

2 The Migration Flows from and to Europe During 1990-2010 and its Effect on Intellectual Capital in EU Universities

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2.1 Abstract

Education is an inalienable right of every child and must – obviously – include all children! Inequalities in education should not be perceived as a natural condition. Children are recognized as rights carriers. Within this framework, education is one of the rights reserved, for which the EU member States are obliged to ensure and safeguard it for all children, wherever they come from and regardless of any discrimination.

The school of inclusion can show the way of intercultural respect, tolerance to all kinds of diversity and humanism throughout society and contribute to the redefinition of its values. With the integrated planning of refugee education, the protection and broadening of the employee rights of teachers, as well as the coverage of the educational needs of all students, it can be a huge step towards accepting and solidarity in order to positively influence the whole society. Since October 2015 at all levels of education we have witnessed a titanic attempt to integrate refugee children into the school reality, from which they abstained, against their will, because of the difficult conditions prevailing in the countries of where they came from. Refugee education has many peculiarities, the most important of which are: the need for psychological support, the management of the specific problems created by their work (children who have never attend in a school or who they interrupted their studies), the absence of the parent-guardian, the ignorance of the language of the host country, the liquidity of the plans of place of establishment, the heterogeneity of the refugee pupil population, racism and social exclusion. The planning, therefore, of the education of refugee children must take account of these specificities, with the ultimate aim of integrating children into school, completing their studies and social inclusion in terms of respect for diversity and harmonious coexistence.

Keywords: migration flows, intellectual capital, refugee education, universities.

2.2 Refugees: a Cognitive and Political Challenge

The mass advent of refugees and migrants in the Aegean islands, culminating in the summer of 2015 and continuing at a lower intensity until today, is a fact of global importance. The systematic recording and study of the "refugee crisis", a highly complex and dynamic phenomenon with great influence, is both difficult and imperative. The objectives of the refugee training, irrespective of the tier, are two. On the one hand, it aims to gather, categorize and document a variety of materials for the refugee and migration crisis in Europe in general and in the Mediterranean in particular, starting in January 2015. For this purpose a digital repository has been created in collaboration with the Ministry of Education and Religious affairs. The digital documentation of primary and secondary materials and their free disposal on the Internet to researchers, journalists and other interested persons is of particular importance for the promotion of the relevant research, but for the historical recording of the phenomenon. On

the other hand, it aims at cross-sectional monitoring of the phenomenon in the Aegean. Recognizing the complexity of the refugee and migration phenomenon, the classification of available materials, primary and secondary sources is attempted, on the basis of a logic that includes the main aspects of the management of refugee and migratory phenomenon in the Aegean: the displaced populations, residing in the Aegean islands, the centers and structures that operate for their reception, identification, accommodation and detention, state and European authorities, organizations and individuals, which shape the landscape of humanitarian governance and, of course, the local communities affected variously by the fluctuations of the refugee and migration border of the European Union.

At the Gothenburg Social Summit (17/11/2017) the EU commission set out its vision for the European Education Area for 2025, to promote European identity and through education and culture so that Europe is a continent where it ensures the free and unimpeded movement of its citizens for education, apprenticeship or work and where its citizens gain a strong awareness of their identity as Europeans as well as of European cultural heritage and diversity. In this context and in the field of higher education, the European Commission has announced its initiative for the creation of networks of European universities, which, as mentioned in the 14/11/2017 press release, is proposed, "in order World-Class European universities can collaborate harmoniously across borders".

As early as the Gothenburg meeting, the Commission proposed three (3) steps towards the creation of a European university, with the horizon of 2025:

- 1st step is the establishment of a network of universities with the common provision of curricula using distance learning methods,
- 2nd step is the creation Joint ventures and
- 3rd step the establishment of foundations.

Finally, it announced its intention to provide a European statute for established networks of universities to ensure their financing by the EU and their long-term viability. On the basis of the Commission's proposals, the European Council in its conclusions of the December 2017 Summit invited the Member States, the Council and the Commission to promote work on a number of initiatives, including "encouraging the emergence of In 2024, about twenty "European universities", i.e. "From bottom to top" university networks across the EU, which will give students the opportunity to acquire degrees by combining studies in more EU countries and will contribute to the international competitiveness of European universities. "

Because the ambitious vision of establishing European universities, as the Commission emphasizes, goes further than the existing models of partnerships between EU universities. This call responds to the European Universities Initiative as we had already discussed which was developed jointly by higher education institutions, student organizations, Member States and the Commission. It is currently one of the EU's most flagship initiatives and is aimed at the ambitious vision of building a European education area.

