

Teaching About Migration in the 21st Century



TOOLKIT
FOR
EDUCATORS



Teaching About Migration in the 21st Century Toolkit for Educators

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ISBN 978-83-67226-15-8



ISBN: 9788367226158

www.peopleinneed.net

clokevohrozeni.sk/what-we-do/global-education/

globalnevzdelavanie.sk/

mondo.org.ee/en/

maailmakool.ee/en/

ceo.org.pl/

globalna.ceo.org.pl/



This publication was created and maintained with the financial support of the European Union.
Its contents are the sole responsibility of the contractor implementing "I Am European": Migration Stories and Facts for the 21st Century
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Introduction

Dear educators,

This set of content-based and methodological materials and approaches aims to encourage you to delve into migration issues and processes with your students. It has been developed for educators from both formal and non-formal education. We believe that teaching about migration is an opportunity to develop young people's competences as well as a space where your students can explore their attitudes and values.

Migration processes are complex issues present in all historic periods, geographic areas and influencing different parts of daily life in local and global perspectives. Migration is often a very divisive issue and there is a lot of disinformation on this topic. In chapter **We teach about migration** several principles that you may meet while teaching about migration are explored. For example, how children's animated films can open up discussion about migration-related topics with students of younger age. It covers various aspects of migration processes and provides space for individual reflection. Chapter **Why people migrate** focuses on patterns of human migration, why some people decide to migrate while most people do not, examines the push and pull factors that affect migration and try to understand how the migration decision is born.

The Toolkit has been developed by experts from academia, non-formal and civic education. In chapter **How to teach about migration** you can read about useful tips on how to prepare yourself for the conversation on migration in the classroom. We handpicked best practices and presented them in a chapter **Approaches and Methods**. We also set up a **Competence Framework** which enables you to concentrate your teaching efforts on a concrete

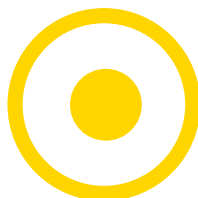
competence you want to develop with your students. It can also be a compass for educators to plan meaningful learning activities on migration issues. Lastly, you can find **FAQs** about teaching migration issues.

We wish you an inspiring reading and many thought provoking discussions on migration issues in your classroom.

I Am European: Migration Stories and Facts for the 21st Century Project Team

If we regularly address migration in the classroom (and not only when it is a hot topic in the media), we work against hate, manipulation and extremism. Prevention is probably the most important and effective approaches. When migration is a hot topic it gives us a foundation to build on. Whether we like it or not, students will bring up current issues in class and their emotions and attitudes can become more tense than usual.

**Kristína Michalicová,
high school teacher,
Bratislava, Slovakia**



We Teach About Migration

by Tereza Freidingerová

A question that many teachers might ask themselves before they start talking about migration with their students is whether to teach about the topic at all, and if so, how. In this introductory chapter, we offer “food for thought” in order to help you find out for yourselves whether it is appropriate to teach about migration and how to approach the subject. We show you how to find a migration topic in places where you might not expect it and discuss how to engage with pop culture in your classes so as to talk about migration with even the youngest children.

To explain the key aspects of migration, we refer to the stories of characters from popular animated films known to both teachers and the students' generation. For each story, we offer an infobox with a list of topics and questions to address in relation to each story. You will not need to watch and analyse entire films with your students. We include such resources in order to inspire you to open up conversation about migration-related topics, and to show that even our favourite children's films can provide material for such discussions.

Migration – the oldest adaptation strategy

“Rise and shine, everybody. (...) Come on, guys, we're gonna miss the migration,” the sloth Sid called to his compatriots Zach, Marshall, Bertie, and Uncle Fungus at the beginning of the now well-known animated film *Ice Age*. But the sloth's call was in vain because, they were all already gone, on their long journey south, seeking refuge from the coming frosts. In the end, Sid was lucky, and, along with his new friends, the mammoth Manfred and the saber-toothed tiger Diego, they arrived in warmer and friendlier regions. Even though tens of thousands of years have passed since the adventures of this unusual company of friends, the core reasons and causes why living organisms migrate remains the same to this day: a search for more suitable conditions to meet one's needs. At that time, the incentive to migrate for both animals and humans was mainly a simple necessity to survive. Today, there are diverse motivations to migrate, ranging from the urge to fight for one's life to the desire to

fulfil one's life dreams. We discuss these various reasons in more detail in the chapter “Why do people migrate?”.

Humankind has come a long way since the Ice Age. In physical space, humans colonised most parts of the Earth, which we elaborate on in more detail in the supplementary texts on migration at www.maailmakool.ee/migration-texts. Once settled in the physical environment, humans began to

Ice Age¹

Topics to explore

- environment migration or “climate refugees”
- humanitarian migration
- displacement and forced migration
- changing conditions and adaptation strategies

Questions to discuss

- What did the animals in the film “Ice Age” set in motion?
- What other choices did they have?
- Has something like this ever happened to people in your area? For example, due to floods, strong storms, earthquakes, explosions, etc. If so, what did the affected people do? Where did they go?
- What was the reaction of the community in the destination where the people sought refuge?
- What do people experience in such a situation? What are they thinking about? What options can they consider?
- If you were in such a situation, where would you go and what would you take with you?
- Has it ever happened on an international level that people had to seek refuge abroad? When, where and why did people seek shelter outside their country?
- What other choices do people in such situations have?

¹ *Ice Age*, directed by Carlos Saldanha, Chris Wedge (2002; Blue Sky Studios)

develop a social space for themselves by creating a complex and intricate social reality that affects the lives, settlements and movement of all of us at all levels of our existence. As a result, the oldest adaptation strategy – migration – is now regulated by new human-made barriers such as national borders and migration policies. Despite the introduction of these purely human obstacles, migration as an adaptation strategy remains relevant. In addition, there is no doubt that this will continue to be the case in the future.

Migration – a “struggle” for resources

For individuals seeking change, migration can seem to be a logical option. However, with the growth of the world's population and its gradual differentiation into diverse identities, cultures, religions, and socio-economic and political characteristics, migration can also be seen as a “struggle” over access to resources. This is especially true for receiving societies, whether they are already hosting migrants or just considering the possibility of doing so. Almost anything can be considered to be a resource – from quantifiable financial resources to qualitative values. In political discourse, the natural, economic and political resources that are most often mentioned include housing, income, access to quality education, healthcare or social welfare, as well as democracy and security. In everyday life, however, these resources may be far more modest than they are portrayed to be in political debates. For instance, they may relate to ideas about what makes a fulfilling social life, an inspiring cultural environment, acceptable moral values, as well as equal opportunities, as the story of another character from the animated film – *Hotel Transylvania* – shows.

Do you remember Mavis? The curious vampire girl, the daughter of Dracula from the film *Hotel Transylvania*. Once she becomes a mother, she is convinced that her homeland is not the right place to raise her child. She believes that only the United States, where her husband is from, could offer her son an inspiring and stimulating environment. In this case, the resource is the general setting and mind-set of American society as Mavis perceives and interprets it. The word “perceived” is significant here because the issue is not what the resources actually are, but what they are perceived to be. Mavis succumbs to a phenomenon that could be understood in terms of the myth of the West. She eventually reconsiders her belief that she must leave Transylvania if she wants to live a happy family life, but removing her pink glasses cost her family and friends a lot of effort.

In real life, resources generally tend to be perceived as scarce, earned and culturally conditioned. Migration, or to be precise immigration, relates to the need to protect resources that are considered limited. Unlike our prehistoric ancestors, we no longer fight for resources with other tribes, nor do we have to overcome natural barriers (e.g. mountains, seas or glaciers) to access resources in most cases. We think, exist and act in the context of sophisticated and modern systems that regulate human migrations through the creation of nations, ethnicities, sovereign states, religions, and cultures, as well as through the introduction of citizenship, travel documents, visas, quotas, international protection, readmission regimes, etc. These tools are referred to as migration policies, which regulate the terms of immigration and the expectations for adaptation that are set for the migrants who are newcomers in a given society. For more information about migration

Hotel Transylvania²

Topics to explore

- lifestyle migration, family migration
- the myth of the West and relative deprivation
- the migration decision-making process and push-pull factors
- transnational families
- mixed couples and transnational parenting
- complexity of double identity/multiple identities

Questions to discuss

- Why did Mavis want to move away from her homeland?
- How did she imagine the country where she would like to raise her child?
- Do you perceive her destination country in the same way?
- How and why did her family (father, husband, and friends) react to her plans?
- Why did she finally decide to stay?
- Have you ever thought that you would like to live in another country? What were the reasons that attracted you or that discouraged you from migrating?
- What might a person who wishes to migrate consider before making his/her decision?
- What factors and life circumstances might play a role in deciding to migrate?

² *Hotel Transylvania 2*, directed by Genndy Tartakovsky (2015; Sony Pictures Animation)

policies, see the supplementary texts on migration at www.maailmakool.ee/migration-texts. Migration policies sometimes also regulate emigration, or the terms of returning to one's country of origin. The aim of such policies is to protect resources or to regulate who and under what conditions has access to them. Increasingly, however, such policies are also becoming a tool for acquiring new resources – namely foreign human resources or migrant workers.

Migration – a reservoir of emotions

Compared to other social processes such as urbanisation, suburbanisation or gentrification, migration (especially international migration) provokes by far the most questions and emotions. Moreover, unequal access to resources and perceived dissimilarities between different parts of the planet and different societies generally evoke negative emotions, which include the feeling of

insecurity, distrust, anxiety, fear, frustration, a sense of endangerment, anger, hatred, or envy. It is worth emphasising that passionate emotional responses to the arrival of “others” have accompanied migration throughout human history and often justifiably so.

The story of Pocahontas, the Native American princess who falls in love with a British coloniser, John Smith, illustrates the full palette of these emotions. The concerns about the future and deep mutual distrust that weave throughout the story, finally culminate in an open conflict. As both Pocahontas' compatriots as well as British colonisers sing in the war song, “They're savages! Savages! Barely even human. Savages! Savages! Killers at the core. They're different from us, which means they can't be trusted. We must sound the drums of war.” This particular story is about immigration of uninvited guests and adaptation to a new social reality. It describes a situation where people arrive to a foreign land with the assumption that their worldview is correct or even superior to the local population, and with the intention of spreading this worldview regardless of the wishes of the receiving society. Translated into contemporary reality, this is the story of migration, which citizens of EU member states fear when looking beyond the EU's borders, especially towards Africa and the Middle East.

Citizens of high-income countries are often concerned that the arrival of immigrants also means the import of foreign cultures and religions, which could jeopardise the local worldview and values. As the story of Pocahontas shows, migration with the primary intention of establishing dominance took place in the past at the time of the voyages of “discovery” and colonial consequent. Fortunately, this type of migration is a cruel past and not a prevailing contemporary trend. Of course, migrants bring with them their customs, language, religion and culture, but unlike in the process of colonisation, going abroad with the intention of actively spreading one's worldview is less common today. Nevertheless, the fear of being “culturally colonised” persists in each of us so it cannot be ignored, all the more that it arouses unpleasant emotions. The story of Pocahontas can aid in the discussion of these challenging issues.

Migration – a hot topic

Simply put, migration, despite its age, remains a “hot topic.” How can we teach about such an emotionally-provoking topic when the reality is far from the adventurous or romantic account of the sloth Sid and his friends? Indeed, the perceptions of immigration to our countries often conjures negative feelings that are portrayed in the story of Pocahontas. At the same

Pocahontas³

Topics to explore

- colonialism
- the mutual adaptation of newcomers and receiving society
- cultural conflicts
- the emotions that migration can evoke in the receiving society

Questions to discuss

- Why did John Smith and his compatriots come to the land of Pocahontas?
- Do you know which contemporary states are on the territory where Pocahontas lived? In what time period does the story take place?
- How did John Smith and the others behave in the land of Pocahontas? Why did they behave as they did? How did the local people react to their arrival?
- Do you think this is a real story?
- What emotions does the story evoke in you? Why?
- Can a similar situation happen today? Where might such situations take place?
- What would you do to prevent a conflict between local people and newcomers?

³ *Pocahontas*, directed by Mike Gabriel, Eric Goldberg (1995; Walt Disney Pictures)

time, not addressing migration in the curriculum would be like omitting important social processes such as urbanisation or gentrification.

