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The Incorporation Process of Refugees and Youth Migrants in European Countries

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Abstract
This paper deals with the controversial and challenging issue of the integration process of refugees and youth migrants. It seems that the process of youth migration is on the increase all over the world; this issue is vital to study, as there has not been so far an accurate data analysis and up-to-date data collection in Romania and other European countries. Whether refugees or migrants, people are continually seeking to improve their lives, protect their families, and have a better lifestyle. Our paper shows that the integration of refugees and youth migrants to Europe has impacted European societies and are looking at how local citizens deal with this issue. Moving on to the integration process will also expand research on the adaptation process by looking at the role played by European societies and organizations in incentivizing refugees, asylum seekers, and adolescent migrants to engage and adapt in a new way. The Methodology used in our paper is ANOVA. Our paper's data collection was based on a questionnaire distributed among different groups of people from Romania and other European countries.

Key words: Youth migrants, refugees, integration, immigration, asylum seekers.

Introduction

No one can deny that the refugees and the migration crisis have become one of the most controversial issues since the influx of refugees into Europe, especially after the Syrian war. Depending on their circumstances, refugees and migrants started to relocate to the host countries with their families or alone. Depending on refugees and migrant's situation in the host society, the integration process varies from one migrant to another. As for migrants who have come with their families, the specific integration programs will help all family members to integrate more quickly into the new society. The objectives of this article are to dispel light on the situation of refugees in terms of the integration process and to obtain up-to-date information from them by distributing a questionnaire consisting of a wide range of questions covering different topics, as we have only drawn up questions related to integration process to help us gain a better understanding of the current asylum situation. The integration process may be complicated for migrants alone, have witnessed psychological problems, such as trauma, or have lost one of their family members. It can be shaped into several models, such as access to public health services, the participation of migrants in a series of multicultural activities, or volunteering. Talking more deeply about integration, we can say that integration process had had a positive impact on the host countries as the labor market developed when new skills and foreign experience joined the labor market.

For this reason, European countries should support migrants by allowing them to join the new society as legal refugees and migrants while offering them equal legal rights and responsibilities. In the following part of our paper, we will be demonstrating the literature review and Statement of the problem. While in section three, we will describe the methods of research used to obtain our data.

Paper Objectives

The following research goals are presented below:

1. Understanding the obstacles faced by refugees and youth migrants in host countries.
2. To investigate factors that affect the integration process.
3. To study why refugees and migrants left their countries.
4. To highlight the effectiveness of attending integration and language programs in host countries and how this helped the refugees to integrate better into the new society.

Literature Review

In the last ten years, European countries have witnessed an immense flood of refugees from non-EU migrants and asylum seekers. As the number of migratory flows in the European Union varies from one country to another, depending on the economic, social, and political scenarios. Some European countries have not been fully prepared to welcome this massive wave of migrants, while others have. In 2017, 2.4 million people immigrated from non-EU countries to the EU (European Commission, 2017); therefore, it significantly influenced the local countries and migrants and refugees themselves.

In recent years, refugee populations have increased dramatically, and finding strategies for their effective integration has become more challenging in several countries. The settlement process has been one of the most debatable yet urgent and requires critical actions taken by host countries. In comparison to immigrants who have voluntarily fled their home country.

While refugees had to leave their home country because of persecution they faced or suffered, on humanitarian grounds they were welcomed by the host (United Nations Human Rights, 1951). They leave their homes because they have left their homes involuntarily; they scarcely have time to prepare for a new environment and culture. In comparison, human capital and global services are insufficient for refugees. In addition to the talents of languages (Ward et al., 2001), in their host countries, they have even more trouble seeking jobs.

There are plenty refugees suffering from psychological trauma triggered in their home country by brutal conflicts and disasters (Pernice & Brook,1996). In particular, these circumstances make refugees an insecure group within their host countries' populations. (Yakushko et al., 2008). However, once they have been granted asylum status, refugees tend to remain longer than other migrants (Ward et al., 2001) to strengthen their ability to develop their language skills, gain formal qualifications, and enter the labor market in the host country (Cortes, 2004).

A debatable concept is incorporation. At the political level, however, there is some agreement that equal access to services, national language learning and active participation in society are needed (Phillimore, 2012).

