



MIGRATION



BIG IDEAS & LEARNING OUTCOMES



REFLECTION TOOLS



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Big Ideas & Learning Outcomes MIGRATION

WHAT IT IS

Migration is a feature of human existence and of our interdependent world. Modern humans first migrated out of Africa and across the world from around 120,000 years ago. We are all their descendants.¹

- > 1. <https://genographic.nationalgeographic.com/human-journey/>; <https://www.nhm.ac.uk/discover/news/2019/july/modern-humans-may-have-been-in-europe-150-000-years-earlier-than.html>;



Students understand that migration is a global process and has always been a feature of human (and other animals') behaviour. They know all people are descendants of migrants, including themselves and their family.

REFLECTION TOOL

WHERE DID ALL HUMANS ORIGINATE? TICK AS APPROPRIATE

- Europe Africa Asia America

WHAT IS MIGRATION? TICK AS APPROPRIATE

- Migration is a new phenomenon: it has begun in recent years
 Migration has always been a feature of human behaviour
 Migration is a recent phenomenon related to periods of global crisis
 Migration is a local phenomenon affecting only few countries
 Migration is a global phenomenon

CAUSES OF MIGRATION

- > 2. <https://www.nhm.ac.uk/discover/news/2019/july/modern-humans-may-have-been-in-europe-150-000-years-earlier-than.html>; https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf
- > 3. <https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>

Migration is named as a right in the Universal Declaration of Human Rights (Article 13)². It entails the freedom of movement within a territory of a country, to choose one's residence, the right to leave any country and the right to return to one's own country.

Some people choose to migrate (e.g. for a better life), some people are forced to migrate (e.g. by war or climate change). Some forces like war, poverty, lack of services **Push** people out. Other forces **Pull** people in e.g. employment, safety, religious tolerance, lower risk of natural hazards or better land. Refugees are pushed (forced) to migrate because of conflict, persecution or violence. Political, social, environmental and economic factors (e.g. discrimination, jobs, economic inequality between countries) can create migration flows. 89.4 million of the USA's population migrated there over the last 500 years, mostly for economic reasons³. Every migrant has an individual story.



Students understand that there are a variety of reasons why people migrate, and can name some key 'pull' and 'push' factors. Students know that there are different types of migration flows; they can describe some of the political, social, environmental and economic causes of migration. Students are familiar with some migrants' stories and can empathise with them.

REFLECTION TOOL

DO PEOPLE CHOOSE TO MIGRATE OR ARE THEY FORCED TO MIGRATE?

NAME 3 TYPES OF CREATURE THAT MIGRATE:

NAME 2 PULL FACTORS FOR VOLUNTARY MIGRANTS

NAME 2 PUSH FACTORS FOR VOLUNTARY MIGRANTS

WHY DO REFUGEES MIGRATE? TICK AS APPROPRIATE

- To find better jobs
 To flee from persecution
 To get away from conflicts
 To get better houses
 To escape violence

TRANSATLANTIC ENSLAVEMENT TRADE

Peaceful, violent and 'forced' migration flows have taken place throughout history. The **Transatlantic African Enslavement Trade** is an example of a forced migration of an estimated 10 - 12 million people.⁴

- > 4. http://www.understandingslavery.com/index.php?option=com_t&view=article&id=369&Itemid=145.html; http://abolition.nypl.org/essays/us_slave_trade/



Students understand the characteristics of different types of migration (peaceful, forced, violent). They can name some key historic migrations (e.g. migration from Africa; migration to the Americas; TAET).

REFLECTION TOOL

WHICH TYPES OF MIGRATION HAVE TAKEN PLACE IN THE PAST 5 CENTURIES?

