federal Office for Migration and Refugees developed the concept for this MEB. They entrusted the social welfare institutions with the implementation of MEB services in every federal state. The local staff is pedagogically and intercultural trained and serves as a mentor and advisor for immigrants, regarding all aspects of private and working life: language problems, finding a job, family or health problems.

For young people (age 12-27) there is the additional service structure: the “youth migration service” (Jugendmigrationsdienste, JMD). As part of the children and youth plan of the federal government it provides both individual and structural support to the integration of young immigrants or with migrational background ³⁴.

Beside this country-wide institutional structure there are various public and private political activities and initiatives for the support and promotion of immigrants. Surveying only the public activities, one can find both at the federal level and in every federal (Land) state at least one central supporting programme for immigrants regarding their integration in vocational training or into the labour market ³⁵.

First of all, there is the “Nationwide Integration Programme” for the continuous analysis, coordination and improvement of integration support. Secondly, there are promotional initiatives and campaigns at the federal level within the framework of different policies like education and

³³ Bundesamt für Migration und Flüchtlinge (ed.): Integrationsbilanz für das Jahr 2006, Nürnberg 31.03.2007, http://www.integration-in-deutschland.de/cln_011/nn_283538/SharedDocs/Anlagen/DE/Integration/Downloads/Integrationskurse/Kurstraeger/Statistiken/jahresbilanz-integrationskurse-2006_IP.templateId=raw.property=publicationFile.pdf/jahresbilanz-integrationsk

³⁴ Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ): Grundsätze zur Durchführung und Weiterentwicklung des Programms 18 im Kinder- und Jugendplan des Bundes (KJP) „Integration junger Menschen mit Migrationshintergrund“, 01.01.2008, see: http://78.46.45.52/userfiles/File/JMD_Grundsaeetze_Stand_010108.pdf

³⁵ see also: Bundesamt für Migration und Flüchtlinge (ed.): Projektatlas 2006, Nürnberg 2006, http://www.bamf.de/cln_006/nn_442016/SharedDocs/Anlagen/DE/Integration/Downloads/Sonstiges/projektatlas2006-d-ip.templateId=raw.property=publicationFile.pdf/projektatlas2006-d-ip.pdf



training or work and labour market. One example is the programme “XENOS – work and life in plurality”, which supports initiatives against xenophobia and racism³⁶. Thirdly, there are political measures of the Länder, the federal states like Brandenburg. Fourthly, there exist various private initiatives and programmes on both national, regional and local levels – some of which supported or sponsored by public authority, but very often also by foundations or trade and industry.

Integration policies in Brandenburg

As one of the first East German federal states, Brandenburg passed a concept for integration in 2002, which described 16 fields of activity. According to this concept the promotion of the target group is carried out mainly by the employment offices and their measures. But it also provides supporting measures for immigrants already in preschool and school as well as in vocational training.

The concept aims to support local and regional networks and to develop municipal structures for integration, self-help and voluntary work. For this purpose the government advises the cities and municipalities to develop concepts for integration and to implement regional centres for the settlement of new immigrants to avoid social isolation and exclusion. To promote intercultural dialog and understanding, the concept provides to combine its activities with the initiative “Tolerant Brandenburg – for a strong and lively democracy”³⁷.

On the governmental level the commissioner for foreigners and the commissioner for integration work in field of immigration and non-discrimination. About 30 migrant (self-) organisations and country groups are active countrywide.

The most important promotional programmes and projects regarding immigrants in recent years are:

- Guiding service for migrants founding a new business³⁸ – in the framework of the support programme for the establishment of guiding services for business founders the qualified advice for the specific target group of immigrants setting up a new business is financially supported.
- Various public relation activities (leaflets, guides, meetings...) – the government has intensified its public relation activities regarding integration and anti-discrimination. It publishes regularly information guides and leaflets regarding specific themes or target groups, for example “Information for Starting your own business when moving here - Considerations for starting a business” in 6 languages³⁹ or the “Guide to Health for Migrants in the Federal State of Brandenburg” in 7 languages⁴⁰.
- Pilot project „Canvass – Mobilisation of Qualified Employees Resources by Diversity Management”⁴¹ – in the framework of the implementation of transnationality into its ESF-subsidies the Land Brandenburg promotes the use of diversity management as a human resource management tool.

³⁶ see: <http://www.xenos-de.de/>

³⁷ see: <http://www.tolerantes.brandenburg.de/sixcms/detail.php/lbm1.c.280035.de>

³⁸ see: <http://www.lasa-brandenburg.de/Lotsendienste.664.0.html>

³⁹ see: http://www.masgf.brandenburg.de/cms/detail.php?gsid=lbm1.c.294006.de&_siteid=10

⁴⁰ see: http://www.masgf.brandenburg.de/cms/detail.php?gsid=bb2.c.443952.de&_siteid=10

⁴¹ see: http://canvass-brandenburg.de/?page_id=16



- Project „KOMMIT“– enhancing the competences of migrants (September 2007 – April 2008, part of XENOS)⁴² . The project aims to improve the competences and skills of immigrants, working as an honorary member of migrant organisation regarding project management, public relation or legal foundations.
- Health project „MiMi – with migrants for migrants” (since 2006)⁴³. The project aims to improve the health conditions of immigrants and to raise the awareness for culturally induced differences and needs in health promotion and prevention. The project trains mediators with migrational backgrounds to carry out independent information events in their mother tongues.
- „MigraNet“ – part of the Equal development partnership “Integration through qualification”⁴⁴. This Equal network aimed at improving the occupational integration of immigrants. The project “MigraNet” aimed at promoting the recognition of educational and vocational qualifications of immigrants.

It becomes apparent, that even though there are a variety of initiatives and projects promoting immigrants in Brandenburg, public programmes or projects regarding the specific needs of the target group of *EmpowerWoment* do not exist yet.

However, political awareness for this deficiency has arisen constantly. After the adoption of the integration concept in 2002 an advisory council has been constituted, consisting of representatives of public authorities, associations, churches and NGOs. Seven work groups were created to elaborate proposals for its implementation and refinement. Their work resulted in the update of the integration concept in 2005⁴⁵. This updated version includes a set of proposals on how to improve the conditions of female refugees in residential accommodations⁴⁶. These measures concern mainly the prevention of and protection against violence. Neither measures regarding the improvement of labour market integration have been elaborated nor measures concerning female immigrants from third-countries, but not female refugees.

