

Active Citizenship for Migrants - Grundtvig Partnership Project



**ACTIVE CITIZENSHIP FOR MIGRANTS
GRUNDTVIG PARTNERSHIP PROJECT,
2007-2009**

COMPENDIUM



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INTRODUCTION

This Compendium presents the definitions and framework for developing active citizenship among migrants, the process of building a common model of European Active Citizenship and the results obtained from the indicators in terms of European cross-country comparison.

The frameworks and didactic materials used in this Compendium are based on the results of Grundtvig Partnership Project “Active Citizenship for Migrants” 2007-2009.

The main objective of this project was preparing adult migrants for active participation in political, social and cultural life in different EU countries: Poland, Cyprus and France.

We created a common model of European Active Citizenship and prepared a common intercultural educational program for adult migrants, and we also developed and elaborated a base, for exchanging experiences and good practices between teachers, trainers and adult students.

The learners directly participating in the project had a possibility to learn how they could be an active citizen and an active member of the EU. The main advantage of taking part in the project was developing European identity among migrants that will help them in promoting intercultural dialogue in Europe.

All didactic materials included in this Compendium will be used by all interested bodies and it is expected to contribute to the development of active citizenship among adult learners, teachers, trainers, parents and other stakeholders. A universal educational program – European Active Citizenship can be used in different countries to teach adult students. Various teaching materials can be used and modified according to each target group in relation to their special needs and expectations.



CHAPTER 1 BACKGROUND

MIGRATION & MIGRANTS

The simplest explanation of migration is saying that migration is the movement of persons from one country or locality to another.

The term migrant can be understood as *"any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country."*¹ However, this may be a too narrow definition when considering that, according to some states' policies, a person can be considered as a migrant even when s/he is born in the country.

The UN Convention on the Rights of Migrants defines a migrant worker as a *"person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national."* From this a broader definition of migrants follows:

*"The term 'migrant' in article 1.1 (a) should be understood as covering all cases where the decision to migrate is taken freely by the individual concerned, for reasons of 'personal convenience' and without intervention of an external compelling factor."*²

This definition indicates that migrant does not refer to refugees, displaced or others forced or compelled to leave their homes. Migrants are people who make choices about when to leave and where to go, even though these choices are sometimes extremely constrained. Indeed, some scholars make a distinction between voluntary and involuntary migration. While certain refugee movements face neither external obstacle to free movement nor are impelled by urgent needs and a lack of alternative means of satisfying them in the country of present residence, others may blend into the extreme of relocation entirely uncontrolled by the people on the move.

The Special Reporter of the Commission on Human Rights has proposed that the following persons should be considered as migrants:

- (a) Persons who are outside the territory of the State of which they are nationals or citizens, are not subject to its legal protection and are in the territory of another State;
- (b) Persons who do not enjoy the general legal recognition of rights which is inherent in the granting by the host State of the status of refugee, naturalized person or of similar status;



(c) Persons who do not enjoy either general legal protection of their fundamental rights by virtue of diplomatic agreements, visas or other agreements.

This broad definition of migrants reflects the current difficulty in distinguishing between migrants who leave their countries because of political persecution, conflicts, economic problems, environmental degradation or a combination of these reasons and those who do so in search of conditions of survival or well-being that does not exist in their place of origin. It also attempts to define migrant population in a way that takes new situations into consideration.

For the purpose of “Active Citizenship for Migrants” Grundtvig Partnership Project, the partners have elaborated the following definition: **An EU migrant is defined as any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to that country.**

Turning to the concept of migration, it is the crossing of the boundary of a political or administrative unit for a certain minimum period of time. It includes the movement of refugees, displaced persons, uprooted people as well as economic migrants. Internal migration refers to a move from one area (a province, district or municipality) to another within one country. International migration is a territorial relocation of people between nation-states. Two forms of relocation can be excluded from this broad definition: first, a territorial movement which does not lead to any change in ties of social membership and therefore remains largely inconsequential both for the individual and for the society at the points of origin and destination, such as tourism; second, a relocation in which the individuals or the groups concerned are purely passive objects rather than active agents of the movement, such as organized transfer of refugees from states of origins to a safe haven.

The dominant forms of migration can be distinguished according to the motives (economic, family reunion, refugees) or legal status (irregular migration, controlled emigration/immigration, free emigration/immigration) of those concerned. Most countries distinguish between a number of categories in their migration policies and statistics. The variations existing between countries indicate that there are no objective definitions of migration. What follows is a more common categorization of international migrants:



- Temporary labour migrants (also known as guest workers or overseas contract workers): people who migrate for a limited period of time in order to take up employment and send money home.
- Highly skilled and business migrants: people with qualifications as managers, executives, professionals, technicians or similar, who move within the internal labor markets of transnational corporations and international organizations, or who seek employment through international labour markets for scarce skills. Many countries welcome such migrants and have special 'skilled and business migration' programs to encourage them to come.
- Irregular migrants (or undocumented / illegal migrants): people who enter a country, usually in search of employment, without the necessary documents and permits.
- Forced migration: in a broader sense, this includes not only refugees and asylum seekers but also people forced to move due to external factors, such as environmental catastrophes or development projects. This form of migration has similar characteristics to displacement.
- Family members (or family reunion / family reunification migrants): people sharing family ties joining people who have already entered an immigration country under one of the above mentioned categories. Many countries recognize in principle the right to family reunion for legal migrants. Other countries, especially those with contract labor systems, deny the right to family reunion.
- Return migrants: people who return to their countries of origin after a period in another country.

Migration is an important factor in the erosion of traditional boundaries between languages, cultures, ethnic group, and nation-states. Even those who do not migrate are affected by movements of people in or out of their communities, and by the resulting changes. Migration is not a single act of crossing a border, but rather a lifelong process that affects all aspects of the lives of those involved (on the base of information from www.unesco.org).



Types of migration

- citizenship of an adult relative
- Forced migration, the coerced movement of a person or persons away from their home or home region
- Emigration, leaving one's native country to live in another
- Immigration, arriving to live in a new country
- Chain migration, the mechanism by which foreign nationals are allowed to immigrate due to the acquired
- Free migration, a belief that people should be able to migrate to whatever country they choose, free of substantial barriers
- Illegal immigration, immigration that defies the laws of the arrival country
- Mass migrations, the movement of a large group of people from one geographical area to another
- Political migration, a migration motivated primarily by political interests
- Rural-urban migration, the moving of people from rural areas into cities
- Seasonal human migration, common among agricultural workers.

Emigration is the act and the phenomenon of leaving one's native country or region to settle in another. It is the same as immigration but from the perspective of the country of origin. Human movement before the establishment of state boundaries or within one state, is termed migration. There are many reasons why people might choose to emigrate. Some are for political or economic reasons, or for personal reasons like finding a spouse while visiting another country and emigrating to be with them. Many older people living in rich nations with cold climates will choose to move to warmer climates when they retire.

Push factors

- War or other armed conflict
- Famine or drought
- Disease
- Poverty
- Political corruption



- Disagreement with politics
- Religious fundamentalism / religious intolerance
- Natural disasters
- Discontent with the natives, such as frequent harassment, bullying, and abuse
- Lack of employment opportunities
- Lack of various rights

Pull factors

- Higher incomes
- Lower taxes
- Better weather
- Better availability of employment
- Better medical facilities
- Better education facilities
- Better behavior among people
- Family reasons
- Political stability
- Religious tolerance
- Relative freedom
- National prestige

Immigration refers to the legal movement of people between one country and another. While immigration has existed throughout human history, immigration implies long-term, legal and permanent residence (and often eventual citizenship) by the immigrants: tourists and short-term visitors are not considered immigrants (see expatriate). However, seasonal labor migration (typically for periods of less than a year) is often treated as a form of legal immigration. The global volume of immigration is high in absolute terms, but low in relative terms. The International Integration and Refugee Association estimated 190 million international migrants in 2005, about 3 percent of global population. The other 97 percent still live in the state in which



they were born, or its successor state. The Middle East, some parts of Europe, little areas of South East Asia, and a few spots in the West Indies have the highest numbers of immigration population recorded by the UN Census 2005¹.

The modern idea of immigration is related to the development of nation-states and nationality law. Citizenship of a nation-state confers an inalienable right of residence in that state, but residence of immigrants is subject to conditions set by immigration law. The nation-state made immigration a political issue: by definition it is the homeland of a nation defined by shared ethnicity and/or culture. Illegal immigration refers to immigration across national borders in a way that violates the immigration laws of the destination country. Under this definition, an illegal immigrant is a foreigner who either illegally crossed an international political border, be it by land, sea or air, or a foreigner who legally entered a country but nevertheless overstays his visa in order to live and/or work therein.

The European Union allows free travel between member states with the appropriate papers. Most immigrants are from former eastern bloc states to the developed western European states, especially to Italy, Spain, Germany and Britain. Noticeably, some countries seemed to be favoured by these new EU member nationals than others. For example, there are large numbers of Poles who have moved to the UK, Ireland and Netherlands, while Romanians have chosen Italy and Spain. While France and Germany put in place controls to curb Eastern European migration, the UK (along with Ireland) did not impose restrictions.

Following Poland's entry into the EU in May 2004 it is estimated that by the start of 2007 375,000 Poles have registered to work in the UK, although the total Polish population in the UK is believed to be 750,000. Many Poles work in seasonal occupations and a large number are likely to move back and forth including between Ireland and other EU Western nations.

According to Eurostat, Some EU member states are currently receiving large-scale immigration: for instance Spain, where the economy has created more than half of all the new jobs in the EU over the past five years. The EU, in 2005, had an overall net gain from international migration of +1.8 million people. This accounts for almost 85% of Europe's total population growth in 2005. In 2004, total 140,033 people immigrated to France. Of them, 90,250 were from Africa and 13,710 from Europe. In 2005, immigration fell slightly to 135,890. In recent years, immigration has accounted for more than half of Norway's population growth. In 2006, Statistics Norway's (SSB) counted a record 45,800 immigrants arriving in Norway — 30% higher than 2005. At the

¹ <http://en.wikipedia.org/wiki/Emigration>



beginning of 2007, there were 415,300 persons in Norway with an immigrant background (i.e. immigrants, or born of immigrant parents), comprising 8.3 per cent of the total population.²

Migration in the world

In 2005, the number of international migrants in the world reached 191 million. Six out of every ten migrants live today in developed countries and just 7 out of every 100 international migrants are refugees. Nearly half of all international migrants are female and female migrants outnumber male migrants in developed countries. Three-quarters of all international migrants are concentrated in just 28 countries and one in every five international migrants lives in the United States of America. Between 1996 and 2005, the proportion of Governments wishing to reduce international migration declined from 40 per cent to 22 per cent. Since 1990, the Governments of many receiving countries have been taking measures to facilitate the inflow of the types of migrants they need, especially skilled migrants and temporary low-skilled workers. In addition, the Governments of countries of origin have become more proactive in encouraging the return of their citizens and strengthening ties with their expatriate communities so as to encourage the involvement of migrants abroad in fostering development at home. The rising number of international migrants, the diversification of their origins and destinations, and the implications of international migration for development have all contributed to make international migration an issue of growing priority on the international agenda, as noted by the Secretary-General in the 2002 report entitled “Strengthening the United Nations: an agenda for further change” (A/57/387 and Corr.1) based on World Population Monitoring, focusing on international migration and development, Report of the Secretary-General, Commission on Population and Development, 3-7 April 2006).

² www.wikipedia.com



Tabela 1 Migration in numbers³

	Number of international migrants (millions)		Increment (millions)	Percentage distribution of international migrants		Percentage of female migrants	
	1990	2005		1990	2005	1990	2005
Major area	1990	2005	1990-2005	1990	2005	1990	2005
World	154.8	190.6	35.8	100.0	100.0	49.0	49.6
More developed regions	82.4	115.4	33.0	53.2	60.5	52.0	52.2
Less developed regions	72.5	75.2	2.8	46.8	39.5	45.7	45.5
Least developed countries	11.0	10.5	-0.5	7.1	5.5	46.2	46.5
Africa	16.4	17.1	0.7	10.6	9.0	45.9	47.4
Asia	49.8	53.3	3.5	32.2	28.0	45.1	44.7
Latin America and the Caribbean	7.0	6.6	-0.3	4.5	3.5	49.7	50.3
Northern America	27.6	44.5	16.9	17.8	23.3	51.0	50.4
Europe	49.4	64.1	14.7	31.9	33.6	52.8	53.4
Oceania	4.8	5.0	0.3	3.1	2.6	49.1	51.3

In 2005, the number of international migrants reached 191 million, nearly half of whom are female. Developed countries host 60 per cent of all international migrants (115 million) and among them, females outnumber males. Just 28 countries host 75 per cent of all international migrants with the United States being the major country of destination. Seventy-five million international migrants lived in developing countries in 2005: 51 million in Asia, 17 million in Africa, and 7 million in Latin America and the Caribbean. The number of migrants in developing countries, increased by scarcely 3 million since 1990. Return flows cancelled out new outflows over the period. Thus, during 1990- 2004, 21 million refugees were repatriated, the majority to developing countries.

Migration to developed countries remained high during 1990-2005. The major increases in the number of international migrants occurred in Northern America (17 million) and Europe (15 million). Migration for family reunification accounted for an important share of the inflows to

³http://ec.europa.eu/external_relations/migration/un_high_level/report_desa_39_population_en.pdf



those regions, but the share of labour migration and skilled migration has been rising. In 2000, 20 million of the international migrants aged 25 or over in OECD countries had tertiary education.

