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ASSESSING THE FOREIGN
CHILDREN' SITUATION
INTO THE ROMANIAN
EDUCATIONAL SYSTEM.
AN EMPIRICAL APPROACH
FOR THE REGION OF
BUCHAREST-ILFOV.

Case Study

Keywords

Education
Migrant' integration
Migration
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JEL Classification

I21, I24, J13

Abstract

This research paper analyses the situation of the third-country national children in Romania regarding their access and participation into the Romanian educational system. It is an empirical approach with a special focus on migrant children in the public and private educational system in the Bucharest-Ilfov region where more than a half of the third-country nationals are to be found. The paper provides a qualitative and quantitative analysis regarding the number of non-EU children in the public and private education system in Bucharest-Ilfov, their distribution by age group and type of school: primary, secondary, high-school as well as the schools with high agglomeration of foreign pupils and their distribution in the neighborhoods of Bucharest-Ilfov. The analysis uses, as well, primary data collected during the year of 2013, when a number of 60 schools in the region Bucharest-Ilfov were approached by phone, through emails and face-to-face meetings in order to find out whether they had foreign pupils enrolled in their school and what was the situation on the ground in those schools that reported foreign pupils.

INTRODUCTION

Immigration and integration of foreigners represent long debated topics in the European Union and foreigners' integration into host societies is considered the core of the immigration policies in many European countries. The recent developments in the year of 2015 when more than a million migrants and refugees crossed into Europe, sparking a crisis as countries struggled to cope with the influx and creating division among EU Member States over how to deal best the resettlement, brought even more on the public agenda the issues of migration and integration. Romania was not confronted with a large number of people seeking asylum, however migration and integration of immigrants, in particular refugees' integration had been high on the priorities of the public agenda and of the Romanian government. In this sense, a Coalition for refugees' integration was set up at governmental level reuniting the ministries with responsibilities in the field as well as nongovernmental organizations active in immigrants' integration. Education is considered fundamental for migrants' integration and ensuring access and facilitating participation of immigrants to education represent also for Romania important points in empowering migrants to become engaged actors and productive actors into the Romanian society.

According to the position document 'A clear agenda for migrant education in Europe', education remains a critical element of government policy and a key area in the migrants' integration process. Education empowers people to fully participate in the community and strengthens democracies. Often, strong education systems allow societies to become equitable and meritocratic at the same time, facilitating both social mobility and social inclusion. Educational policies could allow governments to ensure that migrants are able to interact in a beneficial way during their temporary or permanent stay, and that the host society adapts and supports their presence (MPG, 2014). Only a society with strong educational outcomes will realize people's full potential and give them a better chance for economic and social development. Thus, increasing equal opportunities for immigrant school population has a significant impact on migration flows, thus facilitating a better integration in the long term, be it into the community or in the city and/or in the country where they reside in.

Education plays an essential role in preparing the children of immigrants for participation in the labour market and society and giving these children opportunities to fully develop their potential is vital for future economic growth and social cohesion. Education, language partnerships, inclusive

intercultural trainings and educational programs create bonds between people from different origins and cultures, fostering the peaceful and healthy coexistence in one society. Education could give migrants the chance to provide both the resources and the solutions to promote their own empowerment and quality of life and could foster the responsibility of everyone involved and welcome individuals as a true potential for Romania.

SCOPE AND SOURCES OF DATA

The scope of the present paper is to conduct an overall analysis of the situation of the foreign children in Romania as regards their access and participation into the Romanian educational system and an empirical approach with a special focus on foreign children in the public and private educational system in the region of Bucharest-Ilfov where more than a half of the third-country nationals are to be found. Moreover, the analysis aims to document and report on the number, age, gender, country of origin, structure and migration background, types of educational level, distribution by private or/and public schools, agglomeration in the areas/ neighborhoods of Bucharest-Ilfov of the non-EU children in Romania.