2.3 Education and Social Reproduction

The social inequality that governs educational pathways, despite its relatively limited visibility, is a central issue of social justice that needs to be tackled together with the many other problems that have accumulated in all Levels and have been exacerbated by the crisis. It is true that there have been very important steps in the direction of educational inequalities. In Western countries, the elimination of illiteracy, the generalization of compulsory education and a spectacular rise in the educational level of the population, features that show that access to education is broadened for all social layers. However, despite these positive developments, social inequality not only continues to govern modern educational systems, but it does look and deepen.

2.3.1 The notion of Inequality in Education

Historically examining education, it is noted that the opening up of the institution of public education as to the access of refugee pupils to it, contributed decisively to social mobility. Individuals, that is, through education have the opportunity to change social layer. Success in educational mechanisms is crucial for social mobility and stratification. However, family-social origins play a very important role.

The level of education held by the individual plays a role in two factors: (a) The objective factors and (b) the subjective factors. Children of lower social strata when entering the educational institution have more "gaps" in relation to those children who come from middle or upper social strata. Therefore, these children, through the school, need to catch up so that they can have "equal opportunities" with the rest.



Figure 1: Immigrants outside Italian coast summer 2018 (Source: CNN)

So the question arises as to whether school and the education system in general can cover these differences. But the way the education system works, not only does it not cover these differences; it acts as a breeding mechanism for social inequalities. The argument that children of lower social strata, despite their disadvantaged position, exhibit very good performance and manage through education to occupy higher social positions does not save the ideology of "equal opportunities". This is because children of low social strata must make great sacrifices and efforts to cover the gap between their own cultural capital and the requirements of educational mechanisms). Inequalities in education are manifested in various other ways, resulting in a decisive influence on the educational course of refugee students. Some of the forms of educational inequalities are as follows:

- Non-enrolment in the school
- Early school leaving (student leakage) and organic and functional illiteracy
- Learning incentives
- Service
- Attendance at different types of school
- Tertiary studies
- The public character of education
- The use of information and communication technologies

The operation of the school is based on the cultural capital, which each carries with its arrival at school. Everyone's cultural capital depends on the social and economic level of the environment from which it originates. According to the above, in society the cultural capital is unevenly distributed and the school contributes in order to continue its unequal distribution.

However, the two sociologists do not overlook the importance of financial capital, but consider that cultural capital is what differentiates students from each other. The school is a mechanism of social choice, which appears as a process of natural selection. The owners of the cultural capital are promoted to the school, which reproduces the cultural capital of the social strata of those who participate and are included in the field of power. Inequality is reproduced through student evaluation. Thus, there is a separation of pupils into "good" and "bad".

2.3.2 Social Origins and Education

Already after World War II many governments are beginning to show interest in education, as according to the Schultz theory, education is a means of economic development. Let us not forget the huge migratory wave within the European countries immediately after the end of World War II and the structural changes it has brought to the whole of the social structures of each country. During that period, there are many research and studies related to education. The most important for the field of sociology of education is the "Coleman Report".

This study examined a total of 4,000 schools, over 600,000 pupils and 60,000 lecturers. The sample replied to questions related to the school itself (building, facilities), to the teachers, to the pupils themselves and to their origin. The most important thing in this study is that for the first time the student's school performance was associated with his social background. Thus, challenged and the argument that education provides equal opportunities for pupils and other factors, such as the economic and cultural influence of the family, were sought.

Our team of associates conducted a survey on the relationship between social origin and school success.

