

# INTRODUCTION

[Print](#)



'Migration' means that groups of people are moving from one place to another. Modern man (*homo sapiens*) spread out over the Earth, starting in Africa, over 120,000 years ago. People still migrate now. Migration still refers to large groups of people, but individual people who move are also called migrants.

This series of lessons will show you different kinds of migration and different reasons why people migrate, either by choice or by force. We will also look at some examples of mass migration from the past and present and we will look at the effect of migration on different societies in the present.

## Students: the assignments:

1. [What is migration?](#)
2. [Inequality gap](#)
3. [Refugees and internally displaced people](#)
4. [Labour migration](#)
5. [Special groups](#)
6. [Large scale forced migration](#)
7. [Large scale voluntary migration](#)
8. [Effects of migration: integration?](#)
9. [Effects of migration: changes in society](#)
10. [Effects of migration: physical barriers](#)

Final assignment: [A fun campaign?!](#)

## Teachers

To get access to the teacher's guide, we ask teachers to register and sign in first. Every lesson comes with a teacher's guide with teaching tips, answers to the questions, and key objectives and attainment targets. The 10 teacher's guides are collected also by us in [an all-inclusive teacher's guide](#).

We ask you to help us improve the lesson series 'Migration'. We have developed a self assessment evaluation tool (SAT) that we will gladly send you by email. We also have a self assesment tool for students available.

Ideally, the lesson series looks like this

- \* [Registration](#)
- \* SAT for teachers prior to the lesson series
- \* SAT for students prior to the lesson series
- \* Your or the students choice from the 11 assignments of the teaching and learning unit
- \* SAT for students after the lesson series
- \* Finishing the SAT for teachers
- \* [Students action](#)

Send an email to [h.deridder@fm.ru.nl](mailto:h.deridder@fm.ru.nl) for the SATs or phone with +31 24 3615902.

# TEACHER'S GUIDE TEACHING AND LEARNING UNIT MIGRATION

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## Beforehand

Here you will find four series of ready-to-use digital lessons about current topics, which are available for free. Every series is made up of about ten parts, each of which contain enough material for two lessons. As a teacher, you are free to use these series as a whole or just pick out individual topics.

We ask you to help us improve the lesson series. We have developed a self assessment evaluation tool (SAT) that we will gladly send you by email. We also have a self assessment tool for students available.

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## Lesson series

The lesson series 'Climate change' is in line with the UN's Sustainable Development Goals.

The lesson series introduce the students to the following concepts:

- |   |                              |                            |
|---|------------------------------|----------------------------|
| * migrant                                 | * labour migration           | * recognised refugee       |
| * emigrant                                | * labour migrants            | * asylum migrant           |
| * immigrant                               | * guest worker               | * integration              |
| * remigrant                               | * (illegal) economic migrant | * a person integrating     |
| * transmigrant                            | * Turkey deal                | * integration contract     |
| * homo sapiens                            | * Libya deal                 | * compulsory integration   |
| * Neanderthals                            | * remittances                | * integration exam         |
| * foreigner                               | * invited refugees           | * permanent asylum permit  |
| * push and pull factors                   | * resettlement               | * assimilation             |
| * Gross National Product (GNP) per person | * EU Turkey deal             | * segregation              |
| * inequality between countries            | * expat                      | * integration              |
| * Big Mac Index                           | * foreign millionaire        | * new entrant              |
| * inequality within countries             | * forced migration           | * diversity                |
| * HDI (Human Development Index)           | * slavery                    | * migration background     |
| * knowledge migrant                       | * slave trade                | * multicultural society    |
| * brain drain                             | * triangular trade           | * Islamic Party            |
| * (civil) war                             | * voodoo                     | * racial profiling         |
| * oppression                              | * capoeira                   | * populism                 |
| * forced labour                           | * modern slavery             | * fake news                |
| * natural disaster                        | * abolitionism               | * Iron Curtain             |
| * climate change                          | * contract labour            | * Berlin Wall              |
| * internally displaced person             | * contract labourer          | * Trump's Wall             |
| * refugee                                 | * large-scale migration      | * European migrant crisis  |
| * climate displacement                    | * voluntary migration        | * barbed wire borders      |
| * climate refugee                         | * freemen                    | * Fort Europe              |
|   |                              | * disembarkation platforms |

We would also like to refer you to the [Glossary](#) with [didactic backgrounds](#) of the project 'Get Up And Goals!'.

The didactic goals of the TLUs are:

### a) Ability to grasp the interconnection between local, national and global levels

TLUs should address global issues from a planetary perspective and connect the latter to the local dimensions. The learning objectives should not be eurocentric or nationalistic in tone. This can be called also "capacity to grasp the transcalarity of the themes, "ie the study of phenomena, through the use of different geographical scales and related analyses that proceed from local to national, continental, global and vice versa and tend to highlight the interconnections that, although arising from a single phenomenon, linking different spaces.

(Understanding local immigration in transcalar terms, for example, means having to connect local events to continental and / or global scale, vice versa the great global phenomena such as climate change have continental, national, local effects, each attributable to the overall phenomenon and each one at the same time with its own specificity).

### b) Skills to grasp present realities in relation to the present

Even when dealing with a theme related to the historical past, the TLUs will highlight the connection between the past and present realities.

### c) Capacity to grasp interdisciplinarity of the themes

It is not always easy to grasp interdisciplinarity in school systems that are organized through division into disciplines (or "subjects"),. Nevertheless is important that students are aware of each theme as a whole. This whole is divided into different subject to facilitate the analysis, but must also be reconnected to a final synthesis grasping all the interdependences.

### d) The ability to Think Critically and capacity for self-reflection

TLUs encourage learners to examine resources, images and messages from various critical positions, including paradoxical ones and strive to extend student's critique to self-reflection on our thoughts, feelings and responses to a certain resource or issue at hand.

(Connected with the critical thinking):

### e) Capacity of decentralization- (or capacity to take into consideration a plurality of points of view)

It means to take an integrated, complex look, knowing that there are so many ways to relate to the existing and that your approach is only one of the many possible visions. In this way it becomes possible to simultaneously evoke the different positions and situations in play. *Example:* to study migration from the point of view of people from the South.

*Purpose:* deepen the look to account for multiple situations so as to empathize with each other to overcome sterile dichotomies and promote a sharing of meanings.

### f) Capacity of reflection on the role of individuals and groups in building peaceful, fair and sustainable futures

While personal commitment to engage with global issues is the first necessary step, TLUs also aim to explore possibilities on how individuals and groups can combine their strength to better influence capability of change and to discuss the role of institutions and their positions of power.

*Example:* pose a problematic situation in which knowledge is put into play to resolve critical issues such as when new laws need to be designed to overcome gender inequality or to grant citizenship rights to immigrants.

*Purpose:* to promote a knowledge of responsibility for which those who know can not but act to overcome inequalities or situations of violation of human rights.

## Answers to student assignments

### What is migration?

#### Step 1

1) People who emigrate for economic reasons leave because they hope other countries will give them better chances of finding work or a more well-paid job.

People who emigrate for political reasons leave because they disagree with the political situation in their country. These can be very diverse reasons. For example, they may be discriminated against in their own country, or they might be worried about the religious situation in their country.

People who emigrate for personal reasons leave because they have found a partner abroad or because they want to start a new life. These people could also be moving because of the weather (like pensioners who move to warmer countries) or to live somewhere more peaceful in nature.

2) If you migrate for a job, you often need to start building up your career from the ground again. These emigrants often do not make as much money as they did at their former jobs.

3) Many people came to the Netherlands after their colonies became independent (and they preferred the richer Netherlands); looking for work; danger of war or oppression.

4) Poland became a member of the European Union in 2004. Since then, Polish people can freely move to the Netherlands, while they could not do this before.

5) Emigrants who move to another country and then come back to the Netherlands. They come in from all over the world and it is therefore very difficult to find and collect all the different numbers.

6) When immigrants come into the Netherlands and then leave again, Statistics Netherlands keeps track of that.

7) They might simply be migrants, but they are mainly refugees.

8) That is correct. For example, you may be a Dutch person moving to Germany. From the point of view of the Netherlands, you are an emigrant, but you are an immigrant in Germany. From that perspective, every emigrant is also an immigrant.

#### Step 2

9) Migration came from Africa (200,000 years ago), went through what is now the Middle East (100,000 years ago), then passed through what is now India and its neighbouring countries (70,000 years ago), on through Australia (50,000 years ago) and then to what is now Indonesia and Melanesia (30,000 years ago).

10) The last migrant stream occurred in what is now Polynesia (1500 years ago).

#### Step 3

11) 98%

12) Trade, knowledge, skills, and money. Every Eastern European labourer who finds a job in the Netherlands adds 1800 euros to the country's treasury.

#### Step 4

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### Inequality gap

This lesson made use of several statistics. We have listed their sources below.

GDP: [https://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_GDP\\_\(PPP\)\\_per\\_capita](https://en.wikipedia.org/wiki/List_of_countries_by_GDP_(PPP)_per_capita)

Big Mac Index: <https://www.statista.com/statistics/274326/big-mac-index-global-prices-for-a-big-mac/> and <https://wageindicator.org/salary/minimum-wage/minutes-of-minimum-wage-work-to-buy-a-big-mac>

Human Development Index and its components: <http://hdr.undp.org/en/composite/HDI>

HDI of the Netherlands: <http://hdr.undp.org/en/countries/profiles/NLD>

HDI of Nigeria: <http://hdr.undp.org/en/countries/profiles/NGA>

Universal Basic Public Education and Key statistics in Nigeria: <https://www.proshareng.com/news/Nigeria-Economy/NBS-Universal-Basic-Public-Education-and-Key-statistics-in-Nigeria-NBS-Universal-Basic-Public-Education-and-Key-statistics-in-Nigeria-30102>

Education in Nigeria: <https://wenr.wes.org/2017/03/education-in-nigeria>

Education by numbers (Dutch): <https://www.onderwijsin cijfers.nl/>

Foundation for Literacy (Dutch): <https://www.lezenenschrijven.nl/over-laaggeletterdheid/veelgestelde-vragen/>

Some of the numbers had to be calculated from the available data. For example, 44% of the Nigerian population is under 15, which means 56% is older.

According to the Nigerian ministry of education, 60% of those older than 15 can read and write, while the remaining 40% is illiterate. These numbers allow us to calculate the literacy rate in Nigeria:

$186,000,000 \text{ citizens of Nigeria (2017)} \times 0.56 \text{ people of 15 or older} \times 0.4 \text{ are illiterate} = 42 \text{ million people who are illiterate.}$

#### Step 1

1) Industrialised and higher-income countries are at the top of the list. You could also call this the rich West. Lower-income countries are lower on the list.

#### Step 2

2) Corruption. Much of the money that is meant for the improvement of healthcare and education actually goes into the pockets of corrupt politicians.



### Step 3

3) Various causes add up. People get ill, there are not enough doctors or hospital beds, lack of vaccinations, etc. This is linked to poverty.  
4) Highly-educated people in Nigeria can make more money abroad than in their own country. After getting their education in Nigeria, these people go to other countries.

### Step 4

5) The situation is not closely monitored and the facilities are not very good. Most importantly, poverty means that many children have to work (child labour).  
6) 100% of Dutch children go to school. The difference comes from the fact that slightly more boys than girls are born. There were 713,000 primary school-aged boys in the Netherlands and 700,000 girls.  
7) The difference in Nigeria could also be partially caused by how many boys are born, but the difference is too big for that to be the only cause. Apparently, girls are more often kept at home than boys.  
8) The text says that primary school education is free, but it does not say the same about secondary school education. Indeed, many children in Nigeria do not go to secondary school because it is not free and their parents cannot afford it.

### Step 5

More wealthy countries like the United States and Great-Britain often campaign to attract people from lower-income countries to move away and work there, which means brain drain for those lower-income places. Discouraging these countries from doing so could help reduce the brain drain.

See also: <http://www.eiu.com/industry/article/1365863120/preventing-the-brain-drain/2017-09-06> → "To prevent trainees from moving abroad, many developing countries now impose mandatory service period like that being implemented in the Philippines. Thailand, for example, has a system whereby public medical school graduates are required to work in the country for at least three years, with an added incentive of US\$250 per month for those who do not practice privately. Vietnam and Mongolia all have mandatory rural service as a prerequisite for a post-graduate medical degree, while India is discussing a similar idea. China has placed restrictions on recruitment of doctors by the burgeoning private sector, as it tries to restrict internal brain drain."

A number of different lower-income countries want to make it mandatory for people studying to be doctors (or teachers) to stay in their own country for a few years after graduation. This could be done in the form of a fine (the money from which could be used to attract new students). A more extreme measure would be to deny people a passport, which is not usually an alternative under consideration.

Your pupils could also think about campaigns to raise awareness.

## Refugees and internally displaced people

### Beforehand

The source for the number of 258 million migrants is the United Nations. The source for the number of internally displaced people (40 million) and refugees (28.5) is the UNHCR. To make things easier, we combined the number of (international) refugees (25.4 million) and asylum seekers (3.1 million). The similarities and differences between the two are explained in the lessons about [refugees and asylum seekers](#). If we subtract the number of refugees from the number of migrants, we reach the number of labour migrants and their families (189.5 million).

### Step 1

1) Lack of water, food, and security

### Step 2

2) A definition of 'forced labour' is heavy labour that people have to do against their will under threat of punishment. The people under conscription in Eritrea have to do hard work. They do this against their will. They do it under threat of punishment. These three elements mean it is forced labour.

### Step 3

3) Most people who have to migrate want to return home after the natural disaster. Unlike situations like war or oppression, this is a reason for migration that governments can actively try to fix quickly. On top of that, people who migrate due to natural disasters are not officially allowed into Europe as refugees.

### Step 4

4) Race, religion, nationality, social group, and political beliefs are reasons to be officially seen as a refugee. Climate (change) is not one of those reasons. Still, climate change is seen as a threat multiplier: it causes vulnerable countries to have even more problems. The examples from the video are: bread in Egypt becomes unaffordable, drought threatens the livelihood of a million Syrian farmers and causes overpopulation and social unrest when those farmers moved to the city, people are forced to move to Europe when the Sahel becomes even dryer.

Former president Obama said it clearly: more migration, more refugees, more scarcity, more conflicts.

### Step 5

5) –

## Labour migration

### Step 1

1) The word 'guest' came from the time when we still thought these labour migrants would stay for a while and then go back home. Now we know that labour migrants often stay permanently.  
2) Foreigner, foreign national, naturalised citizen, non-native, among other words. Sometimes labour migrants are wrongly called refugees or even economic refugees.  
3) The choice is based on what 'type' of person they are judged to be, but this is not often said out loud. The selection is made in a split second. It is based more on a feeling and a first impression than on serious criteria.  
4) The image changed because guest workers stayed instead of going back. Later on, their children caused additional issues.

### Step 2

5) This is often caused by a mix of various reasons: They had children who developed roots in the Netherlands; they did not see many financial possibilities in their home country; they were not able to save enough money to go back home; they had access to more benefits here (like good healthcare) compared to their country of origin.

### Step 3

6) About 400,000 (CBS). This is lower than the number of people who migrated (about 3.8 million). The difference is: how long until you stop

calling someone a (labour) migrant? Someone who got a Dutch passport, and especially someone who was born in the Netherlands, is no longer considered a (labour) migrant.

7) Many labour migrants have to share houses or live in places where most Dutch-born people would not, like holiday parks. They are taken advantage of by slumlords and have very long commutes.

8) This means many businesses cannot find Dutch-born people to fill their positions (as was the case for guest workers 50 years ago).

9) You can conclude that Eastern European labour migrants are not paid well, or at least less than average.

#### Step 4

10) In the Turkey deal, people are stopped in Europe and sent back to Turkey (if they do not have a right to protection) and (theoretically) redistributed across Europe if they do have a right to asylum.

In the Libya deal, migrants are stopped before they reach Europe. These migrants also lack the ability to ask for asylum, even if they are fleeing war. These migrants will not find a place in a European country.

11) People fleeing their countries from war and prosecution are not getting a chance to ask for asylum, which the EU should allow them according to the refugee treaty.

#### Step 5

12) The money sent by the migrants (the pull factor of increased wealth) pays for education, medical care, rent, new housing, and transport. The Senegal government cannot take care of this (pull factor: lack of resources) since it lacks the funds (push factor: poverty).

13) If you are unemployed in Europe, the government will help you. The same cannot be said for economic migrants from Senegal. There is no legal way for people outside the EU to come work in Europe and illegal immigrants cannot apply for government benefits.

The families of labour migrants have the idea that those migrants have plenty of money, but this is only partially true. They only hear about the successes, not the failures.

14) Setting up a fund of 500 million euros to help young African people to find a job in their own countries.

15) An illegal migrant cannot transfer money through a bank. Western Union makes it possible for these people to send cash.

16) Euros are worthless in Senegal. This money still needs to be exchanged for local currency and the price of exchange can be high.

#### Step 6

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### Special groups

#### Step 1

1) Benefit: This is an advantage for a small group of Syrian refugees who are given shelter in Turkey and invited by the Dutch government through the UNHCR.

Worse off: This is a disadvantage for all refugees who did not come from Syria. Before 2016, refugees were invited from all over the world, but now invited refugees only come from Syria.

2) Her family and she have noticed that fleeing to another country might not be enough to be safe and have rights (like the right to education). They only got these things in the Netherlands.

3) The answers depend on the pupils. The current number (1% of all refugees) is only a drop in the ocean compared to how many refugees could qualify for resettlement (8%).

#### Step 2

4) An expat still feels connected to their country of origin and is planning to go back after a while. An immigrant intends to stay much longer, perhaps even forever.

5) An expat becomes an immigrant when they decide not to go back to their country of origin, but to stay in their new country. This could be for all kinds of reasons: Love, feeling more at home in their new country, a new job, etc.

6) Their friends and family often still live in the Netherlands, they want to keep being able to speak Dutch well, and they still feel connected to the Netherlands and to Dutch norms and values. If they go to Dutch international schools, it will be easier to reintegrate into Dutch schools and universities when the family goes back.

7) Every society – including the Netherlands – changes, even while its inhabitants are living abroad. They are not there to see those changes, which could make them feel that the Netherlands is no longer 'their' country.

#### Step 3

8) Based on the pupils' opinions.

#### Step 4

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### Large scale forced migration

#### Step 1

1) One: The colonial slave trade happened on a massive scale: this was a much larger scale than before.

Two: Slaves in colonial times were separated from their countries of origin forever, taken to another continent far away, never to return.

Forced migration occurred over much smaller distances in the ancient empires.

Three: Colonial slave trade was about economic profit and turned into an industry, while this was much less of a motive before.

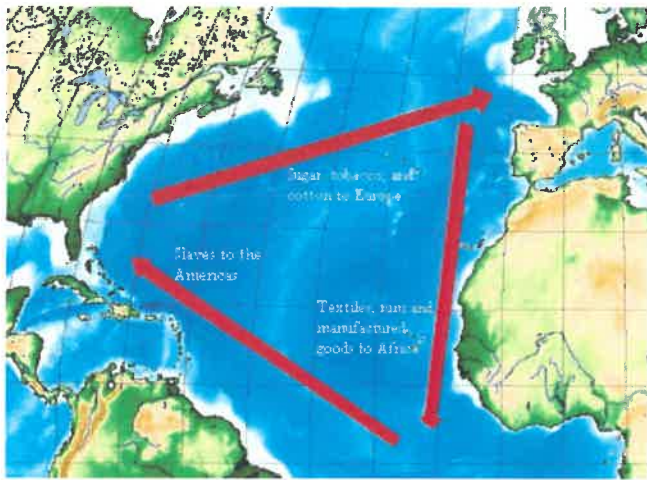
Four: Slaves were seen as property in colonial times and they were dehumanised. In the eyes of the white slave masters, an African slave could never reach the same social status, due to the colour of their skin.

#### Step 2

2) Route 1: From Europe to Africa: Ships were loaded with firearms, iron, textile, beads, and gunpowder. European companies (in the Netherlands, we had the East India Company) sold or traded their cargo with African and Arabian traders.

Route 2: From Africa to America: The 'cargo' was slaves, stolen by African and Arabian traders for European companies, who took them to America and sold them at auctions to anyone who could afford them, which was usually plantation owners.

Route 3: From America to Europe: the cargo was farmed produce that was sold to European companies by plantation owners.



The triangular trade meant that companies could trade and make money three times on one trip, without having to sail from America to Africa with empty ships.

#### Step 3

3) One: Most of the slaves who were taken to America had to work on plantations or in production. Olaudah, on the other hand, was a slave who served in the British Navy who later worked on trade ships too.

Two: Olaudah learned to read and write during his time on trade ships. This was very unusual for a slave in those times.

Three: He also created an opportunity to make some money on the side. This made it possible for him to buy his freedom, which was impossible for most slaves. He became an activist for the abolishment of slavery in England.

#### Step 4

4) - Voodoo rituals offer spiritual solutions to everyday problems and help people get over their fear of death. In a world of back-breaking labour, violence, and insecurity, this is something that slaves needed.

- Voodoo stories also reminded enslaved Africans and their children of the country that they or their ancestors grew up in freedom. Voodoo is still practiced in Haiti and other places all over the world, even after slavery was abolished. It is still used as a relief for everyday problems like poverty, fights, or illness.