In the US and EU countries, including Germany, which obtained the largest number of refugee applications, France, Sweden, and the UK are in the top five. 149,765 established refugees were residing in the UK in 2012, with 23,499 new applications for asylum submitted by June 2013 (UNHCR, 2013). Realizing that asylum-seeking has been one of the drivers of population growth and diversification in the United Kingdom, a wide variety of steps have been implemented to prevent asylum-seeking in response to growing public concerns. However, National Asylum Support Service (NASS) dispersal program offered cheap and available accommodation to asylum seekers distributed on a 'no option' basis elsewhere in the United Kingdom, resulting in the expansion of diversity beyond major urban areas. Since integration has been questionable over the last few years, there has been a growing number of migrants every year. The European Union's role is to respond to this increase by providing the European countries with the highest number of migrants and asylum seekers with financial capabilities to help these newcomers integrate

accordingly in the host countries. Considering that each European country dealt with integration at a higher level, such as Germany, which considered that receiving refugees would bring a great advantage to German society because the population is in an active aging process. However, the integration process can be seen in different aspects, such as the participation of migrants in the global economy, as labor market integration, for example, the primary priority for refugees is to obtain a legal document with a formal employment status that will provide them with a constant income. i.e. securing and maintaining any formal employment (e.g., Battisti et al., 2015, Correa-Velez et al., 2010, OECD, 2016, Worbs et al., 2016).

Research Issues and Methodology

Research Design

A questionnaire was conducted to analyze the integration situation of refugees and youth migrants in the host countries. The first three questions cover the respondents' portfolio, including (nationality, sex, year of birth). The demographic variables included in the study were related to: gender, age, nationality; target country, we also had other important variables that were related to employment status of refugees and youth migrants in the host countries, in addition, we included other variables related to revenue status.

While integration issues are as follows: The reason to leave your home country, total number of years in the host country. There was a barrier to stability in the country, Difficulties in finding employment opportunities, living conditions, difficulty learning the native language.

In order to respond to the research objectives, we have decided to distribute the survey online in order to collect data, as this method is the most appropriate tool during this period, as it will give us a chance to start receiving prompt and accurate responses, as well as to approach a large number of respondents located in a different location in Europe. The research method used to obtain our results was a quantitative approach, a questionnaire was designed, where the total number of questions was 12 related to integration, divided up to 266 respondents, where we also included a module of the economic criteria of the survey participants (Income, and economic status). The survey was circulated in two different languages, English and Arabic, to produce it more accessible to our primary audience. Data collected between May 10th and July 30th resulted in a sample of 266 respondents. Employment and income status are the two variables defining the economic status of our target group in the research.

While other variables analyzed are the language spoken by migrants, the barriers they face, the living environment.

This research work has been carried out in order to investigate different problem faced by the people moving to Romania/Europe for any reasons. The sample of 308 respondents has been selected for this purpose and they were asked about the reasons for leaving their home country, the problem they faced when they moved to Europe and the difficulties, they had regarding learning the native language of the country. The sample was analyzed in terms of their demographic factors and responses they gave for each question they were asked. In the end, a comparison was made between groups based on gender and age to analyses if there existed any differences in the motivation of attending the integration projects for learning the local culture and language.

Findings

Analysis of Demographic Variables

This section shows the frequency distribution of demographic factors which were considered in this research work. There was total 308 respondents who participated in the survey.

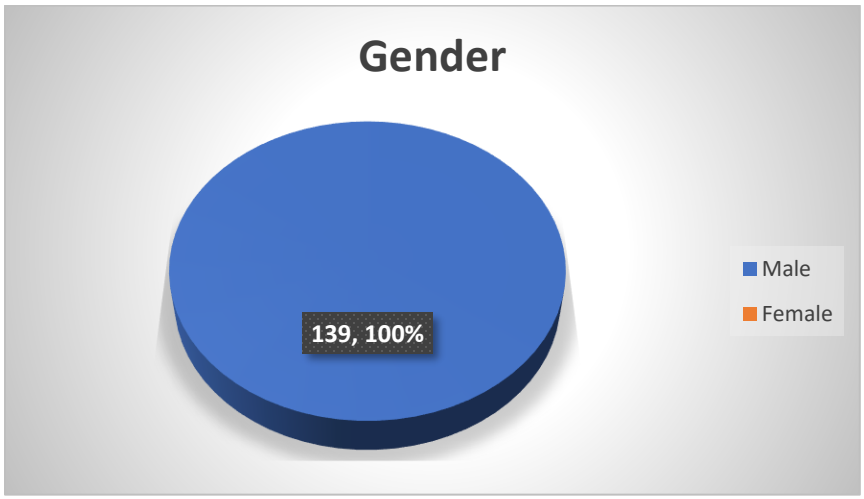
Demographic profile of respondents:

1. ***Gender:***

The results indicate that out of 308 respondents, there were 139 (45.1%) males while 169 (54.9%) were females.