Nevertheless, migration is not only a hot, but also an everyday topic, as shown through the three pop-culture movies discussed above. Ice Age describes environmental migration, Hotel Transylvania highlights the motivations related to lifestyle that can inform decisions about migration, and Pocahontas addresses the circumstances of colonial conquests. But the topic of migration can be found in many more movies and books. For instance, in the film Madagascar, the zebra Marty longs to return to Africa. Along with three other animal friends he travels from highly urbanised New York to rural Madagascar. From the perspective of migration studies, this movie shows return or roots migration, cultural shock, and adaptation to a new environment. Alternatively, the struggles of a clownfish father who desperately searches for his son in the film, Finding Nemo, deals with the very sensitive topic of involuntary and forced migration. Little Nemo was taken into captivity against his will and tries to escape. The story illustrates feelings of homesickness and fear that forced migrants often experience, the desperate fight to save their lives, and the frustration that their loved ones experience due to lack of information about their situation.

These are just a few examples of how popular culture can be read through the lens of migration. You may ask how is it possible that so many films carry migration stories? Why do we need to “consume” migration-related stories? Moreover, without realising that this is a migration issue. The answer is simple. In the words of Professor Russell King, a migration expert, human history is the history of migration. Migration is an everyday reality that journalists and politicians have dressed in the guise of the unusual. Sometimes the biased picture of human migration is a reflection of lack of knowledge or ignorance, but more often results from deliberate manipulation by both the media and political representation.

Migration in the spotlight of our lessons

We have learnt that migration is a natural strategy to adapt to unfavourable circumstances. That migration evokes a number of negative emotions, including fears of losing scarce and fragile resources, and that migration is a hot topic of debate, but also an everyday, common reality. The questions that remain is how to approach the topic in the classroom, how to address it objectively, and how to ensure that students, their parents and the wider community

The issue of migration is extremely relevant and affects all people, directly or indirectly. It is important to discuss key concepts related to migration in order to provide students with the tools to address the topic in their everyday lives. Students are most interested in real-life migration stories. If possible, teachers should give the floor to their students. Most likely they have their own experiences with this topic and important points to share. Estonia has always been a place from which many people emigrated but there are also stories of immigrants who have come to Estonia from different areas. There is a growing number of students in our classrooms who are immigrants and returnees.

**Katri Mirski,
high school teacher,
Tallinn, Estonia**

trust what is being taught.

We are aware that if teachers do not have deep knowledge of migration realities, it can be challenging to broach the subject in the context of current political discourse and attitudes among the public. Thus, before we dive into the complexities of migration issues, we highlight four key principles that serve as a framework for our own lessons. We recommend these approaches as good practices that have been tested in our teaching. We hope that, as you begin to include migration topics into your lessons, these approaches will serve you as well as they have helped us:

1) From imaginable to abstract: Do not start a migration lesson by simply discussing the situation in the Aegean or in refugee camps. Focus first on the stories and the reality that is close to you and your students, that you know and that you and your students can imagine in the smallest of details. For example, the personal migration story of a grandfather settling outside his country of origin because he met a grandmother. Alternatively, if this approach could risk stigmatising someone in the class, films, as we have shown above, are full of

migration stories and can be analysed, discussed and compared. After you have considered a story that feels close to your students' lives, then you can start exploring why people migrate or do not migrate more generally, what migrants, "non-migrants" and host societies experience, under what circumstances people migrate and adapt, or what parallels we can see in our country or our personal lives. Only then, your class may be ready for a fact-based and evidence-based discussion about the abstract, emotionally charged, and hard-to-imagine reality of the Mediterranean and the Middle East. It can then become easier for students to recognise how the image of migration portrayed in the media is often far-removed from every-day, lived reality.

2) Migration is not a recent phenomenon:

Contemporary migration flows need to be approached in a broader historical context. It is not necessary to go to the time of the adventure of the sloth, Sid, but taking into consideration human movements and mobility over the last 150 years can help students realise that current international migration trends are not an unprecedented phenomenon. On the contrary, learning about the history of transatlantic migration, WWII-related forced migration, evictions, deportations and returns, Cold War refugees, the Eastern bloc socialist mobilities or recruitment campaigns in the West in the second half of the 21st century can help with understanding current reality.

3) There is no migration without "non-migration":

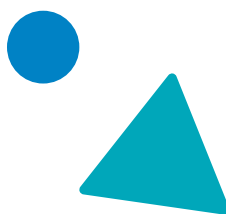
When we talk about those who migrate, we should not forget those who do not migrate. Simply put, if everyone migrated, migration would not be such an emotionally charged and hot topic. About 97%⁴ of the planet's population does not fall into the "migrant category." If most people do not migrate, it is important to ask why some migrate when most do not have this need. What might distinguish migrants from "non-migrants"? Or how does the migration of some affect the non-migrating population? Differentiating between migration and non-migration can help to understand the decision-making processes that lead to migration, the push and pull factors, or the influence of factors ranging from personal predispositions to macro-level contexts.

4) Migration is only the beginning: Most of our attention is drawn directly to the act of migration: to the moment, when a person is on the way from point A to point B. However, we should not forget that in


the context of the whole experience of migration, the moment of relocation is just one step in the process. Migration begins much earlier than at the border. It also does not end with the arrival at the destination. An essential part of the entire journey is the decision-making process, the preparation, and, above all, the adaptation to the new environment and the host society. In addition, in an increasing number of cases, the return to the country of origin is also part of the migration experience. Return migration involves similar challenges to out-migration – migration decision-making, packing and the act of return, re-adaptation and reverse cultural shock.

We are humbled by the complexity and, often, the ambiguity of the international migration process and its public image. We are aware that it is not possible to holistically cover migration issues in the span of several dozen pages. Nevertheless, within the scope of this toolkit, we strive to share our many years of experience in teaching migration topics at different levels of education in different European countries. We hope that this toolkit will be a partner for you in your educational work and that it will encourage you to train your eye so that you find potential for your lessons about migration in almost every TV show, book or film.

Now, let's have a look at the next part focused on the reasons why some people decide to migrate while most people do not.



⁴ Source: <https://www.migrationdataportal.org/themes/international-migrant-stocks>

The page features several decorative elements: a yellow circle at the top center, a yellow bullseye on the right side, a solid teal circle below it, a dashed blue line forming a large 'L' shape around the text, a dashed blue line forming a circle at the bottom right, and a solid blue cross at the bottom left.

As a teacher of Czech language and history, it always works for me to refer to examples of famous migration or waves of Czech exiles. I cite, for example, the famous Czech writer, Božena Němcová, who considered migration during Bach's absolutism or the stories of migrants after 1948. For the evocation phase it is appropriate to work with my students' family archives and their family memories of migration - many students have relatives who left the Czech Republic after 1968.

While talking about the history of ancient Palestine, I also address migration as a historical phenomenon. Human history is a sequence of migration stories (Abraham, Moses, Jesus, etc.); migration can thus be presented as an integral element of the dynamics of our civilisation and a natural part of our past and present.

**Jan Koliáš,
high school teacher,
Prague, Czech Republic**

Why Do People Migrate?

by Mari-Liis Jakobson

This lecture introduces the scientifically established patterns of human migration. We will explore the reasons why some people decide to migrate while most people do not, examine the push and pull factors that affect migration and try to understand how the migration decision is born.

Every day, thousands of people around the world pack their bags and go abroad in search of a better future. Why are they doing this? On the one hand, each migrant has his or her own story and personal reasons. On the other hand, scientists have identified several patterns that help us understand why people migrate. These have been written down as various migration theories. Let's take a closer look at them now.

Ask your students:

Have you ever lived in a different place?
Why did you move? How did you feel?

Migration as a rational decision

Perhaps we could start by responding to the question of why most people do not undertake an international migration journey. Although there are hundreds of millions of people in the world living in a country other than their country of birth, they constitute less than 4% of the world's population. Even in the European Union, where moving from one country to another is not restricted by any policy, less than 4% of the population lives in a Member State other than their country of birth. How to explain that?

Watch the video "Are we living in a time of unprecedented migration" by Migration Matters with your students and ask them to find out how the expert on migration, sociologist and geographer Hein de Haas answers the question: Are we really living in the times of the greatest migration in the world?

In fact, migration is inconvenient and often quite a risky process. And although nowadays travelling is

Migration, and its causes in the modern world, is a complex phenomenon. During my lesson, one of the students asked me if I could name the single most important cause of human migration. I replied that I could not because migration is created by people, and everyone – rich or poor, educated or not – decides to migrate for different reasons, which cannot be described unambiguously. The only way to give a unified reason for migration is to analyse an individual case (one person). As a matter of fact, people spend their whole lives migrating as they constantly move towards their goal and what they want to achieve. Sometimes this requires a change in approach and, above all, proper decision-making, which is the most difficult art in life and one that we spend our lives learning.

**Sergiusz Czaja,
primary school teacher,
Leśniewo, Poland**

not usually a life-threatening experience, it is still a bit stressful. You have to adapt to a new linguistic and cultural environment, where there may be less support from friends or family, and often a lot of bureaucracy.

Economists (such as Larry A. Sjaastad in his 1962 article "The Costs and Returns of Human Migration") have compared migration with an investment: people migrate to increase the productivity of their human capital, that is, their knowledge, skills or simply manpower. Migration usually takes place when there is hope that the investment that is made through migration is cost-effective. This is why predominantly young people migrate because their cost-benefit calculation returns are positive in the long run, and

mostly those whose profitability of human capital increases more as a result of migration.

In other words, according to this theory, migration is a rational choice. Of course, not everyone calculates only economic costs and benefits. Migration research shows that even if these calculations are made at first, people often do not have complete information about the conditions in the country of destination or about all the expenditures. There are also things that are difficult to convert into money one on one. For example, the Swiss sociologist Hans-Joachim Hoffmann-Nowotny has pointed out that in addition to economic profitability, individuals also consider social power and prestige to be important. And because this is something that is harder to achieve abroad, people do not necessarily embark on a migratory journey, even if it would be economically beneficial. Besides, personal factors are also certainly important: an individual has to be sufficiently adaptable, with a high risk-bearing capacity, so that different people's emotional cost and benefits calculation should look quite different.

Ask your students to reflect and share what financial cost they think is linked to the decision to leave their country? What is the level of emotional cost both those who decide to migrate and those who decide to stay in the country might be?

How do immigration and emigration countries emerge?

Another question that migration researchers have been looking to answer is why some countries become emigration countries and others immigration countries.

Many scientists have tried to explain the direction of migration, but one of the most widespread ones is the theory of migration push and pull factors published in 1966 by the American demographer Everett S. Lee. The push factors are the reasons that make us consider leaving: for example, military conflict or insecurity, persecution, lack of jobs or simply relative poverty. The pull factors consist of everything that makes a migration destination attractive: desirable jobs, access to land (in the past), higher wages, education that provides better opportunities, but also cultural or political freedom. People can be driven by both push and pull factors, often both together. Various side factors can change migration plans.

Push and pull theory explains why migration is directed mostly from poor and developing countries to richer and developed countries. It is often described as migration from the Global South to the Global North. However, the theory of pull and push factors, together with the principle of investment, also helps us to understand why a very large proportion of migration takes place on a much smaller scale and, above all, within the so-called Global South. Migration is an expensive undertaking, especially for people in developing countries. As a result, people fleeing conflict, for example, often end up in less prosperous neighbourhoods: the push factors do not allow them to stay home, and even if the pull factors are not too dominant in a neighbouring country, life there is better than remaining in the country of origin.

However, demographers have provided another interesting explanation for the direction and causes of migration. In 1971, Wilbur Zelinsky published a model for mobility transition that explains emigration from developing countries. Migration is intensifying in countries that are modernising, have high birth rates and increasing life expectancy. Everyone might not find work, so some young people have to undertake the migration journey. Nowadays, we see this situation in many African countries, as well as in many Asian countries. However, 100–150 years ago, most European countries, including Estonia, were in this situation. And so it happened that many siblings from one family went to Russia to acquire new land. By the way, relative prosperity is important not only for raising large migration cohorts but also for sending them on their way, because migration usually comes with an initial investment.

Nonetheless, the theory is in a way a bit too one-dimensional to provide a true overview of migration. Sometimes emigration from such countries continues even after the demographic balance has

Watch the video *"Why do people migrate?"* by Migration Matters with your students and ask them to find out what causes of present migration to Europe there are described.

