



EUROPEAN COMMISSION / Research & Innovation / Socio-economic Sciences and Humanities

The background of the cover is a collage of three images: a faded sketch of a city with domes (likely St. Peter's Basilica) in the top right, a detailed red and white carved wooden pattern in the middle left, and a colorful medieval manuscript illustration of figures in the bottom right.

# Pluralism and religious diversity, social cohesion and integration in Europe

Insights from European research

PROJECT INFORMATION

# Pluralism and religious diversity, social cohesion and integration in Europe

Insights from European research

## EUROPEAN COMMISSION

Directorate-General for Research and Innovation  
Directorate B — European Research Area  
Unit B.5 — Social Sciences and Humanities

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Cataloguing data can be found at the end of this publication.

Luxembourg: Publications Office of the European Union, 2011

ISBN 978-92-79-19031-5

doi: 10.2777/44819

Pictures: © Shutterstock, Cornelia Smet

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Printed in Belgium

PRINTED ON ELEMENTAL CHLORINE-FREE BLEACHED PAPER (ECF)

## PREFACE

Pluralism in Europe and the way diversity is treated in policymaking are sensitive issues. The insights coming from the research in social sciences and the humanities underpin Europe's capacity to respond to the societal challenges it faces, with the main question being: **How can cultural diversity be accommodated within European societies?**

This cluster synopsis focuses on '**Pluralism and religious diversity, social cohesion and integration in Europe**', featuring projects funded under the 6th and 7th Framework Programmes for Research. The cluster addresses themes of central importance to Europe, particularly in relation to **inclusion** and **social innovation**.

Given the strong emphasis on inclusive growth and social cohesion expressed in the Europe 2020 Strategy, the results of these projects could play a seminal role in bringing new knowledge and insights to bear on policymaking processes.

The key issues addressed by researchers are (1) how various policies can support the goal of life fulfillment in Europe and (2) which policies correctly balance the needs of the individual and society as a whole by building on the fundamental notions of equality and human rights.

The projects described herein allow serious thought to be given to how the relationship between equality and religion in pluralist European societies should be addressed. They explore the interaction between governance and the religious beliefs of recent immigrant populations, in particular followers of Islam.

This synopsis has been prepared by Sean Feerick, public analyst and expert, with the kind contribution of all project coordinators.

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## SECTION 1

Pluralism and religions in multicultural  
European societies: trends and implications

# ACCEPT PLURALISM

## Tolerance, pluralism and social cohesion: responding to the challenges of the 21st century in Europe

1 March 2010 – 30 May 2013

### Countries studied |

Bulgaria, Cyprus, Denmark, France, Germany, Greece, Hungary, Ireland, Italy, Netherlands, Poland, Portugal, Romania, Spain, Sweden, Turkey, United Kingdom

### FP7

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### Funding scheme |

Collaborative project

### EU contribution | 2 601 430 €

### Website |

<http://accept-pluralism.eu/>

## Objectives

The project covers five European regions (western, nordic, southern, central-eastern, south-eastern Europe). It aims:

- to discuss the different historical experiences of the countries and regions under study during the post-war period;
- to highlight their specific contexts and traditions of toleration of cultural diversity;
- to investigate the concepts, practices, and institutional arrangements that inform different policies for dealing with cultural diversity in Europe; and
- to deliver key messages and recommendations for European institutions, national and local policymakers, non-governmental organisations, educators, media professionals and other stakeholders (e.g. citizen groups, trade unions).

## Project description

The project addresses the need to explore and understand tolerance of ethnic, cultural and religious diversity in European societies and seeks to identify key messages for policymakers.

In particular the project analyses the kinds of tolerance existing in practice in 14 EU Member States and one candidate country by asking what are the different historical and cultural experiences of dealing with cultural diversity in different European societies.

In particular the project analyses:

- what kinds of tolerance exist in practice in 14 EU Member States and one accession country;
- what tolerance means. What is the relationship between concepts such as multiculturalism, liberalism, pluralism, and national heritage;
- what kind of conflicts arise in European societies with regard to ethnic and religious diversity. What views and practices are – and are not – tolerated, accepted and respected;
- what kind of institutional arrangements have been put forth by different actors when there is a conflict. How successful they have been;
- what kind of policies and practices need to be developed for European societies to become more respectful of cultural diversity.

Based on this analysis the project will produce key messages for European and national policymakers, civil society, and minority groups.

## Thematic research areas

### 1. School life

This thematic area will be analysed into three categories of issues:

#### Presentation of self and interactions in the school context:

- language (speaking of minority languages, regulation of abusive language, learning to discuss controversial issues such as homosexuality or anti-Semitism);
- dress (including religiously motivated, school uniforms);
- behaviour (including violence, gestures, sexist or racist acts).

#### Curriculum, pedagogy and educational culture:

- teaching: i.e. teaching history (e.g. Holocaust, national history), teaching on gender/sexuality, teaching of religion;
- the non accommodation of specific demands (e.g. school swimming).

#### Structure of the educational system:

- segregation/mixing of ethnic, religious and cultural groups;
- tolerance and parallel educational institutions.

### 2. Politics

The project looks into three categories of issues and claims arising in political life:

#### Presentation of self in political life and norms of interaction:

- groups or individuals or political parties that are against democracy, express illiberal values, supporting violence or racism.

**Political practices:**

- transnational political engagement.

**Institutional arrangements:**

- claims for special representation (e.g. ethnic or religious minority asking to have their own institutional bodies, the existence of religious parties).

**Anticipated results**

The project builds a new theoretical framework for dealing with cultural diversity in European democracies distinguishing between:

**Liberal tolerance:** not interfering with practices or forms of life of a person even if one disapproves of them; and

**Egalitarian tolerance:** institutional arrangements and public policies that fight negative stereotyping, promote positive inclusive identities and reorganise the public space in ways that accommodate diversity.

**Empirically the project identifies Individuals/Groups/Practices**

- who seek or for whom/which toleration is sought but **to whom/which toleration is not granted**;
- who seek or for whom/which claims of toleration are being made and **to whom/which toleration is granted**;
- who seek or for whom/which it is claimed that **toleration is not enough** and **other normative concepts** should be more relevant (equality, respect, recognition) and identifies in each country the reasons in each case.

The project examines both migrant and native minorities: while the specific minority groups that will be investigated empirically are defined bottom-up in each country study, we focus on at least two comparative groups, notably Muslims (a religious minority) and Roma (an ethnic minority) that will be studied in several countries each. Thus, the project offers up to date, comparative and in-depth knowledge on these two and other minority/immigrant groups and their situation in their countries of settlement.

On the basis of the above the project constructs a set of tolerance indicators and a related toolkit that will be used to assess the policies and institutions in each country. The project thus offers a benchmarking tool that serves as a basis for evaluating practices and policies, comparing between countries, checking trends towards more or less tolerance, and developing new policies and institutional arrangements that promote pluralism and civic cohesion.

**Anticipated outcomes likely to be of interest for policymaking**

The project will bring together empirical and theoretical findings:

**For Policymakers and Civil Society Actors**

- A **state-of-the-art analysis of concepts and practices** of tolerance/acceptance/respect of ethnic, cultural and religious diversity – highlighting relevant policies and best practices across the EU.
- A **tolerance indicators toolkit** – using qualitative and quantitative indicators to score each country's performance on tolerating cultural diversity.

**For Educators and Local Authorities**

- A **handbook on ideas of tolerance and cultural diversity in Europe** – to be used at upper high school level and with local/national policymakers to explain and discuss issues of (in)tolerance and cultural diversity and how to solve them.

**For Academics**

- A **book** (and several journal articles) on conceptual and empirical advances on tolerance, pluralism and cultural diversity in 21st century Europe.

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## EUROETHOS

Exploring the scope for a shared  
European pluralistic ethos

1 January 2007 – 31 December 2008

**Countries studied |**Czech Republic, France, Germany,  
Italy, Slovakia, Spain, Turkey,  
United Kingdom**FP6****Project coordinator |**Università degli Studi di Trento,  
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andreas.obermaier@ec.europa.eu**Funding scheme | STREP****EU contribution | 639 399 €****Website |**<http://euroethos.lett.unitn.it>**The database is accessible at |**<http://euroethos.lett.unitn.it/home.php?database>

A comparative investigation of religious and secular ethically-derived requests for exemption from the law in an enlarging Europe.

**Objectives**

The politics of handling cultural diversity is one of the major issues in the construction of Europe, especially in light of the enlargement of the EU. The EuroEthos project aims to explore the possible scope for a shared European ethos through the analysis of political and legal questions concerning issues of religious and secular ethics-based requests for exemption from the law, in the belief that the study of such issues provides precious indications on how societies try to handle a plurality of values. The project has four objectives:

1. to develop and organise knowledge on cases in which religious and ethical secular values lead to the definition of politically relevant claims;
2. to raise historical awareness of the relationship between plural values and political stances;
3. to analyse the influence of a diverse cultural heritage on the political views of citizens in the enlarging Europe;
4. to study the scope for a European ethos as a precondition for political integration.

The knowledge-based study on the possibility of fostering European political integration through the creation of a shared ethos will produce a better understanding of the impact of plural values and religions in societies across Europe, and of their role in relation to changes in society.

**Project description**

From the banning of religious symbols in French schools to the closure of a play deemed offensive to Sikhs in the UK, recent cases across Europe have highlighted acute dilemmas about how best to respond to the plurality of religious faiths and ethical beliefs in a multicultural society. In all these cases, notions of equal citizenship and freedom of thought and expression seem for many to come into direct conflict with specific values and ethical and religious commitments. Should members of certain groups be treated differently, or be exempt from certain laws, on the basis of their particular religious or ethical beliefs? Are European public institutions capable of showing due consideration of the religious and moral duties imposed on individuals by diverse communities of belief? These issues arise in various ways across different national contexts in an enlarging EU – and have been negotiated in distinct ways. They thus have a direct bearing on the scope for and, shape of, political integration.

The EuroEthos project both surveys this field, and explores the scope for a shared approach to the challenges arising there. It combines general theoretical reflections on the issues raised – about differential treatment, and its place within the modern liberal-democratic polity – with discussions of how these issues have played out in the context of specific controversies in different European countries.

The project's main research hypothesis is that the study of issues of differential treatment across Europe is capable of revealing crucial information (i) on the way in which the endorsement of certain religious and secular ethical traditions has influenced the capacity different citizens have to respect the law and civil institutions; and (ii) whether and how public institutions are capable of showing consideration for the religious and moral duties that different communities may impose on different individuals.

These issues are pressing, and vital – both to our understanding of the implications of multiculturalism, and for wider questions about the prospects of European political integration.

In particular, the research project's focus on the study of the scope for a shared pluralistic European ethos aims to promote the idea of social and political integration between different citizens holding diverse values, protecting cultural plurality, and encouraging the development of cultural pluralism against cultural assimilation.



This is fundamental to foster the understanding and respect of specific substantive cultural values, and to encourage the definition of a shared ethos that can incorporate a variety of views while preserving their specificity.

The project has created a **database** including references, bibliographies, and a table of cases listing a wide spectrum of those 'value issues' which have given rise to requests for exemption from the law.

## Results

A thorough review of the knowledge and existing studies on the topic of conscientious objection and requests for exemption from the law at a national, regional and European level has been undertaken.

A unique **database** of cases concerning demands to be exempt from the law (including cases of conscientious objection) on religious and secular ethical grounds has been created. This represents a novel contribution to the study of issues of European integration.

These results have produced also an increased knowledge of the history and politics of an EU Associate Candidate State (Turkey) and some Member States (Italy, Germany, France, Spain, UK, Slovakia and Czech Republic) in view of their cultural heritage. This is a fruitful basis on which to study further possibilities for European enlargement and integration.

The comparative case studies constitute an important and empirically grounded contribution to the theoretical debate on pluralism and on the scope for a European ethos.

The final, more speculative part of the project has contributed to the development of new knowledge about the possibility of grounding political integration on a pluralistic shared cultural substrate and has generated normative guidelines above so as to interpret the results deriving from the comparative phase, with a view to foster the creation of a shared pluralistic European ethos as a basis on which to promote political integration.

## Key messages with potential policymaking interest

Attention should be paid to the different ways in which general laws affect diverse cultural, ethnic or religious minorities.

Policymakers who are committed to recognise specific claims of minorities, via for instance the instruments of cultural exemptions or conscientious objection, should be concerned with the impact of the policies they devise on the general interest of the society.

The main virtue of the rule of law cannot be the untouchability of any law, as this would presume infallible law-making majorities. Failing a perfect technology of justice, it seems that corrective measures are needed to secure that all citizens' requests be taken into serious consideration. From this perspective, the provision of spaces for law contestation and the concession of differential treatment in the form of legal exemptions does not seem to lead inescapably to the erosion of political and social bonds. They seem, rather, to contribute to a corroboration of loyalty to a general legal system which allows for some variations within it.

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## REDCO

**Religion in education.  
A contribution to dialogue or  
a factor of conflict in transforming  
societies of European countries**

1 March 2006 – 31 March 2009

**Countries studied |**Estonia, France, Germany, Netherlands,  
Norway, Spain, Russia, United Kingdom**FP7****Project coordinator |**University of Hamburg  
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www.redco.uni-hamburg.de

**Objectives**

The research establishes and compares the potential limitations of religion in educational fields in a number of selected European countries and regions in order to identify approaches that can contribute to making religions in education a factor for promoting dialogue through:

- analysing conceptual/practical approaches in schools and universities;
- examining how to strengthen theoretical and practical approaches that encourage openness towards others and mutual respect across religions and cultural difference;
- developing a European perspective to facilitate mutual understanding;
- understanding the contribution of religion in education to current transformation processes in European countries.

**Project description**

REDCO is a European comparative research project on young people's views of religion, religious diversity and possibilities for dialogue, as well as of classroom interaction and teacher strategies.

Throughout the world, people are increasingly coming to recognise the implications of the renewed importance religion holds for both individuals and societies in national and international politics and public discourse.

Growing religious diversity has given the question new urgency, and accordingly 'social cohesion' is a frequently cited policy goal when addressing the role of religion in European societies. Dialogue between people of different faith and convictions is important in the context of intercultural teaching and learning.

**Results**

The majority of students surveyed appreciated the religious heterogeneity in their societies, although a range of prejudices were expressed.

The most important source of information about religions and worldviews is generally the family, followed by the school.

The school population includes a sizeable group of students for whom religion is important in their lives, a sizeable group for whom religion is not important and a sizeable group who hold a variety of occasionally fluctuating positions between these two poles.

Irrespective of their religious positions a majority of students are interested in learning about religions in school.

Students are well aware of and experience religious diversity mostly in, but also outside the school.

Students are generally open towards peers of different religious backgrounds. At the same time they tend to socialise with peers from the same background as themselves, even when they live in areas characterised by religious diversity.

Students often express a tolerant attitude more at an abstract than a practical level. The tolerance expressed in classroom discussion is not always replicated in their daily life-world.