Possible integration strategies for Brandenburg

Against the background of an increasing need for specialist workers (see chapter 3) opens up new possibilities and chances especially for highly-qualified immigrant women. The aim of a successful integration strategy had to link the companies’ demand for skilled labour forces with the skills and competences of these women. Even though there are no specific programmes until now promoting the integration of highly-qualified female immigrants into the labour market in the Land Brandenburg, it is possible to adapt existing promotion concepts regarding other target groups and to transfer them. A feasible example could be a mentoring programme for immigrant women – comparable to the programme “Mentoring for women” (“Mentoring für Frauen”⁴⁷). This programme initiates partnerships between female students (mentees) and experienced managers (mentors). The aim is to improve the access of young qualified women to specialist and executive positions and at the same time to avoid regional brain drain – a development, which applies especially to young female graduates in the Land Brandenburg. This concept could be transferred to the target group of immigrant women. In the framework of the networks initiated by the

⁴² see: http://www.masgf.brandenburg.de/cms/detail.php?gsid=bb2.c.419438.de&_siteid=19

⁴³ see: http://www.masgf.brandenburg.de/cms/detail.php?gsid=lbm1.c.343263.de&_siteid=19

⁴⁴ see: <http://www.migranet.org/>

⁴⁵ see: http://www.masgf.brandenburg.de/cms/detail.php?gsid=lbm1.c.239217.de&_siteid=7

⁴⁶ see: http://www.masgf.brandenburg.de/cms/detail.php?gsid=lbm1.c.402275.de&_siteid=9

⁴⁷ see: <http://www.mentoring-brandenburg.de/projekt>



EMPOWERWOMENT-project the participating companies could provide a mentor and assure their support for the programme, for example as part of the agreement.

Another example could be the establishment of institutional structures providing services regarding the recognition and assessment of educational qualifications of immigrants – comparable to the programme “Perspective Vocational Qualification” at federal level⁴⁸. This programme promotes the establishment of advisory services for companies and for young people regarding the possibility catching up on vocational training qualification. Within the framework of this initiative conceptions will be developed for the regional organisation and implementation of vocational training in modules. Transferring this concept on the target group of highly-qualified immigrants this would mean, that both companies and immigrants themselves could be supported at the job matching process. The relevant economical and political actors could be involved into the development of information and service tools and methodologies. Difficulties for employers for example with the valuation of foreign degrees and certificates could be reduced. The access for highly-qualified immigrants to adequate jobs would be improved and a brain drain would be counteracted.

These two examples would probably be the most auspicious strategies for the implementation of supporting measures, because they bring successfully together the interest of companies in the Land Brandenburg und the interest of female immigrants. Beyond that a coherent integration strategy has to involve already existing activities, initiatives and supporting structures beside the ones already mentioned above. Relevant actors in society, politics and economy must be involved and sensitised for the specific needs of the target groups. Therefore existing public awareness campaigns and events – like the initiative “Tolerant Brandenburg” or the “European Year of Intercultural Dialogue” – should be connected to the topic and get involved. In the connecting of all existing approaches and their transfer to the target groups needs lies the chance to optimal utilise given opportunities.

⁴⁸ see: <http://www.bmbf.de/foerderungen/12039.php>



ITALY

Italy is a country in which it is relatively easy for immigrants to find work, provided they are prepared to take on unskilled work at an inferior social rank.

In terms of geographical distribution, there appears to be a high level of migratory concentration in the North of Italy. According to IRPET data, there seems to be a positive correlation between employment market inclusion and the economic development of an area. Moreover, as figure 16 shows, immigrant contracts generally apply to permanent positions, rather than to temporary ones, on the whole. From this point of view, there seems to be no differentiation between men and women. A difference can, on the other hand, be discerned as regards working hours: women do often opt for part time work more often than men.