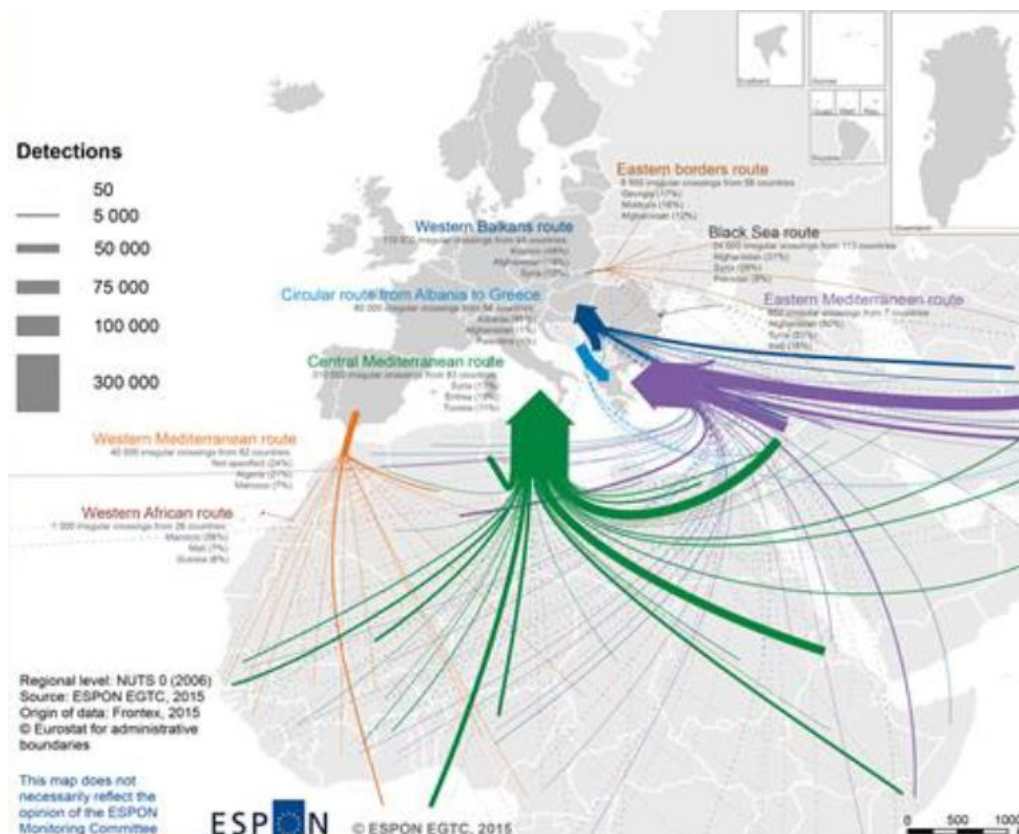


Figure 2: Main irregular border crossing routes depending on nationality (Source: Espon, 2015)

The research was conducted in 676 students of the sixth grade of the prefecture of Attica and proves that there is a close relationship between the social-professional position of the father and the school success of the student. More specifically, 62% of pupils are "excellent" and "good", but have uneven performance in their social origins. Students who are children of

scientists, executives and office employees are "excellent" and "good" at a rate of 94%. Similarly, students who are children of workers are less, with a percentage of 47%. In relation to the level of education of the father appear similar percentages. The students whose father is a graduate of a higher or higher school are "excellent" and "good" at a rate of 90%, while the students that their father owns a school diploma are equally less, with a percentage of 50% and those students who their father does not have a school diploma at just 41%.

Pupils whose parents are holders of a university or other senior diploma have a higher rating than those whose parents are primary graduates. The above percentages confirmed with the absolute identification of pupils of schools in the way students are attending refugees. In the number of participating pupils, 38% a total of 257 students were refugees from Afghanistan, Iran, Syria and Iraq.

2.3.3 Higher Education and Social Inequalities

As early as the mid-70, there has been an increase in demand for education and efforts are constantly being made to democratise and involve more and more members of society. The expansion of participation and the expansion of education are an economic and social investment, as the skills and qualifications of the employees are upgraded. The arguments for broadening the participation are based on three cases:

- The need for skilled workforce based on technological development leads to the high specialization required by the qualifications. Knowledge plays an important role and having a qualification is a prerequisite for access to the middle-city incomes.
- The expansion of higher education promotes social justice and provides opportunities for the lower social strata to deal with privileged professions in the future.
- The state is given the opportunity to exploit workers of all social classes with a view to the economic progress of the State itself.