Table 1.

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	139	45.1	45.1	45.1
	Female	169	54.9	54.9	100.0
	Total	308	100.0	100.0	

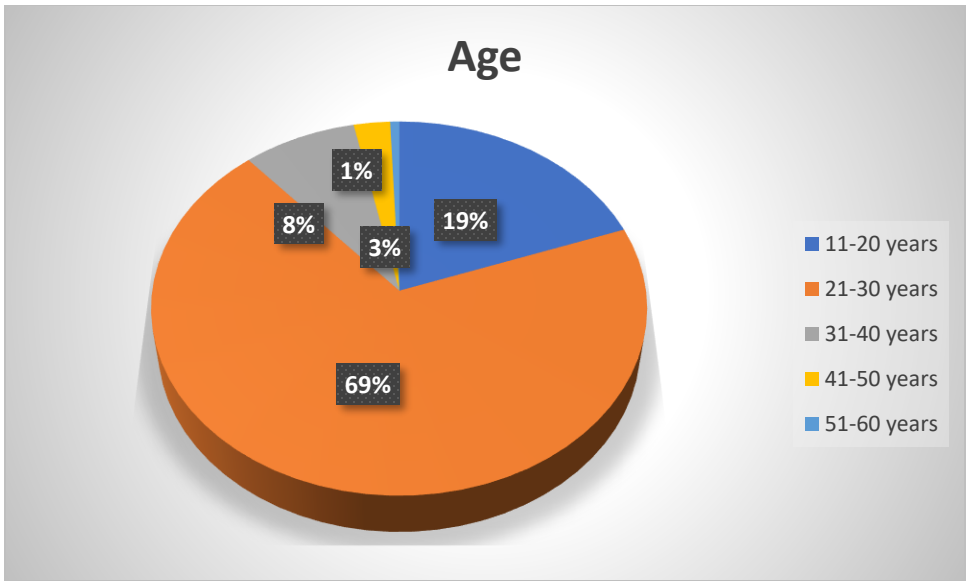


2. Age:

For age distribution, out of 308 respondents, 60 (19.5%) participants belonged to the age group 11-20 years, 213 (69.2%) participants belonged to the age group 21-30 years, 26 (8.4%) participants belonged to the age group 31-40 years, 8 (2.6%) participants belonged to the age group 41-50 years and 1 (0.3%) belonged to the age group 51-60 years.

Table 2.

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11-20 years	60	19.5	19.5	19.5
	21-30 years	213	69.2	69.2	88.6
	31-40 years	25	8.1	8.1	96.7
	41-50 years	8	2.6	2.6	99.4
	51-60 years	2	.6	.6	100.0
	Total	308	100.0	100.0	

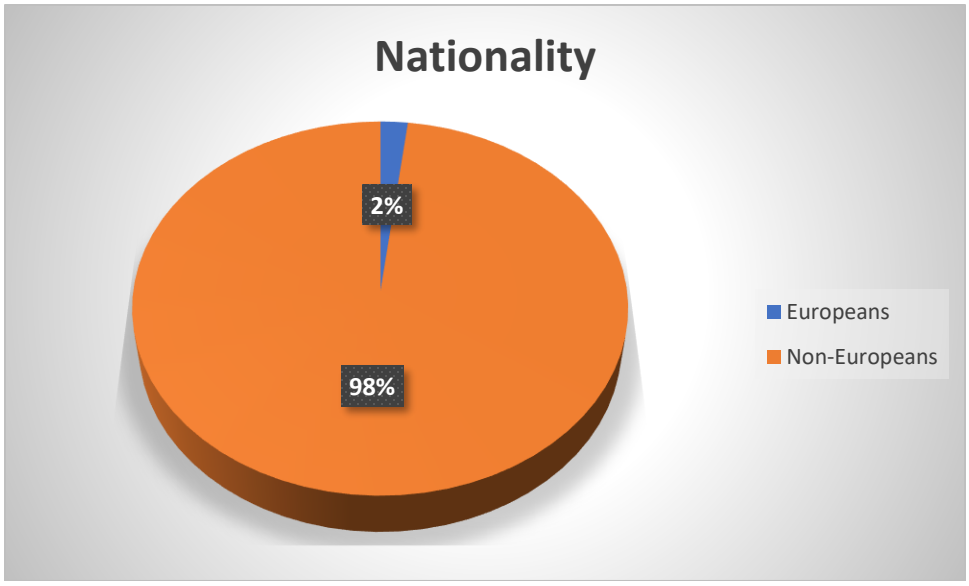


3. Nationality:

The nationality distribution shows that 6 (1.9%) respondents were Europeans and 302 (98.1%) were non-Europeans and moved to Europe.