To conduct the research, a mix of sources of information and data available at national, European and international level was used, such as: Eurostat, National Institute for Statistics, European Commission, Migrant Integration Policy Index, International Organization for Migration, Romanian General Inspectorate for Immigration, Romanian Ministry of Education, Bucharest School Inspectorate, public and private schools in Bucharest-Ilfov, as well as data collected by nongovernmental organizations that implemented migration research projects or projects in the field of immigrants' integration in Romania. In addition to the desk-research, the analysis made use of primary data collected during the year of 2013, when a number of 60 schools in the region of Bucharest-Ilfov were approached by phone, through emails and face-to-face meetings in order to find out whether they had foreign pupils enrolled in their school and what was the situation on the ground in those schools that reported foreign pupils. The schools approached were primary schools, secondary schools and high-schools (10 public high schools with high percentage of Moldovan pupils).

It is important to underline that there are some limitations as regards the availability of migration data or specific information on the immigrants' integration into the Romanian society. Romania does not have an aggregate system to collect migration data, only the Romanian General Inspectorate for Immigration provides some statistical information that concern mainly

admissions and residence of foreigners on the national territory. Neither the Ministry of Education, nor the School Inspectorates or the individual schools do not keep records or collect information regarding access, participation and educational outcomes of migrant children or children with a migration background.

In this case, the present assessment of the non-EU children situation into the Romanian educational system, with a particular approach for the region of Bucharest-Ilfov aims to produce knowledge and to provide an accurate description of the reality that represent the premises for evidence-based public policies. As immigrants' access and participation to the Romanian education system take place in the context of ensuring the conditions for foreigners' integration into the economic, social and cultural life of Romania, could the barriers and inequalities faced by migrant children to the Romanian education system represent a missed opportunity for migrants to make a valuable contribution to the Romanian society and economy?

LITERATURE REVIEW

According to the MIPEX literature review, education emerges as a major area of weakness in the integration policies and needs special attention in most countries of immigration (Bilgili, Huddleston, Joki, 2015). The study discusses several factors that shape the situation of the immigrant children in the educational system and highlight how the studies and researches in the area explain cross-country differences in immigrant pupils' outcomes or the inequalities between immigrant and non-immigrant pupils. Findings of this analysis could be considered as a starting point and evidence-base for national research in Romania as well as better public policies as regards immigrant children access and participation in the educational system in Romania.

Studies and researches conducted at national and European level argued that the parents' socio-economic status is the strongest predictor of school success both for non-immigrants and immigrants. In terms of migration-related characteristics, immigrant pupils do better at school if their parents are fluent enough to speak the country's language at home. For the first generation, age at migration is a key factor. The more that children receive their education in their country of origin, the more that their educational attainment will be determined by the quality of that education system and, in many cases, the worse their performance will be in the country of residence compared to the second generation and children who immigrated before school age. From one generation to another, the second generation tends to perform significantly better at school than first generation pupils, but overall in most cases native children outperform immigrant children (Heckmann, 2008; Dronkers,

de Heus, 2012; MPG, 2014). Also, the quality of the general education system matters significantly for immigrant pupils. The average immigrant pupil does much better in school systems where the average non-immigrant pupil excels (Dronkers, de Heus, 2012).

The topics of educational policies for immigrants and access to the educational system of migrant children in Romania is very little researched and covered in the national literature in the area. A study regarding the immigration policies in Romania and policy proposals regarding the protection of immigrants' civil rights in Romania (Iordache, Dimulescu, 2015) addresses access and participation of foreign students to university education from the perspective of antidiscrimination policies. Foreigners' access to education, in equal conditions as the Romanian citizens, both to the university and to school education, is ensured by the National Education Law 1/2011. The study argued that besides the formal equality, the participation of migrants to education is not considered a priority by the Romanian authorities. The foreign university students interviewed in the study reported several situations that can be considered as discriminatory; however they were not always perceived as instances of discrimination. The research didn't report on the issue of migrant children access and participation to education.

