MY -> OURS. Migration and Youth. Towards an Open-Minded Unprejudiced and Receptive School/Society.



Summing up the first project year.

In line with the objectives of the first year the five participant schools achieved the following results:

A project website being updated continuously:

http://www.didatticazanon.net/comeniusMYOURS/

At the preparatory teacher workshop:

- Analysis grids for newspaper articles
- Questionnaire on (im)migration
- Checklist for research on (im) migration
- Interview guide for interviewing parents/grandparents
- Criteria for essay writing and essay competition
- Suggestions for Comenius Days at the respective schools
- Start-up leaflet
- Detailed program for the first year

At the participant schools:

Comenius corner with posters (continually being updated)

Comenius Days (Italy, Norway, Germany)

Logo competition

Essay competition

Analysis of questionnaire and report on students' general knowledge about migration as well as power point presentation of results

Power point presentation on post Second World War migration fluxes in the local and regional communities

Report on interviews with parents and grandparents on (im)migration to the local communities

Analysis of newspaper articles on migration

At the Comenius Workshop at U. Pihl Upper Secondary School in Bergen, 22 April – 27 April 2013:

The following topical presentations and lectures:

Henning Østensen, principal, U. Pihl skole, *Introduction to The Norwegian School System*

Stine Johannesen, teacher, U. Pihl skole, *Introduction to the Norwegian Language And Culture*

The Local Authorities of Bergen – City Commissioner Lisbeth Iversen on *The Integration Policies of the Municipality.*

Svein Heggheim, director of Upper Secondary School Education at district level on *Integration Policies In The Educational Sector*

Frøy Gudbrandsen (dr. polit., commentator, Bergens Tidende) on *National Integration Policies in Norway from 1980 – 2010*

Alf Nybru, senior teacher, U. Pihl skole on *Norwegian Emigration to the USA*

Ida Waldjac, senior teacher, U. Pihl skole on *Legal Aspects of Migration to Norway*

Solveig Moldrheim, Raftohuset on Human Rights, on *Human Rights and Intercultural Conflicts*

Dr. Synnøve Kristina Nepstad Bendixsen, IMER research network, University of Bergen, on *Research carried out by IMER on migration with an emphasis on European diversity*

Jarle Bjørke, head of the EXIT-unit, police forces on crime and migration on *Crime and Migration*

Young entrepreneurs from Fyllingsdalen videregående skole (Upper Secondary School) on their company *Young Minority Advisors*

Vibeke Solbue, PhD. Candidate, Faculty of Psychology, University of Bergen, on *How To Develop Identity In The Intercultural Classroom.*

The following students won the competitions of the first project year:

The logo competition was won by Anja Nguyen, U. Pihl Upper Secondary School, Bergen, Norway.

The essay competition was won by Sonia Zucchetti, I.T. E. Zanon, Udine, Italy.

Comparing results:

Questionnaires.

Altogether 704 students answered the questionnaire about migration (111 Norwegian students, 324 Italian students, 81 German students, 81 Spanish students and 108 Finnish students).

The majority of students (e.g. 88% of the Spanish students, 80% of the Italian students, 74.42 % of the German respondents) claimed that they had learned about migration at **school**. 85% of the Spanish respondents consider that it is important to learn about migration.

83 % of the Norwegian students had no experience with migration inside the country. Over 80 % were born in a European country outside of the EU, most in Norway, but also in Bosnia, Russia and other countries. At the Italian school 92% of the respondents had EU- background. 92% of the students knew their fellow citizens who were born in countries other than Italy. The Italian respondents claimed that 30% of immigrants came from European countries and 18% from African countries. 40% of the Italian respondents did not know anything about the migration wave towards Italy after World War II. Concerning emigration however, 70% of the Italian students thought that they had good knowledge about the Italian emigrants' events. 68% of the Spanish students answered that there were people of their towns that had emigrated.

The Norwegian students displayed a general **lack of knowledge of migration**. On questions about where most people came from, a large number of respondents clicked «I don`t know», the same was true for questions about when the largest number of immigrants arrived in Norway and similar questions.

Among the respondents 24% of the Norwegian students had **family members born abroad**, that was also true for 9.35% of the Finnish students and for 13.5% of the German students, whereas 70% of the Italian students answered that there were family members that had either been born or lived abroad. The majority of the Italian respondents' parents were born or had lived for many years in Switzerland.

The majority of students at all participating schools characterized their **relationship with foreign classmates** as **good** or very good and looked upon the **presence of foreigners** in their respective countries as **positive** or were indifferent. But there were also students that considered the presence of

foreigners as negative or very negative, e.g. 18.37% at the Finnish school, 14.2% at the German, 10% at the Norwegian school. A fairly large number of students (e.g. 21 % at the German school) expressed that they had no opinion at all.

A majority of students in all 5 countries claimed that it was hard or very **hard to find work** if you were an immigrant. (e.g. Finland: 61.32% and 5.66 %; Italy: 65%)

A majority also claimed that it was **not easy for immigrants to find somewhere to live**. (e.g. Italy: 75%). Among the German respondents a slight a majority claimed that it was easy at times to find a place to live (63,6%).

The majority of students with foreign parental background had been born in the country or lived in the country for at least 10 years. The number of students with foreign background in the students' classes was low. Nevertheless, 70% of the Italian students said that they had classmates who came from countries other than Italy. The Spanish students claimed that most immigrants came from Eastern Europe and South America. At the German school the respondents claimed that the largest immigrant group was from Asia (Turkey, 32.10%). The Finnish respondents claimed that the largest immigrant group was from Asia (17.92 %).

When it comes to denominations, one third of the Norwegian students thought that Islam was the dominant religion among the immigrants, when, in fact, the majority were Polish Catholics.

30% of the Italian students said that most immigrants who were living in their city were Catholic or Muslims.

