

JRC-SAS-INGSA Evidence and Policy Summer School

6-8 September 2017, Senec, Slovakia



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1. The Challenge of Migration Data

1) Facilitators

Marlene Alvarez Alvarez and Michele Vespe
European Commission, Knowledge Centre on Migration and Demography (KCMD)

2) Objectives

Understanding and governing migration requires scientists and policy makers to confront themselves with a highly complex and uncertain societal phenomenon. The masterclass is a hands-on exploration of available migration data. Practical examples will show current gaps as well as the added value offered by the integration of cross-domain sets of data.

3) Outline

Understanding the drivers and quantifying flows of migrants and refugees, together with their impact on economies and societies, are essential to improve the capacity to manage the opportunities and the challenges stemming from migration and demographic change. This requires an accurate knowledge of the available data, their value and limitations.

Following an introduction to available datasets on migration and demography, this masterclass will look at the following topics and challenges:

- Migration data gaps in terms of fragmented, incomplete or scattered data often undermine their use. The awareness of such gaps is fundamental to exploit the full potential of the data, in many cases under exploited.
- The integration of migration data is not always an easy task. In many cases the combination of data from multiple sources and across domains provides evidence and elements to better understand the dynamics of migration.
- Innovative data sources and methods to process existing data identify future research strands to a more in-depth or timelier understanding of new forms of migration, their drivers and impacts.

4) Format

Attendants will be guided through case studies and concrete examples by direct access to online resources and tools. It will be shown how accessing and visualising datasets collected with different methodologies and across domains (demography, socio-economics, environment and climate change, asylum etc.) can help understanding migration as well as dealing with the relevant uncertainties.

5) What skills will scientists learn? What skills will policymakers learn?

Given the highly multi-disciplinary nature of migration, both scientists and policymakers are expected to learn how cross-sectorial data can help to understand migration in a wider context and unleash the potential for the analysis of the drivers behind migration. In addition, policymakers will learn how to handle data characterised by significant uncertainties, and scientists how to effectively communicate data and results.

6) Recommended readings

A direct entry point to migration related data is offered by the Dynamic Data Hub, an openly available platform recently developed by the Knowledge Centre on Migration and Demography (KCMD) of the European Commission. The Hub allows undertaking analysis and deepening understanding of migration flows to the EU, their trends and impacts. It includes official statistics, estimates, operational and research data from international organisations, EU operational authorities and research centres. The Dynamic Data Hub currently provides data on irregular migrant and refugee flows into the EU, forced displacement, global migration flows and stocks, demography and socio-economics.

The data sources include Eurostat, Frontex, United Nations Department of Economic and Social Affairs (UN/DESA), the UN Refugee Agency (UNHCR), the World Bank, the Vienna Institute of Demography (VID – ÖAW), the Internal Displacement Monitoring Centre (IDMC) and the Organisation for Economic Co-operation and Development (OECD).

The Dynamic Data Hub can be accessed and consulted as preparatory activity at the following url: <https://bluehub.jrc.ec.europa.eu/migration/app/index.html>

7) Technical requirements

Each participant should bring a laptop to use web resources to retrieve, explore and analyse the data. Please contact the organisers at JRC-KM-GEOGRAPHIC@EC.EUROPA.EU if it is absolutely impossible for you to fulfil this requirement.

2. Explaining Attitudes to Immigration in Europe

1) Facilitator

James Dennison
European University Institute

2) Objectives

- Understand what are the likely factors in forming attitudes to migration
- Understand how such factors are linked, which are the most important, when and why
- Understanding the relationship between data, theory and explanation of phenomena
- Understand how to link a better understanding of the explanation for attitudes with policy making and messaging

3) Outline

In this masterclass, participants will be faced with one of the defining political issues of the 21st century globally – public attitudes to immigration. Participants will be asked to consider what we mean by attitudes to immigration and to explain variation in attitudes to immigration in four ways:

- Between individuals
- Within individuals across time
- Between countries
- Within countries across time

At least four basic hypotheses will be considered: that attitudes to immigration are the results of:

- The media and politicians
- Economic competition
- Value systems
- Contact with immigrants and fear of immigrants

4) Format

- 10 minute lecture on attitudes to immigration, the European Social Survey and an explanation for the task of the class
- Group discussion with primary sources, including data from the European Social Survey, and overviews of the theories explaining attitudes to immigration
- Produce argument using data that explains the four types of variation
- Presentations
- Debate the causes
- Move on to what policy makers should do with these insights

5) What skills will scientists learn? What skills will policymakers learn?