Table 3.

Nationality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Europeans	6	1.9	1.9	1.9
	Non-Europeans	302	98.1	98.1	100.0
	Total	308	100.0	100.0	

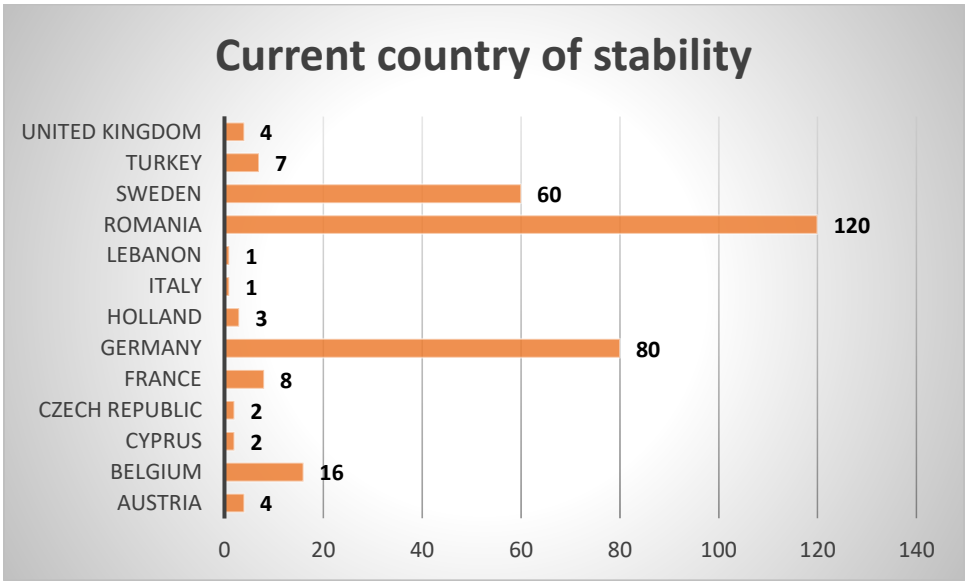


4. Current country of stability:

The current country of stability of distribution shows that 4 (1.3%) respondents were living in Austria, 16 (5.2%) were living in Belgium, 2 (0.6%) were living in Cyprus, 2 (0.6%) were living Czech Republic, 8 (2.6%) were living in France, 80 (26.0%) were living in Germany, 3 (1.0%) were living in Holland, 1 (0.3%) was living in Italy, 1 (0.3%) was living in Lebanon, 120 (39.0%) were settled in Romania, 60 (19.5%) were settled in Sweden, 7 (2.3%) were settled in Turkey and 4 (1.3%) were living in United kingdom.

Table 4.

Current country of stability					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Austria	4	1.3	1.3	1.3
	Belgium	16	5.2	5.2	6.5
	Cyprus	2	.6	.6	7.1
	Czech Republic	2	.6	.6	7.8
	France	8	2.6	2.6	10.4
	Germany	80	26.0	26.0	36.4
	Holland	3	1.0	1.0	37.3
	Italy	1	.3	.3	37.7
	Lebanon	1	.3	.3	38.0
	Romania	120	39.0	39.0	76.9
	Sweden	60	19.5	19.5	96.4
	Turkey	7	2.3	2.3	98.7
	United Kingdom	4	1.3	1.3	100.0
	Total	308	100.0	100.0	