- Capoeira creates a strong sense of community and helped (former) slaves to become strong enough to stand up to plantation owners and bounty hunters that wanted to capture escaped slaves.

- Capoeira gave enslaved Africans a way to keep practicing the music and dances from their countries. It is now an important part of Brazilian culture: Capoeira honours the memory of slaves throughout the history of Brazil and the African roots of many Brazilian people. It unites people and their memories of the pain and pride that their ancestors must have felt.

5) One (from the text): Slave owners did not want their slaves to be able to fight their owners.

Two (not from the text): Slaves were property and their owners had to take care of their property. If a slave got badly hurt, he was less valuable, and could not work for you for a time.

#### Step 5

6) Similarities: Just like slaves, the labour migrants of Qatar are not free to go where they want. They are exploited and have to work long hours. They are housed in small homes and face bad working conditions.

Differences: The labour migrants came from Qatar voluntarily (though they were often misled) and not forced like in colonial times. Though the pay is poor, they still get paid.

#### 7) Government:

- Governments can spend more money on safe working conditions, in their own countries as well as the countries where they import a lot of products (like clothing, raw materials for electronics, and food).

- Governments can improve their migration policy to prevent people from getting into unsafe situations or face human trafficking.

- Improve international cooperation to help reduce and prevent poverty and conflict in the world.

#### Civilians:

- Civilians can demand that their governments do more to prevent slavery and forced labour.

- Consumers can pay more attention to the origins of the products they buy and how they were produced (like getting informed about different brands and buying Fair Trade).

- Civilians can work for foundations and organisations that fight for human rights (like Amnesty International, who are campaigning to help Qatar).

#### Step 6

You could also ask your students to not just write down their arguments, but also turn them into a speech.

### Large scale voluntary migration

This lesson is mostly based on two particular sources:

\* *Immigratie in Suriname, Suralco Magazine, October 1996*

\* *Het Dagboek van Munshi Rahman Khan, red. Sandew Hira, Amrit/NSHI, 2003, ISBN 90 74897 42 8*

#### Step 1

1) Slavery is involuntary migration, contract labour is voluntary migration. Slaves were not paid for their work, contract labourers are. Contract labourers have a contract with the plantation owners, with (minimal) agreed-upon commitments, while plantation owners who owned slaves were not bound to any contractual obligations.

2) Slaves and contract labourers both had to work just as long and as hard. Slaves and contract labourers both did not have a say in which factory or plantation they worked at. Slaves and labourers both were not allowed to leave the plantation without permission. Slaves and labourers were both put in the same houses. The women of both groups were frequently harassed by their bosses.

## Step 2

3) Push factors: Unemployment, poverty, hunger, natural disasters

Pull factors: Possibilities of employment, more wealth, better access to food

4) The last number on the list is 1939, which is the year World War 2 started. Large-scale migration became too unsafe and stopped.

## Step 3

5) Nowadays, police officers would not simply arrest dozens of bystanders. Soldiers would not be ordered (and carry out an order) to shoot at a group of unarmed civilians these days. Modern judges could still punish people with jail time, but not forced labour.

## Step 4

6) Many plantation owners thought contract labourers were lazy. This law allowed the bosses to prevent that contract labourers started working slower and stimulate them to do the tasks they were told to do.

## Effects of migration: integration?

### Step 1: Answer to the question:

For instance, the (asylum) migrant is obliged to learn the language, to follow an integration course and to speak Dutch at home with all his relatives.

The Dutch government is obliged to offer good housing, support in finding a job, agree that a part of the government jobs will be reserved for (asylum) migrants, as well as give financial compensation for passing the civic integration exam.

### Step 2: Answers to the questions:

2) –

3a) Depends on the pupil's opinion.

3b1) First verse of the Wilhelmus:

*William of Nassau am I,  
Of German blood  
Loyal to the fatherland  
I will remain until I die.  
A prince of Orange  
am I, free and fearless.  
The king of Spain  
I have always honoured.*

3b2) Depends on the pupil's opinion.

4) People who are low literate, or who are illiterate and people who are digitally illiterate.

### Step 3: Answers to the questions:

5) When pupils find it hard to find the solutions by themselves, you can help them by pointing out the key words in assignment 6.

6) Depends on the pupil's opinion.

7) What is often mentioned, is the habit that guests are always welcome to stay for dinner, also when they arrive unexpectedly.

8) –

9) In the culinary field, the autochthonous Dutch population has taken over quite a lot: pizza, spaghetti, rice, sambal, bean sprouts. Dutch people often go to 'foreign' restaurants (particularly Chinese restaurants, but also Italian, Indonesian and other ones). Our language also contains a lot of words that we have taken over from migrants, such as 'patjakker' (bastard) of the Indonesian Dutch, and bobo (big shot) from Sranantongo (later mistakenly seen as the abbreviation of 'bondsbons', meaning big deal). In various cities with large migrant populations a mixed language has arisen, especially amongst young people. This language mingles words of ethnic minorities with Dutch and English words. In Amsterdam people use a lot of Moroccan words. Other examples are clothes, culture (music, dance and literature) and religion (the Islam, Buddhism). A lot can't be traced back all (the tv seems to be a big influence). This might be due to the fact that it has been integrated so well, that we no longer see it as foreign or it can mean that integration has mostly taken place one way.

10a) –

10b) Some of the habits of people who live in the countryside of Groningen will be different than the habits of people who live in the centre of Amsterdam. So it does make a difference where you live in the Netherlands.

### Step 4: Answers to the questions:

11) At home they often live according to the values and standards of their country of origin, and they often speak the language of this country. Outside of their home (school, work, recreation) the values and standards of the Dutch society apply and many (asylum) migrants have to speak Dutch.

12) Many migrants like living close to each other; they are looking for the familiar (shops with products that they used to know, for instance); it makes it easier for them to live according to their own values and standards then.

Cause: choice of migrants themselves.

- Migrants usually belong to the group of people that doesn't earn so much. They often have to live in houses in certain poorer city districts.

Cause: migrants are forced by external circumstances.

- In typical 'white' areas, migrants are not very welcome. The establishment of a reception centre always leads to protests.

Cause: discrimination by the autochthonous.

13) Advantages: the familiar, the pleasant atmosphere, people support each other.

Disadvantages: integration is not getting any easier that way.

14) With unpopular measures such as quotas in the assignment of houses; to stimulate understanding between the different population groups.

### Step 5: Answers to the questions:

15) There are no criteria that you can use to assess if people are well integrated or not. It is different for every human being.

16) Depends on the pupil's opinion.

17) Paying attention to the differences between people can lead to bullying, discrimination and even conflicts between (groups) of people.

18) Depends on the pupil's opinion.

### Step 6: Role play

Spend about 20 minutes doing the role play. It is best if you are the chairman or chairwoman. Ask three to six volunteers (one or two pupils who are trying to put assimilation, segregation or diversity into words, and who are trying to represent these concepts in their behaviour). The

pupils are not allowed to use these concepts literally. The other pupils are the current autochthonous inhabitants of the district. What do they think of the new entrants? What is their opinion of them?

To conclude the role play you will discuss how well the pupils have succeeded in representing the three concepts.

### **Effects of migration: changes in society**

#### **Step 1**

- 1) Prohibition of discrimination, freedom of expression, and freedom of religion.
- 2) Based on opinions.

#### **Step 2**

- 3) Examples of possible arguments against and in favour:

In favour: Filling out such a form makes police officers more aware of why they stop people and could prevent stereotyping and prejudice in this way.

Against: It increases the amount of paperwork that has to be processed.

#### **Step 3**

- 4) The phrase 'ordinary people' is meant to refer to ordinary, hardworking people. The names 'Henk and Ingrid' are meant to refer to 'the common people'. The autochthonous names create a feeling of patriotism and aversion against strangers and migrants.

#### **Step 4**

- 5) 1. FAKE; 2. REAL; 3. REAL; 4. FAKE; 5. FAKE; 6. REAL

6) Sensationalism: people are more interested in reading something exciting than the boring truth. Fake news draws more visitors to your website or social media page. If you get a lot of likes or views, you can make money.

There is also fake news that is explicitly meant to scam people out of their money, like the message "Lidl gives away €250 in coupons".

Another category is political messages. The people who make these want to make their opponents look bad. Data shows that political rumours are especially likely to make a message go viral, even more so than urban myths.

#### **Step 5**

-

### **Effects of migration: physical barriers**

#### **Step 1**

- 1) A positive effect on East Berlin: everyone has a job

A positive effect on West Berlin: freedom, the right to protest

A negative effect on East Berlin: no freedom of expression

A negative effect on West Berlin: lack of jobs and housing, discrimination against Turkish workers.

#### **Step 2**

- 2) Making sure that migrants do not feel they need to migrate to America, for example by starting development cooperation to strengthen economic development in the countries of origin.

#### **Step 3**

- 3) Orban assumes all migrants are not Christian.

4) Summary judgement means asylum seekers do not get a fair shot, since their individual reasons to migrate are ignored. Fact-checking their stories often takes a lot more time than summary judgement allows for.

#### **Step 4**

5) A fort is made with the goal of keeping out intruders with physical barriers like towers, walls, and a moat. Fort Europe largely has the same goal and uses some similar barriers (like walls and barbed wire).

6) Some of the borders are blocked by physical objects like walls and barbed wire, while some are not, like the ones that can be reached over sea.

7) There is no physical wall on the border between the UK and Ireland, but Brexit would turn the UK into an area on the outer border. How can you protect the border of the EU if you do not want to put a wall around these countries?

#### **Step 5**

Divide the class into pairs. One person interviews the other. You could also make the pairs switch roles after one interview.

### **Core objectives and attainment targets**

Core objectives: 37, 40, 41

#### **Key terms**

#### **Geography**

#### **VWO**

##### **Domain A: Skills**

1. The candidate is able to correctly apply geographical skills. This means here:

- a. Select, process, and reproduce geographical information;
- b. Recognise and formulate geographical questions;
- c. Apply geographic methods to formulate and answer geographical questions.

##### **Domain B: World**

3b. Global patterns of the spread of demographic phenomena.

\*

\* Economical: GDP/GNP, income (per capita)

\* Drawing relationships between the degree of development and other relevant indicators of development.

4a3. Global migration patterns.

\* Push and pull factors

5c. The natural and landscape characteristics of a currently unspecified macro-region in relation to the societies living in these macro-regions.

\* Natural disaster

\* Environmental disaster



## Havo

### Domain A: Skills

1. The candidate is able to correctly apply geographical skills. This means here:
- Select, process, and reproduce geographical information;
  - Recognise and formulate geographical questions;
  - Apply geographic methods to formulate and answer geographical questions.

### Domain B: World

4a3. Global migration patterns.

\* Push and pull factors

7b2. Changes in landscape zones caused by human activity

\* desertification

## History

### VWO

4.3 Historical context: Cold War 1945 – 1991

4.4 Historical context: Enlightenment ideals and democratic revolutions 1650 – 1848.

Time period 7 has the following characteristics:

29. Expansion of European rule, especially in the form of plantation colonies, connected to the transatlantic slave trade and the rise of abolitionism.

Time period 10:

The time of television and computers (from 1950 onwards) / second half of the 20th century.

49. The development of pluriform and multicultural societies.

## Havo

4.3 Historical context: Cold War 1945 – 1991

### Domain B: Orientation knowledge

Time period 7 has the following characteristics:

29. Expansion of European rule, especially in the form of plantation colonies, connected to the transatlantic slave trade and the rise of abolitionism.

Time period 10:

The time of television and computers (from 1950 onwards) / second half of the 20th century.

49. The development of pluriform and multicultural societies.

# WHAT IS MIGRATION?

[Print](#)

Almost everyone has moved to a different street, town, city, or area at some point in their lives. Without realising it, you were a migrant in your own country.



That is very interesting, but this lesson will limit itself to international migrants: people who go live in another country. When we talk about migrants in these lessons, we mean international migrants. These migrants can also be divided into different categories.



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals, especially 10 and 17.*

By the end of this lesson, you will:

- Know what kinds of migrants there are
- Know that the Netherlands has more immigrants than emigrants
- Know the Out of Africa theory and are able to give a brief description of it
- Know that modern man, homo sapiens, also has DNA from types of archaic humans like Neanderthals
- Be able to name some famous Dutch people with migrant histories
- Be able to list some advantages of accepting migrants for the Netherlands

By the end of this assignment, you will know the meaning of the following terms:

- \* migrant
- \* emigrant
- \* immigrant
- \* remigrant
- \* transmigrant
- \* homo sapiens
- \* Neanderthals
- \* foreigner

### Final product

The final product for this lesson is to **write a tweet** about migration in your personal or distant family history. With this final assignment, you will show you have reached the learning goals.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Is your tweet clear and convincing?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

### Group size

You will work by yourself for this lesson.

### Time

This lesson will take two hours.



## STEP 1: TYPES OF MIGRATION

[Print](#)

There are different kinds of migrants: emigrants, immigrants, remigrants, and transmigrants. Confused? We will explain:

### Emigrants

If you look at migration from the point of view of someone from the Netherlands, emigrants are people who moved from the Netherlands to another country. There were 151,000 Dutch emigrants in 2017.

Right after the Second World War, one in three Dutch people considered emigrating. They were afraid that there would not be enough jobs and farmland after the war. On top of that, a lot of people just wanted to get away from the bad memories.

In the late forties, a big campaign was started in the Netherlands to tell Dutch people about the benefits of emigration. There were even agreements with countries overseas (America, Canada, Australia, New Zealand, and South Africa). These countries could really use more labourers. The Dutch government often subsidised this migration and the people leaving were given courses to prepare them for their new lives. This stimulation and support really boosted emigration.



*Translation of the title: Emigration in the past and the present: How is it to settle in a foreign country?*

*Please note: the film is in Dutch; [click here](#) for a transcription in English.*

These days, emigrants are on their own. The most popular places to which Dutch people emigrate have changed completely from those post-war years. Statistics Netherlands tells us Poland is the most popular destination, followed by Germany, Turkey, China, and Great-Britain.

### Questions

1) There are different reasons why people emigrate. You can divide emigrants into three groups:

- \* Emigration for economic reasons
- \* Emigration for political reasons
- \* Emigration for personal reasons

Provide an example for every group.

2) Emigrants are much more negative about the Netherlands than Dutch people who stay in their country, except for one topic: income. Can you explain why many emigrants do not make as much money as the average Dutch person?

### Immigrants

Every year, thousands of 'foreigners' come to the Netherlands. Most of them are tourists, people who take a vacation in the Netherlands for a short time. There are also thousands of foreign people who want to live and work here, and intend to stay forever. They are called immigrants: people who come to the Netherlands from another country. There were 233,000 immigrants in 2017.

There are a lot of different reasons for these immigrants to come to the Netherlands. This SchoolTV video lists a few of them:





Translation of the title: *Immigration in the past and the present: Newcomers alongside autochthonous people*  
 Please note: the film is in Dutch; [click here](#) for a transcription in English.

#### Questions

- 3) Take a(nother) look at the video. What reasons are mentioned for people to move to the Netherlands?
- 4) At the end of the 20th century, Poland was not in the top 10 of immigrant countries, but these days it is. Why could that be?

#### Remigrants

Remigration occurs when people who have lived in another country for some time return to their country of origin. People return to the Netherlands for all kinds of reasons, but they can be roughly divided into two groups:

- \* People who remigrate for positive reasons
- \* People who remigrate for negative reasons

**Positive reasons:** One example of a positive reason is when people have made enough money to be able to come back with the money they saved. Another, less common reason, occurs when people left for political reasons, but then the political situation improved.

**Negative reasons:** Emigration might not work out the way the emigrant had planned. Their job was not what they were hoping for or they became unemployed. They were disappointed in the mentality of their new neighbours. Their romantic relationship did not work out. Or people got very homesick. This group of remigrants is the biggest by far.

#### Questions

- 5) There is one type of migrant about which we barely have any remigration data. Which type is this? And why?
- 6) About which type of remigrant do we have a lot of information? Which group within that type?

#### Transmigrants

Transmigrants are people who temporarily live in another country, on their way to a different country. The most well-known group of migrants are African people who leave their country, work in Libya for a while, cross the Mediterranean Sea, stay in France for some time, and then (want to) move to Great-Britain (from Calais).



#### Questions

- 7) What are these transmigrants usually called in the media?
- 8) Every migrant is also an immigrant. Is that statement correct? Explain.



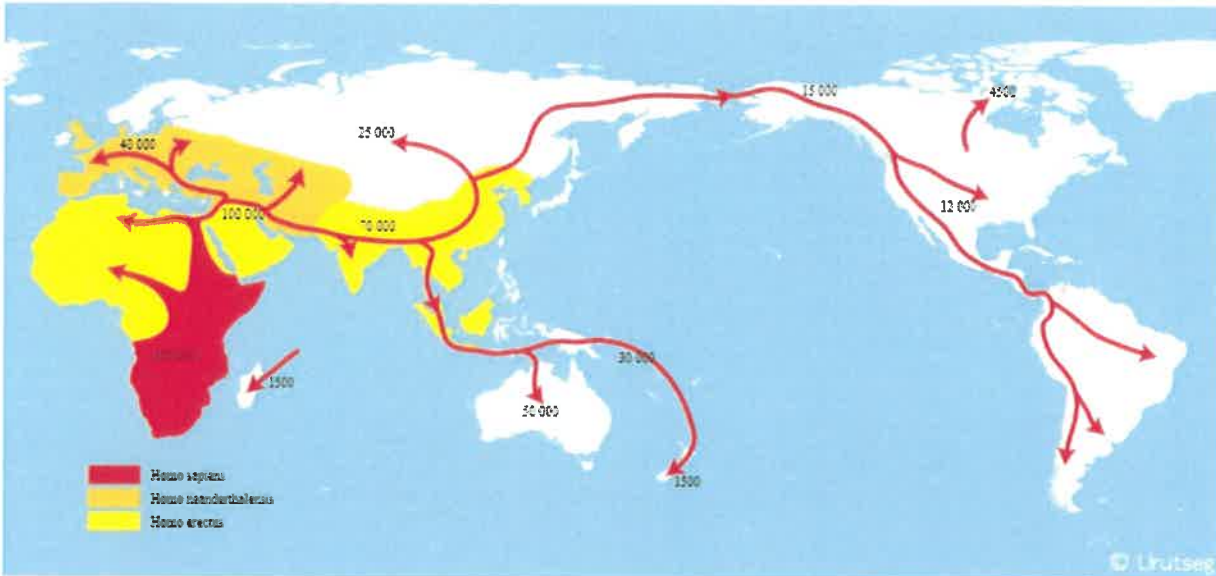
## STEP 2: OUT OF AFRICA THEORY

[Print](#)

If we look back in time far enough, we all came from Africa! The current modern human beings are *homo sapiens*, the only kind of human that still exists. *Homo sapiens* originated in Africa about 200,000 years ago. Before and during their genesis, there were other types of people that have since gone extinct. The most well-known extinct type of person is the Neanderthal (*homo neanderthalensis*).

*Homo sapiens* used to live only in Africa. Neanderthals could be found in Europe, the Middle East, and Central Asia. About 120,000 years ago, people started migrating, and modern humans started spreading across the continents.

The origin and spread of *homo sapiens* from Africa is called the Out of Africa Theory. This theory is supported by all kinds of archaeological findings.



*Homo sapiens* drove out the Neanderthals and other kinds of people. They no longer exist as a species, but Neanderthals are not gone completely. Not that you would run into a Neanderthal on the bus, but the different species did procreate together. Every modern human who was born in Europe, which might include you, has about 2 to 3% Neanderthal DNA.

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### Questions

- 9) Look at the first streams of *homo sapiens* migration. Which was the first trip and what was the route?
- 10) Where was the last stream of migration around the genesis of modern man and how long was it?



## STEP 3: FOREIGN BLOOD

[Print](#)

'Foreigners'? Those are the others. However, we know a great many Dutch people who have foreign blood. Just have a look at the list below of 25 well-known Dutch people who have foreign blood running through their veins.



Ali B © Miho

Ayaan Hirsi Ali © Steve Jurvetson

Georgina Verbaan © Roel Wijnants

Richard Krajicek © Andrew Campbell

Who?	Ancestors/him-/herself	Function or profession
Ali B(ouali)	Morocco	Rapper
Anne Frank	Germany	Writer-to-be
Anthony Fokker	Dutch Indies	Aerospace manufacturer
Anton Dreesmann	Germany	Businessman and founder of V&D
Ayaan Hirsi Ali	Somalia	Former member of the House of Representatives and author
Baruch Spinoza	Portugal	Philosopher
Bonifatius	England	Saint and founder of Christianity in the Netherlands
Boudewijn de Groot	Dutch Indies	Singer
Bram Moszkowicz	Germany	Former lawyer
Daniel Sahuleka	Dutch Indies	Singer
Euson (Julio Euson)	Aruba	Singer
Geert Wilders	Dutch Indies	Member of the House of Representatives
Georgina Verbaan	Dutch Indies	Actress
Giovanni van Bronckhorst	Dutch Indies	Trainer en former football player
Harry Mulisch	Austria-Hungary	Writer
Hella Haasse	Dutch Indies	Writer
Jörgen Raymann	Suriname	Comedian (aunt Es)
Marco Borsato	Italy	Singer
Mark Rutte	Dutch Indies	Prime Minister
Maxima Zorreguieta	Argentina	Queen
Multatuli	Dutch Indies	Writer of Max Havelaar
Oscar Harris	Suriname	Singer
Richard Krajicek	Tcheco Slovakia	Former tennis player
Rocky Tuhuteru	Dutch Indies	Television and radio presenter
Ruud Gullit	Suriname	Former football player

But chances are that you are not the genuine Dutch person that you may think you are either. Chances are that you have foreign blood running through your veins too and that one of your family members once migrated to the Netherlands. Does this statement shock you? Take a look at the animation below and then answer the questions.