- How to interpret data on attitudes to migration
- How to explain causality regarding complex phenomena
- The link between explanation, policy and messaging

3. Modelling and forecasting of demographic phenomena

1) Facilitators

Marta Anacka, Paweł Kaczmarczyk
Centre of Migration Research, University of Warsaw

2) Objectives

Last financial crisis in 2008 undermined general trust in any kind of forecasts. The common truth that the future is uncertain became evident again. Does it imply that predicting future social and economic phenomena became worthless? What is specific about population projection that make them difficult to produce and at the same time easy to misunderstand? Is there any way to cope with uncertainty of demographic processes? How can we apply demographic theory and methodology to make reliable population projection?

The objective of this class is to:

- (O1) Explain differences between population projection and forecast;
- (O2) Gain understanding of challenges of demographic forecasting;
- (O3) Get knowledge on basic forecasting methods and their potential, their advantages, and drawbacks;
- (O4) Get ability to assess quality of different demographic forecasts and projections (including underlying methodologies and outcomes);
- (O5) Understand the source of uncertainty in population projections and forecasts;
- (O6) Understand challenges in communicating demographic forecasting results.

3) Outline

0:00:00-0:09:59	<p>Introduction From Plato to Raftery. Population projection history in a nutshell.</p> <p><i>Addresses aim 01</i></p>
00:10:00-00:19:59	<p>The demand side: Who needs projections? Brain storm on population projections consumers and their needs. Discussing population projection types.</p> <p><i>Addresses aim 02</i></p>
00:20:00-00:29:59	<p>The supply side: Who makes projections? Brief overview of population projections sources (Eurostat, UN World Population Prospects, IIASA, statistical office of one specific country). Explaining basic differences in methodologies and assumptions made by projection producers.</p> <p><i>Addresses aim 03</i></p>

00:30:00-00:49:59	<p>Comparing various population projections results Participants will be asked to choose one country and compare different population projection results (population size, TFR/eO/net migration).</p> <p><i>Addresses aims 04, 05</i></p>
00:50:00-00:59:59	<p>Modelling and forecasting demographic processes Brief overview of methods applied to make fertility, mortality and migration forecasts. Special focus will be placed on migration as the most unpredictable component of population change.</p> <p><i>Addresses aim 03</i></p>
01:00:00-01:19:59	<p>Make your own projection! Participants will have an opportunity to prepare their own projection of TFR/net migration for one specific country with the method they choose (with the support of dedicated Excel file). The results of the projections will be compared and the most accurate method will be chosen. The author of the most accurate projection will be asked to explain the method he used to produce his/her projection.</p> <p><i>Addresses aim 06</i></p>
01:20:00-01:30:00	<p>Discussion What was perceived as the most difficult part of the population projection/forecast exercise? What scientists could do to improve their ability to effectively communicate projection/forecast's results? What policymakers should know to improve their ability to interpret/practically use population projection data?</p> <p><i>Addresses aims 02, 06</i></p>

4) Format

- a) Short introductory lecture
- b) Workshop techniques
 - a. Brain-storming
 - b. Data analysis
 - c. Case studies
 - d. Communication exercise

5) What skills will scientists learn? What skills will policymakers learn?

Scientists:

- a) Understanding limitations of traditional demographic forecasting understood as deterministic scenarios approach
- b) Understanding the source of uncertainty in population forecasts
- c) Exploring new methodologies (Bayesian approach, econometric modelling)
- d) Effective communication of forecast results.

Policy makers:

- a) Understanding rationale and practicalities behind forecasting exercises
- b) Formulating expectations that meet forecasting possibilities
- c) Understanding the source of uncertainty in population forecasts
- d) Evaluating quality of demographic forecast.

