

Immigrant's Human Capital Investments and Local Policies

The investments decisions of immigrants in Malmö

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Abstract

Earnings assimilation is the process of convergence between the wages of e.g. women and men or a native and an immigrant. Frequently people refer to earnings assimilation as a way to look into the level of integration of an individual. But it is important to note that the fact that a person earns as much as the one that surround them or even above the average does not mean that he or she is integrated. It does not necessary connote that he/she feels welcome, part and willing to be involve at the society.

Therefore when measuring integration other social and cultural factors must be taken into account. But it is in the economic integration of the immigrants (which should not only include wages but also other indicators as differences on unemployment rates) where the human capital plays an important role. For this reason most of the policies that focus on integration have an impact and intended to impact human capital investment.

The purpose of this paper was to relate the local government activity with the decision of human capital investment and integration among immigrants. We chose to focus on the municipality level since the responsibility of immigrant's assimilation and other public services (as for instance education and child care) are under the scope of authority of the municipalities whereas counties are mainly in charge of healthcare.

We chose to focus on Malmö Kommun. The reason is that Malmö has between 7%-6% more percentage of immigrant population than Göteborg (20%) or Stockholm (21%). Also while Stockholm and Göteborg have increase the proportion of immigrant population in 6 points, Malmö has pass from 16% to 27%.

Under the theoretical framework we do expect that the policies developed by Malmö Kommun will affect, and have affected, the immigrant's investment in human capital. But the data available is not enough to support those expectations. It has not been possible to associate the local government activity with the economic integration of the immigrants by only using descriptive statistics. Individual data across time and econometrics tools are needed in order to separate the influence of the municipality from other variables that could also affect the country specific human capital investments.

0. Introduction

Sweden's local government is divided into municipalities, counties and regions. The local self-government principle is established in the Swedish constitution and nowadays it is regulated by the "Local Government Act" that came into force in 1992. Since 1985 the Swedish Migration Board and the municipalities work together for the reception and integration of the immigrants.

The responsibility of the new arrived immigrants in the beginning rested under the Labour Market Board but was passed to the Swedish Migration Board on 1969 (created on the same year). During 1985 an agreement was signed between the Migration Board and the municipalities in order to decide the location of the new comers and pass the responsibility of their integration to the municipality.

On 1998 the Swedish Integration Board¹ was created to develop the needed process of integration for the new arrivals and monitoring it. So we could generally summarize that while the Migration Board does the administrative task on entry requirements and permits for the new comers, the Swedish Integration Board provides economic funds and guidelines for the municipalities concerning the integration of immigrants (as we said before, mainly asylum seekers, refugees and their families). Another two governmental departments that currently have agreements with the municipalities concerning immigration are the Swedish Employment Services (Af) and recently the Social Insurance Office (FK)

The purpose

This paper has the purpose to analyze if there is any effect of the local policies related to integration and the human capital investments done by the immigrants. Particularly we intended to analyze if the different policies made by the municipality impacts the economic integration of the immigrants living in the city.

In this paper we will focus on Malmö Kommun. Malmö is one of the 290 municipalities of Sweden. It is also the third largest city of the country with a population of 276.244 inhabitants. Around the 38% of the population has a foreign background (individuals that are

¹ In July 2007 the Swedish Integration Board was abolished. Its competences were distributed to other organs and the Swedish Administrative Development Agency was created with the similar task of coordinating diversity and fighting discrimination (Ministry of Integration)

either a foreign citizen or a foreign-born). Its continuous increasing level of immigrants (1,400 new refugees in 2006), high levels of unemployment, low school performance and high number of homeless population² has made the City Executive Board to develop different programs in order to improve and sustain the social and economic development of the city.

Methodology

The theoretical framework use is the human capital theory. Since the classical theory does not consider the case of immigration different factors and a new model are viewed in order to extend the basic model and understand the immigrant's behaviour.

Under this scope descriptive statistics are use to predict the possible existence of a causal-effect between the local government integration policies and the investment decisions of the immigrants. Indicators as for example the unemployment rate among foreign born individuals are analyze across different years in order to look if there are any significant changes that could be attribute to the local government policies. The data sources are either from Statistics of Sweden, Stadskontoret³ (Malmö City Office) or from the Välfärdsredovisningen (Welfare Accounts).

Limitations

Sweden's migration history could be divided in two periods. The first period is from 1945 up to 1975 characterized by labour immigration. Most of these immigrants came from Nordic countries. By 1968 the immigration policy changed, a work permit was needed as a requirement for entering the country. The second period is from 1970 up to now. During this period labor immigration is extremely low (excluding migration from Nordic countries) and most of the immigrants come as asylum seekers, refugees and especially during 2005, family ties. At this study we will focus only on the second period, especially those that have arrive during the XXI century.

As stated at the purpose, the aim is the municipality of Malmö. By 2005 Malmö was the third city in Sweden with a larger proportion of immigrants respect its population. If we add to this fact that Malmö is also the third largest city at Sweden and since 1985 it has collaborate with the Migration Board, we expect its immigration history to follow Sweden's.

² According to the Annual Report of 2006, there are 849 homeless people living in Malmö.

³ Most of the data from the City Office is available at Malmö's webpage.

The Outline

The thesis is organized on four sections. The first section will explain the theoretical framework. It will briefly summarize the human capital theory in order to understand the determinants of human capital investment among immigrants. The second section describes the characteristics of the immigrant population in Malmö, the programs developed by the municipality and how can they affect the human capital investment. The third section is designated to find empirical evidence that could point towards a change of the human capital investment due to those programs. Finally the fourth section is dedicated to the conclusions.

1. The Economic Theory

Earnings differentials among natives and immigrants are seen as an indicator of discrimination or a lack of integration. Several studies have proved that the process towards economic integration of the immigrants is due to the acquisition of country specific human capital skills (e.g. Adsera and Chiswick 2007). Therefore if we want to facilitate the economic integration of immigrants special concern should be put into how the investment decision takes place in order to know how to generate proper incentives. This is the issue addressed at this section.

Human capital theory

In their home countries these individuals will have invest as the classic human capital models states. According to Ben-Porath model the individual will have decided to invest at every point of his life until his marginal cost equals his marginal benefits. Moreover, following the life-cycle theory, at an early stage of his life he would make a full time investment (primary, secondary school and university studies) and later on only part time investment (on the job training).

Therefore an individual's potential earnings will be a result of his human capital stock (e.g. years in high school) and its future earnings will depend not only on his previous stock of human capital but also on the investment he decided to do during the present period. So an individual's optimal decision on investment will depend on forgone earnings, his productivity, financial resources, his age and preferences.

But at the moment that an individual arrives to a foreign country the value of his human capital stock changes. The pay off expected to receive from his past investment will differ, since international transferability of human capital skills depends on the similarities among the country of origin and the country of destination. This will change the individual's marginal cost and benefits. Therefore we can expect that the decision on continuing investing for instance in schooling will no longer depend only on which period of his life-cycle the individual is.

Immigrants Human Capital investment decisions

Dustmann (1999) develops a theoretical model of how migrants decide their amount of human capital investment at their host country according to the length of time that they plan to stay in the country. He divides the immigrant's lifetime into pre-migration and post-migration⁴. Therefore they will invest depending on the time they expect to be living in the host country and the returns to that investment at their home country. The model also states that individuals will take into account their own productivity and their stock of human capital (at the time of migration).

Rooth (1999) estimates the variables affecting post-immigration education among refugees in Sweden based on Dustmann's model. He uses Dustmann's division of the migrant life-time into pre-immigration and post-immigration but without taking into account possible returns to Swedish education in the migrant's home country.

Rooth defines as pre-immigration factors the age of migration, the level of education achieved at the home country, the time spend at the refugee campus, the category of admission and the country of origin. The findings show that age-of-migration lowers the quantity of investment as age increases (for men and women) and that the quantity of pre-immigration education results in higher investment on post-migration education in secondary and primary education.

Also the longer the individuals spend at the refugee camp waiting for his visa permit, the higher their investment on primary or secondary school will be compared to those who spend a shorter period of time. For country of origin, those immigrants who came from African and East Asia (whose education could be regarded as having lower quality) invest more than those came from countries such as Poland, Yugoslavia or Romania.

⁴ Dustmann also divides the post-migration period into two, the first period where the immigrant lives at the host country and the second one when he returns to his home country.

In order to measure the length the individual expect to stay in Sweden, Rooth uses the category of admission. Since political refugees refer to those individuals who left their countries due to persecution or under refugee quotas arrangements, their probability to return to their home country is lower. Their investment in country specific human capital is more desirable than those coming due to humanitarian reasons (i.e. they will return once the conflict has ended). His empirical findings confirm how those refugees with low probabilities of returning to their countries make higher investment on education (the political refugees) than those under the humanitarian category or the tied movers (who have the lowest investment in education⁵).

Finally Rooth analyzes the post migration factors. Under this category we include those variables related to Sweden that can affect the investment on human capital.

The first variable is the already accumulated investment on primary and secondary Swedish education. The findings indicate that they are both complementary. Higher amounts invested in primary Swedish education affects positively the decision of beginning secondary education. Rooth also selects the year that the individual received his permanent visa as an indicator of the labour market situation. He expects that arriving during an economic boom or during a recession will affect the decision of investing on schooling. For investments on primary education this hypothesis is sustainable, those arriving on a recession invest more on primary education than the ones that arrive at a recession. But it is not the case for secondary education⁶.

The last two variables to analyze are the geographical location and the marital status. The results show that individuals do not necessarily postpone their investment in education if they are not satisfied with the first location that the state assigns them⁷. On the other hand those men living in metropolitan areas invest less on secondary education and the effect is the opposite when looking at primary education. Those which the initial location was in Northern provinces invest more on secondary education (female and males). Finally, married

⁵ Since they will be less dependent on their labour market outcomes for their living and therefore will have less incentive for investing in education.