Please note: the film is in Dutch; [click here](#) for a transcription in English.

#### Questions

11) What percentage of the Dutch people has foreign ancestors?

12) What advantages did the Netherlands gain through history, which we can still see today, when immigrants came to our country?





## STEP 4: (NOT) A 'REAL' DUTCH PERSON

[Print](#)

In [step 3](#), we wrote "chances are that you are not the genuine Dutch person that you may think you are either. Chances are that you have foreign blood running through your veins and that a family member once migrated to the Netherlands."

Ask your family (father, mother, grandpa, grandma, uncle, aunt) whether one of your relatives was an immigrant. This could be someone who is still alive right now or someone who once came to the Netherlands in the distant past. Try to find out the reason why they came to the Netherlands. Put this answer into a tweet (max. 280 characters) starting with "I'm proud to be a #migrant, because..."

If you cannot think of anyone, write a tweet about migration based on the Out of Africa theory. Also start this tweet with "I'm proud to be a #migrant, because..."



# INEQUALITY GAP

[Print](#)

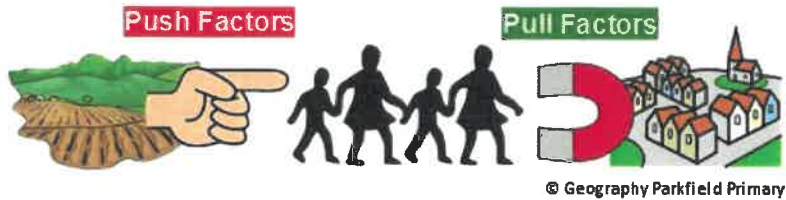
According to the United Nations, there are currently about 7.5 billion people in the world. In total, about 258 million (3-4%) of the population are (international) immigrants, people who were not born in the country where they live now. The reasons why people leave their country and move abroad can be divided into two categories:



Push factors and pull factors.

*Push factors* are reasons why people want to leave their area and go live somewhere else.

*Pull factors* are reasons why people want to go to another area and live there.



The following lessons about migration will take a closer look at different push and pull factors, starting with the *inequality gap* that causes many people to try to start a better life in richer countries.

Push Factors	Pull Factors
Unemployment	Potential for employment
Lack of safety	A safer atmosphere
Lack of services	Better service provision
Poverty	Greater wealth
Crop failure	Fertile land
Drought	Good food supplies
War, civil unrest	Political security
Hazards	Less risk of natural hazards
Isolation	Friends and family

## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals, especially goals 1, 2, 3, 4, 10 and 17.*

By the end of this lesson, you will:

- Know that people have different reasons to move abroad and be able to name some reasons
- Know there is great (income) inequality between and within countries
- Know how we measure this inequality
- Know how a lack of resources can contribute to the wish to migrate
- Know what the HDI index is and how it is measured
- Be able to explain why specifically highly-educated people leave lower-income countries in large numbers

By the end of this assignment, you will know the meaning of the following terms:

- \* Push and pull factors
- \* Gross National Product (GNP) per person
- \* Inequality between countries
- \* Big Mac Index
- \* Inequality within countries
- \* HDI (Human Development Index)
- \* Knowledge migrant
- \* Brain drain

### Final product

The final product for this lesson is to act like a member of an advice council and think of a way **to stop brain drain**. With this final assignment, you will show you have reached the learning goals.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Is your advice useful and adequate?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Does your text contain the knowledge you gained from steps 1 – 4 and are there not too many language mistakes?

### Group size

You will work by yourself for this lesson.

### Time

This lesson will take two hours.



## STEP 1: POVERTY – INEQUALITY BETWEEN COUNTRIES

[Print](#)

Some people choose to migrate to another country in the hope of building a better life there. Wealth and welfare are both important factors in this decision. In steps 1 and 2, we will look at wealth, meaning how much money people have. Steps 3 and 4 are about welfare; how happy people feel.

Wealth refers to the natural, human, and physical resources that a person has available to them. Wealthy also refers to how rich a person is. The opposite of wealthy is poor. But how do you measure how wealthy people are?

This is when we use the GNP: the Gross National Product (measured in dollars), which is the total monetary value of all the goods and services that a country produces in a year. When you divide the GNP by the number of people, you will know the average wealth of a person in that country. There are huge differences in wealth.



The richest people are those living in Qatar: \$124,927  
The Netherlands is in 13th place in the world: \$53,582  
Nigeria is in 129th place: \$5,927  
The poorest country is the Central African Republic: \$681



*This stoneworker from the Central African Republic earns less than the average income in his country*

We can compare every country in the world by calculating the gross domestic product (GDP) per capita. However, this is not an entirely fair comparison. Purchasing power is much more important: how much can you buy with your money? This is why we have the Big Mac Index; based on a product that is the same in every country.

The average price of a Big Mac in 2018 was as follows:

In Egypt: \$1,75  
In the Ukraine: \$1,91  
In India: \$2,51  
In the Netherlands: \$4,74  
In Switzerland: \$6,54

You can compare the price of a Big Mac in different countries, but more importantly: how long do you have to work to be able to afford one Big Mac (based on the minimum wage in that country)?

To be able to buy a Big Mac, you would have to work for ... minutes:

In Egypt: 236 minutes  
In the Ukraine: 135 minutes  
In India: 422 minutes  
In the Netherlands: 33 minutes  
In Switzerland: 21 minutes



On average, inequality between countries has lessened slightly, but 70% of people still live in a country in which inequality is growing (see step 2).

Question

1) What do you call countries at the top of the Big Mac Index and what do you call countries at the bottom of this list?





## STEP 2: POVERTY – INEQUALITY WITHIN COUNTRIES

[Print](#)

Income inequality between different countries may have gone down, but the gap is getting bigger between people *within* the same country.

A Dutch person may be able to buy a Big Mac more easily than a labourer in India, but a Dutch person on government welfare cannot afford nearly as many Big Macs as a Dutch manufacturer.

The eight richest people in the world own as much as the poorest half of the population. In the Netherlands, the richest 1-1.5% have about 40% of all the money. In 2016, 135,000 people received help from a food bank. 1.2 million people earn less than minimum wage. And equality within the Netherlands is not even that bad, from an international perspective.

Inequality within Vietnam is extreme. At the clothing factory in this photo, people work 12 hours a day, 6 days a week. They earn one dollar an hour. The 210 richest people in Vietnam put together earn enough money to relieve 3.2 million Vietnamese people from poverty and end extreme poverty in this country.

Push Factors

Poverty



Some people say that 'a little inequality is good for the economy'. It motivates people to study harder or take the risk of starting a business in an attempt to improve their situation. But growing inequality hampers economic growth. That is what the OECD has calculated. A case study done by OECD showed that economic growth in Mexico had reduced by 10% due to rising inequality.

This inequality gap could be reduced if rich multinationals did not send their money away to tax havens. Poor(er) countries miss out on at least 100 million euros of income tax every year, which is money they could have used to improve employment rates, education, and health care. This was reason enough for Oxfam Novib to start a worldwide campaign to promote a fairer tax system. If the poor did not always remain poor, the need to emigrate would also decrease (*push factor: poverty*).

Question

2) What factor (not mentioned in the text) also contributes to the continued existence of the inequality gap?



### STEP 3: LACK OF RESOURCES – HEALTHCARE

[Print](#)

Wealth, no matter how much or little of it you have, is important, but does not mean everything. Not everything can be expressed in money. We will give you two examples.

Example: you earn enough money to get by, but your child becomes seriously ill and there are no hospitals within a 100 kilometre radius. Just money will not help you.

Another example: You are a smart girl, but your brother can go to school while you cannot. Your education stops before primary school and, without school diplomas, you can only work as a cleaner.

Wealth, the situation in which you want for nothing and are satisfied with your situation, has been measured by the United States since 1993, using the Human Development Index (HDI).

The HDI measures three factors:

- \* Standard of living (GNP per person, compared to purchasing power. See also: [step 1.](#))
- \* Public health (life expectancy at birth)
- \* Knowledge (literacy and how much of the population finishes primary, secondary, and tertiary education)

The HDI is a number between 0 and 1. These three factors each get a grade and the HDI is the average of those three grades. A 1 means perfect living conditions, but no country in the world is perfect.

The country with the highest grade is Norway (0.949). The lowest grade was given to the Central African Republic (0.352). Below, we will compare two countries: The Netherlands (seventh place with HDI 0.924) and Nigeria (152th place with HDI 0.527). They will first be compared on healthcare. In [step 4](#), they will be compared on knowledge.

#### Healthcare

	Netherlands	Nigeria
Number of citizens	17,000,000	186,000,000
Healthcare in % of the GNP	9.5%	0.9%
Number of doctors per 1000 people	3.1	0.28
Number of hospital beds per 1000 people	4.7	1.67
Infant mortality (0-1 years old) per 1000 births	3.2	69.4
Child mortality < 5 years old per 1000 births	3.8	108.8
Maternal death per 100,000 births	7.0	814
Number of children vaccinated against measles	96%	51%
Number of people with HIV/AIDS	23,000	3,200,000
Number of people with malaria	0	> 100,000,000
Number of people with tuberculosis	800-900	> 400,000
Life expectancy at birth	81.7 year	53.1 year

As you can see in the table, the healthcare situation is very dissimilar in these two countries.

Nigeria spends much less money on healthcare than the Netherlands. Almost 10% of the GNP (all the money that is made in a country) goes to healthcare in the Netherlands, while less than 1% of the GNP is spent on healthcare in Nigeria.

Nigeria has one doctor for every 3571 people, while the Netherlands has a doctor per 322 people. In the Netherlands, there are ten times as many doctors as in Nigeria, relatively speaking. The sad thing is that a quarter of all Nigerian doctors have moved to the US because they can make more money there.

The consequences can also be found in the table: child and maternal mortality in Nigeria are very high, in the top 10 in the world. People also get sick more often in Nigeria than in the Netherlands. One in sixty Nigerians has HIV/AIDS and one in two Nigerians has malaria. It makes sense that many people want to migrate to a country with better resources.

#### Questions

- 3) Look at the table and then answer this question: How can you explain that the life expectancy in Nigeria is almost 30 years lower than in the Netherlands
- 4) In many lower-income countries, including Nigeria, you can see 'brain drain'. What do you think is meant by this term?



## STEP 4: LACK OF RESOURCES – EDUCATION

[Print](#)

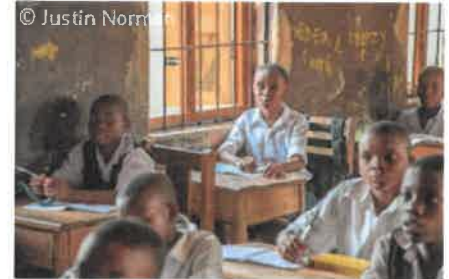
School attendance is compulsory both in the Netherlands and in Nigeria and primary education is free. In theory, education is in good hands in both countries. However, in practice, kids in Nigeria may be disappointed. This is partly due to massive overpopulation in Nigeria. The population has more than quadrupled since 1960 (from 42 million to 186 million in 2016) and is predicted to double again in the coming 30 years (to 399 million in 2050). Already, more than 60% of the population is younger than 24 years old and 44% is younger than 15.

### Push Factors

Lack of services

Even though Nigeria is quickly building new schools, children still fall by the wayside. The numbers are clear:

Education	Netherlands	Nigeria
Number of primary schools	+ 6,700	+ 62,500
Number of pupils in primary schools	± 1,400,000 (= 100%)	± 23,000,000 (= 64%)
Relative number of boys to girls in primary schools. Boys - girls = 100%	50.4% - 49.6%	52.5% - 47.5%
Number of primary schools dropouts	0%	20%
Number of secondary schools	+ 650	+ 12,000
Number of children that goes to secondary schools after primary schools	100%	19%
Number of 15 years olds who are illiterate	250,000	41,000,000



Despite education being mandatory, a third of all children under 12 in Nigeria do not attend school. There is no other country in the world with lower numbers.

Primary school lasts eight years in the Netherlands and six years in Nigeria. While there are no primary school dropouts in the Netherlands, 20% of Nigerian children do not finish primary school. Even if they do finish primary school, most of these children do not start secondary school.

Even if a Nigerian person had overcome these boundaries and wanted to go to university, they would face new obstacles. There are not enough spots available at universities and the level of education is sub-par. A student who gets the opportunity, tries to find a place at a university abroad. Right now, about 71,000 Nigerian students study abroad, including 11,000 in the United States.

Most parents want a bright future for their child and that opportunity is rather narrow in Nigeria compared to regions like Europe or the United States. The educational crisis increases the need to emigrate (push factor: lack of resources).

#### Questions

- 5) Give a possible explanation for why a third of Nigerian children does not attend school, despite it being compulsory.
- 6) Give a possible explanation for why more Dutch boys under twelve go to school compared to Dutch girls.
- 7) Give a possible explanation for why more Nigerian boys under twelve go to school compared to Nigerian girls.
- 8) Give a possible explanation for why so many people in Nigeria do not go to secondary school.



[Print](#)

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## STEP 5: KEEP THE 'BRAINS' HERE!

In [step 3](#) we wrote that “in many lower-income countries, including Nigeria, you can see “brain drain”. Highly educated people are leaving their home countries to find better-paying jobs elsewhere.

As the advice team for the Nigerian ministry, you will think of some measures to make sure that highly-educated doctors, teachers, and other potential knowledge migrants stay in Nigeria.

Be as creative as you can be. Anything is possible!





## REFUGEES AND INTERNALLY DISPLACED PEOPLE

[Print](#)

The terms migrant and refugee are often used interchangeably in daily conversation, but this is not technically accurate!



Among the 258 million migrants in the world (3.4% of the world population), there are more than 68 million refugees. To make things more confusing, the group of refugees can be divided into 40 million internally displaced persons and over 28 million (international) refugees.

Internationally displaced people are people who had to flee their homes, but stayed in their country. Refugees are people who leave their country in fear for their lives and are looking for protection in another country.

The overview below might clarify the situation:



Elsewhere on this website you can find a digital series of lessons with 11 lessons about everything related to refugees and asylum seekers. This lesson specifically looks at (internally displaced people and) refugees as migrants who feel forced to emigrate for specific reasons (war, oppression, natural disasters, drought, crop failure, and hunger).



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals, especially goals 11, 13, 16, and 17.*

By the end of this lesson, you will:

- Know the difference between (economic) migrants and refugees
- Be able to name some push factors
- Be aware of the issues that surround climate refugees

By the end of this assignment, you will know the meaning of the following terms:

- \* push and pull factors
- \* (civil) war
- \* oppression
- \* forced labour
- \* natural disaster
- \* climate change
- \* internally displaced person
- \* refugee
- \* climate displacement
- \* climate refugee

### Final product

The final product for this lesson is to prepare a **speech of max. 5 minutes**. With this final assignment, you will show you have reached the learning goals.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Is your advice useful and adequate?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Does your text contain the knowledge you gained from steps 1 – 4 and are there not too many language mistakes?

### Group size

You will work by yourself for this lesson. You will prepare the speech in groups of 3 or 4.

### Time

This lesson will take two hours.



## STEP 1: (CIVIL) WAR

[Print](#)

North and South Yemen were united under the name Yemen in 1990, but not everyone was happy about that. The Houthis from the north kept fighting for an independent North Yemen. Things escalated in 2015 and it led to a civil war. The situation got completely out of hand when Iran supported the Houthis and Saudi Arabia aided the South Yemen army. Both sides got their hands on a lot of weapons.

Since then, 2 million Yemenites have fled the dangerous areas of their country (internally displaced) and another 0.3 million people have fled to other countries (refugees). People are afraid. "There is a huge lack of food, water, and safety. Bombs fall every day and people are dying. Rebels shoot people randomly. Going outside is no longer safe," says Zakaria Hassan, who fled to Djibouti.

**Push Factors**

War, civil unrest



For 13 years, Hani Al-Khamri worked with Somali refugees in a port city in Yemen called Aden. Their 17-year-old daughter Julia was still in school and was preparing for her final exams. On March 21st 2018, the family's life changed forever. Houthi rebels attacked the city. There were tanks and gunfire everywhere. The family could keep track of what was happening in the city through WhatsApp. Thirty young people died in their neighbourhood alone, trying to defend the city. What followed were "three weeks of hell," says Hani. A neighbour was shot looking out the window. A woman in the neighbourhood was shot by a sniper while hanging laundry. When their house was hit with grenades, the family decided to flee. They managed to find a boat in the harbour.

"People were crying, screaming. We were so scared. The boat after us was shot by Houthis. Adults and children died on that boat," says Ashwak, the mother. "We risked our lives, but we had to get away. Yemen is not safe. Aden has become a ghost town."

The family found a place in a refugee camp in Djibouti. They are not yet sure where they want to go eventually. Canada or Europe? "Wherever we go, death will not be waiting for us there."

"And look where we are now," he says. "A few months ago, I was helping displaced people, and now I am one."

Question

1) War is clearly the most important push factor for the Al-Khamri family to flee the country. What other factor(s) may have played a part as well?



## STEP 2: OPPRESSION

[Print](#)

One of the push factors that makes people feel forced to move to another country is oppression. This factor is especially strong in the African country Eritrea.

Eritrea is a former province of Ethiopia that became independent in 1991. Only one political party is allowed there. Unique to Eritrea is a lengthy conscription for both boys and girls. Conscription officially lasts 18 months, but in reality, you will never know if it ever ends. Many people say they were in obligatory service for 10 or 20 years. Conscription mainly consists of combat training and a lot of hard work. Conscripted people not only have to work very hard, but they also get paid very little.

Some people manage to escape the country, but if they get caught, there is a chance they get tortured or killed.

One of these people is a young woman we will call Helen. Her parents were already part of the Pentecostal Church before Eritrea became independent. The regime considers them spies for America. She barely knows her father, because he has been conscripted on the other side of the country for years.

To escape conscription herself, she tried to get held back in school for as long as possible. She repeated almost every class, but she still got the call eventually.

She had to do combat training for six months. "We were treated like animals and constantly beaten with sticks if we showed signs of exhaustion or did something wrong."



After her training, she was given a position as a cook for the officers and conscripted people. "I was in a group of three girls and we had to provide breakfast, lunch, and dinner, as well as coffee and tea in between. We got up at 5 in the morning and worked until 11 in the evening, seven days a week. We were beaten if we were not fast enough or if we ran out of ingredients before the end of the week."

She got caught reading her bible. Her boss punished her so severely that she lost consciousness and woke up in a military hospital.

Her family and fellow church members managed to help her leave the country and go to the neighbouring country of Sudan.

Question

2) Explain why Amnesty and the United Nations both call this forced labour.



Push Factors

War, civil unrest



### STEP 3: NATURAL DISASTERS, DROUGHT, AND FAMINE

[Print](#)

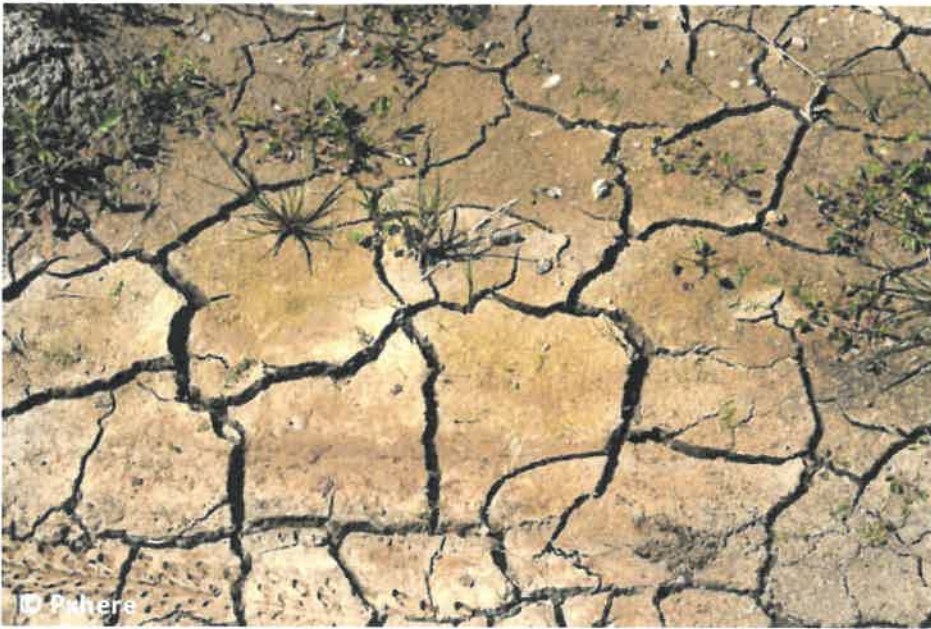
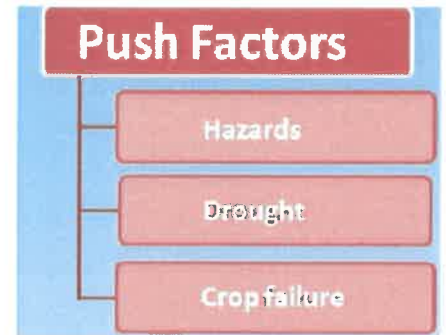
Migration after calamities is not just caused by war and oppression, but also part of natural disasters.

