HOW TO TEACH:

MIGRATION AND MIGRATION POLICY IN THE EU

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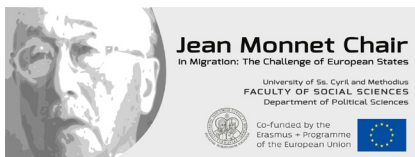
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FOREWORD

With the outbreak of migration crisis in 2015 the topic of migration gets increasing importance on all levels and forms of education. Moreover, in many countries this topic became controversial as migration became topic used for mobilization by populists, nationalists and radicals. Many parents and teachers were confused about what attitude to choose and how to communicate the topic with children and youth. Are these incoming people, criminals and terrorists who are going to steal our jobs? Or are they people in need who are escaping danger and seek safety?

In the recent years NGOs and governments developed programmes aimed at inclusive education for refugees which is one of the most necessary preconditions to deal with successful integration. However, citizens of the states accepting refugees shall be educated in the field of migration as well as the society creating the environment in which integration takes place. Neglected education within the society in the area of migration and migration policy may lead to increased risk to fear and manipulation with society guided by feelings more prone to populism and nationalism as we are witnessing in the Central Europe.

It is not the aim of this material to provide complex understanding of migration nor to develop an understanding of the migration crises and formulate political opinion. Instead, it provides useful advices, hints and techniques how to communicate the topic with children, youth and students in all forms of education at various levels. For this reason the didactic material is divided into three parts.

First part deals with formal education aimed especially at the university level in fields non-specialized in migration studies. However, activities and outlines proposed may be well used also at high schools in related courses such as civic education, introduction to social sciences, etc.

The second part is aimed at non-formal learning to enhance personal skills. Activities proposed in this section may be well used during workshops and seminars organized or hosted by NGOs and other actors. Some of them may be used also during formal education as they are more engaging and thus of greater attractiveness for youth.

The third part deals with informal learning and gives hints and opinions how to enrich your competences, knowledge, and skills especially at home environment alone or in interaction with others.

Lastly, we are grateful for receiving the grant, Jean Monnet Chair in Migration, awarded in 2016 to the Faculty of Social Sciences, University of Ss. Cyril and Methodius in Trnava, Slovakia.

Valeriu Mosneaga, Ondřej Filipec, Jaroslav Mihálik

1 FORMAL EDUCATION

Under the conditions of globalization, migrations have become an integral part of life for the contemporary individual. A reflection of these changes in the global and individual everyday practice of contemporary humanity as a whole, and of the individual as a part, has become the inclusion of migration topics into the educational process of the system of preparing qualified specialists. The following article narrates the experience of teaching the migration processes at Moldova State University (the Republic of Moldova) and at the University of Saints Cyril and Methodius in Trnava (Slovakia).

Migration is a natural process of functioning and development of the human society that holds benefits and risks both for the country of origin, and the country of migrants' destination. This is why states are striving to develop a policy of management of migration processes, directed at obtaining the most benefits and minimizing the negative consequences of migration. An important step in this direction is the creation of a policy that will integration migration processes into the strategies for development, which is something that is especially important for the Republic of Moldova, as a participant in the global migration processes.

For the development of an effective migration policy there is need of qualified specialists who possess appropriate training and are competently oriented within migration problems. In this regard, there rises the issue of training professional personnel in the field of migration in the high school system, both at the primary (licentiate) and the secondary (master) cycles.

It should be noted that in the Republic of Moldova, at the higher education institutions there are no subdivisions (departments) that train specialists in the field of migration. The issues of migration are only addressed for 34 1-2 lessons within the course on political science, law, economics, etc., depending on the specifics of the discipline in question. This correlates with the international practice where teaching migration in likewise, usually incorporated into one discipline or another, and is usually absent as a standalone discipline within a study program[1] [1]. But for Moldova, as for an active participant in the global migration processes, there is need of qualified specialists for the analysis and regulation of migration,

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[1] *Методология и методы изучения миграционных процессов. Междисциплинарное учебное пособие. Под ред. Ж.Зайончковской, И.Молодиковой, В.Мукомеля. - Москва, Центр миграционных исследований, 2007*

Methodology and methods of studying migration processes. Interdisciplinary study guide. Ed. Z. Zayonchkovskaya, I. Molodikova, V. Mukomel. - Moscow, Center for Migration Studies, 2007

who present the versatility of the problem and the approaches toward its solution.

The purpose of this article is the analysis of the organizational-methodical aspects of teaching migration themes within the high school system. We will make use of the experience of the University of the Saints Cyril and Methodius in Trnava (Slovakia) and of Moldova State University (the Republic of Moldova), where educational courses on the topic of migration are being held.

Research of contemporary migrations has an interdisciplinary character, based on the perception of this phenomenon at a planetary, regional, and national level. This fact is reflected by the conditional division of study disciplines on migration topics into two groups: disciplines that study global migrations, and disciplines that focus on the migration processes and policies of an individual state (in our case, the Republic of Moldova). To the first group we attributed the course "Migration and Migration Policy in the EU" (the University of Saints Cyril and Methodius) and the discipline "Migration processes and policies" (Moldova State University). The second group includes the course "Migration processes and policies in the Republic of Moldova", as well as others that are being taught at the Moldovan University.

Such disciplines are an important contribution to the formation of universal and professional competences for students who in the primary and secondary cycles, studying "Political Science", "International Relations", "European Studies", and others. Competencies are specific traits that a person needs in order to engage and self-organize in the different complex situations and conditions. They are the interaction between knowledge, skills abilities, motivation, and emotional predisposition[1].

Among the universal competencies we can highlight:

- *the competency of systemic thinking:* the ability to identify and comprehend interrelations, to analyze complex systems, to understand the principles of interaction between systems in different domains and on different levels; the ability to use in practice the results of scientific research;
- *prognostic competency:* the ability to understand and evaluate the multiple futures, possible consequences of actions, to consider the risks and changes;
- *legal competency:* the ability to understand and critically assess the norms and principles that conditioned one decision or another to be taken;
- *the competency of collective work:* the ability to work in a team, to solve the conflicts that appear in a group, to participate in collective and multilateral interaction directed at problem solving;
- *the competency of critical thinking:* the ability to put in question the accepted norms, approaches and opinions; to critically evaluate one's own views, notions, and actions; the ability to defend one's own point of view;
- *the competency of consciousness:* an optimal and creative evaluation of one's

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[1] *Рикманн М. Цели образования в интересах устойчивого развития: Задачи обучения. - UNESCO Publishing, p.10/ Rickmann M. Objectives of education for sustainable development: Learning objectives.; Weinert F.E. Concept of competence: A conceptual clarification. // Rychen D.S., Salganik L.H. (Eds.). Defining and selecting key competencies. - Ashland, OH, US: Hogrefe & Huber Publishers, 2001. pp.45-65.*

own potential for scientific activity; the ability of self-education, effective presentation of one's own project or report within the framework of national and international scientific-practical conferences; the willingness to use modern-day methods and technology of scientific communication in both the national and foreign languages[1].

The main *professional* competencies developed during the process of studying the aforementioned disciplines are: the ability to analyze the regulatory framework in the field of migration; the evaluation of policies in the field of migration management in the context of contemporary risks and challenges; prognosing the processes in the field of migration and the ability to prevent its negative consequences for different countries based on international experience; identifying the ways the benefits of migration could be used and their integration into the policy of development.

"Global migrations"

The "Migration and Migration Policy in the EU" course is taught at the Faculty of Social Sciences at the master level of studies is part of the "European research" program. This course is directed at helping students get acquainted with and to better understand the main problems of international migration.

The didactic course "Migration and migration policy in EU" is very important for master students studying the "European research" program because it will contribute to clarifying the interrelation between migration, poverty, development and globalization. Students will get acquainted with some of the main discussion problems related to international migration, including immigration and emigration policy of both the migrants' countries of origin and countries of destination.

In the course framework, topics such as migration theories, migrant types, migrant integration, different types of migration, migration into the EU, and several others are offered for discussion. Acquaintance with the essence and primary forms of migration assumes the analysis of multiple approaches to identifying migration: geographical, economic, sociologic, paying special attention to the political science approach[2].

One of the goals is to identify the positive and negative consequences of migration. Among the positive effects, we can list: interaction between people of different nationalities, cultures and languages; acquaintance with new peoples, states, traditions, cultures; obtaining new professional and lingual knowledge; family reunification; improvement of migrants' and migrant families' financial well-being; providing the security of persons escaping armed, religious, ethnic or other conflicts, technogenic or natural calamities; the solution to demographic, socio-economic, technological and scientific problems faced by the country / society.

[1] *Rickmann, p.10*
[2] *Boswell C., Geddes A. Migration and mobility in the European Union. – Palgrave Macmillan, 2011; Geddes A. Immigration and European Integration. Towards fortress Europe? – Manchester and New York, Manchester University Press, 2000*

Of the negative consequences, the following can be outlined: worsening of political, socio-economical, demographic, socio-psychological, sanitary, and other problems; increase of migrant phobia, xenophobia, and tensioning of interethnic relations; increase of crime; pressure on the labor market and increase of joblessness; risks and dangers for a country's national security; deterioration of a country's image on the international arena.

An important task that needs to be solved during the course of the lectures is the classification of migration forms that can be viewed through dichotomies: internal / external; legal / illegal; organized / unorganized; individual / group; temporary / permanent. The UN classifies the forms of migration based on the causes for migration: familial (family reunification); economic (commercial, labor); humanitarian (refugees and asylum seekers, internally displaced persons; human trafficking; ecological migration; educational migration; repatriation).