⁶ When Rooth specifies a model with a variable representing the labor market situation, its marginal effect is not significantly different from zero for investments on secondary education (Rooth 1999)

⁷ Individuals could not choose their initial location unless they were self-supporting, the State made the decision.

individuals invest less in post-migration education. The only exception is for post-migration investment in primary education for men where there is not a difference between being married or not.

To summarize, decisions on investing are related not just to the age, marital status and the labor market returns to human capital investment. But they are also influenced by the amount of time that the individual expects to spend in his new destination and their past investment on schooling in his home country. It also depends on the country of origin, though there is not a clear explanation on why it has different effects.

Neighbourhood effects

So far we have seen the different determinants towards investing in human capital. But those theories should be complemented by the consideration of neighbourhood effects, since the community in which an individual directly relates will influence his decisions due to social interaction. Therefore decisions in whether to invest more or less in education will be affected by for instance the employment rate, education or the quality of the institutions (social services, schools...) of his closest environment.

Either immigrant or native, individuals tend to inhabit areas near those with related preferences or needs. If we refer only to natives we might find segregation according to, for instance, income levels. But in the case of immigrants we will usually refer to ethnic segregation. An ethnic segregated area is defined as a neighbourhood where the proportion of people with a common ethnicity living there is twice as large as the share living in the whole population.

In Sweden living on a segregated neighbourhood⁸ increases the probabilities of having only compulsory education, not complete the upper secondary education or having an upper secondary education on the vocational area. It also decreases the probability of having an academic degree (Nordin 2005). Still the effect is worst for natives living on segregated areas than for second-generation immigrants.

⁸ Individuals that attend a school where the proportion of first and second generation immigrants was higher than 40% were classified as living on a segregated neighbourhood. The research only included natives and second-generation immigrants in order to avoid the immigration effects.

In the case of immigrants living in an ethnic segregated neighbourhood affects how faster or slower they achieve host country skills (language, social norms...) since they tend to related to other immigrants more than natives. On the other hand it facilitates the transmission of information e.g. about public goods. Finally it could also affect by being situated distant to where labor opportunities are higher in which case it would also affect the opportunities to attain on-the-job training.

If the neighbourhood effect is positive or negative is discussed in Edin et al. (2003). They mainly show that those immigrants with lower level of education have higher and positive returns to their education if they live at a segregated neighbourhood, but otherwise there is a loss on earnings of approximately 4%. Also as the quality⁹ of the neighbourhood increases, so it would do the positive effects of living there.

Discrimination

Human capital theory tends to avoid discussing the effects of discriminations. According to Dustmann's (1999) assumptions, discrimination would only increase the utility of returning home. But for some (especially when talking of refugees) that is not a possibility. One could even think that this would generate a positive effect on the amount of investment from their acknowledgement of their disadvantage compared to natives. This hypothesis will be in accordance with the findings of Edin et al. (2003), where controlling for neighbourhood effects and family background, second generation immigrants living on segregated neighbourhood tend to invest more than natives living in segregated areas.

There are generally three types of discrimination. One type is the statistical discrimination which is related to stereotypes. It refers to how individuals are not measured by their skills or achievements but instead by prejudices leading to over or underestimate individuals that are above or under the mean of their ethnicity. A second type of discrimination is due to networks recruitment, relates to who makes the decision to employ or not a specific individual. They will rather select individuals within their own networks. Therefore, since most of those with the selection capacity are natives, they will rarely select an immigrant because most of their network is formed by natives. Finally we can distinguish a third type commonly named

⁹ The quality of neighbourhood depends on the annual labour income of the ethnic group and the level of self employment in the ethnic group.

institutional discrimination¹⁰, where social norms or even policy makers affect certain ethnic groups. We can find these three types of discrimination in the Swedish labor market (Rydgren 2004).

It is important to note that discrimination is more evident in the probabilities of getting employed than on earning differentials. Immigrants or even individuals with foreign background (e.g. adoptees, see Rooth 2001) present higher levels of unemployment rates than natives. Part of this gap is related to the structure of the Swedish labor market. Bevelander (2000) studies how the change from an industrial production towards a services production has increase the value of country specific skills in Sweden. He provides evidence on how acquiring Swedish education does decrease the earnings differential. But still he concludes that even when controlling for Swedish specific skills the gap remains on employment probabilities between immigrants and natives.

The scope for the municipality

We have explained the main determinants of human capital investments among immigrant in Sweden. However not all of them can be influenced by the municipality and some not even by the central government. Actually except for time spend on the refugee campus and to some extend the geographical location, the rest of the pre-immigration or post-immigration conditions are independent of the country of destination and its government.

Therefore the determinants of investment described by Dustmann (1999) and by the classic models of human capital investments leave only a narrow space for the government influence but even smaller for the municipality. Neither one nor the other chooses the country of origin of the new comer, his marital status or how long he or she must stay. The only possible variable to affect would be the marginal cost of investment.

The general way of affecting the marginal cost of investment on education is financial aid and facilities. These could be held by any of the levels of government. In the case of Sweden the central government, more concretely the Migration Board, provides financial support for every immigrant that the municipality receives during certain time. Under certain criterion the municipalities are free to decide how to distribute this budget on an efficiently way.

¹⁰ The main example for Sweden is the requirement of Swedish proficiency on jobs that do not need those skills.

Consequently the municipality can affect the immigrant marginal cost of investment and has the responsibility to do so in order to increase integration. This could be done by giving special scholarships or family subsidies to individuals with foreign background. But the effect can be reduced due to the cultural background, for instance those cultures where the women role is to take care of the children and the house. Facilitating the opportunities to for example leave their kids at the kindergarten in order for them to take a job or go to adult school would not necessarily have a big impact. Consequently we will expect that depending on the cultural background this type of policy will either increase the investment on education or not affect it.

But probably where the municipality may have a bigger impact is concerning discrimination and neighbourhood effects. Though the effects of discrimination concerning investments on schooling are not clear, decreasing discrimination will increase the opportunities of getting a job and therefore acquiring on-the-job training.

Integrating different neighbourhoods or increasing the interaction in between them will also have an impact on the investments related to on-the-job training. It could increase the variety of networks since it would help the searching and acquisition of a job. It could also impact schooling investment by providing a mixed environment (adults with different levels of education and peers that desire different levels of education). Therefore we could expect that those types of policies will decrease the unemployment rate and increase the investments on education.

Finally we stated that the structure of the labor market affects the amount of jobs and the requirements that the workers must fulfil will be different. In turn this will affect not only the possibilities of having on-the-job training but also sets a target for present and future generations on the level of education needed. Therefore as the services sector becomes predominant in the economy structure of the municipality, the greater the need of country specific human capital. Though it is questionable the role of the municipality on this development, it is not that it would affect the human capital investment.

2. Malmö Kommun

Malmö local government is formed by the City Council, the City Executive Board and specific committees. The City Council is the highest decision making at the municipal level. It

approves the budget and decides on for instance municipal taxes. The Executive Board must present to the City Council issues and requests of major importance for the management of the city. It also has to coordinate and supervise the activities of the six departments¹¹ and monitor the municipal companies.

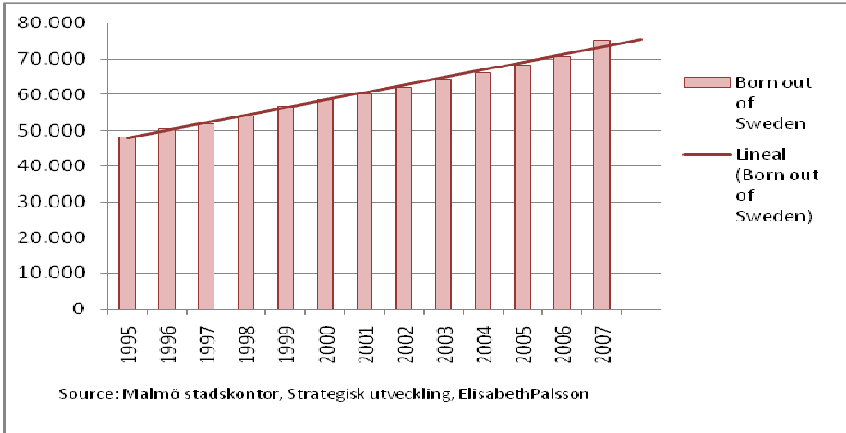
The following section explains the characteristics of the immigrant population residing at Malmö. This section will also describe the different integration policies that have been developed by the City Executive Board and the Department of Integration and Labour Market.

Immigrants characteristics

By 2007 there were 276.244 inhabitants in Malmö. Out of those individuals the 36% had foreign background (27% immigrants and 9% individuals born in Sweden with at least one parent born abroad). From 1995 up to 2007 the amount of immigrants at Malmö increased 56%.

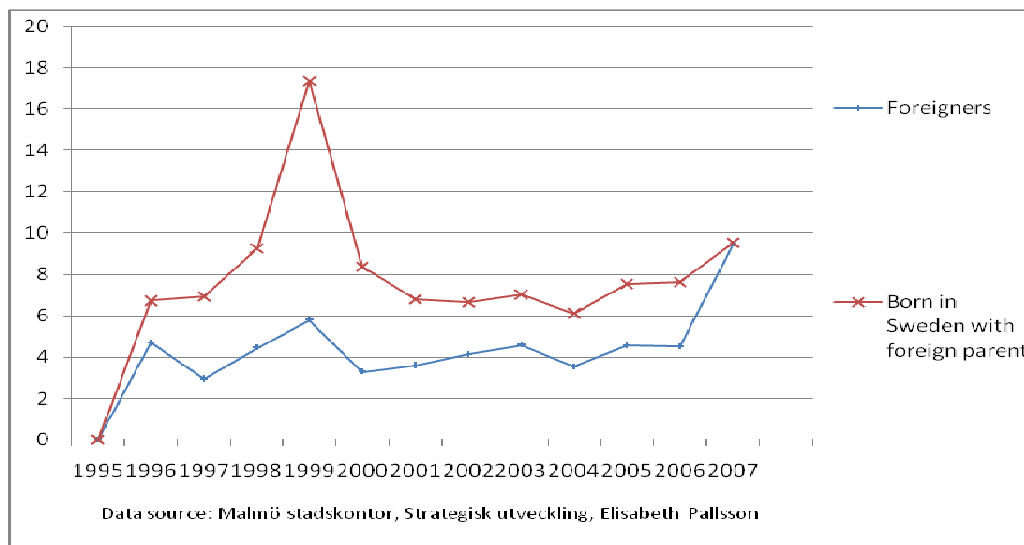
Graphic 1 and 2 show us the increasing trend of the immigrant population since 1995. In Graphic 2 the annual growth is shown using as a benchmark the year 1995. While during the years there is always an increase around the 4%, we find in 2007 the sharpest point, where the immigration rose by 9%.