Natural disasters occur when a natural event has catastrophic consequences for every living thing. Earthquakes, volcanic eruptions, and floods can make it necessary to find a new, safer place to live.

Some natural disasters are not unique events, but are the effect of continuous natural processes. A well-known example is the growing desert in the Sahel. Farming is becoming increasingly difficult around the borders of the Sahel and farmers are moving away. Many farmers from Burkina Faso have already left and gone to the less dry Ivory Coast, a neighbouring country south of Burkina Faso.

The drought in the Sahel has also caused several failed harvests that led to famine. In 1984, the worst famine ever took place in Ethiopia and the Sahel. It did not rain for two years. Thanks to Canadian TV journalist Brian Steward and the BBC, the whole world could see how seven million Ethiopians were threatened by famine after a long dry period.

We saw scrawny children with big bellies and averted eyes. Desperate mothers with babies who reach for milkless breasts in vain, searching for kernels of grain that may have fallen from food aid bags on the dry plains. Almost a million people died.



#### Question

3) Most people who emigrate because of a natural disaster, drought, failed harvest, or famine move within their own country (internally displaced people) or to neighbouring countries. Give two reasons why they would move within their own country/a neighbouring country instead of, for example, going to Europe.



## STEP 4: CLIMATE REFUGEES

[Print](#)

Kenyan farmer Kisilu Musya turned into a self-taught filmmaker when he got a camera from a Norse director. He filmed his family's life, the village where they live, and the increasingly extreme weather conditions in his country. First, there was a massive drought and the community were desperate for rain. But once the rain came, the consequences were disastrous: an unbelievably strong storm destroyed Kisilu's house and a flood covered the land and destroyed all the crops. This motivated the farmer to start something: He started a local movement for farmers to bring attention to the disastrous consequences of climate change.

Kisilu filmed his own story and it was brought to cinemas by the Norse director, under the title 'Thank You For the Rain'. See the trailer below:



Kisilu also lost his sowing-seed. Will he have enough money for new sowing-seed? Will he have to leave his home and farm in Kenya? He is at risk of becoming internally displaced due to the climate.

'Climate refugee' is not a word you will find in a dictionary (yet). Still, the UN has started to recognise climate refugees as such. One consequence of climate change is rising sea levels. Various small islands in the Pacific and Indian Ocean are at risk of being flooded by the sea. The area most at risk is Tuvalu, an island group of 113 islands, of which only 8 are inhabited (Tuvalu means 'eight islands'). The highest point of Tuvalu is only 4.6 metres above sea level and the whole area is only 1 metre above sea level on average.

Tuvalu is doomed and the residents are leaving. New Zealand is willing to welcome climate refugees with a special visa. The New Zealand government has a ministry for climate change that is working to make plans to help 100 refugees from the island. And that is only the beginning. Take a look at this video about migration and climate refugees from 2016.



Translation of the title: This is how climate change causes many more refugees  
Please note: the film is in Dutch; [click here](#) for a transcription in English.

Question

4) What problems surrounding climate refugees are the UN and its countries dealing with?



## STEP 5: A KENYAN FARMER

[Print](#)

In [step 4](#), you met the Kenyan farmer Kisilu, who was at risk of becoming internally displaced due to the climate.



The poster from [thankyoufortherain.com](http://thankyoufortherain.com)

He was asked by the environmental movement to share his story with the negotiators during the Paris Climate Accord of 2015. (Click [here](#) for more information.) The trailer ends with Kisilu arriving in Paris.

Put yourself in his shoes. You are a farmer with a chance to talk to the negotiators. You have 5 minutes. You can briefly talk about your own situation, but it may be more important to make a call to action for climate refugees and internally displaced people, perhaps even to prevent increasing their numbers.

You can discuss your arguments in advance with some other 'farmers'. You will get 15 minutes.

Good luck!





## LABOUR MIGRATION

[Print](#)

The biggest group of migrants are labour migrants, also called economic migrants. These migrants chose to leave their country to find (higher-paid) jobs somewhere else, either for a limited time or permanently. Our focus is on Europe and the Netherlands in particular. 

In this lesson, we will look at the first labour migrants, back when they were still called guest workers, and we will look at labour migrants in the Netherlands today, who are mostly from Eastern Europe.

We will not just discuss labour migrants who came to the Netherlands with permission (economic migrants) but also labour migrants who went to try their luck without government permission. These are economic refugees whose request for asylum was rejected or who never attempted to request asylum.

Finally, this lesson will spend some time explaining so-called remittances and why they are so important to migrants and their relatives.



© Vertax



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals, especially goal 8 and 17.*

By the end of this lesson, you will:

- Know that the first labour migrants after World War 2 came to the Netherlands on invitation of the Dutch government
- Be able to explain why public perception of labour migrants has changed over time
- Know which countries provided the Netherlands with the most labour migrants fifty years ago compared to now
- Know that labour migrants mostly do additional work
- Know that the migrants coming to Europe and the Netherlands are both refugees and (illegal) economic migrants
- Be able to explain what the Turkey and Libya deals are
- Know why human rights organisations like Amnesty are critical of these deals
- Know what remittance means and why it is important to migrants
- Know that remittance is more important to the economy of many lower-income countries than development aid
- Be able to explain why many migrants use Western Union banks to transfer their money

By the end of this assignment, you will know the meaning of the following terms:

- \* Push and pull factors
- \* Labour migration
- \* Labour migrants
- \* Guest worker
- \* (Illegal) economic migrant
- \* Turkey deal
- \* Libya deal
- \* Remittances

### Final product

The final product for this lesson is to **design a folder** to recruit labour migrants for the Netherlands. You will take some pull factors into account for this. With this final assignment, you will show you have reached the learning goals.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Is your text able to motivate people, based on pull factors?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Does your text contain the knowledge you gained from steps 1 – 4 and are there not too many language mistakes?

### Group size

You will work by yourself for this lesson. The creative assignment will be done in a group.

### Time

This lesson will take two hours.



## STEP 1: THE FIRST LABOUR MIGRANTS

[Print](#)

After World War 2, reconstruction happened faster than expected. Since many Dutch people felt too good for the tough and dirty work in the factories, this created a shortage of unskilled labourers. Dutch companies and the government worked together to find a solution. The solution became inviting labour migrants from countries with high unemployment. Deals were made with the Moroccan and Turkish governments. The Dutch government gave companies permission to invite workers from these countries to come work in the Netherlands.

### Pull Factors

Potential for employment

The video fragment below (from a Televisier programme in the 1960s) shows this process:



Translation of the title: *Immigration & Integration 60's*

Please note: the film is in Dutch; [click here](#) for a transcription in English.

Public perception of labour migrants started out very positive. After all, they were filling a huge shortage of unskilled labour. That image changed. At the start of the seventies, the Dutch economy was confronted with a huge crisis and unemployment was on the rise.

New labour migrants were no longer welcome. As for the guest workers who were already here (sometimes had been for years), we wanted them gone.

#### Questions

- 1) Dutch people stopped calling these labour migrants 'guest workers'. Can you think of why?
- 2) Write down as many terms and phrases that are currently being used by the media to describe labour migrants.
- 3) Why are some Moroccan workers chosen instead of others?
- 4) Public perception of guest workers changed slowly. This was partially due to the economic crisis. What other reasons could there have been?



## STEP 2: THE FIRST GENERATION

[Print](#)

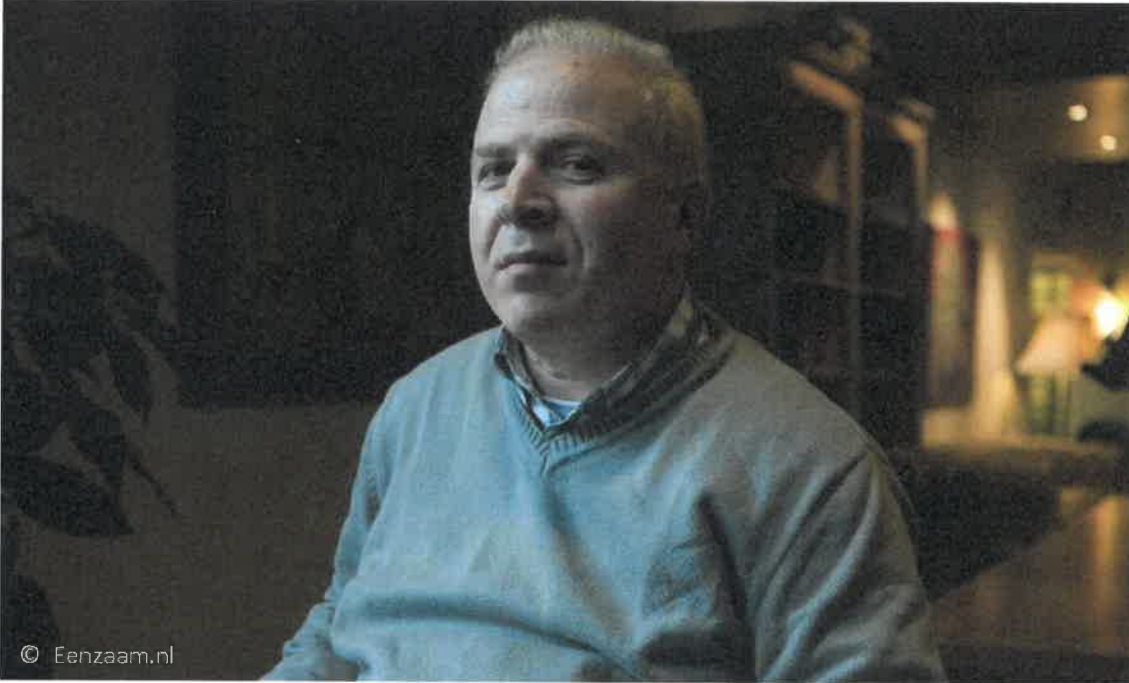
In the sixties and seventies, many Turkish and Moroccan labour migrants came to the Netherlands. Their families followed them there later.

The first generation of migrants had planned to go back. The government also assumed that these migrants would return to their country of origin. Because of that, integration was not a priority. However, not many migrants actually did go back, which had unexpected consequences.

These migrants spent their whole lives working hard, but ended up paying a price. Their houses were cheap and in poor condition, and they had trouble communicating in Dutch, which means a lot of first generation migrants developed health problems. For example, Moroccan migrants are four times as likely to be diabetic as people without a migrant history.

Due to negative stereotypes of migrants, older migrants do not feel safe talking to non-migrant health professionals. They go to a GP or home care with vague complaints, but the professionals are not able to pinpoint exactly what is wrong.

Loneliness is another big problem. If a first generation migrant gets ill, they are confronted with the distance between them and their friends and family in their country of origin.



© Eenzaam.nl

Achem (60) speaks from experience. "I came to the Netherlands when I was sixteen. I felt free as a bird. I felt mature and wanted to explore the world. I wasn't lonely then, I didn't feel homesick. My plan was always to go back home after a while and continue my life there. Everything changed when I had a traffic accident."

Achem became handicapped and felt abandoned. "That's mostly caused by the feeling that I'm not from this land, that I don't have roots here. Even though I'm fully integrated after all the years I've spent here. The Netherlands is my country. My children were born here. But this goes deeper. My soul is speaking to me and making me feel this way. Every migrant gets it. Loneliness is universal, but it feels different for a migrant, twice as heavy."

Achmed did not give up. "With everything I've gone through, I have a lot of practical experience. Now I work for Assadaaka (multicultural association for friendship in East Amsterdam) and I try to pass on what I've learned to other lonely people. I listen to them, I know what they're going through, and I talk to them to make sure they don't struggle as much as I did. I work together with those people to turn their loneliness around into something positive."

### Question

5) Put yourself in the shoes of a first-generation migrant. Can you imagine why many first-generation migrants stayed in the Netherlands after all? Name at least two reasons.



### STEP 3: LABOUR MIGRANTS TODAY

[Print](#)

We will start this step with a question:

Question

6) How many labour migrants do you think are in the Netherlands today? The teacher will give you the answer. Are there more or fewer than you thought? If your guess was off, can you explain why?

These days, labour migrants come from Middle and Eastern Europe, especially Poland. These migrants can mostly be found in agriculture and horticulture, construction, the meat industry, transport, and the metal industry.

More importantly, without these labour migrants, these businesses would have to lower production, fire people, move to another location, or even close entirely. On top of that, the Dutch work force is shrinking because of the aging population. Raising the retirement age helps a little, but not enough. Migrants are "simply needed to strengthen the work force", according to Jurriën Koops, manager of the employment agency organisation ABU.

Labour migrants are not equally divided over the Netherlands. Some regions are more dependent on labour migrants than others. In the Northwest Veluwe region, a quarter of all jobs are done by labour migrants. These people can only do their jobs if they have a place to live. This is a problem. According to the ABU, we need 10,000 more homes. If this problem is not solved, economic growth will stagnate in some regions.

**Pull Factors**

Potential for employment



The fear that migrants are stealing our jobs and homes is baseless, according to research done by SEO Economic Research. The jobs that migrants do are 'almost completely additional' to the work done by non-migrant employees. Five companies with a lot of migrant employees, who were interviewed for this research, confirm that.

Questions

7) Can you name a negative consequence of the lack of houses for Eastern European labour migrants?

8) "The jobs that migrants do are 'almost completely additional' to the work done by non-migrant employees." What does that say about the work done in the Netherlands?

9) Eastern European labour migrants make up 3% of the total number of hours worked in the Netherlands. Their total wages account for 1.8%. What conclusions can you draw from this?





## STEP 4: ECONOMIC 'REFUGEES'

[Print](#)

There are 68.5 million refugees worldwide who had to leave their homes to find safety elsewhere. Most of them stayed in their own countries, but a portion of them went abroad (see the lesson about [refugees and internally displaced people](#)).

There are also people who did not flee for political reasons, but to find a higher standard of life. These people are not officially refugees, but (illegal) economic immigrants.

We call it illegal migration because they have no permission and are migrating without a visa and a work permit. Moving to Europe as a legal migrant is almost impossible for people outside the European Union. A migrant from outside the EU only gets a work visa if there is a job that cannot be filled by someone within the EU. An African car mechanic or cook does not stand a chance. If they want to work in Europe, they have no choice but to try to enter the region as an illegal immigrant.

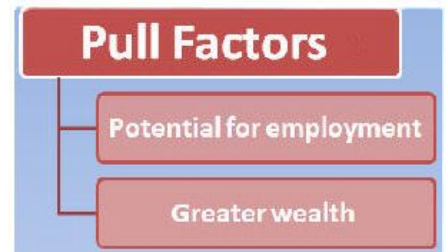
The problem is that refugees and illegal immigrants are difficult to tell apart. You cannot tell by the faces of the people stuffed into an overcrowded, rusty boat on the Mediterranean Sea whether they are crossing the sea to find asylum or because they are economic migrants.

To keep out as many illegal migrants as possible, the European Union has made agreements with other countries, like Turkey and Libya.

### Turkey deal

Many Syrian refugees have to go through Turkey to reach Europe. To keep refugees and migrants out of the EU, the EU made an agreement with Turkey.

The deal was that Turkey had to limit the number of boats with refugees and migrants crossing to the European mainland. In return, Turkey would get 3 billion euros from the EU, to spend on housing and supporting the millions of Syrian refugees in Turkey. It was also agreed that the Syrian refugees would be 'redistributed' over different countries in the EU. Migrants who did not have a right to protection in the EU had to be sent back to Turkey.



*A boat with migrants from Iraq and Syria near the coast of the Greek island Lesbos. In the background, you can see the coast of Turkey.*

It looked nice on paper, but it did not work out that way. Only 4% of the migrants who arrived in Greece were sent back. The plan to 'redistribute' migrants over Europe only worked out for 21% of the migrants. As a result, most migrants have been stuck on a Greek island, in a miserable situation.

### Libya deal

The EU made a similar deal with Libya, though it is not known how much money Libya got for it. The Libyan coastguard on the Mediterranean has to stop and send as many boats with refugees and migrants as possible back to Libya. There they are given shelter in camps. Amnesty International has strongly condemned this deal.



© EU Civil Protection and Humanitarian Aid

*Migrants from Chad on their way to Libya*

Amnesty says: "Thousands of refugees and migrants run the risk of becoming a victim of torture and rape in Libyan prisons. Members of the coast guard do not do their work safely, causing panic in the people on the boats, making boats capsize, with all kinds of consequences. The coastguard has also fired weapons directly at migrants on boats."

A UN report from 2017 reports that they were 'directly involved in the sinking of migrant boats using firearms.'

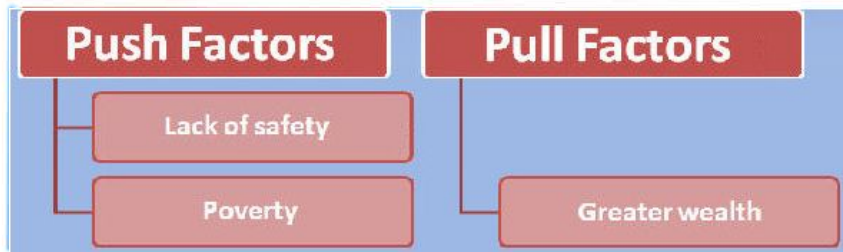
#### Questions

- 10) What difference can you see between the Turkey deal and the Libya deal?
- 11) Which human rights is the EU violating with this deal, according to experts?



## STEP 5: REMITTANCES

[Print](#)



Some strong push and pull factors come from remittances made by (legal and illegal) economic migrants sending money from richer Western countries to family members in lower-income countries.

As an example, we will look at the people of Senegal. In 2006, Senegal was often in the news, because thousands of migrants were using boats to get to the Canary Islands, a Spanish colony. The Spanish government quickly took action and this stream of migration quickly dried up.

These days, migrants from Senegal take a different route, going through Libya over land, in an attempt to cross the Mediterranean from there. The importance of remittances can be seen in this video from Nieuwsuur:



Translation of the title: NPO Nieuwsuur - Economic refugees

Please note: the film is in Dutch; [click here](#) for a transcription in English.

Worldwide, about 450 billion dollars in remittances are sent every year. This is about four times as much as the yearly amount of development aid. About 200 million migrants transfer money to 800 million recipients every year.

### Questions

- 12) Senegal is a stable democracy without war. Why do so many migrants still go on this dangerous journey? List two or three different reasons and compare them to the push and pull factors mentioned before.
- 13) The people who stay behind have a certain image of Europe. In what way is this image incorrect?
- 14) How does the Netherlands try to prevent migrants from coming over?

### Western Union

Western Union is an essential part of these remittances. According to their own word, this American company has offices in practically every country in the world, over half a million in total. (See <https://www.westernunion.com/gb/en/home.html>)





Say you are from Senegal. You have made some money in the Netherlands and want to send €200 to your family in Senegal. How does it work?

1. You find a local office. Amsterdam has over 150 Western Union offices, but even the village Nederweert in Limburg (7000 inhabitants) has one. You can always find one of their offices.
2. You fill in a form saying you want to pay cash and that the recipient can also collect the money in cash.
3. You pay €204, 95 and get a receipt with a tracking number.
4. You send the code to your family by email, phone, or text.
5. They go to an office in Senegal to use the code and pick up €200.

The Senegal migrant's money can be picked up by their relatives within minutes.

#### Questions

- 15) One of the reasons why many migrants like to use Western Union is their large network and the speed of the transfers. It takes much longer through a bank. But there is another very important reason why a migrant worker might use a Dutch branch. What could be a reason?
- 16) The costs of remittance are not that high in the Netherlands (€4,95 to transfer €200). These costs are often higher in other countries (5 – 15%). On top of that, the real costs are often even higher still. What costs are not mentioned here, that mean the recipient (the relative in Senegal) will get less than €200?





## STEP 6: WELCOME TO THE NETHERLANDS

[Print](#)



Migrant workers are “simply needed to strengthen the work force”, according to Jurriën Koops, manager of the employment agency organisation ABU (see: [step 2](#)).

You are a municipal official who has gotten the task to work together with your colleagues to get labour migrants interested in your city. You will do this with a brochure. What can you offer labour migrants? Why should they choose your city?

Good luck.



## SPECIAL GROUPS

[Print](#)

Not all migrants are treated equally. There are three groups for which it is easier to get legal status and permission to live and work in the Netherlands. Is this fair?



We will take a look at three groups in this lesson: invited refugees, expats, and millionaires.