Because of low fertility, net migration accounts today for three quarters of the population growth in the more developed regions. If current trends continue, between 2010 and 2030 net migration will likely be responsible for all the population growth in those regions.

Since 1996, the number of Governments wishing to reduce international migration has fallen by half. Furthermore, the Governments of many receiving countries have been taking measures to facilitate

the admission of skilled migrants and, as necessary, that of temporary low-skilled workers. Today, 30 countries have policies to promote the inflow of highly-skilled workers⁴.

Europe

Migration to and from Eastern Europe

The fall of the Berlin Wall and the break-up of the Soviet Union in the early 1990s ushered in an era of increased migration within the former communist countries of Eastern Europe and made possible increased migration to the industrialized countries in the West. Some of the major East-West flows have been those of ethnic Germans, Jews and Pontian Greeks from the members of the Commonwealth of Independent States (CIS) and other Eastern European countries to Germany, Israel and Greece, respectively. During 1990-2002, Germany received over 4 million ethnic Germans from those countries. Similarly, nearly 600,000 Jews moved to Israel from members of the CIS during 1992-2002 (United Nations, 2004). Since 1991, the Russian Federation has been at the centre of varied migration flows. The outflows of ethnic groups with homelands abroad have been more than counterbalanced by an inflow of 3.7 million persons who moved to the Russian Federation during 1992-1998 from other members of the CIS and the Baltic States. More recently, the Russian Federation has become the destination of growing numbers of temporary migrant workers. Between 2000 and 2004, the number of work permits issued by the

Russian Federation doubled, to reach nearly 400,000. In 2004, five of the eight major countries of origin of temporary migrants to the Russian Federation were members of the CIS and accounted for nearly half of the work permits issued. Other important sources of temporary workers for the Russian Federation include China, Turkey and Viet Nam. There are also increasing flows of

⁴http://ec.europa.eu/external_relations/migration/un_high_level/report_desa_39_population_en.pdf



temporary workers from Eastern European countries to other countries in Europe. In 2002, for instance, over 90 per cent of the labour migration directed to Germany originated in Eastern Europe, particularly in Poland (SOPEMI, 2005). There is a growing presence of workers from Bulgaria and the Ukraine in Portugal and Spain, for instance, and rising numbers of Polish workers in the United Kingdom, which together with Ireland and Sweden have been the only member States of the European Union allowing free access to their labour market to citizens of the ten member States that joined the European Union in May 2004. In sum, migration flows both within Eastern Europe and the CIS and between those countries and the rest of the developed world has gained in dynamism and complexity since 1991. The recent expansion of the European Union and the decision of certain European countries to foster the migration of workers from selected Eastern European countries is setting the stage for the continued growth of East-West migration. However, the low population growth and rapid population ageing of Eastern European countries suggests that migration outflows may run their course sooner than expected.

In order to present migration in the world and in Europe, and institutions dealing with this issue on an international level, as well as Directives and international migration policies, the following presentation will be used.

ACTIVE CITIZENSHIP IN EUROPE

Active Citizenship is an essential element of social cohesion in Europe. Referring to the Lisbon strategy, Active Citizenship is putting the spotlight on values, representative democracy and civil society.

The research project on “Active Citizenship for Democracy,” coordinated by the European Commission’s Centre for Research on Lifelong Learning (CRELL), has produced the following definition of “Active Citizenship for Democracy” (Hoskins, 2006):

Participation in civil society, community and/ or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy.

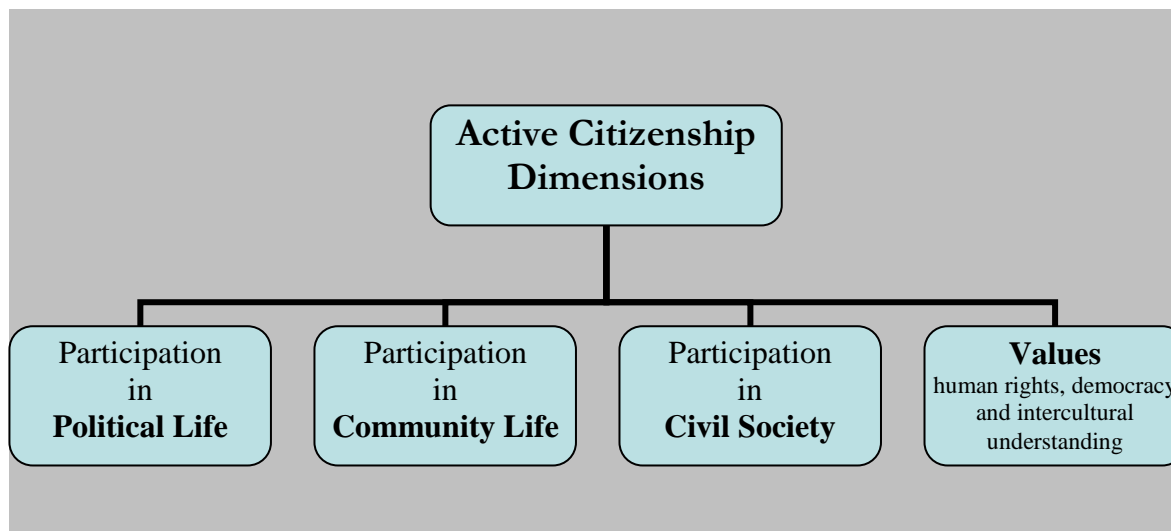
According to the definitions given above, we have identified four dimensions of active citizenship:

1. Participation in **Political Life**
2. Participation in **Community Life**
3. Participation in **Civil Society**



4. **Values** needed for active citizenship (recognition of the importance of **human rights, democracy and intercultural understanding**).

Active Citizenship Dimensions Graph



Political Life Dimension

The dimension of participation in Political Life refers to the sphere of the state and conventional representative democracy such as participation in voting, representation of women in the national parliament and regular party work (party membership, volunteering, participating in party activities and donating money).

Basic indicators for the dimensions of political life:

- Political parties: membership
- Political parties: participation
- Political parties: donating money
- Political parties: voluntary work
- Worked in political party/ action group last 12 months
- Donated money to political organisation/ action group last 12 months
- European/National Parliament- Voting Turnout
- Women Participation in national parliament



Community Life Dimension

The dimension of participation in Community Life refers to activities that are less overtly political and more orientated towards the community – “community-minded” or “community – spirited” activities.

Basic indicators for the dimension of community life:

- Non- organized help in the community
- Religious Organization: membership/ participation/ donating money/ voluntary work
- Business Organization: membership/ participation/ donating money/ voluntary work
- Sports Organization: membership/ participation/ donating money/ voluntary work
- Cultural Organization: membership/ participation/ donating money/ voluntary work
- Social Organization: membership/ participation/ donating money/ voluntary work
- Teacher Organization: membership/ participation/ donating money/ voluntary work

Civil Society Dimension

The dimension of participation in Civil Society refers to political non-governmental action. Civil Society has been described as “referring to the arena of un-coerced collective action around shared interests, purposes and values” (Centre for Civil society, 2006).

Basic indicators for the dimension of civil society:

- Working in an organization or association
- Signing a petition
- Taking part in lawful demonstrations
- Human Rights Organization: membership/ participation/ donating money/ voluntary work
- Trade Union Organization: membership/ participation/ donating money/ voluntary work
- Environmental Organization: membership/ participation/ donating money/ voluntary work
- Contacted a politician
-



Values Dimension

The dimension of Values is a combination of indicators on democracy and human rights, the foundation for active citizenship practices, and can be found in the definition of active citizenship. Additionally, in the context of a culturally diverse Europe with increasing levels of migration, **intercultural understanding** is one of the key competences of active citizenship. This is supported by the European Commission's Expert Group on active Citizenship, which placed intercultural competence as the highest priority of all competences for active citizenship.

Basic indicators for the dimension of values:

Factor: Human Rights

- Immigrants should have same rights
- Law against discrimination in the work place
- Law against racial hatred

Factor: Intercultural

- Allow immigrants of different race group from majority
- Cultural life undetermined / enriched by immigrants
- Immigrants make country worse/better place

Factor: Democracy

- How important for a citizen to vote
- How important for a citizen to obey laws
- How important for a citizen to develop an independent opinion
- How important for a citizen to be active in a voluntary organization
- How important for a citizen to be active in politics



CHAPTER 2 ANALYSIS OF THE QUESTIONNAIRES

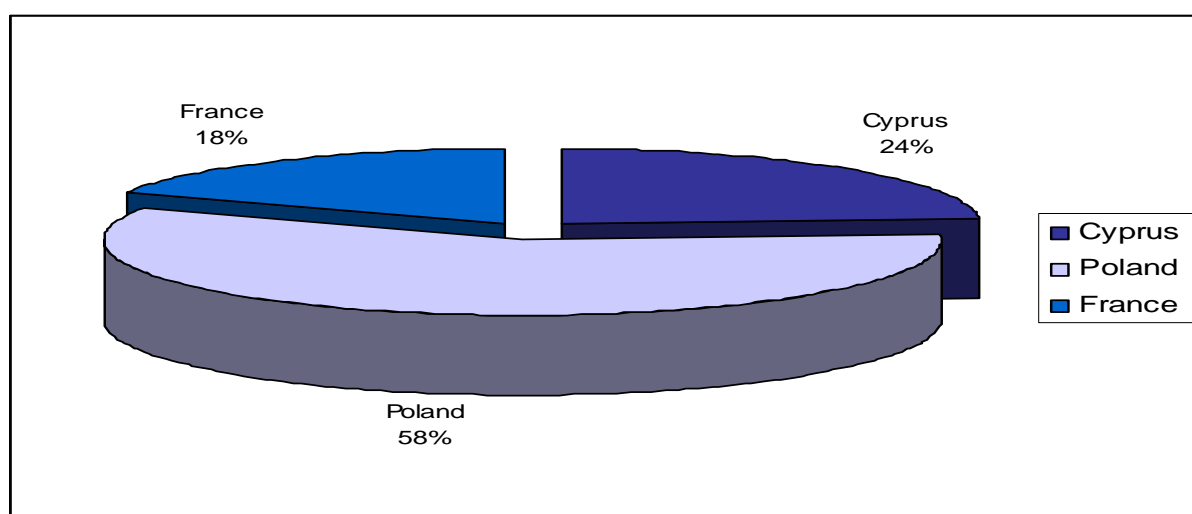
OVERVIEW

The aim of the questionnaires was to obtain information which will enable the preparation of a common active citizenship model and subsequently a common educational program for adults, which will prepare adult EU migrants for active participation in social, political and cultural life in different EU countries. The questionnaires⁵ were provided within migrants group in Cyprus, France and Poland.

From the handled questionnaires we managed to collect following numbers of questionnaires:

- France – 27 questionnaires
- Cyprus – 36 questionnaires
- Poland – 87 questionnaires

Number of questionnaires - percentage distribution



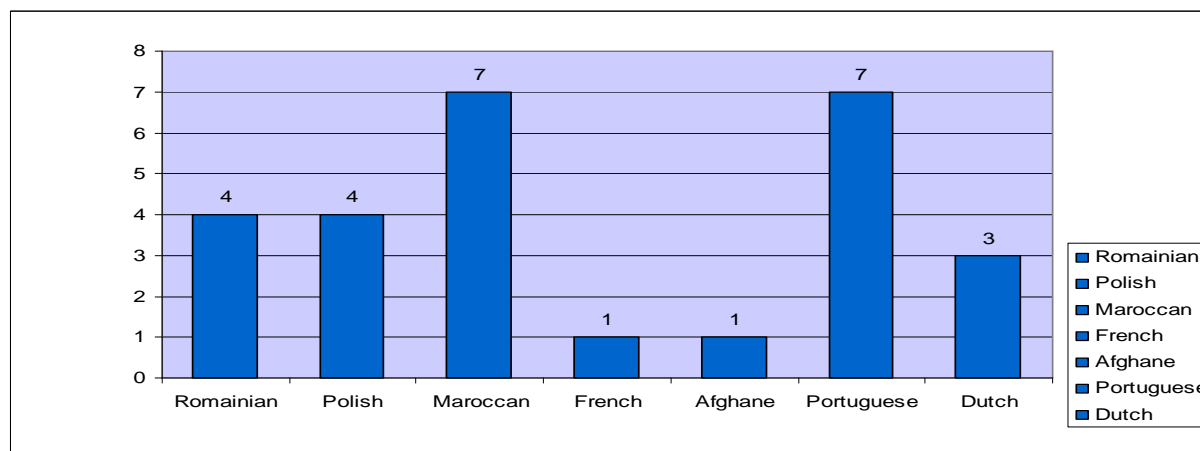
ANALYSIS OF QUESTIONNAIRES- FRANCE

Twenty seven people participated in study. Sample predominately consisted of Moroccan and Portuguese migrants, but also with the strong representation of Poles and Romanian, 34 % of them had primary education, 32% of whom were between the ages of 45-54. 67% were married and had children.