Those who learn about religious diversity in school are more willing to enter into conversations about religions and worldviews with students from other backgrounds than those who do not have this opportunity for learning.

Students desire peaceful coexistence across religious differences, and believe that this is possible.

Students believe that the main preconditions for peaceful coexistence between people of different religions are knowledge about each other's religions and worldviews, shared interests, and joint activities.

In most countries students support the right of adherents to a moderate expression of religious faith in school. For example, they do not oppose in school the wearing of *unobtrusive* religious symbols or object to *voluntary* acts of worship for students who are adherents of a particular religion.

Students for whom religion is important in their lives are more likely to respect the religious background of others and value the role of religion in the world.

Most students would like to see school dedicated more to teaching about different religions than to guiding them towards a particular religious belief or worldview.

Students express their desire that learning about religions should take place in a safe classroom environment governed by agreed procedures for expression and discussion.

Students generally wish to avoid conflict on religious issues, and some of the religiously committed students feel especially vulnerable.

Dialogue is a favoured strategy for teachers to cope with diversity in the classroom, but students are more ambivalent about its value since in practice, not all students are comfortable with the way diversity is managed in schools.

Students generally favour the model of education about religion with which they are familiar.

## Special results

### European teenagers and religious diversity and religious education

#### Religious diversity:

On the basis of our research findings we can reach the following conclusions in terms of the young people's view on religious heterogeneity:

- religious pluralism is not only accepted, but widely welcomed. The majority believed that people of different religions could live together in harmony;
- the responding pupils were critical of truth claims that excluded people of different beliefs or faiths;
- although pupils were clearly aware of the conflict potential of religion and religious plurality, the majority of young people share a vision of peaceful coexistence in a religiously plural Europe. The realisation of this vision was often presented as contingent on the existence of attitudes of tolerance, open-mindedness and respect, and on the exercise of key dialogue skills: learning about each other's beliefs; listening to each other; getting to know a variety of views.

#### Religion in education:

Our research has revealed the high importance of the school as a forum to speak about religion. We saw that:

- for those pupils who have no ties to organised religions, the school forms the main forum for learning about religion and the religious perceptions of other pupils;
- for those pupils who belong to a religion, the school provides the main opportunity to come into contact with other religions;

- many of the pupils are prejudiced towards the religions of others, but at the same time are prepared to enter into dialogue with others whom they regard as interesting. The school provides a unique forum for them;
- almost all pupils regard teaching an interreligious understanding at both the personal and the societal level as a necessity and possibility. School offers possibilities to promote this possibility.

## Key messages with potential policymaking interest

Each national context needs to be taken into account when policies are applied within systems.

At a European level, it is suggested to make room in the classroom for dialogue and discussion about and between different religious (and non-religious) worldviews.

Based on this general assumption, the following points should be taken into account both when addressing different national contexts and the European level.

### Encouragement of peaceful coexistence

Education policy development and implementation need to focus on the transformation of abstract (passive) tolerance into practical (active) tolerance.

### Promotion of diversity management

Citizenship education tends to focus on homogeneity; but in turning from passive to active tolerance, it is necessary to value religious diversity at school as well as at university level.

### Including religious as well as non-religious worldviews

School is a place where all students must be respected, regardless of their worldview or religious conviction. Religion is important to some of the students, and their beliefs must not be allowed to become an obstacle to their academic progress.

### Supporting professional competence

No changes can be made without education professionals and the required competence on their part. Such education would be needed both at initial training level and in the continuing professional development of teachers.



Next volume: Spaces and Borders: Current Research on Religion in Central and Eastern Europe, eds. Máté-Tóth, A. and Rughinis, C. is to be published in June 2011. And the third volume Focus on Religion in Central and Eastern Europe: a Regional View, ed. Máté-Tóth, A. is to be published in the second half of 2011.

### Key messages with potential policymaking interest

The key recommendation emerging from this research is the importance of understanding the specificities of each research and policymaking context, and the importance of ensuring that the particular circumstances in which researchers in European Union countries are working are considered in the policymaking process.

Regarding to our findings, it's very important to bring to mind that religion plays a more important role in Central and Eastern Europe than in the societies of higher modernisation in Western Europe. The quite radical position of *laïcité* needs rethinking. Purposive rationality of Western Europe should better understand the identity rationality of Eastern Europe. At the different decisions level of the Commission it would be very important to enrich the knowledge about the plural functions of religion in the contemporary societies. Through conferences, workshops and not least via supporting further religion-relevant research activities and explanatory work the Commission should be the initiator of a new discourse about religion.

Concerning the cohesion of the EU, the mutual interaction of nationalism and religion (mainly orthodox Christianity) needs deeper understanding and regular monitoring. It would be very effective to establish a pan European research institute for society and religion and/or to support collaboration between international researching institutes on this field. Europe needs to have broad network of religion-experts for preparing decisions at the Commission level, for supporting national cultural plans and for sensitizing the symbolical dimensions of the societies in transition of Central and Eastern Europe.

Religious institutions – international and national churches and denominations – have an important impact in the cultural regions of Central and Eastern Europe. Their concrete role in the influence of the contemporary discourses should be deeper analysed. Many Christian churches are worldwide involved and they can mediate in the global activities of the EU.

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## Further information

### Publications

The REDCo group published more than 250 articles and contributed to 20 books. Entirely written by REDCo members as products of our research are the following six books and two internet publications:

#### a) books:

Jackson, R., Miedema, S., Weisse, W., Willaime, J.-P. (Eds.) (2007) Religion and Education in Europe: Developments, Contexts and Debates, Münster: Waxmann.

Knauth, T., Jozsa, D.-P., Bertram-Troost, G., Ipgrave, J. (Eds.) (2008), Encountering Religious Pluralism in School and Society – A Qualitative Study of Teenage Perspectives in Europe, Münster: Waxmann.

ter Avest, I., Jozsa, D.-P., Knauth, T., Rosón, J., Skeie, G. (Eds.) (2009), Dialogue and Conflict on Religion. Studies of Classroom Interaction in European Countries, Münster: Waxmann.

Alvarez Veinguer, A., Dietz, G., Jozsa, D.-P., Knauth, T. (Eds.) (2009), Islam in Education in European countries – Pedagogical Concepts and Empirical Findings, Münster: Waxmann.

Valk, P., Bertram-Troost, G., Friederici, M., Béraud, C. (Eds.) (2009), Teenagers' perspectives on the Role of Religion in their Lives, Schools and Societies. A European Quantitative Study, Münster: Waxmann.

van der Want, A., Bakker, C., ter Avest, I., Everington, J. (Eds.) (2009), Teachers Responding to Religious Diversity in Europe, Münster: Waxmann.

#### b) internet publications:

Weisse, W., Jackson, R., Rudelt, C., Willaime, J.P. (Eds.) (2009) Religion in Education – a Contribution to Dialogue or a Factor of Conflict? The REDCo-project: Presentation in the European Parliament, Brussels, December 2008.

Weisse, W., ter Avest, I., Battaini-Dracconi, G., Ipgrave, J., Rudelt, C., Willaime, J.-P. (Ed.) (2009), The relevance of interreligious dialogue for intercultural understanding. The White Paper 'Living together as Equals in Dignity' of the Council of Europe and the principal findings of the European research project REDCo. Documentation of a public event in the Council of Europe, Strasbourg, March 2009.

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## RELIGARE

## Religious diversity and secular models in Europe: innovative approaches to law and policy

1 February 2010 – 31 January 2013

## Countries involved in the research |

Belgium, Bulgaria, Denmark, France, Germany, Italy, Netherlands, Spain, Turkey, United Kingdom

## FP7

## Project coordinator |

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## Funding scheme |

Collaborative project

## EU contribution | 2 699 943 €

## Website |

<http://www.religareproject.eu>

## Objectives

RELIGARE seeks to explore adequate policy responses and meeting points between the realities and expectations of communities and the protection of human rights in terms of equality and freedom of thought, conscience and religion.

The project examines normative frameworks in the field of religion and secularisation with a view to making policy recommendations.

It develops new insights from the fieldwork undertaken in different countries.

It provides a platform to debate results of the research and enhances interdisciplinary research.

## Project description

RELIGARE focuses on religions, belonging, beliefs and secularism. The project investigates the diversity of convictions in contemporary Europe with a focus on law and on questions relating to management of pluralism under State Law.

Secular State law is an important constitutional principle in many European States and Turkey. However, modulations of this principle differ to a large extent. Today, European societies are being challenged by a new diversity of religions and other beliefs.

This diversity has been brought about by many factors, including the EU's expansion and important migration fluxes. The result is that many people now hold beliefs and values that were unknown before and/or that are different from historically protected religions or convictions. Not surprisingly, these people are seeking recognition of their identities. By doing so, they test the boundaries, in practice, of secular State law.

The divide between the public and the private spheres lies at the core of RELIGARE's research. However, this borderline is not clear-cut and it is not at the same place in everyone's perception. Can the public sphere be simultaneously neutral and tolerant? Can new world views, social patterns and lifestyles be accommodated and/or incorporated in the public sphere? How respectful is the law of the private sphere?

RELIGARE examines the current realities, including the legal rules protecting or limiting (constraining) the experiences of religious or other belief-based communities. Where the practices of communities or individuals do not conform to State law requirements, or where communities turn to their own legal regimes or tribunals, the reasons behind these developments need to be understood.

## The project focuses on four thematic areas:

## The family

This theme includes the issue of religious marriages and divorces, as well as custody of children and the adoption of children when religious and formal legal prescriptions clash. The institution in certain communities of parallel dispute settlement bodies to deal with family-related disputes is also investigated.

## The work place

This research area covers issues related to individual religious freedom and non-discrimination on basis of religion and beliefs in the workplace as well as the special provisions made in the area of labour law for churches and religious-ethos companies. In particular, it looks at equal access to the labour market for religiously active employees, the role of religion in labour relations, and accommodation for the religious practices and beliefs of employees.

## The public space

Research on this theme concentrates on the place of religion in the public space. It aims at providing a policy-oriented reflection on how to restructure public spaces in a way that can cope with the increasing religious and cultural plurality of European societies. This topic is examined through three case-studies, concerning places of worship and sacred sites, religious dress codes, and (private) religious schools.





**State support**

This theme encompasses state support to religious and secular groups. The research aims at assessing the reasons that justify – or not – the public funding that is in place today. The State position and the religious communities' point of view will be taken into account. The research considers several issues: training and remuneration of the religious leaders, media, religious heritage and the current taxation typology.

**Anticipated results**

The project will formulate policy advice, on both the European level and at national levels.

After three years (2010-2013) of comparative and interdisciplinary research by 13 research units closely cooperating, RELIGARE will advance a set of arguments, principles and measures that might serve to underpin and anchor Europe's task to remain a zone of social peace and coherence, while being intrinsically respectful of diversity.

Two research tools will be particularly helpful for this purpose: the meticulous collection of comparative data in the form of case law from the different States involved (10 EU Member States and Turkey), the Court of Justice and the European Court of Human Rights, and sociological research based on interviews of stakeholders in six of these countries.

**Anticipated outcomes likely to be of interest for policymaking**

RELIGARE will formulate recommendations on appropriate practices for both national and European policymakers in relation to:

- assuring the protection of human rights, including women's rights to equality;
- guaranteeing respect for diversity;
- combating discrimination, racism, anti-semitism, negationism and xenophobia;
- ensuring that different approaches in the Member States do not hamper the free movement of persons within the European Union;
- facilitating the cross-border enforcement of judgments and authentic acts emanating from Member States;
- developing a common frame of reference for the integration of third country nationals in European societies.

While there may not be a fully satisfactory response to all issues arising and it may be difficult to develop concrete proposals for implementation the research will identify a set of important principles for achieving the pluralism that can benefit society as a whole.

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**Université Catholique de Louvain**  
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## REMC

**Religious education in  
a multicultural society:  
school and home in  
comparative context**

1 January 2008 – 31 December 2009

**Countries studied |**Belgium (Flanders), Germany, Ireland,  
Malta, United Kingdom (Scotland)**FP7****Project coordinator |**Economic and Social Research Institute  
IE – Dublin**Project contact |**Emer SMYTH  
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andreas.obermaier@ec.europa.eu**Funding scheme |**Collaborative project  
(small and medium scale  
focused research project)**EU contribution |** 828 842 €**Website |**[http://www.esri.ie/research/  
research\\_areas/education/Remc/](http://www.esri.ie/research/research_areas/education/Remc/)**Objectives**

REMC documents the place of religion in educational systems across Europe, drawing on existing research and new primary research carried out in Belgium (Flanders), Germany, Ireland, Malta and the United Kingdom (Scotland).

It assesses the importance of religion/belief as a basis for primary school choice in different systems, drawing on new primary research among parents, children and teachers.

It explores the factors influencing the formation of religious identity among children in different educational systems, focusing in particular on the interplay between home and school, drawing on new primary research among parents, children and teachers.

It highlights the implications of its findings for policy development at national and European level.

**Project description**

This study is concerned with exploring how religious/secular beliefs are formed in the arenas of the education system and the family across different EU country contexts.

The REMC study provides new insights in the following ways:

- it examines the interface between home and school in the formation of religious identity among children and young people in a cross-national context;
- it focuses on the perspectives of children rather than on those of adolescents, providing insights into the processes at play in the religious identity formation of a younger age-group;
- it adopts a broad view of religious beliefs and values, including the perspectives of parents and children with secular worldviews;
- it addresses the gap in knowledge on the role of religion in school choice, particularly in a comparative perspective involving quite different systemic contexts.

**Results**

The REMC study contributes to national and international knowledge on religion and schooling, and provides a vital evidence base for policymaking in the education arena.

In the context of globalisation, all European countries are multicultural entities, made up of increasingly diverse populations. Religion is an important dimension of this growing diversity, as populations are increasingly made up of people of different religions and none. Furthermore, the position of individuals in relation to religious identity is increasingly complex, with many people believing without belonging and vice versa.

The treatment of religion in education has become a touchstone against which a country's success in managing cultural diversity may be assessed. The research points to a number of important issues for policy development at the macro (State or federal) and meso (school) levels.

Systems of school ownership and governance across the study countries reflect the historical accommodations and compromises made by church(es) and State. It is clear that a specific school governance system cannot be directly 'transferred' into a very different cultural and societal context.

The research points to a growing mismatch between a static system of school governance and changes in attitudes and interests as well as the composition of the population in most of the study countries.

The research does not point to 'one best way' of resolving these tensions. Systems have variously responded by allowing for the establishment of separate faith schools, by providing different strands of religious/moral education for groups of students within the same school, and/or by adopting a 'teaching about all/most world religions' approach, keeping faith formation outside the formal school system.

The research indicates that each of these approaches raises particular challenges in recognising religious diversity and especially in addressing the needs of minority religious and secular groups.



The findings indicate the importance not only of formal school structures but equally of the way in which issues related to the dominant religious and moral ethos can permeate all aspects of school life. The research reveals considerable variation in how schools treat religiously diverse groups within the student population.

