Initial Labour Integration of Russian-speaking Students in Finland*

Oxana Krutova

The article deals with the specificity of initial labour integration for Russian-speaking students who study at the universities of Helsinki, Jyväskylä, Tampere, Turku and Helsinki. The empirical databases from the Finnish Social Science Data Archive (Tampere, 2006) are used as a basis for analysis. The empirical data has been processed using the SPSS 11.0 program. The results, based on mathematical and statistical analysis, allow us to draw conclusions about the existence of several differentiated levels of success in terms of the integration for Russian-speaking immigrants in Finland. As a result, four types of integration have been classified as follows – "well-integrated", "potentially well-integrated", "moderately integrated", and "poorly integrated". Whereas the first two types of integration are characterized by how successfully the immigrants integrate into the labour market, their language skills and the types of labour they are engaged in, the other two types are characterized by other influencing factors (educational "load," family ties, secondary labour activity, obstacles to labour activity).

Keywords: labour market integration, international migration, social integration, Russian migrants, employment.

Oxana Krutova, Cand. in Econ. Sciences, Taloustie-teiden Lisensiaatti, Institute of Economics, Karelian Research Center, Russian Academy of Sciences, A. Nevskogo prospect, 50-312, 185030, Petrozavodsk, Republic of Karelia, Russia.

1. Introduction

The problems surrounding of migration are one of the most important factors affecting the construction of relations between national actors. Over the last several decades, the sphere of national regulation has become one of the priority-given directions for the European Union and its relations with Russia. Among the factors forming the parameters of these relations, it is possible to distinguish between the special characteristics of the migratory flows from an investigated region, the evolution of the migratory strategy of the European Union and the overall context of the EU's policy relative to Russia and the policy of Russia relative to the EU. Thus, new specific questions have appeared within the context of the given problem. Besides, it is necessary to note what role Russia and the European Union play within the sphere of the redistribution of labour resources. Russia has traditionally provided a labour force for the European countries. For its part, the European Union has made use of Russian labour, especially the intellectual labour force from Russia. There is a sustainable migratory system and scaled sustainable migratory intercommunication between Russia and the European Union. Migratory processes have become an inalienable attribute of cross-border cooperation in many countries of the world.

In the situation of globalizing processes taking place between countries and regions of the world, labour migration becomes the most important aspect of mutually beneficial economic and cultural integration between countries and, at the same time, shapes their reactions to global cultural-economic processes. Recently, great numbers of Russian-speaking peoples have migrated to the countries of Western Europe and the USA. As a result, Russian-speaking labour migrants inevitably become integrated into the society of a receiving country. In doing this, they not only

obtain a new migratory, professional, and social status, but also learn new cultural and ideological rules for life in a new society, having adopted linguistic peculiarities of the language and become a part of the new society. Labour integration is one of the most important stages of social integration and further social assimilation.

Every immigrant who moves to a foreign country inevitably becomes integrated into the labour market of the country. As a rule, the Finnish Government helps immigrants to integrate into the labour market by means of various programs. Nevertheless, there are categories of immigrants who do not take part in these integration programs. However, there are also categories of immigrants who are actively working. For example, there are students who came to Finland to study and who have part-time or full-time jobs. In this case, the most important question is how labour integration occurs initially. An especially important question is how this process occurs in border regions close to Russia, such as Finland. In addition to the immigration of professionals, Finland attracts more and more Russian students. Important factors causing Russian students to become more interested in Finland are the high level of teaching and the wide spectrum of specialities. Currently, the number of Russian students studying at higher educational institutions in Finland is constantly increasing. According to information from the Consulate General of Finland, in 2010 approximately 1600 Russian students studied at universities and colleges in Finland. It is remarkable that the number of Russian students is almost similar to the number of Chinese students in Finland.