⁵ To see the questionnaire go to Appendix I



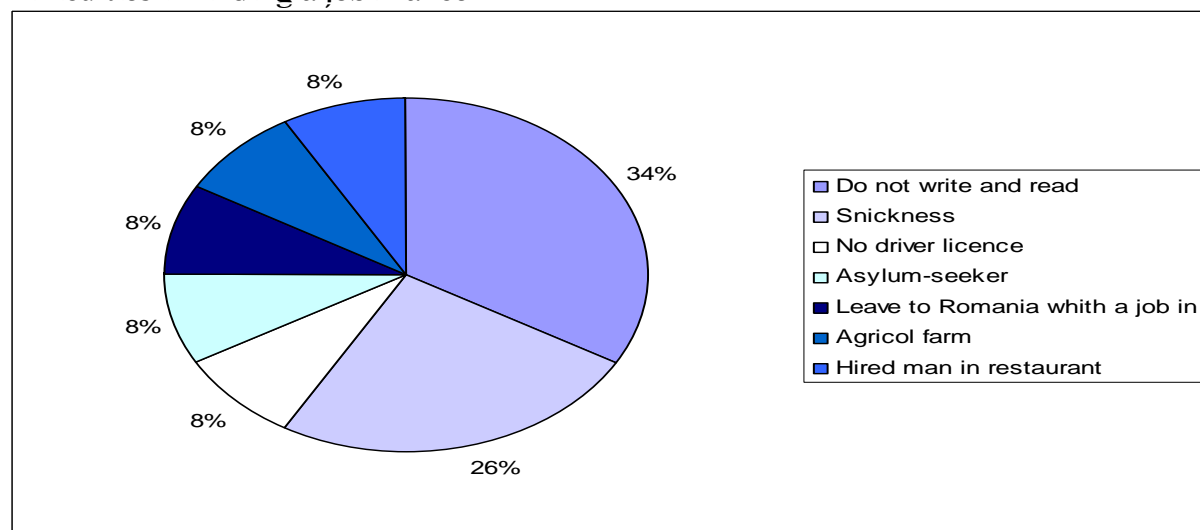
Nationality



A majority of the respondents lived in France for more than five years and are planning on staying long term. 89% said that they did not receive information, support or training which has helped them become an active citizen in France. There is a need for further information and support in all the spheres identified, most notably from local government and local communities mainly in languages and national culture and traditions. There is also strong need for social and educational information Furthermore, more effective mediums of communication were requested. Language is the main factor that is responsible for exclusion of migrants.

It was noted that 62 % of respondents are employed, the majority of them who work were satisfied with their working conditions (87%) but many were unaware of the Trade Unions which exist in France; (56%), and only a few were interested in obtaining information on Trade Unions. Almost 35% had difficulty finding employment, mainly because of inability to write and read (34%).

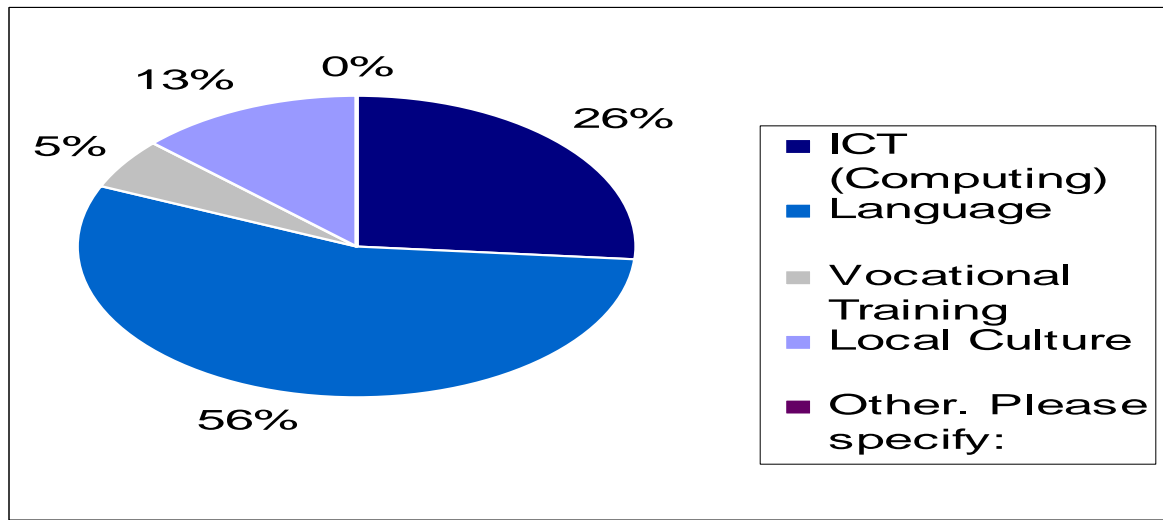
Difficulties in finding a job France





There is a definite interest in educational training/workshops. 91% would like to attend training programmes. Language is by far in most demand (56%), followed by ICT (26%) and local culture (13%).

Types of training/workshops France



Large proportions of respondents moved to France due to the better living conditions (28%) and job opportunities (20%) but also better medical care (16%). Other reasons given were the weather, money, space. 55% have taken part in voluntary work.

Suggestions on how EU migrants can be encouraged and supported to be more active citizens in France were:

- Municipal election
- In first job
- Belong in associative and cultural area
- Language
- Social information in polish language
- Need translation
- Stage translated
- Information about reception
- To be with the locals, be able to work with them
- They feel welcome/part of ...
- To welcome them and explain basic lifestyle in host country, organise meetings so that all the newcomers can meet the representatives of various associations and communities

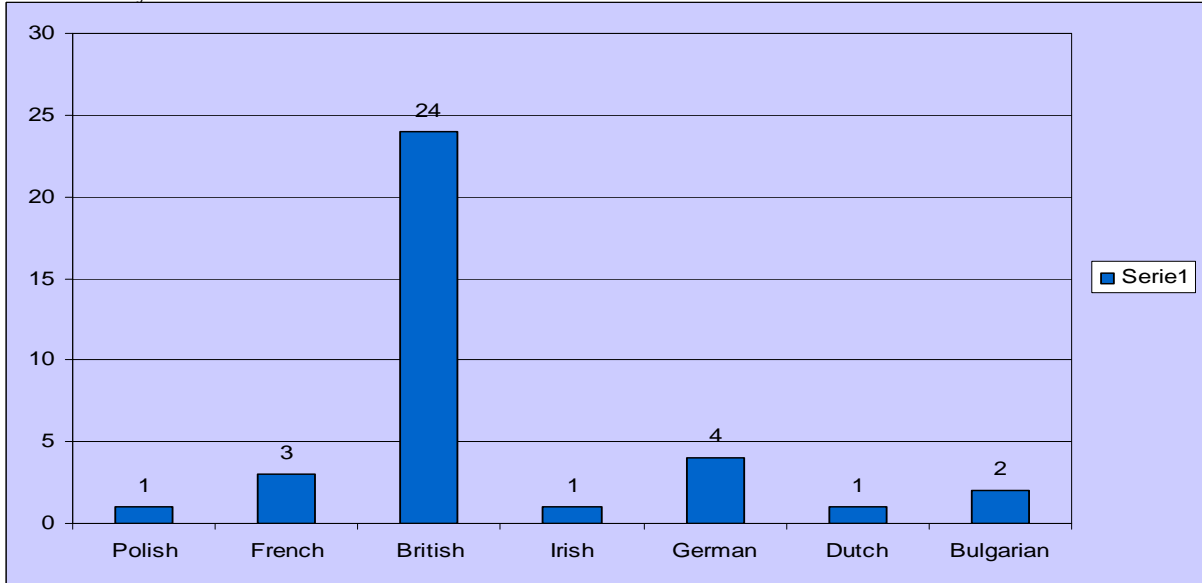


100% of the respondents thought that further education will help them to become an active citizen. 96 % claims the additional steps should be taken to promote greater participation in elections and other civic engagement.

ANALISYS OF QUESTIONNAIRES- CYPRUS

Thirty-six people participated in our questionnaire. Our sample predominately consisted of British EU migrants, educated white collar workers, 50% of whom were between the ages of 35-54. Of the respondents 67% were married and had children and were employed in Cyprus. There was insufficient representation from blue collar workers. The blue collar workers which were approached did not want to participate as they were casual workers who were in Cyprus short term.

Nationality



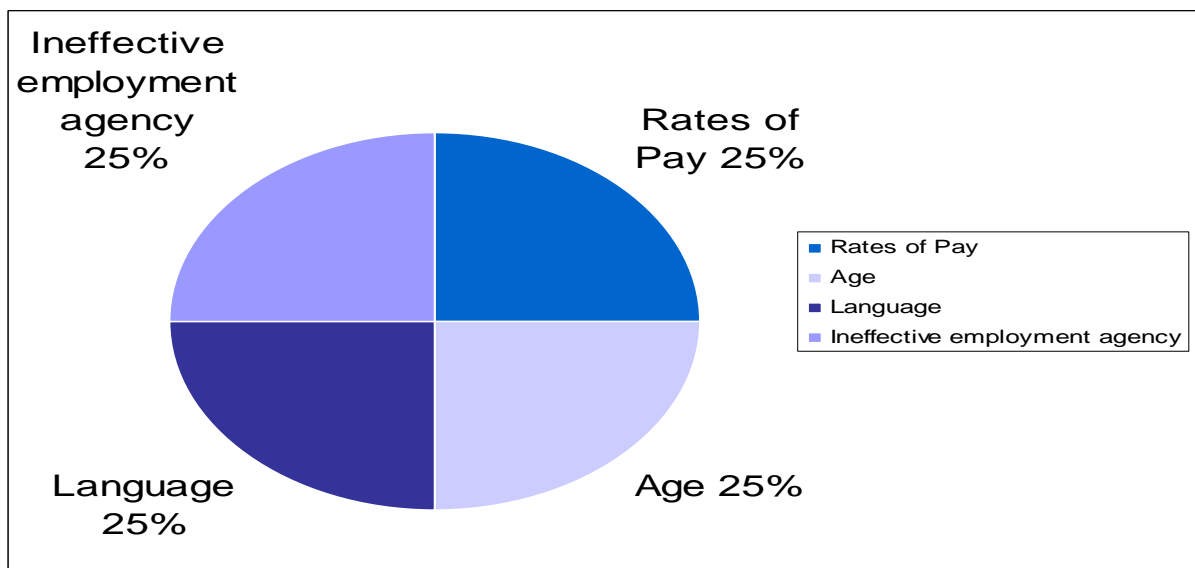
The majority of the respondents lived in Cyprus for more than five years and are planning on staying long term. 79% said that they did not receive information, support or training which has helped them become an active citizen in Cyprus. There is a need for further information. The available information should be disseminated in English and not only in the Greek language. There is a need for more support in all the spheres identified, most notably from central government (laws, policies, voting) culture, public facilities and voting. Furthermore, more effective mediums of communication were requested.

Many respondents (50%) were not fully aware of their rights as EU citizens.



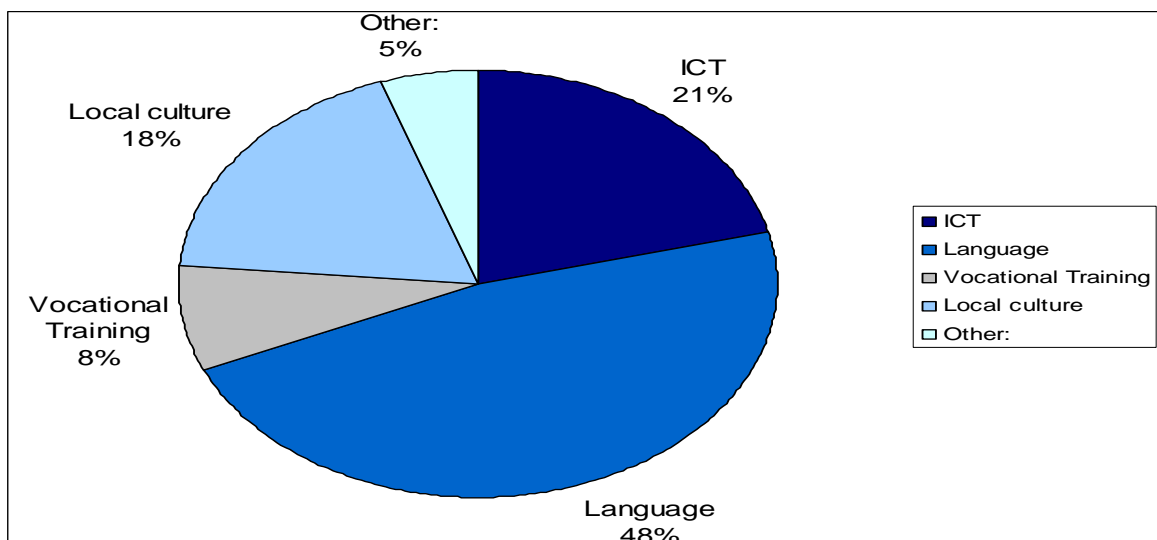
The majority of respondents who work were satisfied with their working conditions (82%) but many were unaware of the Trade Unions which exist in Cyprus (53%), and only a few were interested in obtaining information on Trade Unions. Only 17% had difficulty finding employment. The building industry is an exception; employers are compelled to recruit workers which belong to trade unions. The two main trade unions in the building trade are; PEO (Pancyprian Federation of Labour) and SEK (Cyprus Workers Confederation).

Difficulties in finding a job Cyprus



There is a definite interest in educational training/workshops. 56% would like to attend training programmes. Language is by far in most demand (48%), followed by ICT (21%) and local culture (18%). Other suggestions were seminars in EU regulations and business marketing.