In multicultural societies, it is vital that schools are encouraged to ensure that parents and students of all religions and none feel that their beliefs are treated with respect.

While this is challenging for schools and teachers to put into practice, teacher education has a crucial role to play in this respect. It is vital that teacher education incorporates knowledge and awareness of religious diversity, and fully prepares teachers for practising inclusive education.

Other measures to support schools could include the availability of relevant resources and curriculum materials to foster learning about diversity as well as the recognition of the need for schools to plan for inclusion across a range of dimensions (including religion/belief).

The research indicates that children are active agents in their own religious formation across all of the European contexts examined. It is important therefore that schools attempt to balance parents' and children's rights to choice and autonomy, respecting the wishes of parents while at the same time allowing children to have a say in issues which affect them.

### **Key messages with potential policymaking interest**

There is a need to ensure appropriate responsiveness of state systems of school governance and evolving attitudes, interests and composition of populations.

Multicultural societies need to ensure that there is a parity of esteem in relation to the inclusion of all religious groups.

Teacher education has a key role to play in ensuring the effective implementation of policies at school level.

Schools need to be supported to deliver policies which are inclusive and which permeate each aspect of the curriculum.

Policymaking and its implementation at school level should recognize that children are active agents in their own religious formation and ensure appropriate balance between the recognition of children's and parent's rights.

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## REVACERN

Religion and values:  
Central and Eastern European  
research network

1 January 2007 – 31 December 2009

## Countries involved in the research |

Austria, Bulgaria, Croatia,  
Czech Republic, Hungary, Poland,  
Romania, Slovakia, Slovenia, Ukraine

## FP6

## Project coordinator |

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## EU project officer |

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## Funding scheme | STREP

## EU contribution | 800 000 €

## Website |

<http://www.revacern.eu/>

## Objectives

The project provides a framework for a multidisciplinary research on the future of relations between institutions, culture and politics in the field of values and religions in Central and Eastern Europe.

It examines the mutual interaction between roles of values in religious institutions and society in a broader context of changing value systems.

It explores the interaction between media and religion and the developing concept of national identity in a multi-ethnic European sub-region.

## Project description

The aim of the REVACERN FP6 Coordination Action is to provide a framework for multidisciplinary research on the future of relations between institutions, culture and politics in the field of values and religions, with a special focus on Central and Eastern Europe (CEE).

The research topics are:

- mutual interaction between the roles of values in religious institutions and the society;
- intersection of changing value systems;
- media and religion, national identity in multi-ethnic European sub-regions;
- the cohesion of EU-enlargement versus nationalism, fundamentalism.

The network provides a comparative perspective of legal, political and cultural aspects of religious institutions, and their role in the society. The network examines the challenges posed to educational, political and legal systems, and by mapping and restructuring the knowledge, its objective is to find better ways to handle conflicts and to advise the EU, national policymakers and civil society institutions.

## Results

The network has achieved the following results:

- a stable and reliable research network formed mainly by Central and Eastern European countries;
- the effective support of scholars' activity on international academic and social fields and the enhancement of the comparative approaches in the region;
- transferring findings previously available only in national languages to the international platforms communicating in English and improving the command of English language of the scholars working in the project;
- communicative interpretation of the data resulting from the second wave of the international survey 'Aufbruch' (New Departures, representative for 14 CEE societies);
- strong collaboration among consortium members and institutions, enabling common work in the future;
- enhancing of the collaboration between church controlled institutes and public universities and institutes as well as between theology and different social sciences;
- the growing realisation of the public importance of the discourse about values and religion in the societies of CEE;
- a broader contact network of scholars of religion, policymakers and representatives of different religious institutions;
- an increased ability to present academic results in the media to reach general public;
- creating regional scientific network of young researchers and supporting their research activities and presence at the international scientific discourse;
- creating opportunities for young researchers at different consortium members institute to finish their PhD programmes;
- better understanding and increasing sensibility of EU relevant topics and challenges, EU guidelines, objectives and priorities;
- publishing of scientific findings in a 3 volume-series 'Religion and Society' by Walter de Gruyter international publishing house. The first volume written by Tomka, Miklós, Expanding Religion – Religious Revival in Post-Communist Central and Eastern Europe is to be published in January 2011.

SAL

**Society and lifestyles: towards enhancing social harmonisation through knowledge of subcultural communities**

1 January 2006 – 31 December 2008

**Countries studied |**

Estonia, Hungary, Latvia, Lithuania, Moldova, Poland, Romania, Russia, Slovakia

**FP6****Project coordinator |**Vytautas Magnus University,  
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andreas.obermaier@ec.europa.eu**Funding scheme | STREP****EU contribution | 1 394 998 €****Website |**<http://sal.vdu.lt>**Objectives**

The SAL project has three broad aims which are:

- to examine the dominant processes leading to the division of contemporary society into separate social groups with different socio-cultural identities;
- to identify the reasons for the rise of new cultural groups in the post-Soviet countries which have been studied;
- to explore the main reasons for the formation of the ideas of resistance which proliferate in sub-groups and movements across these countries.

The research addresses the following substantive areas:

- an analysis of the interactions by group members within groups in terms of their sub-cultural reality as well as their agreements and disagreements;
- a study of the perceptions of group members regarding their individual identities and the impact of sub-cultural values on their individuality;
- an analysis of the environmental influences on group members as well as their patterns of self-expression (including their demands to influence the society).

**Project description**

The area of research involves the post-Soviet countries of Europe. After half a century of Communist rule, the cultural heritage of post-Soviet societies still differs sharply from the cultural heritage of Western countries. This project represents the first systematic research on sub-cultural communities with their different values and religious beliefs in the post-Soviet region.

The main idea of the project was to understand how groups arise, function and disappear. These topics can help to explore questions of identity formation by individuals as participants of different groups. They also have an impact on solving such issues as social cohesion, inter-group tensions, discord and violence.

The project extends knowledge about values and religions in Europe by investigating groups representing various values and religious beliefs in post-Soviet countries.

It enhances the integration of groups with different values and religions into the life at a broader societal level based on a harmonious coexistence of individuals and sub-groups.

The research scope included case studies on 'taste', lifestyle subcultures such as hip-hop, punks, antifascists, skinheads, hippies and others; new religious groups such as Hare Krishna, Neo-Pagans, Vissarion, Anastasia, theosophical groups and others as well as ethnic and religious minority cultures such as Muslims, Roma communities, a Baptist religious confession group and others.

**Results**

SAL research shows that a value orientation (systems of values in general) is the main impetus for forming a sub-cultural identity. It is sensitive to influences from the meaningful environment, the one sub-cultural group members communicate with and react to.

These behaviors signal the presence of social and cultural processes which can lead to highly diverse outcomes. Some of them highlight tensions which arise among different groups and those which can appear between groups and the society-at-large.

Finally it is significant to note that not all of the mentioned phenomena are accessible to direct research – in some cases field studies could prove dangerous to investigators not only because the group itself may be dangerously aggressive but also because the society as a whole wishes to suppress certain kinds of investigations.

**Key messages with potential policymaking interest**

In line with the UNESCO Convention on the protection and promotion of the diversity of cultural expressions (in force since March 2007), 'culture' needs to be more broadly interpreted, going beyond current cultural policy (the arts, sports, media, theatre, museums and libraries) to incorporate non-mainstream aspects that are expressed by various groups existing in the mainstream culture. On the one hand, this would make for early awareness of sources of tension and discord. On the other hand, opportunities could be created to decrease marginalization and unemployment, thus enhancing the quality of life for everyone.

Policymakers need not only information about current conditions in a society but also must have means for projecting how conditions might change in the future. Causal models of social processes provide the tools for such projections. For various reasons such models need to be approximate, but nevertheless rigorously evaluated for validity and based on accurate state information. Valuable empirical knowledge for constructing such models can be gained from 'natural' social experiments, such as provided by the collapse of the Soviet Union and the subsequent developments in Eastern Europe, or by the implementation of new European Union policies in nations which recently joined the European Union. Research is recommended to monitor and document such processes, with parallel efforts to model the underlying dynamics. Monitoring developments at the group level provides a reasonable balance between the level of detail needed to understand mechanisms and the resources needed to carry out investigations.

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## SECTION 2

**Identities, religions and public space:  
social cohesion and youth integration**

# EDUMIGROM

## Ethnic differences in education and diverging prospects for urban youth in an enlarged Europe

1 March 2008 – 28 February 2011

### Countries studied |

Czech Republic, Denmark, France, Germany, Hungary, Romania, Slovakia, Sweden, United Kingdom

### FP7

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### Funding scheme |

Collaborative project  
(small and medium scale  
focused research project)

### EU contribution | 1 291 892 €

### Website |

<http://www.edumigrom.eu>

A comparative investigation in ethnically diverse communities with second-generation migrants and Roma.

## Objectives

The EDUMIGROM project undertakes an integrated investigation into factors which forge ethnic differences in education and the consequences for the life of young people in ethnically diverse countries.

To this end, the project has four broad aims:

- it studies in a cross-national perspective how everyday interactions in urban environments generate distinctive school practices;
- it examines how discourses, patterns and programmes of identity formation among young people are constituted through school practices;
- it also examines and compares how educational practices and identity formation contribute to claims on citizenship;
- on the grounds of the above, it formulates evidence-based policy recommendations.

## Project description

The research studies how ethnic differences in education contribute to the diverging prospects for minority ethnic youth and their peers in urban settings.

Despite great variations in economic advancement and welfare arrangements, developments resulting from large-scale migration across and within borders have induced comparable consequences for certain groups of second-generation immigrants in the Western half of the continent and Roma in Central and Eastern Europe.

Usually citizens with full rights in the respective states, people affiliated with these groups tend to experience new and intensive forms of involuntary separation, segregation, social exclusion, and second-class citizenship.

The project explores how far existing educational policies, practices and experiences in markedly different welfare regimes protect minority ethnic youth against marginalisation and eventual social exclusion or how they contribute to the processes of 'minoritisation'.

The research investigates how prevailing arrangements in education, welfare, inter-ethnic relations, and cultural and political representation contribute to reducing, maintaining, or deepening inequalities in young people's advancement in education and training, their access to the labour market, and the conditions of their participation in domains of social, cultural, and political life.

EDUMIGROM provides insights through the combination of a range of research devices, such as cross-country comparative inquiries, macro-level studies, meso-level fieldwork in communities and schools, and micro-level data collections among selected groups of individuals.

## Results to date

- Research has identified the complexity of relations between the movement of people (migration), the formation of boundaries between groups of people who have shared cultural meanings, histories and descent (ethnicity) and the formation and negative treatment of racial groups (racism).
- Findings from the quantitative and qualitative inquiries show that migration, racism and ethnicity remain strong social forces and there is evidence of sharpening tensions and conflicts in inter-ethnic relations throughout Europe.
- The selected ethnic minority groups chosen for study in the project indicate a varied hierarchy of ethnic differentials with Roma in the most vulnerable and marginal position. Further in-depth comparative analyses are needed to reveal the complexity of intersecting factors affecting these hierarchies.
- Struggles in comparison are due primarily to the different categorisations of ethnicity and systems of data collection and analysis across European countries.
- Profound shifts in migration flows, global conflicts, media images and national debates shape macro-, meso- and micro-contexts that collectively frame majority responses to minority groups.

- Despite these changing contexts, levels of discrimination and hostility have been high and relatively stable. Minorities' struggles for recognition and their claims for a more just share in redistribution, coupled with often inadequate responses by policymaking and domestic politics, have resulted in a worsening political climate.
- This has critically affected efforts of schools to meet their general functions in educating and socialising. Inter-ethnic conflicts within the school environment and in broader peer relations have intensified, often resulting in symptoms of widespread alienation and radicalising political mobilisation of minority ethnic youth.
- Multiculturalism as a normative principle in education has not gained ground in Central and Eastern Europe, and is under attack in the Western part of the continent. Values of diversity have been questioned and ethnic minorities are faced with decreasing tolerance.

### **Anticipated outcomes likely to be of interest for policymaking**

An examination of the case studies has revealed that practices of inclusion in education prove effective if backed by the workings of local welfare distribution, labour market and housing policy measures, based on the principles of equal opportunities and universal citizens' rights.

While these findings emphasise the importance of rethinking educational policies in the context of the multicultural welfare states, they also signal the difficulties of transferring good practices if they remain restricted only to the arena of schooling.

A number of implications for policymaking follow from the above:

- segregation in education often decreases the quality and content of teaching and results in lowered performances. It also contributes to reproducing inequalities in performance, advancement and labour market opportunities;
- segregation in education tends to conclude in early ethnic enclosure and isolation;
- segregation increases the risk of distorted identity development and endangers the involvement of healthy self-esteem of minority ethnic youth;

- distorted identity might limit aspirations for successful inclusion, and contributes to attempts at ethnic separation;
- minority ethnic students often experience conflicts between the values, norms, and practices of their home and the school:
  - in the West, the most prevalent conflicts of this kind affect children from Islamic background. Muslim youths often face conflicts between school rules and the traditional values of their country of origin. The constraints placed by enforced dress-codes, cultural priorities and behavioural patterns risk healthy identity formation and jeopardise social inclusion;
  - in Central and Eastern Europe, children from Roma background often face discrimination and humiliation because of deep poverty, and are ridiculed for the traditions of their community. Prejudices experienced in their surroundings (often schools as well) risk their identity formation, mental health, and efforts at social inclusion.

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# EMILIE

## A European approach to multicultural citizenship. Legal, political and educational challenges

1 July 2006 – 30 September 2009

### Countries studied I

Belgium, Denmark, France, Germany, Greece, Latvia, Poland, Spain, United Kingdom

### FP6

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### Funding scheme I

Collaborative project

### EU contribution I 1 294 800 €

### Website I

<http://emilie.eliamep.gr>

## Objectives

The EMILIE project has had the following five main objectives:

- to investigate the legal, political and educational challenges posed by migration-related religious, ethnic and cultural diversity in European countries;
- to reflect theoretically on those challenges, the value systems involved, and develop new political theoretical concepts to address cultural and religious diversity in democratic societies;
- to assess the policy solutions adopted in different countries and the value discourses on which they are based;
- to compare different policies/models and the ways they are implemented in the different Member States;
- to discuss whether all solutions are bound in their national contexts or whether there are: (a) best practices that can be transferred from one EU country to another, (b) value discourses that are relevant across Europe, and if so, whether such value discourses and possible value conflicts may also find appropriate normative and policy responses at the EU level.

## Project description

Starting from a set of nine countries, including five Northern European states (Belgium, Denmark, France, Germany and United Kingdom), two from Southern Europe (Greece and Spain)

and two from Central Eastern Europe (Latvia and Poland), the EMILIE project analyses the multicultural citizenship and diversity integration debates and policies developed in these countries.

The project concentrates on legal, educational and political challenges posed by cultural and ethnic diversity in European societies. The reason for selecting these three types of issues is that they pertain to three important spheres of socio-economic activity and public life.