© pngimg.com

## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals, especially goal 16 and 17*

By the end of this lesson, you will:

- Know that not all migrants are treated equally
- Know that the Dutch government invites a number of refugees to resettle here every year
- Know that invited refugees do not have to go through the asylum procedure
- Know that expats and foreign millionaires do not have to take an integration course

By the end of this assignment, you will know the meaning of the following terms:

- \* Push and pull factors
- \* Invited refugees
- \* Resettlement
- \* EU Turkey deal
- \* Expat
- \* Foreign millionaire

### Final product

The final product for this lesson is to have a **group discussion** about a topic related to this lesson. With this final assignment, you will show you have reached the learning goals.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Did you participate in the discussion?
- **Form:** Did you phrase your statements clearly and accurately?
- **Language mistakes:** Are there not too many language mistakes in your answers to the questions in steps 1 – 3?

### Group size

You will work by yourself for this lesson. The creative assignment will be done in a group.

### Time

This lesson will take two hours.



## STEP 1: INVITED REFUGEES

[Print](#)

Millions of refugees end up in refugee camps. Most of them stay in their own countries or flee to a neighbouring country. Some of them flee to America, Australia, or Europe.

For many people in refugee camps, life is still not safe. They cannot go back to their own country and they cannot stay in the country to which they fled. UNHCR identifies the most vulnerable refugees and shows their files to countries that want to take in refugees. Refugees cannot present themselves for this process.

Refugees qualify to be taken in if they are part of one or more of the following categories, like:



UNHCR estimates that 8% of all refugees are eligible for resettlement. This makes for 1.3 million. In reality, only 1% find a new home this way. The Netherlands invites about 500-750 refugees for resettlement every year.

Refugees who are invited into the Netherlands get a residence permit straight away. They do not need to go through the usual process and are also not counted when calculating statistics about asylum seekers.

Since March 2016, the rules have changed, due to the EU Turkey deal. This means that every illegal migrant who comes to Greece has to return to Turkey. For every Syrian who returns like this, a Syrian refugee in Turkey is presented for resettlement in one of the contributing European member states. For example, this deal ensured that almost 3,000 refugees from Turkey were settled in the Netherlands in 2016 (695) and 2017 (2265). In 2018, the Netherlands has resettled about 1,000 refugees from Turkey. The plan for 2019 is to resettle 750 refugees from Turkey. 96% of all invited refugees in 2017 were Syrian.

One invited refugee is Dilara from Uzbekistan.



*Translation of the title: Resettled to the Netherlands - The story of Dilara*

*Please note: the film is in Dutch; [click here](#) for a transcription in English.*

### Questions

- 1) Which refugees benefit from the resettlement rule and which refugees are worse off since 2016?
- 2) Dilara says that freedom, security, and human rights do not occur naturally. What do you think she means by that?
- 3) What do you think: Should the Netherlands invite more refugees for resettlement? Why?

N.B.: This lesson focuses on invited refugees from the point of view of migration. The series of lessons about [refugees](#) has more information about [invited refugees](#).





## STEP 2: EXPATS

[Print](#)

The word expat is short for expatriate, which is a compound of the Latin ex ('from' or 'outside') and patria ('native country'). An expat(riate) is someone who lives outside of their native country.

There are expats who work at embassies, international organisations, banks, and companies. Many expats are employees who were sent abroad by development organisations.

Expats usually have a good salary, or at least better than the average employee. Expats usually have a contract for a few years and then go back to their home countries. An expat sees themselves as a temporary inhabitant of a foreign country.

Expats in the Netherlands are not required to learn Dutch or take integration exams. They keep using their first language and often send their kids to international schools where they are taught in that first language.

Dutch children from expats who live abroad can get a Dutch education through the Foundation for Dutch Education Worldwide (NOB), a collection of 200 international schools in 115 different countries. This is explained in the video below:



*Translation of the title: World citizens with Dutch roots*

*Please note: the film is in Dutch; [click here](#) for a transcription in English.*

Expats often spend time together and do not immerse themselves very much in the culture of the country where they are staying.

Merel is an expat who went to America with her husband. The first few months were amazing, but things ended up being more difficult than expected.

"Everything was new and exciting. We immediately went out to explore the area (Texas) and really enjoyed the new neighbourhood we lived in.

Then all the paperwork started: Taxes, work permit, drivers licence, and my daughter frequently needed to see a doctor. That's when I started noticing how much energy it all cost. My English is not bad at all, but the lingo used by different businesses and doctors were all new to me. It was quite intense.

Life as an expat is also emotionally difficult for me, especially since I know I'm here only temporarily, so I can't build a life for the long term. I've also always missed my family and friends. I feel that our family is incomplete, especially on birthdays and around the holidays."

Questions:

4) What is the main difference between an expat and an immigrant?

5) When does an expat become an immigrant?

6) Why do Dutch children of expats often go to a Dutch international school? Give at least two reasons.

7) When they go back home, former expats often feel like their native country is no longer 'their country'. What could be the cause of this?



## STEP 3: MILLIONAIRES

[Print](#)

### Foreign millionaires are warmly welcomed into the Netherlands!

In 2013, former state secretary Teeven for Asylum and Immigration from the department of Security and Justice developed new regulations for foreign millionaires. He was not the first. The United States, Canada, Australia, Great Britain, France, and Ireland already had similar regulations.

The Dutch government has several conditions:

- \* The millionaire has to have at least €1,250,000 in assets.
- \* The millionaire has to invest this money in Dutch companies and help create jobs
- \* The money cannot have been earned with whitewashing or criminal activities.
- \* The Immigration and Naturalisation Department tests whether the potential migrant is not a danger to the public order or national security



The Secretary of State explains what kind of migrants he means: "We are not looking for one rich Chinese person who buys a 1.5 million euro house in Wassenaar. These regulations are for things like small IT companies that settle here for a few years." These millionaire migrants do not have to learn our language or take integration exams.

Millionaires looking to migrate have a much easier time in Canada than in the Netherlands. A millionaire in Canada has to bring 1.6 million Canadian dollars (€1.055 million), but only has to invest half of it, spread out over five years. A millionaire who wants to move to the United States has to bring 1 million dollars (€0.85 million) and has to deal with stricter conditions: their investment has to generate at least ten jobs in the next two years.

#### Questions

8) These regulations spark a lot of criticism. Some political parties think the rules are unfair. They think that instead, rich migrants should be able to buy a residence permit, which less wealthy migrants could not afford. Do you agree with the opposition or do you think the state secretary is right? Explain your answer.



## STEP 4: DISCUSSION

[Print](#)

Invited refugees are screened on two criteria before they can come to the Netherlands:

- 1) They are willing to learn Dutch.
- 2) They respect Dutch norms and values.

These requirements are not in place for expats and foreign millionaires.

Which of these statements do you agree with?

"Expats and millionaires should have to follow the same rules as invited refugees."

OR

"Expats and millionaires should not face the same restrictions as invited refugees."

Take some time to think about it and prepare a discussion. Good luck!



## LARGE-SCALE FORCED MIGRATION

[Print](#)

In this lesson, you will learn more about slavery and slave trade.

Slavery already existed in the time of the Ancient Egyptians, Romans and Chinese empires. During the time of colonisation, though, it expanded into an international industry: the slave trade. This can be called large-scale involuntary migration. Between 1525 and 1867, an estimated 11 to 14 million people were shipped from Africa to America as slaves.



SLAVERS REVENGING THEIR LOSSES.

What did this forced migration look like? Who was involved? And what traces of slavery can we still see today?



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals, particularly goal 10, 16, and 17.*

By the end of this lesson, you will:

- Know what slavery is and what forms there are
- Be able to explain the triangular trade and which countries were mainly involved
- Be able to step into the shoes of the slave Equiano and know what daily life looked like for slaves in the American colonies

By the end of this assignment, you will know the meaning of the following terms:

- \* Forced migration
- \* Slavery
- \* Slave trade
- \* Triangular trade
- \* Voodoo
- \* Capoeira
- \* Modern slavery
- \* Abolitionism

### Final product

The final product for this lesson is to write **an essay** about the abolishment of slavery. With this final assignment, you will show you have reached the learning goals.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Did you write a convincing essay?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Does your text contain the knowledge you gained from steps 1 – 5 and are there not too many language mistakes?

### Group size

You will work by yourself for this lesson. You can do the final assignment alone or with a classmate.

### Time

This lesson will take two hours.



## STEP 1: WHEN IS IT CALLED SLAVERY?

[Print](#)

A slave, according to the dictionary, is a person who is legally owned by someone else and has no personal freedom, or someone whose freedom is extremely limited. All eras of history have seen some form of slavery: Ancient Egypt, Ancient Greece and Rome, African cultures like the Ashanti in Ghana, and ancient Chinese, Indian, and American cultures.

A commonly used historical reason to force someone into slavery was high debts that could not be paid off. The debtor then had to work as a slave for the lender until the debt had been paid off.

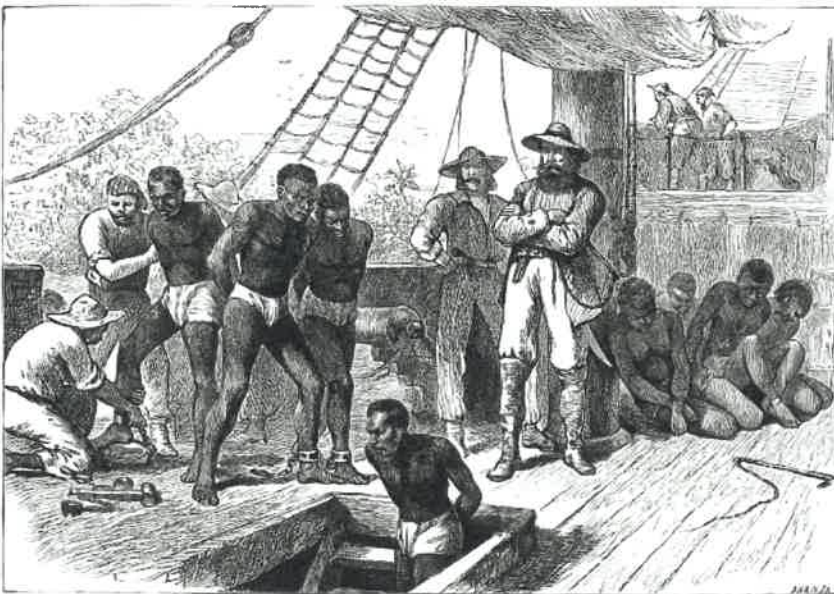
People could also be brought into slavery through kidnapping. This was done in large numbers in Ancient Greece and Rome. Prisoners of war from conquered countries were shipped off and forced to work in homes, on farms, or in the craft industry.



*A Roman soldier takes away prisoners of war into slavery in chains*

Sometimes people who had been forced into slavery had the opportunity to earn or buy back their freedom after a long time.

The biggest example of forced migration in history took place between 1525 and 1867. Western countries built up large-scale slave trade between their colonies in Africa and America: the Trans-Atlantic slave trade.



*On board a slave ship*

The exact numbers of the slave trade are difficult to trace back, but it is generally assumed that 11 to 14 million people were shipped to the American continent. African slaves were mainly forced to work on plantations for the large-scale production of sugar, coffee, tobacco, and indigo.

### Question

1) Slavery has always existed. Name three differences between slavery in the time of those ancient empires and the slave trade of the

Western colonial powers.

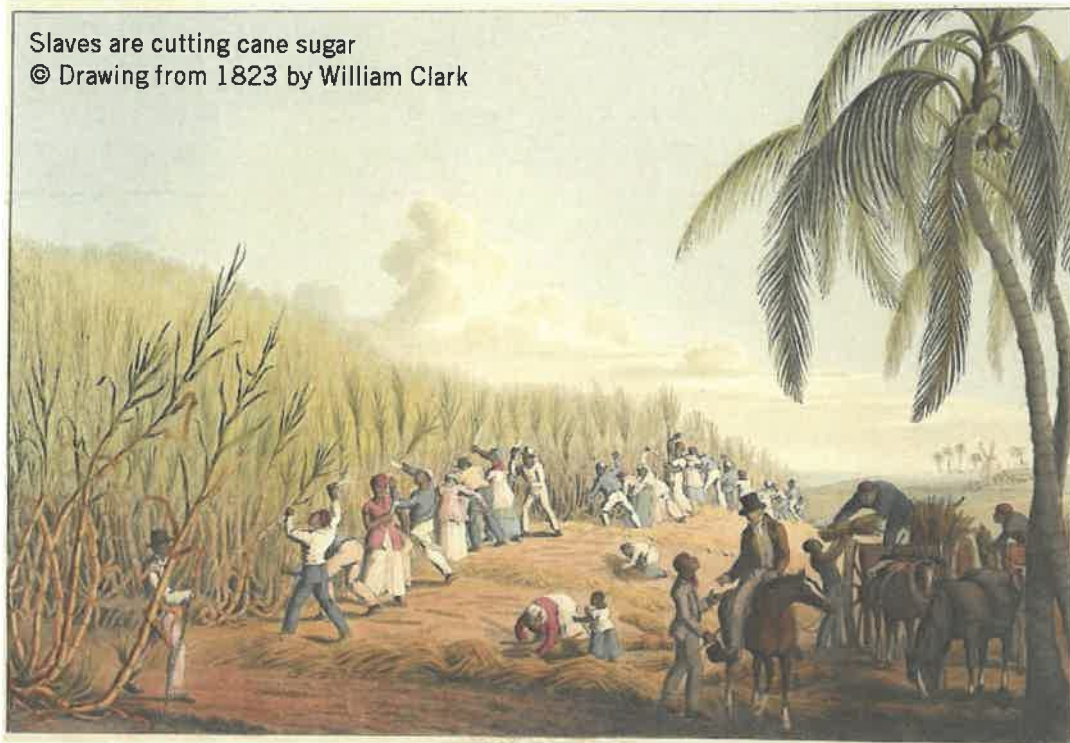




## STEP 2: TRIANGULAR TRADE

[Print](#)

After the discovery of the New World, European colonists went to the Americas to build a new life there. Land owners started plantations and farmed sugar, coffee, and cacao in South America, and farmed tobacco, indigo, and cotton in North-America. Labourers on early plantations were often European migrants from poorer families, who were hoping for a better future in the New World. Land owners in Middle and South America often had indigenous people work on their plantations. Unfortunately, the indigenous population turned out to be vulnerable to European diseases like the flu and smallpox. Thousands of indigenous people died.



Meanwhile, in Europe, demand for goods from America kept growing. Landowners needed more and more labourers. They looked for a solution to this problem on the African continent.

Sailors left Europe and went to the coast of Africa, their ships heavy with firearms, iron, textile, beads, and gun powder. They traded these goods with African and Arabic traders in return for slaves. At first, the slaves were mostly from the inlands and were prisoners of war, former house-slaves, or criminals. However, this trade became so lucrative for European and African traders that tribes and gangs started hunting for people and kidnapping them from their towns and families to sell them as slaves.

The ships that brought slaves from West African coastal towns to America were mostly Portuguese, but the Netherlands was responsible for 10% of the slave trade for a while. Crossing the Atlantic Ocean took about two months. One in ten slaves did not survive the journey. After they arrived in the New World, the slaves were sold like things on the market. Most slaves eventually ended up on plantations.

Slaves were often not allowed to learn how to read or write. They were divided into strict hierarchies to prevent cooperation and potential uprisings. House slaves held a relatively higher position than other slaves. Skilled labourers and artists were sometimes also appreciated for their special talents. The bottom of the hierarchy was taken up by field workers who had to work 20 hours a day during harvest season.

### Question

2a) Slave trade was part of the Triangular Trade. Label the picture below to show what happened in this triangle. What was being traded, who sold and traded these things, and to whom was it being sold or traded?

2b) Why was this Triangular Trade much more profitable than regular slave trade between the continents of Africa and America?





## STEP 3: THE STORY OF OLAUDAH EQUIANO

[Print](#)

What was it like for a slave to cross the ocean on board of a slave ship and to be sold as a product in America? Not a lot of slaves would have been able to share their stories, but Olaudah Equiano did. When he was eleven years old, he was shipped from Nigeria to North America as a slave on a slave ship. Ten years later, he was able to buy his freedom, after which he dedicated his life to the resistance against slavery. He wrote down his experiences as a slave. These stories were also published as a book. The Dutch translation was published in 1790. In it, we can read about his arrival to the slave ship, the struggles on board, and how he was sold among all the other slaves in America.

### The life of Olaudah Equiano

Olaudah Equiano was born in Isseke, Nigeria (Africa) in the year 1745. In 1756, he was captured and sold as a slave. He was taken to Virginia, North America, on a slave ship. There he was bought by a British naval officer in 1757. He also got a new name: Gustavus Vassa. He sailed to England and served in the British navy from 1758 to 1762. He was baptised in London in 1759. Equiano was sold in 1763.

He worked on trade ships sailing between the West Indies and the American mainland until 1766. In between his work as a slave, he also earned money for himself. He was finally able to buy his freedom with that money in 1766. The rest of his life was dedicated to protesting slavery. The book he wrote about his experiences as a slave is called *Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa, the African*. It was published in 1789 and translated into Dutch in 1790. Equiano died in London in 1797, at the age of 52.



© Library Company of Philadelphia

Gustavus Vassa, the African. It was published in 1789 and translated

### Bad spirits

In his book, Equiano wrote about the first time he saw the slave ship:

*"The first object which saluted my eyes when I arrived on the coast was the sea, and a slave ship, which was then riding at anchor, and waiting for its cargo. These filled me with astonishment, which was soon converted into terror when I was carried on board. I was immediately handled and tossed up to see if I were sound by some of the crew; and I was now persuaded that I had gotten into a world of bad spirits, and that they were going to kill me."*

### The crossing

Equiano wrote the following about the journey to the West Indies:

*"The stench of the hold while we were on the coast was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air (...). The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for respiration (...). [It] brought on a sickness among the slaves, of which many died, thus falling victims to the improvident avarice, as I may call it, of their purchasers. This wretched situation was again aggravated by the galling of the chains, now become insupportable; and the filth of the necessary tubs, into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable."*

### Merchandise

After he arrived in the West Indies, Olaudah Equiano was sold as a slave with many others. This is what he wrote about being sold:

*"We were conducted immediately to the merchant's yard, where we were all pent up together like so many sheep in a fold, without regard to sex or age."*

*"On a signal given, (as the beat of a drum) the buyers rush at once into the yard where the slaves are confined, and make choice of that parcel they like best. (...) In this manner, without scruple, are relations and friends separated, most of them never to see each other again."*

### Question

3) Name three differences between the life of Olaudah Equiano and the lives of other enslaved Africans.





Monument in honor of Olaudah Equiano  
in Telegraph Hill Park in London      © Sara - Wikipedia

## STEP 4: THE INFLUENCE OF SLAVERY ON THE PRESENT

[Print](#)

Enslaved people who were stolen from their home country were brought to an unfamiliar world of violence and hardship. Generations later, the descendants of African slaves still feel robbed of their 'roots'. Many of them have never even visited the country of their ancestors. African cultures lived on through stories, religious rituals, music, and food. These things offered some support to the slaves in the struggles of their daily lives.

After a while, communities grew out of groups of slaves who shared a language, religion, or country of origin. Some cultural developments came out of these communities: candomblé and capoeira in Brazil, the Gullah culture on the east coast of the United States, and voodoo in Haiti, the Dominican Republic, Cuba, and Louisiana. African cultures and the history of slavery had an important influence on the developments of the states on the American continent. We will look at two examples of cultural developments during the time of slavery that are still important today: voodoo and capoeira.

### Voodoo

Voodoo (also called *vudon*, *vodon*, *vodoun*, *vodou*, or *voudou*) is something many people only know from old horror movies from Hollywood in the 1930s. This is not an accurate representation of real voodoo.

Slaves from West African, who were part of ethnic groups like the Mina, Ewe, or Fon brought their religion vudon with them to the New World. It was forbidden to practice African religions in the catholic colonies of the New World, but vudon or voodoo was still secretly practiced by slaves in various places. For example, vudon spirits were represented as catholic saints to hide their real identity. This gave slaves an invisible way to resist white oppression.



A voodoo altar with a small catholic saint statue on the far left. Next to it are a red voodoo doll, money, liquor, a cigar (symbol for life), and a cross (symbol for death).

After a while, elements from voodoo and Christianity blended together. It was a different blend in different places, so it did not look the same in Haiti, Brazil, the Dominican Republic, Cuba, and Louisiana. According to the leader of Haitian voodoo, the religion is about gaining knowledge about life. The practices and rituals are mainly aimed at healing and overcoming everyday issues. However, knowledge of death may be the most important part of voodoo, because it would help people lose their fear of death. Voodoo is still practiced by the majority of Haitians to this day, even though 80% of the population is catholic. Voodoo and Catholicism are united without conflict.

### Capoeira

The life of a slave was marked by violence. Groups of slaves frequently rose up to try to free themselves. They were violently struck down by armed supervisors, but some slaves still managed to escape. In Brazil, escaped slaves formed communities in different places to try to defend themselves from bounty hunters together. They even created independent villages called 'quilombos'. The most well-known one was Palmares, with almost 10,000 inhabitants. Many of these people were former slaves from Angola.

Since slaves were not allowed to fight, they practiced dance moves to Angolan rhythms and music. This way, they hid fight moves in their dancing. Capoeira was born. It not only taught them to defend themselves, but also created a sense of community and made it possible for African Brazilians to practice their culture.

Since capoeira was uniting slaves from different countries, religions, and cultures, the fight dance was seen as extremely dangerous by the Brazilian land owners. Capoeira, as well as all other African cultural practices, was banned.