A three year research conducted annually in Romania (2013, 2014 and 2015) was the Immigrants' Integration Barometer. The research included an evaluation of the education area, mainly from the perspective of policies and practices using documentation and collecting data from various institutions as well as interviews of representatives of authorities and a national survey of the public opinion regarding the integration of immigrants. The Immigrants' Integration Barometer highlighted that the nondiscriminatory access to education for foreigners is guaranteed by law. The premises of an intercultural education, prevention of segregation, education for tolerance and promoting diversity are also established by law. These principles are integrated into the curriculum of the undergraduate education. In practice, there is a different situation as a consequence of weak implementation systems. The effective participation of immigrants from third countries is difficult to assess because no centralized data could be obtained, and school trajectories of immigrant pupils is not monitored. According to the authors, the education system as regards immigrant children is reactive than rather proactive (Voicu, Bucur, Cojocariu, Lăzărescu, Matei, Tarnovschi, 2015).

SITUATION IN THE EUROPEAN UNION

According to EU data, 8.3 million young people in the EU Member States (3.1 million under 15 and 5.2 million aged 15-24) were born abroad, while the number of second-generation young adults (aged 15-34) are estimated at over four million. The youth unemployment and young people “Not in Education, Employment or Training” (NEET) rates are significantly higher for first and second generation migrants than for their native peers in most EU Member States. The EU Migrant Integration Indicators indicate that the share of early school leaving among foreign-born learners in the EU is nearly twice as high as among the total population. Eurostat’s 2011 statistical report on Migrants in Europe also shows that the shares are also higher for second-generation youth with migrant parents (Eurostat, 2011). Clearly, young people with migrant background have a number of critical and specific education needs that are still not met and may not be compensated for through current education policies or in the classroom. (MPG, 2014)

IMMIGRATION IN ROMANIA

Immigration in Romania accounts for a very small share of 0.05% in total population as Romania is confronted mainly with massive outmigration being a net emigration country with more than 15% of its working population left to work or study abroad. According to data provided by the Romanian General Inspectorate for Immigration in 2015, in Romania reside around 104,000 immigrants, out of which 44,000 represent EU citizens and around 60,000 third-country nationals. Top countries of origin for EU citizens that live in Romania are as follows: Italy (29%), Germany (12%), France (11%), Hungary (7%), Greece (5%) and Bulgaria (5%) while the non-EU migrants come from: Republic of Moldova (15%), Turkey (15%), China (12%), Syria (7%), Israel, Iraq and USA (each 4%). The evolution of the third-country nationals (figure no.3) that choose to live in Romania is quite stable with very small increases each year, representing an overall rise 2005-2015, of approximately 40% (GII, 2008a; 2008b; 2009; 2010; 2011; 2012; 2013; 2014; 2015). Family and study purposes represent the major reasons for non-EU immigration in Romania, while labour migration has dropped significantly (from 15,000 to 2,500) following the economic crisis. There is a slight increase in asylum seekers in the period 2012-2015, however, even considering the refugee crisis that hit recently the European Union, Romania has registered less than 1700 asylum applications with an approval rate of 47% that received international protection. The asylum seekers in Romania originate mainly from Syria (541 persons), Iraq (214 persons), and Afghanistan (96 persons) (GII, 2014; 2015).

SITUATION OF MIGRANT SCHOOL CHILDREN

According to the 2012 PISA as one international indicator, hardly any immigrant pupils can be found in Romania’s schools. First and second generation of students with an immigrant background accounts of less than 0.1%. A number of 69,331 children in Romania under age 15 were born outside the country, according to 2014 Eurostat population statistics. This represents just 2.2% of all children under age 15 in Romania. Most were born in other EU countries (54,313). While non-EU immigrants make up 61% of the total foreign-born population, they only make up 22% of foreign-born children (15,018) (Eurostat, 2014).

The Bucharest’s total population is more than 2 million inhabitants. The demographic analysis shows a relevant decrease of the stable population and, respectively of the schooling population with medium and long-term effects on the educational system in Bucharest-Ilfov. Data provided in the report “State of the educational system in Bucharest-Ilfov, 2011-2012, the number of school age children in Bucharest-Ilfov drops each year around 2,7-5% (table no. 1).