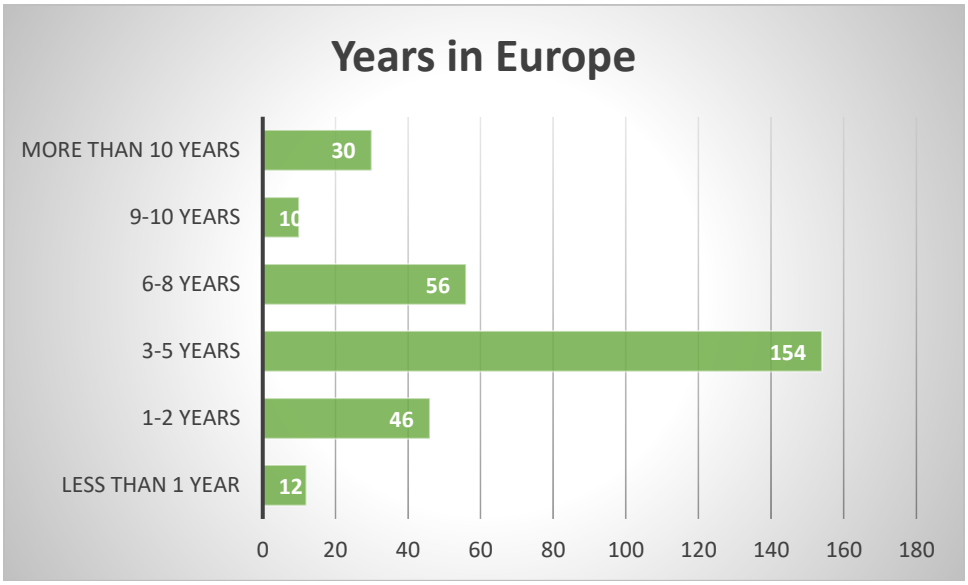


5. Years in Europe:

The following table shows that 12 (3.9%) respondents were living in Europe from less than 1 year, 46 (14.9%) respondents were living in Europe from 1-2 years, 154 (50.0%) respondents were living in Europe from 3-5 years, 56 (18.2%) respondents were living in Europe from 6-8 years, 10 (3.2%) respondents were living in Europe from 9-10 years and 30 (9.7%) respondents were living in Europe from more than 10 years.

Table 5.

Years in Europe					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	12	3.9	3.9	3.9
	1-2 years	46	14.9	14.9	18.8
	3-5 years	154	50.0	50.0	68.8
	6-8 years	56	18.2	18.2	87.0
	9-10 years	10	3.2	3.2	90.3
	More than 10 years	30	9.7	9.7	100.0
	Total	308	100.0	100.0	



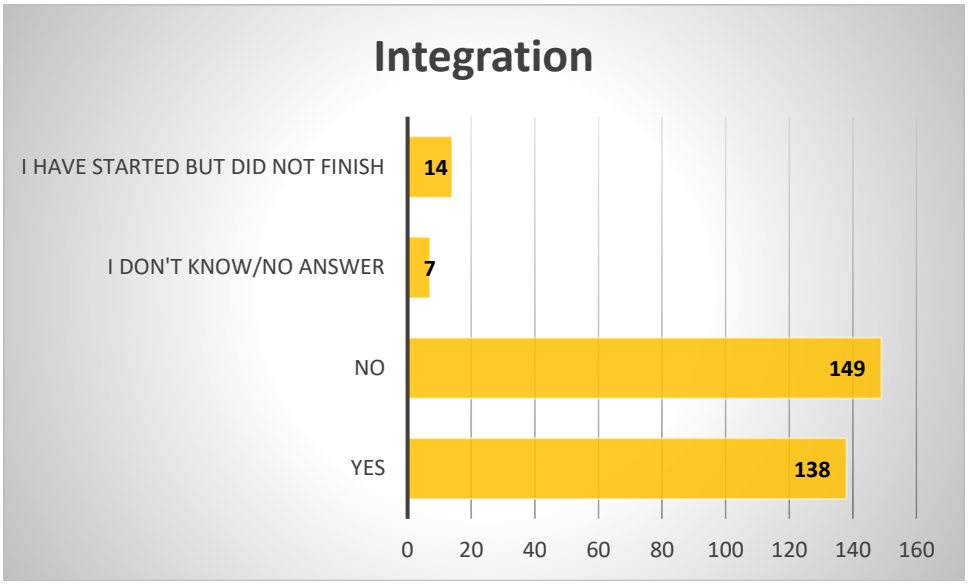
- **Did you attend any language or cultural orientation classes provided by the state or through integration projects of NGOs?**

The respondents were asked if they attended any language or cultural orientation classes provided by the state or through integration projects of NGOs. They were given four options to choose from i.e., Yes/ No/I do not want know or no answer/ I have started but did not finish.