Thus, the issues of labour integration have been widely analyzed by many scientists from the positions of realizing various governmental programs on the integrating immigrants into the labour force. However, there is unclear question regarding how students are integrated into the labour market. This question is urgent because noticeable numbers of students have a full-time or part-time job during their period of study in Finland. This will constitute an important aspect of their further labour activity after graduating from a university. It is especially important that a majority of students pass through an initial labour integration process during their time of study. The hypothesis of the research paper is the following: in the current situation of globalization processes, when migration has become one of factors for mutually beneficial economic and cultural integration between countries, labour integration becomes inevitable. Whereas the two main types of integration are characterized by how successfully immigrants integrate into the labour market, their language skills and the types of labour they are engaged in, there are two other types of integration, which are characterized by other influencing factors (educational level, family ties, labour activity on other profession, obstacles to labour activity, and so forth).

2. Russian population in Finland

The integration of Russian-speaking immigrants is becoming easier because of an increasing number of Russian communities.

Until recently, Finland was mainly a country of emigration. When it first experienced immigration in the late 1980s, policies were mainly concentrated on questions of return migration. In general, Finland's membership in the European Union since 1995 has encouraged and accelerated its transition from a country of emigration to a country dealing with immigration (Borkert et al. 2007). However, in comparison to other European countries, the number of immigrants and foreign residents is still low. At the end of the 2003, there were 107,003 foreign nationals living in Finland (about 3%), the majority of whom were from Russia (24,998), Estonia (13,397), Sweden (8,124) and Somalia (4,642).

The largest group of immigrants is comprised of former citizens of the USSR who are not Russian or Estonian but who primarily use the Russian language. Migrants coming from Russia and the former USSR now constitute the largest share of immigrants in Finland. The number of the Russian-speaking peoples in Finland (not including those who came to Finland to work) has increased by 2000 persons per year. As a whole, the number of Russian-speaking immigrants has doubled in nine years from 28205 to 51683 persons (2000-2009 years). According to research carried out in 2008 by TAK Oy, every sixth enterprise in Eastern and Southeastern Finland has Russian-speaking personnel. Every fourth enterprise or organization taking part in the polling would like to increase the number of Russian-speaking personnel (Tanttu 2009).

3. Theories of integration

Integration becomes simpler because the migratory policy of Finland is aimed at integrating migrants more quickly.

The concept of integration has been defined as the inclusion of a new population into the existing social structures of the immigration country with a consequent reduction of the differences in their positions and relations (Kilton and Birkhead 2004). Scholars have identified four dimensions of the process: 1) structural integration (the acquisition of rights and the access to membership), positions and status within the core institutions of the receiving society (the education system, the training system, the labour market, citizenship and housing); 2) Cultural integration (processes of cognitive, cultural, behavioural and attitudinal change in people); 3) Social integration (friendships, marriage, voluntary associations); and 4) Identification integration (ethnical or national identification). Integration is broadly defined as the incorporation of immigrants into the receiving society (Measurement and Indicators... 1997).

Basically, the integration concepts only deal with the public domain of society and its (immigrant) actors. Three elements at play in the different concepts of integration can be distinguished: 1) the relation between the cultural aspects of the public and private domain; 2) the degree of inclusion/exclusion of immigrants in non-cultural aspects of the public domain (legal-political and socio-economic (language training, professional education, housing, the labour market, health services and social security)); and 3) the role of immigrants in the integration process: the duties he/she as part of the process of becoming integrated within the public domain.

Another direction of analysis concerning the life of immigrants in a host society has been presented by researches in the sphere of the labour market integration of immigrants. Labour market integration is the movement of minority groups, such as labour immigrants, into the labour market. Members of the minority groups thus gain full access to the opportunities, rights and services available to the members of mainstream society. Thus, Koettl et al. argue that the successful integration of immigrants into the labour market is a consequence of the educational and professional positions of the immigrants. Their conclusion is supported by OECD research, which shows that highly skilled migrants also integrate better socially (Koettl et al. 2006). Munz argues that a majority of migrants who need to integrate into a host society have worked at low-quality service jobs offering little room in terms of adaptability and mobility (Munz 2008). Less educated migrants, on the other hand, tend to relate more to their immediate neighbourhood, which in turn can encourage the creation of enclaves and the marginalization of migrant communities.

The extent to which immigrants becomes integrated into the labour market depends on individual characteristics such as age, their level of education, their professional experience and their family structure (Turman 2004). With regard to foreigners, participation also depends on the length of stay, as the individual conditions for successful integration into the labour market of the host country (such as language proficiency) improve over time. If labour immigrants are successfully integrated into the labour markets, increased competition and productivity gains could yield a net welfare gain for the entire region. Successful integration is becoming even more important with respect to the greater flows of immigrants in the coming years. Today, integration is viewed as the totality of policies and practices that allow societies to close the gap between the performance of natives and immigrants (and their descendants).