The biggest proponent of capoeira was Mestre Bimba, who lived from 1900 to 1973. Thanks to his efforts, he was able to convince the Brazilian government that capoeira had become an important part of Brazil's multicultural society. Capoeira was officially recognised as a national sport in Brazil in 1930. Capoeira is also becoming more popular in the Netherlands. Take a look:





#### Questions

4) Why were voodoo and capoeira important to enslaved Africans?

5) Fighting was forbidden for slaves. Give two reasons for this. One reason can be found in the text above, while the second might be found by putting yourself in the shoes of the slave owners.





## STEP 5: MODERN SLAVERY

[Print](#)

Slavery and captivity are not just historical phenomena; they still exist today. According to the Global Slavery Index, there are over 40 million slaves worldwide. This includes forced labour, human trafficking, debt bondage, forced marriage, and extreme forms of child labour. The countries where slavery is currently the most common are North Korea, Eritrea, Burundi, the Central African Republic, and Afghanistan. These are also countries that are under oppressive regimes and conflict. Difficult political situations in a country can lead to more instances of slavery. Poverty is another contributing factor: these slaves are often people who need a job to support their families so badly that they end up in situations of forced labour where they are exploited.

An example of this is the situation in Qatar, in the Middle East.

Qatar is working hard to prepare for the 2020 FIFA World Cup of football. €450 million is being spent on infrastructure for the upcoming event, while the people who provided the labour were only paid €9 a day. These workers almost exclusively come from lower-wage countries like Nepal and Sri Lanka.

Working conditions in the construction sector, and for domestic workers, are very poor and end up being exploitative.

The so-called kafala system requires foreign workers to have a local sponsor who gets them into the country, arranges housing, and has to give permission to leave the country again. When the sponsor stops their sponsorship, the labour migrant has no legal rights. Any disagreements about wages, housing, working conditions, and other work-related issues can cause the sponsor to retreat. Labour migrants become a toy to their employers.

*"They promised to pay me 1,600 rial (370 dollars), but when I arrived, my boss said I would only get 800 rial. I haven't gotten any money so far."*

This is the story of Ranjith from Sri Lanka, who came to Qatar five months ago. He is a metal worker for a large construction project in the capital city of Doha.

*"I did not get a passport or a contract. I get up at four every morning, take a shower, have breakfast, and leave at five to be at work at six. To go to Qatar, I had to borrow 1,000 dollars against 36% interest. I just wanted to get a job and make money for my wife and children. I cannot get a different job, because of my sponsor. If I go to the police, they'll arrest and deport me, because I don't have a passport."*

Ranjith lives in a small room with seven other men. His situation is typical for the many hundreds of thousands of labour migrants who work in construction.



©Richard Messenger

Also  
read  
the

story of Raju from Nepal:

Why did you go to Qatar for a job?

*"I was offered a good contract, but when we got to Qatar, we had to give up our passports and we were forced to sign much worse contracts."*

Do you feel like a slave in Qatar? Can you name some things you are not allowed to do in Qatar?

*"We are definitely slaves. We are not allowed to go to the Souq Waqif, the traditional market. Especially during the weekend, then it is surrounded by police cars to make sure only Qatari people can access the market. We are also not allowed to go to places like the Pearl shopping mall and Katara."*

Is it true that working conditions have improved a little since last year? How many other people sleep in your room with you?

*"That is absolutely not true. The authorities built a small housing block with some modern facilities that they claim we live in. They took pictures of it to fool the media. The situation is just as bad as last year. We are stuffed eighteen people to a room which only has room for six beds."*

### Questions

6) Which similarities and which differences can you see between historical slavery and modern slavery?

7) What ways can you think of to fight modern slavery and forced labour? What could governments do to prevent it? Can we as civilians do something about the problem?



## STEP 6: THE ABOLISHMENT OF SLAVERY

[Print](#)

The former slave Olaudah Equiano already campaigned to abolish slavery in 1766, but the people who could do this did not listen. Abolitionism finally rose up in the late eighteenth century, under influence of the ideals of the French Revolution and Enlightenment. Opponents of slavery argued that freedom, equality, fraternity, and rationalism were not compatible with slavery.

The first country that officially abolished slavery was Haiti in 1804. Great Britain stopped trading slaves in 1807 and abolished slavery in 1833. France abolished and reinstated slavery several times, before finally abolishing it forever in 1848. The Netherlands stopped trading slaves in 1814 and was one of the last countries to abolish slavery, in 1863.



Put yourself in Olaudah Equiano's shoes. You are in the middle of writing down your experiences as a slave and an abolitionist. Write a moving argument to abolish slavery for the back cover of your book. Your publisher has reserved half a page for this purpose.

Good luck!



## LARGE-SCALE VOLUNTARY MIGRATION

[Print](#)

Between 1525 and 1867, an estimated 11 to 14 million people were shipped to the continent of Africa as slaves. They were mainly used for manual labour on the sugar and tobacco plantations. Finally, in the 19th century, the slave trade and then slavery itself were abolished in one country after another.



The first country that fully abolished slavery was Haiti in 1804. Great Britain first halted the slave trade in 1807 and then abolished slavery in 1833. France stopped and then started using slaves again multiple times, but finally abolished it definitively in 1848. The Netherlands stopped slave trade in 1814 and was one of the last countries to abolish slavery itself, in 1863.

How could all those plantations keep up their production without slaves? The British found an alternative: they introduced contract labour. The first contract labourers who came to Surinam were from China, followed by Hindustan migrants. Contract labourers from Java followed later.

In this lesson, you will take a look at the similarities and differences between slavery and contract labour, and you will see what contract labour brought to the Dutch colony of Surinam. You will also be introduced to the only diary from a contract labourer that was later published as a book.



*Javanese contract labourers in Surinam*



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals, particularly goal 1, 2, 8, and 17.*

By the end of this lesson, you will:

- Know who took over the work on the plantations and in factories after slavery was abolished
- Know what kind of contracts the contract labourers signed
- Be able to name different groups of contract labourers and explain why different groups were recruited
- Know why the contract labourers frequently revolted
- Be able to give examples of requirements for contract labourers that now sound unreasonable

By the end of this assignment, you will know the meaning of the following terms:

- \* Contract labour
- \* Contract labourer
- \* Large-scale migration
- \* Voluntary migration
- \* Push and pull factors
- \* Freeman

### Final product

The final product for this lesson is to **write a page from a diary** of a contract labourer OR an article written by a journalist about such a diary. You will include the term 'contract labour'. With this final assignment, you will show you have reached the learning goals.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Is the (article about) the diary interesting to read and does it provide some insight into the experiences of a contract labourer?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Does your text contain the knowledge you gained from steps 1 – 5 and are there not too many language mistakes?

### Group size

You will work by yourself for this lesson. The creative final assignment will be done in a small group.

### Time

This lesson will take two hours.





## STEP 1: CONTRACT LABOUR

[Print](#)

The country that shipped the most slaves from Africa to America was Portugal, followed by Great Britain, France, Spain, and the Netherlands in order.

Almost a third of all slaves (4.9 million) were shipped to Brazil from Portugal. Slavery was not abolished there until 1888. The British had abolished slavery fifty years before and were afraid to lose the income from their plantations. As an alternative, they thought of a system called contract labour. After slavery was abolished in Surinam, the British gave permission to use the same system there.

Migrants signed contracts with the governor (who ruled Surinam in name of the Netherlands). The contract labourers were then rented out to plantations and factory owners. The most important points of the contract were:

1. The contract was valid for five years.
2. A contract labourer had to work six days a week; seven hours a day for plantations and ten hours a day for factories.
3. The migrant earned 60 cents a day if they were a grown man and 40 cents if they were a woman or child (10-15 years).
4. The migrant had a right to medical care.
5. The migrant had a right to free housing, with a minimal size of  $3 \times 2 \times 2.5$  metres.
6. After the contract ended, the migrant had a right to free passage to India (in countries that were part of British West-India, like British Guiana, this was only valid after ten years and two contracts).
7. Migrants and employers (usually plantation owners) who broke the rules of the contract were punished.



© Tropenmuseum - Wikimedia

*Houses for labour migrants*

The governor divided the migrants over the plantations and factories. The contract labourers did not get a say in this. The contract labourers were paid per task, based on the tough jobs previously done by slaves. This was mostly to the advantage of the supervisors, who would not have to keep as close an eye on the work this way. And if the task was not finished, the contract labourers were not paid as much. This often led to conflicts.

The migrants were only allowed to leave the plantation with a special leave pass.

They were housed in the empty (poorly made) slave quarters. Most migrants had to share this space with two or three people. Only married contract labourers got their own quarters.

Women had an even harder time than the men. There were a lot more male workers than women, which often led to sexual tensions, and many plantation owners claimed to have a right to sex with any of these women.

### Question

- 1) Which differences can you see between slavery and contract labour?
- 2) And which similarities are there?



## STEP 2: CHINESE PEOPLE, HINDUSTAN PEOPLE, AND JAVANESE PEOPLE

[Print](#)

In 1853, planters in Surinam feared a shortage of workers after slavery would be abolished. They asked the governor to support them in recruiting labourers from abroad. Those recruits were found in the Chinese people of Macao. A total of 2625 Chinese contract labourers were recruited, but it was not a successful plan. No one wanted to pay them while slaves were still available to work for nothing. The Chinese people who did get contracts were treated exactly like slaves. When they tried to resist, they were beaten and whipped by the police, a punishment that was repeated again and again.

When slavery was abolished in 1863, the slaves still had to work on the plantations and in the factories for ten years, though with a salary. The slaves were finally completely free in 1873 and most of them stopped working for their former bosses then. The British had been using contract labourers for a while by then and the governor of Surinam signed an agreement with the British about recruiting contract labourers in British India. The first contract labourers from British India arrived in 1873. In total, 34,000 Hindustan people came to work in Surinam. Hindustan does not refer to Hinduism, but rather the area of Hindustan in India, with Calcutta as its most important city.

Hindustan was plagued by natural disasters and famine, and many people left in search of a better life. They were easily persuaded by recruiters who were paid for every new recruit. But there were more reasons for Hindustan people to leave their country. Young couples wanted to leave because their love was not accepted by their families. Others were running from a crime. And of course there were also people who were looking for an adventure.

This contract labour was not entirely voluntary. Many labourers were illiterate and signed the contract with a thumb print, often without knowing exactly what they were signing and without realising they were about to be shipped off to the other end of the world.



Javanese contract labourers © Tropenmuseum - Wikimedia

Many planters thought the agreement between Surinam and the British was too strict. They asked the Dutch government for permission to take recruitment into their own hands. The Dutch Indies were the perfect colony to do this without interference from other countries. Recruitment was mostly done on the overpopulated island of Java.

For the Javanese people, contract labour offered a way out of poverty. They were given the same contracts as the Hindustan labourers, but the period of employment was much harder for the Javanese people, because their employers did not follow the agreements made in the contracts. 33,000 Javanese contract labourers were recruited between 1890 and 1939.

### Question

3) Think back to the pull and push factors discussed in the lesson "Inequality gap". What factors can you remember?

4) Think of a reason for the end of large-scale migration of contract labourers from British India and the Dutch Indies.



### STEP 3: THE SUGAR CAME AT A PRICE

[Print](#)

Contract labourers often had conflicts with supervisors on the plantations, because they had to do a lot of work for very little money. They often noticed that the supervisors did not take care to accurately measure how much reed had been cut or coffee had been picked. There were several historically significant uprisings: one at the Zoelen plantation and another at the Zorg en Hoop plantation in 1984. Unrest broke out between contract labourers of Zoelen and Geertruidenberg in 1891; five people died. The biggest and best-known uprising is the one at the Mariënborg plantation in 1902.



The Dutch Trade Association (NHM) bought six plantations that were abandoned by the abolishment of slavery around 1880. NHM started a sugar cooperation, installing a factory at the former Mariënborg plantation and turning the other plantations into sugar cane fields. A Scottish man, James Mavor, became the owner. He was widely known to frequently bother and harass the female employees.

NHM produced for the world market. Telegrams were frequently sent to the NHM headquarters, reading "The world price of sugar has gone down. Lower the wages!" The workers' wages had already been lowered twice in the first half of 1902 and another such telegram arrived on July 29th.

The field workers refused to work for such low wages and threatened the supervisor, who hid in his office.

Director Mavor went to the fields himself on horseback, where he told his employees to go back to work. They resolutely refused and advanced on the director in such a threatening way that he fled to the factory, chased by the furious crowd of field workers. At the factory, he was caught and beaten to death.

Across the river was the police office of Frederiksdorp. A message was sent from there to Paramaribo: "An uprising at Mariënborg! Director was murdered!" That night, 125 soldiers and 35 police officers came to Mariënborg to arrest over a hundred people, many of whom were innocent.

The others were ordered to go back to work, but they refused and demanded the return of their arrested colleagues. The soldiers were ordered to shoot the innocent, but resisting crowd, which caused the deaths of sixteen or seventeen people. Their bodies were not returned to their families, but dumped in a mass grave and covered with quicklime. The bodies were never found.

Eight of the contract labourers who got arrested were convicted. Their punishment was 12 years of forced labour.

Question

5) If you look at the uprising of 1902 with modern eyes, what would go differently if something like this happened again?





## STEP 4: THE DIARY OF A CONTRACT LABOURER

[Print](#)



Rahman Khan was a contract labourer who came from India to Surinam in 1898. He kept a diary. In 2003, that diary was published under the title *The Diary of Munshi Rahman Khan* by Amrit in the Netherlands. The book is sold out, but can still be found at the library.

Rahman's diary is a unique document, because he was a contract worker who wrote about his own experiences. He provides insight into the relationship between employers and contract labourers back then.

In 1898, the 24-year-old Rahman is convinced to sign a contract to work in the sugar industry in Surinam; he was blinded by the high wages he was promised. After he signed, there was no way back. After a journey of three months, he arrived in Surinam with 750 other contract labourers. They were divided among the plantations. Rahman ended up on a cocoa plantation. The foreman told the contract labourers: "You will have to work on this plantation for five years. After that, you are free to go and work wherever you want. If you decide to go back to India, the government will pay for your return trip."

Back in India, he was promised a job as a supervisor, but when he got to Surinam, he had to work on the land. The physical labour was tough for him. "My hands were quickly covered in blisters. My arm hurt. I never expected this kind of work. It made me cry. What did I do to deserve this?, I wondered. I had ruined my life for nothing. But now it was too late for regrets."

Rahman often ended up in conflicts with his bosses, because they tricked him in all kinds of ways to lower his wages. "You are under contract and you have to do what I tell you", he was told. Rahman made sure he did not end up under the agreed-upon minimum wage, because "the law says that anyone who makes less than 62 cents in three consecutive days, goes to jail for three weeks."

After the five years of the contract were over, Rahman had the right to return to India, but he stayed in Surinam. He was Muslim and he had gotten married to a Hindu woman and had a child. He thought his life in an interracial relationship would be easier in Surinam than in India.

© family Rahman



*Pages from Rahman Khan's diary*

Rahman refused a second contract and started working as a free labourer, a freeman. This was right about the time that cocoa plants started getting the witches' broom disease. Plantation owners could easily complete the work with contract labourers and did not need to hire nearly as many free labourers. Rahman got lucky and found a job with the government as a lock keeper. He found several other jobs after that, always as a free man.

### Question

6) What could be the purpose of the law about earning at least 62 cents?





## STEP 5: THE DIARY OF ANOTHER CONTRACT LABOURER

[Print](#)

We only know of one diary of a contract labourer that has survived until today (see [step 4](#)).

What if another diary of a contract labourer was found? Except this diary was not written by a man, but by a woman who migrated from Java. You can choose one of two roles for this assignment:

- 1) You are the Javanese contract labourer and will write one page of your diary.
- 2) You are a journalist and will write an article about the newly discovered diary.

In both cases, you will have to use the word "contract labourer" in your text.

Good luck!



## EFFECTS OF MIGRATION: INTEGRATION?

[Print](#)

When you are a migrant in the Netherlands, getting approved for a visa is not the end of it. You have some integration duties, which ends with a civic integration examination.



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals also known as Global Goals, especially goal 10 and 16.*

By the end of this lesson:

- You will know that a recognised refugee still hasn't met all requirements that Dutch civil law imposes on them.
- You will know that recognised refugees get three years to pass their integration exam.
- You will know which subjects the integration exam contains and you will know which steps 'an integrating person' can take to pass the exam.
- You will know various ways of handling the habits of foreign Dutch people as a recognised refugee: do you adjust or do you hold on to your own habits?
- You can explain what we mean with 'diversity'.
- You will have your own opinion about the question 'When are you integrated well?'

By the end of this assignment you will know the meaning of the following concepts:

- \*Recognised refugee
- \*Asylum migrant
- \*Integration
- \*A person integrating
- \*Integration contract
- \*Compulsory integration
- \*Integration exam
- \*Permanent asylum permit
- \*Assimilation
- \*Segregation
- \*Integration
- \*New entrant
- \*Diversity

### Final product

As the final product of this assignment you will participate in a **role play** together with your classmates.

In this role play you will depict the concepts of assimilation, segregation and diversity.

With this role play you will show that you have reached your learning objectives.

### Evaluation

Your teacher will grade your role play.

Your teacher will grade the assignment based on the following:

- Content:** Was the role play done in a convincing way?
- Form:** Was your role put into words and enacted with care?
- Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

### Group size

You will take step 1 up to 5 by yourself.

You will do the role play (step 6) together. Your teacher/conversation leader will give you the instructions you need.

### Time

For this assignment you will need 2 lessons.



## STEP 1: YOU CAN STAY IN THE NETHERLANDS. WHAT'S NEXT?

[Print](#)

Say you are new to the Netherlands. Or you fled your own country, weaved your way across the world, and finally ended up here. You request asylum – officially making you an asylum seeker – and after going through the asylum procedure, you find out that you can stay. You are now officially acknowledged to be a refugee and a citizen of the Netherlands. This means you are in the Netherlands legally.

However, that is not the end of the road. No matter if you are an immigrant or a refugee, every 'stranger' or 'foreigner' from outside the European Union has to work to integrate.

This means taking part in a naturalisation course and passing a naturalisation exam within 3 years. Asylum seekers have to pay for the course (around €3,000) and the exam (€350) themselves. If you cannot afford this, you can take out a special loan for educational purposes.

The goal of naturalisation is for an asylum seeker to start getting used to their new environment. The Netherlands does this with a course and an exam, but some other countries have a naturalisation contract, like in Belgium, Germany, Denmark, France, and Austria.

### Question

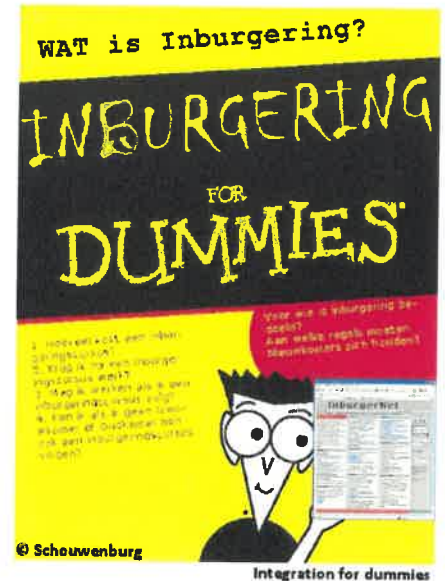
1) A contract is always an agreement between two parties, put on paper. What kinds of agreements do you think should be included in a naturalisation contract?

The (asylum) migrant is obliged to...

\*  
\*

The government is obliged to

\*  
\*





## STEP 2: INTEGRATION

### Print

According to the dictionary, integration is: 'When civilians are blending in with their environment'. This does not make it much clearer. In the Integration Law of 2006, it is stated much more clearly. This law says that foreigners who want to settle in the Netherlands:

- Can understand, speak, read and write Dutch.
- Learn how Dutch society functions.

Knowledge of the Netherlands and the Dutch language makes it easier to find work, for example, or to have a conversation with the doctor or to help their children to do their homework.

You have been integrated if you have passed your civic integration exam (or rather, you have been warranted from the obligation to integrate). You then get an integration diploma.



About integration    Integration for asylum migrants

The civic integration exam consists of zes parts:

1. Writing Exam
2. Speaking Exam
3. Listening Exam
4. Reading Exam
5. Knowledge of Dutch Society Exam
6. Orientation on the Dutch Labour Market Exam

You will do four out of the six exams on a computer. You will only get a diploma if you have passed all six parts. Every municipality is obliged to offer an integration course. Mostly this course is outsourced to a specialized company.

You can only do the civic integration exam in five places in the Netherlands: Amsterdam, Eindhoven, Rijswijk, Rotterdam and Zwolle. Not passing the integration exam does not lead to a withdrawal of the asylum permit. However, refugees can get a fine of 1250 euros and it also means that they are not eligible for the 'permanent residence permit'.

The consequence is that you will get a permit that can be withdrawn for a longer period of time. It has not occurred often, but a reason to withdraw the permit could be a regime change in the country of origin.

The situation for migrants is different than for recognised or invited refugees. Migrants who do not want to do a civic integration course or who fail their civic integration exam can be deported. Or like the Times wrote in January 2015: "The Netherlands Tells Immigrants to Learn Dutch or Get Out".