But 40% of the Italian students did not give any answer.

The Norwegian respondents spent more time with students born in Norway than with students with a migration background. However, over 90 percent had friends from another country, so this may indicate that the students interact with people outside their school-class in their spare time, regardless of background.

Can these statistical facts be taken to indicate that integration of people with a migration background is not working adequately in the Norwegian school system or society as a whole?

We may draw the conclusion that the integration problem also concerns the persons born in Norway. Social status, education and income, and the lack of integration are, in statistical terms, hereditary.

The data about second and third generation immigrants in Norway showed that when asked about their "ethnicity" and which country they referred to as their country of origin many of them told us the nationality of their relatives who had come to Norway two generations ago.

The question this raises is if the Norwegian government and society in general do enough for immigrants and to make them feel at home.

On questions about discrimination, 50 per cent of the Norwegian respondents answered «I do not want to answer», leaving us to speculate about the reasons why they do not. Have they really been discriminated against, are they not sure or did they just press the «I don't know»-button?

A great majority of the students interacted with people with migration background on a daily basis at school and/or in their spare time, but they interacted more frequently with students from their own region.

At the Italian school 80% of the students coming from different countries and regions do not meet their classmates outside school and, if they do, they meet only a few times per month. In spite of this, 97% of students said that there were no problems between Italian and foreign classmates.

Among the activities undertaken by the Italian students only 19% are related to school. These data prove that school is the main meeting place for students from different countries.

The survey data showed that 60% of the Italian students think thought that it was not very easy for immigrants to make new friends when they arrived, despite the fact that 44% of the Italian students liked having friends born in a country different from theirs. 50% of the Italian students thought that they were friendly and warm when meeting people from other countries, but 20% of students said that they were indifferent and did not feel any particular emotion.

At none of the project schools the students knew the exact number of nationalities present, e.g. at the Italian school 80% of the respondents thought that there were only one to five nationalities, but there are more than 10 nationalities. This lack of awareness might be due to the fact that not enough time is given in the school curriculum to projects about migration.

At the Italian school 30% of the respondents do not know anything about school services offered to students coming from other countries to favour their integration and knowledge of their culture.

The questionnaire also gave the opportunity to respondents to report their experience about acts of discrimination. 25% of the Italian students have witnessed an act of discrimination against someone from a different country. In particular, one student wrote that he had witnessed acts of discrimination already at primary school. The above student decided to put aside somatic differences of his new classmate, and by doing this, he established a good friendship that still continues.

50% of foreign-born students at the Italian school say they had integration problems due to language and religion. 50% of them say that they have

relatives living in their birth place but they have never been back to their country of origin. Moreover, 70% of the foreign background students at the Italian school do not feel discriminated against, but 40% of them affirm that they do not take part in teamwork at school because of cultural differences. In addition, 28% of these foreign students affirm that they have been affected by the debate in the media about some aspects of their culture.

At the Spanish school 75% of the respondents had never witnessed an act of discrimination, but in a conflict situation 70% would solve the problem by walking away.

Among the Italian respondents, ordinary activities, such as meeting for coffee, sports, music and shopping are the activities which contribute more to bring students together with their countrymen.

Statistics:

The Italian students found that their region Friuli (like Italy in general), had been for a long time a country of emigration. After the 70s-80s, Italy had become a country of immigration.

According to ISTAT website (ISTAT is an institution which involves and controls the Italian demography, including the growth rate and the migration rate), in 1993 there were a bit more than 500.000 foreigners in Italy, while today their numbers are more than 4.500.000 and are still increasing.

In less than 20 years the number of immigrants had risen quickly, and in 2008 it was 8 times higher than in 1993.

The regions with the highest number of immigrants are Lombardy, Emilia-Romagna, Lazio and Piedmont. Furthermore, the Romanians are the most numerous community in Italy, followed by the Moroccan, Albanian and Chinese people.

The first data and information about immigrants date back to the 1980s. In that period, immigrants came mainly from African countries and were concentrated in the most important industrial areas in Friuli: Udine and Pordenone.

In the 90s, a great wave of immigrants coming from Croatia and the countries of Former Yugoslavia moved to Friuli to escape from war and to find jobs.

In the XXI century, the phenomenon of immigration has become global, which means that immigrants from all the 5 continents started to come, Asia and South-America included.

The percentage of immigrants in Friuli Venezia Giulia in respect to the total population shows that in addition to immigration from the 5 continents, the most

numerous ethnic groups are the Romanian, Albanian, Serbian, Ghanaian and Ukrainian ones.

80% of the students think that there are no more than 5 nationalities at ITE . A. Zanon in Italy. Instead there are more than 20 different nationalities and the total number of students of foreign origin is 96. Probably students didn't notice all these foreigners because they come mainly from European countries and there are no somatic differences to be noticed.The most numerous groups come from Albania, Romania, Serbia and the Republic of Moldovia. Adopted children and the students with a double citizenship are not included.

The Spanish students reported that only 10 out of 378 students at Turgalium School are immigrants, Most of them from Eastern Europe and South America. From the late XIXth century to the economic crisis of 1975 Spain was a country of emigrants. The reasons for this emigration were economic.

Galician emigrants from A Coruña went by ship to countries such as Cuba, Mexico, Argentina or Venezuela to have a better socioeconomic future. Most migrants were young male adults, unskilled peasants (agricultural laborers).

Many people from rural areas migrated to Western Europe. From 1950 to 1975 Spanish migrants went to Germany, France, Switzerland, Holland, Belgium and the United Kingdom. The migrants who went to Europe came from Andalucía, Extremadura, Galicia, Castilla y León and Castilla-La Mancha.

In the 90s Spain became a receptor of population generating a process of great social and economic impact. The economic crisis in 2008 made Spain lose population again.