Graphic 1 Malmö First Generation Immigrants



¹¹ The departments are: Finance, Housing and Environment, Children and Young Persons, Culture and Recreation, Health and Social Care and Integration and Employment.

Graphic 2 Population increase (percentage, Benchmark 1995)



Another relevant characteristic is the country of origin. In 2007 there were 171 different nationalities represented at the city. Out of those nationalities 107 of them stand for less than 1% of the total immigrant population. But there are 7 nationalities that together count for 55% of the immigrant population in Malmö. Table 1 shows how the biggest group comes from Yugoslavia (11,7%) followed by Denmark (10,41%) and Iraq (9,45%).

It is also possible to observe at Table 1, the neighbourhood segregation. At the adjacent districts Fosie and Rosengård lives 39% of Malmö immigrant population. If we look at Annex 1, for Rosengård it implies that 60% of the population is immigrant and if we include those with at least one parent born abroad it sums 86%. Fosie and Södra Innerstaden are other two districts where 41% (Fosie) and 32% (Södra Innerstaden) out of its total population are immigrants.

When we distinguish between country of origin we also find how the 41% of the Lebanon immigrants live at Rosengård as well as the 38% of the immigrants coming from Iraq and 35% of the immigrants coming from Bosnia or Herzegovina live at Fosie. On the other hand the districts Västra Innerstaden and Limhamn-Bunkeflo only have 11% of immigrant population and most of them are Danish.

Table 1: Percentage of Immigrant population by district (2007)

Country	Södra		Västra	Limhamm-								%Imm. Population
	Centrum	Innerstaden	Innerstaden	Bunkeflo	Hyllie	Fosie	Oxie	Rosengård	Husie	Kirseberg		
Yugoslavia	7	12	2	2	12	22	2	29	6	5	11,70	
Denmark	16	10	6	16	10	18	8	5	5	5	10,41	
Iraq	5	13	1	1	8	27	1	38	2	4	9,45	
Poland	14	12	6	6	15	23	3	9	6	6	7,99	
Bosnia-Herzegovina	6	19	1	1	6	35	1	24	3	6	7,50	
Lebanon	6	13	1	1	13	20	1	41	2	2	4,40	
Iran	20	14	4	5	19	21	2	5	4	4	3,94	
Total (7)	10	13	3	5	11	24	3	22	4	5	55	
Total (170)	12	14	5	6	11	22	3	17	4	5	100	

Data source: Malmö stadskontos, Strategisk utveckling, Elisabeth Pålsson

When distinguishing between sexes 50% of the immigrants are women. Out of the seven biggest groups the lowest proportion of women is presented by the immigrants from Denmark where the 43% are women. The highest proportion is presented by Poland with a 62%.

Regarding the age since 1997 up to 2007 the majority of immigrants have been between 20 and 29 years old. This group count for more than the 40% of the immigrant population. If we count from 20 years old up to 55 years old, we will be including 79% of the immigrant population in 2007 (Annex 2).

Another important characteristic of the immigrant population in Malmö is the level of education. Table 2 summaries this information for the year 2007 and distinguish among districts and natives.

Table 2 Level of education by percentage of population between 20 and 64 years old, for the year 2007

Distric / Born in	Before high school education			High school education			After high school education		
	Sweden	Abroad	Total	Sweden	Abroad	Total	Sweden	Abroad	Total
Centrum	8	12	9	33	31	33	58	44	55
Södra Innerstaden	10	21	14	38	36	37	52	30	44
Västra Innerstaden	8	9	8	36	29	35	56	51	55
Limhamn - Bunkeflo	10	8	9	41	27	39	48	47	48
Hyllie	18	19	19	51	40	47	30	31	30
Fosie	23	21	22	55	42	48	21	24	23
Oxie	19	17	19	57	38	53	23	26	24
Rosengård	26	32	31	55	37	40	17	18	18
Husie	17	16	17	51	43	50	31	32	32
Kirseberg	16	19	17	49	39	46	34	28	32
Malmö	13	20	15	43	37	41	44	30	39

Data Source: Valfärdsredovisningen (Welfare Accounts) 2003 up to 2007

Västra Innerstaden and Limhamn-Bunkeflo are the districts where most of their immigrants in this group age have done more than just high school education. The opposite happens with Rosengård where only 18% of its immigrant population has studied after high school and most of the immigrants living there have achieved high school education.

In general those districts with high amount of immigrants, its population either foreigners or natives, have only high school education. The only exception is Södra Innerstaden. In this district those born in Sweden took (or are taking) some type of education after high school.

Malmö integration policies

In Sweden the decisions on whether an individual receives or not a resident permit, a citizenship and the basic rights and obligations of the immigrants are stated by the central authorities. But the integration of those accepted is a responsibility of each municipality.

Regarding integration we may distinguish two different Action Plans developed by the municipality of Malmö. One was done in 1999. It gives us a view of what does the municipality understand as integration and it is mostly focus on education issues. On the other hand, by 2008 another action Plan was developed and the new target was to affect employment. The Action Plan from 2008 is the result of a new strategy for achieving integration and the new Local Agreement done in 2005.

It is important to note that those plans does not only include the integration of immigrants but the rest of the population, especially those on risk of social exclusion. Some of the projects they develop aim the immigrant population and others are open to either immigrants or natives.

Another of the instruments use by the municipalities that aims the integration of the new comers is the Introductory Program. We will look into it after explaining the action plans and the local agreement.

Action Plan for Increased Integration and Employment for the People of Malmö (1999)

It was developed in November 1999 and it defined integration as: "...having the opportunity to participate actively in society and influence social development without having to surrender personal identity." It also states that the level of integration depends on the individual and has as main objective to become a city that offers equal opportunities for all no matter the social, ethnic or religious background and "...where diversity is regarded as a resource."

The Action Plan highlighted the need of creating an ethnic diversity environment within the municipality personnel in order to represent and cover the needs of different groups of the society and be an example for the younger generations.

Regarding children and youth the emphasis was to improve the educational attainments (lower the number of drop out of upper secondary school) and how Swedish should be the language spoke at everyday activities in preschools and schools. Also preschools and schools needed to promote the enrolment of parents and interaction among other districts schools.

Concerning employment, it intended to promote equal treatment to anyone regardless their background. Also it stated that the municipality should facilitate the information on the subject of working life, foreign academic degrees, application forms, etc. Finally in order to combat discrimination and racism it supported the creation of meeting places for the different ethnic groups and voluntary and cultural associations on their work to eliminate racism and educate individuals about other people cultures and religions.

Local Agreement with Regard to cooperation in the integration of asylum seeker, refugees and other immigrant to Malmö City (2005)

This agreement sets the guidelines on integration. It specifies the responsibilities that Malmö has towards the immigrants. It was made on cooperation with the Employment Office New Immigrants, the Southwester Skåne Health-care and the Migration Board.

The accord states that Malmö city has the responsibility of having an “efficient introductory period”. During this period immigrants and Malmö city have to set up “targets” to achieve self maintenance of the individual. The city must provide information on work opportunities, housing and education not only related to Malmö but to opportunities in other municipalities. The introductory period cannot be longer than 36 months and once it is finish the individual should have a job or received job-training. There must be a follow up held by Malmö city. Malmö has also to support and facilitate the return of the immigrant to his home country. Finally, together with the Employment Office New Immigrants, Malmö shall develop an “education portfolio” and ensure the rights of information and education of the new comers.

The agreement reinforces current cooperation programs. There are two kinds of programs. One tries to identify the level of education of the new comers and guide them into getting a job. The others programs are focus on assessing health issues, e.g. rehabilitation from trauma.

After this Local agreement the government of Malmö has change his policies towards incorporating, as soon as possible, the new comers into the labor market. This is evident when comparing the Action Plan of 1995 with the one in 2008.

Action Plan for Increased Integration and Employment for the People of Malmö (2008)

In general terms this plan is more specific than the one held in 1999. It enforces bridge builder (individuals and associations that create contacts between different groups and sections of society) and continues to support the construction and availability of meeting places. Also establishes the creation of Malmö city Anti-discrimination committee which will have the function to encourage cooperation between different anti-discrimination organizations that already exist in the city. But it is possible to see the willingness of the local government that the immigrants go into the labour market as soon as possible.

New arrived immigrants and refugees are included as individuals with reduced working capacity. Therefore they are included at the activities of the Social Work Center. The center aims to increase the amount of Public Shelter Employments (OSA)¹², decrease the amount of time that individuals spend at OSA and have a minimum of 325 individuals gaining employment or assuming studies by the time they finish.

The plan also involves adult education and Swedish for Immigrants (Sfi). Referent to adult education the aspiration is to raise the level of education of those that do not have a complete nine-year compulsory school and that 80% of those involve find employment. People that participate on the program must receive Sfi (if they are not recent arrival immigrants) and some type of contact with the labour market (vocational training, recruitment training...). Concerning Sfi the target is that the 60% of the arrivals will have employment or continue studying after completing the municipal introduction program and 65% must arrive to the language target (marked at the beginning and individual) in one year.