The table shows that 138 (44.8%) said Yes, they attended language classes, 149 (48.4%) said No, 7 (2.3%) said they do not know or they have no answer to this question and 14 (4.5%) said that they have started the classes but did not finish i.e., they left then in between due to some reason.

Table 6.

Integration projects					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	138	44.8	44.8	44.8
	No	149	48.4	48.4	93.2
	I don't know/no answer	7	2.3	2.3	95.5
	I have started but did not finish	14	4.5	4.5	100.0
	Total	308	100.0	100.0	



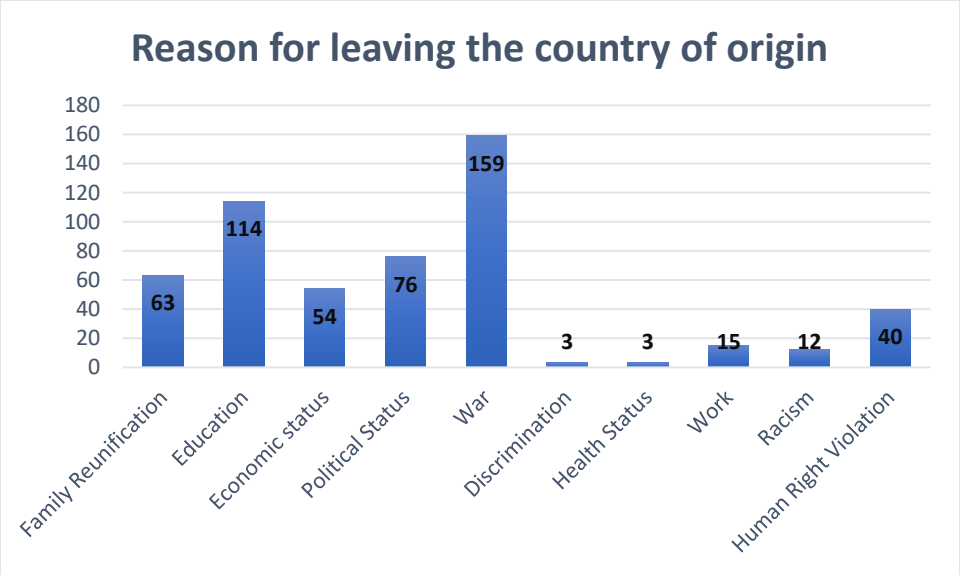
Multiple response questions:

1. **Main reasons for leaving the country of origin:**

The respondents were asked to report on main reason of leaving their origin country. This was a multiple response question and users were allowed to choose as many options as they feel are appropriate for them. For the table, we can see that 63 (11.7%) respondents reported that they left their origin country for family reunification, 114 (21.2%) respondents left their country because they wanted to move for higher education, 54 (10.0%) respondent left their country due to their economic status, 76 (14.1%) left their country due to the political status in their country, 159 (29.5%) left their country due to war, 3 (0.6%) left their country as they were facing discrimination, 3 (0.6%) left their country due to health status, 15 (2.8%) left their country as they had work abroad, 12 (2.2%) left their country as they were facing racism and 40 (7.4%) left their country due to human rights violation.

Table 7.

Main reason for leaving the country of origin		
Reason	**Frequency**	**Percentage**
Family Reunification	63	11.7%
Education	114	21.2%
Economic status	54	10.0%
Political Status	76	14.1%
War	159	29.5%
Discrimination	3	0.6%
Health Status	3	0.6%
Work	15	2.8%
Racism	12	2.2%
Human Right Violation	40	7.4%