Key question for discussion:

Why do people risk their lives to come to Europe?

Draw students' attention that reasons for migration are usually intertwined and interdependent. Migrants would not come to Europe just to look for a better job. It's more complicated.

What is the size and what are the main directions of migration from and to your country?
What is the difference between emigration and immigration? What is the net migration rate?

been reached, and communities may even begin to shrink. This is so-called chain migration, where initial migrants who were forced to leave in search of better jobs also bring in their families to live with them, or many others follow, as the economy of the country of origin has shrunk due to rapid emigration and the local market and better employment opportunities have dwindled.

What are migration networks and how do they explain migration trends?

Migration research has also shown a trend that is not very rational: why is it that many migrants from a few countries usually arrive in one destination country, but only a few people arrive from very many countries? This can be partly explained by agreements between countries. For example, in the 1950s and 1960s, the Turks came to several Western European countries as guest workers under international agreements. Similarly, for example, nurses from the Philippines reach several countries.

But how to explain, for example, that the trading city Guangzhou in Southern China suddenly saw the emergence of a community of Nigerians with almost hundreds of thousands of people? There has been no agreement between the two countries, and no Chinese company has run major recruitment campaigns in Nigeria. These two countries do not have any common history either.

Who is coming to your country as migrants?
What is their major national group migrating to your country? What are the main reasons for their migration?

The migration network theory will provide the answers. Migration costs and stress can be significantly reduced if there is someone from your country in that country, someone who can provide information on life and migration opportunities, perhaps even provide accommodation at the beginning, help you find a job and make things easier. This network is not always made up of people who are relatives or already friends. The networks often include professional intermediaries: recruiting agents, employment agencies, removal service

providers, and many others. For example, when labour migration from Ukraine to Estonia began to grow rapidly, one low-cost airline launched a favourable Tallinn-Kyiv route, which further increased the attractiveness of Estonia as a destination. As the migration community increases, there will also be on-site service providers, who in turn will connect the network: small shopkeepers who sell special groceries and consumer goods from the home country, restaurateurs, hairdressers or doctors with whom migrants can communicate in the same way as in the home country, and so on.

However, the growth of that type of community will not last forever. Migration networks also have their saturation point up to which the communities grow and after attaining the point, they start to shrink. Why so? On the one hand, there may be a change in public policy in the country. For example, the number of Africans in Guangzhou fell to almost nothing in mid-2010, as the country began to significantly restrict immigration from there, and it cannot be said that those who had already arrived were treated with affection.

However, policy changes may not always affect the situation. For example, when Germany closed its borders to Turkish migrant workers in the 1970s, migration from Turkey increased. It happened because the ones who were already in Germany decided to bring their family members by using the right of family reunification.

But in some cases, there is a natural slow-down or even decline in growth. On the one hand, the decline of immigrant communities can be explained by the effect of push and pull factors: for example, the standard of living in Estonia and Finland is no longer as different as it was 10 or 20 years ago, and therefore migration to Finland has decreased and return increased. However, network theory says that the network itself also plays a role. Over time, foreign communities may become repulsive to new entrants – especially if they have come under criticism in the host society. There will be a confrontation between “newcomers” of the same origin and “old-timers”, who already see life through a prism more similar to the locals. The “old-timers” are afraid of the reputation or simply of the responsibilities that come with networks. Over time, migration networks will begin to disintegrate: the interest of professional intermediaries will disappear and those who remain will integrate into the host society.

How is a migration decision made?

Migration researchers have also tried to understand **how** people migrate. Today, the migration process is often gradual. In most cases, no one thinks "Goodbye, homeland, I'm not coming back here!" People leave for a limited time at first – a few months, a year, until the end of their studies, to see how life abroad suits them. However, quite often a short visit lasts longer and soon people become visitors in their country of origin.

Do you know anybody who has moved to a different city or country? Where did they move? Why did they move? How did they feel? How do they feel now?

It is also interesting to note that people often stay abroad for other reasons than their original departure reason. This is particularly true of young people's migration. If the initial reason was to go to study or earn money, then the reason to stay is because of a more general social context, for example, the openness of the society. For example, interviews with young people from Estonia who have moved to major metropolises also suggest that although many have Estonia in their heart and wish to return home someday, it is often impeded by a few reasons. Firstly, their area or professional specialisation is so narrow that there is simply not enough work in Estonia, and secondly, there are no comparable opportunities to enjoy cultural activities in Estonia.

But of course, not everyone moves as freely as young people. German economist Oded Stark has developed the New Economics of Labour Migration (NELM) theory, which explains that often a migration decision is not an individual decision but a collective one, such as a household decision. Even if only one household member actually migrates, the whole household is involved in the migration process. The migration investment is not necessarily made only by the person who moves, but also by the family members who support the decision.

For example, if one of two spouses goes abroad to work, it means that the other has to take more responsibility for the household – he or she also has more stress associated with migration. Therefore, it is important to consider the costs and benefits of migration from the perspective of the whole family. Does the relative welfare gain from migration, for example the purpose to make repairs at home and buy another car, outweigh the risks and temporary

inconvenience brought about by the migration of a family member? Certainly, other formulas can be considered: perhaps chain migration is more beneficial, that means bringing the family abroad later on. Needless to say, this is also a decision that needs to be carefully considered, for example in terms of the cost of living and economic well-being, but also in terms of the challenges of integration. However, migration policies also play a role – if the host country were to change the relatively liberal conditions of migration rules, a wave of chain migration will likely follow, i.e., families will join the migrant to the destination country because it is no longer easy for him/her to visit the family. However, people often prefer the circular migration solution, where one family member occasionally goes abroad to work, sends money home, and the other family members adjust their living arrangements accordingly.

It is important to understand the current state of the world and the looming crises by considering how and why different trends in thinking and current events matter.

As a teacher I would like to help my students explore the underlying causes of migration, its consequences and its impact on host communities, as well as to familiarise them with new patterns and different types of migration in the 21st century. I can help students consider the push and pull factors that influence people's decisions to migrate and analyse the choices that are forced upon individuals who become refugees. It is about exploring the past and making connections with the present, but also about asking questions about how the present might impact on the future, thinking about continuity and change across time in migration experiences. It is about telling real life stories and dispelling the myths surrounding migrants and migration.

**Taivi Õigus,
high school teacher,
Saku, Estonia**

Thus, migration happens because of many different factors at the level of societies, communities, but also at the individual level. Migration can be a forced choice or part of a rewarding lifestyle. It can turn a person into a cosmopolitan world traveller who enjoys the new adventures and exciting discoveries that a new destination country offers. However, persons can also become trapped in migration when it turns out that what was initially promised or hoped will not become a reality, and there are few opportunities to move back or forward.

Discussion points:

- Tell someone's real migration story or invent your own story (who migrated from where to where and for what reasons) and talk about it based on the theories discussed in the lecture: to what extent is the migration choice related to an economic cost-benefit calculation, pull and push factors, mobility transition and networks? Was it an individual or collective decision?
- Discuss to what extent migration is rational and to what extent irrational.

Further reading

A more in-depth academic overview of migration theories can be found here, c.f.:

[Hagen-Zanker, J. \(2008\) *Why do people migrate? A review of the theoretical literature.* MPRA Paper no 28197.](#)

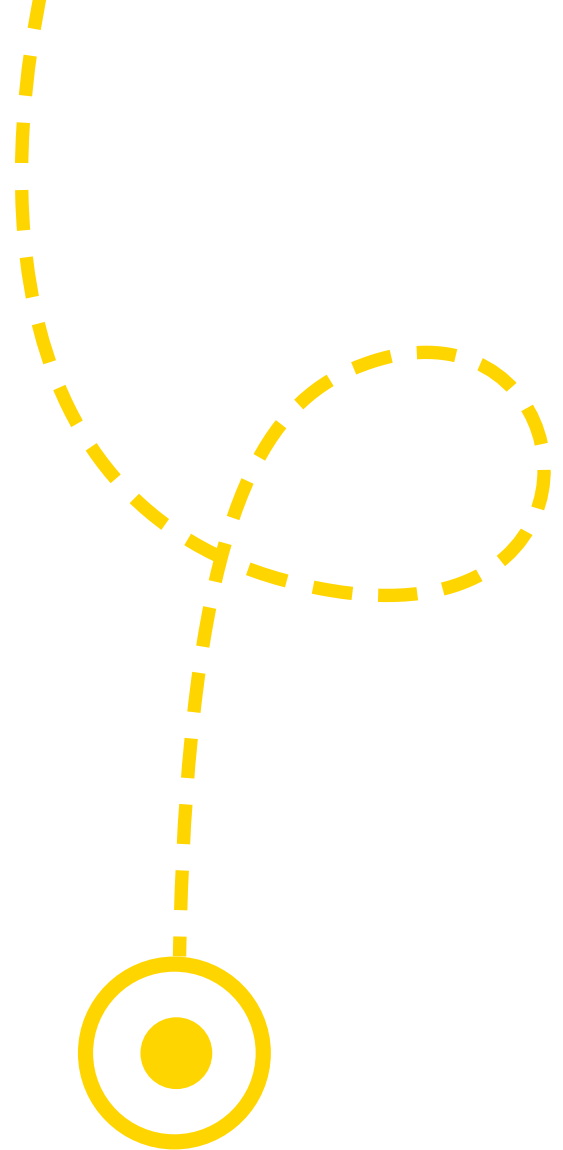
An interesting podcast about migration by the International Migration Research Network: [IMISCOE migration podcast.](#)

Brettell, C. B., & Hollifield, J. F. (Eds.). (2014). *Migration theory: Talking across disciplines.* London; New York: Routledge.

List of the Texts on Cross-Cutting Issues

The following texts open the most important aspects related to human migration. The texts enable the readers to understand the complexities of migration in an easily understandable manner. These texts are developed by an Estonian migration scholar Mari-Liis Jakobson. All the texts include references and links to further reading. Some of the texts are related to Estonian context though they are easy to adapt to the national context and inspire for elaborating further cross-cutting issues on migration in the classroom.

For the full list of the texts on such cross-cutting issues like economic impact, climate, public opinion, integration, etc please refer to them under the link www.maailmakool.ee/migration-texts.



How to Teach About Migration?

by The Center for Citizenship Education

How To Teach About Migration In School

As an educator, you want to make sure you're prepared to teach about migration. These are some of the needs you may be experiencing and what to do about them.

1. I need to take care of myself, get ready mentally and emotionally.
2. I need to have reliable information about migration and know the wider context of this phenomenon.
3. I need to create an open atmosphere in class that helps different opinions to be heard.
4. I need the skills to work with emotions.
5. I need to teach students to distinguish facts from someone's opinions.
6. I need to identify stereotypes and be able to react to them.
7. I need to use personal stories to find approaches to talk about global issues.
8. I need to care about students with a migration background and their participation in discussions.

Here are some recommendations to prepare for a migration-themed lesson and what to pay attention to during and after the class:

1. Take care of yourself, get ready mentally and emotionally.

Among all the global issues, it appears that migration issues are the most divisive. Conversations on this topic evoke emotions, a desire to defend one's own position, and question personal values and beliefs. In addition to the value of awareness-raising and the validity of having a sufficient amount of time to discuss such multi-threaded topics, it is worthwhile taking into account the teacher's mindfulness and mental and emotional preparation for such topics.

It's okay that you may have doubts and ask yourself the questions, such as:

- Do I have to talk about my views and attitudes?
- Can I be neutral in my worldview at all?
- How can I notice and work with the different emotions of my students?
- What if I can't manage my emotions during a difficult conversation?
- How will the management, other teachers, and parents of my students react?
- Do I possess enough information about migration?
- Will I be able to answer all students' questions and doubts regarding it?
- Am I ready to admit to my students that that I don't know everything about migration?
- How can I make the voices of all my students heard, even those that are controversial, and I personally disagree with?
- How can I react to hate speech and insulting comments?

Remember you have the right to experience such concerns and doubts. Everyone has the right to it. We encourage you to choose what you like and enjoy speaking about and concentrate your activities on it. In small steps, introduce students in the most important parts of migration (1).

2. Before preparing for the classes on migration, finding answers on the following questions will help you to know the wider context of the migration phenomenon:

- Which values are important to me when thinking about the causes and effects of contemporary migration?
- Why do I want students to engage in a conversation on socially important topics such as migration or refugee experiences?
- How am I going to prepare for the classes based on the selected lesson plan? Which working

¹ Cieślukowska, D. (2016). "Jak rozmawiać o uchodźcach? Komentarz do scenariusza dwóch lekcji". Center for Citizenship Education.

methods are closest to my style and which would I like to try for the first time since I expect they will be worth applying to the group I work with?