By studying the actors of contemporary migration, students familiarize themselves with the different categories of migrants: emigrants; immigrants; repatriates; refugees; internally displaced persons; ecologic migrants; labor migrants.

The role of actors of contemporary migration processes is held by the states and the specialized governmental organizations; the international organizations specialized in issues of migration (the IOM, the ILO, the UNHCR); and the non government organizations that defend the rights and interests of migrants.

With the purpose of analyzing migration processes in / into the European Union, students are offered three sets of problematic issues that concern different, but closely tied aspects of migration and mobility policy in Europe: the difference between migration types; the different stages of the political process; the multilevel context of EU's policy. The answer to these questions presumes an analysis of agreements and treaties in the field of migration and asylum granting, in order to understand the multileveled and multidimensional policy of the EU and the policy of individual EU member-states in the field.

Since the 1960's, Europe became the main attraction of migrants and turned from a region of emigration into a region of immigration. An analysis of the main immigration waves and the characteristic of migration flows helps understand the specifics of migration management in the European Union. A general characteristic of migration processes in Western Europe allows the masters to appreciate the European Union as a unique model of overcoming the differences of national-state approaches to the issues of migration management and a formation of a collective migration policy.

In the process of the analysis of the different kinds of migration in / into the EU, students are offered to contemplate on the dilemmas that stand before the European Union. Namely, what concerns labor migration, in many of the EU countries there is a conflict between the economic and demographic situation for the expansion of labor migration and the public resistance to migration growth. Some governments (Germany, the UK, Spain) answered by introducing new measures directed at the

increase of labor migration, but the attempts to expand the programs have been politically controversial.

During the course of studying the issue of migration management in the European Union, students are taught two approaches to the analysis of migration in / into the EU. The first approach "Policy failure" focuses on the inability of states to reach the established goals of migration policy. The second approach – "Securitization" – claims that the states understand their goals in the field of migration well, and are therefore, striving to justify the draconic control measures by identifying the security treats that are tied to migration. Both approaches have the tendency to focus on the migration rhetoric in public and political discussion and on the visible results of the policy.

When considering the regulation of migration in the European Union, it is necessary to identify the key features of the legal, political, and institutional structure of the EU; to show the evolution of this system; to demonstrate the development of institutional roles and their connection to the increasing significance of migration and mobility; to consider how the EU's policies and institutions could affect the member-states following "Europeanization".

Seeing as how the EU is an organization based on treaties, the agreements made between the EU member-states can turn into laws that bind these states, laws that they will be obliged to follow. This ability is a unique and identifying trait of the EU because there is no other international organization to hold such power. The EU's primary institutions are: the Council of the European Union; the European Council; the European Commission; the European Parliament; and the European Court.

In what concerns the question of granting asylum, primary responsibility lies on the Council of Justice and Internal Affairs (JHA) consisting of the ministers of internal affairs of all the EU countries. Starting with 1999, all matters concerning the granting of asylum fall under the legal system of the Amsterdam Treaty. The main legal measures are Decrees, Directives, Decisions, Recommendations, and Opinions. Decrees and Directives are especially important because they are obligatory and have "direct effect", i. e. have priority over the national laws and must be implemented.

One of the types of economic migration is labor migration. Over the course of the lectures dedicated to the analysis of labor migration, it is necessary to realize the following goals: to determine the main directions and volumes of labor migration in the EU; to identify and compare migration policy strategies of the key EU member-states in the field of labor migration; to analyze the new tendencies of EU policy in the field of labor migration; to demonstrate how opinions on the positive and negative consequences of labor migration are reflected in political debates and policy-making; to research the current tendencies of legal regulation of EU migration processes in the field of labor migration.

While public debates on immigrants in Europe mainly focus on labor migration, asylum seekers, and illegal (irregular) migration, the primary migration flow consists of familial migration. With the aim of a complex analysis of familial

migration it is necessary to identify the main directions and volumes of familial migration in / into the European Union; to classify the types of familiar migration; to compare the policy in the field of familial migration in different EU countries; to review the EU's legal framework on the topic of family reunification; to analyze the essence and particularities of the European Union's policy in the field of familial migration.

When analyzing the European Union's legal framework in the field of familial migration, it is necessary to pay attention to the EU Directive on family reunification that determines the right to reunification of families of those migrants who legally reside in the territory of EU member-states; the conditions under which migrants' family members may enter and reside in the EU member-state; the right of family members, after applying for family reunification, to make decisions on, for example, education and studies.

When considering the administrative practice on the implementation of EU policy in the field of familial migration, it is important to draw students' attention to the fact that the member-states posses a significant freedom of action when regulating familial migration. We can point out four primary directions: the definition of family (nuclear or extended); age restrictions for spouses and children (parents and minor children are allowed into all member-states, although some countries insist on a maximal age - 18 in the UK, the Netherlands and Germany, but 15 in Denmark); waiting period (11 member-states have a waiting period of about 2 years, Spain - 12 months, Denmark - 3 years); integration measures (for example, France, Germany and the Netherlands all have integration conditions that include lingual competences whereas France and the Netherlands also require some knowledge of the French and Netherlands societies respectively)[1].

On the other end of admission policy is illegal migration. Because immigration control in the European Union has become stricter, more people began attempting to illegally enter and stay in EU countries. In order to understand the causes and consequences of illegal migration, it is necessary to identify the factors that contribute to the formation of flows of illegal migration; to uncover the diversity of illegal migration; to pinpoint the main directions and volumes of illegal migration into the EU; to analyze the essence and particularities of EU policy in the field of illegal migration; to demonstrate the reflection of the problem of illegal migration in political debates and discussions; to appreciate the European Union's policy in the field of illegal migration in the light of the migrant crisis of 2014-2016.

When analyzing the EU's policy in the field of illegal migration, students should pay attention to the different ways it can be implemented: to allow illegal migration; to organize illegal migration; to deport all illegal migrants from EU territory. Using problematic issues, students are offered to work out the most optimal course of action.

A significant part of the efforts in implementing the policy taken by the EU as an answer to irregular migration was focused on external borders, fortification

[1] *Boswell C., Geddes A. Migration and mobility in the European Union. – Palgrave Macmillan, 2011, pp.103-120.*

of potential, and on collaboration with the states that are not part of the EU. Responsibility lies on the administrative bodies of the member-states. However, the EU strives to coordinate these replies with both the "hard law", such as the Return Directive, and with the help of FRONTEX, which plays a key role in the development of an approach to migration management, focused on the identification of future challenges.

In the said educational course, the topic dedicated to refugees and asylum seekers is given signifcant importance. In order to thoroughly cover the problem, it is necessary to define the notions "forced migration", "refugee", "asylum seeker"; to examine the EU's legal framework on the topic of refugees and asylum seekers; to identify the main directions and volumes of forced migration into the EU; to analyze the essence and peculiarities of the European Union's policy on the topic of forced migration; to demonstrate the presence of the problem of refugees and asylum seekers in the academic circles, political debates and discussions; to evaluate the European Union's policy regarding refugees and asylum seekers in the light of the migrant crisis of 2014-2016.

In April, 2004, the EU adopted the Directive on the right of Union citizens and their family members to freely travel and reside in the territory of member-states, which regulates the freedom of movement of citizens and their right to mobility. The said Directive covers the rights of EU citizens and their family members to freely travel and stay in the territory of member-states. The directive lists the conditions under which European Union citizens may freely travel in EU territory, imposes insignificant limitations on mobility, and determines the right of permanent residence of EU citizens who engage in mobility.

In this regard, the topic "Mobility, citizenship, and EU expansion" assumes the analysis of the consequences of EU expansion for population mobility; the identification of problems that appear as result of this process; the characteristics of European Union policy in the field of citizenship and population mobility; the reflection of the problems of citizenship and mobility in political debates.

The EU, within the framework of an integrative association, offers the right to mobility to all EU citizens. This is a serious transformation of the fundamental principles of European state system. The EU member-states can no-longer control the access of other member-states' citizens into their territory. Mobility is an important component of general migration in the EU, but in general, the number of those who engage in mobility remains relatively low (2%). These problems are reflected more in the political debates on immigration.

The difference between "useful" mobility of EU citizens and "threatening" migration reflects the two different paradigms of understanding international migration: a) liberal, oriented toward free trade that looks at migration from the point of view of financial gain, and b) limiting that views immigration from outside the EU as potentially challenging the national state.

The notion of EU citizenship has a clear concept that was first reflected in the Maastricht Treaty and later got expanded upon in the Amsterdam Treaty.

The Amsterdam Treaty declared that each person possessing the citizenship of a member-state is a citizen of the Union. The Union Citizenship supplements but doesn't replace the national citizenship.

Mobility in the EU remains relatively low. In the opinion of the European Commission, there are different obstacles that prevent a higher level of mobility: legal and administrative; price and availability of housing; employment; mobility of pensions; linguistic and cultural barriers; acknowledgement of qualifications in the other countries; coordination of social security measures between countries.

An important problem for the European countries is the integration of migrants into the accepting society at a socio-economic, cultural, legal, and political level. Comprehensive coverage of this problem assumes the definition of the notions of "migrant adaptation" and "migrant integration"; the contemplation of the primary forms of integration of migrants in the EU; an analysis of the European Union's legal framework on the topic of migrant integration; a characteristic of the main directions of the European Union's policy of migrant integration.

The increase of dissatisfaction in regard to the massive inflow of illegal migrants results in the spread of nationalistic and anti-migrant attitudes in many EU countries. A characteristic trait is the increasing influence of parties that speculate on the Islamic problem. This is why one of the goals of this lecture is the reflection of the problem of migrant integration in debates, discussions, and policy statements of the EU member-states political parties.