Positive consequences of emigration were cultural or political homogeneity, the decrease of population pressure on resources, investment from remittances sent by migrants, increased productivity in the country of emigration, increased export to other countries and relief from overcrowding problems.

There was negative impact of emigration on local population due to a decrease in revenue, political diversity, the ageing of population and lack of young workforce in agriculture and a decrease in schooling.

Interior mass migration from Extremadura to Madrid, Cataluña and País Vasco was triggered by the mismatch between population and resources in a rural region without technology. Exterior migration brought 55 000 extremeños to France, Switzerland and Germany during that period.

In previous decades (50s and 60s) many Spanish abandoned their homes, usually in rural and agricultural regions to migrate to more prosperous Spanish areas and other European countries in need of workers. Most of them were young men with little education. They came from the poorest regions of Spain: Andalucía, Galicia, Extremadura, León, both Castillas and Valencia. They were

mainly employed in building and industrial sectors. From 1973 emigration to Europe declined. The energy crisis brought unemployment, so many migrants returned. Also due to this crisis from 1975 many emigrants returned to cheaper life in rural areas. Spanish emigration ended due to the energy crisis, border closures and the modernization of Spain. The economy was based on construction and tourism, which required a lot of workers. In 2005, the country had created about 900,000 jobs, of which about 40% were occupied by foreigners. However, from 1975 Spain was again in crisis The unemployment rate rose due to the economic crisis, industrial restructuring, and the progressive incorporation of women in the workplace.

All these emigrants returned to Extremadura until 1985, and in 2000 there was a balance between emigration and immigration. From 1998 on Spain saw increased immigration from Africa due to the cultural and linguistic identities, mild climate, proximity to Africa and much better salaries. Positive consequences were the arrival of the immigrants at working age. Almost half the jobs created in recent years have been occupied by foreign workers. Immigrants worked in sectors where there were few national workers. The sociocultural consequences were more cultural, religious and linguistic diversity, an increase in xenophobia and the perception of national security. In 2001 44,95 % of the immigrants were female and 55,05 % of them were male. There is a balance between male and female immigration rates. There are more women than men from South America, but more men than women from African countries.The majority of people are at working age. Non-EU immigrants over 65 have increased.The majority of EU immigrants are between 30 and 64 years old.The majority of non-EU immigrants are between 20 and 35 years old. The immigrants from EU are employed in the financial and commercial sectors. The immigrants from South America are employed in the catering and domestic services. The population from Eastern Europe are employed in the building trade. The number of immigrants from Western Europe is large. In the twentieth century, due to the increase of international migration, the recipient countries have developed policies of immigration control. Illegal immigration has increased with the arrival of people from poor countries. From 2008 onwards the number of foreign immigrants in Extremadura explains the current growth of population.

The number of immigrants in Extremadura represents 0,67% of the national rate and 3,2% total in Extremadura.

Up to January 1st 2008 Spain had 5.22 million legal foreign residents, 5.1 million of whom were Europeans. Regions that received large numbers of foreign residents were Cataluña, Madrid, Valencia, Andalucia and the Canarias.

A Bill of Rights and Freedom of Foreigners in Spain guarantees education, dwelling, health, work and social security rights, documentation and public participation, freedom of movement, meeting and protest, union membership, right to strike, association, family reunification and protection against acts of discrimination.

One of the most dramatic situations related to illegal immigration is faced by African immigrants, as many of them lose their lives trying to cross from Africa to the south of Spain. They leave the African coast in small boats, usually wooden boats or canoes, to reach the Spanish coast of Andalucia and the Canary Islands.

The Finnish students reported that migration between different regions in Finland has grown evenly from 1992 to 2001. After that it has remained at between 250 000 and 300 000 a year.

In 2012 30420 people moved to Finland, 940 more than the year before, the new record. Both immigration and emigration have increased. In 2008 there came 1400 people from the European Union. Emigration was at its lowest in 2010 (4000 people). In Finland there are 215 laws concerning migration. These laws concern the entering of the country, visas, residence permit, working, international protection, securing immigrants safety, granting travelling documents, rejecting application to enter the country, punishment for crimes, legal protection and etc.

Oulu has a lot of projects which are trying to help immigrants to settle into a foreign culture such as:

I love sport Oulu: Trying to help teenagers to adapt to Finland and improve their physical and mental health and connect immigrants and citizens of Oulu

Guiding project for immigrant teenagers: Try to help choosing study program and an occupation. Organize some spare time activities

Activity Center Villa Victor: Arranges briefings and Finnish language courses for immigrants. Organizes parties, clubs and cultural events and an opportunity to play and listen to music and use electronics such as computers and TV.

Changes in the local Finnish community after the World War II may be described thus: After the war the living quarters were in short supply because of the men who returned from the war. There was a construction boom where people had to build new buildings quickly and many had to live in dormitory accommodation. There was also a lot of unemployment and people moved from countryside to cities after work. Schools were only for the rich people's children, who could afford to do so. After the war, there was also so-called “the time of coupons”, where people could buy food, coffee and other basic supplies with cards and coupons. At the end of the 1950s and beginning of the 1960s began the mass emigration to Sweden.

Right after the Second World War Finland received foreigners more than ever, mainly Swedish people who had fled the war. After 1945 about 540 000 people moved from Finland to Sweden, into the opposite direction went 300 000 people. The top of e igration was 1969/1970 when over 80 000 people moved from

Finland to Sweden. During the Second World War about 50 000 war children were sent to Sweden.

Finland has always had more foreigners than Sweden, but Ingrians returned to the Soviet Union and many Ingrians, Estonians and Russians escaped to Sweden. All in all 20 000 Finns moved to the USA and 27 000 to Canada. The first postwar migration season to Finland was 1971 – 74, when the majority of arrivals in the country were Swedish-Finnish returnees. Finland has received many foreigners also because of work and marriage. Finland's refugees have arrived from Eastern Europe, Russia, Asia, Africa, the Middle East and the Far East.