Finally one of the objectives stated by the plan is the coordination of the Work and Development Center (AUC) with the introductory programs for immigrants. This has been officially achieve by spring 2008 when AUC has become AIC (Work and Integration Center).

¹² OSA are temporally employments at the municipality were part of their wage is cover by the municipality and the other by the Swedish Employment Services.

There are six¹³ AICs in Malmö. They are located by districts and work together with the Swedish Employment Service and the Swedish Social Insurance Agency. The objective is to offer help to those looking for employment by guiding them either to find a job or to provide the needed education in order to obtain one.

The introduction program

The introduction program is the instrument established in 1985 for the municipalities in order to promote the integration of the immigrants. Since 1991 the central government provides a grant to the municipality in order that they may cover the expenses of the program as well as the maintenance of the refugees. The grant consists on a fixed amount per individual that the municipality host, during 2 years.

The program provides information and education to new arriving immigrants in order to facilitate their entrance to Swedish Society. Every municipality decides on the organization of their program and how to distribute the grants. But there must be an evaluation of the previous studies and working experience, Swedish language instruction and information related to labour market situation and the Swedish system (democracy, individual's rights...)

In Malmö those that decide to participate in the introduction program full time under tutorial are able to apply for an allowance. The allowance is given according to their income (which includes any other type of grant) and it is mean-tested.

Part of the introduction program is Swedish for immigrants (Sfi). Individuals are divided on classes according to the level of education and work experience that they achieved at their home country or if they are currently working.

Expected results

It is not clear that these integration policies will affect the decisions of immigrants on human capital investment. Though the Action Plan of 1999 intends to affect the investment on schooling, the policies are not that specific and they seem just guidance for the schools and preschools when most of the immigrant population are not at that stage of the investment (most of them would have already invest on primary and secondary school). In addition,

¹³ The six districts are: Fosie (who also represents Oxie), Hyllie (also represents Limham-Bukefto and Vastra Innerstaden), Rosengård, Södra Innerstaden, Centrum and Kirseberg (linked to Husie).

improvements made in this area will be not only an achievement of the municipality but of the methodology use at each school.

The same happens with neighbourhood effects. Though there are guidelines for increasing the interaction among neighbourhoods, the responsibility lies on the schools. Therefore expanding the contacts towards other municipalities will not only be a slow process but those immigrants without any link to schools (because they are not on schooling age or do not have children) are excluded of the initiative.

Also, related to decreasing discrimination at the Action Plan (1999), the instrument use is increasing information in order to change public opinion mainly by supporting voluntary associations. But public opinion generally takes time to change especially if it is supposed to come from “meeting places”. Meeting places take time to be established either because of the need of creating a physical place or due to the need of time that takes making people to actually use them.

On the other hand we do expect that the Local Agreement (2005) and the Action Plan (2008) will increase the economic integration of the immigrants by increasing their investment on-the-job training which should also facilitate them their entrance to the labor market. Though the net effect is questionable, since there is an explicit compromise on facilitating the return to the country of origin, this could decrease the investments on country specific human capital at the host country. Any how it seems a more coherent policy since as we explain before most of the immigrants are between the active working ages.

3. Empirical findings

During this section we will look into different statistics that could reflect the level of economic integration that the immigrants have been through in Malmö. First we will use data from the Department of Integration and Labor Market. More concretely we will use two annual resume within the area of integration, labor market and economic help from 2005 and 2007. We will focus at the data referent to the Work and Development Centre.

It has not been possible to find the data for the years between 1999 and 2004 related to the Work and Development Center. It would have been interesting to analyze which were the starting point and the first impact of those policies. But we can expect that the first years were dedicated to take the plan into action by creating the proper institutions. After six years there

has been enough time for the Action Plan to be applied. Also we must remember that the Action Plan from 1999 focused on education. This fact makes more desirable to have the data from AUC that involves the years 2005 up to nowadays. Therefore comparing the results on year 2005 with 2007 we will mainly observe the first impact of the Local Agreement made in March 2005.

Second, we will use Malmö's Annual Reports and Welfare Accounts in order to look for changes in the quality of neighbourhoods and possible improvements in education. Most of these data goes from 2000 up to 2007. Therefore it would be more likely to look for the impacts of the Action Plan of 1999 and the Local Agreement of 2005.

AUC Register

The AUC centers are already located on those districts where segregation is highest. Most of their participants are between the ages of 20 to 44, being the largest group those between 25 and 29 years old (for both years, 2005 and 2007).

As we saw at section 2, Malmö's immigrant population is concentrated mainly in Fosie and Rosengård districts. Therefore when looking at the statistics related to AUC we will focus on both districts since those willing to participate at the Work and Development Center must register according to where they live.

There is a large decrease on the amount of participants in 2007 compared to 2005¹⁴ in all the AUC centers. Rosengård for instance passes from 3,545 participants in 2005 to 1,977 in 2007. The amount is so large that we are not able to take any real conclusions. The change could be due to a failure of the AUC to attract newly arrived immigrants, that the newly arrived immigrants find jobs without the need of help from AUC or that there has been a change on the terms related to who can be considered a participant. It could not be due to a decrease on the number of new arrivals since as we saw on section 1 and at Graphic 2, there is a continuous increase of the immigrant population at Malmö. But it is evident that both districts have more participants than the rest of AUCs centers in both years.

The amount of individuals in 2005 that ended the program in comparison to the amount that participated during that period was 51%. In 2007 this figures becomes 59%. Differentiating by AUC Fosie and AUC Rosengård in 2005 the center at Fosie had 61% of individuals that

¹⁴ Annex 3 and 4

end the program in comparison with Rosengård that had 35%. By 2007 only Rosengård increases its results and had 48% of individuals ending the program. These figures just show the flow of persons at the program. In order to see the improvements of the center we should analyze the motivation for leaving. The main reasons are either to start working or to study¹⁵.

For all the AUC centers the percentage of individuals that ended their period and started to work increased and the amount that started education decreased. In 2005 Rosengård has the highest proportion of individuals that, once they left the program, they start studying (21%) while Fosie has the lowest (13%). The case is the opposite with the amount of participants that started to work. The district of Fosie has 44% while Rosengård has 35%. By 2007 both centers increased the level of individuals that started working when they left the center. Fosie arrive to 84% and Rosengård to 71%. Though less dramatically, the percentage of individuals that start some kind of education also increased. Fosie had 16%, which makes it the lowest level of individuals entering schooling once more. On the contrary Rosengård had the highest amount, 29%.

Table 3 shows the amount of individuals that finish their period at any of the AUC centers and start working or went to study. We are able to observe that during 2007 the proportion of individuals that worked increased except for full time jobs that decreased. In 2007 a 44% of all the individuals that ended the program went into a job. It is also possible to see how the percentage of individuals that continue studying is considerably lower and during 2007 the only increase is at “after high school level”.

Table 3 Summary of reason to close the case (AUC register)

Reasons to close the case	Individuals		Percentage	
	2005	2007	2005	2007
Work for hours >= 6 months	290	262	4,74	6,57
Work for hours < 6 months	108	183	1,77	4,59
Full time work >= 6 months	1528	764	24,99	19,16
Full time work < 6 months	384	530	6,28	13,29
After high school level	89	89	1,46	2,23
Primary School	176	105	2,88	2,63
Secondary School	564	214	9,22	5,37
Total that ended the period	6115	3987		

Data source: Arbetsmarknadsinsatser. Malmö Stad 2005 and 2007

¹⁵ The annexes 3 and 5 together with Table 3 supports it.

We may draw some first conclusions out of this data. First we are able to assume that those districts with higher employment problems are those that have AUC. Also those centers correspond to districts that have higher amounts of individuals with foreign background. Secondly, most of the participants that finished their programs at the AUC centers tend to start working more than taking any type of studies. Since this percentage increases considerably in 2007, there are probabilities that higher efforts have been made by the center since 2005 to facilitate or motivate the opportunities of getting a job. This means that even though this individuals get contracts lower than 6 months, they are obtaining on-the-job training, which should increase their country specific human capital.

Welfare index

Since 2003 the annual reports from Malmö have included on their Welfare Reports the “welfare index”. It is useful to analyze how the quality of life (level of security, health...) have change among Malmö districts. It offers us a measure of the neighbourhood quality.

The variables¹⁶ included in the index have changed over time. In 2003 there were 19 variables and three years later there are 39. The index in 2006 maintains all the variables considered on 2003.

Table 4 shows the values for the index since 2002 up to 2007 and the rank for each district.

Table 4 Welfare Index

City district	Index Value						Rank					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Limhamn-Bunkeflo	8,3	9	8,6	8,1	7,8	7,6	1	1	1	1	1	2
Västra Innerstaden	6,7	7,5	7,6	7,6	7,9	7,8	4	2	2	2	2	1
Oxie	6,8	7,1	5,8	6	6,1	7,1	2	3	4	4	4	3
Husie	6,7	6,8	6,7	6,8	6,9	6,1	3	4	3	3	3	4
Hyllie	5	5,2	5,1	5,1	5,2	5,6	6	5	5	6	6	5
Kirseberg	4,9	5,1	4,7	5,2	4,5	4,8	7	6	7	5	7	6
Centrum	5,5	4,2	5	5	5,4	4,5	5	7	6	7	5	7
Fosie	3,9	3,9	4	3,9	3,7	4,1	8	8	9	8	9	8
Södra Innerstaden	3,5	3,2	4,2	3,7	4,1	3,7	10	9	8	10	8	9
Rosengård	3,7	2,8	3,3	3,5	3,6	3,6	9	10	10	9	10	10

Data Source: Annual Reports 2003 - 2004 - 2005 – 2006- 2007

Limhamn-Bunkeflo has the highest index during the first 5 years up to 2007 when passes to be second. Västra Innerstaden increases since 2002 except in 2007. On the contrary Fosie,

¹⁶ The variables that form the index are on Annex 5.