More specifically, we have selected the following sets of issues for both our country studies and our comparative analysis.

As regards legal challenges, we looked into anti-discrimination legislation and practices, with particular reference to discrimination in the workplace. More specifically, we concentrated on the EU anti-discrimination directive, the challenges it poses to national policy frameworks and the measures taken (if any) to implement it. In the total or partial absence of adequate provisions or institutions we examined why this is so and what (if any) alternative measures have been taken to combat discrimination and racism in the workplace. It is worth noting that our approach focuses equally on the type of measures adopted as on the policy and political debates developed around such measures.

These debates reveal most tellingly the kind of values that come into play around a specific issue, and how the social agents involved eventually negotiate their respective positions in order to reach a compromise.

We pay special attention to national identity ideologies and institutional settings (and the extent to which they allow for the individual or group level recognition of cultural diversity in the public space, or the extent to which they promote an outright assimilation perspective) and past experiences that have formed a rather negative context for transposing the Racial Equality and Employment Equality Directives.

Concerning education, we concentrated more broadly on policies and policy discourses concerning the overall question of how to integrate cultural diversity in schools. However, the specific issues examined varied in each country. Thus, in countries like Belgium, Denmark, France or United Kingdom, we have looked at overall policies for addressing the needs of ethnic minority and immigrant populations, paying special attention to the question of faith schools. In 'recent hosts' like Spain or Greece, and in Poland, our focus has been on the education policy measures adopted to integrate immigrant pupils in schools and to provide for their needs.

The third set of empirical studies presented in this project addresses the question of political rights and immigrant participation in public life. We have particularly concentrated on the active and passive voting rights for immigrants at the local, regional or national level. Where such rights exist we have looked at the actual participation and representation of immigrants at local, regional and national levels. In the absence of voting and eligibility rights we looked into alternative or secondary forms of civic and political participation such

as participation in consultative bodies, participation in trade unions, political parties or other mainstream organizations.

In each country and in each case study we have collected and analysed a range of sources including:

- policy documents;
- media material;
- statistical data;
- statements by politicians and other stakeholders such as NGOs, migrant organizations, political parties, religious associations, experts;
- in each case study we have conducted between 12 and 20 semi-structured interviews with key informants (including policymakers at the national and local/regional level, independent bodies, non-governmental actors, experts and journalists).

## Results

### Main comparative findings on education policy and cultural diversity

Two central questions have dominated the public, political and academic debate on education and cultural diversity:

- how can conflicting values of cultures be integrated in education?
- how can group rights be balanced with individual rights in education and other sectors of public policy?

Both are related to the global on-going debate on the relationship between 'Islam' and 'Western culture' and the notion of secularism. In some of the countries, notably France, schools are the emblems of secularism. In others, schools are largely secular but seek to accommodate the religious needs of their pupils with varying degrees of diversity in the curriculum. Thus, in Belgium, children are allowed to follow different types of religion classes in relation to their own faith; in Spain, pupils may choose a course on the history of religions rather than religion classes; in Greece, children can be exempted from religion classes entirely if their parents wish but there are no provisions for alternative courses. The German and British case studies argue that the discourse on schools and Islam is both an indicator of existing problems in the accommodation of cultural/religious diversity, and also the result of codifications of other phenomena, like social or gender disparities, or individual and youth conflicts, as 'cultural' and 'Islamic'. Thus, education policy in a culturally diverse society has at least two complex often conflicting tasks: to accept and accommodate cultural/religious diversity on the one hand, and to try to detect the genuine, often multiple reasons for certain conflicts, and by this to deconstruct the discourse on migrants, especially Muslims, on the other.

Faith-based schools that are of Muslim orientation and are state-aided were also examined. These can be found in Britain and Denmark. Faith-based schooling, although not free of

contradictions and dilemmas, mark most strongly and conspicuously the need to pluralise national traditions and identities by incorporating new minorities from recent immigrations. The question is, in other words, less one of secularism, given that all European countries practice moderate forms of secularism and most recognize religious education as part of school curricula, and more one of citizenship and civic values.

### Main comparative findings on anti discrimination policy in the workplace and migration-related cultural diversity

The major **shortcomings** in the implementation of anti-discrimination law and policies in the nine EU countries studied include the following:

- there is a widespread **lack of awareness about this legislation** among the general public, and also among politicians and employers. Discrimination is not perceived as a significant explanation for unequal opportunity of more vulnerable groups in the labour market. Rather, lack of skills, problems of integration, linguistic difficulties and other characteristics attached to minorities are perceived to be primarily responsible;
- a **very small number of complaints and cases in courts** have been registered in most countries. The lack of institutional support, the complexity of litigation and an underlying resistance to the new legal scheme created by the transposition of the RED directives can explain this poor situation;
- the **equality bodies** created by the relevant laws have very limited, if any, binding powers and their institutional set-up does not offer an adequate level of independence from the state authorities.

### Main comparative findings on political participation and migration-related cultural diversity

There is significant variation in the 'integration philosophies' of the countries studied in the EMILIE project, which in the political sphere translates to different approaches to citizenship, different degrees of political participation for migrants and minorities, and different kinds of migrant political mobilization.

- On the one hand, over the past fifteen years, advocacy groups, intellectuals and proponents of a multicultural demos have been arguing for the need to revisit and redefine sustainable democratic forms of citizenship that are able to integrate and address the needs of minority groups and new collective identities. The redefinition of citizenship and its ensuing implications, namely expanding access to political rights to new citizens and revisiting the constitutive elements of national identity, are based on the following principles: political equality, human rights, respect for diversity and quality of democratic governance.
- On the other hand, the democratic debate at the European Union level has reshaped understandings of citizenship through the introduction of voting rights for European citizens at local and European elections if they are residents of another EU Member State. In several

continental European countries, the debate on the political rights of non-European resident foreigners (i.e. third country nationals, abbreviated as TCNs in EU jargon) has been an off-shoot of the implementation of a supra-national form of citizenship at the European level, and the traditional, restrictive linkage between citizenship and nationality has been challenged as provoking a kind of democratic deficit.

The EMILIE comparative and European-level findings are also available in:

- Four European Policy Briefs available at: <http://emilie.eliamap.gr/european-policy-briefs/>
- A forthcoming book: Modood, T. Triandafyllidou, A., Meer, N. (2011) (eds) European Multiculturalism(s). Edinburgh, Edinburgh University Press.

## Key messages for policymakers

### On multicultural education

Based on our research in nine EU Member States, we propose the following key messages:

**First**, access to schooling should be guaranteed regardless of the legal status of the student and his or her parents.

**Second**, on the subject of language, culture and history in the case of newly-arrived migrants:

- learning the language of the receiving country is a priority for inclusion and participation. Thus, new teaching methods should be developed and applied, and language teaching should be approached as a task across all subjects;
- reception and support classes are necessary for the students and for their parents.

**Third**, multicultural education needs to be approached in a holistic manner, cutting across and transcending school curricula, disciplines, material and extra-curricular activities. For instance:

- greater diversification ought to be considered as regards religious education not only in terms of making it optional but also as regards what and how students learn about the main faiths.

**Fourth**, the role of educators and teachers is of outmost importance in this respect and should be supported through:

- teacher-training in intercultural/multicultural pedagogy is essential for all educators, as is training in teaching the language of the receiving country as a second language;
- recognising and offering incentives for educators and teachers who are interested in teaching in schools with large minority groups or students of immigrant origin;
- increased employment of bi-lingual / bi-cultural teachers and social workers.

**Fifth**, regarding classroom size and teaching methods, our research suggests that:

- smaller-sized classrooms with two teachers / and a cultural mediator appear to have better results;
- whole-day schooling that offer qualified supervision to the students;
- continuous monitoring and evaluation of policies;
- schools should reach out more to parents and engage them in their children's education and the school.

**Finally**, multicultural education must be grounded on a solid basis of citizenship education with special focus on:

- social and moral responsibility;
- community involvement;
- political literacy.

### Key messages for promoting anti-discrimination policy and equality

Many stakeholders can and should contribute to the effectiveness of anti-discrimination policy. These recommendations are, therefore, relevant for all responsible actors, (i.e. the equality bodies, the judiciary, the social partners, NGOs and other civil society representatives) and particularly for national and local level government:

- mandatory implementation of anti-discrimination policies and regular, annual reporting on the state of affairs;
- a systematic approach to anti-discrimination, based on data collection and policy analysis. Establishment of specific and mandatory procedures for monitoring and reporting;
- review in each country the Equality body's institutional set-up, its resources and working procedures, as well as the degree of transparency with which it fulfils its obligations with a view to strengthen its capacity;
- the effectiveness of sanctions applied by courts should be reviewed to assess the degree to which these are effective, proportional and dissuasive;
- in-depth and targeted training of specific actors, including the judiciary, trade unions and employers should be pursued;
- equality audits and equality plans for government institutions should be piloted;
- NGO capacity to provide support, including legal support and litigation needs to be increased, including cross-national trainings and cooperation projects, and the development of a NGO victim support network;
- information campaigns should target members of trade unions and other NGOs on what constitutes discrimination as well as what rights individuals have and which counter measures can be used.



## Key messages regarding migrant participation in political life

Political participation and representation are necessary for residents and citizens to have a stake in the community in which they live. It adds the dimensions of responsibility and obligation to that of rights and this is important for the quality of a society's democracy and development. Based on our research in nine EU Member States, we propose the following:

### Political rights and naturalisation

1. Naturalisation requirements should be realistically achievable in order to facilitate access to citizenship for permanent, long-term settled migrants, and attention should concentrate on avoiding discrimination on the grounds of nationality of origin or religious affiliation.
2. Obstacles to the acceptance of multiple/dual citizenship should be overcome by countries that are still reluctant to do so (such as Denmark and Germany).
3. Descendants of non-nationals who are permanent residents (or so-called second generation migrants) should be granted preferential access to citizenship.
4. In parallel, an inclusive approach towards all TCNs access to political rights at the local level should be advanced. We argue that non-EU residents' voting rights should be brought on a par with those of the citizens of the European Union as regards local elections.

### Political participation

1. Public information campaigns and education programmes on civic values should target the entire population, while more focused efforts should emphasise on migrant and minority populations and in particular on women.
2. Efforts to encourage voter registration should be intensified.
3. Access to funding and media outlets are important for minority and migrant organisations in order to improve and support their contribution to the national debate and encourage a wide and democratic level of representation.
4. Quantitative research on the political participation of immigrant ethnic minorities should be further encouraged.

## Political representation

1. Political parties should be encouraged to reflect on the degree of their intercultural composition and membership.
2. Political parties should train their newly elected candidates to the functioning and requirements of public and political life.
3. Political parties should be encouraged to implement more inclusive policies vis à vis minorities in their internal decision-making structures and where necessary strengthen anti-discrimination strategies inside the party system.

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# FACIT

## Faith based organisations and exclusion in European cities

1 January 2008 – 31 December 2010

### Countries studied |

Belgium, Germany, Netherlands, Spain, Sweden, Turkey, United Kingdom

### FP7

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### Funding scheme |

Collaborative project  
(small and medium scale  
focused research project)

### EU contribution | 1 495 980 €

### Website |

<http://www.facit.be/>

## Objectives

This research assesses the significance of faith-based organisations for a variety of faiths in the practice of urban social policy.

It analyses the institutional and political conditions under which faith based organisations have become present in social policies.

It examines the role of faith based organisations as a 'shadow-state' and identifies relations between such organisations and other non-governmental organisations.

## Project description

This project concerns the current role of faith based organisations in matters of poverty and other forms of social exclusion (such as homelessness or undocumented persons) in cities. A faith based organisation is any organisation that refers directly or indirectly to religion or religious values, and functions as a welfare provider or as a political actor.

The central assumption of the research is that faith based organisations tend to fill the gap left after the supposed withdrawal of the welfare state in several domains of public life, particularly in social welfare and in social protection.

While this may seem to be like a return to the charity of former times, when such associations occupied the fore of social help in many countries, the research indicates that it may indicate

the beginning of a new type of welfare regime with a stronger focus on local policies and strategies and new interplays between local authorities and civil society organisations.

## Results

The project has developed new knowledge about urban forms of increasing social exclusion and decreasing social cohesion.

It has produced evidence of the increased roles of faith based organisations in combating poverty.

It identifies a European dimension in the evolution of the roles of faith based organisations.

It has contributed to the construction of a common framework for the analysis and evaluation of policy and governance implications.

## Key messages with potential policymaking interest

The project is working at the interface of the individual and society and the contribution that the latter make to supporting those in danger of exclusion through poverty and other forms of disadvantage. In this context the research will identify the contribution that faith based organisations can make to governance issues concerning social exclusion.

The project may provide evidence that religious initiatives relating to supporting vulnerable groups may represent the last vestiges of social capital in communities where other frameworks such as infrastructure and personnel seem to be on the wane.

Faith based organisations may offer rationales for inclusion on schemes of social welfare and civic renewal.

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# IME

## Identities and modernities in Europe: European and national identity construction programmes, politics, culture, history and religion

1 May 2009 – 30 April 2012

### Countries studied I

Bulgaria, Croatia, Finland, France, Germany, Greece, Hungary, Turkey, United Kingdom

### FP 7

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### Funding scheme I

Collaborative project  
(small and medium scale  
focused research project)

### EU contribution I 1 447 773 €

### Website I

<http://fass.kingston.ac.uk/research/european/ime/>

## Objectives

The research undertaken by IME is designed to map the diversity of European identities across nine cases in relation to various factors including type of state, type of religion, the strength of civil society and geo-historical and geo-political background.

IME analyses, in each of the countries under investigation, how European identities have evolved within the specific historical context in relation to other forms of identification, especially national identity, and investigates the role of the EU integration processes in shaping contemporary identities, especially in its relationship to national and religio-ethnic identities.

It also examines the extent to which religio-ethnic minorities influence the identity construction programmes of the majority, and their unique contribution to the articulation of European identities and seeks commonalities in European identities across the cases examined by way of systematic comparisons.

It tests the validity of the theory of multiple modernities as a framework for projecting the trajectory of the future European identities.

## Project description

The project addresses three major issues regarding European identities: what they are, in what ways they have been formed and what trajectories they may take in the future.

IME examines the various ways in which these diverse self-definitions have been formulated and maintained in different societal, cultural and systemic settings in which they have been interacting with various processes and forces.

It identifies commonalities among diverse European identities in the case studies as the basis of grounded projection of possible trajectories European identities may take as the processes of European integration continue.

## Anticipated results

This project is in its early stages and work continues on the exploration of the case studies in the participating countries. This process has included an analysis of EU and state actors' attempts at identity construction and will continue with an investigation of how identity is constructed at the level of civil society and private individual level. To date, the IME research teams have reported that the EU actors keep a low profile in promoting EU based identities contrary to a popular perception and state actors are not coherent in their attempt to construct and maintain their national identity.