MATCH THE EXAMPLE TO THE MIGRATION TYPE:

- | | | | |
|--------------------|-----------------------|-----------------------|--------------------------------------|
| peaceful migration | <input type="radio"/> | <input type="radio"/> | economic migration into the EU today |
| violent migration | <input type="radio"/> | <input type="radio"/> | the Transatlantic Slave Trade |
| forced migration | <input type="radio"/> | <input type="radio"/> | European 'settlement' of America |

MIGRATION TODAY

Migration today is often linked to events in the past. European violent 15-20th century colonisations of parts of Asia, and much of Africa and the Americas have led in turn to (peaceful) migration into Europe in the 20th Century. "We are here because you were there" A. Sivanandan.⁵

- > 5. <https://www.ourmigrationstory.org.uk/oms/by-era/1900%E2%80%932000>



Students understand the connections between events in the recent or more distant past, and migration today. For example, they can explain the connection between past European colonisations and contemporary migration into Europe.

REFLECTION TOOL

IS MIGRATION TODAY LINKED TO EVENTS IN THE PAST?

Yes, for example _____

No, because nowadays _____

NAME SOME GROUPS THAT HAVE MIGRATED TO YOUR COUNTRY OVER THE LAST 2000 YEARS ...

EQUALITY GAP & CLIMATE CHANGE

The **equality gap** between countries and Climate Change are two major drivers of migration. Climate Change can negatively affect the ability of families in majority world countries to produce food and survive. So, families will even get into debt to help a family member migrate⁶. They hope this person will repay this and send 'remittances' home to help pay for basic needs, like health care, school or food, which families otherwise might struggle to afford⁷.

- > 6. <https://unfccc.int/news/migration-and-climate-change-need-to-be-tackled-together>;
<https://environmentalmigration.iom.int/environmental-migration>
- > 7. <https://www.worldbank.org/en/news/press-release/2019/04/08/record-high-remittances-sent-globally-in-2018>
- > 8. <https://www.iom.int/migration-and-climate-change-0>



Students are aware that migration from the majority world to the minority world is a consequence of the equality gap in the world. They can explain some of the links between Migration and Climate Change. They know the predicted scale of environmental migration (est. 25 million to 1 billion people by 2050⁸). They understand that 'remittances' may support development and narrow the equality gap.

INTERNATIONAL MIGRATION FLOWS

- > 9. <https://migrationdataportal.org/themes/return-migration>
- > 10. https://www.un.org/en/development/desa/population/publications/pdf/popfacts/PopFacts_2017-5.pdf

Migration takes place internally and internationally. In our time, the biggest international migration flows are from rich to other rich countries and from poorer to other poorer countries (North-North; South-South). Much migration is temporary; many migrants return to their country of origin⁹. An estimated 258 million people live in a country they weren't born in; this is approx. 3.6% World's inhabitants. "In Europe, the size of the total population would have declined during the period 2000-2015 in the absence of migration."¹⁰(UN 2017)



Students know that migration is a continual process, which takes place locally, nationally and internationally. They can name some key facts about the main national and international migration flows e.g. the % world's population that are migrants. They can describe some global migration flows e.g. China to African countries; South /East Asia to Middle East.

REFLECTION TOOL

USE LABELLED ARROWS TO SHOW EXAMPLES OF MIGRATION FLOWS THAT YOU KNOW ABOUT WHICH ARE HAPPENING NOW.



WHAT PERCENTAGE OF THE WORLD'S POPULATION LIVE IN A COUNTRY THEY WEREN'T BORN IN?

- 45 - 50% 25 - 30% 15 - 25%
 5 - 10% 0 - 5%

THE BIGGEST INTERNATIONAL MIGRATION FLOWS ARE FROM POOR TO RICH COUNTRIES.