Södra Innerstaden and Rosengård always share the lowest index, twice less than Limhamn-Bukeflo.

Some of the variables that compose the welfare index are important to picture the possible impacts of the policies. Some of these variables are the educational variables (students able to enter high school, national test grade 5...) and frequency of gainful employment. The Welfare Accounts from 2003 up to 2007 show the value of some of the indicators used for calculating the index variables. First we will start with the variables regarding education.

Table 5 Percentage of pupils competent to enter high school

District	2000	2001	2002	2003	2004	2005*	2006	2007
Centrum	71	77	79	73	70	68	70	70
Södra Innerstaden	68	64	67	76	63	59	68	72
Västra Innerstaden	85	90	92	91	93	88	88	91
Limhamn-Bunkeflo	94	94	96	95	94	95	94	93
Hyllie	77	75	78	76	79	74	77	67
Fosie	76	77	79	82	74	74	76	73
Oxie	88	84	88	83	85	85	87	84
Rosengård	53	60	58	50	54	49	53	48
Husie	88	84	88	88	87	83	92	87
Kirseberg	86	83	84	88	80	84	79	88
Malmö	79	79	81	80	79	77	80	78

Data Source: Välfärdsredovisningen (Welfare Accounts) 2003 up to 2007

* Since the year 2005 the percentage is done according schools. At this table an average is made in order to calculate the district value.

Looking at the percentage of students that are able to enter high school (*gymnasiet*) the values have not suffer high changes during the seven years. Most of them decrease except for Kirseberg and Västra Innerstaden. Between 2000 and 2002 most of the district's schools went through an increase on their levels of students that pass but afterwards most of them decrease.

From 2000 until 2004 most of the districts are situated over the 70% except for Rosengård whose percentage in 2004 is 54%. Rosengård had a large increase from 2000 to 2001, but has been decreasing since then. With Södra Innerstaden happens the opposite to the tendency of Rosengård, it increases after 2005.

Centrum, Södra Innerstaden and Fosie are around the 70% but yet they are around 10% further from the other districts. Except for Centrum, they are also districts with low welfare index values and as explained on section two, with ethnic segregation.

If the Action Plan of 1999 impacts this level of education there are two possible conclusions. First if the schools implement the actions develop on the plan we could say that it has been

effective and as time has passed they could have neglected the integration policies and therefore it has been decreasing. The second option is that those students that are influenced by it are not those just finishing school (the ones in 2000 and 2001) but those that will finish it in the following two or three years. This second option seems more reasonable. In this case either only Södra Innerstaden schools implement (effectively) the integration policies or there was no effect linked to the policies.

There is one main reason to believe that there is no effect on those policies. Since 2003 the results for Södra Innerstaden decreased. If the interaction with schools from different places took place it would have affected those that were supposed to enter high school during those years. Consequently according to the data, it would have had a negative effect. Of course it could also be due to another type of methodology made by the school that did not have anything to do with integration policies. We are not able to refuse or prove it. But we are able to say that either there was no implementation of the manners stated at the Action Plan of 1999 or it did not have any effect, at least visible during those seven years.

Another schooling variable refers to the achievements in Swedish, Mathematics and English by those students at their 5th school-year¹⁷. Once more we can distinguish among districts and see the development since 2000 until 2007. If we compare the results in 2000 with 2007 we find that the districts of Hyllie, Oxie and Husie are the only ones that improve at the three subjects. It is difficult though to attribute this to any local policy. If we look into every year in between, the changes in the percentage seems aleatory. Most of the districts (including the three we mentioned before) increase one year and decreased the following.

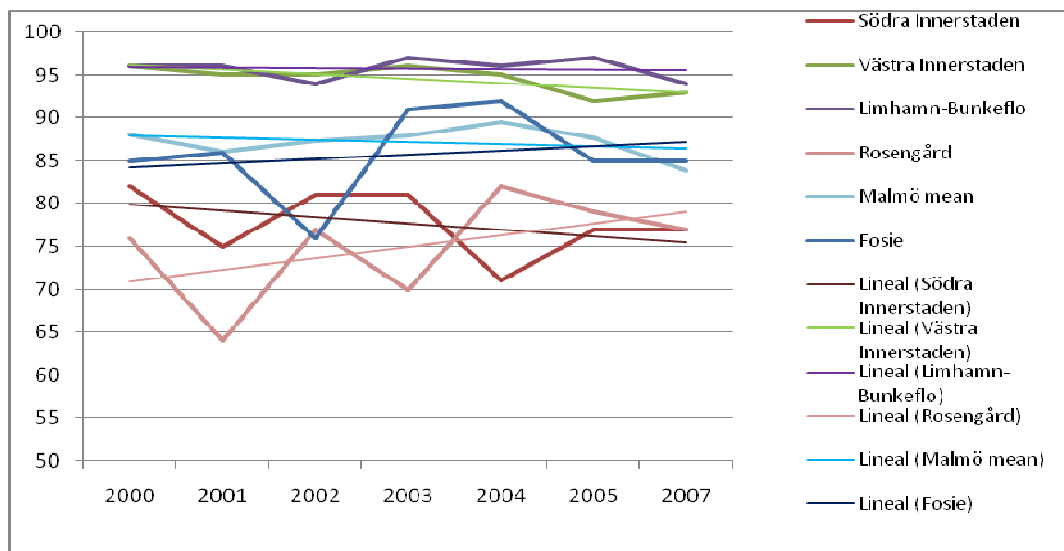
If we divide the districts according to their position respect the mean of the city, we find out that in most cases around half of them, in all three subjects, are under the mean. Limhamn-Bukenflo and Västra Innerstaden are always above the mean while Rosengård and Södra Innerstaden are always below. Also the amount of students that reach (or are on their way to reach) the goals in any of the three subjects, in Limhamn-Bukenflo will be at least 10% higher than the proportion achieve by the districts of Rosengård and Södra Innerstaden.

Graphic 3 shows the tendency of the two best and the two worst districts regarding the proportion of pupils that achieve their goals in Swedish Language. In these graphic the year 2006 has been removed since for that year the figures of Husie, Kirseberg and Rosengård are

¹⁷ We find the results in percentage at the annex 7, 8 and 9.

not comparable. Fosie has also been added since it is one of the districts with higher ethnic segregation.

Graphic 3 Proportion of pupils in their 5th school-year who reach or are on their way to reach the goals concerning Swedish Language and tendency lines



Data Source: Välfärdsredovisningen (Welfare Accounts) 2003 up to 2007

The graphic shows how Limhamn-Bunkeflo does not change dramatically its results compared to Rosengård where, even though one year grows and the other decreases, seems to present a tendency towards increasing. This tendency can be translated to the other two subjects (mathematics and English). If we look at the graphics shown at annexes 10 and 11, it enable us to distinguish how Rosengård tends to improve its results in all three subjects and Södra Innerstaden only improves in English. Also Västra Innerstaden shows a decreasing tendency line in all three subjects while in the case of Lumhamn-Bunkeflo, it is almost the same during those six years.

Fosie though is one of the districts with higher level of foreign population its values across the years are closer to those of Limhamn-Bunkeflo and Västra Innerstaden. Except for Mathematics, at the other two subjects Fosie presents a slow increase over time.

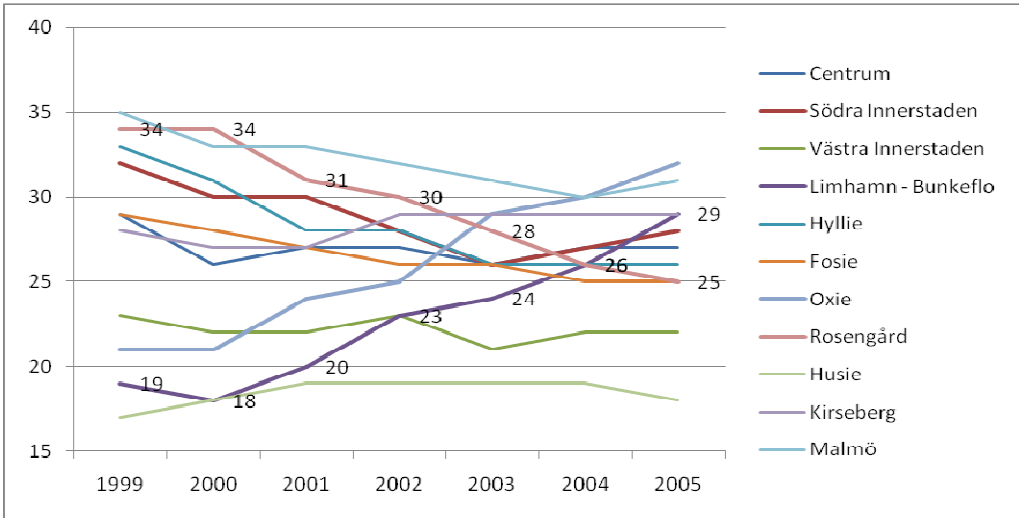
As a summary we are able to say that those districts with the lowest results have improved over time. We can expect a convergence. It is important to note how Rosengård, which must have disadvantage on Swedish language, has been improving. Most of its students must have foreign background (compared to other districts) or will be newly arrived immigrants. Efforts should have been made during the seven years.

Another of the variables presented at the welfare index is the “Proportion of gainful employment”. Information about this variable has been only possible to find from 1999 up to 2005. It shows the proportion of individuals, from 20 years old up to 64, that are working and distinguishes between those that were born in Sweden and those that were born abroad.

Once more we find large differences among those districts that present high amount of immigrant population and those composed mostly of Swedish population. By comparing Limhamn-Bukenflo with Rosengård during the six years, we find that the difference decreases. But it remains large, while a total of 38%¹⁸ of the individuals living in Rosengård are working; Limhamn-Bukenflo has 77%.