Integration of immigrants is conditioned by a wide spectrum of factors that stretch far beyond integration policy. We must pay attention to the local and organizational characteristics of the key social systems that answer for education, training, occupation, residence, and participation in political life. The EU cannot provide integration, but it provides the legal framework that facilitates mobility and the exercise of rights. This does not necessarily change composition of integration policies, but it changes the context in which their realization (or non-realization) is taking place.

As result of understanding this course, students obtain the designated competences that allow them to conduct complex interdisciplinary research of migration issues, to synthesize new knowledge, to form generalizing conclusions and estimations.

In Moldova State University, at the Faculty of International Relations, Political and Administrative Sciences, primary stage second year students of the "Political Science" specialization are taught "Global migrations". The course's volume is 90 hours, distributed thusly: lectures - 15 hours, seminars - 30 hours, individual work - 45 hours.

Within the didactic course "Global migrations: the theoretical approaches" to the analysis of global and regional migration processes and the socio-economic and political consequences of migration are taught, migration processes and flows in the contemporary world are being highlighted, and the fundamentals of migration

policy and the experience of its use in different countries are analyzed[1].

The goal of studying the discipline is to broaden and deepen the students' knowledge of the peculiarities, primarily tendencies and dynamic of contemporary migration processes, as well as of the principles of management of international migration with the purpose of solving the professional challenges of the specialist in the field of political science. As the primary goals, the following should be listed: to form the students knowledge of the main theories, notions, and conceptual approaches to the research of contemporary migration processes at a global level; to develop the students ability to tie migration processes to the demographic, economic, social and political particularities of the donor and recipient countries; to develop the skill of complex research of practices of regulation of migration mobility at a global scale, as well as of the particularities of the formation of migration policy in the world's leading countries; to develop the ability to prognose global migration processes; students' independent work with scientific literature and primary sources.

Following their familiarization with the course, students will have to master the following competencies: to be able to identify the object of study, the main notions and categories of the "Global migrations" discipline; to reproduce the stages of development of migration processes; to identify the differences between donor and recipient countries; to interpret the strategy and tactic of global migration.

Students must obtain the skills, and use in practice the obtained knowledge of the legal framework, flows and directions of global migration, as well as of the practice of migration management in individual states; to use this knowledge to develop individual migration strategies. Likewise, students must be able to argument the ambiguity of migration for international relations and image of the states involved in global migration.

Studying the topic "The object of global migrations" assumes the realization of the following goals: to determine the concept and object of migration studies; to identify and compare the research methods used in this science field; to argument the functions of migration studies; to evaluate the necessity and importance of researching migrations.

In the process of analysis of contemporary global migration processes, it is necessary to determine the essence of migration and classify its primary types; to demonstrate the role of the main participants of contemporary migrations; to characterize the contemporary migration processes; to demonstrate the tendencies and main directions of migration flows; to identify the causes and consequences of migrations.

For an in-depth and complex understanding of the problem of migration management, a great significance is given to the study of the international legal practice of regulation of migration processes. Based on this, students must familiarize

[1] Castles S., Miller M.J. The Age of Migration: International Population Movements in the Modern World (Fourth Edition). - Basingstoke: Palgrave MacMillan, 2009; Vaculovschi D. Migratie si dezvoltare: aspecte socio-economice. – Chisinau, OIM, 2017; Mosneaga V. Migratie si dezvoltare: aspecte politico-juridice. – Chisinau, OIM, 2017

themselves with the international legal framework in the field of migration; know the main rights and liberties that define citizens' mobility; to demonstrate the role of primary international bodies in the field of contemporary migrations.

Studying the international experience of migration management means the implementation of the following goals: to determine the multiplicity of contemporary migration policies in the context of a state's inclusion into global migration; to demonstrate the specifics of migration management policy; to identify the essence and consequences of migration amnesties; to uncover the models of integration of migrants and the practice of their realization in contemporary conditions.

In teaching this discipline, the country approach is being used as it allows discovering the specific of migration processes in one country, or another. Based on this, the process of realization of the course "Migration processes and policies", a large number of hours is allocated to the study of migration processes and practice of migration management in the countries of North America, Western Europe, post-soviet space, etc.

Thus, the study of migration processes in the USA and Canada assumes the determination of migration flows into these countries from an evolutionary and quantitative aspect; the study of these states' legislations on the issues of migration and the national bodies engaged in the process of regulation of migration processes; the characteristic of US and Canadian immigration policy; the analysis of the stages of migration management and the identification of the specifics of the contemporary stage; the identification of the advantages / disadvantages and of the know-how in the field of migration management, and the ability to apply them in other countries.

Considering the migration attitudes of Moldovan students, who are oriented toward the countries of the European Union, it is of great importance that the peculiarities of the processes of migration regulation in the EU are studied. Special accent should be made on the specifics of migration management in the main accepting countries of Moldovan migrants, including those where people migrate with the purpose of education - Italy, Germany, France, and the UK.

For the realization of this goal, it is necessary to provide a general characteristic of the migration processes in Western Europe; to show how Europe turned from a region of emigration into a region of immigration; to analyze the main immigration waves and migration flows; to explain the legal and institutional regulatory frameworks of the migration processes in the European Union; to argument the EU's migration policy at the contemporary stage; to demonstrate the problems of harmonization of general migration policy of the EU as a whole, and the national policies in the field of migration of the EU member-states in part.

Analysis of migration processes in post-soviet space assumes the realization of the following goals: to provide a qualitative and quantitative characteristic of migration flows within the Commonwealth of Independent States (CIS); to classify the main types of migrants in the CIS; to analyze the national and regional legislations on the issues of migration in the CIS; to demonstrate the variety and specifics of national mechanisms of migration control; to provide a prognosis of the

development of bilateral and multilateral collaboration between the CIS countries on these matters.

Russia is the main consumer of Moldovan migrants. The Moldovan community in Russia compared to the other countries of the world, more numerous, and is estimated at hundreds of thousands of people. The reasons Russia is chosen for emigration are the following. Since the moment of the Republic of Moldova transformation into an independent sovereign state, the Russian Federation was the number one country by number of Moldovan citizens that have arrived there for work. Among the main motives for emigration to Russia we can list: possession of spoken Russian language, the visa-free regime within the CIS (starting with 1992), a minimal package of documents demanded on entry, possibilities for illegal employment on the local labor market[1].

This implies the presence of a standalone topic within the course, dedicated to the migration processes in Russia. The creation of a complex image of migration in the Russian Federation assumes the definition of migration flows in their evolutionary and quantitative sections; a characteristic of national bodies for regulation of migration; an analysis of the legal framework in the field of migration; a demonstration of the particularities of migration management at the contemporary stage; a prognosis of the development of migration processes in Russia.

The analysis of migration situation in the region encompassing the Republic of Moldova, Romania and Ukraine is believed to be very important. In order to reflect the situation in the region, it is necessary to make a examination of the migration flows, primary directions and tendencies of development of migration in the region; to identify the specifics and features of regulating the migration of the population in the Republic of Moldova, Romania, and Ukraine; to identify the main bodies of migration management in these countries; to show the main problems of collaboration between the states in the region in the field of migration management.

Thus, the analysis of education programs (curricula) on the disciplines studying global migrations has shown that despite the general goals being the same, for their realization, different approaches are used. Thus, at the University of Saints Cyril and Methodius, global migrations are seen through a prism of different types of migration: labor, familial, illegal, or forced. At Moldova State University, when studying global migration, a country-based analysis is used that assumes a systemized approach to researching migration and compiling the prognoses on a country's prospects.

"Migration processes and policies in the Republic of Moldova"

If during the primary stage of their education the students of Moldova State University familiarize themselves with global migrations, then using the deductive method of learning – from the general to the particular - the students engaged in

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[1] *Mosneaga V. Mapping Moldovan Diaspora in Germany, UK, Israel, Italy, Portugal and Russia. – Chisinau, IOM, 2017, p.46*

the master program "Political analysis and consulting" are studying the course "Migration processes and policies in the Republic of Moldova"[1].

The didactic course "Migration processes and policies in the Republic of Moldova" allows students to see the complete picture of the types, scales, and directions of migration to / from the Republic of Moldova, to study the normative and institutional structure of migration management; to analyze the national policy directed at managing the different types of migration. The course in question holds an important place in the process of formation of the specialist as it contributes to the mastering of new knowledge and obtaining new information tied to the analysis of the phenomenon of migration, to the understanding of the specifics of the management of migration processes in Moldova, which will allow them to put the obtained knowledge into practice, using their own experience of both citizen and specialist.

The specific nature of the "Migration processes and policies in the Republic of Moldova" course and the particularities of distribution of didactic materials by topic is determined by the shortness of the course: the total length of the course is 150 hours, including the course of lectures – 15 hours, and seminars – 30 hours. A significant part of the time is allocated to individual work – 105 hours, which is what determined the didactic approach to the organization of the educational process.

The main *professional competencies* developed in the process of studying the discipline "Migration processes and policies in the Republic of Moldova" are: the ability to analyze the regulatory framework in the field of migration and development; to evaluate the policy in the field of migration management in the context of contemporary challenges; to prognose the processes in the field of migration and the possibilities to prevent its negative consequences for the Republic of Moldova, based on international experience; to determine the ways to use the advantages of migration and to integrate them into the policy of development of the Republic of Moldova.

When studying the topic "The object of study of migration to / from the Republic of Moldova" it is necessary to consider that the students are already familiar with the conceptual fundamentals of migration. Therefore, during the course of dialogue-lectures, the students should be given the ability to determine the object of study, to identify the methods of study of population migration to/ from the Republic of Moldova; to evaluate the importance of studying migrations to / from Moldova.