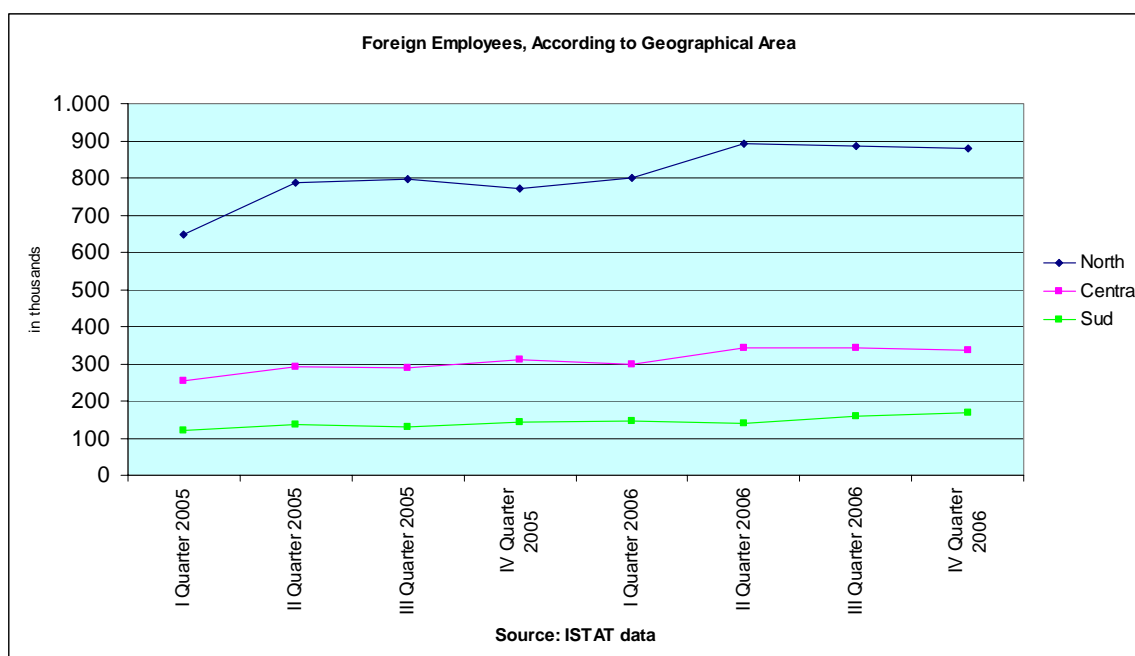


Fig. 14

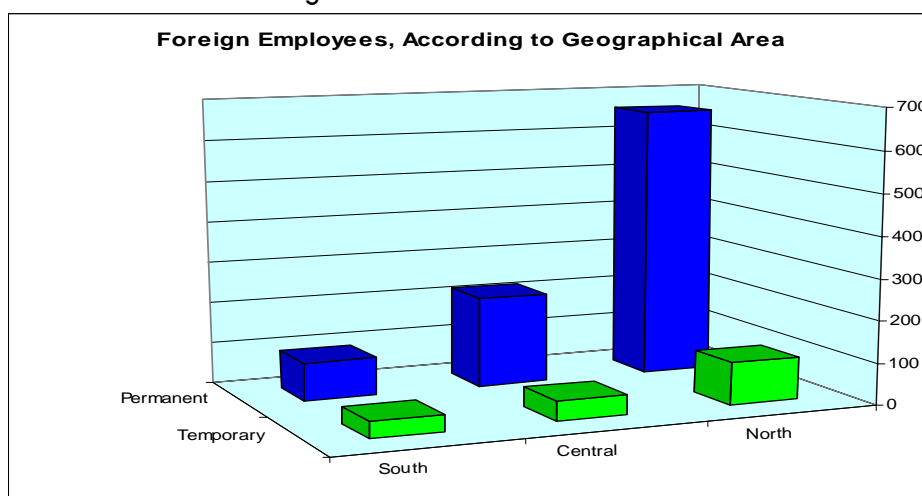


Fig. 15

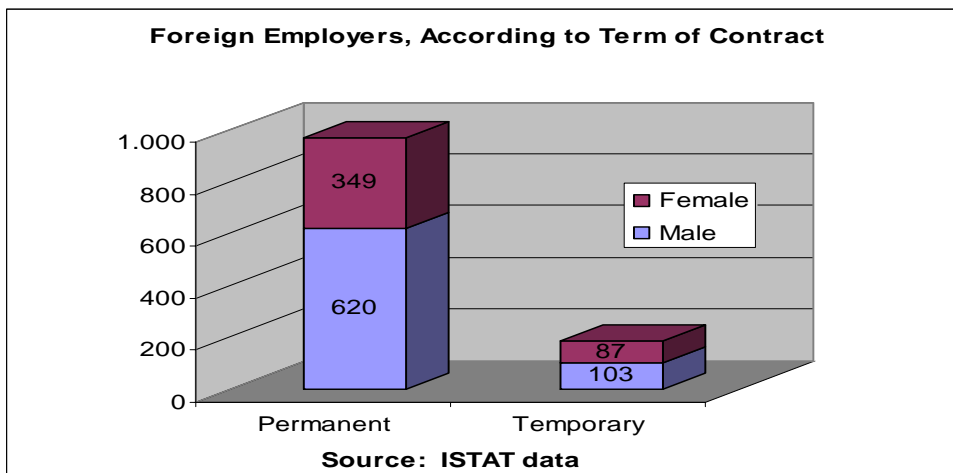


Fig. 16

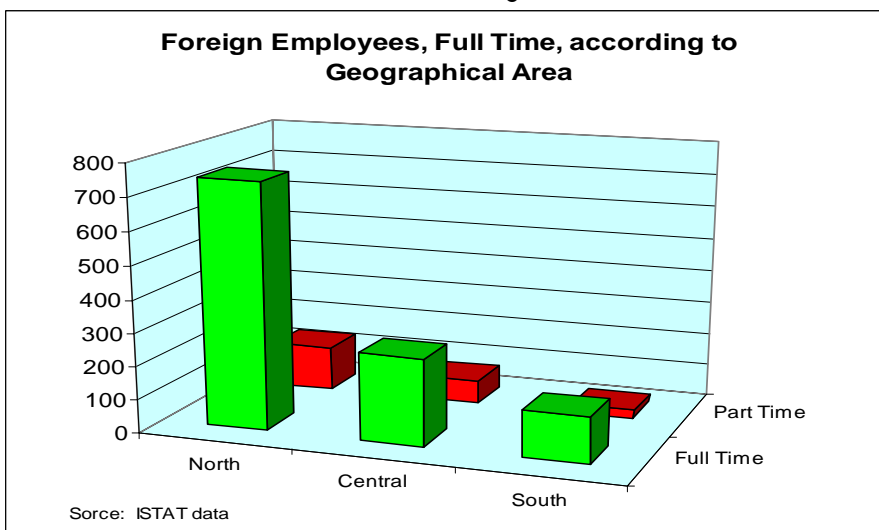


Fig. 17:

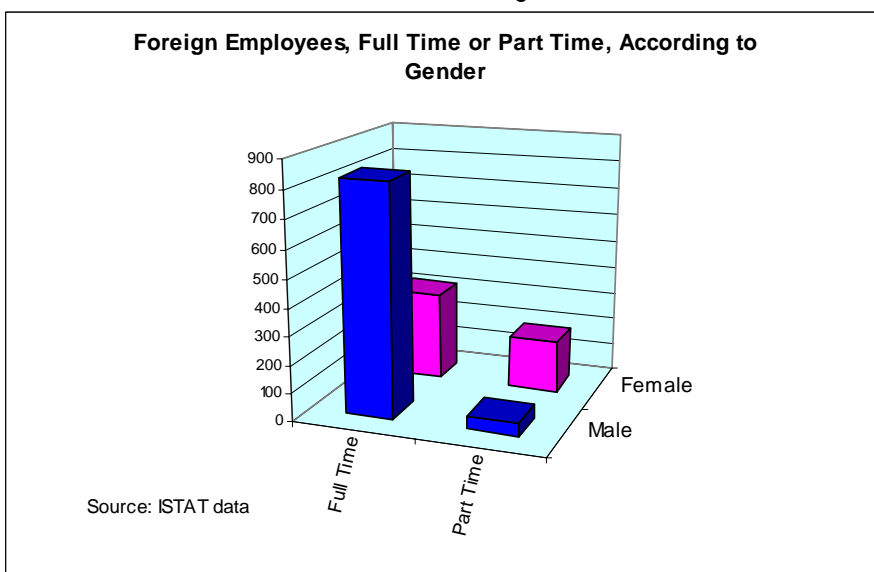


Fig. 18



There are more foreigners than Italians in the labour market: their employment rate was 73.7% in 2006, i.e. 12 percentage points higher than the rate for Italians. This differential increased significantly in the case of foreign males, with a difference of 14 percentage points: in fact, work is one of the main reasons that impels foreign males to move to Italy. On the other hand, the foreign female employment rate was relatively similar to that for Italian women (just under five percentage points)

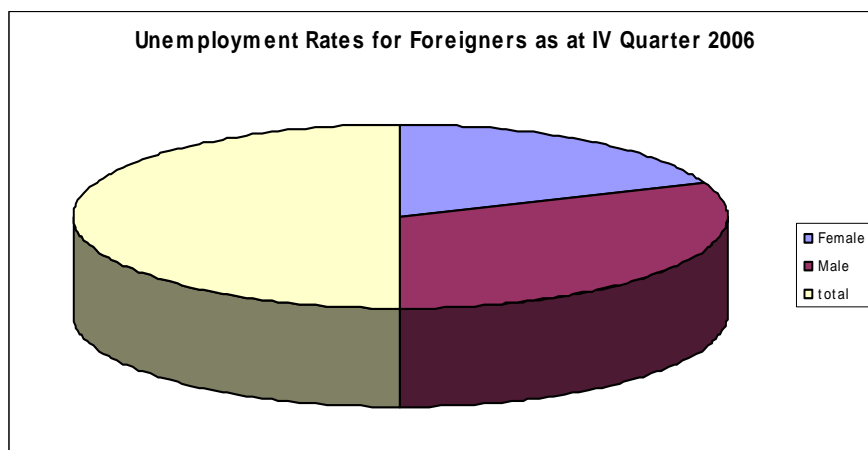


Fig. 19 Source: ISTAT data

Tab. 2: Employment and Unemployment Rates for Natives, other EU citizens and non-EU Citizens, by Gender. 2006. Source: EUROSTAT