It is also interesting to compare the difference among those that are born in Sweden and those born abroad within each district. Graphic 4 presents the results.

Graphic 4 Difference in the percentage between those born in Sweden and those born abroad working between the ages of 20 to 64.



Data Source: Valfärdsredovisningen (Welfare Accounts) 2003 up to 2007

From this graphic we are able to see how the difference among those born in Sweden and those born abroad increases for the districts of Limhamn-Bunkeflo and Oxie. On the other hand at Rosengård the distance decreases more considerably. It is also possible to note that the difference between those born in Sweden or not is around 20 and 30% in all the districts. In Västra Innerstaden and Husie the district where the difference is lower and Oxie the district with the highest difference.

¹⁸ Annex 12 resumes the data since 1999 until 2005

Since this graphic includes individuals with foreign background with those with both Swedish parents we may assume that those will also have improved their situation in comparison to those with both Swedish parents. It is clear that in the districts of Rosengård, Hylle and Fosie, the differences between foreigners and natives have decrease in these districts. In part it could be due to the improvements in education of the immigrants from those districts. Since 2000 the three districts experience an increase of immigrant population with after high school education¹⁹. The same improvement is experience by those born in Sweden. Also Västra Innerstaden and Limhamn-Bunkeflo population (foreigners and those born in Sweden) have an increase in the percentage of individuals that do have after high school education. Therefore we cannot attribute the improvements made by some of the districts to investments in education. Particularly because Limhamn-Bunkeflo, as stated in section 2, the majority of its immigrant population comes from Denmark. By this we mean that they should learn the language faster and have major similarities on the quality of education compared to someone with the same level of education but that comes from for instance Iraq (at least from a natives perspective).

Therefore we are not able to specify the exact reasons of the improvement. But it shows that there has been economic integration for those born abroad in most districts. This integration could be encouraged by the Action Plan in 1999 since most of these districts start to improve after 2000 but it could also be due to the length that they have been living in Sweden. The only difficulty would be to understand why in the same period for other districts the difference increases.

4. Conclusion

As the human capital theory based only on the life-cycle and Ben-Porath model is not enough to explain the investments done by the immigrants, Dustman model is not enough to analyze the relation between the integration policies made by the municipality and the immigrant's decisions on country specific investment. Other factors as neighbourhood effects and discrimination must be taken into account.

Malmö has proven to be a municipality where there is segregation. Individuals with foreign backgrounds are mainly concentrated in the districts of Rosengård, Fosie and Södra

¹⁹ The data related to the improvements in education can be found in Annexes 14, 15 and 16

Innerstaden. These districts are also characterized by presenting lower welfare than the other districts. Therefore it is expected that those living there will find it more difficult to acquire a job. We may corroborate this by the fact that those districts have the most active AUC Centers.

It is also true that most of these problems are because their low level of education. According to the theory in order to improve the situation they should invest more in human capital, in schooling and on-the-job training. Since 2000 there has been investment in those areas. There is an increase of individuals with secondary education and also in the percentage of individuals with after high school education. Concerning on-the-job training, the difference among the immigrants and natives that have a job has decrease and goes in accordance to the register of AUC that showed that there is an increase on the percentage of individuals that achieve a job.

It is difficult though to directly associate these results to the action of the municipality. In this thesis it is not possible to disassociate the increase of human capital investments made by the immigrants in Malmö from the neighbourhood effects and discrimination. For instance it possible that every year the individuals that immigrate to Malmö are more educated. In this case we will still have positive neighbourhood effects and they will not be associated to the efforts of the municipalities.

Even though we are not able to affirm that there is no relation between human capital investments and the municipality activity. Though in the beginning the Action Plan from 1999 focus might have been on an age group that does not have an imminent problematic (those attending primary school), now the primary target is to offer the education needed to increase the opportunities of getting a job. The municipality provides institutions that intend to facilitate the access to country specific human capital. Some examples are the introductory program that provides the space for learning the language and the culture and the AUC centers that try to increase the opportunities of getting on-the-job training.

There are neighbourhood effects in Malmö and discrimination. But in order to isolate these effects from for instance decisions of investment made according to age, level of education before migrating or marital status and link them to the action of the municipality a new model should be developed. A Mincer equation that control for those variables and that should include new variables related to for example the amounts of time spend at the introductory

program or the income received for participating on the program. Another need that would rise in order to develop the equation would be individual and longitudinal data.

It is not enough to use descriptive statistics for ensuring a causal-effect between local policies and human capital investments made by immigrants. It would have been more appropriate to work with individual data across time. This type of database currently exists and receives the name of LINDA, but it is only available to PHD students and under specific circumstances, master students.

Finally, according to Malmö's Annual Report in 2006 the city is developing towards a services based economy and industrial jobs represent 12%. Therefore the need for acquiring country specific human capital and the returns to those investments are increasing. Due to the high amounts of immigrant population that has come and would come to Malmö, particular interest should be made on developing strategies that would accelerate the process of economic integration for the new comers. The Action Plan of 2008 seems to target the right group age and take measures that encourage the acquisition of human capital related to on-the-job training. But its results are still not possible to measure.

Annexes

Annex 1 Number and proportion of foreign background by districts

Malmö 1 januari 2007

	Total Population	With foreign Background				Total	
		Born abroad		Born in Sweden with foreign parents		Number	% Total Population
		Number	% Total Population	Number	% Total Population		
Centrum	39.446	9.198	23	2.375	6	11.573	29
Södra Innerstaden	32.528	10.543	32	3.265	10	13.808	42
Västra Innerstaden	31.264	3.503	11	799	3	4.302	14
Limhamn- Bunkeflo	35.254	4.313	12	1.025	3	5.338	15
Hyllie	30.828	8.597	28	2.815	9	11.412	37
Fosie	39.925	16.394	41	5.171	13	21.565	54
Oxie	11.045	2.054	19	664	6	2.718	25
Rosengård	21.955	13.118	60	5.727	26	18.845	86
Husie	18.363	2.896	16	1.132	6	4.028	22
Kirseberg	14.028	3.633	26	1.025	7	4.658	33
Malmö total	276.244	75.156	27	24.080	9	99.236	36

Källa: SCB (Statistiska
Centralbyrån)

Malmö stadskontor, Strategisk utveckling, Elisabeth
Pålsson

Annex 2 Malmö percentage of Immigrant population by age

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
0-4 years	5,88	5,36	4,53	4,07	3,94	3,75	3,91	4,38	4,36	4,72	4,92
5-9 years	4,86	4,99	3,92	3,66	3,67	3,35	2,86	2,83	2,56	2,90	2,84
10-14 years	4,10	4,10	3,28	3,33	3,34	3,05	2,47	2,81	2,35	2,82	2,39
15-19 years	6,39	6,08	6,21	5,48	5,76	5,56	5,23	5,03	4,89	4,94	5,16
subtotal (0-19)	21,23	20,52	17,93	16,54	16,71	15,70	14,47	15,05	14,16	15,38	15,31
20-24 years	23,24	23,89	26,04	26,11	25,66	26,76	26,14	25,65	25,58	23,25	22,80
25-29 years	18,22	18,85	21,07	23,04	22,58	23,80	24,75	25,40	25,34	24,80	24,28
30-34 years	10,79	11,07	10,60	11,44	11,37	11,48	12,76	12,72	12,81	13,57	13,64
35-39 years	6,42	7,11	6,01	6,49	7,04	6,43	6,81	6,39	6,42	7,24	7,30
40-44 years	4,86	4,56	4,55	4,05	4,33	4,37	4,11	4,38	4,34	4,46	4,91
45-49 years	4,24	4,08	3,87	3,14	3,45	3,28	3,26	2,99	3,20	3,37	3,62
50-54 years	3,67	3,50	3,01	3,33	2,92	2,71	2,48	2,48	2,61	2,63	2,55
subtotal (20-54)	71,43	73,06	75,14	77,60	77,34	78,83	80,32	80,01	80,30	79,31	79,11
55-59 years	2,30	2,04	2,35	2,06	2,11	2,24	2,05	1,90	2,13	2,02	2,08
60-64 years	1,53	1,59	1,60	1,25	1,40	1,13	1,22	1,08	1,19	1,23	1,45
65-69 years	1,32	1,12	1,02	1,03	0,85	0,88	0,63	0,83	0,92	0,94	0,88
70-74 years	0,94	0,68	0,90	0,59	0,59	0,47	0,49	0,42	0,52	0,45	0,51
75-79 years	0,66	0,55	0,64	0,58	0,50	0,36	0,37	0,34	0,42	0,28	0,30
80-84 years	0,40	0,23	0,24	0,24	0,31	0,25	0,32	0,26	0,20	0,20	0,23
85-89 years	0,14	0,16	0,10	0,08	0,14	0,09	0,07	0,09	0,11	0,14	0,10
90-94 years	0,02	0,03	0,06	0,03	0,06	0,04	0,06	0,02	0,04	0,04	0,04
95-99 years	0,02	0,01	0,01	0,00	0,00	0,01	0,01	0,01	0,00	0,01	0,00
100+ years	0,01	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00

Source: SCB

Annex 3 AUC Results from 2005

RESULTAT UNDER PERIOD 050101-051231

Verksamhet	Antal in-skrivna deltagare under perioden	Antal utskrivna under perioden	Antal som har fått arbete	Antal som har gått till studier	Totalt antal arbete och studier	Andel arbete	Andel studier	Resultat totalt i relation till ut-skrivna
AUC Fosie	2 175	1 347	591	169	760	44%	13%	56%
AUC Hyllie	2 040	1 194	484	171	655	41%	14%	55%
AUC Rosengård	3 545	1 234	437	253	690	35%	21%	56%
AUC Södra Innerstaden	2746	1 632	574	231	805	35%	14%	49%
Totalt AUC	10 506	5 407	2 086	824	2 910	39%	15%	54%
Centrum	862	479	203	102	305	42%	21%	64%
Husie	106	69	22	7	29	32%	10%	42%
Kirseberg	397	261	101	65	166	39%	25%	64%
Summa exkl AUC	1 365	809	326	174	500	40%	22%	62%
Summa Malmö(DART)	11 871	6 216	2 412	998	3 410	39%	16%	55%
Arbetsbyrån (ej DART)	683	272	100	0	100	37%	0%	37%
Jobbcentrum (ej DART)		418	126	32	158	30%	8%	38%