In order to familiarize students with the legislative and institutional framework of migration management in the Republic of Moldova, it is necessary to study the national legal framework in the field of migration; to characterize the main national bodies in the field of migration; to uncover the main directions of activity of the specialized national bodies in the field of migration.

Migration policy acts as a component of social policy, therefore it is very important to demonstrate the essence and specifics of Moldova's social policy at the contemporary stage, to show its connection to migration policy; to explain

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[1] *Mosneaga V. Migratie si dezvoltare: aspecte politico-juridice. – Chisinau, OIM, 2017; Vaculovschi D. Migratie si dezvoltare: aspecte socio-economice. – Chisinau, OIM, 2017;*

Moldova's status as a donor-country of migration; to discover the priorities and primary direction of migration policy in the Republic of Moldova; to demonstrate the multitude of forms of collaboration between the Moldovan and international bodies, scientific communities, non-governmental organizations, and mass-media.

One of the goals of the course is to inform the population of international, regional, and national migration policy, in which case one should pay attention to the question of interrelation of migration and information. When covering the problem, it is necessary to characterize the main Moldovan sources of information on migration; to underline the evolution and accents in the mass-media in their activity of informing the population of migration processes; to demonstrate the actualization of migration topics in the informational space of the Republic of Moldova; to uncover the specifics and evolution of approaches in covering the migration processes in the Moldovan press and electronic mass-media; to evaluate the role and influence of the mass-media on the effectiveness of migration management policy in the Republic of Moldova.

A general characteristic of migration processes to/ from the Republic of Moldova assumes a thorough analysis of the primary reasons, forms, directions, and migration flows; the coverage of plans, attitudes and strategies of Moldovan migrants; the argumentation of the influence the transformative processes have on the migration of Moldovan population.

Internal migration has become one of the common types of migration for the Republic of Moldova. For the comprehensive coverage of the proposed topic, it is necessary to determine the main reasons and tendencies of internal migration in the Republic of Moldova; to give a qualitative and quantitative characteristic of migration flows inside the country; to establish the regulatory framework of internal migration; to characterize the condition and problems of accounting the internal migration flows inside the country; to argue the advantages and disadvantages of internal migration of the population; to evaluate the institutional and human dimensions of internal migration in Moldova.

Considering the scales of external migration of the Moldovan population, it is perceived as very important that the students are able to determine the notions of emigration, immigration, repatriation; to discover the reasons, directions, and flows of external migration to/ from Moldova; to point out the regulatory framework of external migration; to give a qualitative and quantitative characteristic of Moldovan emigrants, immigrants into Moldova, and repatriates; to evaluate the institutional and human dimension of emigration of the Moldovan population and immigration into the Republic of Moldova; to argument the advantages and disadvantages of external migration of population to/ from Moldova.

At the beginning of the 1990's, following the armed conflict on the Dniester, Moldova faced a forced migration of its population. In order to thoroughly illuminate the proposed topic, it is necessary to define the notions of refugees and internally displaced persons; to give a quantitative and qualitative characteristic of the internally displaced persons during the period of the armed conflict of the

1992 spring-summer; to characterize the main recipient countries, the volume of refugee flows from Moldova. It is necessary to thoroughly analyze the legislative, financial, and organizational activities of international and national state and non-governmental bodies of the Republic of Moldova on solving the problems of the internally displaced persons, as well as the activity of the state bodies of the countries that took in the Moldovan refugees.

In order that the topic of illegal migration be uncovered, it is needed to solve the following objectives: to give a definition of illegal migration and review its primary types; to characterize the illegal migration of foreigners into Moldova; to give a quantitative and qualitative description of foreign immigrants in Moldova; to evaluate the institutional and human dimensions of illegal migration in the Republic of Moldova.

In contemporary migration processes, economic migration plays the primary role. In the framework of this topic, one needs to define economic migration, name its main forms; to list the reasons, stages, and character of commercial migration of the population of the independent Moldova.

With the second half of the 1990's, labor migration became the main form of economic migration of the Moldovan population. As time went by, the Moldovan population's labor migration abroad became more and more massive, involving the population from all of the country's regions, of all age, sex, and ethnic groups. Considering this, it is necessary to uncover the reasons for labor migration of the population of Moldova; identify the main countries for labor migration; characterize legal and illegal migration of Moldovan guest-workers; give a qualitative and quantitative characteristic of Moldovan labor migrants.

It is likewise necessary to analyze the legislative and regulatory framework of the Republic of Moldova on the issues of employment abroad; to evaluate the institutional and human dimensions of labor migration of the population of Moldova; to demonstrate the organizational and legal activity of the governmental bodies of Moldova and of the other countries in combating illegal migration, and the economic agents involved in recruiting and illegally transporting labor migrants.

One of the positive consequences of the Moldovan citizens' labor migration is their transfer of money into their country of origin. In order to research this phenomenon, it is necessary to uncover the forms, flows, directions, and channels of transfer of monetary means; to analyze the use of the received means in Moldova. Sociological research conducted by the International Organization for Migration in Moldova in 2016-2017 shows that the money obtained from migrants is being spent mainly on repairing/ building of a house (24%), on food (24%), on health (21%), on children's education (17%), and on buying consumer goods (10%). Highly insignificant sums of migrant transfers are spent on production (1%) and investment into land or agricultural equipment (3%)[1].

Therefore, it is necessary to review the multitude and effectiveness of forms of management of migrants' monetary transfers, to inform both the migrants and the

[1] *Mosneaga V. Mapping Moldovan Diaspora in Germany, UK, Israel, Italy, Portugal and Russia. – Chisinau, IOM, 2017, p.173*

receivers of remittances through programs and projects that are active in Moldova, with the purpose of attracting migrant capital for the stable development of the country of origin.

The educational course "Migration and development: the political and legal aspects" may be seen as a kind of synthesis of the problems of global migrations and of migration processes and policies in the Republic of Moldova. This course will allow master students to understand the interrelation between international migration and development, to see Moldova's place in the system of global migration, to study the normative and institutional structure of management of migration processes and analyze the national policy directed at integration of those migration processes into the strategies of state development.

The course "Migration and development: the political and legal aspects", on the one hand, includes topics that deal with the conceptual aspects of migration, for example, the influence of migration processes on the development of contemporary society and the risks and challenges that come with it. On the other hand, this course focuses attention on migration management in the Republic of Moldova and on the integration of migration into the processes of development, as well as on the risks tied to illegal migration and human trafficking.

This course gives a lot of attention to the topic of return and reintegration of migrants as to a directed policy for the development of the origin country. For an in-depth research of this problem, it is necessary to solve the following objectives: to analyze the influence the visa-free regime has on the migration processes in the Republic of Moldova from the point of view of advantages and risks; to uncover the goals of the policy of the Republic of Moldova in the field of returning migrants home; to analyze the Plan of action and its objectives in the field of return and reintegration of labor migrants.

In contemporary conditions, under the influence of globalization, in many countries of the world there are taking place complex processes of formation and consolidation of migrants' communities that gradually turn into diasporas. Acting as bridges that tie the migrants' country of origin with the country of destination, diasporas can contribute to the stable development of the origin country.

Considering the process of formation of the Moldovan diaspora abroad that is taking place, this topic is given close attention in the course "Migration and development: the political and legal aspects"[1]. Proposed as main goals are to define the complexity of the notion of diaspora; to analyze the particularities and the process of formation of the Moldovan diaspora abroad; to characterize the process of management and consolidation or relations with the members of the diaspora; an evaluation of the policy of the Republic of Moldova in attracting the diaspora into the processes of development of the country of origin. Students are offered to present options for the improvement of collaboration between the diaspora and the country of origin.

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[1] *Mosneaga V. Migration and development: political and legal issues. – Chisinau, OIM, 2017.*

The forms and strategies of education and estimation of academic results

For the realization of a competent approach, discipline study is taking place with the use of interactive lectures, problem-oriented seminars, and group discussions. The theoretic course is organized in the form of **lectures** that are a form of direct communication between teacher and student. In the lecture, accent is put on the realization of the main ideas and directions in studying the discipline, and a setup is given for further individual work. Students obtain a sum of new knowledge and facts, become acquainted with the newest literature on the subject,and the current tendencies and problems of migration and development as of a science and study discipline.

Depending on the goals set by the lecture dedicated to migration topics, they can be presented in various ways: classic (informative), problem-oriented, integrating, dialogical, or an overview.

In the process of mastering the disciplines, practical aspects are holding a significant place, therefore an important form of educational activities are the **seminars**, where students obtain the practical skills of independent analysis of migration processes. Seminars are held in parallel with the reading of the lecture course and are dedicated to the study of the bigger nodal problems. Students' work at seminars implies an in-depth study of key aspects, an active motivation for their study of national and foreign scientific sources. Seminars contribute to the development of cognitive skills, individual thinking, and students' creative activity; the consolidation of theoretical knowledge and practical skills, the formation of students' competencies envisioned by the discipline**.** Interactive and innovative methods of learning such as discussions, work in groups, "round tables", and others are being practiced.

One of the types of seminars is an **extended conversation** that is based on the seminar plan, given in advance to the students, which allows for the inclusion of a significant number of students into the discussion of the topic. **The writing of reports/ abstracts with their subsequent discussion** instills the skill of creative and scientific work, contributes to the development of individual thinking abilities, search of new ideas, etc. During the course of report discussion, students develop their skills of presenting and explaining their own point of view. Writing essays and presenting them helps reflect the student's author's position on a particular subject. Thus, the course "Migration processes and policies in the Republic of Moldova" proposes the writing of essays on the topics "Migration and me" and "Migration in fiction, radio and television programs, and journalism". Likewise, students must conduct polling on two topics: The attitude of the population toward migration and immigrants, and the emigration plans and strategies of the population of the Republic of Moldova. Furthermore, as part of their individual work, students may conduct in-depth interviewing and form the portrait of a Moldovan labor migrant.