### Questions

- 2) We are going to imagine we are people who are integrating, people who follow civic integration courses. They do not know the OV chip card in the country they fled from. Explain to your neighbour in your class how they should use an OV chip card.
- 3) In Germany and Denmark (asylum) migrants have to study the history and culture of these countries too, besides having to learn the language.
  - a) Most Dutch people know that the Battle of Nieuwpoort took place in 1600. Do you think that (asylum)migrants should know Dutch history too? If your answer is no, indicate why this is not necessary. If your answer is yes, can you give another example of something they should know about too, according to you?
  - b) Part of the Dutch culture is the national anthem, the Wilhelmus. Do you know one of the verses by heart? Do you think that (asylum) migrants also have to be able to sing or say the first verse of the Wilhelmus by heart?
- 4) Which two groups have the most problems with the different parts of the civic integration exam?



## STEP 3: ASSIMILATION

[Print](#)



According to the dictionary assimilation means: the integration of individuals and groups in a new environment.

If we are talking about (asylum) migrants, assimilation means that they would have to give up their own habits and take over the habits of (autochthonous) Dutch people.

### Questions

5) A lot of foreigners think that all Dutch people wear clogs, that there is a wind mill on every street corner, and that tulips are a Dutch product. What do you consider typically Dutch?

6) Do new entrants have to take over these typical Dutch habits? Why/Why not?

Make a list of subjects and put the subjects in groups (for instance, make a group 'eating habits' or a group 'receiving visitors', and think of new groups yourself).

7) Do you know habits of migrants that you would like to take over? Which ones and why?

Assimilation is a minority adjusting to the majority. The ancestors of a lot of Dutch people have assimilated in the past. They don't even know that originally they are of foreign origin. Sometimes you can only tell by their name.

Someone who is called 'De Ridder' is probably of Belgian origin.

Someone who is called 'Cuisinier' is probably from the French Huguenots.

And someone whose name is 'Hartmann', probably has their roots in Germany.

However, there are also cases when the majority takes over things of the minority. Examples are eating Chinese food, which were originally dishes that were introduced by Chinese people in the Netherlands, and have become Dutch (=adjusted to the taste of the Dutch).

### Questions

8) We will ask everybody in the class to write their last name on the board. Which last names sound foreign? Who of the pupils with a name that sounds foreign considers themselves a foreigner and who does not? Who knows where their ancestors came from originally?

9) Can you think of other things, besides eating Chinese food that the Dutch took over from migrants?

10) Several years ago it was investigated what foreigners considered typically Dutch. The following things were mentioned:

<i>Being tidy</i>	putting garbage in separate bins, being on time, making an appointment before you can visit someone, doing the dishes immediately after dinner, answering the phone with your name.
<i>Tolerance</i>	allowing drugs in coffee shops, considering it normal that someone is walking through a red traffic light for foot passengers.
<i>Behaving well</i>	switching off your television when you have visitors, staying calm, being helpful, starting a conversation about the weather, speaking in a quiet voice.
<i>Enjoying a pleasant atmosphere</i>	drinking cups of coffee, being homely, using diminutive words in your conversation, leaving the curtains open, having plants on the window sill, avoiding discussions ('let's keep it pleasant').
<i>Being frugal</i>	you only get one biscuit with your coffee.

a) Compare this list with your own lists, which you have made in assignment 1. What is mentioned on your list, and not on the list above? And the other way around, what is mentioned in the list above, but not on your list?

b) Which of the things from the list above do you think are correct and which are not?

Does it make a difference in which part of the Netherlands you live?



*'We have found a nice little hotel'*



## STEP 4: SEGREGATION

[Print](#)

According to the dictionary segregation means: social separation of sections of the population.

What many autochthonous Dutch people complain about is that new entrants isolate themselves from other people. They often live together in separate areas or streets, they go shopping at specific shops or they go to specific restaurants, which are run by former countrymen.

Integration and segregation are contradictions. One excludes the other. An (asylum) migrant who integrates in Dutch society, cannot lead an isolated life at the same time.

Segregation is found everywhere in the world. For instance, almost every big city in America has a Chinatown, a Chinese district where many Chinese immigrants live together. You also find a lot of Chinese restaurants and shops in such districts. In many places you also find a Little Italy, a district where many (descendants of) Italian immigrants live together and where you can find a lot of pizza restaurants. In America Chinatowns and Little Italy are also tourist attractions.



Not all separate nationalities have their own district. However, the original population and (descendants of) new entrants often live in separate districts, or the largest part of a street or a district houses one specific social group. Only autochthonous Dutch people live at the Zwaluwenweg in Aardenhout. Nearly only migrants live in the Kanaalstraat (Canal street) and in the Schilderswijk (Painter's district) in the Hague.

### Questions

- 11) Of many (asylum)migrants it is said that they live in two worlds. What is meant by this?
- 12) Mention two or more causes why separate districts with specific social groups have come into existence. Indicate for each cause who is responsible for the existence of those separate streets or districts.
- 13) Mention one or more advantages and one or more disadvantages of living in separate districts.
- 14) What can be done to prevent separate streets and districts?





## STEP 5: INTEGRATION AND DIVERSITY

[Print](#)

According to the dictionary integration means: being taken up in a greater whole or: turning into a balanced whole.

Especially in politics and in the media the question 'When are you integrated well?' regularly turns up.

Former member of the House of Commons Selçuk Öztürk wanted minister Lodewijk Asscher (PvdA) to tell him when someone meets the integration requirements. According to NRC Handelsblad Asscher's answer was: "You shouldn't be too precise when it comes to people. This is not how you should look at integration." The newspaper then wondered how successful integration can be measured. Even now, new entrants already have to meet various obligations that come with integrating.

An asylum migrant asked this question on an internet forum: "Is it when you speak the language, when you have given up your old beliefs, when you have replaced couscous with carrot and onion stew, when you have a job, when you're moving to an almost exclusively white district, when you're not sending your children to a black school, when you have a Frans Bauer cd?"

Queen Maxima said it years ago: 'The Dutch man or woman doesn't exist.' The young hip hopper, the vicar of the Protestant church, the part-time shop assistant, the bank manager, the secretary of Village Interests, the deputy mayor of one of the big cities, and the (former) asylum migrant who has just received his new Dutch identify card, they are all Dutch. Who is integrated well and who isn't?"



According to many it is better to speak of diversity than about integration. Diversity means all aspects that make people different from each other. The visible things –such as gender, age and the colour of your skin- and the less visible matters such as cultural and social background.

Nowadays you can follow a (very expensive) assertivity course to learn to deal with diversity better. In this course you will learn how to accept and appreciate people with various backgrounds. You will also learn how to resist prejudice and intolerance.



When are you well integrated?  
If you can cycle as well as the native Dutch?

### Questions

- 15) Minister Asscher said about integration requirements that 'you shouldn't be too precise'. What do you think he means by that?
- 16) The former princess and now queen Maxima got a lot of criticism when she said: "The Dutch identity does not exist", and further on in her speech: "The Dutch man or woman doesn't exist." Do you agree or disagree with her? Explain your answer.
- 17) Mention a negative effect of diversity.
- 18) Now describe in your own words when you think someone is integrated well.





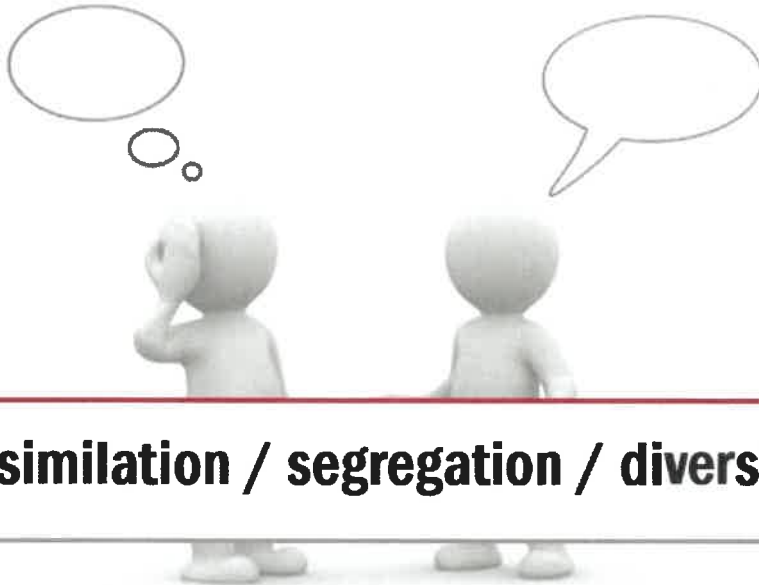
## STEP 6: FINAL PRODUCT - A ROLE PLAY

[Print](#)

Imagine: you are a new Dutch person. You and a few other migrants now live in a posh neighbourhood that only housed autochthonous Dutch people until now. The municipality has organised a meeting for the new and old neighbours to get to know each other.

The municipal secretary interviews the new entrants and a few inhabitants of the district who have lived there for years. He/she is also the chairman or chairwoman.

In the role play you particularly emphasise one of these new concepts, without mentioning them by name: assimilation, segregation and diversity.



If you are given the role of someone who has lived in this neighbourhood for years, you will try to find out whether these newcomers 'fit in your neighbourhood'.

To conclude the roleplaying game, the moderator judges who expressed themselves most clearly, using the concepts of assimilation, segregation, and diversity.



## EFFECTS OF MIGRATION: CHANGES IN SOCIETY

[Print](#)

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The Netherlands has always been a country of immigrants. Migrants used to come mainly from Europe, but these days they come here from countries much farther away too. The Dutch population has become more diverse. Whether you accept it or not, the Netherlands is a multicultural society with people from different cultures, skin colours, religions, and different norms and values.



According to the latest population forecast of Statistics Netherlands, the Dutch population will keep increasing until we reach 18 million around 2044, after which the growth rate will strongly decrease. International migration plays an important part in this future population growth.

In this lesson, we will take a look at the effects of migration on Dutch society and gauge your and other people's opinions about migration.

## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Global Development Goals, especially goal 10 and 17.*

By the end of this lesson, you will:

- Be able to name some changes in society caused by migration
- Know that different cultures, religions, and political parties rose up after migrants appeared
- Know that migrants face a lot of discrimination
- Be able to explain what racial profiling means
- Know that one of the characteristics of populist politicians is rejecting strangers and migrants
- Know that news about migration is often unreliable

By the end of this assignment, you will know the definitions of the following terms:

- \* Migration background
- \* Multicultural society
- \* Islamic Party
- \* Racial profiling
- \* Populism
- \* Fake news

### Final product

The final product for this assignment will be to **write your own 'fake' news** with a positive message about migration. Doing this will show that you have reached the learning goals.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Does your 'fake' news show a positive image of migration?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Do your answers to the questions in steps 1 – 4 and the final assignment not contain too many language mistakes?

### Group size

You will do this lesson by yourself. The creative assignment will be done in small groups.

### Time

This assignment will take 2 lessons.



## STEP 1: DIFFERENT CULTURES, DIFFERENT RELIGIONS, DIFFERENT PARTIES

[Print](#)

In 1879, 100% of the Dutch population was religious, 95% was Christian (Roman Catholic or Protestant), and 6% had a different religion, mostly Jewish.

In 1889, we see the first case of people calling themselves non-religious (2%) in the statistics. Since then, the number of non-religious people has increased to more than half of the population (50.7% in 2017).

Another trend that can be seen is an increase in Islamic people, which is a religion that the first generation of guest workers brought with them. The Netherlands now has second-generation and third-generation Islamic migrants as well. Their numbers are fairly stable, around 4.9% of the population.



Migrants coming to the Netherlands has also led to changes in culture and in norms and values. A few examples:

- Most autochthonous Dutch people think it is respectful to look someone in the eye when you talk to them, while this can be seen as impolite in other cultures. Especially when talking to older people, it can be seen as rude. This is the case in Surinam and Moroccan circles, among others.
- When autochthonous Dutch people behave in a way they see as assertive, for example by bluntly sharing their honest opinions, this is often seen as rude and impertinent to cultures like the Antilles.
- While guests are usually expected to go home around dinnertime in the Netherlands, the expectation in many other countries is that visitors to stay for dinner.
- This is the most well-known example of culture clash for some: In 2004, Rita Verdonk (a member of the People's Party for Freedom and Democracy) visited a mosque in Tilburg. When she greeted the imam (the prayer leader of a mosque) and tried to shake his hand, he refused. This was big news in the media. She thought that the imam disrespected Dutch norms and values. The imam explained that he does not shake women's hands in his religion, to avoid temptation.
- One of the biggest conflicts between many autochthonous Dutch people and people with a migration background is the discussion about Zwarte Piet ('Black Pete'), which is part of the Dutch Sinterklaas celebration. In 2013, a Facebookpage called Pietitie – with the slogan "Don't let the best tradition of the Netherlands disappear" – gained over 2 million likes. Opponents started a campaign called "Zwarte Piet is racist".

### Political parties

The increasing number of migrants has also changed the political landscape in the Netherlands. The first person with a migration background in the House of Representatives was John Lilipaly. He is originally from the Moluccas and was in the House for the Dutch Labour Party from 1986 to 1998. By the end of 2018, there were sixteen people with a migration background in the House of Representatives. Some of them have parents who were born in Turkey or Morocco, and some came from countries like Iran and Afghanistan. Some of them are second-generation or third-generation migrants who were born in the Netherlands, like Malik Azmani from the People's Party for Freedom and Democracy and Mustafa Amhaouch from the Christian Democratic Party.



A new factor on the political landscape came in the form of Islamic parties. Islamic parties have not won any seats in the House of Representatives so far, but they have won local elections in cities like Rotterdam and Den Haag.



The political party Denk, which has been in the House of Representatives since 2017, is not an Islamic party, but the three members in the House are proud of their Islamic and migration backgrounds. The key issues that Denk fights for are reducing racism and discrimination against migrants and increasing awareness of the Dutch history of migration and slavery.

In an attempt to stop multiculturalism and Islam, the Party for Freedom was created, which has been represented in the House of Representatives since 2006. In September of 2018, the Party for Freedom proposed a new law that would make Islamic expression illegal. Mosques, Islamic schools, and people who own the Quran would be punished with a maximum of five years in prison. This proposal from the Party for Freedom was only supported by one other party: the Forum for Democracy. This party also rejects our multicultural society and proposed a law called the Dutch Values Protection Act.

#### Questions

- 1) Banning Islam goes against the constitution. Which articles forbid banning Islam?
- 2) What do you think are 'Dutch values'? Give one or more examples.



## STEP 2: IS EVERYONE EQUAL IN THE EYES OF THE LAW?

[Print](#)

The first article of the Dutch constitution says the following:

*All persons in the Netherlands shall be treated equally in equal circumstances. Discrimination on the grounds of religion, belief, political opinion, race, or sex or on any other grounds whatsoever shall not be permitted.*

Unfortunately, people are not always treated like this article says. Migrants often face discrimination. This can be based on something as simple as an accent. When an actor with a Dutch-Moroccan accent makes a phone call to ask for help, he is not treated with the same friendliness as Diederik Jekel, who speaks with a local Dutch accent.



*Translation of the title: Do we judge people on their accent? - The influence of a Moroccan or (the province) Brabant accent*  
Please note: the film is in Dutch; [click here](#) for a transcription in English.

Linguist Stefan Grondelaers draws some sad conclusions.

Discrimination against migrants can also be seen among students and people applying for jobs.

Students with a migration background who are looking for an internship have to try much harder than other students. Unemployment among autochthonous Dutch people between the ages of 15 and 75 was 3.2% in the second quarter of 2018. That is lower than the percentage of unemployed people who migrated from a European country: 4.7%. On top of that, for migrants of non-Western European heritage, unemployment is even higher: 8%.

A third example of discrimination against migrants is racial profiling: judging people based on their race. A commonly used definition is "the practice by the police of thinking that people of a particular race or colour will behave in a particular way, especially that they will commit crimes". There is no objective reason for this behaviour.

An example of racial profiling can be seen in this YouTube video by Nieuwsuur from 2016:



*Translation of the title: Stopping attitude rapper Typhoon raises many questions*

*Please note: the film is in Dutch; [click here](#) for a transcription in English.*

Question

3) Give an argument in favour of and an argument against the 'stop and search' forms used by London police. Should Dutch police start using this form too or not?



### STEP 3: POPULISTS ABOUT MIGRATION

[Print](#)

What do Pim Fortuyn (Netherlands), Geert Wilders (Netherlands), Donald Trump (United States), and Recep Erdogan (Turkey) have in common? They are all called populists.

The word *populism* comes from the Latin word *populus* (= people). Populist movements claim to listen to the people, unlike the ruling class, the elite. In the second century BCE, a political fraction that called itself *populares* was created in the Roman Empire. They stood up for the 'common people', the plebs. Standing up for the common people is still one of the characteristics of modern populism.

In the Netherlands, most people say populism got its start with Hendrik Koekoek, who got into the House of Representatives with the Farmers Party in 1963. Since Pim Fortuyn became a politician, populism is a steady part of Dutch politics.

There is no clear and final definition of populism, but various scientific experts have listed what they see as the characteristics of populism. Some of these characteristics are as follows:

- ✦ Rejecting the (corrupt) elite, the party establishment, and the media
- ✦ Standing up for the common (hardworking) people and doing what the people want
- ✦ Charismatic leadership
  - ✦ Relying on unity and patriotism
- ✦ Rejecting **foreigners** and **migrants**
- ✦ Speaking out the feeling that migrants are taking over 'our country' and that migrants are given more advantages than autochthonous citizens



#### Not based on facts

Geert Wilders said the following in an interview in 2017: "The demographic pressure is rising. A third of all Africans wants to migrate and many of those want to come to Europe. Last year, more than 180,000 people came in on rickety boats from Libya. And that is only the beginning. According to EU Commissioner Avramopoulos, 3 million migrants are ready to move to Europe right now. How many terrorists, rapists, ISIS sympathisers, and welfare recipients are among them?"

The leader of the Party for Freedom concluded his statement by urging all European citizens: "It's sink or swim. We need to do something now."

Both Avramopoulos and Wilders were very wrong. Eugenio Ambrosi, regional director for Europe for the International Organisation for Migration says: "The total number of migrants is 0.07% of the European population". According to Ambrosi, there will not be 3 million migrants and refugees trying to get into Europe, but around 130,000.

Professor Hein de Haas (University of Amsterdam) sees this as an example of the 'fear of the migration ghost'. He says: "The dominant idea is that migration has increased immensely, but if you look at the growth of the global population, the percentage of migrants has stayed the same: 3% of the global population was and is a migrant. The idea that migrants are flooding Europe is also an exaggeration: Most migrants by far find new homes in their own regions. Countries like Lebanon, Turkey, but also Kenya give shelter to millions of refugees. Europe's efforts pale in comparison."



#### Question

4) In his speeches, Geert Wilders often talks about 'the ordinary Dutch people Henk and Ingrid'. How does this fit the characteristics of populism?





## STEP 4: FAKE NEWS ABOUT MIGRATION

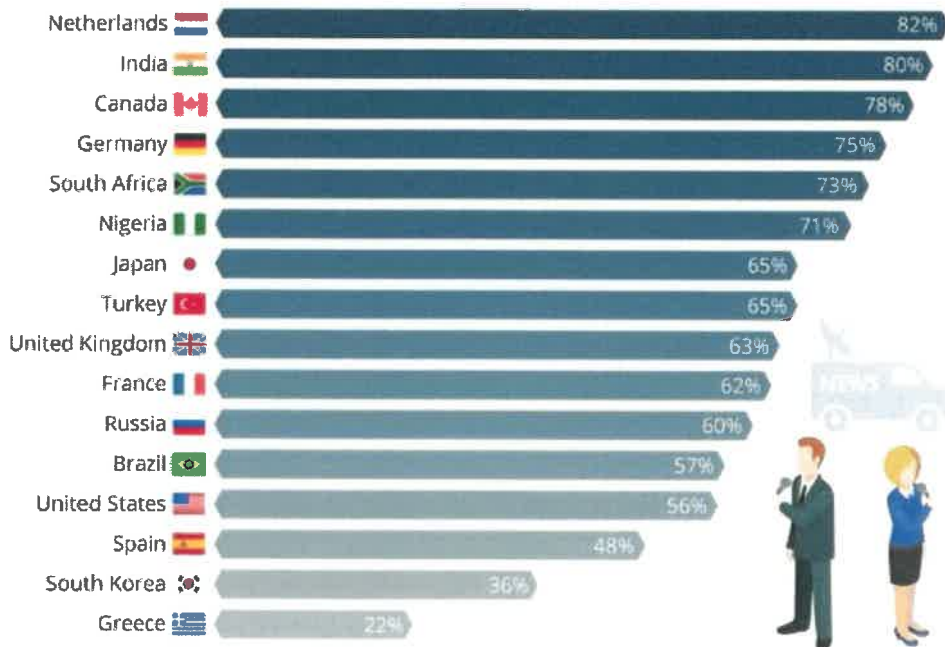
[Print](#)

How do you know what is going on in the world? You can find out thanks to programmes on TV and the radio, thanks to newspaper articles and social media. But can you trust all this information? No, you cannot. By now, everyone is familiar with the concept of fake news.