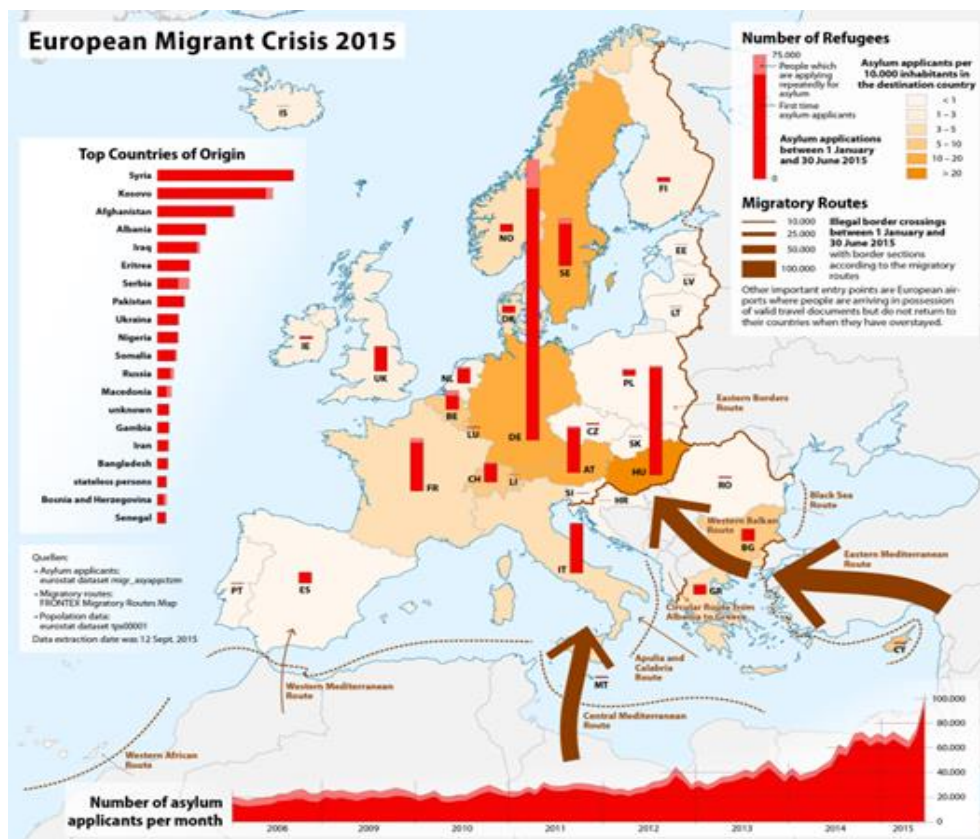


Figure 3: In recent years, instability in Syria, the Middle East in general and Africa has driven more refugees to Europe

The widening of participation in higher education and the increase in the level of education was initially promoted on the grounds that it would contribute to economic development and would give more opportunities to access the lower social strata and vulnerable social groups such as refugees, in higher education.

Despite the increase in access opportunities for all social strata in higher education, the inequalities between them remained. The effort of the lower strata to increase the opportunities for access to higher education was accompanied by a corresponding increase in the access opportunities of the upper layers, with the result that the distances between them were maintained. Thus, even after the expansion of participation in higher education, social inequalities remain intact and continue to be maintained. It seems, then, that the educational system over time appears inadequate in terms of tackling social inequalities.

2.4 What is the European Universities Initiative

The education landscape across Europe is changing. At the 2017 Gothenburg Summit, EU leaders outlined a vision for education and culture. In its December 2017 Conclusions, the European Council called on Member States, the Council and the Commission to take forward a number of initiatives, including:

'...strengthening strategic partnerships across the EU between higher education institutions and encouraging the emergence by 2024 of some twenty 'European Universities', consisting in bottom-up networks of universities across the EU which will enable students to obtain a degree by combining studies in several EU countries and contribute to the international competitiveness of European universities'.

Co-developed by higher education institutions, student organizations, Member States and the Commission, the European Universities Initiative responds to this call. Today, it is one of the flagship initiatives of the EU's ambitions to build a European Education Area.

2.4.1 What is a European University?

European Universities are transnational alliances that will become the universities of the future, promoting European values and identity, and revolutionizing the quality and competitiveness of European higher education. In order to achieve this major step forward, the Commission is testing different cooperation models for European Universities with two calls for proposals under the Erasmus+ programme. The alliances will:

- include partners from all types of higher education institution and cover a broad geographic scope across Europe
- be based upon a co-envisioned long-term strategy focused on sustainability, excellence and European values
- offer student-centered curricula jointly delivered across inter-university campuses, where a diverse student bodies can build their own programs and experience mobility at all levels of study
- adopt a challenge-based approach according to which students, academics and external partners can cooperate in inter-disciplinary teams to tackle the biggest issues facing Europe today

2.4.2 Migration crisis 1990 – Refugee crisis 2010: Closing Eyes (and borders) don't Solve Problems

The refugee crisis will not last for many years, but it has been predicted that 2016 will be a "hot" year for arrivals, since the situation in Syria is difficult and the bombing have escalated. The EU, particularly Central and Eastern Europe member states, is facing a difficult

demographic situation and will be unsustainable in terms of welfare issues if its population continues to decline. Austria is a country with low unemployment rates and Poland continues to have a positive sign of economic growth during the Eurozone crisis.