6) Recommended readings

Keyfitz, N. (1981). The Limits of Population Forecasting. Population and Development Review, 7(4), 579-593. doi:10.2307/1972799

Lutz W., W. Sanderson, S. Scherbov (1997). Doubling of world population unlikely. Nature, 387, 803-805 (19 June 1997).

7) Technical requirements

Each participant should bring a laptop with MS Excel. Please contact the organisers at JRC-KM-GEOGRAPHIC@EC.EUROPA.EU if it is absolutely impossible for you to fulfil this requirement.

4. Understanding and communicating uncertainty

1) Facilitator

Nikolaos Stilianakis, JRC Centre for Advanced Studies, European Commission

2) Objectives

- To introduce the issue of uncertainty in scientific results
- To guide participants in understanding uncertainty of scientific evidence based on quantitative methods and in making good judgments
- To provide participants techniques in how to communicate uncertainty of scientific evidence

3) Outline

Policy makers are permanently confronted with an enormous amount of scientific results in the policy area they are working on making a good judgment for the regulatory decision process a difficult affair. Scientific evidence and the associated uncertainty revealed in research results are often communicated in a way which is hard to understand for all, policy makers, politicians, or the general public. Quantification of uncertainty and its concepts can contribute to the assessment of scientific evidence and better inform decision making. This undertaking necessitates a basic understanding of these concepts for all groups that have to decide. Much of what we know is uncertain. Communication of this fact must be done in a way that avoids misinterpretation. Acquiring the corresponding skills can lead to a more informed society and consistent decision making.

4) Format

- Introductory talk with the group about how scientists produce, interpret and present scientific evidence and how media communicate, and how public, policy makers, politicians perceive them.
- Problem-solving in groups. Understanding, interpreting and communicating scientific results and their uncertainty in typical decision making situations. Use of striking examples where results are often counter intuitive at the first sight and of which one has to be aware of to make the right decision. How to deal with contradictory assessments of scientific results.
- Brief case studies:
 - 1) Demography (population momentum)
 - 2) Environmental exposures (air pollution health effects)
 - 3) Medical decision making (population screening for diseases)
 - 4) Epidemiological modelling for public health policy

(At least three topics will be addressed chosen by the participants; more if time permits)

- Interactive discussion of the problems between participants and facilitator(s)

5) What skills will scientists learn? What skills will policymakers learn?

Scientists

- How to communicate scientific evidence and its uncertainty to policy makers in a way that would improve their judgment and facilitate their decision making process
- How to explain the degree of reliability of research results, in particular, when scientific evidence is disputed and major regulatory decisions are at stake
- How to inform policy makers about the interpretation and the implications of available scientific evidence

Policy makers

- Develop an understanding of basic quantitative methods to assess uncertainty
- How this understanding can dramatically improve the judgement of the reliability of scientific results of the policy maker
- How to employ the above understanding in communicating with scientists, politicians and the public

5. Making sense rather than non-sense of demographic data

1) Facilitators

Professor Gian Carlo Blangiardo, University of Milan Bicocca
Daniela Ghio, Joint Research Centre, European Commission

2) Objectives

The scope is to provide basic instruments for the analysis of structural and dynamic aspects of populations. Participants will be able to interpret and understand fundamental demographic components (fertility, mortality and migration).

On the basis of this specific knowledge, participants are expected to improve their skills as follows:

- to understand current and expected demographic challenges in Europe, with a focus on Eastern European countries;
- to critically assess demographic data for policy questions;
- to interpret demographic indicators for policy needs;
- to discuss in a comparative way arguments related to population changes.

3) Outline

Demographic analysis is a strong tool for determining and understanding implications of the population age-structure and dynamics and forecasting population trends in the future. However, insights from demographic research are often ignored.

Our intention is to demonstrate how demography can contribute to helping policy makers to deal with issues related to the future population growth, ageing and migration dynamics.

To meet this purpose, participants will experience how to make best use of the 'classic demographic instruments' (population growth indicators and statistics for demographic analysis, demographic dynamic components, fertility, mortality, and migration) to enhance the matching between the demand for and the supply of scientific-based evidences in the policy making decision process.

4) Format

Background

Introductory presentation of population change in Europe by the construction of population accounts assuring consistency between stock and flows. Graphs and maps are proposed to show the past trends and the projected population changes in Europe.