## Anticipated outcomes likely to be of interest for policymaking

An examination of how diverse ways of defining self are formulated and maintained in different societal, cultural and systemic settings.

An exploration of the way in which a sense of self as Europeans will develop in the broader policy contexts existing at European and national and/or regional levels.

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# MUSOMED

## Mutual sources on modern Mediterranean architecture: towards an open and shared system

1 May 2006 – 28 February 2009

### Countries studied |

Egypt, France, Italy, Lebanon,  
Morocco, Tunisia, Turkey

### FP6

### Project coordinator |

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### Funding scheme | SSA

### EU contribution | 353 201 €

### Website |

[http://invisu.inha.fr/?Musomed-  
Mutual-Sources-on-Modern](http://invisu.inha.fr/?Musomed-Mutual-Sources-on-Modern)

## Objectives

This project studies the architecture and architectural heritage in Mediterranean area and, in particular, the treatment of documentary and archival evidence and availability issues.

It explores the link between availability of information and concepts of accessibility and transferability and perceptions of architectural heritage as well as their influence on intercultural perception.

## Project description

This project explores the legacy of pre-colonial and colonial European engagement in the Mediterranean region. It examines the extent to which this cultural heritage is seen as an asset that is attracting increased local attention, as current initiatives by concerned actors in Casablanca, Cairo, Beirut or Istanbul demonstrate.

The issue is of relevance to Europe, since it offers concrete and extensive material to reflect upon the past diffusion and present appropriation of European culture abroad. It forms a rich field to study historical and cultural phenomena of supra-national or trans-national scale.

Beyond academia, it represents an opportunity to sustain intercultural dialogue with neighboring countries through a topic of common interest.

Researchers willing to study 19th and 20th century architecture in the Mediterranean (i.e. buildings designed and implemented in the southern Mediterranean during the pre-colonial, colonial, and post-colonial era) face specific structural problems regarding the gathering of relevant data on the buildings and sites they are interested in.

Specialised resources on Internet are virtually non-existent, on-line data are difficult to search due to non-geographical indexing of existing information, and relevant primary material is scattered in a multitude of non-, little- or badly-inventoried collections in Europe as well as in Mediterranean countries, due to transliteration problems and lack of appropriate gazetteers.

Access to material, often of a fragile nature, is uneasy. Research requires manipulating data of heterogeneous nature (multilingual written material, historical and contemporary visual data), that needs specific qualifications. In fact, the most relevant data lay in the personal laptops of the growing number of researchers working on the topic.

The hypothesis underlying the project MUSOMED is that a significant and relatively low-cost step could be made towards the development of such promising research domain by sharing knowledge and data at Euro-Mediterranean level, based on the use of new information technologies.

The feasibility of a research infrastructure devoted to the archives of architecture in the modern Mediterranean, was accordingly studied by considering scientific, legal and technological issues related to the sharing and cross-searching of relevant available data.

## Results

Two major findings have resulted from the project. One is that architecture is also a semantic sphere, and as such belongs not only to tangible heritage (to which it is generally related), but indeed to intangible heritage.

In the course of the study it appeared that architectural objects are polysemic items, that can receive different labels according to time, place, locutor or source, and that these lexical variations are per se worth taking into account as explicit indicators of distinctive perceptions and representations.

## Consortium

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A second important related finding is that rather than working towards data standardisation – the usual procedure in database making –, what is needed in the field at this stage is means to adapt search engines to relevant data, rather than adapting data to search engines.

In other words, the project helped define new technological challenges: the building of shared spaces allowing for the mediation of information on a distant-access basis and the adaptability of search engines to heterogeneous, dispersed and little-structured data.

Beyond the research topic considered here, the perspective interests the Humanities at large, and in particular the disciplines working with large sets of dispersed visual or multilingual data.

## Key messages with potential policymaking interest

The impact of the project is manifold. It concerns both frontier and applied research, and furthermore, IT know-how, the cultural heritage sector at large, as well as policymaking.

At fundamental research level, the results are the enhancement of working methodologies in the field of Humanities and the strengthening of new collaborative communities and of international scientific cooperation.

At applied level, the production of thesauri and methods to deal with Mediterranean toponyms, and their varying transliterations over time, are crucial to any European librarian or archive curator keeping Mediterranean material, i.e. related to North Africa or the Middle East, and in particular in middle-size institutions that cannot afford specialised librarians.

The technological challenges identified within the project are of interest to IT enterprises, and may result in opportunities for joint work. Easing access to archive material in the field of architecture and construction has appeared of notable interest for architectural firms involved in conservation and rehabilitation, as well as for educational purposes in architectural schools.

At policy level, fostering scientific cooperation on issues of common relevance to Europe and its neighboring Mediterranean countries is fruitful for intercultural dialogue.



# RESPECT

## Towards a topography of tolerance and equal respect: a comparative study of policies for the distribution of public spaces in culturally diverse societies

1 January 2010 – 31 December 2011

### Countries studied |

China, Cyprus, Czech Republic, Denmark, France, Germany, Italy, Israel, Hungary, Lithuania, Russia, Slovenia, United Kingdom

### FP7

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### Funding scheme |

Collaborative project

### EU contribution | 1 341 533 €

### Website |

<http://www.respect.iusspavia.it/>

### Further information |

The RESPECT project has launched a series of (ISSN registered) Working Papers accessible at: <http://www.respect.iusspavia.it/?workingpapers>

## Objectives

The RESPECT project aims to address the issue of tolerance in the distribution of public spaces from both a theoretical and applied perspective, employing the tools of comparative analysis across a highly representative set of European and non-European countries.

RESPECT will test the tenability of the hypothesis that grounding tolerance on equal respect for persons may contribute to developing spatial policies combining the basic democratic commitment to equality with the aspiration to accommodate cultural diversity without undermining social cohesion.

The project aims to advance the state of the art in political theory by developing a conceptual taxonomy to distinguish:

- concepts of tolerance and equal respect;
- grounds for tolerance inspired spatial policies.

It examines how appeals to tolerance have informed development of spatial policies in culturally diverse societies.

It investigates the influence of local cultural diversities on ways in which idea of tolerance has informed the enactment of spatial policies in different national contexts and extrapolates possible connection between tolerance and equal respect for individuals.

## Project description

Tolerance has been increasingly invoked as the inspiring ideal of a number of social policies in European democracies. Appeals to tolerance have animated especially the political debates on those policies addressed to accommodate minorities' requests.

Among such requests those for the allocation of public spaces have recently acquired pride of place in the political agendas of many European and extra-European countries (e.g. the allocation of space for Roma sites; Muslims' requests to build places of worship and housing policies for migrants).

Despite such a generalized political and societal relevance of the notion of tolerance, some problems may occur when policies inspired by it are implemented. In particular, the implementation of tolerance-inspired spatial policies may result in the marginalisation of differences and thus risk undermining social cohesion. What conception of tolerance may be invoked to limit such a risk?

The relation between tolerance, social cohesion and equal respect will be addressed as it emerges from a 'family' of case studies regarding the distribution of public spaces in culturally diverse polities. The case studies will address the following policy areas:

- the distribution of spaces to build places of worship (e.g. mosques) and faith schools;
- the provision of sites for Roma and other travelling populations; and
- housing policies for migrants.

The study of such policies will allow the partners of the consortium to concentrate on potential cases of marginalisation and stigmatisation of differences, out of which issues of intolerance and equal respect for persons arise. In so doing, the research will focus both on the 'face to face' relations between different social groups and on the way in which local institutions manage possible conflicts regarding the distribution of such a scarce resource as public space.

The case studies will thus provide a fruitful basis of comparison between spatial policies across a sample of countries including well-established EU Member States, new accession countries and extra-European partner countries.

## Anticipated results

The RESPECT project aims to realise the following results:

1. to develop a conceptual taxonomy to clarify and distinguish the concepts of tolerance and respect;
2. to carry out case studies illustrating how appeals to tolerance have informed the development of spatial policies in culturally diverse societies;

3. to compare spatial policies across a wide sample of European and extra-European countries;
4. to extrapolate from the studies above the possible connections between tolerance and respect.

The research results will be disseminated through a website and various activities aimed both at academics (through workshops, conferences and scientific publications) and at policymakers (through policy briefs and a hearing at the European Parliament).

The website presently contains a unique thematic and multidisciplinary bibliography on issues of toleration, respect and space, and a conceptual map clarifying the relations between these three notions.

### **Anticipated outcomes likely to be of interest for policymaking**

Besides the theoretical interest of the issues addressed, the RESPECT project's results will be used to inform European and national, regional and municipal policymakers and to develop recommendations to devise policies capable of addressing the possible tensions between tolerance and social cohesion in culturally diverse polities.

One of the main goals of the Lisbon strategy is to combat social exclusion and, according to the first Joint Report on social exclusion, the need to guarantee everyone access to decent housing is one of the eight core challenges of all members' policies against poverty and social exclusion. But, notwithstanding such an agreement on the importance of housing policies and, more broadly, policies granting access to public spaces, it is quite difficult to set a common standard in order to evaluate such policies given the different Member States' perspectives and the importance for such issues of the local context (which is, by its very nature, difficult to include in a framework approach).

In this vein, the ambitious aim of the RESPECT project's result is to offer some knowledge-based ground to define criteria qualifying tolerant and respectful spatial policies.

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# TOLERACE

## The semantics of tolerance and anti-racism in Europe- public bodies and civil society in comparative perspective

1 March 2010 – 28 February 2013

### Countries studied |

Denmark, France, Germany, Italy, Portugal, Spain, United Kingdom

### FP7

### Project coordinator |

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### Funding scheme |

Collaborative project

### EU contribution | 1 813 734 €

### Website |

[http://www.ces.uc.pt/  
projectos/tolerance/pages/intro.php](http://www.ces.uc.pt/projectos/tolerance/pages/intro.php)

## Objectives

The TOLERACE project proposes a comparative analysis that focuses on the meanings of (anti-) racism and tolerance in different European contexts, exploring how they are shaped through the mediation of civil society organisations and public institutions and policies (at the European, national, regional and local level).

The research has five major objectives:

- to advance the state of the art in the study of anti-racism and tolerance produced in different disciplines (history, political theory and sociology), and its interrelations to the conceptions of racism that underlie current integration policies and public discourses on tolerance and the celebration of cultural diversity in the national contexts under analysis;
- to explore the geography of (anti-)racism and tolerance: local policy responses, discrimination and employment and to analyse the role of local mediation agents in identifying the vulnerability to racism and discrimination of certain populations;
- to analyse official policies and initiatives towards the promotion of tolerance and anti-racism at the level of compulsory schooling and to study the ways in which schools are responding to situations of complex cultural diversity;

- to analyse the role of the media in the construction of public issues and in making racism visible as a key social problem;
- to elaborate proposals regarding anti-racism within a multiple discrimination approach (ethno-racial, religious, sex, gender, class, etc.), and forging partnerships with civil society. Additionally, a toolkit for the analysis of racism and related discrimination and institutional responses, with specific emphasis on education and employment, will be produced.

## Project description

The project focuses on two key life spheres with a strong level of institutionalisation and regulation concerning the processes of social integration: employment and education.

The former is a crucial sphere where denunciations and public issues emerge (such as discrimination practices in recruitment, as well as verbal and physical harassment at the workplace). Concerning the latter, its analytical interest derives from being usually regarded as the sphere where the tension between homogenisation and diversity are most visible.

The research consortium will conduct fieldwork in regional/local contexts within seven countries (Portugal, Spain, UK, Denmark, Germany, France and Italy). In order to enable a comparative analysis between the different contexts, three analytical strategies are considered:

- public policies & campaigns for diversity and the promotion of anti-racism and tolerance, considering the different scales of implementation (European, national, regional/local);
- empirical analysis of regional/local cases in each national context, focusing on two life spheres – education and employment – and on the role of mediation agents operating at the interplay between European/state endorsed institutions and people (e.g. local public servants, social work networks, cultural mediators, immigrant families' networks, grassroots organisations, NGOs);
- the media and its role in the construction of public issues and in making racism visible.

The working hypothesis is that public policies in Europe do not adequately take into account racism, resulting in precarious anti-racist measures and thus failing to question current approaches to integration and to challenge discriminatory social structures.

The research anticipates that this is related to the increasing relevance of the idea of tolerance in public political cultures and the prevalence of dominant conceptions of racism operated by public bodies and local mediation agents.

The project seeks to elaborate proposals regarding anti-racism policies within a multiple discrimination approach, jointly with public bodies and civil society representatives.



## Anticipated results

The research envisages the following results:

- a **toolkit** for the analysis of racism and related discrimination and institutional responses, with a specific emphasis on education and employment. A web-based resource aimed at promoting and informing the development of anti-racist policies, illustrated with examples from the TOLERACE case studies;
- an online **database** with the most representative mass-media coverage of the cases selected for the study of public issues and denunciations in each European context;
- scientific publications in national and international social sciences journals, and in different languages, making available the main findings to wider academic audiences;
- policy briefs that will emphasise the key policy messages that emerge from both the analysis of public policies and empirical case studies.

Participatory workshops to promote discussions between state-endorsed institutions and civil society representatives and academics. These policy dialogues will focus both on provisional research findings and on measures being proposed by public policies regarding racism and related discriminations.

## Anticipated outcomes likely to be of interest for policymaking

Through its focus on local and regional contexts based on the discussion of specific cases, the project will enable the identification of concrete proposals which will be of interest in framing public policies.

The project will produce material to support the development of policies at European and other levels to enable local/regional cases of racist structures and practices to be identified and resolved.

The material to be produced will support the education of those working in the public field to enable instances of institutionalised racism and/or intolerance to be effectively addressed.

The research will be of interest to four categories of policymakers:

- national policymakers from public institutions focusing specifically on integration and anti-discrimination practices;
- mediation agents (net)working at local and regional levels: local public servants, NGOs, anti-racist activists, religious organizations, immigrant grassroots organisations;
- European monitoring bodies: the Fundamental Rights Agency (FRA) and The European Commission against Racism and Intolerance (ECRI); other policymakers in the European Union (European Parliament: groups on justice and citizenship, culture and education, employment and social affairs; European Commission: DGs Research, Education and Culture; the Council of Europe: social cohesion activities);
- the media: research journalists specialised on issues concerning racism and discrimination issues, religious and cultural diversity and immigration policies.

## Consortium

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# WAVE

## Welfare and values in Europe: transitions related to religion, minorities and gender

1 February 2006 – 31 March 2009

### Countries studied |

Croatia, Finland, France, Germany,  
Greece, Italy, Latvia, Norway, Poland,  
Romania, Sweden, United Kingdom

### FP6

### Project coordinator |

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### Funding scheme | STREP

### EU contribution | 1 295 000 €

### Website |

<http://www.crs.uu.se>

## Objectives

The project assesses the impact of religion in societies across Europe as a bearer of values of solidarity and social cohesion and/or a source of tension and exclusion.

It studies the values expressed by minority groups and the extent to which minorities are perceived to challenge the values and cultural identities of local majorities (and *vice versa*).