Employment Rate (age 15-64)	Males			Females		
	Native	EU	Non-EU	Native	EU	Non-EU
UE27	71.5	75.8	71.1	57.6	59.6	46.7
UE25	72	75.8	71.1	57.9	59.6	46.7
UE15	73.6	75.9	71	59.2	59.7	46.4
Belgium	68.7	67	46.5	55.3	49.7	22.9
Denmark	81.5	77.1	71.8	74.1	76	50.5
Germany	73.9	73.7	58.2	64.2	59.9	36.6
Estonia	70.4	:	73.5	66.3	:	60.3
Ireland	77.2	:	:	59.2	:	:
Greece	73.9	69.4	87.4	47.2	41.7	52.3
Spain	75.5	77.5	82.5	52.5	46.7	58.9
France	68.8	74.7	55.8	58.7	58.7	32.6
Italy	69.8	82.6	84.2	46.1	57.1	49.9
Luxembourg	69.7	77.8	61.6	52.3	60.2	36.1
Netherlands	81.2	77.1	54.5	67.7	66.7	32.4
Austria	77.5	82.7	68.5	64.7	64.2	48.3
Portugal	73.8	76.1	79.1	61.9	60.5	64.7
Finland	71.5	74	60.4	67.7	63.6	37.9
Sweden	76.1	73.1	55.1	71.6	68.8	41.9
UK	77.4	81.6	73.2	66.4	67.9	52.1
Norway	78.6	86.4	62.4	72.8	78.5	48.4



Switzerland	85.8	85.4	75.2	73.3	70.5	54.3
UE27	7.3	8	12.8	8.7	10	16.9
UE25	7.3	8	12.8	8.8	10	16.9
UE15	6.7	8.1	12.9	8.2	10.1	17.1
Belgium	6.6	9.5	30.7	8.5	14	36.3
Denmark	3.2	:	:	4.4	:	:
Germany	9.6	12.2	22.4	9.6	12.2	21.3
Estonia	5.3	:	:	4.4	:	:
Ireland	4.3	:	:	3.8	:	:
Greece	5.7	:	4.2	13.6	:	13.7
Spain	6.1	5.6	8.4	10.9	15.5	16.2
France	7.9	6.3	21.7	9.4	9.6	27.4
Italy	5.4	:	5.4	8.5	9.2	14
Luxembourg	2.3	3.9	19.3	4	7.8	23.1
Netherlands	3.8	6.9	16.1	4.9	:	13.8
Austria	3.6	:	12.9	4.6	7.7	12.9
Portugal	6.4	:	9.5	8.8	:	13.8
Finland	7.2	:	18.9	7.8	:	31.8
Sweden	6.5	7.7	21.6	7	7.8	18.1
UK	5.5	6	9.1	4.6	6.4	10.5
Norway	3.1	:	20.9	3.2	:	:
Switzerland	2.3	4.9	10.4	3.3	6.3	17

The main reasons why the lower employment rate for foreign females tends to be lower the greater difficulty they have in accessing the labour market and in holding down jobs, together with increased family reunification flows, although the situation can change dramatically according to geographical area.

Although there are fewer foreign females in employment in the North of Italy than native ones, there are more foreign females than Italian females in employment in the South. This factor should not be seen as a positive indication of improved foreign female labour market inclusion, as the low level of Italian female employment in the South must be taken into consideration (CARITAS 2007).

In general, an equal balance of young foreign females and natives in the labour market is only achieved in the lower age groups, but the gap widens with respect to peer group Italian women in higher age groups, and is at its widest in the 35-44 age group. After this the employment rate for foreign females overtakes that of Italian women. The prevalence of immigrant female workers is probably higher in older women nearing pension age, which is presumably related to the immigration plans of Eastern European women, largely employed as care workers.

The data makes it clear that two important factors impact on the foreign female employment rate: civil status and whether or not women have their children with them. In fact, while high employment rates were observed for unmarried foreigners, this rate dropped significantly for married women; with the difference between them and Italian married women becoming much more marked (IRPET 2007). Furthermore, the foreign female employment rate falls considerably during periods of pregnancy and child-rearing. This fact can partly be traced to a paucity of public services, which make it difficult for foreign women lacking the support of a family network to combine work and parenthood (Zanfrini, 2006).

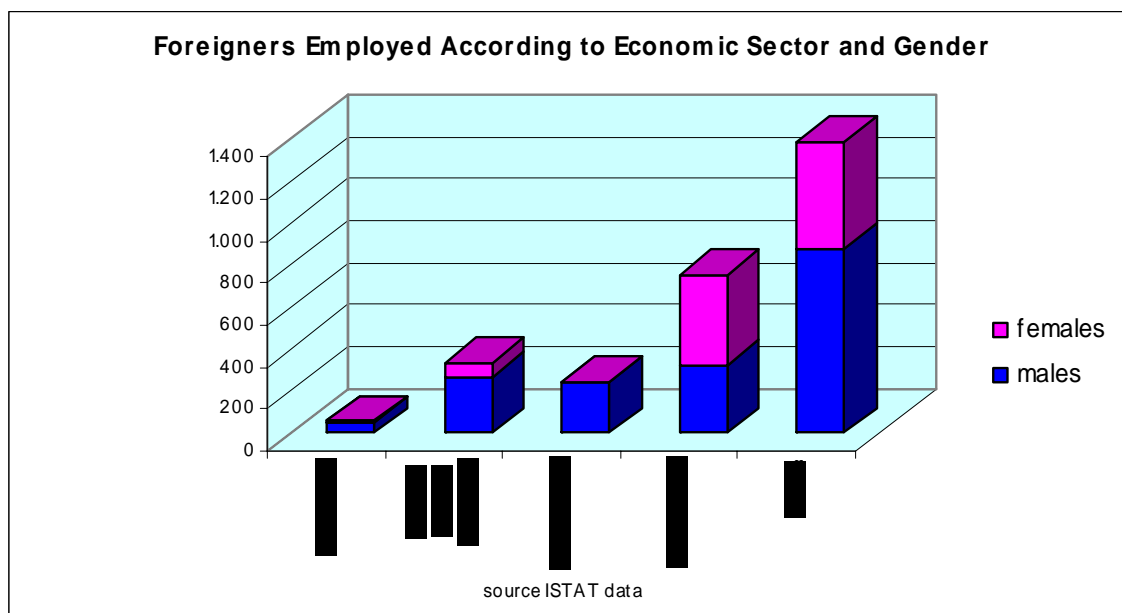


Fig. 20

Situation in Tuscany

As regards the workplace, foreigners in employment made up approximately 13.2% of the total employed in Tuscany; the provincial detail relates to the various local economies, which peaked at 18.6% in the Province of Prato and plummeted in the Province of Pisa at 8.6%.

Of the 160,957 employed foreigners, one third worked in Florence (30.9%) and 17.8% in Prato. The employment of foreign workers was at its peak in the field of home care (67.1%), followed by the construction sector (25.6%) and the primary sector (21.3%). Although at an apparent standstill in some provinces, the field of family businesses continued to expand, while industry seemed to be registering a negative trend, despite increased production as did - for the first time - the construction field. The employment figures available to us for 2006, which make no distinction between Italians and foreigners, showed higher business and employment rates, while unemployment remained unchanged from the previous year. There was a decline in the management and self-employed spheres, but an increase in the number of intermediate workers, and those without contracts or in possession of open-ended contracts.