- What do I know about peer relationships in the group I work with? What is their migration experience? Does the group have conversations on topics that relate to values or related to social polarisation? What is the knowledge of the students about migration? Which migration-related issues are most interesting to them?
- What are the current migration trends in Europe and the world? What views do the local community or students' parents have on this or that issue?

Remember that mental preparation is as important as preparing content and facts. Your attitude to the issues is important for building your credibility in the eyes of your students. (2)

3. Create a secure atmosphere and space for voicing different points of view

Suggest your students work out the rules that will help them conduct conversations on difficult, controversial and emotional topics together. These rules will also support them in talking about the situation of migrants and refugees in the country, in Europe and in the world. It is important that such group agreements are adopted by the group so that they can follow them during the conversation. Such rules contribute to a comfortable and safe atmosphere.

Ask students to work out a group agreement that will help in the discussion and understanding of the classmates. Suggest your students think firstly about behaviours that help them talk and only then propose them to move on to principles. Ask them to ensure that each person can have a say and encourage them to formulate rules in a positive way, for example, instead of "We don't interrupt each other" - "We listen to each other".

Ask students to work out a group agreement that will help in the discussion and understanding of the classmates. Suggest your students think firstly about behaviours that help them talk and only then propose them to move on to principles. Ask them

to ensure that each person can have a say and encourage them to formulate rules in a positive way, for example, instead of "We don't interrupt each other" - "We listen to each other".

Even when we have different views and do not agree with each other, we should treat each other with respect. We don't have to agree on everything to value and treat each other with respect. It is better to ask to think of specific rules to respect each other's opinion that all of the students will follow during classes on migration and refugees related conversations.

Rules that students often mention during classes on migration and refugee-related conversations:

- Even when we have different views and do not agree with each other, we should treat each other with respect.
- We look at the person who is speaking.
- We listen to each other.
- We make sure that everyone has the same amount of time to speak.
- When we disagree with a classmate, we try to understand their point of view but do not comment on it.

4. Pay attention to the students and their emotions

When starting a conversation about migration and refugees' experience, it is worth paying attention to the emotions that assist us. Even if children and adolescents do not fully understand what is happening on the migration routes to the countries of the European Union, or why more and more countries are building walls on their borders to prevent people seeking asylum and a safe harbour free from wars and political repression from crossing the border, this does not mean they do not experience it. Students usually do not perceive their family members or its country's citizens as migrants in terms of seasonal or temporary migration for work or education. There is a long history of migration experience across the whole of Europe but often this experience is not interpreted as economic, educational, or political migration.

Emotions inform us about our reaction to the events that are happening. By being attentive to your students' emotions, you have the chance to find out what is pleasant, unpleasant, frightening, or what irritates them. Being aware of your own emotions will

² Zielińska, H., Leszko, M. (2021). "Razem o migracjach. Karty do analizy wydarzeń i procesów społecznych. Przewodnik dla nauczycielek i nauczycieli oraz ćwiczenia dla młodzieży". Center for Citizenship Education.

help your students identify what is important to them and make efforts to change the world for the better (3)

The first important step you can take when working with a topic that elicits a strong emotional response is to help your students recognize and name the emotions they feel during the conversation.

When talking with your students on their emotions about migration you may ask the following questions:

- What happened? Which situation could have triggered such a reaction?
- What thoughts might be behind the words you say? (What does the speaker think about themselves? What do they think about the world and other people, what do they think about you?)
- What feelings may I associate with this?
- Which unmet needs might be behind these feelings?
- What can be done to meet these needs? Who can help with that?

It's worth remembering when you prepare a discussion on migration:

- If a topic deeply divides society and has a strong emotional response, plan to set more time to discuss it.
- We always have emotions. There are no wrong emotions. Everyone can perceive and feel differently. Everyone has a right to their emotions.
- There are different values behind the decisions people make. Some put health and life protection first; for others, the most important issues are the protection of national borders and human rights.
- Think of any discussion on migration as an opportunity to show students the differences between their views and perspectives, as well as an opportunity to look for what they have in common. It is important that the teacher as a facilitator moderator / leader of the discussion is aware and conscious of their emotions.

5. Support your students in independent critical thinking and checking information resources

There is no effective education about migration without the student's and teacher's critical thinking

skills. So how to pass knowledge to students, but also jointly practice the ability to independently learn, doubt, test and seek the truth?

Develop the youths' ability to ask questions about what they see, what they hear, what they think, what they feel, what they say and what they do. Use questions that stimulate thinking and engage in discussions about contemporary migrations, e.g. *Can you explain why you think so? What made this your opinion? Who influences what you think?*

Migrations are complicated and complex processes with many causes and even more effects. Make sure that your students develop the ability to search for pieces of information and their context, select and critically analyse the world around us. Analyse together, for example, the selected internet memes or press material about refugees in terms of the truthfulness of the information and the way the key messages are presented.

Five simple questions will help you analyse information:

- Who is the author and what is the purpose of this piece of information?
- What techniques are used here to attract and keep the recipient's attention?
- What lifestyles, values and points of view are presented here?
- How can different people interpret this?
- What is omitted / not covered here?

The topic of migration is always relevant and interesting. There are vital examples of this in every European country. Gaining knowledge about migration reduces the risk of falling victim to populist political agendas.

**Anu-Liis Lauk,
secondary school teacher,
Saku, Estonia**

³ Paul Ekman describes seven emotions (enjoyment, surprise, anger, contempt, sadness, fear, disgust) that people usually experience. For more details have a look Ekman, P. Universal Emotions. What are emotions? www.paulekman.com/universal-emotions/

They say we are living in a post-factual era. Emotions are staring and no one is concerned about facts and data. Despite this, facts, data and having a wider context are always a big support for me, though, I admit, that emotions are always a part of how I engage with the world. Our ideas of migration tend to be so different from its measurable realities because they are strongly informed by emotions. It is surprising that we disregard the facts and I feel anger that the media image has such a powerful effect on popular understanding of these issues.

**Tereza Freidingerová,
university teacher,
Prague, Czech Republic**

6. Draw others' attention to generalisation and stereotypes

Have your students ever said or heard, "Men are bad multitaskers", "Youth is irresponsible and doesn't care much about its future", "Women don't have the sense of direction", "Muslims don't respect women" or "Refugees are aggressive"? In such situations, please keep in mind that such statements are not true, and they are related to the entire group as if it was homogeneous and there are no differences between people. Such statements jeopardise us in using generalisations omitting advantages of social or group diversity.

Generalisations usually lead to the usage of stereotypes in the statements. That is why it is worthwhile teaching your students to express themselves precisely and sensitise them on stigma and stereotypes that they may use in daily life.

There are some tips how you can encourage your students to be sensitive to their and others' speech:

- **Try to reduce generalisations.** Such utterings as "all refugees are ...", "everyone knows that Muslims ..." can be paraphrased and reformulated in such a way as to give them the rank of individual opinions or beliefs, which they de facto are. Explain what

the implications of generalising might be. You can use phrases such as "*Ania / Klaus, I can hear your opinion on this matter / I see your position, I'm only afraid that speaking about it in such a general way will make it difficult for us to talk about ...*", "*We are not able to confront your opinion with the experience of the others in the conversation.*" Encourage students to refer back to their own experiences using such questions as "*Mark, what, in your experience, makes you think like this? Can you recall at least one experience that contradicts this opinion? What is it about? Share it with us.*"

- **Do not criticise students for using a stereotype but note that in this case they have used a cognitive pattern.** Stereotypes are harmful, but at the same time they simplify our view of the world. Thanks to this, we deal with the excess of complex information. The fact that someone is using stereotypes does not mean that they are driven by bad will, sometimes they may do it unconsciously. It is important to underline to your students that migrant and refugee experience is a complex phenomenon that does not respond to a single stereotype.
- **If you have reduced generalisation to individual opinion and experience – encourage others in the group to speak about it, ask for alternatives.** You can ask such questions as: "We have heard such opinions - what is the opinion of others?" "How can you think about this in any other way?" "How would you behave being in migrant's shoes?"
- **Encourage students to think critically.** You may ask them to reflect on various pieces of information and opinions they refer to. This helps them to reflect on the pieces of information and their resources. Ask your students where they have received the piece of information that they use? Is this source a reliable one? How can your students check the facts that appeared in this article? Guide them in using unbiased and fact-based sources of information on migration.

For more information, refer to p. 34 in the section "**Frequently Asked Questions about Migration (FAQs) for Question No 8**"

7. Use personal stories on migration for depicting narratives of the global migration processes

You can use the approach of storytelling to show different global issues and their interdependencies

to your students at subject classes or during the conversation on migration. It is a very useful method to explain some statistical data or vice versa to show personal stories when presenting statistics. There is always a personal story behind numbers.

For more information, refer to p. 26 in the section **"Approaches and Methods in Teaching About Migration"**

There are also the following advantages to adapting this approach: stories touch our emotions, they move us, they put a face to abstract phenomena. This allows us to learn deeper and more efficiently as well as reflect on personal experience in order to understand migration.

- Before choosing a specific material in which the person talks about his migration (it can be, for example, through a film, interview or Instagram report), **think about what are the key values** for you and how do you understand them, and then decide which of them you want to convey to young people. This may be respect (when you explain that every person should be able to use their rights, provided that it does not harm other people), openness (when you show different belief systems and values that lead to different actions and behaviours) or empathy (when you talk about how climate change impacts people's need to change their place of residence in different parts of the world).

Role play allows students to put themselves in a refugee's position and feel more empathy towards people who have had to flee their homes. After class, students said they now have a better understanding of what refugees might experience on their journey.

**Liina Kitt,
high school teacher,
Tallinn, Estonia**

- **Build a bond with the protagonist of the story** you learn about by looking for even smaller similarities between the migrant whose stories you learn in class and your students. This will allow young people to identify in part with the protagonist. Perhaps they, like your students, spend time playing football or have the same favourite series? Even a detail is enough to build a bond between the listeners and the protagonist of the story.
- **Teach to listen to stories and ask questions.** When it comes to dealing with the more difficult topics of migration with young people, sensitivity, the ability to listen carefully, and art of asking questions are very important skills to have. Open questions help others find deeper conclusions without overstepping the line. Interviews take time and the full attention of the other person participating in their story. These are the skills of good journalists, so it is worth using the techniques they use when conducting interviews.
- Show that small stories of migrants and civil activists create big stories about global processes. Use examples of connections between the stories of ordinary people from different countries and between the countries of the global North and the global South; help students to analyse the relationship between climate change and environmental migrations, poverty preventing basic needs such as access to clean water, medical care, education and migration, or the role of migration in reducing inequalities between people by drawing a diagram of interdependence. Make students aware of people's personal stories behind the statistics. Show the profiles of activists and leaders who take steps to integrate immigrants in receiving communities. Such stories may be used to inspire young people for action (4).

8. Take care of students with migration experience who are in the classroom

Remember that having a migrant background is not always visible and easy to distinguish.

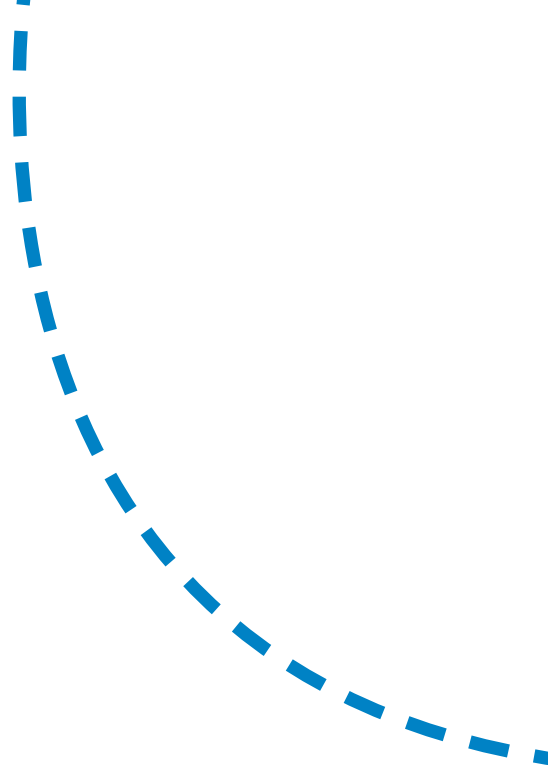
For more information, refer to p. 35 in the section **"What should I be careful about if students with a migration background are in my classroom?"**

⁴ Zielińska, H. (2020). "Storytelling. Jak oddać głos migrantom i migrantkom z sąsiedztwa. Przewodnik dla młodzieży". Center for Citizenship Education.