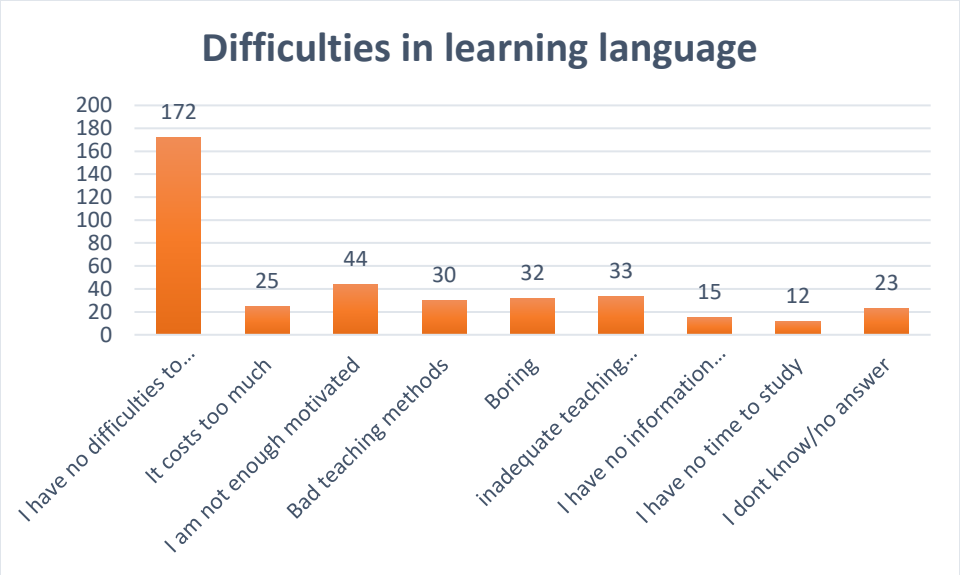


2. Kinds of difficulties faced while learning the country's native language:

The respondents were asked what kind of difficulties they faced while learning the countries' native language. The respondents were allowed to select more than one suitable option. 172 (44.6%) reported that they faced no difficulties in learning the native language. 25 (6.5%) respondents said that the cost of learning language was too high. 44 (11.4%) said that they were not motivated to learn the language, 30 (7.8) said that they faced problem in learning the language due to bad teaching methods, 32 (8.3%) said that learning language was too boring for them, 33 (8.5%) faced issues due to inadequate teaching materials, 15 (3.9%) reported that they had no idea about how to attend the language classes, 12 (3.1%) said that they were too busy and had no time to attend the classes and 23 (6.0%) did not know or they had no answer to the question.

Table 8.

Kinds of difficulties faced while learning the country's native language		
Reason	**Frequency**	**Percentage**
I have no difficulties to learn the native language	172	44.6%
It costs too much	25	6.5%
I am not enough motivated	44	11.4%
Bad teaching methods	30	7.8%
Boring	32	8.3%
inadequate teaching materials	33	8.5%
I have no information about how to attend language classes	15	3.9%
I have no time to study	12	3.1%
I dont know/no answer	23	6.0%



Descriptive Statistics:

The following table shows the descriptive statistics of the variables used in this research work.

The results indicate that the mean value of age is 1.95, median is 2.00 and mode is 2.00. This means that maximum number of respondents are between age group 21-30 years, maximum people chose option 2 which is 21-30 years. For the number of years in Europe, mean value is 3.31, median is 3.00 and mode is 3 so the maximum number of people chose 3- 5 years.

Table 9.

Statistics					
	N		Mean	Median	Mode
	Valid	Missing			
Age	308	0	1.9513	2.0000	2.00
Years in Europe	308	0	3.31	3.00	3

Inferential Statistic:

Now we are interested in knowing if there exist any differences among the groups regarding their motivation for attending any language or cultural orientation classes provided by the state or through integration projects of NGOs. For this purpose, we will use independent sample t test and One-way ANOVA.

1. **Gender:**

In order to see if there is any statistically significant difference in the motivation for attending any language or cultural orientation classes provided by the state or through integration projects of NGOs between males and females. This will be analyzed using the independent sample t test.

The group statistic shows that the mean value for males is 1.61 and for females is 1.71. this indicates that there is no significant difference in the group means.

Table 10.

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Integration	Male	139	1.61	.676	.057
	Female	169	1.71	.782	.060

We further investigate the statistical difference in males and females regarding attending the integration projects. The independent sample test table shows that the value of Levene's test for equality of variances is 0.401 which is greater than 0.05 so we assume variances to be equal. The significance in the equal variance assumed row is 0.243 which is greater than 0.05 so we conclude that there are no statistically significant differences in males and females regarding attending the integration projects for language and orientation classes.

Table 11.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Integration	Equal variances assumed	.708	.401	-1.169	306	.243	-.099	.084	-.264	.067
	Equal variances not assumed			-1.186	305.244	.237	-.099	.083	-.262	.065

2. Age:

One way ANOVA has been used to check if there are any differences in different age groups for attending the language or cultural orientation classes provided by the state or through integration projects of NGOs. The ANOVA table shows that the value of significance is 0.819 which is greater than 0.05 so we can say that there are no significant differences between the groups regarding attending the integration projects.

Table 12.