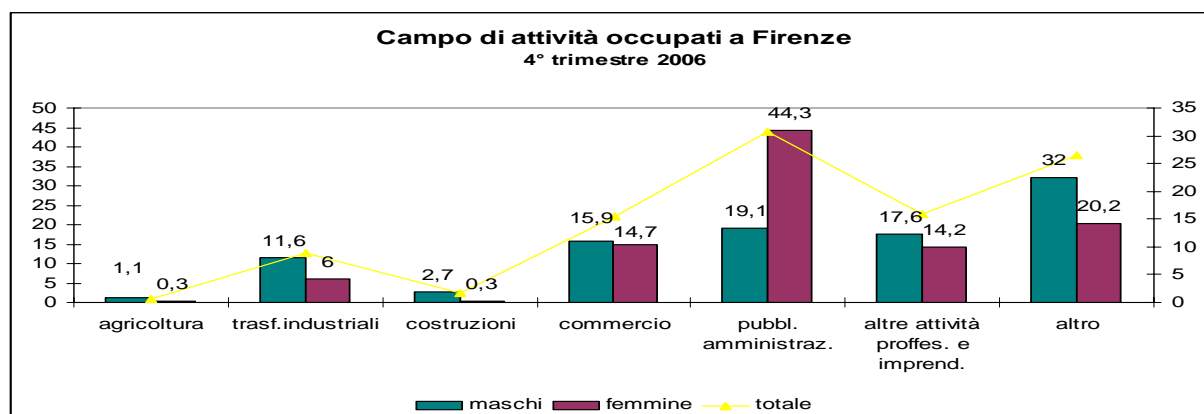


Fig. 25 Fields of Employment in Florence 4th Quarter 2006



(Agriculture,Industrial Transfers (Indus. Trans.),Construction,Commerce,Public Administration (Public Admin.),Other Professional and Entrepreneurial Activities (Other Prof. & Entr. Activities), Other)

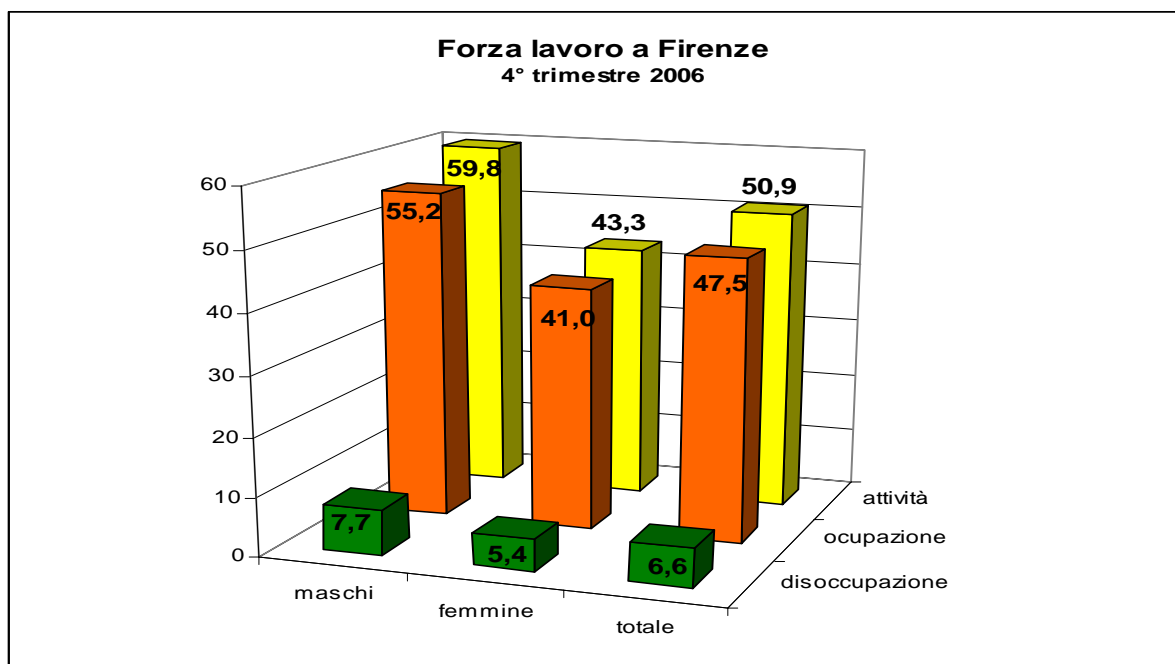


Fig. 26 Workforce in Florence 4th Quarter 2006
(Activity, Employment, Unemployment)



PART 4

SUMMARY OF NATIONAL AND REGIONAL ACTIONS FOR THE SOCIO-LABOUR INTEGRATION

SUMMARY OF NATIONAL AND REGIONAL ACTIONS FOR THE SOCIO-LABOUR INTEGRATION

	SPAIN	GERMANY	ITALY
1. Labour market services	<p>Managing placement, vocational guidance and retraining</p> <p>Managing placement, vocational guidance and retraining</p> <p>Experimental programmes for vocational integration</p> <p>Information services</p> <p>Administration of active measures</p> <p>Administration of benefits</p> <p>Other services/activities</p>	<p>Counselling and placement assistance</p> <p>Placement voucher</p> <p>Placement by third parties by order of PES</p> <p>Job market services (Länder) – Information services</p> <p>Job market services (Länder) – Individual case-management</p> <p>Administrative expenditure of the federal agency for work (Bundesagentur für Arbeit) – Individual case management (administration costs)</p> <p>Administrative expenditure of the federal agency for work (Bundesagentur für Arbeit) – Information services (administration costs)</p> <p>Assessment of chances (Profiling)</p> <p>Specialised integration services Intensive vocational guidance</p> <p>Integration agreement</p> <p>Socio-pedagogical services for preparatory training</p> <p>Other additional services</p>	<p>PES - staff expenditure</p> <p>ESF 2000-2006 - actions aimed at improving the PES</p> <p>Information system for work and labour exchange (SIL)</p> <p>ESF Cofinanced Actions 2000-2006 - Counselling</p>
2 Training	<p>National plan for vocational training and integration (Plan FIP⁴⁹)</p> <p>Employment and training – E.T, C.O and T.E.⁵⁰</p> <p>Further training for the employed</p>	<p>Training measures, promotion of pupils of vocational training centres (Länder)</p> <p>Further vocational training/retraining and qualification (Länder)</p> <p>Measures to improve prospects of integration –</p>	<p>ESF Cofinanced Actions 2000-2006 - Training for reintegration into work</p> <p>ESF Cofinanced Actions 2000-2006 - Training post compulsory education and post diploma</p> <p>ESF Cofinanced Actions 2000-2006 - Training</p>