Sometimes news is so fake that you see through it right away. No one took Wilders seriously when he tweeted a doctored photo of fellow politician Alexander Pechtold looking like a sharia supporter. But how about the rest? Compared to other countries, Dutch people trust the media the most.

### Where People Think The News Is Accurate

Share who say their media reports the news accurately in 2018\*



\* Selected countries.  
Source: Pew Research Center

statista

#### Question

5) The American research agency YouGov asked 1684 to tell apart fake news from real news when given six newspaper headlines. Can you tell which are real?

1. FAKE / REAL Immigrants get \$10,000 on arrival to boost the economy
2. FAKE / REAL Tourists bitten by crocodile in selfie attempt
3. FAKE / REAL Iceland throws New Year's party for immigrants
4. FAKE / REAL English towns High Easter and Good Easter change names after complaints
5. FAKE / REAL Trump offers free tickets to Africa to those who want to leave the US
6. FAKE / REAL Trump picks wealthy oil tycoon with ties to Putin as Secretary of State

Your teacher will give you the right answers. Did you get all six of them right? That would be amazing, because only 4% of adults in the original experiments got them all right. Half of them got at least one wrong.

Everyone has fallen for fake news at some point. Donald Trump also fell for a retweet of a supposed 'anti-Muslim video'. The video first appeared in the Netherlands. It showed two teenagers getting into a fight and one boy beating up the other, who was on crutches. The perpetrator was caught, but he was neither Muslim nor an immigrant. Still, Jayda Fransen – vice president of the extremely right-wing organisation Britain First – retweeted the video and added the caption "Muslim migrants beating up a Dutch boy on crutches". When Trump's retweet started spreading through the United States, the Dutch embassy hurriedly released a statement to say the message was incorrect, but it was too late to stop the spread.

# NEWS CHECKERS

Dutch media have published fake news about all kinds of subjects, including migration and Islam. News checkers at Leiden University check a lot of news on accuracy. They found hundreds of fake articles in a few years. Below, we describe three such messages about migrants and Muslims:

HEADLINE	CLAIM	SOURCE	ACCURACY	WHAT IS THE REAL STORY?
Muslims want to ban pork from school cafeterias	A Dutch mayor responds to demands from Islamic	This message has been spreading through Facebook for years and has reached	FALSE	Dutch organisation Hoaxmelding proved it was fake by showing that different versions of it mention

	parents to stop selling pork in the school cafeteria.	countries like the Netherlands, Canada, Spain, Belgium, and Australia.		different towns and mayors, but it is still spreading on Facebook. Various real mayors have said it was not true.
Singing Muslim woman from Deventer was threatened	A Muslim woman from Deventer is being threatened with murder by orthodox fellow Muslims because she sings.	Facebook page Niet100 with 200,000 likes.	FALSE	The woman in the article is Malaysian singer Shila Amzah. She is very famous in Asia, performs everywhere without issues, and is not receiving threats.
Asylum seekers abuse puppies	Three asylum seekers steal a young dog and severely abuse it.	This appeared on WTF Bro, Not100, Straatmedia, Kijkvideos, Viraltube, Tagjouwvriend, Viraalvideo, Lijpeshit and Fantastic.co among other places. For example, it was spread on a page called LEESR with 1600 likes.	FALSE	Two events were combined into one. In 2017, four British teenagers drugged a puppy, broke its neck and two of its legs, and set it on fire. The dog miraculously survived. The picture that this fake news claims shows the perpetrators was taken from the news in 2013 and actually shows three Brits that were sent to jail for preparing terrorist attacks. None of these people are asylum seekers.

#### Question

6) Give at least three different reasons why people post fake messages.



## STEP 5: YOUR OWN FAKE NEWS ABOUT MIGRATION

[Print](#)



You have been reading about fake news that puts migration in a negative light being spread as though it were real. Time to push back!

You will write your own fake news about migration, except yours will be positive. The title will be "Everyone is welcome!" Let your imaginations run wild!

Good luck.



*On the side of the bench: Everyone is welcome*

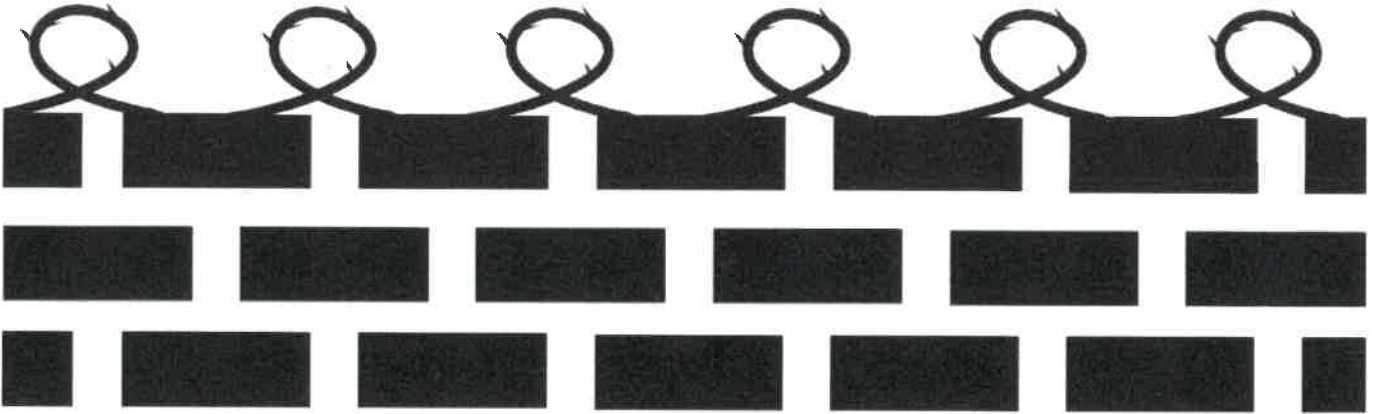
## EFFECTS OF MIGRATION: PHYSICAL BARRIERS

[Print](#)

Great empires have built physical barriers to keep out intruders all throughout history. An example of this is the Chinese Wall, which started being built in the 7<sup>th</sup> century BCE. You could also look at the limes, the one kilometre long border (with reinforced forts) that guarded the Roman Empire. Hadrian's Wall, on the border of England and Scotland, is part of this kilometre. Limes is Latin for border.



Besides a wall, borders can also be long stretches of barbed wire or a combination of both.



These days, walls and barbed wire can be found along borders all over the world. The official reason is to prevent terrorism, but the daily effect is keeping out (illegal) immigrants. Journalist Dick Wittenberg of De Correspondent newspaper investigated this and came to the conclusion that the world has never seen so many physical border walls as it does today.

This lesson will be about another border that kept citizens within its borders to prevent them from going abroad: The Iron Curtain. After that, we will look at Donald Trump's wall, the barbed wire borders around the Balkan, and borders in other places around the world. This lesson will be concluded by discussing the physical and invisible borders that can be collectively called 'Fort Europe'.



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals, especially goal 10 and 17.*

By the end of this lesson, you will:

- Know what the Iron Curtain and the Berlin Wall were and what purpose they served
- Be able to explain why so many people from Eastern Europe tried to flee to Western Europe
- Know why a stream of labour migrants started coming from Eastern Europe after 1989
- Know the legal and illegal ways in which Donald Trump tried to limit migration in his time as president of the United States
- Know how the European Union tried to prevent illegal migration in 2015
- Know how Hungary specifically tried to prevent this illegal migration
- Be able to explain what is meant by 'Fort Europe'

By the end of this assignment, you will know the meaning of the following terms:

- \* Iron Curtain
- \* Berlin Wall
- \* Trump's Wall
- \* European migrant crisis
- \* Barbed wire borders
- \* Fort Europe
- \* Disembarkation platforms

### Final product

The final product for this lesson is to give your opinion during a **radio interview**. With this final assignment, you will show you have reached the learning goals.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Were you able to clearly phrase your opinion on disembarkation platforms during the radio interview?
- **Form:** Were you well-prepared for the interview?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

### Group size

You will work by yourself for this lesson. The creative assignment will be done in pairs, with one person interviewing another.

### Time

This lesson will take two hours.



## STEP 1: IRON CURTAIN

[Print](#)

After World War 2, Europe was divided in two power blocs: the capitalist Western Europe and the communist Eastern Europe. Germany was divided into two separate countries: West Germany (Bundesrepublik Deutschland) and East Germany (Deutsche Demokratische Republik).

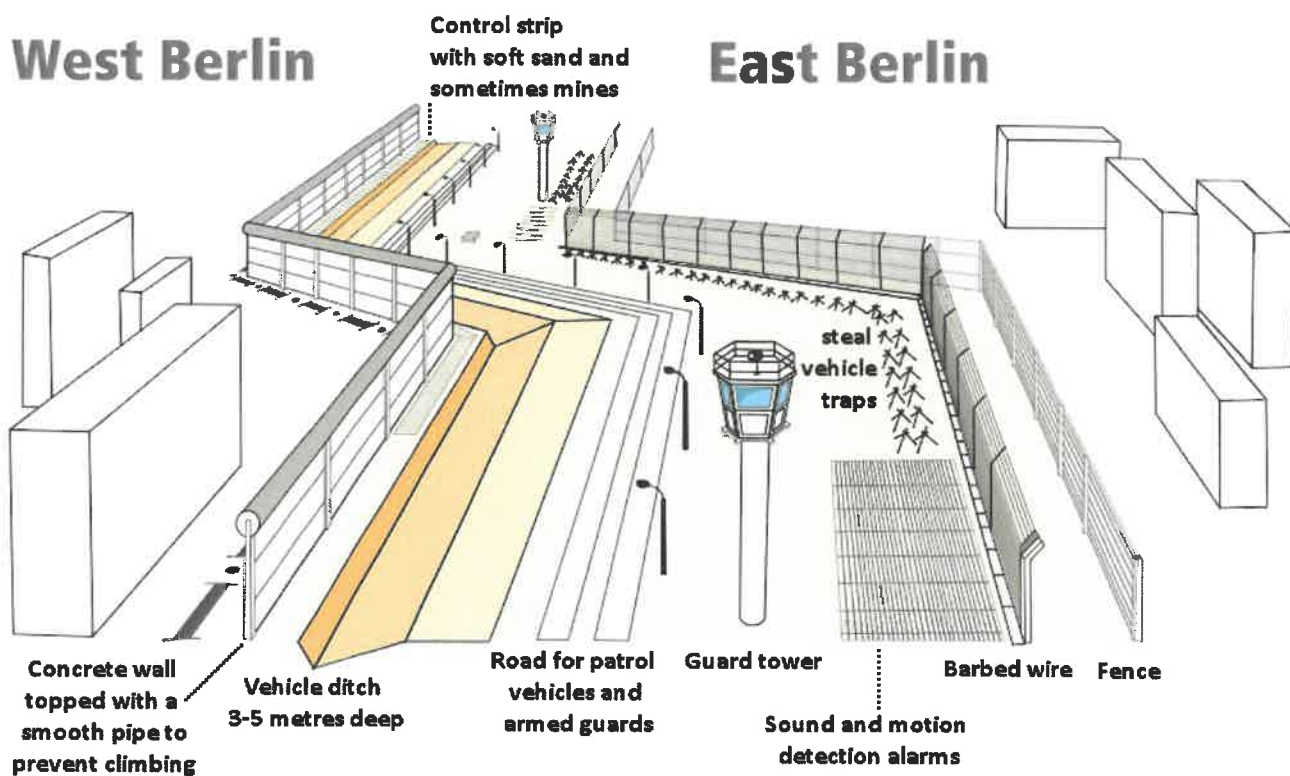
Europe was in pieces and had to be rebuilt. Western Europe got a lot of financial aid from the United States (called the Marshall Plan), while the people in Eastern Europe got less to no help from Russia. The economy in Western Europe flourished, while Eastern Europe lagged behind. This made many Eastern Europeans want to find a better life in the West. In East Germany alone, 2.5 million East Germans left their country and moved to West Germany. The two halves of Germany became so divided that Winston Churchill referred to it as an Iron Curtain: "From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent."

He was referring to the gates, which were often accompanied by mine fields, anti-tank trenches, barbed wire, guard posts, and towers that were placed along the border.

The purpose of the Iron Curtain was to keep people from Eastern Europe in their own countries and prevent migration and depopulation. On August 13th, 1961, the people of Berlin woke up to a wall right through their street. The Wall had a lot of weak spots at first: you could easily flee to the West Berlin side of the wall by climbing out the windows of houses that were right on the border. You could even get through or over the barbed wire in some places. However, it quickly became more difficult to cross. The Wall became a complex system of 100 metres wide with dogs, barbed wire, a ditch, guard towers, and fourteen thousand guards.

The people of West Berlin simply called it the Wall. In East Berlin, it was called the Anti-Fascist Protection Rampart. The Wall was there to protect Berlin from 'depopulation, infiltration, espionage, sabotage, smuggling, sales, and aggression from the west'.

The Wall was watertight for the first two years. After that, some people from West Berlin were allowed to visit East Berlin (but never the other way around).



The border guards in East Berlin were tasked with sharpshooting anything that moved. That did not mean that people from East Berlin did not try to flee. Many attempts succeeded and many failed. They tried anything: climbing over the Wall, using a shovel to go through the Wall, flying with handmade planes and hot air balloons, using a submarine, and digging tunnels. The Wall was also open at seven checkpoints and several people tried to pass through those checkpoints by hiding in hidden cargo spaces in cars.

It is generally believed that about 5,000 people managed to escape to West Berlin. The number of people who died trying to escape is 192, but it is not known how many people were injured or otherwise failed to cross the border. Every refugee who managed to get to West Berlin was given a warm welcome and got financial aid from the West German government.

In 1989, the communist regime collapsed. The Iron Curtain and the Berlin Wall went down. Most Eastern Europeans later joined the European Union. Many labour migrants went to live and work in Western European countries (temporarily), including the Netherlands.

### Question

1) Listen to this song by Het Kleine Orkest. Name a positive effect of the fall of the Wall on East Berlin and on West Berlin. Also name a negative effect on East Berlin and West Berlin.



Translation of the title: Over the wall - Klein Orkest (= Small Orchestra)  
Please note: the film is in Dutch; [click here](#) for a transcription in English.



## STEP 2: PRESIDENT TRUMP'S WALL

[Print](#)

One of Donald Trump's spearheads as president of the United States is a tough immigration policy. He wants to limit both illegal and legal immigration as much as possible. He wanted to limit legal migration with a travel ban for a number of (Islamic) countries. The American legal system prevented him from doing this, because the travel ban would lead to discrimination.

To prevent illegal migration, Trump suggested building a wall along the American-Mexican border and that Mexico was going to pay for it. Mexico did not accept this offer and now the president is trying to get approval and funding through Congress (made up of the House of Representatives and the Senate). The costs are estimated to be between 20 and 70 billion dollars (18 – 62 billion euros).

Trump's attempts have not been very successful so far. He did have eight prototypes of the wall built, which each cost half a million dollars. All of them are a stunning nine metres high, ranging from massive concrete structures to metal versions with spikes. He did not approve any of them. He wants a wall that is see-through, so American border patrol can see immigrants coming.

Researchers are not enthusiastic about the wall. The border is 3169 kilometres long and crosses rivers, mountains, and inhospitable environments with extreme weather, which makes it very expensive. On top of that, you have to ask yourself if a wall would even stop immigrants. One migrant said: "If they build a wall of 9 metres, I will bring a ladder of 10 metres. If they build a wall of 10 metres, I will bring a ladder of 11 metres."

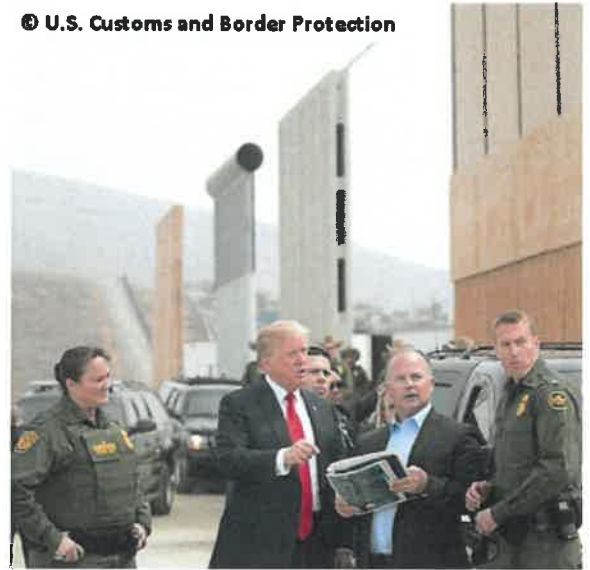
The Mexican wall is not the only border wall that has been planned or built in the past ten years. Walls have also been built by other wealthy countries with much less wealthy neighbours (a difference of up to 25%). There was one border wall in the world in 1945, but there are almost fifty today.

Question

2) Despite the fact that fifty walls have been built so far, the number of (labour) migrants is still rising (click here for the numbers). You could draw the conclusion that building walls does not really help. What do you think would help more to decrease the number of migrants?



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### STEP 3: BARBED WIRE BORDERS

[Print](#)

In 2013, dictator Kadhafi of Libya was deposed and murdered. The country fell into chaos, which created opportunities for human traffickers. They organised hundreds of illegal boat journeys to Europe, with hundreds of thousands of migrants on board. Meanwhile, hundreds of thousands of refugees fled the war in Serbia. Many of them ended up in Turkey on their way to Greece.

In the middle of what we now call the European migrant crisis, German chancellor Angela Merkel said the following during a press conference in late August, 2015: "Wir haben so vieles geschafft. Wir schaffen das." ("We have already done so much. We will do this too.") This statement made Germany even more attractive for migrants. Hundreds of thousands of migrants were getting ready to move to Germany, straight through Europe ('the Balkan route'). The European Union came up with a way to forcibly redistribute these migrants over all the European countries. Some EU members, especially Eastern European countries, did not agree with this plan. The Hungarian government responded by building barbed wire fences along the border with Serbia.



Migrants that tried to cross the fence risked three years in jail, five years if they damaged the fence. Hungarian prime minister Orban thought it was necessary to protect "Europe's Christian identity" (he said in an interview with German newspaper Der Spiegel).

The government had the border guarded by military personnel. Every migrant, including the ones who were already in the country, was locked up in camps. Migrants who wanted to request asylum had to wait for a summary judgement. 99.5% of all requests were denied and those migrants were sent back to Serbia. Slovenia and Croatia later followed suit with barbed wire fences of their own and Hungary also added a fence to the border with Romania.

The European migrant crisis was not resolved until European countries made non-binding [agreements with Turkey and Libya](#), which caused the number of migrants to Europe to go down by 90%.

#### Questions

3) What prejudiced view of migrants does prime minister Orban have?

4) Why do human rights organisations like Amnesty International disagree with summary judgement in Hungary?



## STEP 4: FORT EUROPE

[Print](#)

In the south of Europe, the migrants that try to get into the European Union are mainly from Africa or the Middle East. In the east, they are from neighbouring countries like the Ukraine, Belarus, Russia, or countries even more to the east like Afghanistan.



The border between Slovakia and the Ukraine is less than 100 kilometres long (97.7 km), but it was full of holes that cigarettes, gasoline, and people could easily slip through for a long time. This had to change when Slovakia became a member of the European Union.

Now Slovakia has one of the most secure borders in the EU. With help from the EU, Slovakia has taken some impressive measures. The number of border guards went up from 240 to 880. These customs officers now use giant scanners for trucks to go through.

The scanners detect cigarettes hidden in tyres, gas tanks, or car seats, as well as people hiding in the trucks. The customs officers also have night vision cameras, heat vision binoculars, snow scooters, quads, and dogs. Plus, if someone gets close to the border, alarms go off.

Then an alarm sounds. The people in the control booth sit up. They quickly rewind the image of a camera that has spotted movement by the border. "False alarm. A pheasant," says one of the agents, pointing at a speck in the fields.

All these measures have had an effect. The number of illegal migrants who manage to slip through the cracks has gone down dramatically.

These safety measures around the outside borders of the European Union are so strict that some call the EU 'Fort Europe'. Still, despite all these measures, migrants are able to reach Europe, especially over sea.

In July of 2018, EU leaders discussed organising a summit with the goal of turning the European Union into a real Fort Europe with a metaphorical drawbridge, making it unreachable for migrants who want to cross the Mediterranean Sea illegally. Can they do this?

Next to the agreements made with Turkey and Libya, the European Commission (who runs the EU) wants a real European border and marine police (with tens of thousands of police officers) and disembarkation platforms in North Africa where they can send migrants that tried to get into Europe. However, there is no clear plan yet as to what this should look like. And African countries like Tunisia and Egypt are not very excited about the idea of having to take in all those migrants.



### Questions

5) Is it fitting to call Europe a 'fort' or not? Explain your answer.

6) To what extent can Fort Europe be seen as a physical barrier?

7) One of the big problems connected to Brexit (the United Kingdom leaving the EU) is one of external borders. Explain why that is.



[Print](#)

## STEP 5: 'DISEMBARKATION PLATFORMS'



You have been asked to do a radio interview. You are asked to share your opinion on the [disembarkation platforms](#) that the EU wants to set up.

Explain why you are in favour of / against these disembarkation platforms.

