TiES

Why do people migrate? Migration drivers and mechanisms

This module provides students with diverse migration stories that help to identify the variety of reasons for migration, which may arise at the same time or over the course of the migration journey. The module challenges policy categories conventionally assigned to migrants while also making students reflect on their own mobility, either as migrants or tourists, and how this relates to the experiences of other young people around the world.

Learning objectives and outcomes

GENERAL LEARNING OUTCOME

Explore the diverse reasons why people migrate

SPECIFIC LEARNING OBJECTIVES

Identify and categorise the reasons why people migrate
Learn to question categorisations in the public debate on migration
Discover the mechanisms that underscore decisions to migrate

Class structure and timeline

Preparation before class

° Students read three stories and create a map representing one migration story (ca. 45 min)

Development in class

° **Activity 1:** Who is a migrant 1.0? (ca. 5 min)
° **Activity 2:** Migrant stories: discussion and mind map (ca. 30 min)
° **Activity 3:** At the airport (ca. 15 min)
° **Activity 4:** Definition: Who is a migrant 2.0? (ca. 10 min)

Homework

° Students collect a migrant's story (ca. 60 mins)
° **Optional follow-up:** Sharing migrant stories in class (ca. 30 min)

Document overview

↘ Background information for teachers

The aim of this short document is to provide background information on migration drivers and motives. The information provided specifically aims to:

1. Present three distinct ways of studying 'why people migrate'
2. Provide an overview of the reasons cited to explain migration in existing research
3. Critique the use of policy categories for understanding migration motives
4. Reflect on the relationship between migration, mobility and tourism

The question 'Why do people migrate?' has been studied from a number of **different perspectives**. Related research can be broadly divided into three strands: (i) the **macro level** focusing on structural factors in society; (ii) the **meso level** focusing, for example, on how migrant networks or recruitment agents influence specific migration patterns; and, (iii) the micro level focusing on migrants' individual decision-making processes. These three perspectives rely on distinct theoretical notions and terminologies to explain the different aspects of why people migrate. However, they may be used in a **complementary fashion** to explain migration as a whole (Garip, 2012).

A **macro-level perspective** explains which **societal factors** influence migration patterns, particularly major shifts in migration volumes. With this macro-level perspective, we can observe how a variety of factors that typically characterise a country – such as **unemployment, conflict, economic crises, past migrations** – may explain the extent of migration. However studies of the 'drivers of migration' also refer to the mechanisms that might encourage migration (Carling & Talleraas, 2016), with the intent of explaining not only how many people migrate but also why they do so at specific moments, with whom they migrate and to which destinations they decide to migrate. Macro-level studies reveal that unemployment and low wages encourage workers to seek positions in other locations where jobs pay more (Harris & Todaro, 1970). Moreover, high-skilled workers may find it financially rewarding to secure a professional job in a major financial hub such as London rather than in many other cities, from Almeria in southern Spain to Dakar in Senegal (Sjaastad, 1962). Also historical factors, such as **colonialism, language** and **cultural similarities**, and geopolitics, can shape migration between geographically distant countries (De Haas, Miller, & Castles, 2019).

The **push–pull paradigm** is possibly the most popular model within the macro-level perspective (Lee, 1966). It essentially suggests that negative factors push people to migrate from their origin country, while positive factors attract people to migrate to certain destinations. Lee's model was much more nuanced than this simplistic description, but it still does not explain why low wages in origin countries do not encourage everybody to migrate or why people might head to large cities, where there are many negative factors such as traffic congestion, high costs of living and pollution (de Haas, 2021). While this model helps bring to light a wide variety of factors potentially influencing migration, it does not serve to explain which factors are most influential or who might be encouraged to migrate.

The second branch of research seeks to explain how **factors between the national level and the individual level** affect migration. **Origin communities and migrant communities abroad, agents of migration as well as social media** can all influence how people think about migration, its risks and opportunities, and may affect who decides to migrate (Beine, Docquier, & Özden, 2011; Xiang & Lindquist, 2014). Furthermore, the new economics of labour migration approach as well as the livelihood approach point to the fact that migration decisions, which are often thought of as individual ones, may in fact be taken collectively within the family and/or the local community (de Haan, 2002; Stark & Bloom, 1985).

The third and final perspective focuses on individual motives for migration. Here researchers seek to understand how people with different characteristics – **gender, class, levels of education, rural and urban residency** – make decisions about migration (De Jong, 2000). We observe, for example, that in certain communities young men migrate, while in others it is women who do so. This might be explained by the specific communities from which people migrate. In Guinea-Bissau, West Africa, young

men have to secure the means to marry a woman and migration is seen as the only way to harness those resources (Vigh, 2009). Some migrants pursue short-term migration, while others want to resettle permanently abroad. For example, discriminated-against groups such as homosexuals might seek permanent resettlement – regardless of their class, ethnicity or education – because they are seeking to live in a society where they are accepted. Privileged elites, on the other hand, may prefer to migrate because they are pursuing careers elsewhere or because their status is threatened in their places of origin. For instance, during decolonisation, some members of the elites in British and Dutch colonies in the Caribbean preferred to migrate to Great Britain and the Netherlands than to remain in the newly independent countries (Vezzoli, 2014a, 2014b).

