MIGRATION

BIG IDEAS & LEARNING OUTCOMES



REFLECTION TOOLS



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curated by CISP



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

Big Ideas & Learning Outcomes

MIGRATION

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

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

REFLECTION TOOL

	WHERE DID ALL HUMANS ORIGINATE? TICK AS APPROPRIATE							
\bigcirc	Europe	O Af	rica	\bigcirc	Asia	\bigcirc	America	
	WHAT IS MIGR	ATION	? TICK AS	APPRO	PRIATE			
\bigcirc	Migration is a new phenomenon: it has begun in recent years							
\bigcirc	Migration has always been a feature of human behaviour							
\bigcirc	Migration is a recent phenomenon related to periods of global crisis							
\bigcirc	Migration is a local phenomenon affecting only few countries							
\bigcirc	Migration is a global phenomenon							

CAUSES OF MIGRATION

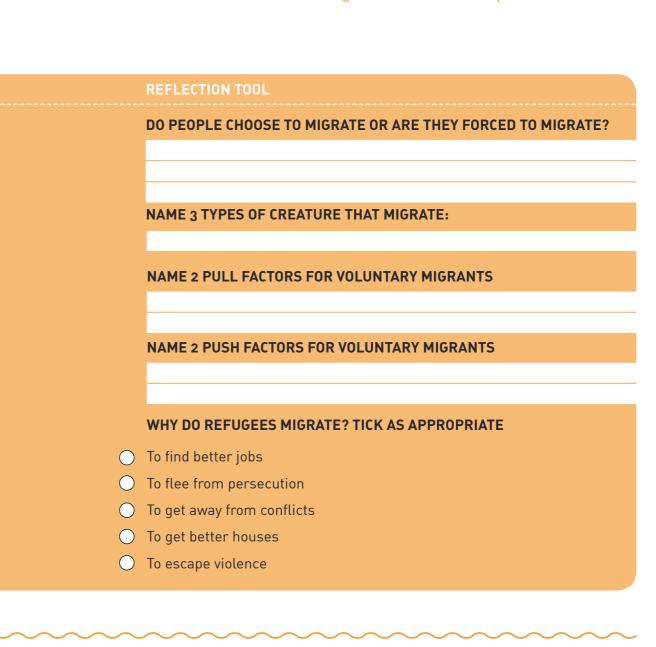
> 2.

>

https://www.nhm.ac.uk/ discover/news/2019/july/ modern-humans-may-havebeen-in-europe-150-000years-earlier-than.html ; https://www.ohchr.org/ EN/UDHR/Documents/ UDHR_Translations/eng.pdf

3. https://www. migrationpolicy.org/article/ frequently-requestedstatistics-immigrants-andimmigration-united-states Migration is named as a right in the Universal Declaration of Human Rights (Article 13)². It entails the freedom of movement within a territory of a country, to choose one's residence, the right to leave any country and the right to return to one's own country.

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



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

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

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

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

REF	_ECT	ION	TOOL	

WHICH TYPES OF CENTURIES? MATCH THE EXAMP					IN THE	PAST	5
peaceful migration	\bigcirc	\bigcirc	economic m	nigration	into the	EU tod	ay
violent migration	\bigcirc	\bigcirc	the Transat	lantic Sla	ave Trad	е	
forced migration	\bigcirc	\bigcirc	European 's	ettlemen	nt' of Am	ierica	

MIGRATION TODAY

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

> 5. https://www. ourmigrationstory. org.uk/oms/byera/1900%E2%80%932000;

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

REFLECTION TOOL

IS MIGRATION TODAY LINKED TO EVENTS IN THE PAST?

Yes, for example

No, because nowadays

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

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

>6. https://unfccc.int/news/ migration-and-climatechange-need-to-be-tackledtogether; https:// environmentalmigration. iom.int/environmentalmigration https://www.worldbank. org/en/news/press-

release/2019/04/08/ record-high-remittancessent-globally-in-2018 8

 \mathbf{b} https://www.iom.int/ migration-and-climatechange-0

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

INTERNATIONAL MIGRATION FLOWS

9. https:// migrationdataportal.org/ themes/return-migration

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10. \mathbf{b}

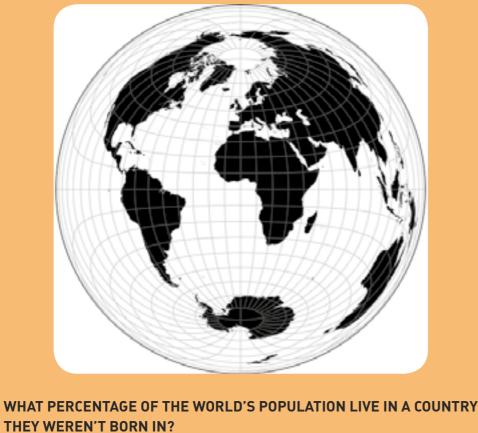
> https://www.un.org/ en/development/desa/ population/publications/ pdf/popfacts/ PopFacts 2017-5.pdf

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

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

REFLECTION TOOL

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



THEY WEREN'T BORN IN?