Participants learn how

- to identify regional and specific national profiles using indicators of the main demographic components (migration, fertility and mortality), and suggest the possible underlying causes of the main demographic changes and challenges observed in the maps (total fertility rate, natural increase and migration indicators);
- to interpret the pyramid data visualization tool for understanding population characteristics;
- to analyze differences in population decline ageing throughout Europe (annual population growth, dependency ratio).

Exercise: Participants work in groups, merging scientists with policy officers.

- An interactive exercise to define country-specific demographic profiles: European Member States are randomly assigned to the groups. Using a questionnaire, specific country or region profiles are focused. Contrasting cases, i.e., Central and Eastern Europe are proposed to explore the key demographic changes. Through this exercise participants check and develop an understanding of core concepts and main indicators for all components of population changes explained during the introductory presentation.
- Participants identify the relationship between the age-structure expressed by a population pyramid and the growth rate, mortality and fertility rate of a population.

Background

Presentation of the potential demography, grounded on the theoretical assumption that the future of populations can be evaluated by their potential years of life. On this basis, the demographic asset is defined as the sum of individual life expectancies, which decreases over time by the consumption of remaining years of life and deaths. Which is the role played by migrants on the demographic asset of European populations?

Participants learn how:

- to assess effects produced by migration policy measures and critically argue implications on future population dynamics.

Simulation

The huge increase of immigration experienced by several European Member States has led to difficulties with public service provisions. However, studies have suggested that immigrants contribute more than they cost for the national systems. Your Prime Minister asks you to determine if the immigrants recently arrived in your country are net contributors or they will become over their lifetimes. Specifically, you should quantify their mid-long terms contribution to the national pension system.

The simulation is developed using ad-hoc excel programs to capture the dynamics between the demographic asset (years of life) and the future pension expenditures in the national scenario.

How would you find and interpret this evidence? What indicators can assess policy needs? How would you structure your assessment of future population implications? How different policy solutions might be evaluated?

Feedback and joint discussion

Participants present their results. Debate will be animated by facilitators examining how to select the most appropriate policy measure on the basis of specific national/regional demographic profiles, and how to formulate feasible policy recommendations.

Rethinking the application of indicators to strengthen policy planning. Analysis and final discussion on the performance of alternative policy strategies.

5) What skills will scientists learn? What skills will policymakers learn?

Scientists:

- Strengthen understanding of the main demographic concepts and processes;
- Increase ability to interpret demographic indicators in appropriate way avoiding the most common mistakes;
- Expand technical competence in demographic / migration analysis

Policymakers:

- Develop solid understanding of the main demographic concepts
- Ability to select and interpret main demographic indicators for policy questions
- Increase ability to analyse demographic patterns to take evidence-based decisions;
- Enforce capability to identify the most appropriate measure according to objectives that should be achieved

6) Recommended readings

Videos:

- <https://www.youtube.com/watch?v=PDgmVbWtklc> Amartya Sen, "Creating Capabilities: Sources and Consequences for Law and Social Policy"
- <https://www.youtube.com/watch?v=QwfH1gYkXTw>, the Economist

7) Technical requirements

Each participant should bring a laptop with MS Office. Please contact the organisers at JRC-KM-GEOGRAPHIC@EC.EUROPA.EU if it is absolutely impossible for you to fulfil this requirement.

6. Interdisciplinary approach to complex policy issues: A case of migration-development nexus

1) Facilitator

Professor Izabela Grabowska

Center of Migration Research, University of Warsaw and SWPS University of Social Sciences and Humanities, Youth Research Center; i.grabowska@uw.edu.pl, www.izabelagrabowska.com

2) Objectives

The objectives of this masterclass are:

- (1) **To use** the theme of migration and development to showcase the interdisciplinary and complex policy areas;
- (2) **To link** migration with wider social issues;
- (3) **To teach** how to form interdisciplinary and mix-method approaches to policy challenges, including collaborations both on the science and the policy sides, as well as across this divide;
- (4) **To exemplify** the benefits of mixed-method approaches in order to understand how to manage knowledge for policy and how to deal with knowledge overload.