The region Bucharest-Ilfov that comprises also the country’s capital is a pole of economic growth providing most opportunities in terms of employment, educational, economical, social and business. This is why, almost half of the foreign population in Romania is found in this region. The same pattern is valid for the TCN children, half of the migrant children population in total foreign children population is residing in Bucharest-Ilfov (table no. 2). Because there are just few cases of foreign accompanied minors in Romania, the evident explanation is that the foreign children population in the region of Bucharest-Ilfov and in Romania is comprised of the children that live together with their parents and families.

The dynamics of the non-EU migrant population residing in the region of Bucharest-Ilfov (figure no. 4) highlights a descending trend over the years 2008-2012, nevertheless, it should be noted that, at the end of 2015 the numbers are very close: 26,781 TCNs in Bucharest-Ilfov in 2008 compared to 25,970 TCNs in Bucharest-Ilfov in 2015. During 2008-2015 there is a slow and steady increase of immigrant children population at national level and, respectively in the region of Bucharest-Ilfov by 20% from 2997 migrant children to 3741 children. In 2015, data provided by the GII regarding the TCN children indicate a rise of the migrant children in the region of Bucharest-Ilfov that represent 60% in the total immigrant children population. The majority of the migrant children from Bucharest-Ilfov (80%) are found in the age group for the pre-school education (0-5 years old) and in the age group of the primary

education (6-12 years old) with around equal shares of approximate 40% (GII, 2008a; 2008b; 2009; 2010;2011; 2012; 2013; 2014; 2015).

Top countries of origin for non-EU migrant children in Bucharest-Ilfov are: Turkey, China, Moldova, Iraq, and Syria. During 2008-2012, the number of minors TCN in Bucharest-Ilfov who originate from China has risen 90%, from Turkey 17%, and from Syria 8%, while for the rest of the countries more or less significant drops were registered (Moldova -43%) in the context of a general increase of 10% (table no. 3). Distribution by age groups for the non-EU migrant children is different at national level compared to the region Bucharest-Ilfov, especially as regards the age group 15-18 (double at national level). Thus, in 2012, in Bucharest-Ilfov the distribution by age groups of non-EU children is as follows: 26% (0-4 years), 29% (5-9 years), 22% (10-14 years), 23% (15-18 years). The evolution in time (2008-2012) remains relative constant (table no. 4).

At the end of 2015, according to data provided by the GII, in Romania a number of 2,492 immigrants with a refugee or subsidiary protection status were registered, out of which 1,293 residing in Bucharest that accounts for a share of 52%. As regards the migrant children beneficiaries of protection they represent around a quarter of total number of refugee and subsidiary protection migrants. In addition, as in the case of TCNs minors, more than half of the minors with a refugee or subsidiary protection status reside in Bucharest. The distribution by age groups show that in the region of Bucharest-Ilfov we have more than 42% migrant children with protection status that should be enrolled in the pre-school educational system , more than 28% in the primary education and 22% in the secondary education. At national level, the distribution of non-EU minors with a refugee and subsidiary protection status by age groups in the pre-school, primary and secondary education is rather equal with shares of around 30% (GII, 2014, 2015).

In addition, at a qualitative level, the assessment showed that the non-EU migrant children are registered both in the public and as well as private educational system, however, the private schools attract the majority of foreign children. In general, the migrant parents who have the financial means make option for the private schools where their children can learn in the language of their country of origin or in English. It's important to underline that the private educational system follows either the Romanian curricula or both or the one from the country of origin. This can lead to further discussions regarding the educational outcomes of immigrant children and recognition of studies and diplomas. Another important factor is the fact that more than 60% of the first and/or second generation of

immigrants in Romania do not speak Romanian at home (Bilgili, Huddleston, Joki, 2015)

The number of TCN children or coming from mixed families is significantly lower in the public educational system than in the private one. In the public schools the share of immigrant children is at most 10%-15% while in the private schools they usually represent more than 50%. As an overall estimation, these percentages get higher if we take into consideration the children with migrant background, in this sense we estimate some less than 20%-25% in the public education system and proportion of more than 70% in the private educational system and several specific private schools.