The primary law that affects migrants permanently residing in Finland is the Act on the Integration of Immigrants and Reception of Asylum Seekers (Act on the Integration... 1999). The aim of this act is to define the responsibilities of the various actors when a migrant arrives in Finland. It also delineates the migrant's own responsibilities for participating actively in integration efforts by, for example, taking language or job training courses in accordance with an agreement drawn up together with the local labour office. Integration refers to participating in the economy, politics and social life of the society on an equal basis and having rights and obligations equal to those of the native population (Kyntaja 2003, 185-213; Sagne, et al. 2007, 99-113). The objective is to support the integration of immigrants into the Finnish labour market and society by designing individual integration plans for persons who have moved to Finland (Integration Act 493/1999, §3).

In the situation of an increasing number of immigrants in Finland, integration and job-placement become important issues that official authorities must actively discuss in terms of the state's migration policy. Job-placement is an important factor of integration. The type of jobs that immigrants have reflects upon the level of success of the integration process (Forsander 2002). Job placement has a positive influence on people's self-respect and improves the financial position of a person. When employed, it is possible for immigrants to better arrange their social relations and participate more actively in public activities (Jasinskaja-Lahti et al. 2002, 21; Jaakkola 2005; Forsander 2002, 224). Nevertheless, it is nearly impossible for immigrants to successfully find jobs without having a knowledge of the Finnish language and society and the labour activity of the country (Pehkonen 2006a, 32; Pehkonen 2006b). It is especially important that Finnish society supports immigrants when they receive the necessary knowledge and skills.

Unfortunately, the integration of the immigrants into the labour market very often occurs at the lowest levels of the labour system. Even though a foreigner may possess medium to high levels of education and professional capacities, he/she person is often relegated to carrying out jobs and tasks of a lower order, suffering from a process of disqualification. Thus, researchers can analyze many aspects of labour market integration. We are going to analyze one aspect of labour integration: the initial labour integration of students. We will use various methods of mathematical and statistical analysis to verify out hypothesis.

4. Data Analysis

I analyzed the specificity of initial labour integration based on the example of Russian-speaking students studying at the universities of Helsinki, Jyväskylä, Tampere and Turku and the Helsinki University of Technology (2006). Thus, the results, which are based on "chi-square analysis", allow us to make conclusions about the existence of several differentiated features relative to the groups of migrants in terms of their level of success at becoming socially integrated within Finland (Survey of Foreign… 2005). As the subject of the given research project is Russian-speaking immigrants, I have selected from the overall number of

cases (approximately 500 respondents from different countries included in the database) Russian-speaking immigrants. There are 143 valid cases included into the analysis.

I used the SPSS 11.0 program to process the data. I arranged the respondent's into two groups based on their age: those from 20 to 24 years of age and those from 25 to 29 years of age. One distinctive feature that emerged during the research is that migrants live in Finland from one to nine years. In addition, another distinctive feature is that Russian-speaking immigrants tend to study the natural sciences, the social sciences and the humanities. Typically, most migrants possess a master's degree when they arrive in Finland.

Of course, one of the main factors that stimulates migrants to move to Finland is the aspiration of getting a university diploma at little financial expense, since education is free in Finland. The most important feature is that immigrants would like to stay in Finland after graduation. The importance of career development is very important in the scale of values. Opportunities for job placement after graduation are the most important factors when Russian students make the decision to move to Finland. At the same time, for two categories of migrants the existence of family ties has affected their decision to move to Finland. One group of immigrants thinks that family can help Russian-speaking immigrants integrate more quickly in Finland, whereas another group has an opposite opinion, namely that "family does not have an influence on the process of integration."