3) Outline

1. Introduction:

Why systematic, time-consuming, longitudinal research and accumulation of knowledge are needed for policy?→ policy informed 'rapid studies', directly feeding policy

2. How to manage knowledge overload?:

The art of asking policy-research questions

Brief introduction to mix-method approach (dominant, less dominant approach); mix-method approach to a complex policy field as a capacity building, with special focus on desk review such as academic articles analysis and grey and white materials analysis; brief exemplifications of both quantitative and qualitative migration-development nexus phenomena

Some of us learn from numbers but some of us learn from life stories (Putnam 2015).

3. **Migration and development nexus as an eye-opener to wider social issues**

4. **Assumptions for workshop discussions in pairs (face-to-face: scholar-policy maker):**

a. There is no single challenge as migration.

Migration needs to be addressed as a complex set of issues, some of which, in certain circumstances, give rise to many, multiplying challenges. A complex approach to migration means addressing these multi-level and multi-scale challenges. It is important to avoid fragmentation of the migration agenda into separate segments and coherently address root causes of migration, migration regimes, and post-migration process.

b. Migration policies should not be reactive to yesterday's issues.

To enable future-oriented migration policy thinking, a strong emphasis on foresight is required, in particular with respect to the interdisciplinary, multi-method accumulated knowledge connecting social sciences (demography in particular), technological change and natural resources.

c. Reducing vulnerability is crucial to the achievement of the 2030 Agenda as a whole.

Addressing the causes of vulnerability in a comprehensive manner, taking into account of related issues such as poverty, conflict or resources scarcity, will have the impact on development, while transforming the nature of migration flows.

d. Remittances are the key aspects of the nexus between migration and development.

Financial flows are just one aspect of remittances which also include circulation of political, social and cultural ideas and practices. The development benefits of remittances (both financial and non-monetary) depend on the absorption capacities of beneficiary group and their abilities to spill over.

4) Format

1. Introductory teaser (5-7 min.)
2. Showing dedicated podcast *Why mix-method approach is needed for policy making (e.g. migration-development nexus)?* (max 10 min.)
3. Plenary group question and answer session (10 min.)
4. Discussions in pairs with flipcharts and infographics on the selected topics (based on readings advised before) (25 min.):
 - a. There is no single challenge as migration
 - b. Migration policies should not be reactive to yesterday's issues
 - c. Reducing vulnerability is crucial to the achievement of the 2030 Agenda as a whole
 - d. Remittances are the key aspects of the nexus between migration and development
5. Reports of pairs on flipcharts (25 min.)
6. Plenary summary discussion of the masterclass and brief joint report (15 min.).

5) What skills will scientists learn? What skills will policymakers learn?

Both scientists and policy makers need respect and comfort in dealing with uncertainty (Maxton 2016) therefore it is important to make a creative environment for common understanding and empathy of both sides through both plenary discussions and workshops in pairs.

Scientists will learn more about sense of timing and rhythm of policy advice, open-mindedness and work across disciplines and research methods and why rapid studies are needed and how they are used by policy makers. They will also learn how to engage with policy concepts and what are the limitations of policy.

Policy makers will learn how to ask research-policy questions and acknowledging the points of views of the others, why interdisciplinary and mix-method approach to complex policy issues bring more understanding and how to engage with scientific concepts. They will also learn what are the limitations of scientific research.

If time allows both sides will face briefly the 'myth of post-truth society' to understand and acknowledge that research and expertise are still crucial for policy making.

Some tips of the international Vitae organisation who is the global leader in supporting the professional development of researchers, experienced in working with institutions as they strive for research excellence, innovation and impact, will be taken on board of this masterclass while developing and enhancing skills of both scientists and policy makers.