Allow everyone to speak on their experience and the way they see any of the migration aspects. It is important to ask about personal experience and alternative opinions to any of the conversation or class issues.

Young people may also have different perceptions of any phenomenon that you discuss at the lessons, and this is the result of their identity and the background that they have developed during their life. This will influence the way they see their own experience of migration. Be sensitive to their narratives for it can be traumatised, vulnerable and not easy to understand by other students in your class. Keep drawing attention to the atmosphere of support and learning and encourage other students not to speak about people with migration background as 'they'. Students with migration backgrounds are among us and we are all part of the community: at local, regional or global levels.

Keep in mind that it is better to show similarities rather than distinguish differences among students. It is easy to find similarities asking questions about plans, dreams, hobbies, and free time.



Competences Framework

Why do we need the competences framework?

What is the Competences Framework about: The framework describes main competence areas that young people need to develop for social and civic participation as well as interpersonal interaction. It aims to understand the complexity of migration phenomenon on local, national and regional scale, integration and inclusion of people with fewer opportunities including migrant and refugee backgrounds. Articulating with any of these competences may also contribute to development of interpersonal interaction of young people and help them to learn more about ways of intercultural communication, antidiscrimination and inclusive education in and out of schools.

The Competences Framework is suggested to be used for planning learning activities including the ones on the migration-related issues depicting the global interdependencies. It assists educators in evaluating the level of knowledge, skills, values and attitudes acquired and articulated by young people in and out of schools.

How to use this tool?

Final: The Competences Framework presents samples of competences that educators may target in their education activities on migration issues with young people. Each Competence cluster contains knowledge, skills, values and attitudes, that are exhibited by young people. Often there are overlaps among the competences. CF aims to broaden educators' horizons on how to approach the complex issue of migration. We encourage educators to keep the competences in mind while using the methods and approaches described in the Toolkit. This CF may also be a compass for educators to plan meaningful learning activities on migration issues.

⁵ For more inspirations see Competences for Democratic Culture. Living together as equals in culturally diverse democratic societies (Council of Europe, 2016), Collaborative for Academic, Social, and Emotional Learning (CASEL) and Global Citizenship Education. Topics and Learning (UNESCO, 2015).

How do we understand competences⁵?

A competence is defined as the combination of knowledge, skills and attitudes and values that are developed by young people during formal, informal and non-formal education activities. This is not a fixed set of competences, though it may be used as a base for planning learning processes in different issues, particularly the ones connected with migration.

Knowledge: Information and awareness about migration and key factors influencing its interdependencies across the country, region and globe.

Skills: Capability to operate with knowledge and behavioral patterns towards analysis of migration processes. Ability to sustain interpersonal relations with people of different backgrounds including the migrant one.

Values and Attitudes: beliefs and (independent) overall mental orientation which young people adopt towards migration and people with migrant background with fair, equal and open attitude. Both values and attitudes are flexible in their application to various situations including the ones connected with migration issues.




Practical workshops on media literacy and critical thinking help students understand migration-related media messages critically. Looking at the world with your eyes open makes you understand its complexity and that every single human being plays a role in it.

**Anne Kraubner,
high school teacher,
Tamsalu, Estonia**



Migration is often a demonised topic - whether in the media, in society or in ordinary conversations. It has become a kind of tool for intimidation. Talking about migration with students, but also with adults, is only a first step to getting to know the world around us. The main benefits of migration are the proximity of cultures and the elimination of prejudices. And by the way, we are here thanks to migration, and this is the case for all Europeans, Slavs and the human species in general.

**Lukáš Vícen,
high school teacher,
Bratislava, Slovakia**



Critical Thinking and Information Literacy

Young people are aware of and acknowledge the complexity and multilateralism of migration as phenomenon

Young people understand how information and media messages are created on migration-related issues and the ways they are perceived

Young people spot diverse, balanced, and nuanced narratives in coverage of migration related issues

Young people use evidence-based information / stories to present different perspectives and arguments on migration-related issues

Young people use fact-based approaches in information analysis and using various information resources from new and traditional media

Young people formulate hypothesis and test them regarding the reasons and effects of migration

Ethical responsibility

Young people are aware of the ethical aspects of migration-related issues

Young people analyse and reflect on the ethical consequences of political, social, economic actions towards migrants and other social groups

Young people act in an ethically responsible way towards groups with different social and cultural backgrounds

Young people are informed on ethically responsible initiatives and actions to take on migration-related issues

Young people participate in, defend, and promote human rights including migrant and refugee rights

Young people seek information and take action, cooperate with others in order to plan, organise and evaluate an action in favour of refugees and migrants' rights protection

Young people participate in civic initiatives and political migration-related processes (for example, on a local level)

Young people understand the Rule of Law and Human Rights on local, national, global levels in the context of migration

Young people understand concepts of democracy and citizenship particularly under international documents (Universal Declaration of Human Rights etc.)

Young people recognise examples of civic engagement and possibilities for civic responsibility on migration-related processes

Respect
Empathy
Integrity
Responsibility
Solidarity
Openness

Civic Competence

Social connection and respect of diversity

Young people are aware of diverse, balanced, and nuanced narratives in the coverage of migrants' perspective and migration-related issues

Young people participate in dialogue and cooperate with people of various identities and cultural backgrounds

Young people analyse the forms of discrimination towards people of various backgrounds and counteract it

Young people resolve conflict and cooperate with others in a constructive way regardless of their identity and cultural background

Young people use different ways of cooperation to achieve a common goal

Young people understand the importance, benefits and challenges of cooperation

Young people understand the diversity of attitudes and values with regards to other and foreign social groups

Young people are aware of conflict-management and the importance of cooperation with others in a constructive way regardless of their identity and cultural background



Knowledge



Skill



Values and Attitudes

Values and Attitudes (common for each competence cluster)

Respect: Young people understand that people have different views or worldviews, which need to be treated with respect. To respect another's opinion doesn't necessarily mean agreeing with that opinion.

Empathy: Young people are able to empathize with the feelings and actions of the other person. As a result, young people can understand the emotions, motives and efforts of the other person, even if they do not express it directly.

Integrity: Young people develop and build integrity by understanding their own identity ("Who am I?, Which social group do I belong to?, Which attitudes and values are important to me?") and being able to express themselves with dignity and autonomy, while respecting others.

Responsibility: Young people understand the impact of their actions on both a local and a global scale. They are also aware that they are able to influence processes around them and thus contribute to a fairer, more peaceful and sustainable world.

Solidarity: Young people perceive themselves as part of a global community and react to rights violations not only in their local community but also on a global scale. They support those whose rights are being violated.

Openness: Young people understand that people have different religions, cultures, worldviews, and background. They have different values and attitudes that influence their behavior and actions. In this context, they are ready to think critically and at the same time share their opinions and feelings, without trying to impose them on others.

Approaches and Methods in Teaching About Migration



Cross-curricular approach

by Mondo

Cross-curricular approach in teaching about migration

Cross-curricular teaching is a strategy in which educators plan lessons that incorporate more than one disciplinary area. As a result, the students can understand the topic more deeply and apply skills and strategies they learn in classes to make real-world connections. This is especially important when tackling an important issue such as migration.

Too often, educators who care deeply about this topic are feeling left alone in discussing it with students. When talking about migration solely in the framework of a single subject, the students can find it challenging to connect the content to real-life situations. The content of the lesson tends to be more theoretical than practical, which will result in lower motivation to study in students.

In our toolkit, we aim to provide lesson plans for teachers of various disciplines so that they can work together with their colleagues to tackle this vital issue. Migration can be covered in more subject areas than only geography and social studies lessons that usually have it included in the curriculum. Since it is a universal part of the human experience, migration can and should be taught in various art subjects, sciences, mathematics, etc. Engaging students in more than one area makes connecting the topic to experiences outside the classroom more accessible and encourages them to make connections with their lives and society.

When talking about cross-curricular teaching, we can distinguish three different phases of collaboration between educators.

- **Aligned** - Teachers from more than one subject plan to cover a similar topic concurrently and support students in creating connections between the contents of several classes. For example, a history and a social studies teacher can collaborate by first covering an important historical migration event in a history class and then

generalizing the causes and effects of migration for the society in the social studies class.

- **Cooperative** - Teachers decide to work cooperatively and agree to help each other cover a topic, either separately or jointly. For example, a geography and math teacher can choose to teach migration and statistics simultaneously. When a geography teacher needs to use data on migration, the math teacher can help students understand statistical concepts, interpret and create graphs, etc.
- **Conceptual** - Teachers design a project-based, cross-curricular thematic study unit that encourages conceptual connection making. For this, educators must have a more profound knowledge of all subjects represented. It might be difficult for a single teacher to be an expert in several fields, so the solution is to combine forces and team-teach. For example, by co-teaching a learning activity on migration, the educators can illustrate how migration has affected the course of history, literature, art, music, and science created during the era.

Some practical tips on creating curriculum connections on migration:

- Cooperation is essential: find colleagues interested in teaching about migration and work together to identify how migration is related to your subjects.
- Include language teaching. There is often more flexibility in choosing topics to discuss in language classes.
- Be sure to use creative means. Visual art, music, dance, drama, literature, etc. support students to understand migrants' experiences better and express their thoughts, ideas, and emotions.
- Suppose it is challenging to synchronize course plans of different subjects to cover migration topics in a cross-curricular way. In that case, it might be a more convenient solution to organize a migration-themed project learning day or week in your school.
- Student-led projects can develop out of these classes. Students can be encouraged to create art, music, or film pieces, design infographics on migration, or organize talks, debates, podcast recordings, etc.

The more connections that the brain makes, the better it can learn. Cross-curricular teaching supports students in creating more links between different fields and gives greater meaning to the knowledge and skills they have learned, thus resulting in a deeper learning experience. To demonstrate migration's importance to our students and encourage an empathic, fact-based, clearly argued stance on this topic, we must make it visible how vital migration is in all the areas of our lives. Creating cross-curricular connections is one way to do so.

Stories of specific people work unequivocally to help students understand migration issues. When I use the cinquain method during the evocation phase, it turns out that general ideas are too abstract for my students. I hear students making simplistic judgments.

**Hana Vacková,
high school teacher,
Olomouc – Hejčín, Czech Republic**

critical thinking skills, including: analysis of complex ideas, understanding how people are related and co-dependent, and knowing how we can make a difference and ultimately make the world a better place for everybody.

Stories may be fictional, personal or observational; they can be based on current events or historical. We encourage teachers and educators to introduce contemporary, real-life stories so that they can complement what is presented on migration in the media, school textbooks and, more generally, in political discourse. The latter lack an individualised perspective, the faces, names and voices of real people who have a migrant and refugee background and whose recognition and inclusion is crucial to peaceful societies.

Taking into consideration the dynamics of today's migration and that migrants are present in our communities, it is relatively easy to find and include migrants' voices in the school curriculum. Storytelling can be a valuable way of introducing students with migrant or refugee backgrounds to the class and helping them build closer contact with other students.

At the same time, we must be aware of the risks of applying the approach of storytelling and rely on valuable and trustworthy sources. For example, [*these short films produced by Migration Matters*](#) present different perspectives (which avoid stereotyping) and ask personal questions without

Storytelling and speaker tours approach

by The Center for Citizenship Education

Storytelling approach in schools

Teachers are encouraged to use the approach of storytelling in their work with students in order to spotlight people who have experienced migration and to complement quantitative data on migration (statistics, etc.) with a personal perspective on the experience. Among the many good reasons for adopting this approach, the following stand out: stories touch our emotions, they move us, they put a face to abstract phenomena - all of which allows us to learn deeper and more efficiently. Storytelling can help develop social skills, such as: listening, empathy and openness to establishing positive intercultural relations, conducting a constructive dialogue. On the other hand, storytelling can also support

Using role play methods for the lesson on forced migration aroused empathy in my students. In the words of one student: 'Very often we do not think of the individual people behind all the migration stories. We see refugees in the news presented only through numbers and statistics, but migration involves a great deal of difficulty and trauma on a personal level. It is useful to read and be aware of individual stories in order to better understand the bigger picture'.