- agree disagree mostly agree mostly disagree

EFFECTS OF MIGRATION

> 11. https://publications.iom.int/system/files/pdf/wmr_2018_en_chapter8.pdf; https://www.reminder-project.eu/wp-content/uploads/2017/05/REMINDER_D9_1_Media_effects_migration_mobility_web.pdf

Migration often brings challenges to host countries/communities. Existing communities may find it difficult to adapt to people with different ways of doing things and have concerns about negative impacts on their lives, such as reduced access to jobs & housing. Individuals express frustration about not having a choice in the changes in their community. These concerns are open to being portrayed in emotive terms by the media. Media misrepresentation of migrants & migration can increase tension between communities, fear of 'the other' and foster racism and discrimination.¹¹

However, migration actually often brings benefits host communities - like new ideas, more wealth, & workers. This fosters the social & cultural development and the economic growth of these countries. Many famous people with migrant heritage are recognised as making significant contributions to their societies.¹²

> 12. <https://www.unescap.org/sites/default/files/SDD%20AP%20Migration%20Report%20report%20v6-1-E.pdf>



Students can explain why migration presents challenges and brings benefits to host communities, and can name some of these. Students can describe how migration can benefit or impoverish countries or origin, particularly majority world countries.

Students can explain why migration is a contentious issue and why people have different views about it. They are able to explain how it may be misrepresented by the media and exploited by political parties. They can describe some the consequences of this.

REFLECTION TOOL

MIGRATION INTO EUROPE COULD HELP TO COMBAT THE PROBLEMS OF AN AGEING POPULATION.

- agree disagree mostly agree mostly disagree

DOES MIGRATION BRING CHALLENGES TO HOST COUNTRIES?

Yes, for example _____

No, because _____

DOES MIGRATION BRING BENEFITS TO HOST COUNTRIES?

Yes, for example _____

No, because _____

WHAT IS THE ROLE OF THE MEDIA IN PORTRAYING MIGRANTS IN YOUR COUNTRY?

CHALLENGES AND BENEFITS

Equally, for countries of origin, migration can bring challenges (e.g. loss of skilled workers) and benefits (e.g. remittances from emigrants).¹³ These remittances are about 3 times greater than official development aid (see footnote 4).

> 13. <https://www.worldbank.org/en/news/infographic/2018/04/24/migration-and-remittances-transit-migration>



Students can name some of the challenges and benefits of migration for countries of origin.

REFLECTION TOOL

DOES MIGRATION BRING CHALLENGES OR BENEFITS FOR THE COUNTRY OF ORIGIN?

Name some of them: _____

CULTURALLY - DIVERSE SOCIETIES

The process of migration is resulting in the creation of new culturally-diverse societies, raising questions about what diversity is and how to live in a diverse society. Migration raises questions about how we see 'ourselves' and 'the other'. Because migrants often face prejudice and discrimination, some countries have created Equality laws to prevent discrimination and protect people's rights. Governments also adopt strategies to enable the integration of migrant communities and promote community cohesion.¹⁴

> 14. https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication_action_plan_integration_third-country_nationals_en.pdf



Students understand that migration raises questions about how we see 'ourselves' and 'the other'. They know the name and purpose of relevant Equality legislation.

REFLECTION TOOL

GIVE AN EXAMPLE OF HOW PEOPLE IN YOUR COUNTRY WELCOME MIGRANTS.

GIVE AN EXAMPLE OF HOW MIGRANTS EXPERIENCE PREJUDICE IN YOUR COUNTRY.

DO GOVERNMENTS ADOPT STRATEGIES TO ENABLE THE INTEGRATION OF MIGRANT COMMUNITIES?

- some do
 usually not
 don't know what 'strategies' means
 don't know what 'integration' means

THE HUMAN TRAFFICKING INDUSTRY

Migration is a risky process. Migrants are susceptible to exploitation by traffickers who make money out of them. The well-being of migrants is not a key priority for many traffickers. This results in the deaths of many migrants. Per year, the human trafficking industry earns profits of \$150bn.¹⁵

> 15. https://www.ilo.org/wcmsp5/groups/public/-ed_norm/---declaration/documents/publication/wcms_243391.pdf



Students can describe what the trafficking business is and know of the dangers migrants face from traffickers and the services they provide.