The German students reported that immigration between 1955-1973 was due to recruitment policy by the German state. About 4 million guest workers (work migrants) arrived in Germany to contribute to economic growth. After the petrol crisis in 1973 an end was put to this migration. Reunification of families led to permanent stay in Germany. Countries of origin of these work migrants(1950 – 1961) were Eastern Europe, Spain, Jugoslavia, Turkey, Portugal, Morocco, Tunesia and Greece. They mostly settled in urban areas (conglomerations) where jobopportunities were most likely, even though these areas could face industrial problems. There were better income opportunities, a high degree of leisure time activities.

Germany faced internal migration from the coastal regions in the North to the South. The regions profiting from this migration were Munich and the rural areas on the foot of the Alps.

East-West migration was due to exodus from agriculture and low wages. People moved to the industrialized areas where there were higher chances to get work and to keep your job and where there were better living conditions.

The Norwegian students reported that immigrants account for 8.9 % of the population. Immigrants comprising people born abroad of two foreign parents account for 342 000 immigrants, children of

descendants and first generation immigrants account for 2 000 (from Pakistan: 1 000; from Turkey: 250). The children these immigrants get after their arrival in Norway (descendants) account for 74 000. The third generation comprises 100 people, living in Oslo.

There are fewer people in Norway born abroad than in nearly any other country in Western Europe. There is a high increase in immigration to Norway during certain years, but Norway does not have a lot of immigration.

In 2006 Bergen had 250 000 inhabitants, thereof 19 500 immigrants, 8.1 percent of the town's population. 14 500 were of non-western and 5 000 western background. They represent 165 different nations. There are few older immigrants to the town. There are as many women as men, but more men than

women from Poland and Algeria and more women than men from Thailand and the Philippines.

There is a high influx of skilled work migrants from Europe now (young Polish workers, young Swedish workers).It is uncertain whether they will stay permanently. There are fewer refugees.

Integration is slow and difficult but on the right track.

Norwegians are medium positive to immigrants. From 1993 when about 48% of the population had a positive attitude to receiving refugees via a top in 1999 of 71% of the population being positive inclined, the percentage fell to 41% in 2003, and rose to 59% in 2005. Norwegians want the newcomers to have the ability to adapt and speak Norwegian. The contributions in terms of labour and culture of established immigrants are viewed positively. In 2005 around 55% of residents with non-western background were employed, in Bergen 51 %. Employment rises with length of stay in the country. After 7 years of residence there is a slight decline in employment among western immigrants due to retirement age.

Statistics also shows that income composition changes from 1993 – 2002 from fewer social benefits (from 50 % to 9 %), and slightly less child benefit (from 18 % to 11 %)to a rise in income (from 20% to 61 %). (example: income compositions for Somalis)

The largest group of children born in Norway to two foreign-born parents has African background , followed by children with Eastern European background and South/Central American and Asian backgrounds.

Following Sweden (85%), Norway (81%) is at the top of the list of countries claiming that immigrants should have the same rights as everyone else. Hungary is at the bottom (40.5%).

Fear of crime is however increasing objections to immigration (Greece tops the list (81%), Norway (73%)). At the bottom of the list we find Ireland (33 %).

In Norway anti-discrimination laws are considered positive.

The overall reasons for Iraqi, Iranian, Somali, Bosnian-Hercegovinian people as well as immigrants from Vietnam and Sri Lanka to come to Norway are escape and family reunion. The overall reason for Polish immigrants to come to Norway is work. The most important reason for Thai and people from the Philippines is family reunion (marriage). The reasons indicated for Pakistani coming are "unknown" (work migration !) and family reunion. Also among immigrants from the Kosovo, Afghanistan, India, Turkey and Russia escape and family reunion are the major reasons.

When it comes to secondary school education for first generation 16- 18 year-olds, their percentage is at about 73 % for men and 78% for women compared

to the population in all (90%). Their descendants though almost reach the figures of the population at large (89% for women, 87% for men).

Among the 19 – 24 year-olds in higher education the descendants of first generation immigrants reach equally high numbers as the population in all when it comes to women (38%), whereas the number of male students is 6 % higher than that of the population in all (29%). The first generation immigrants are at 21% (women) and 18% (men).

From 1986 to 2006 the number of unemployed immigrants has decreased for certain groups, the highest unemployment rate being among Africans (13 % in 2006), with a top in 1992 (22%), followed by immigrants from Asia and Latin America. The number of unemployed among all immigrants has declined only by 1% , from 7% to 6 %. Unemployment among Scandinavians declined only a little from 4% to 3%. Among Eastern Europeans unemployment remained at the same level (7%), with a peak in 1994 of 17 %.

In 2004 the highest unemployment rates among first generation immigrants were found among people from Somalia, Morocco, Iraq, Pakistan and Turkey.

The largest numbers of immigrants to Norway from 1970 – 2007 came from Asia, Africa and Latin America. From 1987 there has been an even flow of immigrants from Western countries. From 1989 there have been arriving immigrants from Eastern Europe.

The number of non-western immigrants is highest in urban areas, particularly in Oslo. The average percentage for the entire country is 6.1 %. (Bergen – 6.1%).

Among the ten largest immigrant nationalities there are Pakistani, Swedish people, Iraqi, Somali, Danish people, Poles, Germans and Vietnamese people. The ten largest groups born in Norway are Pakistani, Iraqi, Somali, Vietnamese, Turkish people, Sri Lankan, Indian and Moroccan people.

Among the 30-44 year-old immigrant population the largest numbers of people with long higher education come from Poland, Russia, China, Iran, Ethiopia, India and Vietnam.