**Sinile Org,
high school teacher,
Saue, Estonia**

assumptions, which makes the stories of the individuals featured in the films relatable and allows them to show their personal perspective (in contrast to politically motivated discourses that seek to respond to public opinion).

Speaker Tour

One of the specific methods of introducing storytelling in schools is through a Speaker Tour. This kind of event allows students to meet with a person with a migration background and hear his or her unique story. While it is possible to use similar techniques, such as interviewing, to facilitate interactions between students and a person with a migrant background, the main purpose of the Speaker Tour is to support a balanced encounter that makes space for the curiosity on part of the students as well as for the guest to have the opportunity to be heard with their story.

How to organise a Speaker Tour?

To achieve this balance it is useful, engaging and educational to prepare both the speaker and the students in advance so as to make sure that everyone feels like co-creators of the meeting. After you find your perfect speaker, ask her or him what it is that she or he wants to share with the students and if there is something specific that they want to be heard. Simultaneously, discuss with your students about what they want to learn from the speaker and help them prepare for topics that may come up during the meeting (e.g. take a look at the map of the guest's home country, read about the economic context that may be related to the cause of the guest's migration, show a film about the main reasons why people migrate). In this preparation phase, it may be helpful to consider the following with your students:

- Ask students to think about the associations they have related to migration.
- Ask them to reflect on their own identity and what it means to them? How many different elements are there in how they identify?
- Encourage them to think about the questions they would like to ask the person they will meet and interview. Ask students to answer these questions on their own. The questions and answers may be written down so that they can also be used at the evaluation stage.

The meeting itself may be an interactive talk, presentation or workshop when everyone is involved in doing something together and talk about migration experience. You may invite one or more guests, but make sure you will have the space and

time for all of the participants to share their stories. Prepare the plan for the meeting in advance and make sure you follow the plan. This will help ensure that you include topics that the guest wants to share as well as your students' voices.

Last but not least, remember to close and assess the process. Thank the speaker and ask them to share their feelings about the encounter, discuss what your students are happy about and what needs improvement if you repeat the event in the future. Secure time for the students to also reflect on their experience of the meeting. The questions that you collected in the preparation phase can be helpful here, but you can also ask the students the following questions in the reflection after the event:

- What impressed you most and why?
- What was shocking / what was not shocking?
- What do you want to know more about migration? What information do you feel you need in order to better understand migration in a local and a global perspective?
- Did you notice any similarities between your experience and our guest's experience? Which were the similarities?
- Do you have migration experience? Tell us more about it, if you can.

Make sure that all the participants have the chance to reflect and gain closure after the experience of the meeting. Do not forget about yourself – migration can be a difficult topic, sometimes even controversial. Make sure you feel comfortable while tackling it and allow yourself to feel your emotions that it may provoke. Appreciate your efforts as we appreciate you in our common mission on making this world a better place!

- The advantages of the storytelling approach and specifically the Speaker Tour:
- Individual stories evoke emotions which are indispensable to learning and remembering as well as to building relations in the classroom.
- The individual at the centre of the story or the guest speaker might be the only person with a migrant background that your students actually meet or talk to about the experience of migration. This may be a great counterweight to what students see in the media where migrants tend to be talked about but are rarely given a voice to speak for themselves. Reflecting on this can create an important opportunity to practice critical thinking skills.
- Personal stories and individual accounts help build empathy, openness and sensitivity towards other people as well as with regards to the social, political and economic injustices they struggle with, both locally and globally.

- Creating opportunities to meet and share between young people with migrant and refugee backgrounds and those born in the receiving countries is an important part of the inclusive culture that is a necessary condition to ensuring equal rights and opportunities to people irrespective of their origin.
- Spotlighting migrant stories and encouraging students from receiving and migrant communities to share their experiences can be a good pretext for collecting information on decision-making processes at local and global levels regarding migration and the legal situation of migrants and their families. This will hopefully lead to a change in the policies that affect them.

What to be careful about and attentive to whilst working with these approaches:

I would like to use the storytelling method in my lessons more often. I think that the best way to understand other people, their motivations, needs, desires, aspirations, pain, sadness and joy is through a story.

**Barbara Głąb,
primary school teacher,
Warsaw, Poland**

- Individual perspective – to hear one story can be motivation for collecting more stories, perspectives and voices. Even one story through the prism of personal migration experience can encourage your students to seek out more inside information about the social, political or economic challenges in a global perspective.
- Shortage of time (particularly working with Speaker Tour) – it is crucial to plan time for preparing and evaluating the activity. In the preparation stage methods drawn from intercultural learning and/or antidiscrimination education can be particularly helpful. During the evaluation stage, interactive methods that engage the young people in sharing their impressions and personal opinions, their emotions and the knowledge they gained about migration processes in local and global perspective can be especially powerful.
- Exoticization of the topic and the personal experience of migration – this can be especially problematic in activities that centre around promoting national cuisine or cultural customs and

Useful links with samples of storytelling:

Stories about migration.

Hakim's Odyssey.

Book with postcards. Open hearts.

Open Borders.

attitudes. The problem is that exoticization can lead to deepening the gap of differences between migrants and receiving communities.

- The stereotypes and prejudices we bring to the conversation about migration and people from different cultural contexts - remember that, just like the students, the educators are also susceptible to defer to stereotypes and prejudices. In order to minimise the risks of bringing them to the class, take time to learn the principles of intercultural dialogue, inclusion and antidiscrimination. Using evidence-based knowledge reduces prejudices, but we can still unconsciously defer to them - be aware of that. Use facts and information from reliable and objective sources when explaining the situations that the person with migration experience may share.

Philosophy for children

by Jason Buckley

I can split a tree without a blade,

Divide lovers without an argument,

Start a war without a shot,

*Go forwards and backwards while nothing moves.
What am I?*

It is a shame to spoil a good riddle, so the answer is at the bottom of this article, if you would like to take a minute to think about it. What the riddle does is to "problematise" that concept – to bring to the fore its contradictions, the way it pulls our thinking in different directions – in this case that the answer is something at the same time so substantial in its effects and yet, looked at another way, a fiction with no substance at all. Riddles are both a lock and a key – they pose a challenge but also provide the means to solve it. In the same way, philosophy for children both exposes the contradictions and ambiguities of important problems, and provides a set of tools for exploring them and finding the best answers we can.

Here's an example. A group of children have just watched a provocative video in which a model,

looking rather unkempt, sits down in a studio and is then gradually transformed – first styled, made up, spotlit and photographed, and then the photograph is itself manipulated using photoshop to enlarge her eyes, lengthen her neck perfect her skin. Then the camera pulls back to show the final image on a billboard, with two young girls glancing at it as they walk past.

After some talk in pairs, their reactions are uniformly negative. Asked to summarise their thoughts in one word, "fake", "unreal", "false" are common responses. Rather than asking, "Is this sort of advertising a good thing?" which is a "pushover" question that is not going to lead to an interesting discussion, the teacher, acting as facilitator, asks, "If most people agree this is bad, why does it still happen?"

After more talk in pairs, a pass-it-on discussion starts. One child offers a view, then chooses the next speaker. The chain continues, with the children often saying, "I agree with..." or "I disagree with..." As the conversation continues, they are more and more responding to what previous speakers have said, not just to the original question.

Sometimes, the facilitator invites a child to expand on what they have said, often using a "coaching question," such as:

Can you give me an example?

Can you say more?

Can you say why?

How do you mean?

Why is that important?

Could you disagree with yourself?

These questions are part of a wider principle that the facilitator should not be putting their own thoughts into the discussion. For the same reason, the facilitator spends much of the time taking notes that can be reflected back to the group – which has the added benefits that it keeps the facilitator busy and makes their eyes unavailable for signals of encouragement or dissuasion. It is the children's job to decide which answers are reasonable here, not the facilitator's.

To keep the discussion focused and ensure there is some time for critical as well as creative thinking, after a few answers have been proposed, the facilitator asks which the group find most reasonable – that it's hypocrisy, people really do buy into these images; that it's because there is so much money at stake in the beauty industry; that it's how people

have always been, just with new technology. To finish the discussion, the facilitator asks people to think and, if they would like to, share anything they might think or do differently as a result of the discussion.

Philosophy for children was first developed in the United States in the 1970s, at a time riven with social conflict. Political discourse was highly divided and reasonableness in all senses in short supply – sounds familiar? Rather than the videos, stories, dialogues, picture books, news stories and images often used today, the original stimulus materials for philosophy for children were a series of "philosophical novels" by philosopher Matthew Lipman and his collaborator Ann Sharp. The materials explored time-honoured philosophical questions of freedom, happiness, logic, knowledge as well as issues within the world of the child – siblings, dating, growing up.

So, it might seem to be an ideal pedagogy for our divided times, when big adult issues push in on the world of children with increasing force. But the very fact that the facilitator is not supposed to advocate one side or the other of an argument can bring problems: there are some issues that might divide opinion in wider society, but for which there is a single view that is endorsed by a school as an institution. There are racists in wider society, and people who oppose racism; but no school or teacher is going to remain neutral on whether racism is an acceptable world view.

That's why, in dealing with subjects where the overall values are not being disputed but in the example above, questions that explore causes and consequences, or that analyse rather judge for or against something, can be more effective:

If x is wrong, why does x still happen (as with the example above).

If x is right, why does x not happen. (If most people agree climate change is our biggest problem, why is action so slow?)

What are the ingredients that lead to x? (What are the ingredients of a racist attitude? Why do so many people reject the established science around vaccines?)

Which of x, y and z are the biggest challenges/most important values?

What different sorts of x are there?

These sorts of questions, in which a baseline of agreement is assumed, allow you to explore challenging topics but without, for example, any child feeling they are being "called into question" –

that their value as a person, or their right to be in the space where the discussion is happening, is the subject of the enquiry.

You are still the teacher. So, you still have a duty of care towards children who might feel vulnerable. Also, don't force a child to be the "native informant" for a minority perspective, for example, "So Roxana, Ben's asking why you can wear a headscarf when he can't wear a baseball cap?"

Useful links:

There are lots of resources available on the web to explore p4c further.

www.thephilosophyman.com – a weekly bulletin of resources, lots of past issues on the blog

www.philosophy-foundation.org – resources, books, online training

www.p4c.com – resources website with sections on the benefits of P4C

www.thinkingspace.org.uk – resources, particularly strong on connections with creative work

An interesting case study using P4C, pages 16-17 of this document from Oxfam:
<https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620473/gd-teaching-controversial-issues-290418-en.pdf>

Riddle answer – a border.

Documentary movies, videos and visual stories

**by People in Need Slovakia
and The Center for Citizenship Education**

Videos and documentary movies provide teachers and educators with concrete stories about people who share their life experience or a wide range of social issues and challenges. It is a useful resource in teaching because:

- it enables us to break down a particular issue into a concrete story, experience, people and processes. It is much easier to lead a discussion about refugees when students just watched a [documentary movie](#) about an Afghan family who moved to Europe. Students are then familiar with challenges that the family faced not only during their journey to Europe but also while integrating into an asylum country. It can be a solid base for a meaningful discussion about causes and effects of migration and thus developing argumentation and discussion skills and analytical and critical thinking.

- It unburdens teachers from extensive studying about a particular topic because the story is the main source of the information on the topic of the lesson. Of course, anyone who teaches the lesson should have appropriate knowledge of the lesson, however, it is OK not to be an expert on the topic of the movie.
- It helps teachers to better know the students. Watching a movie or a video in a lesson could be a unique shared experience. Teacher and students while watching the movie together in a role of spectators. If followed by a suitable discussion or follow-up activity it can be a space to better get to know your students, their opinions and experience with the topic. It could create a safe space where students can freely express their feelings, explore them and train and further develop their empathy.
- It helps students to familiarise with stories of their peers around the globe and thus empowering the sense of global citizenship, compassion and respect to different cultural identities and backgrounds.

I see great potential in using short films about the experience of migration as a starting point for classes. The testimonies of migrants themselves can also serve to summarise the classes or they can help confront students about the conclusions they might have come to during the classes on migration.