During the course of study, alternative forms of activating student's interest in the topic of migration are actively used. In particular, this means the **combination**

of formal and non-formal aspects of the educational process, and of the formal and extra-curricular aspects during the course of the educational process. This means the attraction of specialist practitioners from the field of migration to participate in lectures and seminars. This includes the employees of both international organizations, and of the national state specialized organizations in the field of migration management (the Bureau for Migration and Asylum of the Ministry of Internal Affairs, the Bureau for Diaspora Relations of the Chancellery of the Government of the Republic of Moldova, the International Organization for Migration, and others), as well as of non-governmental organizations. Practice has shown that students are not interested just in meeting the specialist involved in this field, but also in the experience of factual functioning of the organizations themselves. To them, it is important to see in action the activity of these institutions, "to feel" the way they work, so to speak, to get in touch with the organizations' field activity in real time. These student aspirations were taken into account (approved by the dean) and visits/ trips to institutions were included into the educational process. Through these activities, the prospective personal contact between the students who are studying the course and the representatives of these state and international bodies are established. This contact is manifested through the attraction of practitioners (on right of co-leadership) as the supervisor of diploma (licentiate) and master works, students' internship, and employment.

It should also be mentioned, another form of activating the students' interest. It is no secret that among students there is widespread pessimism regarding future employment. Many of them are actively considering the option of international labor migration after finishing their university studies. That is, labor migration that is not related to their studies and obtained specialization. With the purpose of minimizing the pessimistic attitudes, we began conducting meetings with our faculty's graduates who share their positive and negative experience of employment. Thus, there have been meetings with graduates who "made themselves", including those who used the obtained knowledge and migration. With great enthusiasm the meetings are perceived with businessmen who built their business by opening employment agencies for Moldovan labor migrants in Poland. One such businessman has aided international student mobility of Moldovan students in Poland. Another faculty graduate used the financial help (initial migrant capital) from his mother and opened and developed his own restaurant business on the left bank of the Dniester, and by the time he reached 25 years of age (as he planned from the beginning) he became a Moldovan millionaire. Our monitoring of student employment from this student group has shown that the older colleagues' advice, given during the meetings, have had a positive impact on the growth of optimism, as well as the students' fortification of volitional qualities and purposefulness.

Another form of seminar is ***work with documents*** (laws programs, strategies, etc.), which contributes to the students' familiarization with such materials coming from the "first hands", and to the formation of analytical skills.

Alongside the realization of the theoretical course and seminar activities, the educational process of the disciplines dealing with migration topics also implies the students' *individual work*. Individual work is the students' investigative activity on the topics posed by the discipline that is undertaken by them under the teacher's supervision and that contributes to the development of the students' critical thinking and ability to propose new ideas and find ways of implementing them.

The methodological fundament of the students' individual work is the actionable approach, which implies that the goals of education are oriented at the formation of capabilities to solve problems in those fields where students should demonstrate their knowledge of a particular discipline. Individual work **is the students' planned work that is executed** on assignment and under the methodical supervision of a teacher, but without the teacher's direct involvement.

Due to technological development, part of the individual work may be based upon online learning. In this sense, online platforms can be prepared for students or the use of an existing one. A very good platform is "Migrationmatters.me" where students can enroll for online video courses:

- **Rethinking "Us" and "Them"** offering nuanced and evidence-based insights on integration and identity by Germany expert Prof. Dr. Naika Foroutan.
- **Migration 101** providing most commonly held preconceptions about migration with Hein de Haas, Dutch expert on migration.
- **A Migrant's View** giving 8 key insights into migration that come from the perspectives and experience of migrants with Nassim Majidi from Iran.
- **Six Impossible Ideas** (After Brexit) discussing six ideas that appears self-evident to migration expert but are missing, misunderstood, or misinterpreted in public conversation.

The topics of individual research works are made in such a way that the students have to prove that they indeed understand the topic, and will be able to employ it in their subsequent practice. Following their completion of the research project, students will be able to come up with their own ideas for solving the main problems of contemporary migration.

The strategies of evaluation of academic results at the University of Saints Cyril and Methodius and at Moldova State University have common foundations. Students must actively participate in seminar activities, write and present the necessary papers, and take a test at the final seminar. Each student must provide an individual paper that is evaluated by the teacher. In Trnava, there is only one test during the semester. Its mark is summed with the student's mark for their individual work and the mark for their activity during the seminars. The sum is divided by three, and the average mark for the semester is displayed.

At Moldova State University, there are two tests during the semester. The marks for these tests are summed with the mark for the student's individual work and the mark for their semester activity, and the average semester mark is displayed.

Common for both universities is the displaying of the final mark through summing the average semester mark with the exam mark, with the semester mark's share is of 60% of final mark, whereas 40% is the share of the exam mark.

Conclusions

The contemporary migration situation dictates the necessity of teaching, at higher learning institutions, with disciplines that are related to migration problems. The conducted analysis has shown that the study plans of the licentiate and master levels include disciplines that study migration at a global, regional, and national level. However, the amount of hours allocated to these disciplines is permanently being reduced. But, considering the volumes of migration of Moldovan citizens and the migrant attitudes of Moldovan students, there is a high chance of practical application of the obtained knowledge for the development of a more efficient personal migration strategy.

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2 NON-FORMAL EDUCATION

Today, there are many NGOs, groups and associations engaged in non-formal education which does not lead to formal degree however also leads to deeper knowledge and skills development. In many aspects non-formal education is more attractive as is generally considered as less boring and does not require (usually) sitting behind the desk. Instead many activities focus on "learning by doing" and learning by interactive games. In this section we present several activities which may be used to develop knowledge about migrants and migration. The aim of this part is not to offer a detailed muster of how activities shall be executed but rather to provide a general idea of what can be done. All activities may be adapted to fit better environment at your place and reflect your specific aims and purposes. All activities described below have been played by the author of this section during various training courses and represent best of his experience.

> ### Activity 1: Living Library
> ### (1 hour preparation/ 1 hour game)

This activity can be made indoor, outdoor or combination of both. During the preparation phase the facilitator invites real refugees (or creates their profiles). The profiles shall be as real as possible. Then the profiles are randomly distributed to one group of participants who will create "books". Each of them will have some time to read the profile and stick up with the role attributed. Then the "books" take their individual position in the space. The rest of the participants can be organized in small groups and visit the books.

When incoming to the book the book will start to tell the story as realistically as possible. Each story shall be between 10 to 15 minutes, and then the group may ask questions. The main aim of this activity is to get familiar with the fate of refugees and their personal stories in order to imagine problems refugees face and develop empathy.

Example profile of refugee:

Your name is Yeliz, you are 28 year women of Turmen origin from Aleppo in Syria. You have 2 children (8 years old Mustafa and 4 years old daughter Zehra). You came from small village near Turkish border which was recently occupied by the Islamic State and various militias. During the fighting, the house of your parents

was hit by mistake by an airstrike aimed at the electric facility close to the house. Since you were 20 you lived with your husband Emre in Aleppo who worked there as electrician. Your family was not political and tried to stay out of protests against President Assad. Despite this your close relative warned you to leave as soon as possible because someone reported your husband to blame President Assad for the tragedy. You saw from the window that your husband has been arrested while going to work. He spent 16 days in prison before released. Obviously, he was tortured, but he don't want to talk about it. In 2014 you decided to leave Syria to Turkey and there you spent 4 months in a refugee camp. Conditions in the refugee camp were poor. It was overcrowded and hygienic conditions were deteriorating.

In the camp you met your cousin Samer who made a plan to go to Germany. Your family decided to go with him. Unfortunately, fees for smugglers were too high so you decided to stay in a refugee camp with Zehra. Your husband with Mustafa crossed the sea reaching Greece with intent to go to Germany. You were very afraid as the journey was dangerous and unfortunately it took them more than a month as they were arrested in Hungary for illegal border crossing. They finally made it to Germany where your husband applied for asylum and started to occasionally work in a local factory. In summer 2015 he was able to send you money for your journey with Zehra to meet them. In August 2015 you met together and started to live in asylum centre near Munich. Despite good conditions you are unable to find work, German language is hard to learn and asylum application is in process. You expect that it may take a lot of time as many refugees applied for asylum.

Examples of questions asked:
1. Why you did not stay in Turkey and risk the journey to Germany?
2. Do you consider returning to Syria?
3. Are you in touch with your family?
4. Why have you chosen Germany and not Czech Republic for instance?

The facilitator may in the end create reflection debating the fate of individual "living books". During the reflection may ask about feelings participants had and gives an individual task. For example, to suggest one present for each refugee or suggest one thinks or activity they can personally make the refugee feel better.

> ### Activity 2: Theatre
> ### (1 hour preparation, 1 hour playing)

Theatre is generally an activity with high level of engagement developing various personal skills. It may be used as team-building and relieving tension within the group. Moreover, it helps the audience and players to better understand the role. In our case the theatre is aimed at better understanding of refugees and their status. The facilitator may write his own play or be inspired with other stories.