<https://www.vitae.ac.uk/researchers-professional-development/engagement-influence-and-impact/policy-in-research/policy-in-research>

6) Recommended readings

UN MOST (2017). Migration as a Development Challenge Analysis of Root Causes and Policy Implications, <http://unesdoc.unesco.org/images/0024/002470/247089E.pdf>

King R., Lulle A. (2016). Research on Migration: Facing Realities and Maximising Opportunities, European Commission, https://ec.europa.eu/research/social-sciences/pdf/policy_reviews/ki-04-15-841_en_n.pdf

7. Introduction to infographics and datavisualisation: presenting arguments visually and making more impact in the mind of your audience

1) Facilitator

Charlelie Jourdan
Creative Consultant – Co-founder of Old-Continent.eu

2) Objectives

Understand when a visualisation can help achieve more results in communication, and how to recognise and produce the building blocks of any good visualisation

3) Outline

The human brain is quite poor at understanding data and relate to a statistic. With such an empathic topic as migration and demography, using our "visual brain" more is paramount. Scientists have always been using visuals to understand complex topics, from anatomy to astronomy and quantum physics. However, in policies, textual information is still the go-to mode while it is lacking the depth of visualisation, and its immediacy of understanding. Companies like Google, building on the work of Hans Rosling in Public Health, have been taking the lead to offer to the world at large the most advanced visualisations, and it is now a duty for institutions who have been pledging to advance the public good to catch up with private companies.

4) Format

The class will be a mix of interactive exercises via Smartphone and Tablet, and brainstorming on post-its. It will present a great number of examples of successful visualisations and possibly make the attendees work on one specific visualisation (tbc).

5) What skills will scientists learn? What skills will policymakers learn?

Scientists and policymakers will learn the same skill: how to actually talk to each other on each other terms. We generally assume that others understand us when we speak, and it is a known psychological bias to discuss topics at a level too high for someone to understand. Visuals are a universal language which require to think about your interlocutor in advance, and start an explanation with someone in mind. Without this sort of skills, someone could spend decades talking to only a fraction of his potential audience without noticing it.

6) Recommended readings

The following TED Talk from Simon Sinek – "How great leaders inspire action"
https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

8. Communicating evidence and policy to different audiences – presenting inconvenient truths

1) Facilitators

Gabriel Bianchi, PhD., Head of Institute for Research in Social Communication, Slovak Academy of Sciences, Bratislava

Laura Smillie, Joint Research Centre, Knowledge Management, European Commission

2) Objectives

- To learn skills that will enhance interaction at the expert / policy interface
- To build capacity in the use of participatory feedback approaches
- To introduce different techniques that can be used to elicit stakeholder feedback
- To learn how to undertake a thorough stakeholder mapping of the migration and regulatory environments

3) Outline

We live in times when the “use” and “ownership” of knowledge associated with major societal issues (migration, security, inclusion...) has never been more important. This session will identify roles and responsibilities across the expert / policy interface by addressing the following questions:

- What does this role divide imply? And how can it be challenged?
- What kind of responsibility does knowledge ownership imply?
- What kind of responsibility does knowledge use require?
- How can responsibility for knowledge be shared?

When the answers to these questions collide with traditional values and belief systems, the knowledge can be considered an “inconvenient truth”. In such circumstances, stakeholders cannot be expected to reach a consensus, however through mapping and deliberative techniques, cooperation and responsibility sharing can be achieved.

4) Format

Understanding the roles across the expert / policy interface, use of case studies

- The sensitivities of communicating factual evidence that impacts upon belief systems: strategies for success - use of migration-related examples
- Stakeholder mapping & deliberative techniques
- Break-out sessions using case study material applying mapping and deliberative techniques to successfully communicate “Inconvenient Truths” to different stakeholders

5) What skills will scientists learn? What skills will policymakers learn?

- Scientist can gain insights into theories on participatory democracy
- Scientists will be challenged to reflect upon responsibility concerning ownership of knowledge as reflected by societal value structure/s
- Policymakers will learn how to design detailed processes for increasing participation and commitment of citizens concerning conflicting and difficult issues
- Policymakers will be challenged in reflecting responsibility for knowledge use for political purposes
- Both groups of participants will have the opportunity to reflect upon the mutual sharing of societal responsibility

6) Recommended readings

Dryzek, J.S. (2002). *Deliberative democracy and beyond*. Oxford: Oxford University Press.

Gutmann, A. – Thompson, D. (2004). *Why deliberative democracy?* Princeton: Princeton University Press.

Gundersen, A. G. (2000). *The Socratic citizen. A theory of deliberative democracy*. Lanham: Lexington Books.