**Urszula Labuda,
primary school teacher,
Pępowo, Poland**

Just watching a movie is not enough. It is only a method and it is only as effective as its delivery. It is essential to reflect upon the issues, events or people in the movie. Only then can students actually learn.

There are different techniques that can help navigate students learning while watching a movie:

- **tasks while watching a movie.** Instruct students to observe and identify certain situations. For example you can create a worksheet with specific questions (*What are the relationships among the main characters? When were the main characters in charge/frustrated and why?*). First identify the learning objectives for your lesson and then adjust

the tasks accordingly, for example if you want to emphasise the personal experiencing of refugees ask questions that will help students to explore characters and their stories). Sometimes less is more - be careful not to overwhelm students with too many tasks. It very much depends on the length of the movie, age of the students, subtitles, etc.

- **discuss and reflect on the movie.** Stories in the movies sometimes can be difficult and full of emotions. Let students experience them but provide space to talk about their emotions and what happened in the movie, how it is connected to our everyday life.

We encourage you to lead a discussion according to the **4 phases** of Kolb's experiential learning cycle, because it should help students to finish their learning.

1. Questions that help students to **react** to their experience in order to release the emotions that the movie has evoked in them.

For example: How are you feeling after the movie finished? What was unexpected or surprising in the movie? Why? What did you notice, experience, hear, see?

The role of the educator is extremely important here as the topics we tackle may cause strong and diverse reactions. While moderating this process be sure to accompany your students but not get engaged in the discussion around feelings. Help students name the emotions, encourage them to express them in a peaceful manner and help to distinguish emotions from opinions.

I like using documentary films during my lessons because the stories evoke emotion, compassion and empathy. I think that documentaries are a powerful tool for fighting against hoax and fake news.

**Hana Vacková,
high school teacher,
Olomouc – Hejčín, Czech Republic**

2. Questions aimed at **explaining** help students to tune into a deeper reflection on the experience. Gradually, they realize the meaning of shared experience.

For example: How did you react to the event in the movie? Why? How did you feel during the task?

Documentaries are a great help in showing migration as a global topic and allowing students to gain insight into the subject through the stories of individual people. Documentaries also provide an opportunity to open the discussion with students and reflect on their views. It is important for students to understand that the topic of migration is more complex and more multilayered than just a news button on social media.

**Katri Mirski,
high school teacher,
Tallinn, Estonia**

This process will help students to take a step from the emotional reaction to the place where they can learn safely and consciously.

3. Questions that support **contextual perception** will link the meaning of the movie to the wider context.
For example: What new did you learn based on the movie? How can you integrate the knowledge gained into a broader context or link it to the topic of the lesson? How does the movie fit into your current ideas and knowledge?

Following those questions you can also propose a dose of knowledge which will fulfill the experience with 'facts and figures' and help rearrange what students have known before, arrange the facts presented in the movie or introduce new information related to the topic.

4. Questions that support the **application** of what has been learned into everyday life emphasise the relevance of the topic and make it possible to move from the awareness of acquired attitudes or beliefs to their practical application.
For example: Which information do you find most useful? Why? How can you use what you have just learned? How could you take an active part in the topics discussed in the movie?

As a follow up to the discussion raised by the questions you can continue with another 'experience' - practical exercise in groups or implementation of what students have learnt in real life.

Example in curriculum:

Videos or films are a great tool to open the topic of migration, for example you could use it in a Geography lesson that focuses on reasons for migration.

It is useful to search for information and experiences of students on the topic at the beginning of the lesson. As a teacher you can start the lesson by brainstorming ideas on the question “*Why do people migrate?*” or “*Why do people leave their homes?*”. The students’ answers should be written down on a board or other visualisation tool in order for students to see them. Write down all the answers and do not assess them or comment on their quality. In brainstorming all answers are legit and have the same value.

When all the answers are exhausted and written down, play a video named *Young people share their reasons for migrating* made by Migration Matters. Before playing it in a class, you can give students an instruction to identify the reasons why the people in the video migrated. After playing the video, ask the students to add new ideas to the brainstormed ones, new reasons for migration mentioned in the video that previously were not stated.

Additionally, you can analyse the brainstorming and go deeply in the topic. For example, you can divide the answers into 2 columns that represent push and pull factors. Additionally, you can analyse the answers as opportunities and threats from the perspective of the receiving country.

You can follow-up with a short discussion using these questions:

While teaching about controversial issues, such as migration, I always talk with my students about different points of view on the issue. I usually start with a general discussion to brainstorm about what they think about the topic, the reasons for migration, and the risks associated with migrating or, alternatively, what the benefits of migration are for the state. I also focus on emotions and empathy and help students understand the context of real stories of migrants.

**Jan Pokorný,
high school teacher,
Prague, Czech Republic**

- How was it to look for reasons why people migrate? What was easy and what was difficult?
- Can you imagine that you would move to another town, city or country? What would be your motivations and where would you move?
- Has anyone in your family moved to another city or country? What were the reasons for doing so? Did they return back or stayed there? Why so?
- Some people are forced to move from their homes. Can you identify the circumstances that lead to forced migration?
- Which information from this lesson do you find most useful? Why?
- Imagine a situation in which a new student joins our class. He or she could come from another city or country. What are the measures we can as a class take to make her/him/them feel welcome and accepted in our class?

While teaching about migration and other controversial issues, it is helpful to create a safe environment in the classroom so that students are not afraid to express their opinions. It works really well when we use films from the website www.jsns.cz/en (Educational programme JSNS (OWIS – One World in Schools). There are a lot of sample lessons with frequently asked questions and answers provided by experts. Having that resource gives me confidence while working with the children in my classroom.

**Andrea Tláskalová,
primary school teacher,
Zbiroh, Czech Republic**

Useful links:

Watch the whole series on migration stories from *Migrattion Matters*

Watch a documentary movie from *The Why Foundation*, for example *Maid in Hell | WHY SLAVERY? | (Documentary)*

Watch some of the Crash Courses and explore short educational videos, for example video *Where and Why Do People Move?* Crash Course Geography #32 or *Migration: Crash Course European History #29*

Watch a short documentary movie *Lowland Kids*



Questions and Reactions

When Teaching About Migration

Below you can find tips on what to be careful about when doing a lesson on migration and how to respond to possible reactions of your students during such lessons.

“I have a right to my opinion!”

ANSWER: It is important to keep in mind that if you expect respect and understanding for immigrants you must also show respect for your audience. You cannot demand something that you don't give. You can disagree with an argument and still show respect by being open to listening to the opinions of others. You can follow up with questions that show interest and offer different points of view without disrespecting the other side. Remember that attitudes and prejudices are not based on facts and data but are strongly influenced by emotions.

If a particular argument crosses the line, you can use your authority. As the teacher, you are responsible for ensuring that school rules are followed and that laws are not violated. This grounds your position in stable reference points rather than in the sphere of emotions. Remember that giving attention and taking the time to point your students to alternative questions as well as to identify the fears that may underpin prejudiced attitudes can be a powerful way to change such opinions.

Lucie Pivoňková
People in Need Czech Republic

How to address aggressive and biased opinions influenced by the students' partners that students express in the classroom? For instance, “My parents said that all refugees are sick and aggressive.”

ANSWER: This can be a particularly difficult situation to address and there is no easy answer. The best way to respond will depend on the teacher's role in the

classroom, on the nature of the problematic opinions that the student or students express, and on the environment and context of the situation. Below are several suggestions for addressing such a situation.

Two important points about what to avoid when addressing such statements:

1. Try not to prove the student wrong in front of his or her peers. If you want to react to your students' opinion refer to the facts not to the person. Also, be careful about the comments you make about the student's parents and avoid any judgements about them in front of the class. Your student's parents are most likely a source of great authority to him or her – be attentive to and respectful of this parent-child relationship.
2. Avoid a protracted argument that can become personal or *an argumentum ad absurdum*. A student might cite Internet sources that make unfounded claims. Unless you can offer counter-arguments that are grounded in facts and data on the issue, refrain from pursuing this line of argument.

You can adopt one or both of the following approaches:

3. Ask your student to stay for a moment after the class. This will allow you to discuss with your student discreetly.

Invite the student to think about where her beliefs and ideas come from. When expressing an opinion, ask her to reflect on what may have influenced her thinking. Such questions can prompt the student to think about the values that are important to her. Maybe her family is particularly important to her and influences her way of perceiving the presence of migrants and refugees in the community?

4. You can also use this as a starting point for a discussion on why people differ and/or why people have different opinions as well as on why certain opinions are more emotional than others. You can find inspiration [in this Sensiclass e-module](#), especially in the following exercises:
 - a. *Are there universal norms?*
(And why are there so few, if any?)
 - b. *Why do people differ on moral rules?*
(And can we do anything about it?)

- c. *Can morality be measured?*
(Or rather how do we differ on our moral values?)

*Associate Professor
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What arguments can you use to explain the need to talk about migration in class to parents and school management?

ANSWER: In the time of globalisation and open borders within the EU, migration is a natural process that is necessary to be talked about but that also involves different perspectives, opinions, and experiences.

The topic of migration is very emotionally charged and extreme views are often presented. When talking about migration, it is worth presenting the perspectives of people (both adults and young people) who are directly affected by the realities of migration. This allows students who live in the receiving communities to see other points of view and other traditions and practices not just in culture but also in the learning styles and practices that students with a migration background may bring into the classroom.

Starting discussions on migration also allows your colleagues who teach different subjects as well as the students' parents to have a chance to see that migration processes are a complex issue involving a range of factors. In order to develop a personal point of view, facts as well as diverse perspectives should be gathered. By engaging other adults in the school community in the discussion, you can help foster dialogue between them and initiate conversations and talks about their fears, doubts, and other emotions that migration may bring up for them. Given how difficult and controversial this topic can be, be prepared to moderate the discussions that arise.

In bringing the idea of teaching about migration to your colleagues and school management, you may point out that migration issues are already familiar to your students (young people are not isolated from reality). They already have knowledge, emotions, and emerging attitudes about this topic which affects their relationship to the world and other people. At the same time, students may have questions

and be unsure about where to find answers or they may struggle to reconcile the reality of how their communities are affected by migration with the stereotypes they may both transmit or be affected by. Leaving young people alone with these questions and challenges may weaken their ability to critically analyse the surrounding reality as well as to express empathy and sensitivity.

Discussing migration in the classroom will not disrupt the key elements of curriculum programmes. It will support students in understanding and analysing challenging information. It will prepare students to confront the global challenges they face. It will also help them experience a diversity of values and learn about the need for building inclusive communities and equal opportunities for all.

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What should I be careful about if students with a migration background are in my classroom?

ANSWER: First, you should be aware that a migration background may not be 'visible'. Furthermore, remember that a migration background can influence personal identity in a variety of ways. It will be multilayered and will vary from one person to another. For example, a Czech citizen who spent most of their life in an international school in the United Arab Emirates and just came back to the Czech Republic, might have a Czech name and be a Czech native speaker, but still feel different due to their migration background. As another example, a student whose mother is Lithuanian and father is Surinamese may only have Lithuanian citizenship and may have never been to Suriname. Although they might look different than most Lithuanians and some might assume they have a migration background, the student in this case never moved from one place to another, but embodies the migration background of their father. Be sure to encourage diversity in your school and pay attention to the diverse identities that your students bring into the classroom and the whole school community. Be attentive to the fact that in both lessons and extracurricular activities, young people may perceive information differently depending on their origin and cultural practices.

Secondly, do not assume that you know your student's approach to their country of origin. If you have a Syrian student in your class, they may be in favour of Bashar al-Assad's regime or they might be a refugee who fled this regime. If there are several students with a migration background in your classroom, be attentive to how their contexts may interplay: for example, a Russian student and a Ukrainian student or a student originally from Crimea. Events that seem to be distant for you and your class might be emotionally loaded for the two students who are part of your class. If you address in class recent political events which may be particularly close to your students who have a migration background, make sure you use information from reliable, neutral, and fact-based media sources. By relying on credible sources, you can also encourage your students to think critically about the media and the information they are confronted with. This can help them build a personal opinion that does not involve offending or discriminating against their peers.

Thirdly, although it can be powerful to bring in personal accounts of migration experiences and other countries and cultures, do not assume that your student with a migration background is willing to be a real-life example for the benefit of the lesson somehow "staging otherness" or speaking as 'The African' or 'The Vietnamese' (bear in mind, moreover, that Africa is a continent while Vietnam a country). If you have a student with a migration background in your class and you know that you will present a topic that involves their country of origin or their culture, you can ask the student in advance and in private whether they are willing to contribute to the presentation of the topics.