Types of training/workshops





Large proportions of respondents moved to Cyprus due to the better living conditions and job opportunities. Other reasons given were the weather, research, cheaper housing, British Forces and retirement. 28% have taken part in voluntary work, 42% of which has been charity work.

Suggestions on how EU migrants can be encouraged and supported to be more active citizens in Cyprus were:

- Community events such as festivals which celebrate local traditions
- Public forums which encourage citizens to discuss matters of public interest
- Set up multi racial focus groups to work on obvious problems
- Better communication between Mayor/Muktar and village inhabitants
- Language classes to be widely available including villages
- Educational programmes
- Activities which encourage migrants to integrate more
- Encouragement to participate in nationwide schemes such as recycling
- More information to be available
- Government information and cultural events to be available in English
- Equality in all respects
- Raising awareness of opportunities available, promoting cultural events and ensuring businesses provide necessary information for migrants (2)

79% thought that steps should be taken to promote greater participation in elections and other civic engagement.

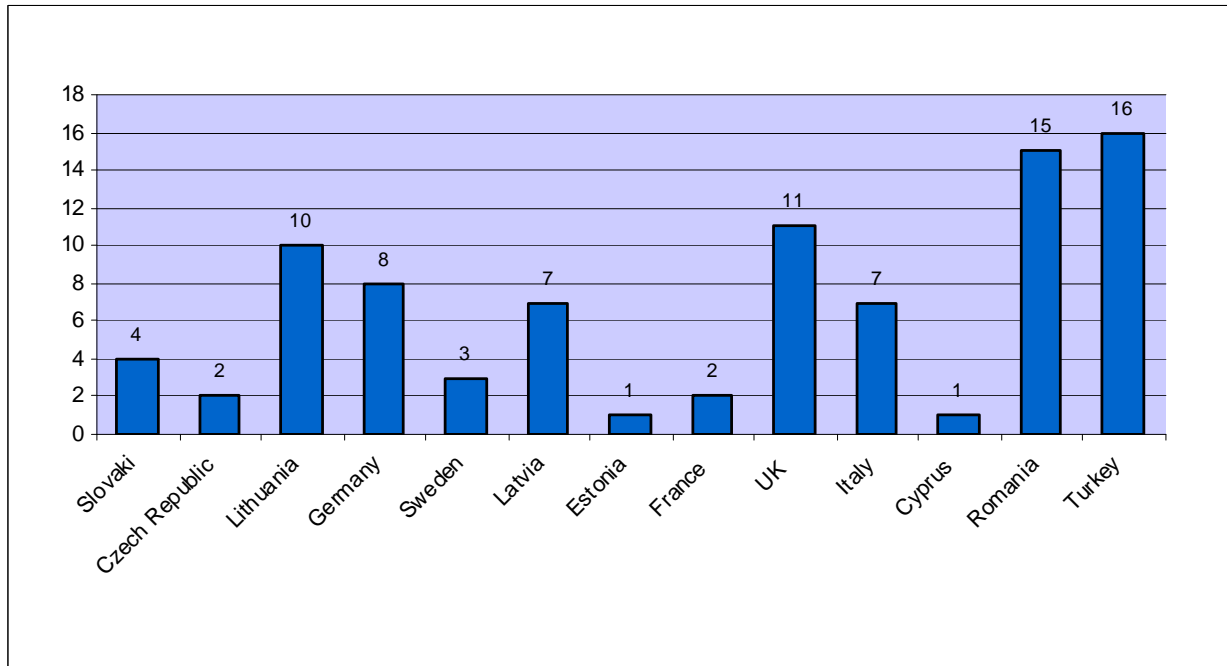
ANALYSIS OF QUESTIONNAIRE - POLAND

Eighty seven people participated in our questionnaire. Our sample varied main group of interviewees where Turkey, Romania, UK, and Lithuania, 39% of all participants were between the ages of 45-54. Looking at the educational level the percentage distribution was as follows:

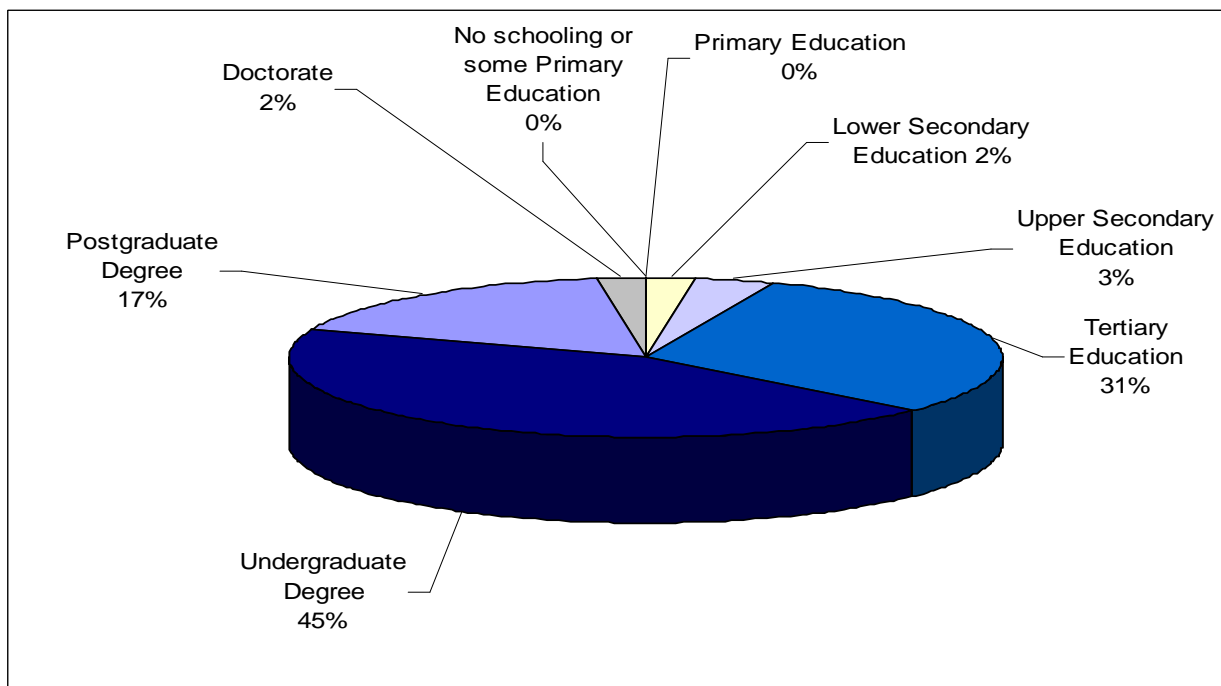
- 45 % undergraduate degree
- 31 % tertiary education
- 17 % postgraduate degree



Country of origin



Level of Education



Similarly to France and Cyprus most of the respondents are planning to stay in Poland permanently (40%), but almost 38% are planning to stay for no longer than 5 years. 71% said that they did not receive information, support or training which has helped them become an active

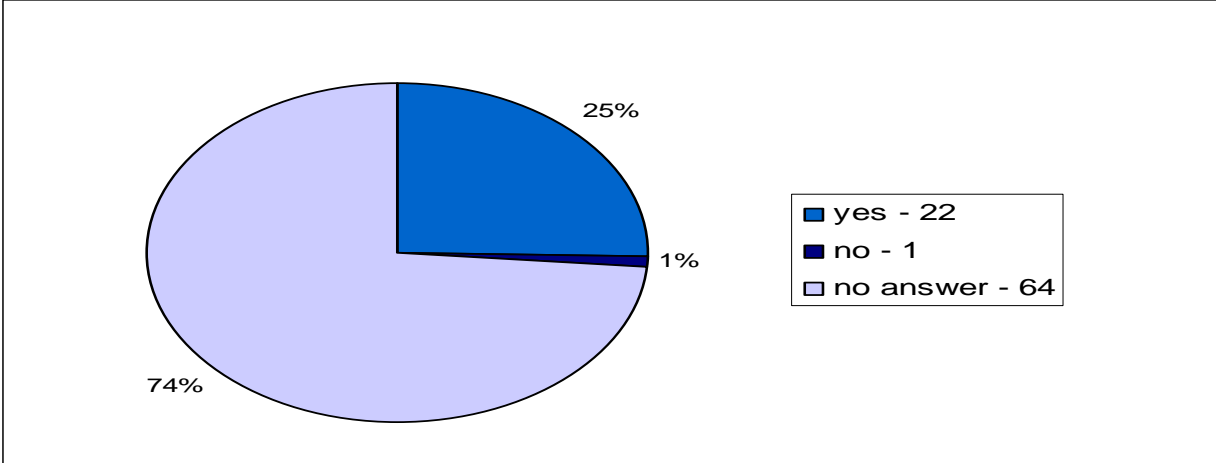


citizen in Poland. There is a need for further information and support in all the spheres identified, most notably from local communities, education, local government (facilities & services, immigration regulations). Furthermore, more effective mediums of communication were requested.

Many respondents (47%) were not fully aware of their rights as EU citizens.

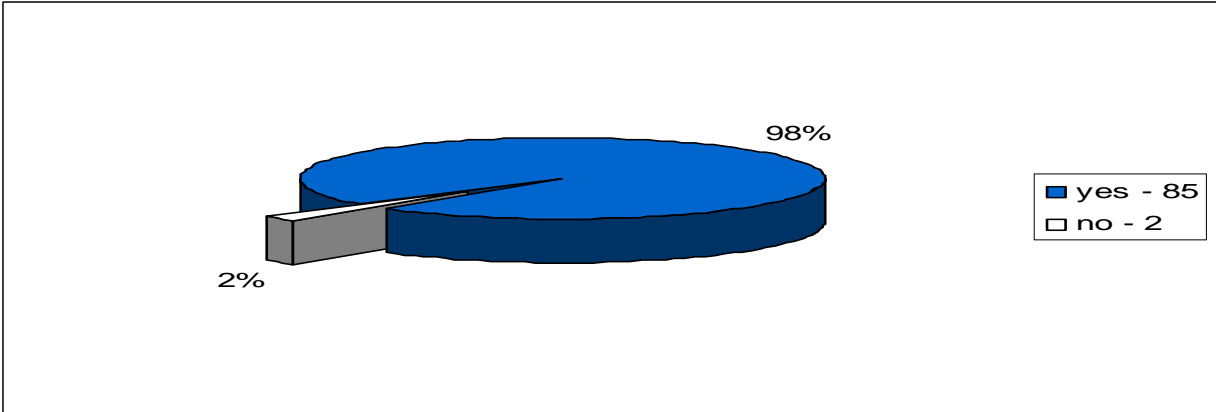
Unlike Cyprus and France great number of respondents who work were not satisfied with their working conditions (25%) but nearly 74% did not answered this question. 71% had difficulty finding employment with comparison to the partner countries is a lot.

Satisfaction with present occupation



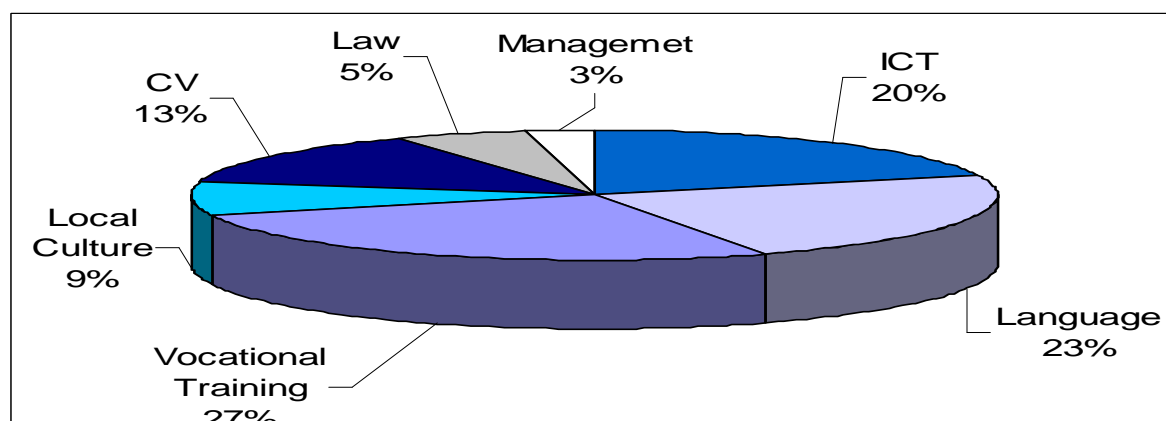
Likewise in partner countries majority is interested in additional trainings/workshops 98%. 56% would like to attend training programmes. Vocational training is by far in most demand (27%), followed by language (23%) and ICT (18%). Other suggestions were CV and Local Culture.

Intension to attend training/workshop programs





Training/workshop type



71 % considered that there is not enough information, supporting or training which can help to become an active citizen main required types of information would be: job vacancies, laws and policies, accommodation, social, education, culture. In opinion of 56 respondents further education would help include migrants in active citizenship.

52% thought that steps should be taken to promote greater participation in elections and other civic engagement.