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

disagree

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

agree

mostly

mostly agree

disagree

EFFECTS OF MIGRATION

11. $\mathbf{>}$ https://publications.iom. int/system/files/pdf/ wmr 2018 en chapter8. pdf; https://www.reminderproject.eu/wp-content/ uploads/2017/05/ REMINDER D9 1 Media effects migration mobility web.pdf

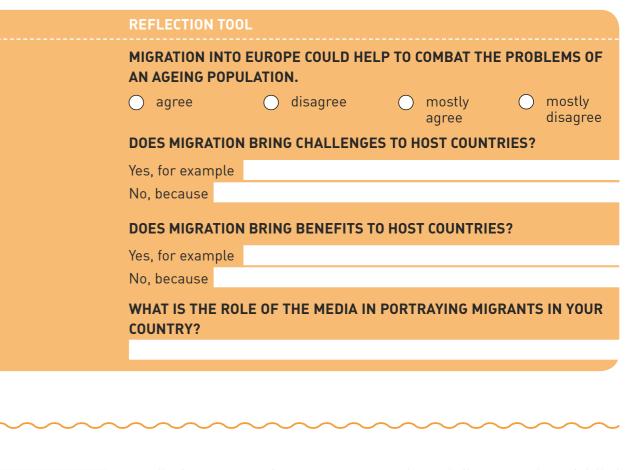
Migration often brings challenges to host countries/communities. Existing communities may find it difficult to adapt to people with different ways of doing things and have concerns about negative impacts on their lives, such as reduced access to jobs & housing. Individuals express frustration about not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

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

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

pdf

majority world countries.



CHALLENGES AND BENEFITS

13. https://www.worldbank org/en/news/ infographic/2018/04/24/ migration-and-remittancestransit-migration

workers) and benefits (e.g.
about 3 times greater than

countries of origin.

REFLECTION TOOL

OF ORIGIN?

Name some of them:

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

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

Equally, for countries of origin, migration can bring challenges (e.g. loss of skilled remittances from emigrants).¹³ These remittances are official development aid (see footnote 4).

Students can name some of the challenges and benefits of migration for



CULTURALLY -DIVERSE **SOCIETIES**

14. https://ec.europa.eu/ home-affairs/sites/ homeaffairs/files/whatwe-do/policies/europeanagenda-migration/ proposal-implementationpackage/docs/20160607/ communication action plan_integration_thirdcountry_nationals_en.pdf

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

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



REFLECTION TOOL

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

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

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

usually not

🔘 some do

 \bigcirc don't know what 'integration' means

trafficking industry earns profits of \$150bn.¹⁵

don't know what 'strategies' means

TO CONTROL MIGRATION 16. https://www.dw.com/ en/the-eu-turkeyrefugee-agreement-areview/a-43028295-0; https://www. worldbank.org/en/ topic/competitiveness/ publication/ global-investmentcompetitiveness-report; > 17.

https://www.bbc.co.uk/

news/business-21849308

(case studies)

ATTEMPTS

to resolve conflicts.¹⁶ other competitors and maximise profits.¹⁷

> some of the strategies they use. for National Health Services).



THE HUMAN TRAFFICKING INDUSTRY

> 15. https://www.ilo.org/ wcmsp5/groups/public/---ed norm/---declaration/ documents/publication/ wcms 243391.pdf



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

Migration is a risky process. Migrants are susceptible to exploitation by traffickers

who make money out of them. The well-being of migrants is not a key priority for

many traffickers. This results in the deaths of many migrants. Per year, the human

MIGRANTS CAN	N FACE WHILE	MIGRATING
D0?		
TRAFFICKING I	NDUSTRY EAR	RNS PROFITS OF:
\$99bn) \$150bn	

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

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

Students can explain why governments try to control migration and name

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

TTEMPTING TO CONTROL MIGRATION?							
SINESSES ENCOURAGE MIGRATION? ESSES ENCOURAGE MIGRATION FOR ECONOMIC							
false ??	0	mostly true	\bigcirc	mostly false			

GLOBAL SKILLS WHICH STATEMENT IS CLOSEST TO WHAT YOU THINK?

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

- by local and national decisions.
 - A I don't think past events affect us much today B I can explain how past events influence things like having good health or education today
- A Learning about similar issues in different subjects can be confusing B When I learn about a global issue in several subjects it helps me understand it better **c** There isn't much connection between what I learn about the world in different subjects
 - D We often just repeat global stuff in different subjects
 - A If I'm honest, it's pretty hard to see things from lots of different points of view B I don't like to hear the ideas of people I disagree with

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

MIGRATION



GLOBAL SKILLS

HOWIACT

c I can see how past events might have some effect today

C I re-examine my own points of view, taking into account contradictory perspectives when I form my opinions **D** I listen to other people; but mostly I'm right E I can consider other people's views, and am open to these changing

HOW I ACT SELF-ASSESSMENT ACTIVITY

SELF-ASSESSMENT QUESTION

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

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

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

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

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