Inspiration for theatre stories may be found, for example, in the following recent books wrote by/or writing about refugees:

- The Raqqa Diaries: Escape from Islamic State (2017) Interlink Publishing Group.
- di Giovanni, Janine (2016) The Morning They Came for Us: Dispatches from Syria. Bloomsbury Publishing.
- Abdelrazzaq, Leila (2015) Baddawi. Just World Books.
- Khaled Hosseini (2013) The Kite Runner. Riverhead Books.
- Dinaw Mengestu (2008) The Beutiful Things That Heaven Bears. Riverhead Books.
- Aleksandar Hemon (2014) The Book of My Lives. Picador; Reprint edition.
- Ben Rawlence (2017) City of Thorns: Nine Lives in the World's Largest Refugee Camp. Picador; Repring edition.
- Viet Thanh Nguyen (2018) The Refugees. Grove Press.
- Michael Chabon (2012) The Amazing Adventures of Kavalier and Clay. Random House Trade Paperbacks.
- Atka Reid and Hana Schofield (2012) Goodbye Sarajevo. Bloomsbury Paperbacks.
- Chris Cleave (2008) Little Bee: A Novel. Simon & Schuster.
- Lorraie Adams (2005) Harbor. Vintage.
- Dave Eggers (2007) What is the What. Vintage.

Activity 3: Russian roulette
(1 hour preparation, 1 hour playing)

Russian roulette is similar to the theatre, but slightly more interactive and purely based on improvisation. All participants are invited to write the name of the scene on the list of paper. Scenes may be general or very detailed with the topic related to migration. Then the facilitator collects all papers into one pot and mixes it. The players are divided into groups between two and four. Representatives of the group will randomly take one paper with the scene. Since the content of paper is read then the group has 3 minutes to prepare the scene. After the limit is run out the players shall play the scene for the others. After the scene is over, the process repeats with other groups. For improving engagement amongst the audience, there may be an evaluation of the actors or acting groups by giving marks for their performances.

Examples of topics for the pot: Searching for a job in a new country, the language barrier, persuading the smuggler to take all my children, too old for migrating, easy integration, lost Passport, my name is Koko, two is more than three

Activity 4: Kingdom Albatros
(1 hour preparation, 2 hours playing)

The main aim of this game is to get participants aware of different social and cultural norms. All participants except facilitators + two female volunteers will go

out and wait. Facilitator will then prepare the room and turn it into a kingdom. Next to the throne of the facilitator (the king) will be in the circle hairs equal to the number of male participants. Next to the chairs there will be a cover with equal number of female participants. Then the kingdom is open for participants who individually enter the room.

Participants are accompanied by two female assistants of the king. They have both bare feet. If the participants are women they have to remove their shoes and became bare feet as well. Men are allowed and obliged to have shoes. Then participants are driven in front of the king to bow. However, women are obliged to bow as deep as possible, Men are required to bow only with the head. Then they are accompanied to the chair. Men are allowed to sit on the char, women have to sit on the ground. All players of the game are not allowed to talk, and may only make primitive sounds. After all are in the room and sitting, then the ceremony starts: Men are holding female head and may touch the ground with their forehead. If there is some food, only women may distribute the food and basically feed the men counterparts sitting on the chair. After several activities like this the game is over and reflection follows.

During the reflection participants are asked for feelings. What they felt was weird and what was perceived in a positive way. In general, men will feel fine and relaxed as they were allowed to keep shoes, sit on the chair and were fed by women. On the contrary, women will feel discriminated due to bare feet, sitting on the ground and feeding the men.

In reality, women were privileged. Because in Albatros culture the soil is holly and only female feet can touch the ground. Closer to the ground the better status in the society. That is why men are not allowed to remove their shoes and are considered as "unclean" they are even not allowed to touch the food. Everything is depending on women who has a higher status in the society than the man.

The discussion may follow about different cultural and social norms, reflecting gender, status in the society, religion, race, income, homosexuality etc. and perception of other people within specific cultures.

Activity 5: Hakuna Tribe
(30 min preparation; 30 min playing)

This activity is slightly similar to the Kingdom Albatros but it is aimed at the development of communication skills. Facilitator shall select several volunteers who will act as members of the Hakuna Tribe. Selected members will then agree on non-verbal communication as they do not use oral language directly. For example, when talking to a Hakuna man, one must put his right hand on his left shoulder otherwise Hakuna men will consider any attempt not polite. Similarly, talking to Hakuna women requires one to put their left hand on their left shoulder. Any different attempt to communicate is seen as not polite and Hakuna people will refuse to communicate and show indifference.

After selected people agreed on common customs and communication habits then other members can meet them in the roles of explorers. They will try to communicate but usually after several unsuccessful attempts (greeting, shaking hand etc.) explorers stat to talk together and in the end ignore the Hakuna people if means of communication are not discovered.

In the end, the facilitator asks both sides about feelings regarding misunderstandings, perception of behaviour or exclusion in order to better understand feelings that migrants may face in different cultures and societies.

Activity 6: Refugee life in pictures
(1 hour preparation; 2 hours activity)

This activity is aimed at developing creativeness and visualise the life of refugees. For this purpose it is advised to the facilitator to collect as much as possible old newspapers and magazines dealing with international affairs. The result will be enough material which will be used for a collage. During this activity participants are divided into several groups. Each group is given flip chart paper and is asked to draw their own refugee story in the middle. Then all members are asked to paste around all "points" from the life of the refugee. These "points" are made from old magazines and newspaper and may be composed of pictures, subtitles and other stuff present in magazines.

In the end all groups are invited to present their refugee with all "points" from his/her life.

Activity 7: Stereotypes
(1 hour preparation; 1 hour activity)

The main aim of this activity is to increase awareness about stereotypes related to nationalities and other cultures. For this purpose, a facilitator may prepare profiles of immigrants from various countries. The profiles printed on A4 will be placed on participants back so other participants can see the identity of the person but the identity remains hidden for the recipient. Then participants are encouraged in interaction to show what stereotypes others have towards them. After 10 minutes participants are invited into two rows, guessing who they are.

In the second part during this activity participants already know they identity and are divided into the groups of two or three. Each group shall prepare short scene demonstrating stereotypes and prejudices about the others in the group. After cca 15 minutes all groups play their roles in short performance to others.

Examples of immigrant profile:
   a. 23 years old male immigrant Ahmed from Somalia
   b. 18 years old female immigrant Jiang Way from China
   c. 30 years old male immigrant Said from Syria
   d. 45 year old male immigrant Pablo from Colombia

e. 25 year old female Irina immigrant from Ukraine
f. 22 years old male immigrant Boris from Russia

Activity 8: Cultural market
(1 hour preparation/2 hour's activity)

The main aim of cultural market is to promote interaction between migrants and participants. It will also increase awareness about other cultures. This activity, however, requires real migrants to be involved or several groups of people who will study culture of selected countries. In the case of real migrants the cultural background is given and presentations are more natural. Where migrants are absent task can be given to groups of volunteers to study culture of countries where migrants originates.

The idea is to create several stages on which groups of migrants will present their culture. Depending on budget and aim of the event, migrants are invited to present national clothing, national habits, national cuisine, national dances and music or other aspects of their culture. Migrants may also present political and socio-economic conditions in their countries at the stages. If doing so, this activity becomes similar to a "Living library".

Activity 9: Happy train around Europe
(1 hour preparation; 1,5 hour activity)

This activity is slightly similar to activity 7 about stereotypes. However, while activity 7 deals with refugees especially from outside the EU, activity 9 focuses mainly on migration and stereotypes about other EU citizens. During this activity participants are asked to book their seat in a train going for one week around Europe. As a part of the activity they are asked to share their coupé with three other citizens. For this purpose the facilitator present the list of other passengers. Participants are asked to choose 3 people they would like to share the coupé and 3 people they do not want to and prepare reasons for justifying their choice.

During the second phase they are split into the groups of 5 people (groups may be slightly smaller or larger) and discuss the choices among other participants. They shall agree together on three citizens to travel with and three citizens they do not want to travel with. In the end, the facilitator asks individual groups about their choice and justification, revealing stereotypes and prejudices. He also aims the question on the decision making within the group with the aim to reveal key factors leading to decision.

Here are some other citizens from the train:
- Serbian Soldier from Bosnia
- Fat banking specialist from the Switzerland
- A rich owner of the Dancing Club from Italy
- A women from Africa selling leather goods

- HIV positive young artist from France
- A Gipsy man going to Slovakia
- A Basque nationalist travelling to Russia
- A German Rapper with independent style of life
- A Blind musician from Austria, playing all the time harmonica
- A Worker from Ukraine who does not want to return
- A Romanian mother in her 40s travelling without visa with her one y.o. child
- A Pierced Feminist from Holland
- A Skinhead from Sweden under the influence of Alcohol
- A football fan from Belfast going to a match
- A Polish prostitute from Berlin
- A French farmer with a basket full of smelly cheese
- A Kurdish refugee living in Germany going to Libya
- A Slovak immigrant just released from Portuguese Prison

Activity 10: Ru-Fa-Ru-Fa
(1 hour preparation, 2 hours activity)

This activity is slightly similar to the Hakuna tribe, however slightly more advanced. The activity is aimed at inter-cultural learning based on observation and negotiations skills. Participants shall increase their awareness about intercultural communication and the process of prejudice creation. This activity, however, requires 2 facilitators (or 1 facilitator and his/her assistant) as it is required to work with two groups simultaneously. In the beginning participants are separated in two groups (group RU and group FA). Each of the group is placed in separate rooms and are accompanied by one facilitator or the assistant.

Each group is given certain time to learn about the culture they represent (usually 15 to 20 minutes) and they learn how to behave according their culture. Both cultures are different. Participants are allowed to draw cultural symbols on their bodies, create some characteristics etc. Moreover, both cultures are given equal number of playing cards. Their goal will be to trade the cards and create for example straight in a single colour or with same symbols (for example hears) or to collects all kings. These tasks are given by the facilitator. After both cultures learn their habits then the game starts.