NEEDS ON EUROPEAN LEVEL

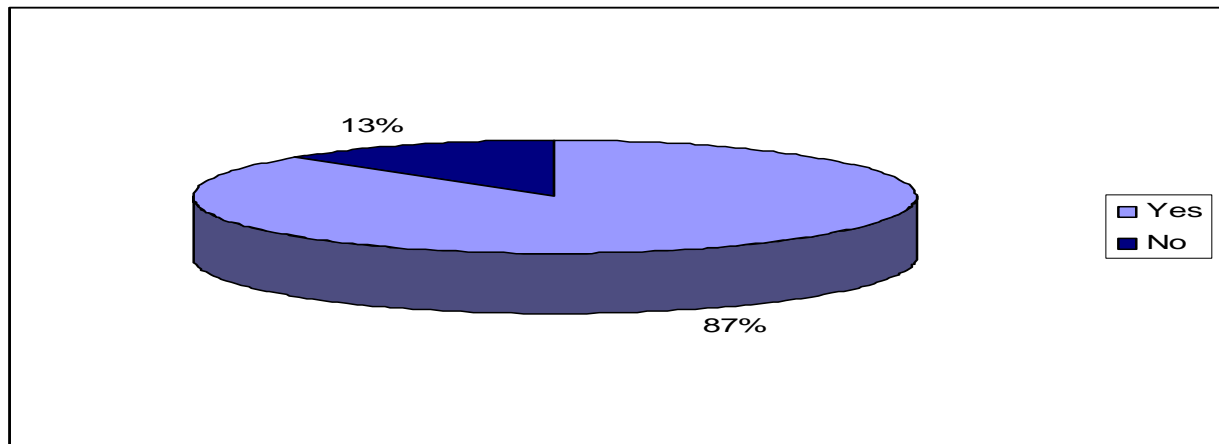
Analysis of questionnaires shows that on national levels needs and the satisfaction from standard of living slightly varies despite different nationalities, educational background, occupations etc. We can derive main points of issue that shows similar needs, concerns, and barriers that interfere migrants with becoming active citizenship.

As main issues we should point on followings:

- Insufficient information from local governments, communities;
- Ineffective communication mediums;
- Language and cultural barriers;
- Difficulties in finding occupation;
- Lack of interest and involvement of non governmental organizations and communities;
- Not enough information concerning rights and duties of migrants in EU and particular states;



General Interest in Trainings and Workshops' on European Level



Main Training/workshop type needs on European Level

As it can be clearly seen from the diagram below the basic needs concern:

- Language trainings (35% of all respondents)
- ICT (21%)
- Vocational trainings (18%)
- Culture (13%)
- Other Types of trainings including CV, Law Management, etc. (13%)

Language skills are the most important factor that enables migrants to adapt in new environment, to begin with everyday communication, administrative issues and employment. Without language competences it is impossible to function as a rightful citizenship not mentioning active citizenships.

In today's reality lack of ICT skills creates digital exclusion, as the term of Information Society is becoming reality. Information and Communication Technologies (ICTs) have been designed to make it easier to access public and commercial goods and services. For example, ICTs can help migrants to share in Europe's cultural life. However, immigrant users are as confronted by



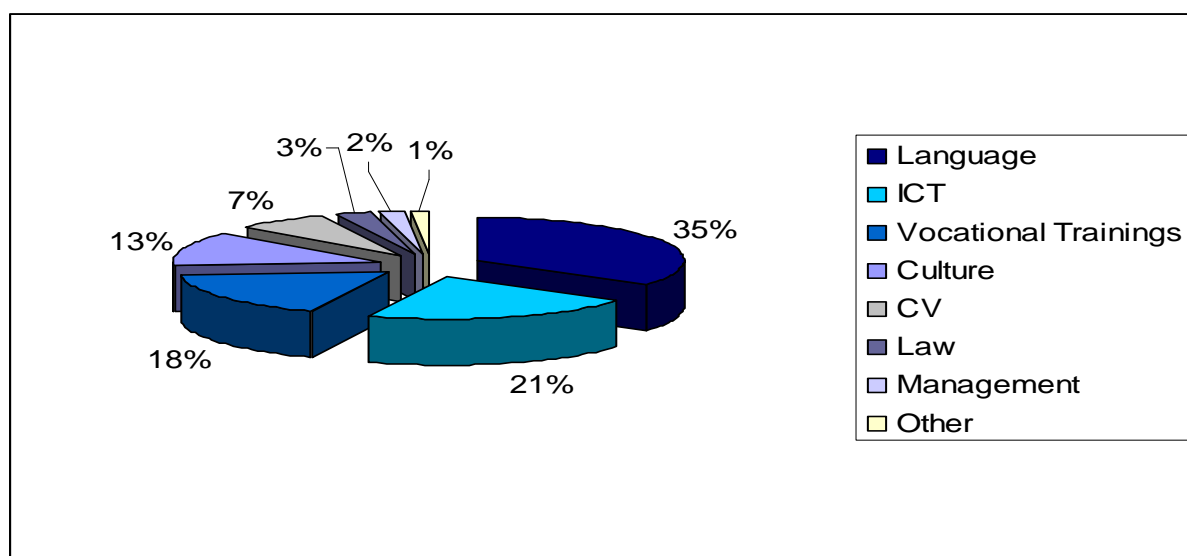
barriers in accessing services as other disadvantaged groups, due to lack of technical and language skills or due to digital technologies which are difficult to use⁶.

Vocational education is a key to successful integration. Good match between supply and demand, close look to at local labour markets and at the specific types of skills that may be needed assist immigrants in targeting their job search⁷.

Beyond acquiring specific vocational skills, immigrant job seekers also need to know how to write a CV, find a job on the Internet, contact an employer, respond to common questions asked in interviews, etc. The main role of such courses, are to build confidence and a feeling of being part of a society, which again is a key element for building active citizenship.

The European identity is the result of both European history and culture. Cultural education and inclusion for migrants, has a most important role in integration and building the sense of inclusion for the quality of building consciousness and active citizenship among migrants.

Types of workshops mostly required



⁶, „Supporting Cultural Diversity and Social Inclusion”. Europe’s Information Society Thematic Portal

⁷ J. Niessen, Y. Schiebel: „Handbook on Integration for Policy-makers and Practioners”. European Commission.



CHAPTER 3 COMMON MODEL OF ACTIVE CITIZENSHIP

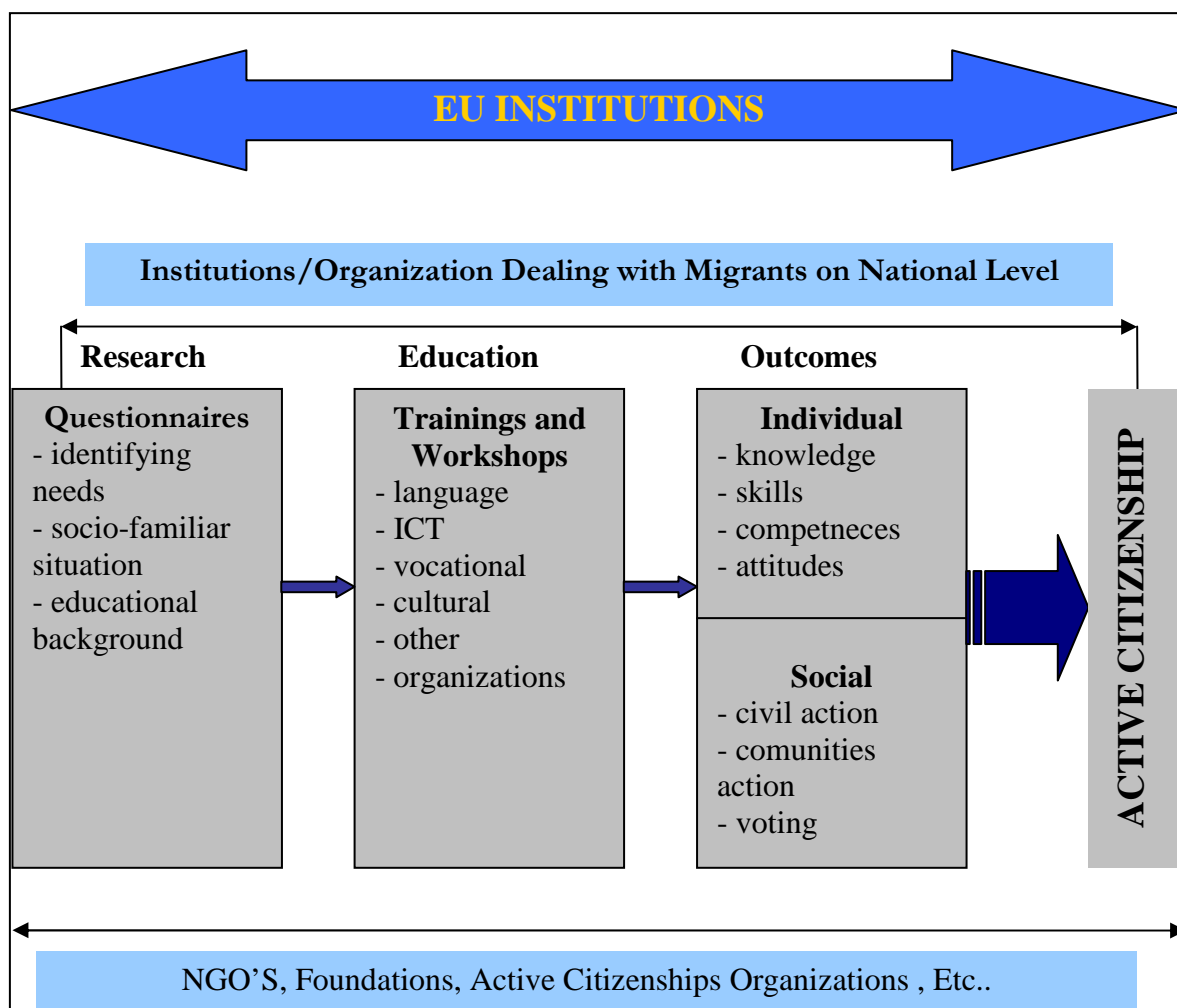
The main aim of the project was to create Common Model of Active Citizenship for migrants living in EU countries. Working through the project showed that to create this kind of model first we need to establish basic needs of migrants. The next step would be to help them in integration through intercultural educational program for adult migrants. The key role should be played by institution and organizations working with migrants. Equally important is the role of foundations and other active citizenship organizations to be involved in this model.

The most important elements of the **Common Active Citizenship Model (CMAC)** are:

1. Research
2. Education and Training
3. Outcomes
4. Role of national institutions dealing with migrants and active participation of third sector
5. Creating EU policy for Active Citizenship Education for Migrants



Common Model of Active Citizenship for Migrants (CMAC)



Research

Research is one of the most important elements of the model, it gives an overview on the group. Identification of their social and familiar status, current living, employment, age range also gender is the first step in identification of integration level. Further questions concerning their knowledge, information needs, and communication skills enables the researcher to establish more detailed knowledge of what kind of information, knowledge, skills, competencies do they already possess? It also enables the foundation to consider what kind of training would be more suitable for the specific group.



The template of the questionnaire was created during several meetings of the participants of the project. However it is not a rigid structure. The questionnaire can be modified to each European country in accordance to its own specific conditions. Also the target groups that will be examined are different. That is why some adjustments should be made.

Education

This developmental stage of the model is in its foundation stage. The model suggests more tasks other than training schemes and workshops. This point of development of the module raises many questions. Who should be responsible for the coordination – governmental institutions or NGO, as an ideal it should be cooperation of this to participants of public life? Should the trainers and educators, have any specific skills or knowledge, can this be volunteers or people with didactic background?

It is also a great field for the exchange and practice of experiences among trainers around Europe. It could be expanded to international workshops for educators. The ideas to develop this area are endless.

The other issue is how to encourage migrants to participation in this kind of activities.

Outcomes

There are two types of outcomes that may occur as a result of the education: Both individual and social.

Individual outcomes will be more noticeable for migrants. The practical knowledge of language skills, ICT skills, vocational skills, the boosting of self confidence with a sense of understanding the culture and rules, would have a more direct effect in finding a new job, in dealing with everyday situations, and finding accommodation.

Social outcomes are specifically connected with active citizenships. It would activate: participation in elections, joining communities and organizations, supporting democracy and human right values.



Role of National Institutions dealing with migrants and participation of Third Sector

It is pretty obvious that the coordination of this type of action should be on national level. Ngo's do not have an infrastructure and resources for holding and supporting this kind of Project. Moreover, the centralization of the management level will help to support functioning of the system.

Creating EU policy for Active Citizenship Education for Migrants

Policy should be created on European level by designated institution. Creating one program by European Commission body would standardized actions on notational level. There is a need of promoting a broader idea of EU citizenship as a „ belonging to a shared social and cultural community”. It would help to fund activities which promote active European citizenship, build an inclusive European identity and promote common ownership of the European project.



CHAPTER 4 DIDACTIC MATERIALS AS A WAY OF CMAC IMPLEMENTATION

In his chapter there will be an example of training for the educators⁸: **Presentation of the Course VET Learning Needs Analysis and Training Proposal**, prepared by INTER International Education & Trainings. Additionally presentation of other workshops done by other Partners will be given.