It examines whether there are particular elements of cohesion or tension with respect to embedded values relating to gender and the rights and needs associated with women and men and suggests best practice relating to tolerance and social inclusion.

## Project description

This project aims to generate new insight into the religious, minority and gendered values which influence social cohesion and social change in European society.

The study captures a set of complex relations between religion, minorities and gender, because it is at the juncture of these three domains that some of the sharpest transitions in value systems are taking place in Europe.

It is predicated on the assumption that intangible concepts such as 'cultural identities' and 'values' are understood best through the ways in which they are expressed and developed in practice. It examines the interaction of diverse value systems through the prism of welfare. Who provides what to whom, and for what reasons, are critical markers of the values of a given community – as are the associated questions of who demands what and for what reasons.

WAVE entails in-depth qualitative research in medium-sized towns in twelve European countries.

By examining social interaction in the domain of provision of basic needs, WAVE aims to:

- assess the impact of religion in societies across Europe as a bearer of values of solidarity and social cohesion, or as a source of tension and exclusion;
- to study the values expressed by minority groups and the extent to which minorities are perceived to challenge the values and cultural identities of the local majorities (and *vice versa*).

## Results

The key political message arising from the WAVE case studies is the crucial relevance of *religion* (as subject matter) and *locality* (as the key framework in which to operate) in the domain of welfare provision, if this is viewed from the perspective of majority/minority relations in Europe.

Concerning the former, issues related to *religion* are clearly on the agenda in the domain of welfare in both majority and minority communities. The role of religion is dual: it offers considerable potential but also involves a degree of risk. Thus, greater sensitivity, know-how and information on these questions are urgently needed. This relates closely to the level of action, where more attention should be paid to religion.

Concerning the latter, *locality* (specifically the local) emerges as the primary context of action in the domain of welfare. Thus, power, resources and support, as well as information are needed at the local level. The role of religion is also evident in the various elements of locality. Thus the second core message from our studies is: to increase effectiveness by improving the action (for example, increased involvement generates accurate information – and *vice versa*).

Noting the significance of *religion and locality*, several interrelated improvements in *information and action* are needed in order to build social cohesion and to prevent tensions or conflicts between majorities and minorities in Europe. In this process, the values of each community (majority/minority) and their social, economic and political resources should be acknowledged in both constructive and critical ways.



## Key messages with potential policymaking interest

There is a need at all levels (EU, national and local) to develop better methods of sharing information between different organisations. Many of the investigated cases stress the advantages of coordinated networks, which necessarily improve the efficient use of resources and the quality of welfare services.

There are a number of demands for better indicators, statistics, evaluation and research right across Europe (i.e. in both the East-West and North-South axis). In this context, both internationally comparative and locally sensitive approaches are required. Adequate and reliable knowledge regarding the current situation is the fundamental basis for improvements in the area of both culture- and gender-sensitive welfare provision.

## Further information

All 13 reports from the WAVE project (including the State of the Art and the Final Reports) can be obtained from the website: see <http://www.crs.uu.se>. The website is linked to an ongoing 10 year Research Programme (2008-2018) entitled The Impact of Religion: Challenges for Society, Law and Democracy funded by the Swedish Research Council and Uppsala University. Follow-up of the issues raised by the WAVE project forms an integral part of this programme.

## Consortium

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## SECTION 3

Cultural integration and religious diversity:  
migration and changing societies



## EURISLAM

Finding a place for Islam in  
Europe: cultural interactions  
between Muslim immigrants  
and receiving societies

1 February 2009 – 31 January 2012

## Countries involved in the research |

Belgium, France, Germany,  
Netherlands, Switzerland,  
United Kingdom

## FP7

## Project coordinator |

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## Funding scheme |

Collaborative project  
(small and medium scale  
focused research project)

## EU contribution | 1 448 283 €

## Website |

<http://www.eurislam.eu/>

## Objectives

The project explores how different traditions of national identity, citizenship and church-state relations have influenced European immigration countries' incorporation of Islam and the consequences of these approaches for patterns of cultural distance and interaction between Muslim immigrants and their descendants and the receiving society.

It also examines the differences between European immigration countries in how they deal with cultural and religious differences of immigrant groups in general and Muslims in particular.

It also identifies differences existing across immigration countries in terms of the impact of cultural difference on patterns of interaction between various Muslim immigrant groups and receiving society populations.

Furthermore, it looks at the extent to which cross-cultural differences in cultural distance and patterns of interethnic and inter-religious interaction can be explained by the different approaches that immigration countries have followed towards the management of cultural difference in general and Islam in particular.

## Anticipated results

The research results will support policy development in four key areas:

- the importance of language competencies as a pre-condition for communication across cultural boundaries;
- the importance of mutual identification and acceptance as a basis for solidarity across cultural and religious groups;
- the relevance of shared core norms and values as a basis for democracy in a culturally diverse society;
- importance of social capital (social networks and trust) as a basis for social cohesion.

Anticipated outcomes likely  
to be of interest for policymaking

The research will provide results to support the development of effective strategies to ensure the successful integration of Muslim immigrants in European societies and to build engagement around a number of shared norms and values in a democratic and culturally diverse setting.

## Consortium

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# GEITONIES

## Generating interethnic tolerance and neighborhood integration in European urban spaces

1 May 2008 – 30 April 2011

### Countries studied |

Austria, Greece, Netherlands, Poland, Portugal, Spain

### FP7

### Project coordinator |

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### Funding scheme |

Collaborative project  
[small and medium scale  
focused research project]

### EU contribution | 1 462 749 €

### Website |

<http://geitonies.fl.ul.pt/>

## Objectives

The project examines how interaction between different cultures, social and ethnic groups impacts on the development of more tolerant societies.

It identifies the conditions which influence this process and explores the specificity of places, understood as urban neighborhoods, in promoting, constructing or molding cultural interaction across urban boundaries.

## Project description

This project seeks to address the lack of scientific knowledge on how cultural interaction develops between individuals and groups of different ethnic origins in contexts where they meet on a daily basis.

It examines how this interaction is related to an interchange of skills and attitudes (acculturation) and how it bears on the social status of the individuals and groups who are in contact.

The research addresses these issues from a relational perspective through the lens of place, on the premise that in contemporary multiethnic European cities, spaces of intercultural communication and engagement are vital to promote tolerance, cohesion, participation and inclusion in society.

## Anticipated results

The project, although in its very early stages, will address a number of questions which will provide results under the following headings:

- which modes of interethnic coexistence exist in European urban settings and determine the local conditions (institutional and physical environments) which are causal in their development;
- to what degree and how do levels of ethnic concentration and residential segregation impact on the development of modes of interethnic coexistence;
- which factors are causal to the development of these modes of coexistence in behavioral terms and how are they evaluated by the actors involved in the process;
- extent to which support exists at local level to support inter-group contact and how the use of space encourages intercultural dialogue;
- how are cultural values and beliefs managed in the public sphere between the different groups that share neighborhoods and does neighborhood stigmatisation hamper tolerance and encourage xenophobia?

## Anticipated outcomes likely to be of interest for policymaking

The project will produce material to support those responsible for the development of policymaking in cities and other urban environments to manage diversity creatively in ways which enhance the living experience of all citizens.

## Consortium

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# IMISCOE

## International migration, integration and social cohesion in Europe

1 April 2004 – 31 March 2010

### Countries involved |

Albania, Austria, Belgium, France, Germany, Italy, Netherlands, Poland, Portugal, Spain, Sweden, Switzerland, United Kingdom  
(In principle all European countries, including Turkey)

### FP6

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### Funding scheme |

Network of Excellence

### EU contribution | 4 600 000 €

### Website |

<http://www.imiscoe.org/>

### Further information |

A list of all the publications released is available in the IMISCOE project's final report: <http://www.imiscoe.org/images/documents/imiscoeoenofinalreport.pdf>

## Objectives

The Network has aimed to create a joint research programme on migration, integration and social cohesion.

It has organised training in these fields and disseminated results to the public at large and policymakers in particular.

## Project description

This Network has focused on three substantial areas:

**Part A:** The domain of International Migration as spatial movements across political borders is subdivided into two clusters:

- A1 focuses on processes and mechanisms of international migration and its regulation;
- A2 studies the causes and consequences of migration, mainly in the longer term, for both sending and receiving countries, including the phenomenon of transnationalism.

**Part B:** The domain of Integration and Social Cohesion: Processes and Interventions. It is subdivided into four clusters, addressing the basic dimensions of the integration process:

- B3 covers the political dimension – legal status, citizenship and political mobilisation (including policies in this area);

- B4 focuses on the economic dimension – work, entrepreneurship and economic integration;
- B5 concentrates on social integration in a broad sense – education, housing (including segregation), health and other public domains;
- B6 examines the cultural dimension – linguistic, cultural and religious diversity and the related policies.

**Part C:** Three Cross-Cutting Topics or Perspectives serve as a central focus:

- C7 focuses on the interaction between immigrants and the native population as well as the receiving society at large: interethnic relations, identity, representation and discrimination;
- C8 examines the time dimension of processes as well as several cross-cutting categorisations: gender and changing family structures, age and generations;
- C9 primarily adopts a comparative perspective of politics and policies: the European Union, states and cities, and their politics and policies relating to migration and integration.

## Results

This network has developed a **unique infrastructure** to develop innovative research programmes in two major research areas:

- international migration – spatial movement, voluntary or forced of persons across political borders as a process together with causes and consequences;
- the process of settlement and integration of immigrants and their descendants in the society of destination and the consequences this has on the receiving society.

Among the practical outcomes which ensure the wide dissemination and exploitation of this research are:

- training programmes in the field of migration, integration and social cohesion for PH.D students, with the added aim of developing targeted training programmes for policymakers and practitioners in the field;
- an inventory of all major Masters and PH.D programmes dealing with international migration. Based on the outcomes of this inventory a coherent programme will be offered that combines the strengths of the various programmes and tackles the weaknesses and gaps that are identified;
- crash courses for institutions and researchers interested in catching up with the latest research and developments in the field of migration and integration;
- significant initiatives aimed at policymakers and disseminating the research results to a wider audience of academics and other interested parties;
- a sustainable network to support researchers and policymakers on an ongoing basis.



### Key outcomes with potential policymaking interest

The central focus of this network has been the dialogue between research and policymakers which has been most effectively supported through the development of a portal targeted specifically at policymakers.

An important number of publications have been published including scholarly books, policy briefs, newsletter and working papers.

The ongoing work of the network has facilitated the development of other projects arising from research undertaken.

### In more details: presentation of the project

#### Introduction

The IMISCOE Network of Excellence was established on 1 April 2004. The acronym stands for International Migration, Integration and Social Cohesion in Europe. The initiative was taken in 2003 by the Institute for Migration and Ethnic Studies (IMES) of the University of Amsterdam in response to a call of DG Research of the European Commission in the Sixth Framework Programme to create Networks of Excellence.

The task of such Networks of Excellence would be to create 'a European infrastructure for research'.

Initially, IMES brought together a consortium of nineteen research institutes, situated in eleven European countries. Some 300 researchers in the domain of international migration and integration of migrants were involved. In the course of the project four new partners joined IMISCOE, bringing the number of institutes to 23 and the countries covered to 13.

The EU funding was seen as an investment that should lead to a sustainable form of European cooperation between researchers within the EU. The funding was not meant for research itself, but for building a sustainable infrastructure expressing itself in research programming, the training of future researchers and practitioners and the dissemination of results of research to a wide audience.

The Network has worked successfully on these tasks over the past six years: it has expanded its participation (to 23 institutes and more than 500 researchers by the end of 2008), generated a great number of publications based on systematic comparison and incurred many proposals for new, comparative and interdisciplinary research.

It has built an infrastructure for the training of future researchers and has taken a great number of initiatives for disseminating the knowledge that is brought together or generated within the Network.

These results, combined with a continuously growing participation, have led to the establishment of a follow-up after the funding ended: the independent, fee-based IMISCOE Research Network. In October 2010, this new Network had 27 institutional members.

### Work and results of the IMISCOE Network of Excellence

So what has the IMISCOE Network of Excellence achieved? Its results will be outlined following the three main tasks of the Network:

- creating a platform for research programming;
- organising training of future researchers and practitioners;
- disseminating the results of research to a wide audience.

#### 1. A platform for networking and groundwork to launch new research

From the onset, one of its IMISCOE's goals has been to build an integrated, multidisciplinary, comparative research programme. Most of the actual work has been initiated and implemented by work units comprising researchers assigned to Work Packages.

The most important of these work units are the **nine Research Clusters**, whose leaders are reputable scholars in their particular fields. These Research Clusters have recruited and organised researchers around specific themes:

- international migration and its regulation (Cluster A1);
- migration and development (A2);
- migration and citizenship (B3);
- the economic dimension of integration (B4);
- social integration and mobility, education, housing and health (B5);
- linguistic, cultural and religious diversity and related policies (B6);
- interethnic relations, identity, representation and discrimination (C7);
- gender, age and generations (C8); and
- the multilevel governance of immigrant and immigration policies (C9).

Three kinds of **Research Cluster deliverables** are basically reported:

- workshops, meetings and conferences;
- papers, articles, specials of journals and books; and
- research proposals.

There has been a strong focus on organising networking opportunities and delivering concrete deliverables such as state-of-the-art reports, books and papers. Many Clusters have been active and successful in attracting external funding for research proposals.

We can see this, among others, in the external funding of the following projects: 1) CLIP, 2) MAFE, 3) TIES RTN, 4) MIGHEALTHNET, 5) PROMINSTAT, 6) GEITONIES, 7) the IMISCOE/IOM European Survey on Migration and Health and 8) SOM.

A second way of planning and developing research was done through **cross-Cluster Work Packages**. Cross-Cluster work can be initiated across the Research Cluster structure by any member of IMISCOE who is able to mobilise other researchers around a topic not already covered by the Research Clusters.

Several of such initiatives have been taken on diverse topics such as equal opportunities on the labour market and gender, generation and the family in international migration.

Apart from the Research Clusters mentioned above, three Feasibility Study Teams have mapped the possibilities of concerted research initiatives in three key-domains: a) the systematic study of Europe as a migration system, b) the integral study of the process of integration of immigrants, and c) systematic study of political mobilisation around the topic of immigration, integration and social cohesion. Upon delivering their mapping studies, the teams were requested to develop strategic research proposals in close cooperation with relevant Clusters and to prepare an organisational structure for their implementation. In this way, the teams' work was to merge in the Cluster and cross-Cluster work. This has indeed resulted in a number of research proposals that have been filed for the Seventh Framework Programme, the NORFACE call and other funding programmes. A number of these proposals have had fruitful results.

Discussion within IMISCOE brought another priority to the surface: the Network also needed an instrument to specifically stimulate theory building and development of methodologies as a necessary ingredient for developing a common research programme.

To this end, a special call for conferences was launched in December 2005. Through these conferences, IMISCOE has sought to create a structural opportunity to discuss fundamental and strategic issues of migration and integration studies: theories and conceptual frames and perspectives to describe and analyse international migrations and the processes of integration in multicultural societies, methodologies and other key issues of research.