The refugee crisis has come to a new stage in the last few days following Austria's unilateral decision to convene a coordinating meeting with the Balkan countries and in fact to close its borders, causing the gradual closure of the intermediate Borders in the Balkans to the Greek border with FYROM. As Austria has significantly reduced the entry of people seeking international protection to a few tens per day, it violates not only the terms of the Geneva Convention, but also undermines all efforts by Germany, Italy, Greece and the European Commission to find a common European solution to the crisis.

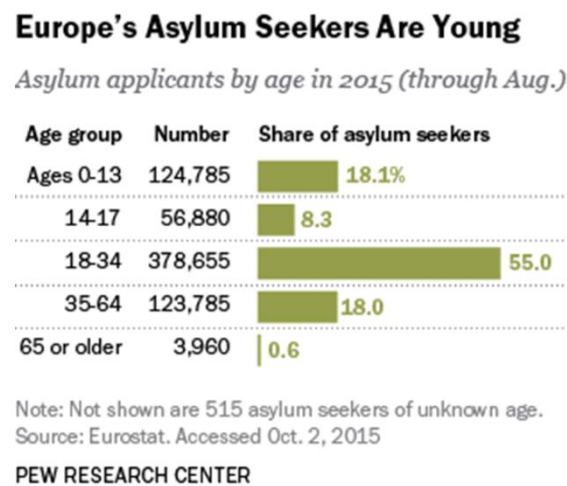


Figure 4: Europe's Asylum Seekers (Source: Eurostat 2015)

However, the most problematic thing about Austria's initiative is not the fact that it does not follow the EU line. What is worrying is the general policy of the countries of Central and Eastern Europe, who seem to think that if they keep their eyes tightly closed, the 'problem' -that is, the refugees, will disappear. This denial of reality is so strongly reminiscent of the attitude and policy of the Governments of southern Europe in the early 1990 when the citizens of these same countries that are currently closing their borders (the countries of Central Europe) they emigrated massively, both in Western and southern Europe-mostly without legal documents. Italy, Greece and Spain then believed that if they refused reality (i.e. the influx of irregular economic migrants was part of a much broader geopolitical change that could not be stopped and that migrants were there for To stay as their problems back in their homelands would not be solved overnight), and they applied stricter border controls by facilitating expulsions, the "problem" would disappear. What was the result? A 7% to 10% of the population of southern Europe is immigrants today but their accession process has been turbulent and difficult.

Period of Migration in Europe	
From the 1950s to 1974: Guest Worker Schemes and Decolonization	<ul style="list-style-type: none"> ➤ In the period after the Second World War, North-Western Europe was economically booming. ➤ Industrial production, for example, increased by 30 % between 1953 and 1958 (Dietz and Kaczmarczyk 2008). ➤ Native workers in this region became increasingly educated and growing possibilities for social mobility enabled many of them to move up to white-collar work.
From 1974 to the End of the 1980s: The Oil Crisis and Migration Control	<ul style="list-style-type: none"> ➤ The oil crisis of 1973–1974 had considerable impact on the economic landscape of Europe. ➤ The crisis gave impetus to economic restructuring, sharply reducing the need for labor. (Boyle, Halfacree & Robinson 1998)

	<ul style="list-style-type: none"> ➤ Policies aiming to control and reduce migration, however, transformed rather than stopped migration.
From the 1990s to 2012: Recent Trends in Migration towards and within Europe	<ul style="list-style-type: none"> ➤ Patterns of migration from, towards, and within Europe underwent significant changes and further diversification starting in 1990. ➤ The collapse of the Iron Curtain & the opening of the borders of Eastern Europe induced new migration flows across Europe ➤ The end of the Cold War, as well as the wars in the former Yugoslavia led to new flows of asylum seekers to Western Europe.

Table 1: Period of migration in Europe

And this is a loss for all involved: Migrants have been confronted with state bureaucracy and have worked without documents for many years, social welfare and tax systems have lost revenues, immigrant's 1st and 2nd generation are still struggling to acquire citizenship – perhaps it was only the traffickers and the unscrupulous employers who ultimately benefited! Is that what we want to happen today? Why repeat such an error of short-sighted approach to things?