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What age is the best to start learning about migration in class?

ANSWER: The subject of migration, especially in relation to migration events that took place in your students' lifetime, can be taught at every stage of formal education. Although these topics are complex, they can be introduced in an age-appropriate way. Environmental, personality and pedagogical factors should also be taken into

account as they will be relevant to the way these difficult topics can be brought into the classroom. It is useful to consider the knowledge, skills and attitudes you want to focus on while teaching about migration and to adapt teaching strategies and methods to your students' needs, aptitudes, and abilities. Content and materials should be selected so as to be appropriate to the student's age and level of psycho-emotional development.

For tips on how to start talking and teaching about migration see the chapter "We teach about migration" on page 4 and "How to teach about migration" on page 16.

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I am afraid that I don't have enough knowledge about migration to raise this topic with my students. How can I prepare?

ANSWER: You don't have to be an expert to talk about migration with your students. If you want to feel more confident before class, take a look at the recommended resources in this toolkit. In preparing for the class, it can also be helpful to ask yourself the following questions: What are my views on migration? Do I want to share my views? What can I expect from the group?

When you lack information, don't be afraid to admit it. By saying to your students: "I don't know, but I want to find out" you show them that it is natural not to know something and that admitting it is better than using false information or stereotypes. You can also look for information together with your students and use the opportunity to discuss the importance of finding reliable sources. If the students see that you, as the teacher, are also making an effort to develop your knowledge, it can make you more credible in their eyes. It is also a powerful way of showing that there are no simple solutions or obvious answers when it comes to global challenges such as migration.

Where can you find credible information on migration and refugees? We have compiled a list of recommended sources, including articles and

resources for teachers to improve their knowledge on migration (see QUESTION No 8 below).

*Elżbieta Krawczyk,
Weronika Rzeżutka-Wróblewska
Julia Godorowska
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Which sources of information on migration can I consider as unbiased and fact-based?

ANSWER: Rely on quality and trustworthy media. But how do you know which media sources are reliable? The below criteria can help you identify reliable sources:

1. **Media transparency** – It should be easy to find the author of a text or report, as well as the owner of the media outlet. For example, information about the editorial staff, including contacts to individual journalists, should be available on the media website. Information about the owner, including the name of the company, registration number, and annual reports, should be readily available on the website as well.
2. **Critical use of resources** – Always make sure that the material does not support only one side of the issue. Pay attention to whether migration is addressed both from the perspective of migrant communities and host communities. If the content is not original but aggregated from prior sources, the authors and editors of reliable sources will acknowledge the original sources of information (e.g. by including an active link to the source website).
3. **Clear distinction between facts and opinions** – It should not be difficult to distinguish in the source what are the facts and what is the author's or editorial board's opinion. Be alert to any generalisations, stereotyping, and inappropriate or misleading photographs.

Additional resources:

COMPAS, Centre on Migration, Policy and Society
<https://www.compas.ox.ac.uk/>

Eurobarometer
<https://europa.eu/eurobarometer/screen/home#p=1&instruments=STANDARD>

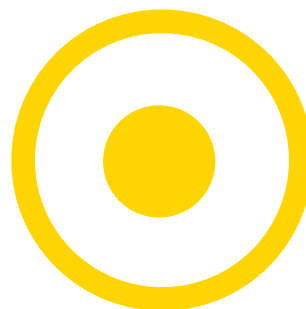
MIGRATION DATA PORTAL
<https://www.migrationdataportal.org/>

The Migration Policy Group
<https://www.migpolgroup.com/>

The International Organization for Migration (IOM)
<https://www.iom.int/>
<https://worldmigrationreport.iom.int/reports>

The UNHCR
<https://www.unhcr.org/figures-at-a-glance.html>

*Kristýna Brožová
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About Authors

Kristýna Brožová

Head of Migration Awareness program in the largest NGO People in Need, which focuses on education and advocacy of migration and integration issues. She studied Social and Cultural Anthropology at the University of West Bohemia and Gender Studies at Prague Charles University. She believes that having enough quality and balanced information about migration and integration helps to break down stereotypes about foreigners. This is what the public needs for successful integration and good coexistence between immigrants and the majority society in the Czech Republic.

Jason Buckley

A philosopher-for-children based in Cambridge, UK. He trains teachers and writes resources, including a free email bulletin, at www.thephilosophyman.com and runs weekly philosophy, debating and other classes for homeschoolers and others at www.p4he.org. He also has interests in outdoor education and in meeting the social and intellectual needs of gifted children. His superpower is getting kids excited about intelligent conversation, creating physical and online spaces they want to return to. Jason is the author of Pocket P4C, Thinkers' Games and Philosophy Circles and is known for a playful approach to P4C that is accessible for teachers and students alike.

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A historian, trainer, educator and scout instructor. She worked in school (primary and secondary school) teaching history and social sciences. Katarzyna has experience in organising events, lessons, workshops, city games, trips, walks, international exchanges and youth projects on local history in its global dimension. She has graduated from the drama training and interactive theater methods as well as the long-term training course by the Association of Trainers of Non-governmental Organizations in Poland.

Julia Godorowska

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An Associate Professor of Political Sociology at Tallinn University, Estonia. She researches various migration related subjects, including migration and citizenship policies, migration processes, migrants' transnational ties and integration, but also how the subject of migration is politicized. At Tallinn University, she teaches courses on migration and integration policies and transnational migration. She has also worked as a researcher for the Estonian contact point of the European Migration Network, served as a visiting fellow at Yale University and University College London, and been a member of various national working groups on migration and transnationalism policy.

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Elżbieta Krawczyk

Board Member at the Center for Citizenship Education where she also coordinates the Global and Environmental Education Department. Experienced trainer and consultant on the issues of global education and Sustainable Development Goals, author of numerous lesson plans and educational materials on these topics. She has been granted a Polish Government scholarship for her research in Egypt and Yemen. Having graduated from the Antidiscrimination Training Academy (Willa Decius, Kraków 2010) and Climate Reality Leadership Corps (Berlin 2018) she has been involved in developing international projects on supporting and involving schools into global issues.

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Information on the Organisations



The Center for Citizenship Education (CCE) Poland

The Center for Citizenship Education (CCE) is the largest educational non-governmental organization in Poland. With CCE support teachers bring to school methods and topics that help students engage in their education and better cope with the challenges of the modern world. We run programs that develop faith in our own capabilities, openness and critical thinking, teach cooperation and responsibility, encourage engagement in public life and social activities. The solutions proposed by CCE are based on over 27 years of experience, expert knowledge and cooperation with practitioners. About 40 thousand teachers and schools directors from almost 10 thousand schools all over Poland use our support.



People in Need Slovakia

People in Need Slovakia is a non-governmental, non-profit organization whose goal is to help those who need it most. Since 1999 we have lent a helping hand to people who are deprived of dignity and freedom by various circumstances. To people who suffer the consequences of war, victims of natural disasters, or those who live under the undemocratic regimes. Our work is divided into four fundamental areas: development cooperation, humanitarian aid, social inclusion and global education. Through educational activities, we attempt to contribute to building an open, tolerant and solidary society in Slovakia.



Mondo

NGO Mondo is an Estonian civil society organization established in 2007. Our organization works in three different fields: development cooperation, humanitarian aid and global citizenship education, with the main activities focused on improving health, education, and livelihood for the most vulnerable communities in the world. In Estonia, we educate the public, school teachers and students about global issues by providing materials, arranging school visits, and holding public campaigns.



People in Need Czech Republic

People in Need is a Czech non-governmental, non-profit organization founded on the ideals of humanism, freedom, equality and solidarity. Since 1992 we have been helping people in emergencies all over the world. Our educational programmes have been offered since 2001. Our vision is for schools to be open to all children alike and to guide their pupils towards understanding correlations, global responsibilities and respect for others. The values that we base our work on are respect, responsibility, freedom, partnership and belief in the potential of every person. We are convinced that everybody matters.



Teaching About Migration in the 21st Century Toolkit for Educators

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Proofreaders: Katarzyna Kubin, Maria Isabella Breen

Design: Janno Preesalu

ISBN 978-83-67226-15-8



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ISBN: 9788367226158

www.peopleinneed.net

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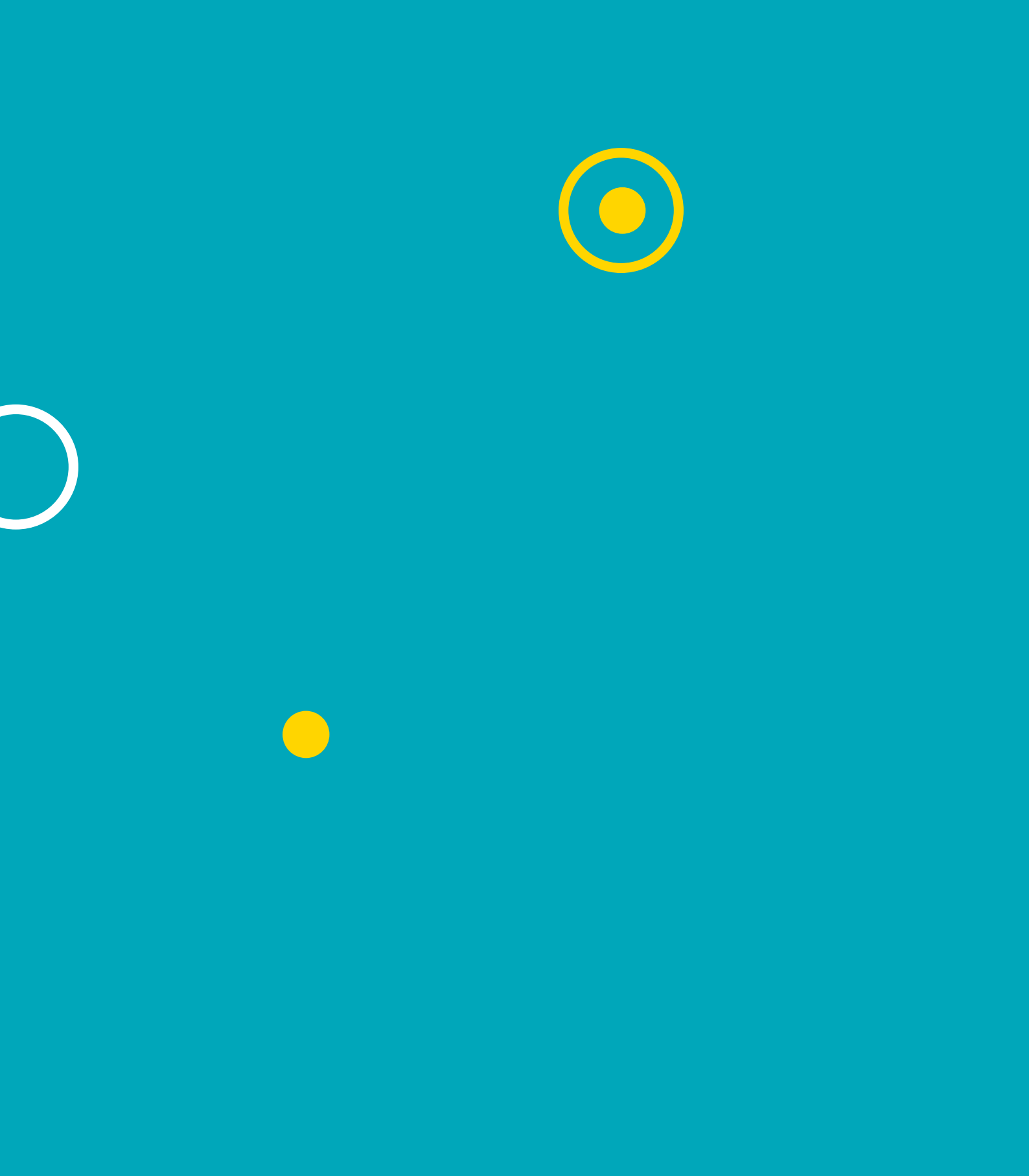
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This publication was created and maintained with the financial support of the European Union.
Its contents are the sole responsibility of the contractor implementing "I Am European": Migration Stories and Facts for the 21st Century" Project and do not necessarily reflect the views of the European Union.