A particular situation is that of the pupils from Republic of Moldova who are distributed among the high-schools in Bucharest-Ilfov taking into account their educational outcomes. Many of them are accommodated in the boarding high schools in Bucharest. The respondents highlighted that the Moldovan pupils graduate with good grades and many of them decide to continue their education to the universities in Romania.

As regards the territorial distribution in Bucharest-Ilfov, there is a concentration of the non-EU immigrant children in the public schools where migrants are working or where they reside: Colentina, Dristor, Crangasi, Bucur Obor (district 2), Voluntari.

The National Strategy on Immigration is the strategic document that governs the actions of the Romanian institutions in the field of immigration, asylum and integration of foreigners and it is implemented through National Annual Plans. As the previous four year strategy, the National Strategy on Immigration 2015-2018 (MAI, 2015) has defined among the strategic directions to attract well-educated and high-skilled working force as well as foreigners to study at the Romanian universities that could constitute an answer to the labour shortages of the national labor market. Immigrants' integration is, also, an important objective of the strategy and efforts will be done by the Romanian authorities to deepen the process and ensure more coordination in the area. It's important to underline that, even if education is considered a key area for migrants' long term integration and, as previously analyzed the migrant children population is increasing in Romania and in the region of Bucharest-Ilfov, we found no evidence whatsoever to suggest there have been some relevant preoccupations to address this issue, nor at national or local level.

The necessity for targeted integration policies, collection of data and information, actions and interventions to ensure access and participation to the national educational system of immigrant children have been highlighted as specific necessities of Romania and education emerged as

problematic integration area in the Migrant Integration Policy Index (MIPEX) 2011 (Huddleston, Niessen, Ni Chaoimh, White, 2011). Other studies and researches also underline that one way to manage the identified systemic risks and vulnerabilities of the immigration policies is to refocus the public policies on the immigrant as person with rights and obligations. The dynamics of the immigration phenomenon in Romania has already created the need for specific policies to address the immigrant communities. Specific area of intervention into the integrated national system of migration management should be to develop and implement public policies such as the educational policies for migrant children or children with a migration background (Alexe, Ulrich, Stănciugelu, Bojincă, 2010; Alexe, Păunescu, Ciubotariu, Ghiță, Ulrich, Tarnovschi, 2011)

MIPEX SCORES FOR ROMANIA

The Migrant Integration Policy Index (MIPEX) is a unique tool which measures policies to integrate migrants in all EU Member States, Australia, Canada, Iceland, Japan, South Korea, New Zealand, Norway, Switzerland, Turkey and the USA. A number of 167 policy indicators have been developed to create a rich, multi-dimensional picture of migrants' opportunities to participate in society. The index is a useful tool to evaluate and compare what governments are doing to promote the integration of migrants in all the countries analyzed (Huddleston, Niessen, Ni Chaoimh, White, 2011; Huddleston, Bilgili, Joki, Vankova, 2015).

The MIPEX overall scores for Romania (figure no. 1) show that newly-arrived immigrants benefit from halfway favourable policies that create slightly more obstacles than opportunities for non-EU immigrants to quickly and fully participate in the Romanian society. The balance between opportunities and obstacles is more favourable in Romania than in the rest of Central Europe, with Romania several points ahead of Bulgaria and Slovakia. Romania's integration strategies provide basic opportunities for integration that still need to reach all types of immigrants in need. Thanks to EU law, most non-EU newcomers can access the labour market and training, reunite with family and secure EU long-term residence, though some gaps persist in these areas. Going above-average for the region, Romania authorities and civil society are taking steps to provide free language training and basic information on jobs, training, and schooling for children and healthcare. With the right resources and support, Romania's strong anti-discrimination laws and body can also be used to guarantee equal treatment for non-EU citizens when practices go against the law (Huddleston, Bilgili, Joki, Vankova, 2015).