The most important feature that differentiates many Russian-speaking immigrants from one another is that migrants studying at higher educational institutions in Finland have part-time and full-time work. If they are currently working, their work relates to their studies. Russian-speaking students consider work to be of primary importance for their studies and for helping with their living expenses. Nevertheless, colleagues have minimal influence on the process of integration of immigrants; likewise, the international student community and the Russian ethnic community have a minimal influence on the process of integration of Russian-speaking immigrants into Finnish society. It is obvious that there are several obstacles to getting a job in Finland. The most significant obstacle is the necessity of knowing the Finnish or Swedish language, whereas ethnic (cultural, religious) dis-

crimination is not an important obstacle for getting a job at all. Moreover, students do not consider a lack of access to information concerning searching a job to be an important obstacle in getting a job in Finland.

All these factors have been considered when doing the correlation analysis. I used the tests of Pearson, Kendall Tau and Spearman for analyzing the variables. The given variables, based on the correlation coefficient, have been inputted into the cluster analysis (the hierarchical cluster analysis, the SPSS 11.0 program).

5. Results

As a result, four types of migrants have been identified – "well-integrated", "potentially well-integrated", "moderately integrated" and "poorly integrated". The first type ("well-integrated") includes migrants who are more highly integrated into Finnish society (61.3%) (nearly 80% of migrants are women). The second type, "potentially well-integrated", includes migrants who have high level of integration (19.4%) (nearly 67% of the migrants are men). For both groups,

Table 1. Characteristics of types on integration among Russian-speaking immigrants

		How many years have you lived in Finland?	How many years have you studied for your current degree?	Previous degree (or equivalent)	How well do you intend to know Finnish/Swedish by the time you graduate?	If you are currently working, is your work related to your studies?	Rank the top 3 biggest obstacles to getting a job in Finland: Knowledge of Finnish/Swedish	Rank the top 3 biggest obstacles to getting a job in Finland: Inappropriate/ wrong field of study	Respondent's age (reclassified)	Respondent's gender
Well-integrated	31 persons (21.7%)	7-9 years	3-9 years	"none" – 68.4%	"excellent" – 89.5%; "good" – 10.5%	"fully" – 46.7%; "not at all" – 40%	biggest importance – 61.5%; third – 30.8%	third importance – 57.1%; second importance – 28.6%	20-24 – 36.8%; 25-29 – 36.8%; 30-34 – 10.5%; 35-39 – 10.5%	female – 78.9%; male – 21.1%
Potentially well-integrated	29 persons (20.3%)	3-9 years	1-6 years	"other", "none"	"excellent" – 84.6%	"not at all" – 72.7%	biggest importance – 57.1%, second position – 28.6%	biggest importance – 75%	from 20 to 24 – 61.5%; from 25 to 29 – 23.1%; from 30 to 34 – 15.4%	male – 61.5%; female - 38.5%
Moderately integrated	36 persons (25.2%)	1-3 years, 5-6 years	1-4 years	BA and MA – 38.9% each; other and none – 11.1% each	"excellent" – 50%; "good" – 38.9%	"fully" – 69.2%; "somewhat" – 23.1%	second importance – 75%	biggest importance – 66.7%; third position – 33.3%	25-29 – 61.1%; 20-24 – 27.8%; 30-34 – 11.1%	female – 66.7%; male – 33.3%
Poorly integrated	37 persons (25.9%)	1-4 years	1-4, 6 years	BA – 63.2%, MA – 36.8%	"basic knowledge" – 57.9%; "adequate" – 36.8%	"fully" – 66.7%; "somewhat" – 33.3%	biggest importance – 44.4%; third importance – 38.9%	biggest importance – 66.7%	20-24 – 47.4%; 25-29 – 36.8%; 30-34 – 15.8%	male – 52.6%; female – 47.4%

integration is conditioned by the influence of several factors. The first factor is how long they have lived in Finland (7-9 years) and the period of study in Finland (3–9 years) (Table 1).

It is obvious that migrants received an educational degree in Finland because they did not have a qualification at the moment when they came to Finland. Migrants of the given group estimate that their level of Finnish is "excellent" and "good." The second factor is the correspondence between work and their chosen specialty. For 50% of migrants, the given work corresponds to the chosen specialty in full measure, whereas for 72% of migrants a job is the most important source of their income. Migrants then mention the following obstacles for getting a job in Finland: a lack of knowledge of the Finnish language (the most important position), and ethnic (cultural, religious) discrimination (first, second and third levels of importance). For them, an inappropriate field of study is least important in terms of looking for a job in Finland.