ANOVA					
Integration					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.842	4	.211	.385	.819
Within Groups	165.713	303	.547		
Total	166.555	307			

Post Hoc Tests

The post Hoc multiple comparison test shows that the significance value column of the tables has all the values greater than 0.05 so the individuals from different age groups do not differ in terms of attending the integration projects.

Table 13.

Multiple Comparisons						
Dependent Variable: Integration						
	(I) Age	(J) Age			Sig.	95% Confidence Interval

			Mean Difference (I-J)	Std. Error		Lower Bound	Upper Bound
Tukey HSD	11-20 years	21-30 years	-.026	.108	.999	-.32	.27
		31-40 years	-.070	.176	.995	-.55	.41
		41-50 years	.275	.278	.861	-.49	1.04
		51-60 years	.150	.532	.999	-1.31	1.61
	21-30 years	11-20 years	.026	.108	.999	-.27	.32
		31-40 years	-.044	.156	.999	-.47	.39
		41-50 years	.301	.266	.790	-.43	1.03
		51-60 years	.176	.525	.997	-1.27	1.62
	31-40 years	11-20 years	.070	.176	.995	-.41	.55
		21-30 years	.044	.156	.999	-.39	.47
		41-50 years	.345	.300	.780	-.48	1.17
		51-60 years	.220	.543	.994	-1.27	1.71
	41-50 years	11-20 years	-.275	.278	.861	-1.04	.49
		21-30 years	-.301	.266	.790	-1.03	.43
		31-40 years	-.345	.300	.780	-1.17	.48
		51-60 years	-.125	.585	1.000	-1.73	1.48
	51-60 years	11-20 years	-.150	.532	.999	-1.61	1.31
		21-30 years	-.176	.525	.997	-1.62	1.27
		31-40 years	-.220	.543	.994	-1.71	1.27
		41-50 years	.125	.585	1.000	-1.48	1.73
Dunnett T3	11-20 years	21-30 years	-.026	.109	1.000	-.34	.29
		31-40 years	-.070	.203	1.000	-.67	.53
		41-50 years	.275	.207	.847	-.42	.97

		51-60 years	.150	.509	1.000	-12.53	12.83
	21-30 years	11-20 years	.026	.109	1.000	-.29	.34
		31-40 years	-.044	.185	1.000	-.60	.51
		41-50 years	.301	.190	.696	-.39	.99
		51-60 years	.176	.502	1.000	-14.15	14.51
	31-40 years	11-20 years	.070	.203	1.000	-.53	.67
		21-30 years	.044	.185	1.000	-.51	.60
		41-50 years	.345	.255	.843	-.45	1.14
		51-60 years	.220	.531	.999	-9.02	9.46
	41-50 years	11-20 years	-.275	.207	.847	-.97	.42
		21-30 years	-.301	.190	.696	-.99	.39
		31-40 years	-.345	.255	.843	-1.14	.45
		51-60 years	-.125	.532	1.000	-9.20	8.95
	51-60 years	11-20 years	-.150	.509	1.000	-12.83	12.53
		21-30 years	-.176	.502	1.000	-14.51	14.15
		31-40 years	-.220	.531	.999	-9.46	9.02
		41-50 years	.125	.532	1.000	-8.95	9.20

Descriptive Statistics

Per the data collected, the first three questions expected to focus on sociodemographic characteristics, such as (nationality, gender, age, country of stability, and education). The majority of the 266 people surveyed were 110 Syrian and 91 Syrian. Lebanon, while the percentage of the participants were 28 of Iraqi nationality 13 Palestinian respondents, in additament to 8 of Egyptian nationality, 2 of Moroccan nationality respondents. Finally, one respondent from Algerian, Afghanistan, Jordanian and Kuwaiti nationalities. Trying to move along to the next question, that mostly associated gender as answers, 136 of the respondents were female, while 130 of the informants were male.

Conclusion

After presenting the findings in this paper, there are various conclusions to be drawn.

First of all, the statistical method used is ANOVA, which focuses on the variation among different groups (migrants and refugees). We managed to show how several factors can affect the integration process of migrants, whether in attending culture and language classes or the difficulties faced when learning a foreign language. In addition to applying the Post Hoc test, which focuses on determining where the differences

come from and shows that the individuals from different age groups are not affected in terms of attending the integration classes. We also elaborated on why the migrants left their countries, which plays a vital role in the integration process. We tried to analyze and present a part of our paper through this study. The integration process is still debatable yet necessary to be worked on and be developed on the EU level to decrease the volume of the barriers and obstacles that the refugees and migrants face.

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