Source: Monthly Statistics within the area of integration and labor market

Annex 4 AUC Results from 2007

Resultat under perioden 20070101 - 20071231

AUC	Antal deltagare under perioden	Antal deltagare vid periodens slut	Antal utskrivna under perioden	Antal som har fått arbete	Antal som har gått till studier	Totalt antal arbete eller studier	-varav till arbete	-varav till studier	Resultat totalt i relation till utskrivna
AUC Centrum	616	181	435	195	60	255	76%	24%	59%
AUC Fosie	1 247	489	758	383	75	458	84%	16%	60%
AUC Hyllie	1 199	429	770	384	86	470	82%	18%	61%
AUC Kirseberg	414	125	289	145	38	183	79%	21%	63%
AUC Rosengård	1 977	1 033	944	303	123	426	71%	29%	45%
AUC S Innerstaden	1 319	528	791	370	88	458	81%	19%	58%
Totalt AUC	6 772	2 785	3 987	1 780	470	2 250	79%	21%	56%

Source: Monthly Statistics within the area of integration and labor market

Annex 5 Variables of the welfare index for 2003

- 1 Self-inflicted harm per total of 1000 inhabitants
- 2 Proportion in age group 20-64 years higher education
- 3 Proportion of pupils at grade 5 who have achieve/or in process of achieving targets in Swedish, English and Math, excl. Independent schools
- 4 Proportion of pupils at grade 5 who are qualified to apply for upper secondary school (gymnasium)
- 5 Frequency of gainful employment
- 6 Proportion of households with lower income than 50% of the average income
- 7 Number of households in receipt of financial assistance
- 8 Proportion of daily smokers aged 19-79 years
- 9 Proportion of pupils at grade 9 who smoke
- 10 Proportion of pupils at grade 9 who do not drink alcohol, beer, strong beer, wines or spirits
- 11 Proportion of pupils at grade 9 who do not take drugs
- 12 Proportion of pupils at grade nine who have taken drugs
- 13 Proportion of those aged 19-79 who do not exercise
- 14 Number of offences against the person
- 15 Offences against the property
- 16 Injury on account of accident per 1000 inhabitants
- 17 Electoral participation in % if those entitle to vote
- 18 Repairs per children amongst 19 years old
- 19 Repairs per children amongst 12 years olds

Source: Annual Report 2003

Annex 6 Variables of the welfare index for 2006

1	Electoral participation	21	Security. Assault
2	Social Participation	22	Security. Burglary
3	Participation in clubs and societies	23	Security. Insecurity
4	Educational level	24	Dental health
5	Frequency of gainful employment	25	Vaccination
6	Low income	26	Use of contraceptives
7	Supplementary maintenance support	27	Education in sex and living together
8	Financial pressure	28	Physical activity in free time. Young people
9	Emotional support	29	Physical activity in free time. Adults
10	Restricted living space. Adults	30	Pupils who have school lunch
11	Complete leaving certificate in grade 9	31	Overweight. Adults
12	National test in grade 5	32	Overweight. Children
13	Well-being at school	33	Smoking. Adults
14	School truancy	34	Smoking. Young people
15	Quality within preschool	35	Taking of Swedish "snus"
16	Restricted living space. Children	36	Consumption of alcohol. Adults
17	Ill-health figures. Days of sick	37	Consumption of alcohol. Young people
18	Ill-health figures. Early retirement pensioners	38	Abuse/use of illicit drugs. Adults
19	Stressful work situation	39	Abuse/use of illicit drugs. Young People
20	Accidents		

Source: Annual Report 2003

Annex 7 Proportion of pupils in their 5th school-year who reach or are on their way to reach the goals concerning Swedish Language

District	2000	2001	2002	2003	2004	2005	2006	2007
Centrum	89	81	85	83	93	86	83	73
Södra Innerstaden	82	75	81	81	71	77	73	77
Västra Innerstaden	96	95	95	96	95	92	96	93
Limhamn-Bunkeflo	96	96	94	97	96	97	97	94
Hyllie	85	89	92	89	89	87	87	83
Fosie	85	86	76	91	92	85	80	85
Oxie	89	92	93	92	94	90	89	94
Rosengård	76	64	77	70	82	79	73	77
Husie	91	94	95	92	93	94	31	87
Kirseberg	91	89	85	88	90	90	61	76
Malmö mean	88	86,1	87,3	87,9	89,5	87,7	77	83,9

Data Source: Välfärdsredovisningen (Welfare Accounts) 2003 up to 2007

Annex 8 Proportion of pupils in their 5th school-year who reach or are on their way to reach the goals concerning Mathematics

District	2000	2001	2002	2003	2004	2005	2006	2007
Centrum	87	79	83	84	90	87	82	77
Södra Innerstaden	81	73	67	82	72	71	71	78
Västra Innerstaden	96	93	92	96	95	91	92	91
Limhamn-Bunkeflo	96	96	93	97	96	95	95	93
Hyllie	88	89	92	88	89	84	79	79
Fosie	85	87	81	88	88	83	73	78
Oxie	85	91	89	91	86	88	87	92
Rosengård	79	64	77	70	80	76	66	75
Husie	88	93	94	93	92	91	38	86
Kirseberg	86	79	82	88	83	91	61	84
Malmö mean	87,1	84,4	85	87,7	87,1	85,7	74,4	83,3

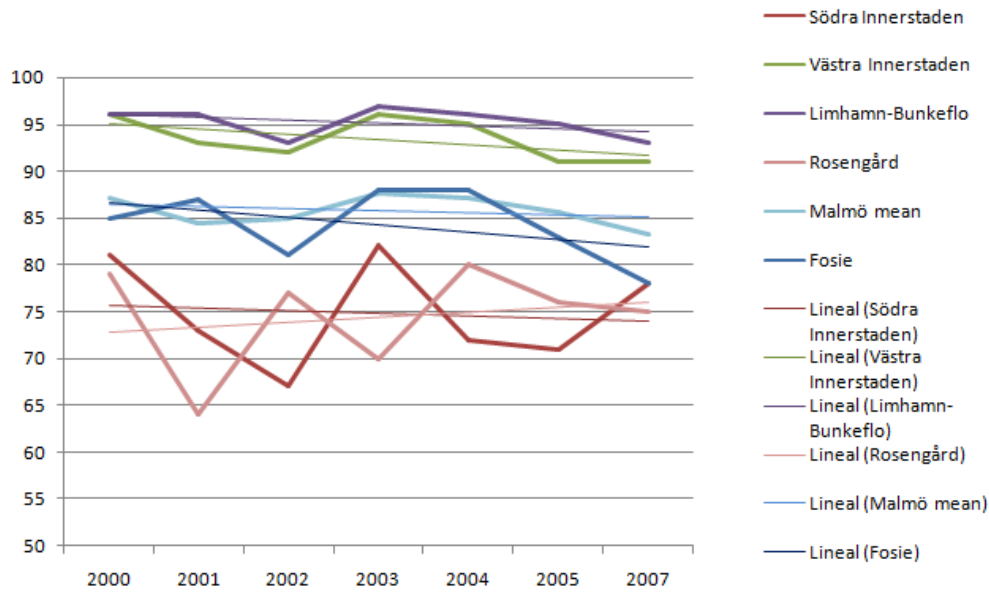
Data Source: Välfärdsredovisningen (Welfare Accounts) 2003 up to 2007

Annex 9 Proportion of pupils in their 5th school-year who reach or are on their way to reach the goals concerning English

District	2000	2001	2002	2003	2004	2005	2006	2007
Centrum	87	79	83	84	90	91	88	82
Södra Innerstaden	81	73	67	82	72	77	71	82
Västra Innerstaden	96	93	92	96	95	94	97	92
Limhamn-Bunkeflo	96	96	93	97	96	96	96	89
Hyllie	88	89	92	88	89	90	90	93
Fosie	85	87	81	88	88	88	78	87
Oxie	85	91	89	91	86	90	88	97
Rosengård	79	64	77	70	80	80	75	76
Husie	88	93	94	93	92	95	25	90
Kirseberg	86	79	82	88	83	91	64	87
Malmö mean	87,1	84,4	85	87,7	87,1	89,2	77,2	87,5

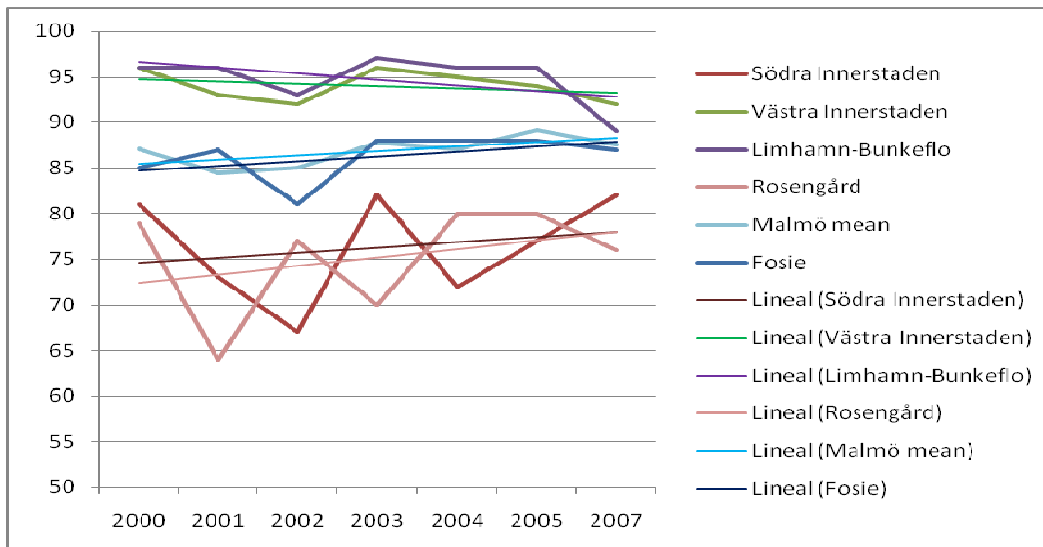
Data Source: Välfärdsredovisningen (Welfare Accounts) 2003 up to 2007