Overall, migrants of the first group have successfully integrated into Finnish society because they have lived in the country for the longest amount of time. In addition, they have studied in Finland for most of that time. These migrants have a good level of Finnish language knowledge. The integration of these migrants is conditioned by their labour activity. It is obvious that people and various social agents do not play an essential role in the process of integrating immigrants into Finnish society. Thus, the Russian ethnic community and the Finnish student community, as well as the student advisor, are not very significant in helping such immigrants integrate more quickly.

The second type – "potentially well-integrated" (20.3%) – is divided into two groups: migrants who are more highly integrated into Finnish society (44.8%) (nearly 62% of these migrants are men), and migrants who have the 4th level of integration (19.4%) (nearly 82% of these migrants are women). For both groups, the integration process is conditioned by the influence of several factors. The first factor has to do with how long they have lived in Finland (3-9 years) and how long they have studied in Finland (1-6 years). Some of the migrants studied in Russia before coming to Finland. Migrants of each group estimate that their level of Finnish is "excellent" and "good", respectively. As a whole, migrants in the second group have less of a knowledge of Finnish than migrants in the first group. The second factor has to do with the correspondence between work and the migrant's chosen specialty. For 63% of migrants, the given work corresponds to their chosen specialty in full measure, whereas for 78% of migrants, the job serves as a second or third source of income. Migrants then mention the following obstacles for getting a job in Finland: a lack of knowledge of the Finnish language (the most important position) and an inappropriate field of study (the most important). Ethnic (cultural, religious) discrimination is least important in terms of looking for a job in Finland.

In conclusion, the "potentially well-integrated" migrants have successfully integrated into Finnish society because they lived in Finland for the longest period of time. However, they have studied in Finland for less time than have migrants of the first group. They came to Finland after having already studied for a certain amount of time in Russia. In addition, their level of Finnish language knowledge is lower than that of the first group of migrants. For them, a job is not an important source of income. For these migrants, the process of integration was easier owing to their participation with work colleagues and the Finnish student community.

The third type – "moderately integrated" (25.2%) – is divided into two groups: migrants who gave the 4th level of integration into Finnish society (50%) (nearly 67% of these migrants are women), and migrants who have moderate level of integration (27.8%) (nearly 90% of these migrants are women). For both groups, integration is conditioned by the influence of several factors. The first factor is the amount of time they have lived in Finland (1-3 and 5-6 years) and the amount of time they have studied in Finland (1-4 years). Some migrants studied in Russia before coming to Finland. Nearly 80% of migrants in this group had a bachelor's degree or a master's degree before coming to Finland. Migrants in this group estimate that their level of Finnish is "excellent" and "good." The second factor is the correspondence between work and the migrant's chosen specialty. For 70% of migrants, the given job corresponds to the chosen specialty in full measure or corresponds partly (23,1%), whereas for 54% of migrants, a job is the most important source of their income. Migrants then mention the following obstacles to getting a job in Finland: a lack of knowledge of the Finnish language (the 2nd level of importance) and an inappro-

priate field of study (the most important). The ethnic (cultural, religious) discrimination was least important in the process of looking for a job in Finland.

Migrants are at a middle level of integration into Finnish society. The majority of them are women. They have not lived or studied in Finland for a long period of time. At the time that they moved to Finland, the migrants already had a bachelor's degree or a master's degree. It is important that work colleagues play an important role in the process of immigrants' social and labour integration. Other social agents play supplementary roles for immigrants in this process.

The fourth type – "poorly integrated" (25.9%) – is divided into two groups: migrants who are at the 3rd level of integration into the Finnish society (51.4%) (nearly 53% of migrants are men), and migrants who are at the 2nd level of integration (27%) (nearly 70% of migrants are women). For both groups, integration is conditioned by the influence of several factors. The first factor is the amount of time they have lived in Finland (1-4 years) and the amount of time they have studied in Finland (1-4 and 6 years). Some of the migrants studied in Russia before coming to Finland. Nearly 64% of migrants had a bachelor's degree, 36.8%, or a master's degree when they came to Finland. The "poorly integrated" migrants rated their level of Finnish language knowledge as either "basic" or "adequate." The second factor is correspondence between work and their chosen specialty. For 67% of migrants, the given work corresponds to the chosen specialty in full measure or corresponds partly (33.3%), whereas for 45% of migrants a job is the least important source of their income. Migrants then mention the following obstacles to getting a job in Finland:

a lack of knowledge of the Finnish language (the most important) and an inappropriate field of study (the most important). Ethnic (cultural, religious) discrimination is least importance in the process of looking for a job in Finland.