The call resulted in a series of five conferences:

1. (Irregular) Transit Migration in Europe: Theory, Politics, Research Methodology and Ethics (COMPAS, Oxford, UK, April 2008);
2. Diaspora and Transnationalism: New Discourses, New Agents, New Institutions? Conceptual, Theoretical and Methodological Aspects (ISR, Vienna, Austria, April 2008);
3. The Nexus Between Migration/Integration Research and Policy in a European Perspective (IMES/University of Twente, Enschedé, the Netherlands, May 2008);
4. Theories of Migration and Social Change (COMPAS/IMI, Oxford, UK, July 2008);
5. Interethnic Relations: Multidisciplinary Approaches (Deusto/IMES, Lisbon, May 2009).

Finally, one of the most important instruments that IMISCOE has developed to facilitate its platform and Network function is its **series of annual conferences**. The six held so far have

been hosted by IMISCOE member institutes CES in Coimbra, IMIS in Osnabrück, the Austrian Academy of Sciences in Vienna, SCMR in Brighton, Deusto in Bilbao and CEIFO in Stockholm.

These conferences offer special cooperative opportunities for Research Clusters and cross-Cluster groups as well as opportunities for Network members to keep abreast of developments in the field.

## 2. Training

IMISCOE has given priority to **three ways of enhancing training**:

- by facilitating participation in training and mobility for IMISCOE members;
- by developing specific training offers for newcomers in the field; and
- by developing joint PhD training programmes and Master's degree courses.

The Training Committee has co-funded the tuition, travel and accommodation costs of participation by PhD candidates in training events, as well as the travel, accommodation and other material costs of those who prepare joint training programmes.

The IMISCOE textbook series is intended to provide a framework in which to develop an array of educational materials for international migration students at the Master's and PhD levels. Contributions to the textbook have been solicited from numerous scholars of outstanding quality, both within and beyond the Network. In cooperation with Amsterdam University Press, the IMISCOE Training Committee expects to offer select chapters in an online text form and eventually in the format of print-on-demand books.

## 3. Communication and dissemination

Since its establishment, the IMISCOE Network has developed a set of communication and dissemination tools. These tools are used to gather, share and hone communication both within and beyond the Network.

### IMISCOE publishing programme

Various publications – both online and in print – allow IMISCOE to share research with fellow Network members and, perhaps even more pertinently, to the outside world.

#### • IMISCOE-AUP Series

The IMISCOE Amsterdam University Press Series of books was officially launched in September 2006. The series remains one of the most qualitatively rigorous and investment worthy aspects of the IMISCOE publication programme. To ensure quality control, each manuscript proposed for publication comes under rigorous review by the IMISCOE Editorial Committee (through reviews of anonymous peers). To date, more than 40 books have been published, ten are forthcoming and more are in review and/or are anticipated for proposal. Authors and editors are IMISCOE members and partners in the field.

See [http://www.imiscoe.org/index.php?option=com\\_content&view=section&layout=blog&id=5&Itemid=18](http://www.imiscoe.org/index.php?option=com_content&view=section&layout=blog&id=5&Itemid=18)

- **IMISCOE policy briefs**

IMISCOE policy briefs bring academic scholarship and scientific inquiry to the public's attention in a fast, condensed form. Created with a consideration for timeliness, streamlined data and accessibility, IMISCOE's line of policy briefs is published on the IMISCOE website, on the IMISCOE Portal for policymaking as well as disseminated through cooperating organisations. To date, seventeen policy briefs have been published.

See [http://www.imiscoe.org/index.php?option=com\\_content&view=article&id=31&Itemid=33](http://www.imiscoe.org/index.php?option=com_content&view=article&id=31&Itemid=33)

- **IMISCOE working papers**

Working papers reflect the evolving work of IMISCOE members. Made public on the IMISCOE website, these papers provide an efficient way for researchers to make their scholarship accessible, even if at the inchoate stage. Select working papers are eventually developed into published articles or books. To date, 26 working papers are published.

See [http://www.imiscoe.org/index.php?option=com\\_content&view=category&layout=blog&id=13&Itemid=21](http://www.imiscoe.org/index.php?option=com_content&view=category&layout=blog&id=13&Itemid=21)

- **Online library**

The IMISCOE website provides access to an online library containing relevant publications by members of the Network. Numerous records of IMISCOE members are available via the online library. From 2002 until the present, these publications are kept au courant with IMISCOE themes. See <http://library.imiscoe.org/>

- **Database of experts on migration and integration (DEMI)**

DEMI provides an up-to-date repository containing contact details and lists of references of over 700 researchers. Experts in their fields, these specialists have chosen to share their contact information with the Network. Their research domains span Europe, the United States, Canada, Northern Africa and Australia.

See [http://www.imiscoe.org/index.php?option=com\\_wrapper&view=wrapper&Itemid=24](http://www.imiscoe.org/index.php?option=com_wrapper&view=wrapper&Itemid=24)

### **Internal communication tools**

Specifically for internal communication purposes, IMISCOE relies on an extranet, an internal list server, a regularly appearing IMISCOE Newsflash and the Network's annual conferences.

### **External communication tools**

External communication is achieved through the Network website, the regularly appearing IMISCOE Newsletter and various communication trainings or sessions that may be organised in light of a particular theme or event.

## **Evaluation of the Network's activities**

Appreciation of the Network by its members is expressed in various ways, both indirectly and directly. We have not only witnessed a steady commitment of core members since IMISCOE was launched in 2004, but we also see growing membership numbers (from 300 to over 500).

In an internal evaluation conducted in February 2008, a majority of members reported they joined the Network through either invitation by another IMISCOE member or the director of their institute.

IMISCOE has thus been able to build up a reputation that attracts researchers in the field of migration. The growth and appreciation of the Network is also apparent in the growing numbers of participants at the annual conferences, from 170 at the first conference in Coimbra to over 280 at the fifth annual conference in Bilbao.

Secondly, appreciation of the Network has been reported during several evaluative sessions of the Board of Directors and the Board of Programme Leaders. During such evaluative sessions it was expressed that a network like IMISCOE did not exist before and is thus unique in its form and aims. Members agreed that such a platform allowed for the building of strong cross-national and cross-disciplinary networks, the training of a future generation of researchers and mapping migration research as an important discipline in the scientific world.

Thirdly, during February and March 2008, a survey was conducted to determine how IMISCOE is appreciated among individual members. The vast majority who completed the survey state that through IMISCOE their networks and networking skills grew, their presentation and writing skills improved and they learned more about the European migration research field. In terms of learning more about the migration research field, people specified receiving insight into various disciplines, insight into differences between European countries (methodologically and thematically) and more knowledge about the migration research infrastructure.

The most valued feature seems to be the opportunity to network that IMISCOE has given to its members. But also valued have been the publication opportunities, training, exchange of knowledge and expertise and the dissemination of information. A great majority would like to see the Network continued beyond April 2009. Less appreciated aspects of the Network have been the red tape procedures and other related formalities.

The External Advisory Committee has expressed views on IMISCOE and its activities during annual board meetings. Due to the composition of this board (representatives of stakeholders and NGOs in the migration field) their focus has typically been on how the Network communicates to non-scientific audiences. Members of the External Advisory Committee were especially enthusiastic about the border-crossing capacities of IMISCOE: international comparison and understanding of national contexts could greatly enhance the development of migration- and integration-related policies. In the External Advisory Committee's view, IMISCOE is uniquely positioned in the migration field by providing high-standard, internationally comparative academic data and analysis.

The External Advisory Committee particularly applauds initiatives like the newly launched portal for policymaking and related line of IMISCOE policy briefs, seeing both tools as an effective means to disseminate research results to policymakers and other stakeholders.



Each year, an external review committee also evaluates the activities of IMISCOE, as reported in the Annual Activity Reports to the European Commission. The evaluation of the first Activity Report 2004-2005 received the highest possible score: 'Good to Excellent'. The evaluations of the following 4 years stated variations of positive assessments, such as that IMISCOE 'had achieved an enormous amount of work to a very high standard and generally achieved much of its objectives; has reached a wider academic and policy audience and had successfully included young researchers into its activities.' (third year).

Appreciation of a wider audience can mainly be measured by website visits, use of our databases, sales of our publications and invitations to participate in workshops, conferences and research projects.

The IMISCOE working papers were the most frequently downloaded files (around 150,000 times) on the website. The sales figures of IMISCOE books show that the Research Series is doing particularly well. The books that were first published (in 2006 and 2007) have passed their break-even point.

Finally, research institutes, networks, NGOs and private foundations often approach the Network Office, looking for IMISCOE members with certain expertise to participate in international research projects or conferences.

The Network succeeded in uniting over 500 researchers from all European countries, across all branches of the economic and social sciences, the humanities and law to build a European infrastructure for research in the domains of international migration, integration and social cohesion.

Uniting so many researchers from different academic traditions and national contexts did also not guarantee an immediate common view on how to create an integrated research programme. Creating an infrastructure for training and for dissemination, furthermore, were two challenging tasks, both in terms of overcoming institutional differences and pioneering within the research-policy nexus.

## Consortium – IMISCOE Network of Excellence members

### The original 19 institutes at the start of the IMISCOE Network of Excellence were:

#### IMES

Institute for Migration and Ethnic Studies, University of Amsterdam, Netherlands, leading partner

#### CEDEM

Centre d'Études de l'Ethnicité et des Migrations, University of Liège, Belgium

#### CEG

Centro de Estudos Geográficos, University of Lisbon, Portugal

#### CES-NOVA

New University of Lisbon, Portugal

#### CES-Coimbra

University of Coimbra, Portugal

#### CEIFO

Centre for Research in International Migration and Ethnic Relations, University of Stockholm, Sweden

#### COMPAS

University of Oxford, United Kingdom

#### DEUSTO

Research Unit on Migration, Management of Diversity and Social Cohesion, University of Deusto, Bilbao, Spain

#### EFMS

European Forum for Migration Studies, University of Bamberg, Germany

#### EUR

ERCOMER, Erasmus University of Rotterdam, Netherlands

#### FIERI

The Forum Internazionale ed Europeo di Ricerche sull'Immigrazione, Italy

#### ICMPD

International Center for Migration Policy Development, Austria

#### IMIS

Institute for Migration Research and Intercultural Studies, University of Osnabrück, Germany

#### INED

Institut National d'Études Démographiques, France

#### ISR

Institute for Urban and Regional Research, Austrian Academy of Sciences, Vienna, Austria

#### MIGRINTER

Migrations Internationales, Espaces et Sociétés, University of Poitiers, France

#### NIDI

Netherlands Interdisciplinary Demographic Institute, The Hague, Netherlands

#### SCMR

Sussex Centre for Migration Research, United Kingdom

#### SFM

Swiss Forum for Migration and Population Studies, University of Neuchâtel, Switzerland

### During the IMISCOE-Network of Excellence (2004-2010) four new partners:

#### CESS

Centre for Economic and Social Studies, Tirana, Albania

#### HWWI

Hamburg Institute of International Economics, Germany

#### CMR

Centre of Migration Research, Warsaw University, Poland

#### CEFMR

Central European Forum for Migration Research, Warsaw, Poland

### The independent IMISCOE Research Network (as a follow-up of the Network of Excellence) was established in 2009. In November 2010, this IMISCOE Research Network had 27 members. They include all above-mentioned 23 institutes except COMPAS and CEFMR, plus the following 6 new members:

**EUI**  
European University Institute, Florence, Italy

#### IEM

Instituto Universitario de Estudios sobre Migraciones de la Universidad Pontificia Comillas de Madrid, Spain

#### CEMIS

Centre for Migration and Intercultural Studies, University of Antwerp, Belgium

#### CEREN

Centre for Research on Ethnic Relations and Nationalism, University of Helsinki, Finland

#### MIM

Malmö Institute for Studies of Migration, Diversity and Welfare, Malmö University, Sweden

#### MiReKoc

Koç University, Istanbul, Turkey

## MAFE

Migration between  
Africa and Europe

1 October 2008 – 31 March 2012

## Countries studied in the research |

Europe (Belgium, France, Italy, Netherlands, Spain, United Kingdom)  
Democratic Republic of Congo, Ghana, Senegal

## FP7

## Project coordinator |

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## Funding scheme |

Collaborative project  
(small and medium scale  
focused research project)

## EU contribution | 1 498 954 €

## Website |

<http://mafe.site.ined.fr>

## Objectives

The MAFE project aims to overcome a lack of understanding on migration between Africa and Europe by pursuing three general and inter-related objectives:

- to collect unique, reliable, comparative and representative data on the characteristics and behaviour of Sub-Saharan migrants, both documented and undocumented;
- to analyse these data in various domains of interest for both policymakers and academics;
- and to disseminate the data and results through key channels that will impact both policy and future research.

## Project description

The MAFE project focuses on migration flows between Europe and Senegal, the Democratic Republic of Congo and Ghana, which together account for over a quarter of all African migration to the EU.

The key notion underpinning the project is that migration must not only be seen as a one-way flow from African to Europe. It is argued that return migration, circulation and transnational practices are significant and must be understood in order to design better migration policy.

## Accounting for changing migration patterns from Africa to Europe

The analysis of the *patterns of migration* will consist of three areas:

- the socio-demographic characteristics of migrants;
- the routes of migration from Africa to Europe;
- the patterns of return migration and circulation.

The analysis of *migration determinants* is not limited to movements from Africa to Europe as a one-off move.

The project distinguishes between:

- first departure (from the home country);
- return (from destination to the homeland);
- repeated migration (circulation).

## Reasons for emigration and return

- for departure, these include poverty, pursuit of education or the wider policy context;
- for return, these include the role of remittances, integration conditions and ties to country of origin.

The project compares the relative weight of economic and non-economic factors in shaping people's decision to migrate and looks at whether the same factor influences the likelihood of migration in a different manner when individual and contextual characteristics vary.

Some variables are of special interest: education, family size and structure, household's economic resources, prevalence of international migration at the local/community level, size and strength of networks and changing macro-economic and policy conditions in both origin and destination countries.

Migration and development:  
impacts of international migration on work and livelihoods

MAFE documents some of the socio-economic changes driven by international migration, looking as often as possible at both ends of the Afro-European migration system, at the individual level:

- how migrants' skills are used at home and abroad;
- what investments migrants make, compared to the non-migrant population.

## Migration and families: impacts of international migration on families

The data collected by MAFE will also be used to study the interactions between family formation and international migration, especially issues such as:

- what changes does migration create with regard to family formation?
- what is the impact of time spent abroad, on family behaviours?
- what is the impact of gendered migration flows?

## Anticipated results

The MAFE project first and foremost aims at filling a gap in data availability on African international migration. As well as addressing substantive and policy issues, the MAFE project's ambition is also to contribute to recent advances in data collection and compilation, and to testing developments in survey methodology on international migration.