From 1972 to 1984 immigration numbers are stable at 20 000. From 1985 to 1987 there is a rise to 31 000. From 1987 the number decreases to 28 000, then again to rise to 31 000 in 1993 and fall in 1994. From 1995 to 1999 numbers rise to 41 000 and fall again until 2003. From then numbers rise continually , reaching 79 000 in 2007. Only in 1989 more people left the country than immigrated.

Norwegians also have history of emigration. 800 000 Norwegians in all left the country for North America from early 19th century until early 20th century, looking for a better material life.

Interviews with Grandparents:

Students in all project schools also interviewed their grandparents and parents. Whereas the Italian, Spanish and Finnish students found that their grandparents had a story of emigration to tell, the German students learned that migration to and within their area had been caused by the Second World War and its aftermath as well as wars in adjacent countries. In addition to this, historical events in Germany led to the influx of East German migrants. A further reason was the arrival of work migrants from Europe. Norway experienced work migration to the country from the 1970s, and migration due to conflicts around the globe (Vietnam, South America – the 1980s, the Balkan - the 1990s, and, more recently, Irak, Afghanistan, Somalia, Ethiopia/Eritrea – the 2000s and Central Europe and the Baltic region).

The Norwegian students found that there had been relatively few conflicts due to slow immigration. Immigration occurred in larger numbers from the 1970s on due to road building in remote coastal areas, due to entrepreneurial innovation in these remote places. There were increased numbers of crosscultural marriages between Norwegian men and women from Thailand, the Philippines or Brazil. Eventually food habits were affected (less local food, less Norwegian meat, less fish caught by oneself, more frozen food, more variety in seasonal vegetables and fruit, even when out of season, more fast food, more pre-processed food (TORO. FJORDLAND) since the early 1990s, more herbs and spices. Migration away from rural parts to the cities was necessary to ensure the young ones education. Traditional organizations such as the home mission and the women's clubs lost members, sports organizations won members.

There were hardly any crosscultural conflicts due to relatively limited immigration from abroad and limited contact with immigrants. There was (Work) migration from Poland, Lithuania, Germany, Austria, Iceland, Sweden, Denmark, Iran, Romania, India, Pakistan and Korea. Career mobility in connection with education (studies) led to leaving the countryside. However, young families settled in the outskirts (enough space, lower prices for housing).

Local industries such as shoe production, tanneries, farms, carpenters disappeared. So did local shops. New companies arrived, e.g. the oil refinery (Mongstad), UNI Micro (IT), STATOIL, BKK.

A lot of housing projects were begun, from small (farm)houses via detached housing ,terraced housing (1970s and 1980s) and blocks of flats (1980s) towards a trend to live in blocks of flats. Sports facilities, arenas, were built, sports clubs and culture clubs were built.

The German students found that there are various reasons for migration in the Parsberg region, one being the US Army Station which led to expropriation of German inhabitants and their resettlement in 1938 – 1940, and , in the 1950s, the same procedure due to the arrival of English soldiers, the other reasons

being the Balkan Wars in the 1990s which led to the arrival of Yugoslav people from the Kosovo and Albania and the fall of the Berlin Wall which led to the arrival of people from the Eastern part of Germany. In the 1950s people from Czechoslovakia had arrived and in the 1970s migrant workers from Spain and Turkey. In the 1990s Russians arrived, which changed the community, bringing their own specialities. Growing tourism in Regensburg led to new houses replacing old ones in certain parts of town.

The Finnish students found that their grandparents left the country temporarily to find work, but also to explore their sense of adventure. They went to Sweden, stayed together with other expats, the grandfather working on the shop floor at a tile factory, then later, in Malmø, after training as a welder, in shipbuilding whereas the grandmother first stayed at home with the family before working at a tights factory and then at a coat factory. Homesickness, wishes to go to school, parents, prospects of a career in Finland brought them back to Finland.

The Italian students studied the reasons of emigration from Friuli . From 1500 to the Industrial Revolution the so called cramârs, specialized artisans/merchants had already been travelling to the Centres of Europe selling products in demand (wood, textile, spices)

But only with the unification of Italy did emigration become significant to Friuli. The intensity of migration flows can be divided into four stages: Thus 1866 – 1914 is called "the big period of Friulian Emigration" (because of the high number of emigrants).From 1880 the number of emigrants grew significantly and the passports issued were more than 50,000. The people who emigrated from Friuli, represented 10% of the national emigration. The destinations involved in emigration were countries of East and Central Europe, for example Switzerland, Germany and France, but, obviously, there were also people that went to nations out of the continent as the USA, Canada, Argentina, Brazil and Venezuela. The people emigrated especially for economic reasons. in fact the development of the region was slow. The type of emigration of this period was seasonal, as it regarded the nearest countries: the people, especially men, left in spring and returned only at the beginning of winter and so the consequence was that in summer, when work in the fields was more intense, there wasn't the workforce because there were only women, children and elders.

As concerns the numbers, we know that towards Europe about 30,000 people left Friuli, while overseas, about 8,000 people.

During the two world wars, emigration stopped. People wanted to migrate because of the wars and unemployment; it was the only way out. There was a decline in the flows directed towards Europe and so, the percentage of people who chose to emigrate to America grew, both North and South, in particular the first, despite the global economic crisis of 1929 and the limitations in terms of entrance. Another fact that limited a lot the phenomenon was Fascism that started a restrictive migration policy: permissions of expatriation were granted

only to people with a valid employment contract, but anyway, for a period not longer than 3 years. Family reunion was also granted, but with severe limitations. All this increased illegal emigration.