⁴⁹ FIP Formación e inserción profesional

⁵⁰ C.O Casas de oficio

E.T Programa de escuelas-taller

T.E Talleres de Empleo



	<p>Training contracts Scheme for workshop schools and youth training centres</p>	<p>training measures Support for vocational preparation training measures for young people Support for further vocational training Language tuition for new resettlers, persons having right of asylum and quota refugees Independent measures ESF Federal programme Income subsidies for people in further vocational training Integration measures Transfer measures Support for vocational training for those with learning difficulties/social disadvantage Vocational training allowance First integration qualification for young people</p>	<p>voucher Training interventions financed by the solidarity fund for the credit sector Training interventions financed by the solidarity fund for the cooperative credit sector ESF Cofinanced Actions 2000-2006 - Integrated measures for reintegration into work Training & work contracts Work-entry contract ESF Cofinanced Actions 2000-2006 - Institutional training for people involved in Training and work contracts ESF Cofinanced Actions 2000-2006 – vocational integration schemes ESF Cofinanced Actions 2000-2006 – stages Apprenticeship ESF Cofinanced Actions 2000-2006 - Institutional Training for Apprentices</p>
<p>3 Job rotation and job sharing</p>	<p>Job rotation Temporary work to replace maternity leavers, adoption, etc.</p>	<p>Job rotation and job sharing Job rotation and job sharing (Länder) Job Rotation - Employment-training rotation programme</p>	<p>Incentives to provide fixed-term jobs as replacement for workers on compulsory leave Solidarity contracts - Expansive solidarity Contracts ESF Cofinanced Actions 2000-2006 - Incentives for enterprises to implement job rotation and job sharing</p>
<p>4 Employment incentives</p>	<p>Incentives for open ended employment contracts Temporary contracts Support for domestic migration Open ended employment contracts for the unemployed Open ended employment contracts for</p>	<p>Mobility allowances Employee allowance Recruitment subsidy for new businesses Integration subsidies Subsidies for people with low income - model of Mainz Personnel Service Agencies</p>	<p>Incentives for employment of disabled people Incentives for hiring those registered in mobility lists - Open ended contracts Incentives for hiring those registered in mobility lists - Temporary contracts Reintegration contracts Reintegration of managers in SMEs</p>



	<p>persons aged over 45 Conversion of apprenticeship, training and substitution contracts into permanent contracts Temporary contracts for the Employment support</p>	<p>Wage protection for older employees Recruitment incentives (Länder) Community service jobs - Variable payment Job finder's grant - Insured employment</p>	<p>Incentives for taking on employees in CIGS Incentives for taking on long-term unemployed Total triennial relief Vocational integration schemes Subsidies for the reinsertion of ex-LSU - Labour cost subsidies Tax relief for job creation Conversion of temporary apprenticeship contracts into permanent ones Conversion of temporary training & work contracts into permanent ones Exemption from social contributions for disadvantaged workers in social co-operatives Incentives for hiring mobility allowance Job grants Other work experience Integration of prisoners into work Realignment contracts</p>
5 Supported employment and rehabilitation	<p>Support for employment in special employment centres Support for employment in special employment centres Open ended employment contracts for the disabled</p>	<p>Integration of the disabled (Länder) Incentives for the recruitment and employment of the severely disabled Promoting integration of the disabled into working life</p>	
6 Direct job creation	<p>Collaboration between SPEE⁵¹ and public or private nonprofit entities for contracting unemployed people Promotion of agricultural employment in Andalucía, Extremadura and under-</p>	<p>Support for job-creation measures (ABMs) Support for structural adjustment measures Employment generating promotion of the infrastructure "Jump Plus": Special programme aimed at</p>	<p>Socially useful work (LSU) ESF Cofinanced Actions 2000-2006 - public utility works</p>

⁵¹ SPEE Servicio Público de Empleo Estatal (previously INEM)



	<p>developed rural areas Collaboration between SPEE and public or private nonprofit entities for contracting unemployed people Promotion of agricultural employment in under-developed rural areas (measure)</p>	<p>getting unemployed youths into work or training Special programme: "Work for the long-term unemployed" ("AFL") Direct creation of additional jobs (Länder) Job opportunities Community service jobs – Additional expenditure variant</p>	
7 Start-up incentives	<p>Capitalisation of unemployment benefits Promotion of self-employment Financial aid for the integration of returning emigrants Promotion of employment in co-operatives Promotion of local employment initiatives Integration through self-employment Promotion of self-employment Promotion of employment in co-operatives Promotion of local employment initiatives Integration of the disabled through self-employment</p>	<p>Bridging allowance Business start-up subsidy Incentives to start up businesses (Länder) Job finder's grant - Self-employed</p>	<p>Loans for one-person businesses Subsidies for the reinsertion of ex-LSU – Selfemployed Relief for workers under 32 starting their own business ESF Cofinanced Actions 2000-2006 - training for the creation of new enterprises ESF Cofinanced Actions 2000-2006 - Incentives for selfemployment ESF Cofinanced Actions 2000-2006 - Integrated steps for business creation</p>
8 Out-of-work income maintenance and support	<p>Contributory unemployment Unemployment assistance Assistance for unemployed casual agricultural workers (Agrarian income) Active jobseeker's back-to-work allowance Partial unemployment benefits (contributory) Bankruptcy compensation</p>	<p>Unemployment Benefit Integration assistance for new resettlers, persons having right of asylum and quota refugees Short-time working allowance Promotion of year-round employment in construction - Bad weather allowance from the 31st hour, Additional winter allowance, refund of social contributions Promotion of year-round employment in construction - Cost-increase winter allowance Part-time unemployment Benefit Bankruptcy compensation payment</p>	<p>Mobility allowance Ordinary unemployment benefit (outside agricultura Ordinary unemployment benefit in the agricultural sector Special unemployment benefit in the agricultural sector (66%) Special unemployment benefit in the agricultural sector (40%) Unemployment benefit with reduced requirements in the agricultural sector Special unemployment benefit in the construction</p>



		Unemployment assistance	sector Ordinary unemployment benefit in the construction sector Special solidarity funds in cooperative credit industry: extraordinary cheques Special solidarity funds in insurance industry: extraordinary cheques Special solidarity funds in Government sector: extraordinary cheques Solidarity contracts - Defensive solidarity contracts Ordinary Wage Compensation Fund Extraordinary Wage Compensation Fund
9 Early retirement	Early retirement with substitution by another worker Replacement contracts Early retirement with substitution by another worker Replacement contracts (measure Early retirement allowance Early retirement allowance	Support of part-time employment for older employees	Early retirement

**SUMMARY - COMPARATIVE
ANALYSES
CONCLUSIONS**



INTRODUCTION

The purpose of empowerWoment is to develop a methodology that makes it easier for careers advisors, trainers, integration professionals, employers and immigrant women with foreign qualifications to identify the latter's professional skills so that these women can access more qualified jobs that match their profile.