Tackling the current refugee crisis requires an integrated strategy and a careful analysis of the data: from people arriving in Greece over the last two months, only 45% are Syrian, almost 30% are Afghans and 18% Iraqis. In addition, 35% are children, 45% men and the remaining percentage are women. In order to remedy this situation, it is necessary to:

- a system of relocation quotas across Europe.
- the transfer of know-how from the northern and Western countries that have worked with immigrants and refugees for decades.

A European Peace Corps consisting of NGO workers, who will transfer this know-how to the EU countries with less experience, could be an idea. Furthermore, relocation and integration will provide work for many young people in the host countries and will ensure that the human capital of refugees and their children is not lost. Furthermore, a foreign policy is needed which includes Turkey's agreement with the EU, but also a more extensive strategy. There is a need to include other countries in the region, especially Lebanon and Syria. There is a need for research and analysis of data in order to understand whether flows are secondary movements of asylum seekers from neighbouring countries or are arrivals directly from Syria, Afghanistan and Iraq.

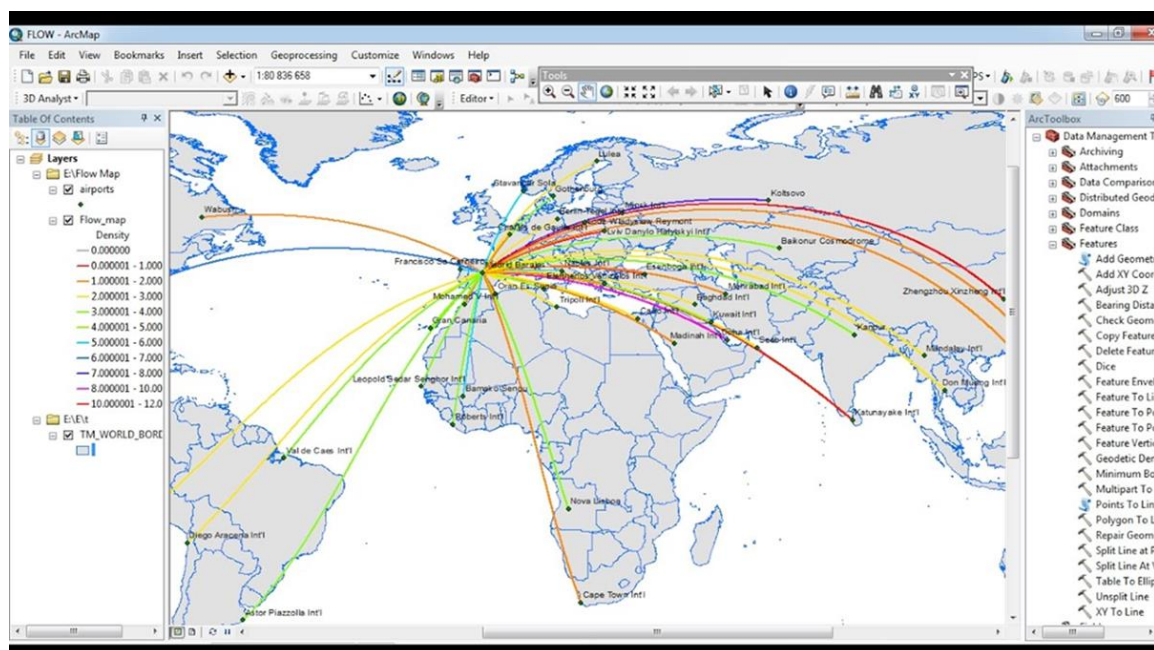


Figure 5: Global Migration Sheet (Source: UNHCR).

These are the solutions to the crisis; without closing our borders and not closing our eyes.

2.4.3 Diversity and Development

Immigrants are carriers of a variety of ideas and abilities, and are an important factor input into the process of technological progress. More than their actual number, however, their composition seems to be crucial issue in stimulating the rate of technological progress in the destination country. In fact, a large number of studies, particularly at the micro level, support the claim that diversity has productivity-enhancing effects. Diversity within a team may improve its performance, as workers from different backgrounds bring along their various skills, experiences, and abilities in the day-to-day interactions. By challenging social solidarity and by eroding the level of social capital ethnic diversity is shown to have a number of undesirable effects on society:

- diversity, in particular cultural polarization, can be destabilizing as culturally fragmented societies are associated with high probability of conflict (see e.g., Esteban & Ray, 2011; Horowitz, 1985; Montalvo & Reynal-Querol, 2005a);
- diversity may lead to distortionary taxation, large government sector, or voracious redistribution (Azzimonti, 2011; Lane & Tornell, 1999);
- ethnic diversity is negatively correlated to participation in community activities and to voting in elections at various levels (Mavridis, 2015);
- heterogeneity under various forms or dimensions may hinder collective actions when e.g., individuals of comparatively high ability are induced to exit a pooling arrangement and may make regulation less efficient (Baland & Platteau, 2003);
- as ethnically diverse communities are less able to overcome the collective action problems, cultural diversity can reduce the willingness to redistribute income and provide (socially) optimal levels of public goods (e.g., Bahry, Kosolapov, Kozyreva, & Wilson, 2005; Miguel & Gugerty, 2005).

2.4.4 Challenges Arising from the Refugee Crisis

People move over time to achieve better living conditions, more opportunities for themselves and their family members, or to avoid persecution and wars. The main groups of displaced persons are three: refugees, internally displaced people and immigrants.

There is a growing confusion between these three groups:

- Refugees are fleeing mainly because of wars or persecution and do not receive any protection from their country.
- Internally displaced persons in relation to refugees have not left their country and remain legally under the protection of their own state.
- Migrants decide to move freely from their country with a view to improving their lives.
- Migrants and refugees are increasingly using the same routes to move. But they do have basic differences, which is why they are treated differently from international law.

In recent decades, a worldwide increase in the number of migrants, internally displaced persons and refugees has been observed. All three groups are treated more and more in the same way: with suspicion and rejection. Border controls are becoming stricter, while at the same time, the problems of xenophobia and racism are making their appearance very strong. The mass advent of refugees and migrants in the Aegean islands, culminating in the summer of 2015 and continuing at a lower intensity until today, is a fact of global importance. The systematic recording and study of the "refugee crisis", a highly complex and dynamic phenomenon with great influence, is both difficult and imperative. We live at the dawn of a new era that heralds cosmogenic upheavals in all areas of human activity. The century that has just begun, brings mankind to face with changes that have no precedent in human history. Technological progress is progressing at a staggering pace. Knowledge is multiplied, literally, by the speed of light.

The global economy, as the most basic expression of human activity, is at the heart of these upheavals. Traditional sectors of economic activity are collapsing or are in the plaintiffs waiting while new ones emerge and magnified with amazing speed. These reclassifications create increasingly demanding demands for multifaceted and multi-layered education. Emerging sectors of economic activity require a workforce with multi-tasking education and continuous and intensive training. This reality also implies an overall redefinition of the cultural values of mankind and dictates new practices in all areas and, in particular, above all, in education and the production of knowledge. The above developments bring to the fore and highlight, in the most indisputable way, the decisive importance of investing in spiritual capital. Spiritual capital is the most important form of accumulated wealth and is a function of education, knowledge, dexterity, practical training and of course, health. In tourism the role of spiritual capital is catalytic.

Tourism, by its very nature, is anthropocentric. It is produced and offered by man for man. It is therefore immediate and imperative to focus on the spiritual – the human – capital. It is a matter of survival to create skilled and skilled executives at all levels, which will get their hands on the big case of Greek tourism.

Europe has an opportunity: the influx of refugees crossing the continent's borders has elicited a mixed wave of emotions among politicians and citizens - but where some see chaos and a burden for Europe, academics see potential for a great contribution. When all else is left behind, a refugee's knowledge remains within them. For refugees who have already received an education, it is vital to recognize this part of their identity and to nurture their knowledge and intellectual capital. A refugee's academic training and intellectual interests travel with them wherever they go and follow their flight. When all else is left behind, this knowledge remains within them and continues to form a key part of who they are. If refugees are given the necessary resources, networks, and opportunities, they can reconnect with their true identities in Germany or elsewhere in the world. We need to formulate a system that allows academics to make use of their positions of influence. The ideal system can garner all the various acts of support, no matter the magnitude – for instance, giving a free lecture or making it accessible online, becoming a mentor, providing research resources or granting library access to refugees. These small acts can, together, amount to meaningful change. On an individual level, academics can reach out based on shared interests to identify possibilities for interesting collaborations and exchanges of ideas within their field of expertise.