After the second post war period, emigration restarted quickly. The most chosen destinations were in particular European countries such as Belgium, Luxembourg and also countries of both North and South America, but in this period another country became important: Australia. It had a favourable immigration policy and a high demand for labour and so attracted a lot of people. The reasons why people emigrated were connected to unemployment and economic backwardness. It is important to notice that, from this moment, the number of women who emigrated reached that of men. During this period, more than 300,000 people left the region.

During the19 60s economic development and industrial production took place also in Friuli and thanks to that, people could live better without emigrating; in fact this phenomenon stopped, not at all, and the number of those who came back home was higher than the one of those who left. The people who returned, had in general a good educational and professional level, so it was easier for them to find a job. In 1980 a reform about repatriation was approved: it gave social and economic support to the people who returned and kept cultural bonds with the emigrants. In this context arose many associations, in particular the "Fogolârs" that permitted to maintain relations with both the emigrants among themselves and with their mother-land.

The people used to choose the destination especially depending on the word of mouth and the propaganda of the representatives sent by the various governments of the host countries, particularly in places where emigration was strong. As regards the means of transport, for the shorter travels, they used the train and also to go to the ports, where then people took the ship for longer travels. The first travels were in groups, organized entirely by local entrepreneurs and agents, and later people began to travel individually.

Some people left qualified, while the majority wasn't and so found jobs as workers in the extractive industries (mines) and textile, in the construction industry as builders, in the handicraft sector (mosaic, terrazzai) and the women worked at the homes of the wealthy as servants. Many of them, after an initial phase of employment, have been successful and have become entrepreneurs (Mr. Gandin), lawyers, teachers, politicians (we had the testimony of the Canadian Consul Mr. Primo Di Luca) and landowners, especially in South America (ex. Pampa in Argentina).

The Spanish students who interviewed their grandparents reported that the characteristics of migration after 1950 in two different villages(Aldeacentenera and Zorita) and the results were as follows:

They had left at 30 and returned at 60 (pensioners). They found that shopswere bigger than before and that those had more products. Streets were given names such as Pablo Neruda and Alonso de Pineda. In Spain they had left for Oviedo, Bilbao, Madrid and Barcelona. Out of Spain they had gone to Switzerland, France, Germany and Argentina. The current situation in these villages today are that few people born and young people are unemployed and they leave their villages to go to the cities or to other countries.

Analysis of Newspaper Articles:

All of the participant schools had students analyze newspaper articles on the topic of migration.

The Norwegian, Finnish and German students discovered that the focus was on integration and integrative challenges whereas the focus in the Spanish articles was on young emigration due to unemployment.

The students used an analysis grid prepared by their project teachers. They were to look for the following pieces of information: headline of article, author, date, source of publication, relation between image and text ,main ideas of the article, point of view of the author, target group of readers, personal agreement or disagreement with the author, if the student would recommend the article to a fellow student.

The results of the analyses carried out by **the Norwegian students** showed that the articles reported communicative problems at work, cultural collisions and how to cope, increase in (trans)national crime, challenges to the legal state, discrimination in the health sector, secure service in the restaurant sector and in health care by employing foreign workforce, repatriation of skilled migrants to build their own countries, reappraisal of immigration policies by the political parties, the impact on the asylum children of waiting for having their case decided upon.

Most of the articles were informative and explanatory.

The majority of authors appeared neutral, however, by putting the different issues onto the agenda, they contributed to creating public debate about these issues.

Some articles were news, other articles were interviews, a third group of articles were commentaries on current events.

Few students would have read the articles if they had not been asked to do so in class.

Reading habits of Norwegian 15 – 19 year-old students have been declining for the last decade, a threat to democracy according to researcher Terje Hillesund, University in Stavanger.

The image usually did not supercede 40% of the page.

If there was a picture accompanying the article, it usually showed the person(s) that the article was about. The image was intended to raise the reader's interest in the article.

In a number of articles fact boxes supplied important background information about the issues.

Few students felt that the articles were of concern to them or their age group.

A majority of students claimed that the articles did not have to do with the topic migration and youth.

A majority of students are unfamiliar with reading newspaper articles in a critical way.

Possible reasons may be age group (15 – 19 years), little reading practice, organization of learning in class, fun-orientation, poor awareness of curriculum objectives.

The Finnish students also reported that the articles dealt with the fields of work immigrants had taken over. For example, half of the cleaners in the capital region of Helsinki were of foreign origin. Some experts blamed the Finns for lacking workmanship and for social problems, others criticized the Finnish attitude and some said immigrants settled for less than Finnish employees. Fields of work Finnish people did not approve of were cleaning, driving a bus, building work and nursing. Due to poorer conditions in their homelands, immigrants settled for less when it came to working conditions. The author's point of view which the Finnish student shared was that Finnish people should value these fields of work more, accept these jobs and raise their workmanship.

On the labor market immigrants were in a lower state with their lack of education and language skills. That is why some of the immigrants were forced to become entrepreneurs, because they did not get a regular job with good payment. Reasons for entrepreneurial enthusiasm might be that the immigrant population had created a new customer base in Helsinki, and new needs.

The Finnish students also found an article reporting that according to Norway's " Confederation of Norwegian Enterprises" (NHO) there arrived unsustainable amounts of Swedish and Polish employees on the country's labor market. This could lead to growing unemployment.

There arrived 50 000 employees from the European Economic Area and 20 000 - 30 000 from Sweden per year.

The Spanish students found that the majority of articles belong to digital newspapers (El País, ABC…) or websites of different organizations or official governmental websites.

They were generally informative, so the author's opinion was not shown. In fact, many of them had been written by the Editorial Department.

They contained from 50% to 25% image. They were normally rather shocking to produce impact and draw the readers' attention. The students would like to recommend them all to their friends since they would give a lot of information about the present situation of youth migration and help them to understand it.

They generally addressed all kinds of people but focused on young unemployed people who were looking for a job.