WORKSHOP I- POLAND

VET Training- Workshops for VET Teachers and Trainers

Date: February 2009

Participants: 14

Female: 8

Male: 6

The competences selected for the definition of learning objectives

1. To understand the underlying philosophy and the institutional context of the vocational education and training in European Union
2. To understand the philosophy and strategy of EU about life long learning
3. To distinguish between different systems of VET
4. To be able to recognize, for different cases, the European policy about the modernization of VET in EU
5. To apply basic methods for the diagnosis of workers needs in training and education

VET Training

- To understand the underlying philosophy and the institutional context of the vocational education and training in European Union
- To know about the historical development of vocational education and training in European Union

⁸ For templates see Appendix II



- To know the conditions which define the context of vocational education and training in EU
- To know the main structures and systems of VET which exist in EU
- To know the existing actions and programs about VET in EU
- To know the Organisms which support VET in EU

VET Training

- To understand the philosophy and strategy of EU about life long learning including :
 - definition of life long learning
 - creation of learning culture
 - measures taken in facilitating the accessibility to learning opportunities
 - collaboration of all partners in the whole spectrum of learning
 - necessity of introducing innovations in pedagogical methods
 - need for information, orientation and counseling
 - importance of amelioration of basic skills
 - comprehension of learning needs

VET Training

- To distinguish between different systems of VET
- To know in detail the determined categories of VET:
 - Public driven continuous VET for all people
 - Training for unemployed and other categories threatened by exclusion from the labor market
 - Continuous VET
 - Training after initiatives taken by enterprises or social partners or individuals

VET Training

- To be able to recognize for different cases the European policy about the modernization of VET in EU



- To know about the reforms required for the improvement of the quality and effectiveness of VET systems in EU
- To pay attention to the subjects of equal opportunities and management
- To ensure that systems are effective and equitable through:

The mobilization of actors and resources through various forms of educational cooperation

The empowerment of the operational program “Education and Training 2010”

Action plan about skills and mobility EUROPASS – To the service of the mobility of citizens
EUROPASS – Training

VET Training

- To apply the basic methods for the diagnosis of workers needs in training and education
- To know the basic methods of exploring workers needs in education
- Sectional approaches
- Basic elements of professional profile
- Necessity of modular ordering and alternative paths to learning
- Geographical mobility
- Trans-professional mobility
- Inter-professional evolution
- Research of local work market
- Determination of needs with the aid of consultation institutions

List of the types of learning methods used:

- Brainstorming
- Discussion
- Case studies
- Activities
- Tests

Activities taken:

- Number of activities for each competences to be achieved (Key Competences taken into account)



- To formulate a brief account of the main actions and programs about VET in EU
- To list the obstacles interposed to the learning opportunities
- To list the advantages, the feebleness, opportunities for each type of education and training in country (S.W.O.T. analysis)
- To describe in terms of S.W.O.T analysis the advantages and disadvantages for the 4 categories of VET
- To link Lisbon's aims with Program 2010
- To analyze the significance of mobility in EU for the improvement of knowledge and skills as far as for the professional evolution
- To describe the necessary steps for editing Europass certificate (CV+ Europass Mobility)

Key aspects:

- Development of questionnaire for the diagnosis of learners needs
- Development of a system for the diagnosis of workers needs in education in the local work market
- Exploration of VET needs for inter-professional evolution

Evaluation tools used in the course

List of the evaluation tools used in the course

- Case studies
- Tests

Future implementation possibilities/modifications

- Provide examples how you will evaluate each competence declared/achieved in the course
- Analytical description of organisms which support VET (web pages, aims, purposes)
- Test of knowledge acquired by trainees about structures and programs of VET in EU
- To list the obstacles interposed to the learning opportunities
- Check of the degree of comprehension of the life long learning concept and of the parameters, which turn it effective with targeted questions



- Evaluation of the knowledge of trainees about the determined categories of continuous VET
- Link Lisbon's aims with Program 2010
- Comprehension test for the policy exercised for the improvement and modernization of VET
- Comprehension test of basic methods for the exploration of workers needs in education

The Europass Curriculum Vitae (CV)

- What is it?
- Anyone who wants to use Europass can start by completing the Europass CV. The Europass CV enables you to make your skills and qualifications visible, and other Europass documents can be attached to the CV.
- The Europass CV replaces the European CV, launched in 2002.

The Europass Mobility

- What is it?
- The Europass Mobility is a record of any organised period of time (called *Europass Mobility experience*) that a person spends in another European country for the purpose of learning or training.
- This includes for example:
 - a work placement in a company;
 - an academic term as part of an exchange programme;
 - a voluntary placement in an NGO.

The mobility experience is monitored by two partner organisations, the first in the country of origin and the second in the host country. Both partners agree on the purpose, content and duration of the experience; a mentor is identified in the host country. The partners may be universities, schools, training centres, companies, NGOs, etc.

- The Europass Mobility is intended for any person undergoing a mobility experience in a European country, whatever their age or level of education is.
- Who is responsible for completing it?



- The Europass Mobility is completed by the home and host organisations involved in the mobility project in a language agreed between both organisations and the person concerned.

WORKSHOP II- POLAND

Intercultural Education: Workshops

Date: January 2009, Warsaw

Participants: 17 Migrants

Female: 12

Male: 5

Challenges, Problems and their Origins

- A. The reality of our societies: Difference
- B. People are different in many ways and can be identified according to many criteria: gender, age, physical characteristics, sexual orientation, personality, hobbies, standard of living, beliefs, etc.

In this presentation we focus on cultural, social and ethnic differences. We will be looking at the interaction between people who are different, their lifestyles, values and cultures and the relationships between majorities and minorities in our societies. We will be working from the basis of difference: seeing different viewpoints, ideas, values and behaviour as the starting points from which to work towards common ground.

Questions:

1. When did you first hear the expression „multicultural society”?
2. What did it mean to you then?
3. What does it mean to you now?

Local Minorities via Migrants, Immigrants, Refugees



Attention! A minority in one place can easily be a majority in another place

In nearly every state there are „traditional” minorities: ethnic groups who have been present from centuries but who have different characteristics, manners, habits and ways of life from the majority

Migrants, Immigrants, Refugees

It is accepted practice in many European countries to talk of „migrants” as people who have origins in another country than they live at present. Some talk of „immigrants”, others of „guest workers” and some Council of Europe reports speak of „stocks of foreigner populations”.

Questions:

1. When is a minority not a minority?
2. When it is a powerful elite? Do you agree?
3. How many people do you need to be form a „minority group”?
4. What is the difference between a refugee and an asylum seeker?

From Multicultural to Intercultural Societies

At first sight, the terms „ Multicultural Society” and „Intercultural Society” seem to be similar but they are not synonyms.

Multicultural Societies: different cultures, national, ethnic, religious groups all living within the same territory BUT not necessarily coming into contact with each other. A society where difference is often viewed negatively, many forms of major justification for discrimination takes place. Minorities may be tolerated passively, but not accepted or valued.

Intercultural Societies: Different cultures, national groups, etc. living together within a territory, maintain open relations of interaction, exchange and mutual recognition of their own and respective values and ways of life. We are talking the about a process of active tolerance and the maintenance of equitable relations where everyone has the same importance, where there are no superiors or inferiors, better or worse people...



Culture- we are looking at the values and systems of behaviour that allow groups of people to make sense of the world.

Few points:

- The existing differences between cultures reflect the effort each society has had to make in order to survive within a particular reality.
- Even within cultures there are those who do not comply with all the usual norms and they may find themselves identified as sub-cultures. Members of sub-cultures are often the victim of intolerance within our societies

We are born within a culture, and during the first stages of life we learn our culture. This process is referred to as our socialisation. Parents and family, school, friends and the mass media, particularly television- all of them contribute to the socialisation of children and, often, we are not even aware that we are part of this process.

Question:

What have been the biggest influences in your socialisation?

Stereotypes

Consist basically in shared beliefs or thoughts about a particular human group. A stereotype is an ensemble of characteristics that sums up a human group usually in terms of behaviour, habits, etc.

The objective of stereotypes is to simplify reality: „they are like that” (e.g. these people are lazy, those are punctual, etc). Sometimes we use stereotypes about the group to which we feel belong in order to feel stronger or superior to others

Question: It has been suggested that we need stereotypes in order to survive. How useful do you think they are?

Prejudices

A prejudice is a judgment we make about another person or other people without really knowing them. Prejudice can be negative or positive in character. Prejudices are learned as part of our



socialisation process and they are very difficult to modify or eradicate. Therefore it is important that we are aware that we have them. Prejudices and stereotypes are schemes that help us to understand reality.

Question: Why do you think prejudices are hard to change?

Discrimination

Discrimination is prejudice in action. Groups are labelled as different and discriminated against. They may be isolated, made criminals by law that make their ways of life illegal, left to live in unhealthy conditions, deprived of any political voice, given the worst jobs or no jobs at all, denied entry to discos, subjected to random police checks.

Question: Can you think of other examples of discrimination?

Xenophobia

Xenophobia comes from a Greek word meaning fear of the foreigner". This fear of the other is often translated into rejection, hostility or violence against people from other countries or belonging to minorities.

Intolerance

Intolerance is a lack of respect for practices or beliefs other than one's own. This is shown when someone is not willing to let other people act in a different way or hold different opinions from themselves. Intolerance can mean that people are excluded or rejected because of their religious beliefs, their sexuality, or even their clothes and hairstyle

Question: When do you think that it is right to be intolerant?

Intercultural Education: A Positive Approach to Difference

Looking at:

- the discovery of relationships
- mechanism and resources
- the school/ adults' educational institutions



- out of school/ adults' educational institutions
- stages in intercultural processes
- using activities

We choose to use the term „intercultural”. Because, as Micheline Rey points out, if the prefix „inter” is given its full meaning, this necessarily implies:

- Interaction
- Exchange
- Breaking down barriers
- Reciprocity
- Objective Solidarity

„ The discovery of others is the discovery of a relationship, not of a barrier” (Claude Levi-Strauss)

The targets of intercultural educations are:

- To further an understanding of the reality of an independent world and encourage action coherent with that reality
- To go beyond negative prejudices and ethnic stereotypes
- To favour a positive evaluation of difference and diversity
- To search for a highlight similarities
- To generate positive attitudes and habits of behaviour towards people from other societies and cultures

Intercultural education with young and adult people works in two major ways:

1. To help them gain the capacity to recognise inequality, injustice, racism, stereotypes and prejudices



2. To give them the knowledge and the abilities which will help them to challenge and to try to change these mechanism whenever they have to face them in society

Informal Intercultural Education

Informal education has several important features which distinguish it from formal education:

- Informal education is voluntary, it does not have the obligatory character and providers have to make greater efforts to sustain the interest of participants
- In informal education there is a closer relationship with participants, and this make communication easier (if at times more stressful!)
- The contents are adapted with participants to their reality and needs
- The active and participative methodology applied in informal education makes for greater participation

Working with Adult People- A Continuous Process

Intercultural education has to enable adult people to discover the origins and mechanism of intolerance, xenophobia or prejudices. Personal discovery can lead to collective action and it is up to facilitate this process.

We have chosen, in a simplified way, to compare the intercultural education process to a road in which there are different stages that, simultaneously, are centres of interest to work on.

These are:

- To imagine yourself from the outside
- To understand the world we live in
- To be acquainted with other realities
- To see difference positively
- To favour positive attitudes, values and behaviour

Active Citizenship for Migrants - Grundtvig Partnership Project



Notice: Intercultural education is not a closed program that may be repeated without continuous modifications!

To help us know how and where to place the limits of each informal intercultural education activity we should try to be aware of the following factors:

1. The content and the extent of the activity we are intending to organise
2. The context in which we are going to work and the limits it imposes on us
3. The level of acquaintance and relationship we have with the adult people with whom we are going to work
4. The level of participation in the activity- the meaning of the activities should start and must be referred to the participants' daily life.

To sum up, it may be helpful to remember that:

- Starting from an active and dynamic methodology...
- We work in processes...
- Through which and by means of information, analysis and critical reflection of reality...
- The participants in our work will find ways to:
 1. Interact with people from other cultures positively in their daily life
 2. And will devise strategies to transfer that positive relation with people from other cultures into individual or collective actions.

Activities, Methods and Resources

The activities of the educational programme have been written for anyone working with adults in out of school or informal educational activities in issues of equality, racism, xenophobia or intolerance.



We have identified the activities according to four themes that follow a sequential educational process:

G- activities will help create a good group atmosphere and reinforce communication skills and group dynamics

I-activities which work with the images we have of people from cultures, countries or social origins different from our own

M-activities which explore the social, economic, cultural or educational mechanisms that lie behind situations of discrimination, of refusal, of exclusion and of marginalisation.

A-activities which encourage people to act to bring about social change based on values of equality and the acceptance of „difference”

The educational approach

The activities in this programme have been designed to enable to work intercultural education issues from two perspectives: participation and group work.

Taking a participatory approach implies that adult people (migrants) are not the target of our work, but that they are the resources we count on. Our main task and challenge is to encourage migrants to take control of their own actions and thereby to empower them.

Group work is an appropriate way for people to gain a deeper understanding and ownership of their experiences, knowledge, various skills and attitude.

Dealing with conflict

It is possible that some conflicts may arise during these activities. We are asking people to explore very difficult and challenging issues, encouraging them to express their opinions and to think critically, this is part of the intercultural education process, but it is never easy and can be extremely stressful.

Situations which could lead to conflicts that break the educational process should be avoided if at all possible.

Our role as the facilitators:

- Be aware of each person in the group and any sensitive emotions that might be triggered by a particular activity or by a particular part in a role play or simulation



- Make sure everyone knows that they are at no time under any pressure to say more or reveal anything about themselves other than that which they feel comfortable with
- Allow participants time to warm up before any activity and time both at the beginning to get into, and at the end to get out of role
- Allow enough time for debriefing and discussion.