REFLECTION TOOL

NAME 3 DANGERS THAT MIGRANTS CAN FACE WHILE MIGRATING ...

WHAT DO TRAFFICKERS DO?

PER YEAR, THE HUMAN TRAFFICKING INDUSTRY EARNS PROFITS OF:

- \$8bn
 \$99bn
 \$150bn

ATTEMPTS TO CONTROL MIGRATION

Countries attempt to control and reduce migration e.g. by building physical barriers, passing laws to restrict benefits, investing in poorer countries and helping to resolve conflicts.¹⁶

> 16. <https://www.dw.com/en/the-eu-turkey-refugee-agreement-a-review/a-43028295-0>; <https://www.worldbank.org/en/topic/competitiveness/publication/global-investment-competitiveness-report>;

On the other hand, richer countries encourage certain types of migration from poorer countries because they need skilled/unskilled workers (e.g. doctors and nurses or manual workers). Businesses also recruit skilled migrants to stay ahead of other competitors and maximise profits.¹⁷

> 17. <https://www.bbc.co.uk/news/business-21849308> (case studies)



Students can explain why governments try to control migration and name some of the strategies they use.

Students can explain why governments and businesses encourage certain types of migration to fill the skills gap and can name some examples (e.g. for National Health Services).

REFLECTION TOOL

HOW ARE COUNTRIES ATTEMPTING TO CONTROL MIGRATION?

DO COUNTRIES AND BUSINESSES ENCOURAGE MIGRATION? COUNTRIES AND BUSINESSES ENCOURAGE MIGRATION FOR ECONOMIC GROWTH:

- true
 false
 mostly true
 mostly false

WHAT IS THE SKILL GAP?



MIGRATION

GLOBAL SKILLS

HOW I ACT

GLOBAL SKILLS

WHICH STATEMENT IS CLOSEST TO WHAT YOU THINK?

- A I think global issues mainly affect countries far away
- B An issue, like climate change, affects things at a local, national and global level
- C Global issues are complicated and don't have much directly to do with me
- D Problems like poverty are caused by things that happen in one country rather than locally or internationally
- E I can explain how an issue like international migration is affected by what we do and by local and national decisions.

- A I don't think past events affect us much today
- B I can explain how past events influence things like having good health or education today
- C I can see how past events might have some effect today

- A Learning about similar issues in different subjects can be confusing
- B When I learn about a global issue in several subjects it helps me understand it better
- C There isn't much connection between what I learn about the world in different subjects
- D We often just repeat global stuff in different subjects

- A If I'm honest, it's pretty hard to see things from lots of different points of view
- B I don't like to hear the ideas of people I disagree with
- C I re-examine my own points of view, taking into account contradictory perspectives when I form my opinions
- D I listen to other people; but mostly I'm right
- E I can consider other people's views, and am open to these changing my own perspective

- A I think about how we can all make a better future and decide what I can do to help
- B I think it would be nice if the world was a fairer place
- C There's not much point in thinking about what we can do to change the world - it's too big and complicated
- D I sometimes think about what I can do to make a better future
- E I think about how individuals (like me) and groups can influence processes of change, consider the role of powerful institutions in this, and I act on it

HOW I ACT

SELF-ASSESSMENT ACTIVITY

SELF-ASSESSMENT QUESTION

I question and challenge assumptions and stereotypes (my own and others) about migrants/ how we consume /women & gender equality/ rich & poor

I think about and change the way I live (e.g. the things I buy, use, eat) so that people and the planet are not negatively affected by my choices

I participate in campaigns on migration/ climate change/ women & gender equality/ international inequality at school, or outside school.

I have developed a project from idea to action (by myself or wth others) on migration/ climate change/ women & gender equality/ international inequality

I actively try to inspire and engage others to learn about and take action on migration/ climate change/ women & gender equality/ international inequality