9. How to use historical evidence in policymaking

1) Facilitator

Prof. dr. Leo Lucassen, International Institute of Social History

2) Objectives

- To create awareness of the migratory past of Eastern and South-Eastern Europe
- To encourage policymakers and researchers to incorporate historical evidence in their work
- To understand the opportunities and challenges in using historical evidence

3) Outline

In this workshop we will look into the historical legacy of migration and diversity in a number of Eastern European states, ranging from the Baltics till Russia and Turkey. Starting point will be the legacy of the three large empires (Russian, Ottoman and Habsburg), which all came to an end during or immediately after World War I. All of these empires, especially the Ottoman, allowed forms of religious and ethnic diversity and devised institutional arrangements, such as the Ottoman Millet, that laid the rules for interaction between different cultural groups. Moreover, all three empires were characterized by large scale migrations of different kinds. Especially large numbers of soldiers, bureaucrats, but also labour migrants and colonists, as well as refugees and pilgrims, made these empires highly mobile and far from static. Even Russian serfs (before their official emancipation in 1861) were much more migratory, as labour migrants in cities and seasonal workers, than often assumed.

From the beginning of the 19th century the nation state became the 'new game in town' and gradually this idea of directly rules territorial states, with a homogenous population, especially in terms of language and ethnicity, became incredibly successful and soon spread of large parts of Europe, and other continents as well. Imperial conglomerates in Eastern and Central Europe could not compete with these new state formations and gradually eroded, and finally collapsed during World War I. Following the Wilsonian principles of homogenous nation states, the map of Eastern Europe was redrawn and millions of people were forcefully moved, with the population exchange between Turkey and Greece in 1923 as the most well-known example. Others remained and became ethnic minorities in states like Hungary, Romania and various new Balkan states (or the Yugoslavian Federation). Whereas religion, language and ethnicity were much more fluid and flexible before the middle of the 19th century, they now became increasingly seen and treated as static primordial identities, and the people involved objects of all kinds of social engineering programmes, among which forced migration.

World War II again forced millions of people on the move and the postwar arrangements again led to border changes and population displacements, again following the nation state ideology. At the same time two remnants of imperial multi-culturalism, the Soviet Union and Yugoslavia, remained, although within a much more nationalistic climate. Their implosion in 1989 and the early 1990s marked the final break down and disappearance of the imperial legacy in this part of Europe and produced a ultra-nationalistic opportunity structure with discrimination, persecution of minorities and outright genocidal wars as a result.

In this workshop we will look at this multifaceted and troubled past and have a fresh look at migrations and minority formation in the past and its consequences for the present. Furthermore, we will discuss the do's and don'ts how to commission and use historical evidence in policy debates and decision-making. What, if any, role should normative considerations play? What kind of historical evidence works best and how to find it?

In this workshop we will also look at current misconceptions and distorted uses of the past when it comes to the alleged ethnic homogeneity of Eastern European nation states and the invisibility of ethnic minorities in the national narrative, for example the role of Roma and Jewish citizens, but also past immigrations from German territories as well as the Ottoman imprint on part of South-Eastern Europe.

4) Format

Short introduction of the theme by the facilitator, followed by input of the participants from their own national background. After this plenary start students will be divided in small groups (4-5 people) and given concrete assignments how to use historical evidence in a number of concrete cases, after which they report back, followed by a plenary discussion.

5) What skills will scientists learn? What skills will policymakers learn?

Skills to be learned are the do's and don'ts of using historical evidence in policy. Students will also learn about the migratory past and about the mechanisms that led to in- and exclusionary practices and minority formation, both within states and with respect to migrants coming in from the outside.

6) Recommended readings

Sundhausen, H. (2011). Southeastern Europe. The Encyclopedia of Migration and Minorities in Europe. From the 17th century to the present. K. J. Bade, P. C. Emmer, L. Lucassen and J. Oltmer. New York, Cambridge University Press: 163-180.

Hoerder, D., J. Lucassen, et al. (2011). Terminologies and concepts of migration research. The encyclopedia of European Migration and minorities. From the 17th century to the present. K. J. Bade, P. C. Emmer, L. Lucassen and J. Oltmer. New York, Cambridge University Press: xxvii-xli.