The following methods will be used:

- multi-topic data;
- multi-level data;
- longitudinal data;
- event history analysis;
- sampling principles.

The MAFE project will actively identify key stakeholders in both the African partner countries and the EU in order to carry out consultations, and to make stakeholders aware of the project's findings as research is completed.

The MAFE website sets out research objectives and findings, and will include a series of policy briefings tailored to the needs of policy audiences, particularly in government and international organizations.

A biographic questionnaire, identical in all countries, will be conducted with 5,700 individuals.

In sending countries, the MAFE project will interview both return migrants and non-migrants to draw out key differences between these two groups.

In receiving countries, the project will interview current migrants, both documented and undocumented.

MAFE will also conduct household surveys and assess how institutional and structural contexts in research countries impact on migration.

## Consortium

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**Institute of Demography**  
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**Universiteit van Amsterdam**  
**AMIDST**  
Valentina MAZZUCATO  
NL – Amsterdam

**Université Cheikh Anta Diop de Dakar – IPDSR**  
Papa SAKHO  
SN – Dakar Fann

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**Département des Sciences, de la Population et du Développement**  
José MANGALU  
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**University of Ghana**  
**Centre for Migration Studies**  
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IT – Torino

**University of Sussex**  
**School of Social Sciences and Cultural Studies**  
Richard BLACK  
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# NORFACE PLUS

## NORFACE transnational programme on migration in Europe

1 February 2009 – 31 January 2014

### Countries involved in the research |

Austria, Denmark, Estonia, Finland, Germany, Iceland, Ireland, Netherlands, Norway, Portugal, Slovenia, Sweden, United Kingdom

### FP7

### Project coordinator |

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### Funding scheme |

Collaborative project  
(small and medium scale  
focused research project)

### EU contribution | 5 989 100 €

### Websites |

<http://www.norface.org>  
<http://www.norface-migration.org>

## Objectives

The NORFACE transnational programme on migration has four scientific objectives:

- to advance globally excellent theoretical and methodological disciplinary, inter-disciplinary and comparative research on migration which builds synergies on a pan-European basis;
- to take advantage of and develop the present informal laboratory of experience, knowledge and data which migration in Europe currently presents;
- to motivate and support excellence and capacity building for research on migration on a cross-national basis throughout the partner countries;
- to develop understanding and promote research-based knowledge and insight into migration for issues of societal, practical and policy relevance, with theoretical foundations but worked on jointly with relevant users and experts.

In addition the NORFACE Plus project has several operational objectives which include:

- implementing the joint programme using a real 'common pot' funding mechanism;
- to include research teams from outside NORFACE as co-operation partners in the project proposals;

- to include and fund in the research projects researchers based in countries from which the migration originates;
- to facilitate evaluation of proposals by an international evaluation panel composed of members with a high standing in the research community and with recognised expertise in the research topic area;
- to use a common set of evaluation criteria;
- to promote through the scientific co-ordination of the programme collaboration between the projects in order to bring added value to the participating projects within the programme, and to build cross-border research capacity and collaboration with the leading research teams outside NORFACE;
- to ensure flows of knowledge to and with key individuals, organisational actors and professional organisations in government, business and voluntary sectors.

## Project description

The NORFACE Plus project is linked to the NORFACE ERA-NET project implemented during 2004-2009. The principal objective of the project was to set up joint programming.

The NORFACE transnational programme on 'Migration in Europe: social, economic, culture and policy dynamics' was developed to explain the new challenges Europe faces with migration. It will contribute strongly to our theoretical understanding and knowledge and raise the level of comparative, multi-disciplinary and multi-level research on migration in Europe. The research will provide results with valuable knowledge to be used by policymakers at national, European and international level.

The NORFACE transnational research programme on migration has a total budget of 28.6 million € of which 6 million € has been received as ERA-NET Plus funding from the European Commission 7th Framework Programme. NORFACE funds 12 transnational projects in which partners from a minimum three NORFACE countries are involved.

## Anticipated results

The NORFACE transnational programme addresses the research needs of migration on a European level and reduces fragmentation of this research. It will contribute strongly to our theoretical understanding and knowledge, and raises the level of comparative, multi-disciplinary and multi-level research of migration in Europe.

The transnational programme will provide systematic comparison of the different structures and developments of migration, integration and indications of problems of cohesion and conflict in Europe. The research will provide results with valuable knowledge to be used by policymakers on the national, European and international level.

The implementation of the NORFACE research programme will contribute to the building of the European Research Area by strengthening European capacity for multilateral and transnational research. It will also provide an example of significant sharing of research funding between national research agencies in Europe.

It will demonstrate that a major transnational programme can be created using a real 'common pot' funding, which will be a major research policy innovation as NORFACE is the first network of national research funding agencies to implement it.

In particular:

- the programme will have an ambitious communication strategy based on the programme website. It will reach out to the academic community through discussion papers, links to journal and book publications. The website will highlight findings relevant to the interests of policymakers, NGOs, and the media. The significant findings will also be packaged and presented to top decision makers such as ministers, for instance in conjunction with meetings of the EU Council;
- the impact of the programme will be strengthened by its commitment to 'user engagement', building on the knowledge gained from the task of this name in the initial NORFACE project. In practice, this will mean an ongoing awareness of the potential for take up of research findings by the various communities of migration policy and practice, and a positive willingness to engage those communities appropriately with the research agenda, research projects and research findings – rather than leaving the process of knowledge transfer to the traditional 'final conference';
- as a co-ordinated programme with a scientific director, this programme will provide a platform by which European research can gain new visibility and connect to researchers and policymakers outside Europe, thereby stimulating the building of new international connections and networks, and providing new opportunities for the fruitful exchange of knowledge;
- the experiences and results of the research funding collaboration between the funding agencies, such as 'lessons learnt' and 'best practices', which will be of interest in the building of the European Research Area will be disseminated to other research funders and the Commission.

## Consortium

### Economic and Social Research Council

Stephen STRUTHERS  
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### Deutsche Forschungsgemeinschaft

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### Austrian Science Fund

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### Danish Agency for Science, Technology and Innovation Danish Social Science Research Council

Lars CHRISTENSEN  
DK – Copenhagen

### Foundation for Science and Technology

José BONFIM  
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### Estonian Science Foundation

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### Icelandic Centre for Research

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### Irish Research Council for the Humanities and Social Sciences

Dipti PANDYA  
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### Nederlandse Organisatie voor Wetenschappelijk Onderzoek

Renée R. VAN KESSEL-HAGESTEIJN  
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### Research Council of Norway

Hege TORP  
NO – Oslo

### Slovenian Research Agency

Tomaž BOH  
SI – Ljubljana

### Swedish Research Council Scientific Council for Humanities and Social Sciences

Arne JARRICK  
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## SOM

Support and opposition  
to migration

1 October 2009 – 30 September 2012

## Countries studied |

Austria, Belgium, Ireland, Netherlands,  
Spain, Switzerland, United Kingdom

## FP7

## Project coordinator |

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## Funding scheme |

Collaborative project  
(small and medium scale  
focused research project)

## EU contribution | 1 496 000 €

## Website |

<http://www.som-project.eu>

## Objectives

The project will increase knowledge about conflicts over the social and political participation of immigrants in Western Europe.

It will determine why and when potential conflicts become politicised, examining both anti-immigration and anti-racist movements.

It will increase knowledge of how institutional conditions constrain processes of politicization and provide policy relevant information by assessing which actions of State institutions are successful in managing conflict on immigration and integration.

## Project description

SOM is a cross-national comparison of the politicization of migration. Large-scale migration to European countries has led to many types of tensions in the receiving countries. The presence of immigrants, however, has not become a politically contested issue everywhere. The ways in which the issue of immigration has become politicized differ significantly across countries.

The project focuses on the role of four types of actors – the state, political parties, movements and the media – in politicising, or de-politicising, the issue of immigration in seven receiving countries (Austria, Belgium, Ireland, Netherlands, Spain, Switzerland and United Kingdom).

## Anticipated results

The dependent variables measure the extent to which and the way in which the issue of immigration became politicized.

This will be measured on the basis of claims and counter-claims made by three types of movements: interest groups of immigrants, anti-immigration movements, and anti-racist solidarity groups.

A comparative approach will be used to study divergences and convergences between countries.

Anticipated outcomes likely  
to be of interest for policymaking

The consortium ensures that the results of the project are widely disseminated to policy-makers and other interested parties.

SOM compares countries with very different responses to the rise of anti-immigration parties and movements, and will provide insights into the consequences of different strategies, such as co-option or exclusion.

It examines patterns of claims-making with regard to the presence of migrants, and how States respond to these claims. This analysis will enable the project to provide unique insights into the determinants of different national policies. It will help understand how different States seek legitimacy through responses to claims-making, and how susceptible they are to populist forms of political pressure.

## Consortium

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## Université Libre de Bruxelles

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## TRANS-NET

Transnationalisation,  
migration and transformation:  
multi-level analysis of migrant  
transnationalism

1 March 2008 – 28 February 2011

## Countries studied in the research |

Estonia/Finland, India/UK,  
Morocco/France, Turkey/Germany

## FP7

## Project coordinator |

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## Funding scheme |

Collaborative project  
(small and medium scale  
focused research project)

## EU contribution | 1 499 920 €

## Website |

[http://www.uta.fi/laitokset/kasvlait/  
projektit/transnet/index.php](http://www.uta.fi/laitokset/kasvlait/projektit/transnet/index.php)

## Objectives

The objective is *to clarify and compare the complex process of transnationalism*.The *main objectives* of the project may be formulated as follows:

- to compile an inventory of the preceding research on the field and conduct a theoretical-conceptual analysis of the transformative processes surrounding transnationalism;
- to conduct a comparative analysis of multi-level transformation processes in the participating countries;
- to disseminate the research results and to make recommendations for policy formulation and implementation.

## Project description

The focus lies on the transnational networks and political, economic, and socio-cultural activities. Moreover, the topic of transnational empowering is of central importance.

This three-year research project investigates structural factors related to the complex phenomena surrounding transnational migration and their implications for people's everyday life.

The main research question is:

*How do migrants' activities across national borders emerge, function, and change, and how are**they related to the processes of governance in increasingly complex and interconnected world?*

This research is organised around the political, socio-cultural, economic and educational aspects on transnationalism.

## Anticipated results

In this project, the *three-faceted conceptualisation of political, socio-cultural and economic domains* forms the basis for future research work, but with the addition of educational domain of transnationalism.

Whilst considerable attention has been paid by researchers and policymakers to economic and social issues, like remittances and their impact on poverty and growth, or to the brain drain, analysis of the links between transnational migration and education have been largely ignored.

The initial premise is that whilst transnational migration is generally associated with far-reaching political, social, cultural and economic transformations, the direction of change in educational practices is unpredictable, being contingent not only on social, religious-cultural and political circumstances of migrant communities, but also on the specific life trajectories of migrant households.

Thus, this proposed project and its conceptual framework rest upon the understanding of transnational space as a **politically, socio-culturally, economically, and educationally** transformative construct. While large-scale patterns carry the danger of overemphasizing structural conditions and social organisations, actor-centred approaches are in danger of overlooking them. To balance the picture, a *multi-level approach* will form the basis for both theoretical and empirical studies in this project.

## Consortium

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School of Social Sciences  
and Cultural Studies  
Filippo OSELLA  
UK – Falmer, Brighton

## VEIL

**Values, equality and differences  
in liberal democracies:  
debates about female Muslim  
headscarves in Europe**

1 March 2006 – 28 February 2009

**Countries studied |**Austria, Denmark, France, Germany,  
Greece, Netherlands, Turkey,  
United Kingdom**FP6****Project coordinator |**Universität Wien – Department  
of Political Science,  
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andreas.obermaier@ec.europa.eu**Funding scheme | STREP****EU contribution | 1 204 440 €****Website |**<http://www.univie.ac.at/veil/>**Objectives**

VEIL explains the differences and similarities in regulation and policymaking across Europe in an area of acute intercultural sensitivity.

It explains how the treatment of the issue of Muslim headscarves, the values, norms and principles embedded in the debates, structure the policymaking processes in a number of European countries.

It shows how constructions of gender at the intersection of ethnicity, nationality and religion are part of the European negotiation processes.

**Project description**

The Muslim headscarf is a highly visible symbol of religious and cultural difference in Western Europe immigration countries.

Since the 1980s the Muslim headscarf has been the subject of discussion and political regulations. After the attacks of 11 September 2001, but also in the context of EU enlargement, there has been an intensification of the debates around cultural and religious difference and Muslim women wearing a headscarf or other forms of body covering have become symbols of these conflicts.

European countries have chosen differing approaches to regulate the wearing of the headscarf in the public sphere, particularly in schools, universities and courts. While Turkey, France and Germany have adopted prohibitive legislations, the Netherlands, United Kingdom and Austria tolerate the wearing of headscarves in the public realm.

The project seeks to explain these differences in dealing with religious and cultural 'otherness' as well as regulating the issue of Muslim headscarves.

**Results**

The project contributes to a better understanding of specific conflicts in European societies by exploring the values and norms that underlie and support the construction of policy processes and public debates.

It shows how gender relations are used to construct identities.

The project supports policymaking on national and European levels by generating knowledge about policymaking processes in the field of migration, gender and democracy.

It encourages a dialogue between policymakers, women's groups and Muslim communities by publishing its results and organising events with national political actors and with members of the European Parliament.

**Key messages with potential policymaking interest**

The results of the project indicate the importance of contextualising the historical specificity of particular political configurations, church-state structures, immigration regimes and the way they shape the national policy directions of the countries under study.

The following recommendations focus primarily on issues relating to the wearing of the headscarf (hijab) and do not relate to full face covering.

Public authorities at regional, national and European levels as appropriate are encouraged to:

- raise awareness of the multiple levels of discrimination-gender, race, ethnicity and religion in relation to the wearing of the headscarf;
- create equal opportunities for participation by enhancing anti-discrimination legislation processes;
- monitor anti-discrimination processes and outcomes;
- create equal opportunities in the participation and decision-making processes in political and administrative bodies;
- create equal opportunities through participation in the public domain;
- fund research programmes with a focus on intersecting social inequalities.

## ***Consortium***

### **Aalborg University**

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**EUR 24690 — Pluralism and religious diversity, social cohesion and integration in Europe  
Insights from European research**

Luxembourg: Publications Office of the European Union

2011 — 103 pp. — 14,8 x 21 cm

ISBN: 978-92-79-19031-5

doi: 10.2777/44819



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This cluster synopsis provides an overview of 19 research projects dealing with 'European pluralism, religions, tolerance and values'. The projects address issues such as the balance between individual and societal needs, notions of respect for otherness, and the role of pluralist societies in responding to increasing levels of diversity.

This research will make a significant contribution to creating an evidence base to support policymaking at European, national, regional and local levels.

The present publication marks a first step in the process of supporting these projects to meet the policymaking challenges faced by European societies.



Publications Office

ISBN 978-92-79-19031-5



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