The MIPEX Education scores for Romania measure how the educational system is responsive to the needs of the migrant children in terms of policy and practices dimensions regarding access, targeting needs, new opportunities and intercultural education. Compared the average of EU-28 scores in the area of education on these dimensions, Romania has a lot of work to do, except on targeting needs where is ranked above the average (figure no. 2). Romania has a general legislative framework (Law 1/2011, Law 157/2011, EO 6000/2012) that entitles all pupils to compulsory education and access to the educational system, however efforts have to be done to transform access in a reality on the ground, as Romania obtained the second lowest score on access among the countries analyzed.

The MIPEX Education key findings stress that Romania's small number of immigrant pupils are supported to learn the language, but overlooked both as groups at-risk of early school leaving and as new opportunities for intercultural education (Huddleston, Bilgili, Joki, Vankova, 2015).

CONCLUSIONS

The assessment of the situation of the non-EU migrant children into the educational system in Romania with a particular focus on the region of Bucharest-Ilfov where more than a half of the migrant population reside draws attention to a major concern. On one hand there is information (number, age group, country of origin etc) regarding the minor non-EU population in Romania and in the region of Bucharest-Ilfov, but, on the other hand, there is lack of specific data regarding access and participation of immigrant children to the educational system and such data is not being collected by the Ministry of Education, by the School Inspectorates or by the schools themselves. In this sense, the research revealed that there is a gap in the number of migrant children recorded as residing in Romania or region of Bucharest-Ilfov and the number of children that are registered in the educational system, be it public or private. Moreover, the discrepancies could be even higher for certain categories of immigrant children: for example, the case of Chinese children who, although one the three top migrant population in Romania, the evidence collected during the research indicated a very small number of Chinese students enrolled into the public educational system; or the case of the migrant girls who, evidence on the ground showed that their parents didn't enrolled them at all to school or they had to give up school after a certain age on tradition and cultural considerations.

The majority of migrant children from Bucharest-Ilfov are attending private schools the main reason being that they have the opportunity to study in the language of their country of origin or to follow a

dual curriculum, Romanian and of the country of origin. In this case, there are clear advantages and also disadvantages in terms of integration process and future labour market participation. The educational option regarding public or private school is mainly influenced by the economic situation of the parents and their choice concerning temporary or permanent stay in Romania. At the same time, it is necessary to take into consideration the characteristics of the local migrant community (size, culture and traditions, territorial distribution) that have opened private schools in the area, in this way providing educational options to the migrant communities.

An exception to such situation is represented by the Moldovans children that benefit from the legal channel of migration specifically for study purposes that Romania has put in place for Republic of Moldova. Most of the Moldovan students are attending public high schools and have scholarships.

Unfortunately, in Bucharest-Ilfov region many of the schools that immigrants go do not fall under the Romanian educational policies being rather established as NGOs or foundations of the migrant communities. This situation often entails itself a number of difficulties and inconveniences for migrant children in their future educational pursuit such as the recognition of diplomas, lack of proper control of the curricula and authorities, poor knowledge of the Romanian language, or the situation of creating enclaves.

There is a weak coordination between Romanian institutions regarding the assessment of the migrant children enrolled in the public or private educational system and there are no data concerning the precise number of the foreign children in Romania and their access and participation to education. Neither the General Inspectorate for Immigration, nor the Ministry of Education collect information on this category of population in order to base and improve the Romanian educational policies and integration. In the absence of a vision or targeted regulations in the field, few schools developed some punctual measures and instruments to accommodate and facilitate the migrant children access to public education. The long-term challenge that Romania face is the social cost and risks that an uneducated migrant population could pose.

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TABLES AND FIGURES

Table no. 1

Table title: Number of school children in Bucharest, school year 2011-2012

Level of education	Number of students (school year 2011-2012)
Pre-school education	46,525
Primary education	55,560
Secondary education	52,101
High-school education	72,533
Professional school (the additional year)	860
Post-highschool education	2,365
TOTAL	229,944

Source of data: The state of the educational system in Bucharest, school year 2011-2012

Table no. 2

Table title: The share of TCN population residing in the region of Bucharest-Ilfov in total non-EU immigrant population in Romania, period 2008-2012