In the articles there were two main topics: immigration to Spain and emigration from Spain to other countries. No newspaper articles reported movements inside the country. However, they showed that there was an increasing tendency to emigrate to foreign countries, mainly European ones. The question was whether to stay in Spain without a job nor money or to emigrate. Illegal immigration to Spain continued but was on the decrease.

Some articles dealt with the fall in numbers of undocumented immigrants who arrived in Spain in 2012. It had decreased by 30% as regards 2011, mostly being found in the Canarias, followed by the Spanish Peninsula and the Baleares and Ceuta. However, in the autonomous city of Melilla the number of immigrants had increased up to 262. Legal immigration had also decreased.

The Spanish students also reported from the OECD annual analysis which showed a slight increase. Following the "Arab spring" requests for asylum grew by 20% in 2011. In 2010, immigration decreased by 2.5%, whilst in 2011 it increased in Europe except for Spain, Italy and Sweden.

The OECD data showed that the countries which showed the highest numbers of emigrants were China, Romania, India and Poland. Chinese immigrants accounted for 10% of total arrivals in OECD countries.

Other articles highlighted that the harsh conditions of immigrants in Spain are getting even worse: criminalization of immigrants, mass media contribution to negative stereotypes, denial of access to certain health services or social benefits, corruption related to illegal immigration.

Another issue dealt with was the prejudice held against Peruvian emigrants. They were regarded as criminals. A hundred representatives of Peruvian immigrant organizations had met in Lima to analyze the problem and look for solutions

A further issue was Spain's sending 73 immigrants illegally back to Morocco, where they were made to cross the border with Algeria without further ado, when in fact their luck completely on Spain.

Another topic was a city councillor from Tarragona who had been accused by the Police of having used his business to regularize illegal immigrants.

Other articles report on acts of solidarity such as a policeman holding a baby who arrived in Melilla in a dinghy.

Some articles also focused on Spain's reinforcement of control on borders, the Moroccan and Mauritan governments doing the same.

Another issue was the release of Spanish hostages by the Mauritan government.

A major topic was the exodus of young Spanish people who had to leave Spain because there were not enough jobs. They were above all young people looking for their first job and middle-aged people who used to worked in the construction sector but due to the crisis they were now unemployed.

A dramatic issue was that the University of Alcala de Henares was going to be the first in giving lessons that would help young people to look for a job abroad. According to the National Institute of Statistics, more than 27.000 Spanish people left Spain between January and March of 2012. These classes were almost self-financed, students would have to pay 750€ for three weeks.

Some articles report that international response to Spanish emigration is varied: Some countries offering help as Canada which offers 1000 work visas versus other countries such as Switzerland which wants to reduce the amount of work permits. Ecuador looks for unemployed doctors, tour guides and teachers.

The German students analyzed articles that highlighted the allocation of funds to the creation of a post as coordinator of integration activities in fields such as language learning, migrant children, various integrative projects in Regensburg.

Another article in the online-edition of *Die Welt* focuses on recruitment of young unemployed workforce.

Migration in the curricula (the Norwegian example):

11th grade:

Social Studies:

Define the notions of culture and give examples of the fact that culture changes from place to place and over time.

Explain why prejudice occurs and discuss how one can counteract xenophobia and racism.

Geography:

Explain the reasons for and consequences of internal and external migration.

Account for global differences in living conditions. Explain possible reasons and discuss how one can level these differences.

12th grade:

International English:

Account for basic principles underlying different types of text.

Analyze linguistic devices in different types of text.

Write well structured coherent texts about general topical and literary issues.

Discuss some international and global challenges.

Discuss a number of literary and factual texts published after 1950.

Analyze and discuss at least one piece of literature of some length and one film.

Norwegian:

Discuss community and diversity, cultural encounters and cultural collisions, choosing from a broad selection of Norwegian and foreign contemporary texts of different genres.

13th grade:

Norwegian:

Discuss interdisciplinary issues.

Use your interdisciplinary competence to interpret and understand texts.

Write literary analyses, essays and argumentative texts.

Assess and discuss the various functions of language and the use of pictures.

Analyze and assess the argumentation in and influence of different genres on TV, in film and on the internet.

Compare and assess the transfer of texts from one medium to another.

Account for how different languages and cultures in Norway today meet and impact one another and how your own language and culture develops and changes in interaction with other people.

History:

Discuss how history has been and is used in political contexts.

Assess the importance of different ideologies for people, political movements and the development of the State in the 20th century.

Find examples of events that have shaped the history of non-European countries after 1900, and reflect on how the country could have developed without these events.

Analyze the causes of an ongoing conflict, and discuss reactions to it in the international community.

Migration in the schoolbooks (the German example):

In our History book „Geschichte und Geschehen" there is written about migration in Bavaria.

After World War II millions of refugees came to Bavaria. These were people who escaped the Russian area.

In the 50es the so called "Gastarbeiter" came. These were people from Spain, Italy, Turkey and Portugal who wanted to work here. The Germans invited those people because they had too few workers.

After the end of the so called Cold War a lot of "Spätaussiedler" came to Bavaria. These people came from Russia and Poland and had German background.

A summary of a social studies book, class 11:

About 7.2 million foreigners live legally in Germany, that comes to almost 9% of the entire German population. Among them are expellees after World War II, guest workers in the 60s, immigrants (the former guest workers with their entire families), asylum seekers, international immigrants and home migration. The biggest group of immigrants are the Turks.

As a result, there is a new law of immigration since 2005. That affirms that Germany is a modern country of immigration. This means that integration is not only a task of the immigrants but also one of the German citizens and policy. On the one hand the immigrants must be ready to learn a new language and adapt, on the other hand the German citizens must accept, tolerate and respect the immigrants and there must be regional supportive measures. Especially highly intelligent immigrants are supported. They get the nationality easier and faster. This is based on economic advantages for Germany.