Migrants of the given group have a poor level of integration into Finnish community. Their period of living in Finland is equal to their period of study. It is obvious that they already had a bachelor's degree or a master's degree when they moved to Finland. The distinctive feature of migrants in this category is a poor level of Finnish language knowledge. In addition, the particular job that such migrants have is not an important source of their income. It is obvious that the international student community, the Russian ethnic com-

Table 2. The results of discriminant analysis

Classification Results (b,c)								
		CLU5_2 Average Linkage (Within Group)	Predicted Group membership					
			1	2	3	4	5	Total
Original	Count	1	27	0	0	2	0	29
		2	0	36	1	0	0	37
		3	0	0	10	0	0	10
		4	2	0	1	28	0	31
		5	1	1	1	0	33	36
	%	1	93.1	0	0	6.9	0	100
		2	0	97.3	2.7	0	0	100
		3	0	0	100	0	0	100
		4	6.5	0	3.2	90.3	0	100
		5	2.8	2.8	2.8	0	91.7	100
Cross-validated	Count (a)	1	26	0	0	2	1	29
		2	0	36	1	0	0	37
		3	0	0	10	0	0	10
		4	2	0	3	26	0	31
		5	2	2	1	0	31	36
	%	1	89.7	0	0	6.9	3.4	100
		2	0	97.3	2.7	0	0	100
		3	0	0	100	0	0	100
		4	6.5	0	9.7	83.9	0	100
		5	5.6	5.6	2.8	0	86.1	100

a. Cross validation is done only for those cases in the analysis. In cross validation, each case is classified by the functions derived from all cases other than that case.
b. 93.7% of original grouped cases correctly classified.
c. 90.2% of cross-validated grouped cases correctly classified.

munity and a student advisor facilitated the integration of these immigrants. However, work colleagues played the most important role in this process.

The results of the cluster analysis are verified by the discriminant analysis that we carried out by means of the SPSS 11.0 program. There are 143 valid cases included in the discriminant analysis. The data used for this case study included 143 observations with six independant variables. Out of 18 possible variables, I have chosen 8 variables for the discriminant analysis. The variables include five continuous, numeric variables (five clusters (CLU5_2)) and seven categorical variables (Q4 – "How many years have you lived in Finland?", Q8 – "How many years have you studied for your current degree?", Q9 – "Previous degree (or equivalent)", Q12 – "How well integrated do you feel in Finnish society?", Q13 – "How well do you intend to know Finnish/Swedish by the time you graduate?", Q15 – "Do you feel that you've been discriminated against because of your ethnic/cultural background?", Q21 – "Respondent's main activity"). Although we began with five clusters, we later excluded one of them because its part was too small (only 7%).

Using this relationship, we can predict a classification based on the continuous variables or assess how well the continuous variables separate the categories in the classification. By means of the SPSS program, we calculated the standardized Canonical Discriminant Functions Coefficients. These coefficients can be used to calculate the discriminant score for a given case. The score is calculated in the same manner as a predicted value from a linear regression, that is to say, by using the standardized coefficients and the standardized variables. For example, $zQ4$, $zQ8$, $zQ9$, $zQ13$, $zQ12$, $zQ15$ and $zQ21$ are the variables created by standardizing our discriminating variables.

5. Conclusion

Based on the results from cluster and discriminant analysis, it is obvious that we can talk about the following types of integration and about it occurring in the following ways:

The model of successful integration includes several important features: a good or excellent knowledge of the Finnish language, Finnish education (without previous educational degree), and a job that corresponds to a specialty. For example, migrants of the first group fit this model of integration.