Year/ Share	2008	2009	2010	2011	2012
% TCNs from Bucharest-Ilfov in total TCN population in Romania	47%	45%	43%	42%	42%
% TCN children from Bucharest-Ilfov in total TCN children population in Romania	49%	48%	48%	48%	50%

Source of data: Romanian General Inspectorate for Immigration

Table no. 3

Table title: Countries of origin for TCN children in the region of Bucharest-Ilfov, 2008-2012

Year/ Country of origin	2008	2009	2010	2011	2012	Variation 2012/2008
Turkey	593	642	677	678	695	+17%
China	470	654	769	812	890	+89%
Moldova	343	285	253	234	197	- 43%
Iraq	279	240	229	226	232	-17%
Syria	257	253	252	269	278	+8%
Lebanon	213	215	181	161	134	-37%
Vietnam	117	123	124	115	113	-3%

USA	102	100	98	108	95	-7%
Other countries	536	591	621	654	665	
TOTAL	2997	3187	3279	3327	3299	+10%

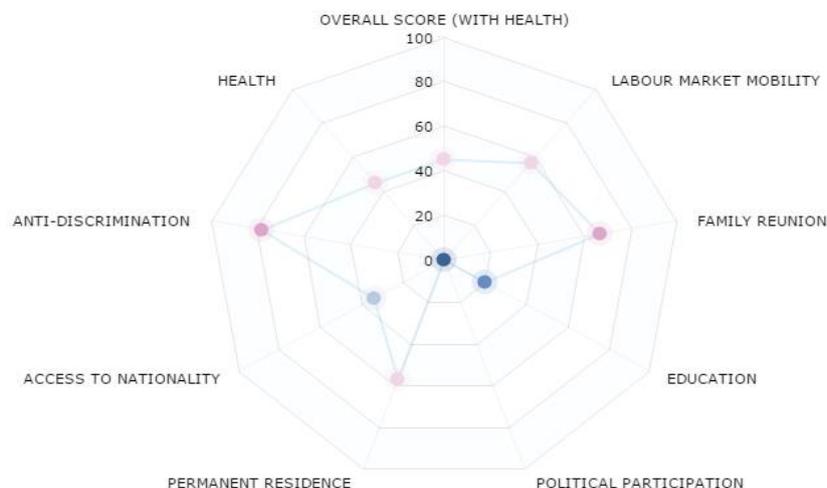
Source of data: Romanian General Inspectorate for Immigration

Table no. 4
Table title: Share distribution by age groups of non-EU minors in Romania and in the region of Bucharest-Ilfov, period 2008-2012

Year\ Age groups	2008		2009		2010		2011		2012	
	% total Romania	% Bucharest-Ilfov								
0-4 years	21%	28%	20%	28%	19%	28%	19%	27%	19%	26%
5-9 years	19%	25%	20%	26%	19%	26%	20%	28%	21%	29%
10-14 years	18%	20%	18%	22%	18%	22%	18%	21%	18%	22%
15-18 years	43%	26%	42%	23%	44%	24%	43%	24%	42%	23%

Source of data: Romanian General Inspectorate for Immigration

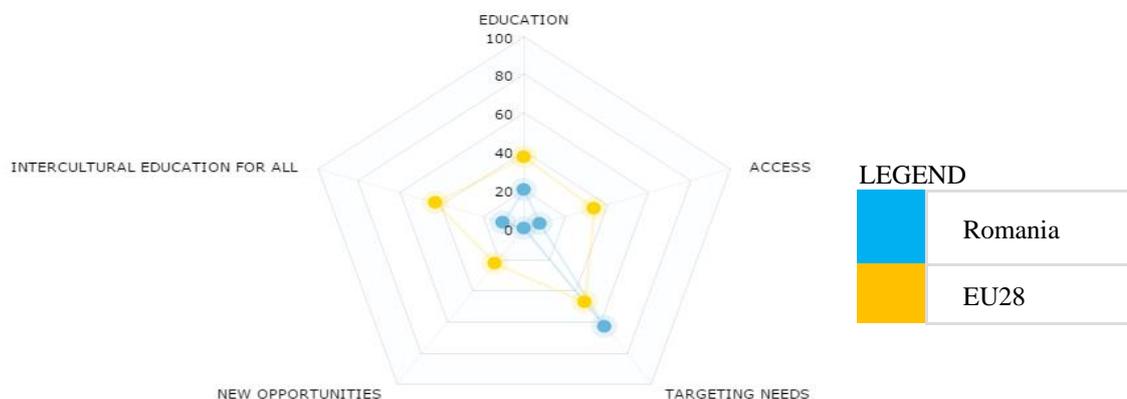
Figure no. 1
Figure Title: Migrant Integration Policy Index (MIPEX) Overall Scores for Romania, 2015