A structure that mobilizes local academics to fulfil their passion for sharing knowledge will create experiences that produce fruitful benefits across Europe. In this way, we will form a structure that not only facilitates personal engagement between professors and academic refugees but perhaps even extends to other marginalized groups suffering from a similar absence of intellectual exchange. Universities could easily acknowledge such involvement, perhaps via a points system whereby honours would be awarded based on a level of social engagement. Additional funding could be provided to conduct research with a refugee academic as a collaborator. Academics should not be forced to solely focus on grants and ranking of their publications: they should rather receive proper recognition from their institutions when they collaborate with other academics from around the world that have been marginalized. We value students who volunteer - why don't we place as much significance on such work for senior academics? Such a step would capture the true essence of a professor - one who seeks to share knowledge and to be intellectually engaged wherever and whenever possible. One academic has the power to inspire others. This ripple effect would be tangible and the radius of impact could be boundless.

When looking at the daunting refugee crisis and wondering where to help, one doesn't have to look far. As a professor, not a lifeguard or a politician, I knew my place wasn't rescuing refugees from the water on the island's coast. I do recognize that academics need to apply their knowledge, to keep their intellect active, or risk losing it. It was this area where I could be most effective. Knowledge is valuable wherever it is located - a Syrian engineer can both apply his skills and contribute to technological advances in his host country and, one day, bring them back to Syria to help in the rebuilding process. Institutional strategies alone are not enough to

make the academic world more accessible for refugees. Rather, a sustainable solution can only be achieved through a bottom-up approach, which makes use of the existing motivation found among local academics. Institutions must facilitate, not neglect, this inclination to make society recognize refugees' human capital.

2.5 Present situation of European Universities

EU higher education institutions are currently immersed in a process of profound change, the intention of which is to improve the effectiveness, efficiency and transparency of these institutions with the aim of contributing to the development and improvement of the competitiveness of the EU economy. IC reporting becomes critical at universities, mainly due to the fact that knowledge is the main output as well as input in these institutions (Kalemis, 2014). On the research front, since 1998 the EU has developed several Framework Programs in order to boost research cooperation among European countries. In this context, the European Research Area (ERA) is being developed. This project aims at creating the necessary conditions to increase the impact of European research efforts "by strengthening the coherence of research activities and policies conducted in Europe" and "offers a new horizon for scientific and technological activity and for research policy in Europe" (European Commission, 2000: page 3). Intellectual capital management become critical at universities mainly due to the fact that universities' main goals are the production and the diffusion of knowledge and their more important investments are in research and human resources (Elena, 2004); so, both inputs and outputs are mainly intangibles. The term "Intellectual capital" is used to cover all of the non-tangible, or non-physical, assets and resources of an organisation, including its processes, innovation capacity, patents and the tacit knowledge of its members and their network of collaborators and contacts. So, Intellectual capital (IC) has been defined as the combination of intangible resources and activities that "allows an organisation to transform a bundle of material, financial and human resources in a system capable of creating stakeholder value" (European Commission, 2006: page 4).

2.6 Conclusions

Immigration policy, in no serious state and with any elementary logic, is not primarily a security issue. It is neither the people nor the numbers (which are now manageable) the problem. The administrative chaos prevailing in the refugee is what creates insecurity, xenophobia, opportunities for exploitation and lawlessness, great tensions, with losers on both sides. Refugees and migrants are treated either as a social threat or as mindlessly, vulnerable victims. In the trap of fragility unwittingly international protection organizations and non-governmental organizations and many millions have been spent, mainly from the EU, to maintain programs that are still responsive to a period Refugee crisis, four years later. In fact, these people are neither one nor the other. The strength and resilience one needs to uprooted from his country, to make an incredibly dangerous journey and try to live a new life in a completely foreign country, is inexhaustible. These people are potentially a driving force for every society and economy.

The integration and empowerment of these people, to become the earliest productive members of society and the economy, is a tremendous opportunity for the present government. The three pillars of integration (language learning and intercultural education, participation in the workforce, and inclusion in the national education and Health System) are rights and large obligations. It is no coincidence that our partners in Europe emphasize integration and empowerment programs: countries such as Sweden, Germany and Denmark link asylum with intensive and mandatory integration programs, understanding that as soon as someone can to be strengthened, it will become an autonomous and productive member of the economy without absorbing state welfare funds. EU officials estimates that the recent refugee wave of 2015 can bring the European annual GDP up to 80 billion € until 2025.

I believe in the potential of the people who choose our country, but the will of society to do so, as long as a safe, organized framework is created, with respect for the human rights of all those who come and the society that accepts them. The great opportunity of accession to the refugee must not be lost.

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