Annex 10 Proportion of pupils in their 5th school-year who reach or are on their way to reach the goals concerning Mathematics and tendency lines



Data Source: Välfärdsredovisningen (Welfare Accounts) 2003 up to 2007

Annex 11 Proportion of pupils in their 5th school-year who reach or are on their way to reach the goals concerning English and tendency lines



Data Source: Välfärdsredovisningen (Welfare Accounts) 2003 up to 2007

Annex 12 Proportion working in ages 20-64

Distric	Year 1999			Year 2000			Year 2001		
	Born in Sweden	Born abroad	Total	Born in Sweden	Born abroad	Total	Born in Sweden	Born abroad	Total
Centrum	71	42	64	72	46	66	73	46	67
Södra									
Innerstaden	61	29	50	63	33	53	65	35	55
Västra									
Innerstaden	75	52	73	76	54	74	77	55	74
Limhamn -									
Bunkeflo	80	61	78	80	62	78	80	60	78
Hyllie	70	37	60	72	41	62	72	44	63
Fosie	68	39	56	69	41	58	69	42	58
Oxie	81	60	78	81	60	77	82	58	78
Rosengård	58	24	31	60	26	34	60	29	36
Husie	79	62	76	80	62	77	80	61	77
Kirseberg	73	45	66	73	46	67	73	46	67
Malmö	72	37	62	73	40	64	74	41	64

	Year 2002			Year 2003			Year 2004		
	Born in Sweden	Born abroad	Total	Born in Sweden	Born abroad	Total	Born in Sweden	Born abroad	Total
Centrum	71	44	65	69	43	63	71	44	64
Södra									
Innerstaden	63	35	54	61	35	52	62	35	53
Västra									
Innerstaden	76	53	73	75	54	73	77	55	74
Limhamn -									
Bunkeflo	80	57	78	80	56	77	81	55	78
Hyllie	72	44	62	71	45	62	72	46	62
Fosie	69	43	57	68	42	56	67	42	55
Oxie	81	56	77	81	52	75	81	51	75
Rosengård	60	30	37	59	31	37	58	32	37
Husie	80	61	77	81	62	77	81	62	78
Kirseberg	73	44	66	72	43	64	73	44	64
Malmö	73	41	63	72	41	62	72	42	63

Districts	Year 2005		
	Born in Sweden	Born abroad	Total
Centrum	71	44	64
Södra			
Innerstaden	64	36	54
Västra			
Innerstaden	77	55	74
Limhamn -			
Bunkeflo	81	52	77
Hyllie	71	45	62
Fosie	67	42	54
Oxie	81	49	74
Rosengård	58	33	38
Husie	81	63	77
Kirseberg	73	44	64
Malmö	73	42	63

Data Source: Vålfärdsredovisningen (Welfare Accounts) 2003 up to 2007

Annex 13 Percentage of population in ages 20-64 with educational level lower than high school

Distric	2000			2002			2003			2004		
	Born in			Born in			Born in			Born in		
	Sweden	Abroad	Total	Sweden	Abroad	Total	Sweden	Abroad	Total	Sweden	Abroad	Total
Centrum	14	19	15	10	14	11	10	14	11	9	13	10
Södra Innerstaden	20	28	23	14	23	17	14	22	17	13	23	16
Västra Innerstaden	12	14	12	9	12	10	9	11	9	9	10	9
Limhamn - Bunkeflo	16	18	16	13	13	13	13	12	13	12	12	12
Hyllie	26	28	27	22	22	22	22	22	22	21	21	21
Fosie	33	30	32	27	25	26	27	23	25	25	23	24
Oxie	27	27	27	23	22	23	23	22	23	22	20	22
Rosengård	39	38	38	33	34	34	32	33	33	29	33	32
Husie	24	27	25	21	24	21	20	22	20	19	20	19
Kirseberg	26	28	27	21	22	21	21	20	21	19	20	20
Malmö	21	28	23	17	23	19	16	22	18	15	22	17

Distric	2005			2006			2007		
	Born in			Born in			Born in		
	Sweden	Abroad	Total	Sweden	Abroad	Total	Sweden	Abroad	Total
Centrum	8	12	9	8	12	9	8	12	9
Södra Innerstaden	10	21	14	11	22	15	10	21	14
Västra Innerstaden	8	9	8	8	9	8	8	9	8
Limhamn - Bunkeflo	10	8	9	10	9	10	10	8	9
Hyllie	18	19	19	19	20	19	18	19	19
Fosie	23	21	22	24	22	23	23	21	22
Oxie	19	17	19	20	19	20	19	17	19
Rosengård	26	32	31	27	34	33	26	32	31
Husie	17	16	17	17	18	17	17	16	17
Kirseberg	16	19	17	17	20	18	16	19	17
Malmö	13	20	15	13	21	16	13	20	15

Data Source: Valfärdsredovisningen (Welfare Accounts) 2003 up to 2007

Annex 14 Percentage of population in ages 20-64 with high school education

Distric	2000			2002			2003			2004		
	Born in			Born in			Born in			Born in		
	Sweden	Abroad	Total	Sweden	Abroad	Total	Sweden	Abroad	Total	Sweden	Abroad	Total
Centrum	42	40	42	40	40	40	41	38	40	37	36	36
Södra Innerstaden	47	39	44	45	40	44	46	38	43	42	39	41
Västra Innerstaden	42	39	42	41	36	40	41	33	40	39	32	38
Limhamn - Bunkeflo	44	36	43	43	37	43	43	35	42	42	33	41
Hyllie	50	42	48	52	44	49	52	42	49	51	43	48
Fosie	52	44	49	55	47	51	56	44	51	55	45	50
Oxie	55	50	54	58	50	56	58	45	55	57	46	55
Rosengård	52	35	39	55	39	42	56	36	40	56	38	41
Husie	50	47	50	52	48	51	52	47	52	52	47	51
Kirseberg	49	43	48	51	44	50	52	41	49	50	41	47
Malmö	47	40	45	47	42	45	47	40	45	45	40	43

Distric	2005			2006			2007		
	Born in			Born in			Born in		
	Sweden	Abroad	Total	Sweden	Abroad	Total	Sweden	Abroad	Total
Centrum	35	34	35	34	33	34	33	31	33
Södra Innerstaden	40	38	39	38	37	38	38	36	37
Västra Innerstaden	38	32	37	37	30	36	36	29	35
Limhamn - Bunkeflo	42	31	41	42	29	40	41	27	39
Hyllie	51	43	48	51	42	48	51	40	47
Fosie	54	44	49	54	43	49	55	42	48
Oxie	57	43	54	58	42	54	57	38	53
Rosengård	56	38	42	56	38	41	55	37	40
Husie	52	46	51	52	45	50	51	43	50
Kirseberg	50	41	47	50	40	47	49	39	46
Malmö	44	39	43	43	38	42	43	37	41

Data Source: Välfärdsredovisningen (Welfare Accounts) 2003 up to 2007

Annex 15 Percentage of population in ages 20-64 with educational more than high school education

Distric	2000			2002			2003			2004		
	Born in			Born in			Born in			Born in		
	Sweden	Abroad	Total	Sweden	Abroad	Total	Sweden	Abroad	Total	Sweden	Abroad	Total
Centrum	44	32	41	49	35	46	48	32	44	54	40	51
Södra												
Innerstaden	33	21	29	40	26	35	39	24	34	45	28	40
Västra												
Innerstaden	46	38	45	50	43	49	49	42	48	52	49	52
Limhamn -												
Bunkeflo	40	38	40	43	41	43	43	39	43	45	46	46
Hyllie	23	23	23	26	26	26	25	25	25	27	28	27
Fosie	15	17	16	17	21	19	17	19	18	19	23	21
Oxie	18	18	18	19	21	19	19	20	19	21	24	22
Rosengård	9	15	13	11	16	15	11	15	14	13	17	17
Husie	25	22	25	27	25	27	27	25	27	28	29	29
Kirseberg	24	23	24	27	26	27	27	24	26	30	28	30
Malmö	32	22	29	36	25	33	36	24	32	40	28	36

Distric	2005			2006			2007		
	Born in			Born in			Born in		
	Sweden	Abroad	Total	Sweden	Abroad	Total	Sweden	Abroad	Total
Centrum	56	41	53	57	43	54	58	44	55
Södra									
Innerstaden	48	30	42	50	31	44	52	30	44
Västra									
Innerstaden	54	49	53	55	52	55	56	51	55
Limhamn -									
Bunkeflo	47	47	47	48	50	48	48	47	48
Hyllie	28	29	28	29	30	30	30	31	30
Fosie	20	23	22	21	24	23	21	24	23
Oxie	22	25	22	22	25	23	23	26	24
Rosengård	15	18	17	16	18	18	17	18	18
Husie	30	30	30	31	32	31	31	32	32
Kirseberg	31	28	30	33	30	32	34	28	32
Malmö	41	29	37	43	30	39	44	30	39

Data Source: Valfärdsredovisningen (Welfare Accounts) 2003 up to 2007

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