Source of data: Migrant Integration Policy Index (MIPEX), www.mipex.eu

Figure no. 2

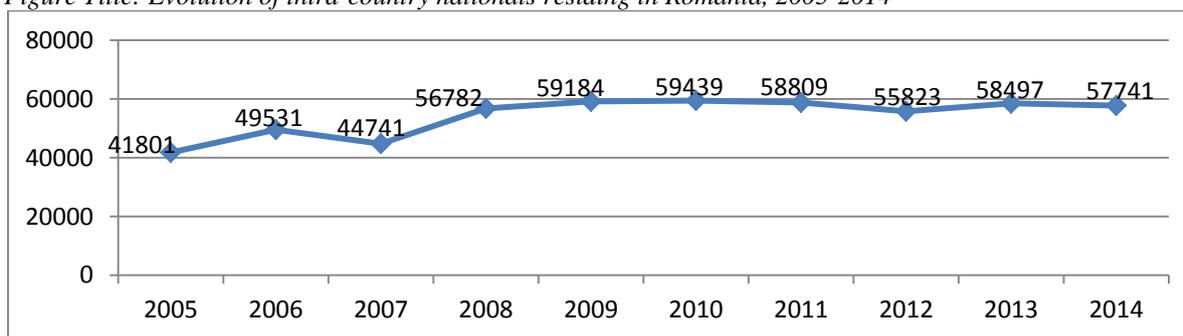
Figure MIPEX Education Scores for Romania compared with average EU-28, 2015



Source of data: Migrant Integration Policy Index, 2015

Figure no. 3

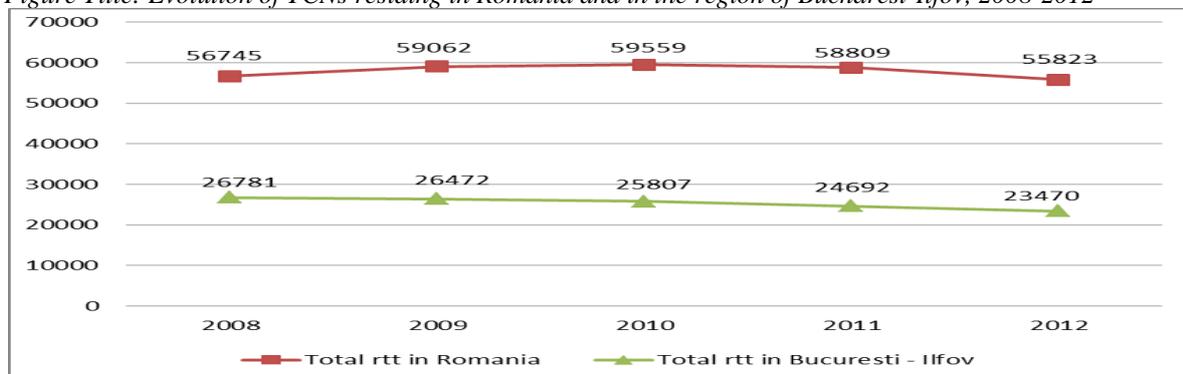
Figure Title: Evolution of third-country nationals residing in Romania, 2005-2014



Source of data: Romanian General Inspectorate for Immigration

Figure no. 4

Figure Title: Evolution of TCNs residing in Romania and in the region of Bucharest-Ilfov, 2008-2012



Source of data: Romanian General Inspectorate for Immigration