An diplomat is sent from one group to visit other group. They go alone and are allowed to spend 3 minutes on the foreign territory and communicate. After they return back, they explain to the rest of their group what he/she has seen, what communication patterns they have, what observations about culture are being made and what they realize about the trade with cards. He has only 3 minutes to do so because after 3 minutes, diplomats from the other cultures comes in to negotiate. It means that both cultures have "shuttle diplomacy" based on the model of 3 minutes negotiating RU – 3 minutes break – 3 minutes negotiating FA – 3 minutes break etc.

Rules for RU culture

1. RU members have no emotions, their only interest is trade and try to accumulate highest cards (J, Q, K, Ace, Joker). The higher number on a card, the higher value for them. However, black peaks have double value for them and they will prefer them over all other symbols.

2. In RU culture everyone is equal. No emotions. They are very calm. They want only trade and accumulate property. They use merely non-verbal communication. They consider cards as very important.

3. RU uses specific communication. They do not use whole words but only words related to trade. Moreover, they speak only in two syllables:

Meaning: making contact (I want trade) – both arms are straight with the body bent at the elbows. One is higher than the other going forward and backward in the opposite sequence as the another.

Meaning: I do not understand – right hand is down with the body, making three circles in the direction of clocks.

Meaning: We agree – similarly as during making contract but both hands are moved forward simultaneously, three times.

Meaning: Making request – first comes introduction by saying your name in two syllables (for example Carl introduces himself as "Ca", Henry introduces himself as "He") wants (is expressed by snapping fingers) and then identifies the card. The card is identified by colour ("Bl" for black, "Re" red or by symbol "He" for hearts". The number of repeat means number of the card. So "He-He-He-He" will mean 4 hearts). However, 5 is expressed by snapping fingers (so no 8 hearts. will be identified as snapping + "He-He-He").

Meaning: I do not have cards – giving left hand on my left shoulder

Meaning: I do not want to trade, goodbye - putting the head up and watching the top.

Rules for FA culture

1) They have cards only for joy. They play with them, making houses from them etc. But two cards are important for the leader (value decided by the facilitator). One cards is used for suppression. Whoever the leader shows the card, then the person has to leave and go to the corner or obey the leader. Another card is circulating among other people in the group (except leader). But it is "Taboo" cards and nobody wants it. So the people are trying to get rid of that card giving to others.

2) Moreover, the leader has matches. If the leader lites a match, then everyone disperses to hide behind the tables to the corner etc. A lit match means "danger" and can be ended by a handclap from the leader.

3) FA culture is autocratic. The leader decides everything. Nobody can address the leader and ask questions, only the leader decides who will talk. Women can not talk to men, only men can talk to woman.

4) FA culture is not using words, but only interjections. The do not know property only feeling. Women are expressing feelings to men and everyone to the leader. To sum up, it is an emotional, hierarchic culture, nobody talks to the leader, men can talk to women (not opposite) and there is no property and values of the cards except mentioned.

It is good to observe participants and quote their expressions during the game. It is worth to ask them about prejudices as they stick with their culture and will start to have prejudices about the other culture. Most probably, there will be present phenomenon "we" versus "them".

Activity 11: Reasons for Migration
(1 hour preparation, 1 hour activity)[1]

The main aim of this activity is to increase awareness about reasons leading to migration. In the beginning participants are split into six groups and each of them is given letters from the alphabet: 1. group letters A to D, 2. group E to H, 3. group CH to K, 4. group L to O, 5. group P to T, 6. group U to Z. Then participants are asked to make brainstorming and write reasons for migration starting with the allocated letters. After brainstorming and creating the list for individual reasons groups present their findings.

In the next step the facilitator gives to the groups a profile of individual refugees expressed in stories. Groups shall study the profiles (stories) given. The stories are following:

Story 1

Marek is from eastern Slovakia who had financial problems. He was searching for a job, however he was not successful. In the summer of 2013 he made contact on Facebook with one of his friends Laco who lived for a long time in England. He offered to Marek to work in the UK. Laco was working for some time in Dartford near London in one storage facility. He offered to Marek that he can live with him, the only what he need is to pay for his journey. Marek liked the offer and decided to go.

After arrival to the UK everything was promising. Accommodation was not of best quality, there was no hot water but Laco told him, that everything is temporary and he will repair it. Marek had no working contract. He only submitted some documents and his ID and immediately started to work on a second day after arrival. He started to work in the maintenance service in the same facility as Laco. Unfortunately, his boss was very aggressive and sometimes he slapped Marek. He forced him to work from early morning to late evening. Marek had problems with sleeping and had to work even when he was sick. Once per week he got 20 Pounds which he had to give immediately to

Laco for accommodation and some little meal. Marek tried to defend himself and several times decided to leave. Unfortunately, Laco for every time told him, that he can end up on the street and that something ugly may happen to him. He stressed to Marek that when he will be caught by the police he will go to prison.

Marek escaped in the late Autumn and lived on a street in Dartford. Once, he was beaten by the group of masked men and ended up in local hospital with several fractures. In the end of December he received the attention of social workers from CRI Reconnections who offered him help. Marek was afraid to cooperate with police and after he was released from hospital he was again living on a street. CRI Reconnections helped him to get a new ID, bought him a ticket and asked the International organization for Migration in Bratislava for urgent help. Marek come back to Slovakia in December 2013. He spent New Years Eve in a shelter house and on the 1st January he travelled to meet his family in Eastern Slovakia.

Source: International Organization for Migration in Slovakia

Story 2

Mahmoud is one of 50 refugees from Yemen who were given temporary protection in Slovakia in the Emergency Transit Centre in Humenné (Slovakia). It was a fulfilled dream for Mahmoud and he was more than happy. As he said: Happiness got new meaning for him. He got food every day. They saw food in Yemen but had no money to buy it. In Humenné he saw for the first time a bed which was only his own.

Mahmoud was born in Somalia. In 1992 he was 9 y. o. and had to escape from Somalia because of civil war. On a small boat he succeeded to escape to Yemen where he lived for 20 years in a refugee camp in Kharaz. In the camp it was not easy and it is hard for him to speak about it. Kharaz is in the middle of the desert in the Southern Yemen. It serves as shelter for hundred of thousands of Somali people searching for safety. Some of them die on their way in the sea. Mahmoud met in the camp his wife and together gave new life to their son. Mahmoud was working for some time as wood maker and for this reason he had to leave the camp for weeks to earn some money. The Office of High Commissioner of UN (UNHCR) put his family on the list of humanitarian transfers from Yemen to Slovakia. After education in Humenné they will be re-located to USA or other countries where they will find new life.

Source: International Organization for Migration in Slovakia

Story 3

My name is Hawdi. I am a refugee from Kirkuk, a province in Iraq. As for now, we are living in Europe. During the Iraqi-Iranian war my father was killed. my mother died from disease in 2001. I have just one sister who is married in Iraq. In Iraq, I was living with my uncle from my father's side, far from conflicts and political problems. I had a girlfriend whom I really loved. She was everything for me. When I haven't seen her for a day I felt sad and unhappy. We had much together and we planned our future life. We wanted to create paradise on Earth. The dictator regime of Saddam Hussein, however, did not allow me to live the life I wanted to and changed my hope and wishes. One day police accused me that I helped the Kurds. They arrested me and tortured me for eight days. Then my uncle bought me home from the prison.

Two weeks after this they arrested my uncle and that is why I decided to leave, to Europe. From Iraq I went to Syria, where I was for 25 days. From there I went by truck to Istanbul, where I was 7 days and remained hidden in the another truck. It was very bad. I have eaten only four times during the way, I had no sleep, I felt very sick. Then I travelled in a car without seeing daily light for three days. There was chaos and bad atmosphere. I wished to die. After three days they told me that I am in one of the biggest cities of Europe. I was so tired and I did not know what to do. The trafficker showed me the direction to immigration office and left me alone. I asked for asylum, they were nice and polite on me.

Source: Guide for teachers "not only numbers" didactic material about Migration and Asylum in Europe.

Story 4

"When we met I understand only little in Slovak. However, I had to learn as I wanted to live and study in Slovakia. Today when I pick up the phone they think I am my mother in law because I have the same accent as her. I am very proud of this, because the Slovak language is very hard to learn. There was not any a problem in adaptation because I like Slovak culture and my husband likes our culture as well. The family and friends accepted us. However, Slovak society often gives us bad looks. We lived in Slovakia for four years. Now we are living in England. When we lived in Slovakia we were very happy, we were satisfied but now we learn the life from slightly different perspective and we see that everything may turn even better. Once I was buying bakery in Slovakia and someone told me: "Do not touch the bakery with your black hands". Is this a diagnosis? I can get over it and understand it. That Slovaks for long time had no possibility to meet people from different cultures. In the UK children study different cultures and nations, they organize meetings and there are

programmes to learn about different cultures. England is maximally tolerant and accept cultures as they are."

Source: E. Gallová Kriglerová and R. Vylitalová (2007). Methodical Guide for Multicultural Education Foundation of Milan Šimečka.

Story 5

After 12 hours at work, using her complete attention, Zuzana has a break and can rest in her bed in the room which was previously owned by the daughter of her boss. When she is alone in the room she feels lonely. In her mind she is in Slovakia, spending time with her son Vlado, thinking about her marriage and adult daughter. Vlado is sending her every day SMS's and her adult daughter phones her, but she often misses her calls. Her daughter is working as a waitress in Rimini. Zuzana is working in Austria as a nurse. For every 16 days she is taking care of her customer – a 79 old men with Parkinson's. She takes care of him 24 hours, seven days in a week. After 16 days she has 14 days off and goes back to Slovakia where she spends time with her family. After a break she goes back to Austria. The reason is mainly money. When she worked in Slovakia she had to care about 30 people and got very little money. In Austria, she earns twice as in Slovakia. However, even when Zuzana is at home, she is busy as she is the head of the family. She also does all the cleaning and tidying. When she is in Austria, everything is up to her friends.