The second model of integration also represents successful integration, but it differs from the first model in several ways. Migrants in this group do not have a sufficient level of Finnish language knowledge. Nevertheless, they have an educational degree that they received in their native country. Therefore, they did not begin studying from the elementary level. As with migrants who are part of the first model of integration, these migrants have a job that corresponds to their specialty but they often mention that this specialty is an appropriate field of study. In addition, there are other factors in terms of successful integration that do not concern their labour activity.

Migrants who are part of the third model of integration are not as successful as those in the first two models for several reasons. Migrants who are part of this model of integration have a good level of knowledge of the Finnish language and they have an educational degree (that they got before migrating). Nevertheless, these migrants face several obstacles in order to become successfully integrated that have to do with an inappropriate field of study and several other factors (ethnic, cultural, religious discrimination, a lack of Finnish language knowledge, family ties, and dependants).

Migrants who are part of the fourth model of integration are poorly integrated because of the influence of several factors. One of the main factors is a lack of knowledge of the Finnish language. These migrants already had an education before moving to Finland. In addition, they do not consider a job as an important factor for their integration. As with migrants who are part of the third model of integration, these migrants mention several important obstacles to integration, such as an appropriate field of study and other obstacles (ethnic, cultural, religious discrimination).

Russian-speaking students become more integrated into the labour market in various ways in different social and economic conditions in Finland. Thus, many Russian-speaking immigrants are forced to take irregular or poorly paid work. It means that they live having temporary earnings, permanent lifelong learning and unemployment. It is especially difficult for well-educated people to find a job equal to their educational level. Russian-speaking immigrants can gain access to ethnically specific professions (for example,

a teacher in a school, a teacher of Russian language or a salesperson), less prestigious professions, more primitive professions in the given area or temporary employment. In additions, the Finnish attitude towards Russian-speaking immigrants in the labour life is somehow negative. However, during the last years the attitude towards them has changed for the better because of the economic growth in Russia and a demand of Finnish employers in the labour force.

Many of the Russian-speaking immigrants who moved to Finland are highly educated. Nevertheless, many of them have experienced unemployment and a decrease in their professional status. In this case, immigration has to do with a "brain drain" from Russia to Finland, but it also has to do with a "squandering of the brain" in situations in which Russians find themselves in a marginal place in the labour market. The decrease of professional status and long-term unemployment can reduce motivation, the opportunity to learn language about a country and to become familiar with the native population. It also results in becoming economically dependent on public social services. Job-placement is a part of the integration process. It is quite important for an immigrant to enter the labour life, to obtain social contacts and to improve his/her social welfare. If an immigrant is placed in a job that is lower than his/her level of qualification, an employer can explain that an immigrant is overqualified for that particular position. Thus, having an education can become "a heavy load" for an immigrant. This information is in the employment sheet and is always analyzed by recruiters in detail.

For immigrants who come to Finland to study and work, the integration process is inevitable. Parallel to two main types of integration characterized by severe dependence between successfulness of labour integration, language skills and labour activity on the main profession, there are two other types characterized by influence of other factors (educational "load," family ties, labour activity on other profession, obstacles to labour activity, Finnish language knowledge) to successfulness of labour integration. In this case, three elements are important for the integration process: the relation between the cultural aspects of the public and private domain, the degree of inclusion/exclusion of immigrants in non-cultural aspects of the public domain, and the role of immigrants in the integration process.

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Kirja- ja sukumessut 30.9.-2.10.2011

Instituutin osastolla Turun kirja- ja sukumessuilla riitti kiinnostuneita kävijöitä. Lauantaina sukututkija Elisabeth Ushanovin luento veti tuolit täyteen kuuntelijoita. Kuvat: Jouni Korkiasaari.

MEV-seminaari 14.11.2011

Mev-seminaari pidettiin Siirtolaisuusinstituutissa 14.11. ja teemana oli maahanmuutto ja ammattiyhdistysliike. Puhujina olivat vas. maahanmuuttoasiantuntija, Eve Kyntäjä, SAK ry, tutkija Rolle Alho, Turun yliopisto/Svenska social- och kommunalhögskolan sekä tohtorikoulutettava, tutkija Tiina Ristikari, Tampereen yliopisto/Siirtolaisuusinstituutti. Kuvat: Jouni Korkiasaari.