Often the immigrants do not stay their whole life in Germany, most of them only about 18 or 19 years. A reason for this is the education of their children because it takes about 18 years until they have finished school.
Not every German is called immigrant even though he has a foreign ancestor– about 19 % of the German population do have a migratory background.

Jurisdiction concerning foreigners (the German case):

Right of residence: Right Of Limited Residence, Right Of Unlimited Residence

When the authorities acknowledge Right of Unlimited Residence, the foreigner acquires the

right to old age insurance, health insurance coverage & accident insurance, the right to work, the

right to housing benefit or social welfare provided that the residence in Germany is legal.

But you don't have a right to get child benefit if you have the Right of Unlimited Residence (e.g. if you are in Germany for education only).

Without the German citizenship you don't have any political rights (e.g. you aren't allowed to vote) but emigrants and late repatriate have the rights to apply this citizenship.

Nearly all rights of the German Constitution are valid for immigrants as wel.

Right of Asylum: Asylum seekers are allowed to stay in Germany.

They have the right to get social welfare but don't have the right of free movement in Germany and they have to live in asylums.

The terminology of migration example: Finland:

International protection and asylum in Finland:

International protection means asylum, or refugee status; subsidiary protection and humanitarian protection.

The Finnish Immigration Service determines whether an asylum seeker is a refugee when it makes a decision on his/her application. Refugee status is granted to those who are given asylum or accepted by Finland under the refugee quota.

An asylum seeker can also obtain a residence permit on the basis of subsidiary protection or humanitarian protection but will not have refugee status in that case.

Quota refugees

Refugees who have left their home country or country of permanent residence for another country, where they may not settle down permanently, however, can be chosen for resettling in a third country under the so-called refugee quota. Under the refugee quota, Finland accepts persons whom the United Nations High Commissioner for Refugees (UNHCR) has designated as refugees or other foreigners who are in need of international protection for resettlement.

According to UNHCR, the voluntary and safe return migration and settlement of refugees in areas close to their home country are among the best options for

solving the refugee issue. However, this is not always possible. At present, there are some 25 countries that receive quota refugees.

In Finland, Parliament decides annually in connection with the approval of the state budget how many quota refugees Finland will undertake to accept. Since 2001, the number of quota refugees accepted by Finland has been 750 per year.

Selection process:

A residence permit under the Finnish refugee quota may be granted if:

- the person is in need of international protection with regard to his/her home country,
- the person is in need of resettlement from the first country of asylum,
- the requirements for admitting and integrating the person into Finnish society have been assessed,
- public order and security or Finland's international relations do not prevent the granting of the residence permit.

The selection of quota refugees is usually based on documentary information received from UNHCR and interviews carried out under the direction of the Finnish Immigration Service at refugee camps or local UNHCR offices, and the grounds for the granting of residence permits are investigated on the basis of such documents and interviews. Integration experts and representatives from the Finnish Security Intelligence Service also participate in interviews. The Finnish Immigration Service grants residence permits to refugees under the refugee quota after the quota selection mission.

Very urgent, or emergency cases:

One tenth of the quota has been selected annually for urgent cases and persons whom UNHCR has assessed to be in need of urgent resettlement. Finland selects these emergency cases on the basis of UNHCR documents.

Arriving in Finland:

Refugees selected under the quota are not placed at reception centres in Finland; instead, they are located directly in municipalities that receive quota refugees.

Evaluation of the workshop in Bergen by participant students:

The students were very busy during the workshop in Bergen, presenting results, listening to lectures and doing group work. Here are a number of statements by students:

"What I think is really important to me is the fact that I have met many people with different background and I hope to keep in touch with these people."

"I have learned a lot about different cultures and customs, and feel like I understand other cultures better now. "

This week in Bergen has been memorable."

"So far being in Comenius is a good experience I had and I will not forget this good opportunity I got."

Good because I will migrate one day, and hope to another country and a better life

"I'm proud to say that his was the best experience I've ever done in my life!"

Everything was perfect, there's nothing that I didn't like (only the weather, but it's not up to you).

Comenius Day (examples: Norway and Italy):

The Comenius Day at U. Pihl Upper Secondary School was devoted to the topic of intercultural learning. In various case studies carried out at all year levels (11^{th}, 12^{th} and 13^{th} grades) the students looked into issues such as stereotyping, intercultural communication, legal discourses across language and cultures and the challenges of freedom of expression and discrimination and hateful utterances. The Comenius Day was following the competences and skills outlined by the European Framework such as factual knowledge, practical and intercultural skills and know-how, existential competence (education) and the ability to learn. University lecturers introduced to the topics. Intercultural games were an appreciated frame for the day**.**

The Comenius Day at ITE A. Zanon had the students present all the results of the first Comenius year in a plenary session for all students at the school.

The Press:

In all the participant countries the local newspapers covered the project at one or a number of points of time, publishing informative articles, highlighting the value of European cooperation in the field among young people.

By way of conclusion:

The commitment by the students at the participating project schools reveals that the topic of migration is of great interest. All participating countries have a history of emigration and immigration. The students comment that there is spent too little time on project work on the issue. This may be correlated with a lack of knowledge of recent immigration among Italian and Norwegian students.

Among Italian respondents 30 % confess a lack of knowledge of school services for immigrant students. 25 % per cent have witnessed an act of discrimination. 50% of the foreign-born respondents at the Italian school say that they had problems of integration due to language and religion.

It appears that leisure time is preferably spent with people from your own ethnic group.

In conclusion, we may state that there is a need at all participating schools for creating more awareness around the topic of migration (both immigration and emigration)to enable the students to make informed decisions as young European citizens. The second project year will contribute to this.

A student may have the final say:

"In my opinion, this kind of project affects in a positive way my relationship with people from countries different than mine."