Based on the philosophy of the Transfer of Innovation in the Leonardo Programme, which this initiative is a part of, the objective is to develop a common tool in the three participating countries to achieve this goal.

The EMPOWERWOMENT project aims to give trainers, tutors and careers advisors tools and knowledge they can implement in their own job and thus improve employment training for immigrant women, as a gateway to a qualified labour market.

Consequently, we are creating local and international networks with all the key players, establishing synergies and making a joint effort to fully integrate immigrant women in the countries where they settle.

A joint training model will be developed in the three cities participating in the project: Potsdam (Germany), Florence (Italy) and Granada (Spain). The first phase of the project analysed the situation of highly qualified immigrant women in the partner countries using mixed methodology, which includes a study based on secondary sources with extensive documented research, analysis of studies, publications and statistical and bibliographical data and fieldwork interviews of key players.

In Spain the **secondary sources** used were: EUROSTAT, OECD, INE [Spanish Statistical Office], *Secretaría de Estado de Inmigración y Emigración* [State Secretariat of Immigration and Emigration] of the *Ministerio de Trabajo e Inmigración* [State Ministry of Employment and Immigration], IEA [Andalusia's Statistical Office], *Consejería de Igualdad y Bienestar Social* [Ministry of Equality and Social Welfare] and *Consejería de Gobernación* [Ministry of the Interior] both of the *Junta de Andalucía* [Government of the Autonomous Community of Andalusia] and the Municipal Register of Inhabitants, among others.

In Italy: Caritas, ISTAT [Italian Statistical Office], IRPET [Regional Statistical Office of Tuscany], among others.

In Germany: *Ministerium für Arbeit, Soziales, Gesundheit und Familie* [Ministry of Employment, Social Affairs, Health and Family], International Association of Universities: Germany, *Institut für Arbeitsmarkt- und Berufsforschung* [Job Market Observatory], among others.

In the case of Granada, **meetings** have been held with the Red Cross, *Comisión Española de Ayuda al Refugiado* [Spanish Commission of Refugee Aid], Granada ACOGE, AKIBA, NGO *Movimiento por la Paz* [Peace Movement], Jef-Jel Cultural Association.

In Italy, in-depth interviews were held with: IRPET [Tuscan Regional Institute for Economic Planning], CARITAS Florence, Province of Florence, *Servizio Donna* [Women's Service] Province of Florence and *Servizio SOS Famiglie* [SOS Family Service].

In Germany, the interviews were held with the *Institut für Praxisorientierte Sozialforschung und Beratung* [Social Research Institute], International Association of Universities: Germany, City Council of Potsdam and several NGOs that work with immigrant women.



The “location map” of immigrants in the three partner countries, as far as the composition of the immigrant population is concerned (town, gender, countries of origin, regional distribution) can be summarised as follows:

In **Italy** the immigration percentage out of the total population is **5.2%**, in **Germany** it is **8.8%** and in **Spain** it is **9.26%**.

In terms of the proportion of immigrants of the total population, Spain has risen from position 21 (in 2000) to 11 (in 2006) in the ranking of the 30 countries in the OECD (Organization for Economic Cooperation and Development).

If we focus on the cities analysed, **Florence** has an immigration percentage of **6.2%**, **Potsdam** of **5%** and **Granada** of **5.16%**. It is very similar in the three cities.

The province of Granada has gone from receiving 6,476 foreigners with resident permits in 1998 to giving shelter to 48,545, according to the official data of the *Instituto Nacional de Estadística* (INE [Spanish Statistical Office] at the end of 2006. In this time, not even a decade, the number of foreigners has multiplied by eight, and it has tripled in the last five years.

The main **countries of origin in Italy** are: Rumania, Albania, Morocco, Ukraine and China. The Rumanians are the largest female group and the Moroccans are the largest male group.

In **Germany** they are: Turkey, Italy, Greece and Poland.

And in **Spain**: Morocco, Ecuador, Romania, United Kingdom and Colombia.

Out of the total immigrant population in **Andalusia**, 35% is estimated to be citizens of the European Union (British, Italians and Germans), followed by Moroccans (21.6%), Rumanians, Ecuadorians, Colombians and Argentineans.

In the **province of Granada**, even though the African presence seems to be more significant (9,387 in total), the continent providing the most citizens is Europe.

The 23,224 Europeans currently on the census in the province are almost half of the foreigners. The most noteworthy group is people from Rumania, a country that only seven years ago hardly accounted for any citizens. In 2002, there were only 486, but every year this proportion has virtually doubled to stand at the currently registered figure of 6,789. It has multiplied by thirteen in only five years. The next group is the British, with 5,637 on the census in the province. This presence does not perhaps stand out quite so much because localities on the Coast, such as Almuñécar, have been virtually Anglophone for over a decade. But there are also Italians (1,475), Germans (1,749), French (1,348), Russians (1,004) and Lithuanians (633) in Granada. Nearly all the countries in Europe, including Armenia, Moldavia and Albania, are represented on the Granadine census list.

After the European group, the second most numerous group is the Latin Americans. The Bolivians currently top the list with 3,468 residents on the census, followed by the Argentineans (3,292), Ecuadorians (2,227) and Colombians (2,028). The list goes on to include Mexico, Uruguay, Brazil and Peru, with a smaller number of representatives. Up to twenty-two countries, including the United States, account for the origin of 14,000 people on the census in Granada from the American continent.

Added to these are people from Asia, who form a much smaller group, 1,647 in total. The countries worth highlighting are Pakistan (167), Syria (103), Japan (101) and, of course, China, the most numerous, with virtually a thousand countrymen in our province. According to the municipal register at the end of 2006 the above, and the other countries not mentioned here, accounted for the 48,525 foreigners living in Granada at the time. The data on those



with a residency permit, and therefore, a completely regularised position, updated as at end of June 2007, increase the figure to 50,289, which shows the rising trend of this phenomenon.

The main countries of origin in **our city** are: Morocco, Ecuador, Argentina, Colombia, Bolivia, China, Rumania and Italy.

Concerning the German, Spanish and Italian training framework and educational system, it is concluded that:

The German educational system is relatively impermeable and it does not offer advantages to children and adolescents from weaker social strata, and, in particular, to immigrant families. In the Federal State of Brandenburg, the situation differs with regard to secondary education, but there are numerous deficiencies in the field of university and professional training.

The average level of studies of immigrants in **Spain**, and particularly among women, is close to the Spanish average in many cases.

In the educational system there is an incidence of 7.4% as far as compulsory education is concerned, although there are many differences among regions.

In the city of Granada there are 11,125 immigrant women and 604 of them have a university degree, which is 5.43% of the population. However, these data are striking, given that nationally, the percentage of immigrant women with university degrees is 19%.

In general, **in southern Europe (both Spain and Italy)**, immigrant workers are overqualified and they rarely find a job suited to their academic qualification. This is because immigrants come up against a problem in the country they settle in: no recognition of their higher education qualifications and/or university degrees. Furthermore, this problem is on the increase, since nearly all immigrants with a high educational level study in their native country and in Spain this is not validated.