WORKSHOP III- CYPRUS

Language Adult Classes for Migrants – Cyprus

Before defining the structure of the classes we need to study closer the needs of the learners in order to schedule the most appropriate training for them. We shall also need to know who will be the sponsor of these classes, will they be government or privately funded?

- A. Needs of the learners
- B. Sponsoring of the classes
- C. Scheduling of the classes
- **A. Needs of the learners**
- 1. The migrants who come to Cyprus can be divided in different groups as follows:
 - workers who come to Cyprus on a short term contract
 - workers who come to Cyprus on a long term contract
 - highly qualified workers who come to Cyprus on a short term contract
 - highly qualified workers who come to Cyprus on a long term contract
 - people who establish their business in Cyprus
 - the families of the above mentioned (spouses and children)
 - retiring people opting to move to Cyprus



2. What will be the usage of the language?

- Can we identify an immediate need to master certain aspects of the language in order to be able to function professionally or will the use of the language be just a means of better integration into the society? Accordingly we shall need to schedule the classes (intensive or not – specialized or general)

B. Sponsoring of the classes

- This aspect has to be taken into consideration as the income of the learner might be decisive for the choice. The cost of an intensive course over two months is definitely not the same as the one which is scheduled on the basis of a three hour class once per week or a two hour class twice per week.

C. Scheduling of the classes

- Once the funding part is solved we shall need to schedule the classes according to the needs of the learners
- These classes can take place either on the learners' premises bearing an additional cost or at the Language Centre's premises.
 - A two month intensive course scheduled on the basis of a daily three hour class.
 - A three hour once per week class on the basis of two months
 - A four hour twice per week class on the basis of two months
- Learners who can use their professional time might want to schedule their classes during the working hours and those who cannot do so will have to take an after work class that is very often a night class: six to nine for the three hour classes or seven to nine for the twice per week classes. Spouses who do not have a professional activity always prefer to have their classes in the morning while the children are at school.

All these parameters have to be clarified before proceeding to the actual class content, specimen of which I shall be presenting hereafter.

- Two hour classes – twice per week (2x2) - two month course



- We can imagine having a mixed group of a maximum of 18 complete beginner learners which is made up of four lawyers, six port workers, four bakery workers, two house assistants and two spouses.
- First of all we need to consider the level of literacy of our group and make sure that the class is conducted in such a way as not to discourage them because of high difficulty or low challenge. Secondly at a further stage we need to give them cards with tasks and information that correspond to their needs.

WORKSHOP IV- CYPRUS

Information Technology- Scheme of Work for Migrant Adults

Course Overview

- Today computers are used in every field. For example, people use computers in schools, hospitals, libraries, banks and offices.
- Computers are used to record a lot of data, perform simple and complicated calculations, draw pictures and even play music.

Course Information

- This course is intended to explain the role of computers and basic terminology. It should familiarise the students with the various programmes available for performing different tasks.
- This course also will introduce the student to the different areas where computers are used and the different career opportunities that computers have made available.
- Audience Description - This course is intended for anyone who wants to acquire digital literacy skills.
- Prerequisite - Students should have basic comprehension skills at the level to read a local newspaper



- Course Objectives - After completing this course, students will be able to define what a computer is and what it does. The student will also be able to perform basic computer operations.

Module Contents

- Introduction to Computers
- Common Computer Terminology
- Computer performance and Features
- Computer Operating Systems
- Career Opportunities
- Module Summary

Module Introduction

- Computers help organisations and individuals to conduct business transactions efficiently and quickly.
- In today's world, one of the basic skills necessary to succeed at a workplace is to know how to use the computer.
- This module explains the role of computers and the basic concepts about the parts of a computer.
- This module also explains how to use a computer in different aspects of life.

Module Objectives

- To identify the role of computers, their main parts, and the steps involved in working with a computer
- To define common computer terminology
- To explain the basic concepts concerning types of computers, programmes, and performance issues.



- To explain the core concepts related to computer operating systems
- To identify different areas where computers can be used.

The Heritage Institute

- The Heritage Institute began its Computer classes to adults of 60 yrs and above.
- This course started in the beginning of January 2009.
- After the initial trepidation of using a computer and keyboard, the students are now much more confident in using a computer

Course Duration

- The course duration is for 10 weeks at one session per week.
- Each session lasts 2 hours with a break in the middle.



The over sixties group
The initial obstacle of using a computer was the fact that the students felt as if they would 'break' the computer, and they had difficulty in controlling the mouse properly.



Difficulties in Learning Computer Studies with Adults

- As mentioned before in this presentation, the use and control of the mouse was an obstacle in actually using the computer.
- More importantly, the lack of confidence in using modern technology was more of an obstacle to the older students.

Solving the obstacles

- A concentrated effort was made in the teaching of keyboard and mouse skills.
- This was done by the practice of typing skills in Microsoft Word, and the teaching of Excel.
- Once the students felt more confident, they were eager to learn about the internet.

Preferred learning topic

- How to email
- How to use the internet and to search the internet

Reasons of preferred topic

- The learning group are all Migrants.
- The email is important for them to keep in touch with their family.
- The Internet would also enable them to find out information on what interests them and affects them.

Conclusion

- Not much technical knowledge is required to use a computer
- Confidence in using a computer is a must, when one wants to use a computer.
- What is also needed is: patience, determination and practice!



Young Students Engrossed in their Computers

Computers are now taught at a much earlier age, so these pupils will not have the issues that the adult and elder students have.

WORKSHOP V – CYPRUS

BTEC First Diploma in Public Services- Uniformed Public Services

Level 2 BTEC First Diploma

- This internationally respected vocational qualification is equivalent to 4 General Certificates of Secondary Education.
- The syllabus has been designed to improve valuable life skills. Students learn professional CV preparation, interviewing techniques, communication, first aid, adventure training, health and nutrition and much more.

BTEC First Diploma in Public Services-Three core units

- Uniformed Public Services Employment
- Public Service Skills
- Uniformed Public Service Fitness

BTEC First Diploma in Public Services- ...then students select three specialist units from:



- Citizenship, the Individual and Society
- Workplace Welfare
- Adventurous Activities and Teamwork
- The Value of Sport and Recreation
- Land Navigation by Map and Compass
- Law and its Impact on the Individual
- Crime and its Effects on Society
- Community and Cultural Awareness
- Driving and its Relationship to the Public Services
- Expedition Skills
- Fundamentals of Nautical Studies

WORKSHOP VI – FRANCE

French as a foreign Language Workshop

Welcome to Sainte Livarde sur Lot

French Partner- EPLEFPA / CFPPA Etablissement Public Local d'Enseignement et de Formations Professionnelles Agricoles/Centre de Formation Professionnelle et de Promotions des Adultes has worked on a booklet entitled “Destination : Sainte Livrade sur Lot » presented in French, English, Polish and Romanian (<http://www.inter.edu.pl/grundtvig/>).

A number of meetings have taken place, of which the outcome is summarised in the compendium. The deliverables of this collective work are primarily addressed in the above mentioned website.

In summary, the findings are:

1. The need for more active training for migrants in the following areas: language, ICT skills, socioeconomic & cultural information/courses

Active Citizenship for Migrants - Grundtvig Partnership Project



2. More importantly, the project had emphasized the fact that the group had only scratched the surface of a vast area in addressing the needs of migrants
3. Also just as important, the project have unveiled other problems such as ‘general apathy’ of the European citizen.”



FURTHER WORK

The Project was a success, especially in the collaboration of the groups in exchanging ideas and research material.

However, this success, had emphasized the need to address the problem incurred with all the groups market research, the problem of apathy. The project needs to progress to another, more elaborate platform, to create a genuine difference in the training, and socio-cultural integration migrant groups in their host countries. The problem of ‘apathy’ seems to exist in many spheres of the EU, for example in the European elections. The apathy faced in this project has to be addressed more thoroughly, in order to make the citizens of Europe more active.

This project scratched a small surface of apathy of the citizen, but it encouraged all the Institutions involved to create more workshops and other activities to encourage the population to be more involved in their local environment.



APPENDIX 1



QUESTIONNAIRE ON ACTIVE CITIZENSHIP OF EU MIGRANTS

The aim of this questionnaire is to obtain information which will enable the preparation of a common active citizenship model and subsequently a common educational programme for adults, which will prepare adult EU migrants for active participation in social, political and cultural life in different EU countries. The information which you will provide will only be used for this purpose.

1. Gender: Male Female
2. Age: 15-24 25-34 35-44 45-54
 55-64 65+
3. Nationality: _____
4. Country of origin: _____
5. Marital Status: Single Married Widowed Divorced
6. Children: None Yes Number: _____
7. Other dependents: No Yes
8. Religion: _____
9. Main Spoken Language: _____
10. Other Spoken Language(s): _____
11. Level of Education:
 No schooling or some
 Primary Education



Primary Education
Lower Secondary Education
Upper Secondary Education
Tertiary Education
Undergraduate Degree
Postgraduate Degree
Doctorate

An EU migrant is defined as any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to that country.

The following questions relate to the host country you are now living in:

12. Are you aware of your rights & duties as an EU migrant? Yes No Partly

13. Have you suffered from any form of discrimination? Yes No

14. If yes, what kind (you may tick more than one):

Sexual

Racial

Religious

Age

Other. Please specify: _____

15. Are you in employment in this country? Yes No

16. Did you have difficulty finding employment? Yes No

17. If yes, please specify why:

18. If you changed employment did you have difficulty finding new employment?

Yes No

19. Occupation in this country (Job Title and Field of Work):

20. Are you satisfied with your present occupation? Yes No

21. Does it fulfil your expectations? Yes No

If not, please specify why:



22. Previous occupation in home country if different (Job Title and Field of Work):

23. Are you aware of the minimum wage rate? Yes No

24. Are you aware of the maximum working hours? Yes No

25. Do you feel you have suitable working conditions? Yes No

26. Are you aware of Trade Unions in this country? Yes No

27. Are you a member of a Trade Union in this country? Yes No

28. If yes please specify: _____

29. Would you like to attend training/workshop programmes? Yes No

30. If yes, what type (you may tick more than one):

ICT (Computing)

Language

Vocational Training

Local Culture

Other? Please specify: _____

31. Have you undertaken voluntary work in this country? Yes No

32. If yes please state the nature of the voluntary work:

33. Please state the reason(s) why you moved to this country (you may tick more than one):

Job opportunities

Better living conditions

Political and/or religious freedom

Education

Better medical care

Security

Family links

Other? Please specify: _____



42. Do you feel strongly part of a community with respect to (you may tick more than one):

Location

Parish (religion)

Sports Association

Language/Cultural Group

Trade Union

Corporate Interest

Other? Please specify: _____

43. Would you like to learn more about the culture of this country? Yes No

44. Would you like other information on this country? Yes No

45. If yes, what information (you may tick more than one):

Transportation

Culture

Accommodation

Public Facilities (provided by local authorities and other organizations such as libraries & sporting facilities)

Trade Unions

Job Vacancies

Laws and Policies

Social

Education

Other? Please specify: _____

46. Do you own property in this country? Yes No

47. Do you live in rental accommodation? Yes No

48. Did you have difficulty finding accommodation? Yes No

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.



APPENDIX 1- Educational Materials- Europass CV



Europass Curriculum vitae

Personal information

First name(s) / Surname(s)	Betty HOBKINS
Address(es)	32 Reading rd, Birmingham, B26 3QJ, United Kingdom
Telephone(s)	Personal: (44-1189) 12 34 56 Mobile: (44-6987) 65 43 21
Fax(es)	(44-1189) 12 34 56
E-mail(s)	hobbies@kotmail.com
Nationality(-ies)	British
Date of birth	07.10.1974
Gender	Female

Desired employment / Occupational field

EUROPEAN PROJECT MANAGER

Work experience

Dates	August 2002 onwards
Occupation or position held	Independent consultant
Main activities and responsibilities	Evaluation of European Commission youth training support measures for youth national agencies and young people.
Name and address of employer	British Council, 123, Bd Ney, F-75023 Paris
Type of business or sector	Independent worker
Dates	March – July 2002
Occupation or position held	Internship
Main activities and responsibilities	<ul style="list-style-type: none"> - Evaluating youth training programmes for SALTO UK and the Partnership between the Council of Europe and European Commission - Organizing and running a 2 day workshop on non-formal education for Action 5 large scale projects focusing on quality, assessment and recognition - Contributing to the Steering Group on training and developing action plans on training for the next 3 years. Working on the Users Guide for training and the Support Measures
Name and address of employer	European Commission, Youth Unit, DG Education and Culture, 200, Rue de la Loi, B-1049 Brussels
Type of business or sector	European institution
Dates	October 2001 - February 2002
Occupation or position held	Researcher / Independent Consultant
Main activities and responsibilities	Working in a research team carrying out in-depth qualitative evaluation of the 2 year Advanced Training of Trainers in Europe using participant observations, in-depth interviews and focus groups. Work carried out in training courses in Strasbourg, Slovenia and Budapest.
Name and address of employer	Council of Europe, Budapest
Type of business or sector	European institutions



APPENDIX 3- Europass Mobility



EUROPASS MOBILITY

1. THIS EUROPASS MOBILITY DOCUMENT IS AWARDED TO			
Surname(s) (1) (*) <input type="text" value="DUPONT"/>		First name(s) (2) (*) <input type="text" value="Stephan"/>	
Address (house number, street name, postcode, city, country) (3) <input type="text" value="Kavala str. 52, GR-54248 Thessaloniki"/>			Photograph (4) <input type="text"/>
Date of birth (5) <input type="text" value="21"/> <input type="text" value="05"/> <input type="text" value="1972"/> <small>dd mm yyyy</small>		Nationality (6) <input type="text" value="Irish"/>	

NB : Headings marked with an asterisk are mandatory.