Source: E. Gallová Kriglerová and R. Vylitalová (2007). Methodical Guide for Multicultural Education Foundation of Milan Šimečka.

Story 6

Kusha is activist on the island of Lesbos who received asylum in Greece. It was after seven years when he left Iran. Kusha had several reasons to do that. He was 22 when he decided to leave. However, the main reason was that he was critical towards the regime and towards Islam. He decided to convert and become Christian. Conversion to Christianity is however, considered as serious crime in Iran. Arrest was thus only a question of time.

His initial idea to live in Armenia ended up in Turkish prison where he spend 8 months for illegal border crossing with a fake passport. Successful passage of Evros river on Greek-Turkish border was just the beginning of many problems with administration, non-existent asylum system and many others. He succeeded only with the help of his friends. Some of them are also immigrants and previously worked as lawyers. Unfortunately, Kusha is still unemployed. The only wish he has is to live in dignity and safety as every human being.

On the question if he had changed something he replied that he would not to talk so openly about his religion in Iran and soften the criticism of the regime. He said that it is paradox that Western countries support opposition in non-democratic countries and then refuse to help people who have the courage to speak against those regimes. He thinks that without support to these people there will be less voices speaking against and the situation will not change.

Source: Amnesty International Slovakia

After each group is getting to know their story and discuss the story facilitator invites them to present heir "hero". The following questions may be asked:

1. Why the migrant decided to leave the country?
2. What was the motivation to go to different country?
3. What problems he/she faced in a new country?
4. What he/she lacked in a new country?
5. What he/she got in a new country?
6. If he/she was your friend, what advices would you gave him/her?

Activity 12: Asylum
(1 hour preparation, 1-2 hour activity)

The main aim of this activity is to develop empathy among participants regarding the refugees. In the beginning participants are split (by decision of the facilitator or randomly into four groups). While two will be acting, two may observe. It is a rule that all four groups will rotate. One group will create the Tribunal (considering the application for asylum) the rest will be given pictures of refugees. During the first 15 minutes, the group representing the Tribunal will have to create criteria for considering the application. Groups given pictures of refugees shall create the story.

After the time for preparation is done the Tribunal invites individual refugees to tell the story to the tribunal. After each story the Tribunal shall judge the story and decide about granting or refusing asylum. As a result, all participants will have to present their individual case and will try the role to be member of the tribunal.

The following discussion may concentrate on the following questions:
- Do you consider judgement of the Tribunal fair?
- What will be the future of those refugees?
- What criteria shall be considered during asylum requests?
- How shall states approach refugees?

The facilitator may tell participants about existing rules regarding migration and asylum seekers based on EU and national law.

3 INFORMAL EDUCATION

Informal education can be illustrated as non-institutionalized education and a natural part of our everyday life. Compared to formal and non-formal education it is more likely spontaneous and non-intended. It is even possible that educators do not need to be aware of it and need not recognize how they contribute to their knowledge and skills. Informal learning belongsto a lifelong process of acquiring knowledge, acquiring skills and attitudes from everyday experiences, from the environment and from contacts with other people. It takes place in the family, among peers, at work, at leisure activities, during traveling, reading books and magazines, listening to radio, watching television, visiting exhibitions, theaters and cinemas. It is unorganized, unsystematic and institutionally uncoordinated. It is part of lifelong learning / education for people, including those who have achieved a high level of formal education.

Chisholm talks about informal learning that from the learner's point of view, it represents unpredictable learning that takes place in the context of everyday life in family, work, leisure activities, and the community. It has its results but these are seldom recorded, virtually, never certified, and are also typically not readily recognizable by students themselves, nor are they counted as a goal of education, training and employment (Chisholm, 2005, par. Fudaly, Lenčo, 2008). According to Hofbauer, informal education is acquisition of knowledge and the development of personality without institutional integration. It is teaching resulting from everyday contact and experience with family, work, friends, naturally emerging groups of children and youth, media and influences of other actors, which act in close environments (Hofbauer, 2004).

Informal education is very specific process. As pointed out by Sarah Eaton (2012), it has 10 following characteristics:

1. Informal Learning is never organized.
2. Informal learners are often highly motivated.
3. Informal learning is often spontaneous.
4. There is no formal curriculum.
5. The "teacher" is someone who care – and who has more experience than the learner.
6. The world is your classroom.
7. Informal learning is difficult to quantify.
8. Often dismissed by academics and sceptics as being worthless.
9. Essential to a child's early development.

10. Essential to an adult's lifelong learning.

The above mentioned characteristics, however, does not mean that you cannot contribute to set up the climate favourable to informal education by creating opportunities for informal education to occur. This is partly violating the principle of non-organization and condition being spontaneous but informal education does not have to much all above criteria perfectly. Here are some tips to do so:
1. Read a lot, visit library time to time
2. Watch interesting movies and talk about them to your friends
3. Talk to your friends and family what you saw and what you read
4. Be open to new experience and meeting new people
5. Use every opportunity to travel and discover new places

As an example of informal education in migration we can point on International Organization for Migration (IOM) that has published a set of educational materials about migration on its website.[1] These are: a documentary film, a didactic material, a presentation and an information poster. According to IOM the educational materials serve as a wide-range presentation tool to the introduction of migration and migrants to the public. It should help especially teachers and lecturers when introducing migration into multicultural education at all levels of formal education and into trainings in intercultural skills of professionals working with migrants. There is also another movie available, entitled Next door family (2013) which also belongs to informal education tools.

The didactic material "We are at home here" is designed to be used by teachers and lecturers. It provides them with flexible, user-friendly material with evidence-based information, activities and references to other resources, which can be easily used in an interesting way to introduce the topic of migration and integration into education.

The material introduces definitions of basic terminology on migration and integration of migrants in the world and in Slovakia, and it presents the results of representative public opinion research on migration and migrants. The material also provides instructions on how to work with the film "We are at home here" and it includes interactive activities to be used before and after the film screening which should engage the audience in the topic, raise awareness of migration issues and help to form opinion on migration.

The documentary "We are at home here" reflects the attitudes of the Slovak public towards migrants and through personal stories of a Palestinian doctor, florist from Ukraine and Vietnamese entrepreneur it introduces the life of migrants in Slovakia. Apart from the reality the film also presents interesting facts on migration and migrants living here. The documentary film can be projected directly from this site:

The film is also available in HD quality at the IOM YouTube site.

[1] http://www.iom.sk/en/activities/migrant-integration/previous-projects-integration/285-we-are-at-home-here-educational-materials-for-teachers-and-lecturers

This presentation can be helpful in introduction of basic facts on migration and migrants in Slovakia to the public. It is available in the [Slovak](#) and [English](#) language.

This [poster "We are at home here"](#) promotes the topic of migration and migrant integration. It can be printed and displayed on its own or it can be complemented with further information and photos related to migration and integration.

Apart from IOM, there is additional informal education tool that may prove to be useful in the course of lifelong learning and peoples´ voice dissemination. We refer to the Institute of Community reporters established in the United Kingdom.[1]

The Institute of Community Reporters was established in 2012 by [People's Voice Media](#) to act as a representative body for trained Community Reporters across the UK and Europe. The Institute's aim is to provide a space for people to tell there story of their lived experiences and share their stories and experiences with each other and with a wider audience. We use these stories to challenge perception and allow people to describe their own reality. Stories are curated and used to create conversations of change workshops where the different perspectives are shared to develop the co-production of new practices. Curated pieces of content can be found in the [features section](#) on the web site. Other projects and commissions carried out by the ICR can be found [here](#) and also on the [project section](#) of the web site. Organisations can access the Institute to provide insight on the services or products they offer and develop conversation of change workshops. Their activities are framed in the following steps:

- **T**each skills through collaborative working
- **P**ractice skills in the real world
- **P**eer review to develop skills and knowledge and provide reflective practice
- **S**hare the skills and knowledge with others

Concluding remarks

The process of learning play important role in our lives from cradle to the grave. On a daily basis we are interacted with complicated issues and processes. From the daily perspective international migration is not very important issue. However, in the ever closer connected World the topic is unavoidable and its importance will rise up due to international conflicts, climate change, deteriorating conditions in the countries of origin or high standard of living in the developed societies. Globalization and technological revolution enabled fast communication and transportation, bringing people closer and breaking boundaries.

Migration is very complicated and complex issue which shall have its part within the education process, no matter the form. The World around us develops much faster than formal Education Plans which are often focusing on less relevant issues. This is not only the issue of Central and Post-communist Europe but also issue for all countries. Instead of giving focus on pre-history and teaching children to recognize various kinds of stones, children shall be encouraged to critical think, work with

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[1] https://communityreporter.net/about-us

information and recognize fake news. Migration shall have a part in Education Plans as it teaches about differences and empathy; it develops a sense of identity and helps to understand problems and history of other countries. From a certain perspective, the history of mankind is a history of migration as the movement has always been associated with species survival.

This volume offered some hints and advice how to organize, promote or stimulate the learning process within formal, non-formal and informal education. The reader shall be again reminded that everything written here is not bound and shall be adapted to individual environment, event, audience, place, time... Adaptation is important as it helps better communicate the massage and creativity is a spice of education process, making it more attractive. Why not use methods proposed in non-formal education and adapt them to formal education? Why not encourage students to focus on migration during their tasks? Why not invite real immigrants to the classes? Why not? Live lectures with real stories might be much more fruitful than writing an essay or reading for the test.

Recommended literature

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HOW TO TEACH:
MIGRATION AND MIGRATION POLICY IN THE EU

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