Concerning these women's professional profiles and skills, the integration process and the main employer sectors, the most significant conclusions for the study by countries are:

There is a certain concern about the concentration of immigrants in sectors with highly precarious activity and/or in jobs requiring the lowest qualification level. Consequently, the sectors most occupied by immigrants in the three countries are:

- Construction
- Domestic service
- Agricultural production
- Hotel trade
- Retail business
- Industry (with more incidence among the immigrant population living in the regions of Brandenburg and Tuscany)

The presence of women is most obvious in domestic service and the services industry, and the presence of men in the construction, agriculture and industry sectors.



Furthermore, the rate of temporary contracts is also higher among the immigrant population in the three countries.

However, the majority of immigrant women would prefer to have a job better suited to the studies pursued in their countries of origin. Immigrant women with higher education qualifications and/or university degrees are able to perform qualified jobs, but at the moment they are in jobs requiring fewer qualifications as their degrees are not recognised.

The main barriers detected for access to the qualified labour market are:

- Language
- Socio-cultural integration
- Employers' lack of awareness of the immigrant population's potential
- Recognition of educational qualifications

We also examined existing strategies and methodologies used to improve social and professional integration of immigrant women at both a national and regional level.

The data analysis highlights the fact that there is a certain heterogeneity. On the one hand, Italy and Spain have changed from being highly emigrant countries to becoming receiving countries of a large number of immigrants. This, in turn, means focusing on design and implementation of policies and services adapted to new requirements. On the other, in Germany there is a long tradition in this respect, although it is true that after the reunification another series of policies are being designed, which further scientific research and political debate on the imperious need to promote real integration of immigrants.

Activities are implemented and specific services are set up in the three countries analysed in the following areas:

- Intermediation services for entry into the job market
- Careers guidance
- Vocational training
- Professional updating
- Teaching how to read and write
- Hiring incentives
- Promotion, advice and support for creating companies
- Awareness campaigns for employers
- Occupational health and safety

The analyses performed in the three countries highlight the following points in common:

- The immigrant population helps to decrease imbalances in the job market.
- There is an increase in immigrants from Eastern Europe.
- There is a very unbalanced geographical distribution among the German, Italian and Spanish regions (the immigrant population is concentrated in those areas where there is already a high population density).



- Policies need to be activated to improve socio-cultural integration of men and women immigrants.
- The labour market situation for foreign women is not the same as the situation for Spanish, Italian and German women.
- Immigrants have a higher activity rate and suffer more unemployment. The unemployment rate of foreign women is also more volatile.
- The characteristics of jobs held by women also differ depending on whether they are nationals or immigrants. In general, immigrant women have more precarious jobs, with a higher percentage of temporary contracts, more hours worked per week and more part-time contracts, mainly because they cannot find full-time employment.
- Immigrant women mainly work in activities related to domestic service and the hotel trade.
- The fact that immigrant women's jobs are more precarious is not justified by them being less educated. In fact, the educational levels of female immigrant workers are similar to those of Spanish, German and Italian women, but they usually have jobs requiring fewer qualifications.
- Foreign women with university degrees have unqualified jobs.

Results of the research concerning the needs and skills of professionals involved in training and employment

Common problems or gaps have been detected in the three countries among training and employment professionals who work with immigrant women:

- Communication
- Relationships
- Knowledge of language and its impact on personal training
- Lack of awareness of immigration flows, cultures of origin and languages of immigrant women

Strengthening the situation of immigrant women and contributing to the fight against racism and discrimination in countries associated with the project is essential. It is hoped that in the near future they will attain better jobs where they can use their qualifications, which would also help the destination society to prosper.

Consequently, we would like to develop a training model for trainers and tutors to rectify the areas of difficulty detected and to go from a risk of social exclusion to empowerment of foreign women.

This training involves:

- Developing a blended learning training methodology for trainers: so that all the material produced can be validated and used by the training professionals who need it, since it will be available online on the empowerWoment website.
- Collecting best practices in professional training material with immigrant workers.
- Publishing manuals with ad hoc definitions and contents.
- Developing educational tools and methodologies to support the teaching.

The main intervention/training areas will be:

1. COMMUNICATION:

- Verbal Communication: how to teach the languages of the countries where they have settled, and some knowledge of the languages of origin



- Non-Verbal Communication: through dynamics and expressive use of language
- Communication focus
- Communication skills
- Language and culture Integration of cultural elements

2. RELATIONSHIPS

- Background: History of immigration and promotion of active citizenship
- Elements facilitating relationships: knowledge and establishment of networks, welcome strategies and mediation strategies
- Interaction among the various social actors and contextualization of the different policies in the dynamics of the labour market
- Racism and xenophobia: analysis of prejudice
- Raising awareness of the society and environment
- Intercultural coexistence

3. EDUCATIONAL METHODOLOGY

- Collaborative learning
- Learning of languages for specific purposes: consequently, learning of contents, contexts and specific, defined and structured requirements are connected.
- Design and production of educational units. Sequence and organisation of activities in the classroom. Selection and integration of contents

Working groups of experts including careers guidance, intermediation, training and employment professionals who work with immigrant women will be organised in October in the three cities to agree on, experiment with and validate the training model.

**TRAINING MODEL SCHEME (thinking about the training model)**

DEFINITION OF THE TARGET	-
TARGET'S CHARACTERISTICS	-
TARGET'S TRAINING NEEDS	-
OBJECTIVES OF THE TRAINING PATH:KNOWLEDGE	-
OBJECTIVES OF THE TRAINING PATH: SKILLS	-
OBJECTIVES OF THE TRAINING PATH :ATTITUDES/BEHAVIOURS	-
PRE-REQUISITES (including level of ability in using ITC	-
MACRO-CONTENTS	-
TOTAL DURATION OF THE TRAINING PATH	-
TYPE OF TRAINING AND LEARNING ACTIVITIES	-
METHODOLOGIES TO BE APPLIED (and consequently supports to be provided)	-
ROLE OF ITC	-
STRUCTURE OF THE TRAINING PATH (DIVISION INTO MODULE, AND SUBDIVISION INTO DIDACTIC UNIT AND THEN IN L.O., OR OTHER)	-
MIN.-MAX. DURATION OF A L.O.	-
PROFESSIONAL FIGURES INVOLVED (TEACHERS, EXPERTS, TUTORS, ETC) AND THEIR COMPETENCES/EXPERIENCES	-
TYPES OF INTERACTIONS BETWEEN PARTICIPANTS AND TEACHER/EXPERT/TUTOR	-
TYPES OF INTERACTIONS AMONG THE PARTICIPANTS	-
OUTCOMES	-
EVALUATION (DEFINING WHO -WHAT – HOW – WHEN - EVALUATE)	-
OPTIONS: PERIOD OF THE YEAR	-
OPTION: HOW MANY HOURS PER DAY	-
OPTION: TIMETABLE	-

L.O.: Learning Objective



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