2. THIS EUROPASS MOBILITY DOCUMENT IS ISSUED BY			
Name of the issuing organisation (8) (*) <input type="text" value="Vocational College of Greenfield"/>			
Europass Mobility number (9) (*) <input type="text" value="Europass Mobility No UK-123546i"/>		Issuing date (10) (*) <input type="text" value="23"/> <input type="text" value="21"/> <input type="text" value="2004"/> <small>dd mm yyyy</small>	

NB : Headings marked with an asterisk are mandatory.

Explanatory note

Europass Mobility is a standard European document, which records details of the contents and the results - in terms of skills and competences or of academic achievements - of a period that a person of whatever age, educational level and occupational status has spent in another European country (UE/EFTA/EEA and candidate countries) for learning purposes.

The Europass Mobility was established by the decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass).

For more information on Europass, including on the Europass curriculum vitae and the Europass language Passport: <http://europass.cedefop.eu.int>

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APPENDIX 4- Sample Lesson Plan (Greek for Adult Migrants)

Lessons	Objectives	Means used (vocabulary/grammar)	Intercultural points
1+2 (week one)	<ul style="list-style-type: none"> greet and present oneself or someone else (give the name, the nationality, the profession, and say where they live) by making and answering questions 	<ul style="list-style-type: none"> Verbs: ονομάζομαι, μένω, είμαι, έχω Adjectives of nationalities Professions Interrogative words: πως, που, ποιος/ποιά Possessives adjectives: μου, του, σου <p><i>Introduce the Greek alphabet and writing</i></p>	<ul style="list-style-type: none"> Use of εσύ or εσείς
3+4 (week two)	<ul style="list-style-type: none"> Approach someone to ask for something (time/directions) Numbers (up to 100), days of the week, months of the year, seasons Speak about ones' family Speak of the weather Say what one likes/dislikes 	<ul style="list-style-type: none"> Complete the vocabulary and grammar seen in the previous week 	<ul style="list-style-type: none"> Importance of the family in the Greek speaking communities
5+6 (week three)	<ul style="list-style-type: none"> Introduce expressions that are used on the phone How to write an email Invite someone and explain the way Ask someone to do something How to say the time 	<ul style="list-style-type: none"> Verbs: μπορώ/ θέλω Introduce conditional tense Time and place indicators 	<ul style="list-style-type: none"> Telephone: special numbers for emergencies How should someone behave on the phone
7+8 (week four)	<ul style="list-style-type: none"> Consolidation of the previous weeks with role plays and in class activities 		
9+10 (week five)	<ul style="list-style-type: none"> Ask someone's wish Ask information in an airport/on the street Do a booking and ask questions around it Describe a house Be able to read and understand the newspaper ads related to housing Count up to 1000 Give son opinion How to write an official letter How to write a cheque 	<ul style="list-style-type: none"> Use of qualifying adjectives Use of adverbs like αρκετά, λίγο, πολύ Interrogative quantifying words like πόσο, πόσα, που 	<ul style="list-style-type: none"> How to find a house or an apartment to rent/discuss the prices according to the areas and the type of housing
11+12 (week six)	<ul style="list-style-type: none"> Relate events in the past 	<ul style="list-style-type: none"> Past tense 	

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<p>13+14 (week seven)</p>	<ul style="list-style-type: none"> ● Going out: shopping / restaurants / cinemas etc ● Describe a product or a dish ● Ask for the bill or the price ● Criticize and express dissatisfaction. 	<ul style="list-style-type: none"> ● Vocabulary on clothing / food / cultural events 	<ul style="list-style-type: none"> ● How do Cypriots pay? ● The tips ● Where Cypriots go out for food and shopping ● Types of entertainment
<p>15+16 (week eight)</p>	<ul style="list-style-type: none"> ● Talk about projects for the future (professional and personal) ● Write son CV ● Consolidation 	<ul style="list-style-type: none"> ● Use of future tense 	



APPENDIX 5- Scheme of Work [BTEC FIRST DIPLOMA IN PUBLIC SERVICES, Inter-Personal Communication Skills]

Scheme Of Work	
BTEC FIRST DIPLOMA IN PUBLIC SERVICES	
Unit title: Public Service Skills Module Title: Inter-Personal Communication Skills	
Unit Core Aims and Objectives:	
<ul style="list-style-type: none"> Examine a range of inter-personal communication skills. 	

Hour	Learning objectives. Pupils will learn to:	• Teaching activity	POS	Resources
1	List the various methods of inter-personal communication.	<ul style="list-style-type: none"> Task introduction. Group discussion to list the various methods of inter-personal communication. Individual research from resource material to complete full list of methods of communication. 	1a 1b 1c	Powerpoint Group discussion Internet Library resource material
2	List the advantages and disadvantages of each method of inter-personal communication.	<ul style="list-style-type: none"> Group discussion Individually produce typewritten paper on findings from Nos. 1 & 2 	2	Computer Student/Group notes
3	Summarise how students used and demonstrated the communication skills on their list during their Group discussions and work in Nos 1 & 2 above.	<ul style="list-style-type: none"> Students list various communication skills that the group or themselves have used in this module so far. 	3	Plain paper
4	Demonstrate understanding of the various methods of inter-personal communication.	<ul style="list-style-type: none"> Students to prepare a 3-minute lecture of one communication method of their choice. 	4	Computer Powerpoint Plain paper
5	Demonstrate understanding of the various methods of inter-personal communication.	<ul style="list-style-type: none"> Presentation of 3-minute lectures from students. 	5	Computer Powerpoint
6	Evaluate the effective use of inter-personal communication skills in a chosen public service.	<ul style="list-style-type: none"> Draft a one-page circular to all staff of the selected public service to remind them of the importance of such skills. 	6	Plain paper Computer
7	Recognise the importance of these skills to the work that is carried out in the particular public service.	<ul style="list-style-type: none"> Finalise the typewritten one-page circular to all staff of the selected public service to remind them of the importance of such skills. 	7	Computer



APPENDIX 6- Scheme of Work [BTEC FIRST DIPLOMA IN PUBLIC SERVICES, Teamwork]

Scheme Of Work	
BTEC FIRST DIPLOMA IN PUBLIC SERVICES	
Unit title: Public Service Skills Module Title: Teamwork	
Unit Core Aims and Objectives:	
<ul style="list-style-type: none"> Identify different qualities essential for effective teamwork. Take part in a range of practical team-building activities. 	

Hour	Learning objectives. Pupils will learn to:	Teaching activity	POS	Resources
1	Describe the purpose and importance of teamwork, using examples from at least two contrasting public services.	<ul style="list-style-type: none"> Task introduction. Group discussion on definition of teamwork and its purpose and importance. Groups to list the qualities of teamwork and present their findings. Individual research from resource material to analyse the importance of teamwork qualities within the public services. 	1a 1b 1c 1d	Powerpoint Group discussion Group discussion Plain paper Internet Resource material
2	Identify the consequences of activity where teamwork is either present or absent.	<ul style="list-style-type: none"> Practical classroom teamwork exercises in small groups (build tallest tower possible) 	2	Spaghetti, marshmallows, playing cards
3	Identify the consequences of activity where teamwork is either present or absent.	<ul style="list-style-type: none"> Group discussion on lessons learned from teamwork exercises. 	3	Plain paper
4	Demonstrate understanding of the purpose and importance of teamwork	<ul style="list-style-type: none"> Produce typewritten paper on findings from Nos 1, 2 & 3. 	4	Computer Discussion notes
5	Focusing on 3 of the most important qualities of teamwork, explain in more detail their importance in the two public services you have identified above	<ul style="list-style-type: none"> Research 3 selected qualities of teamwork and produce typewritten paper. 	5	Computer Research material
6	Analyse the importance of one of these 3 teamwork qualities in the context of just one of the two public services you have identified above.	<ul style="list-style-type: none"> Groups to prepare 5 minute presentations to class 	6	Powerpoint
7	Analyse the importance of one of these 3 teamwork qualities in the context of just one of the two public services you have identified above.	<ul style="list-style-type: none"> Groups to deliver 5 minute presentations to class 	7	Powerpoint
8	Practice teamwork skills by taking part	<ul style="list-style-type: none"> Students briefed that they 	8	Small diary



	<p>in a range of practical team-building activities.</p>	<p>should take part in at least 3 team-building activities and keep a diary of those that they undertake. Diary entries should identify any teamwork skills used or developed by the students and those that they have witnessed being used or developed by others.</p>		
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APPENDIX 7- Intercultural Education – sample exercises

Antonio and Ali

It is said that creative work needs to be done in loneliness, have you ever tried to create a story with 10 people or more? Here's an opportunity to try it!

Issues addressed

- Stereotypes

Aims

- To explore the images we have about people from other cultures, social groups etc.
- To be aware of how these images condition our expectations of people who belong to other groups.

Time: 30 minutes

Group size: 8 - 10. Note: larger groups can be sub-divided

Preparation

- A ball
- Paper and pen for the observer
- Flip chart and marker pen.

Instructions

1. Ask people to sit in a circle.
2. Ask one of them to be the observer. Explain that they have to sit outside the circle and write down the story that is going to be created.
3. Explain to the rest of the group that together they are going to create a co-operative story. For this they are going to use a ball.
4. Then say: "This is the story of Antonio, a young man from Madrid" and pass the ball to a member of the group and invite them to continue with the next one or two sentences of the story, and to then pass the ball to someone else.
5. Continue in this way so that the story is built co-operatively.
6. After 10 or 12 turns ask for the ball and say: "Antonio knows Ali, a Moroccan boy who also has a story" and pass the ball back to someone in the circle and ask them to start telling Ali's story.
7. Bring the activity to an end after about 10 or 15 minutes.

Debriefing and evaluation

Ask the observer to read the notes they took about the stories. Then ask the group to say what the stories of Antonio and Ali tell them about their different lives and follow on with comments about how this relates to the images we have about young men from Madrid and Morocco. Make notes of the main points on flip chart.

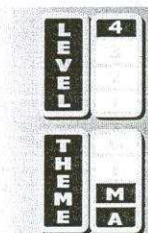
Ask where these images come from. Did everyone have similar images of Spain and Morocco? Why? Why not?

all different
all equal





all different
all equal



Where Do You Stand?

What do we think about racism and discrimination? How capable are we of defending our own points of view and of understanding that of others?

Issues addressed

- Racism, anti-semitism, xenophobia and intolerance.
- Responsibility for one's personal actions.

Aims

- To challenge participants' views and opinions on racism, anti-semitism, xenophobia and intolerance.
- To raise participant's self-awareness of the role they play as members of society.
- To get participants to share their thoughts and opinions.
- To draw out and recognise the differences in thinking in the group.
- To break down communication barriers and encourage everyone to express their opinion.
- To make participants aware of how quickly we sometimes have to come to a decision and then how fiercely we tend defend it unable to accept the other's point of view.

Group size: 10 to 40 people

Time: 1 hour

Preparation

- Flip chart and markers or alternatively an overhead projector
- A list of statements.
- Before starting the activity write down the statements on flip chart or an overhead transparency.

Instructions

- Tell participants that they should imagine that on one side of the room there is a minus (-) sign and that on the opposite there is a plus (+) sign.
- Explain that you are going to read out statements and then those participants who disagree with the statement should move to the side of the room with the minus sign. Those who agree should move to the side with the plus sign. Those who have no opinion or who are undecided should stay in the middle, but they will not be able to speak.
- Read out the first statement.
- Once everybody is standing in their chosen position ask those by the walls, in turn, to explain to the others why they chose that position. They should try to convince the rest of the group that they are right and therefore, that the others should join them.
- Allow between 5-8 minutes for this.



- When everyone has spoken invite anyone who wishes to change their position to do so.
- Now read a second statement and repeat the process.
- Once all the statements have been discussed go straight away into the evaluation.

Evaluation and debriefing

- Start by asking the following questions:
- How did you feel during the exercise?
- Was it difficult to choose? Why?
- Was it difficult to stay in the middle and not be able to speak?
- What sorts of arguments were used, those based on fact or those which appealed to the emotions?
- Which were more effective?
- Are there any comparisons between what people did and said during this exercise and reality?
- Are the statements valid?
- Was the exercise useful?

Tips for the facilitator

In order to facilitate participation you may invite members who are particularly silent to voice their opinion. In the same way ask someone who intervenes too often to wait a bit.

The statements are necessarily controversial. It is important to explain this at the end of the evaluation.

Depending on the group you can develop the discussion on several points:

- Despite their ambiguity, there is also a certain truth in the statements. Explain the fact that in all communication different people understand different things in the same statement. It is also normal that people think differently and differ about what they think. There is not necessarily a right or wrong attitude or position. What is more important is to know and understand the reasons that motivated the position.
- Try to draw out the links with the reality of everyday life. Often we think only about one side of a problem. It also happens that we are sometimes asked to support an issue but not always given the chance to think deeply about why we should do so.
- You could ask the group to consider how this affects democracy.
- How much do we actually listen to other people's arguments? How well do we make our points clear? The more vague we are the more we nourish ambiguity and risk being misunderstood.
- How consistent are we in our opinions and ideas?

all different
all equal

todas diferentes
todos iguales



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