When we explain how people justify their own migration, we often use the terms **'migration motives'** or **'reasons'**. As research is reduced into digestible narratives, complex migration motives are **simplified** into terms such as **'economic migrant', 'international student', 'asylum seeker' or 'refugee'**. These **categories overlook**, however, that motives are often multiple within each individual and they tend to change over time (Clark & Maas, 2015). This is further influenced by the **migration journey**, with people changing perspectives as they experience life in different places and circumstances (Haandrikman & Hassanen, 2014). Before migration, for instance, unaccompanied Afghan migrants expressed that finding a secure environment was the most important aspiration, while once in Belgium their more important goal was to study and to obtain residence documents to enable family reunification and to feel 'emotionally' safe (Vervliet, Vanobbergen, Broekaert, & Derluyn, 2015). **The fluid processes** of deciding to migrate stand in direct contrast, therefore, to how **migration-policy categories** attempt to pigeonhole these individuals into precise, permanent groups. **A migrant worker, family migrant, international student, asylum seeker and refugee may all exist in one and the same person, simultaneously or at different points in time.** While policy categories have an administrative function, these should not be used to attach an identity to migrants. Nevertheless, rigid policy categories affect the rights and protection people receive: an asylum seeker acquires protection but no access to the labour market, while an economic migrant may gain access to the latter but also be prevented from benefitting from any form of social assistance. Because such categories dissect the migration landscape into specific entry channels that bear little resemblance to reality, migrants easily 'jump' between categories in seeking the channel(s) most feasible for them at a specific moment in time.

To make matters even more complex**, migration is just one of the many different forms of mobility. Mobility refers to the multifaceted forms of movement across space and time that include residential mobility, commuting, cross-border commuting, internal and international migration, and can also include tourism too.** Tourism deserves more attention in migration research as it has grown exponentially in recent decades and facilitates connections between places and lifestyles. The notion of taking a 'gap year' and programmes such as the 'holidaymakers' visa' show the overlap between tourism and temporary and circular forms of migration. Exposure to difference might engender migration aspirations. Tourism can also be a bridge to migration, as tourists may overstay their visas and turn into irregular migrants (Skeldon, 2018). But travelling may also reveal the incompatibility between one's personal objectives and the lifestyles at destination (Vezzoli, 2014b). Because of the assumption that most migrants intend to overstay their visa, most young people living outside of high-income countries are denied the right to obtain tourist visas and travel (DEMIG VISA). Not only does this thwart the curiosity and creativity of young people around the world but it also reinforces global and regional inequalities across generations.

In this module, we want students to observe how young people around the world make migration decisions and how these change over time according to the evolving circumstances of their lives. By taking a closer look at three migrant stories, students learn that **migration-policy categories simplify migration experiences.** The module also seeks to raise students' awareness that **the right to travel is a privilege that is reserved for certain nationalities alone.**

↘ Activities: Assignments, explanations and answers

Preparation before class:

Map a migrant story

📋 LEARNING OBJECTIVES
- Students reflect on the complex factors involved in migration decisions

📐 MATERIALS
- Three migrant stories (Word document)
- Map 1 example (see section 'Other material')

📖 EXPLANATION ACTIVITY AND DIDACTIC SUGGESTIONS
- Students read the three stories as homework
- Each student creates a map representing one of the migrant's journeys. Make clear that this is not an art contest. Students should just draw/sketch their ideas and make their own maps, they shouldn't try to imitate online maps or an atlas

  ○ Give students the example of a map created by a migrant (Map 1), which represents his/her journey from Afghanistan to France

📐 STUDENT ASSIGNMENT

Read each of these short life stories. The three migrants are fictitious characters created from interviews with real migrants. These stories describe common situations faced by migrants around the world.

- Choose one of the three characters and create a map of either Sanne's, Henok's or Diego's migration journey
- Write down/sketch all things you find relevant for the migration journey of your character
- Use words / sketches / symbols / different colours / sounds etc. to represent the migration story

Include:

- Reasons why they decided to migrate. Migrants may have multiple reasons!
- Things / situations / events / people that encouraged them to migrate
- Their dreams before migrating
- When/why migration reasons changed
- Their experience before leaving home, during the journey, arrival in the new place:
- People involved in the journey
- Length of journey
- Means of transportation
- Route and borders crossed
- Feelings encountered before/during/after migrating (fear, friendship, love, danger, (in)justice etc.)

Development in class | **Class intro**

Why do people migrate?

📖 **EXPLANATION ACTIVITY AND DIDACTIC SUGGESTIONS**

- The teacher introduces the class to students
- Why people migrate can be studied as a societal phenomenon (which factors seem to have influenced a change in volumes?) or at the micro level (what do people say were their reasons for migration?)

Development in class | **Activity 1**

Who is a migrant?

📋 **LEARNING OBJECTIVES**

- Students create their personal definition of a migrant

📐 **MATERIALS**

- Sticky notes and pen

📖 **EXPLANATION ACTIVITY AND DIDACTIC SUGGESTIONS**

- Students create their own definition of migration, which will be revisited during the final reflections of the class as a whole

✏️ **STUDENT ASSIGNMENT**

- Write down your definition of a migrant on a sticky note. 'A migrant is a person who…'

A migrant is
a person who
. . .

Create a mindmap

▦ LEARNING OBJECTIVES

- Students understand that the reasons to migrate are multiple and interlinked
- Students learn to categorise migration motives
- Students understand what enables and constrains migration

◇ MATERIALS

- Coloured markers
- Whiteboard with blank mindmap of three stories

▤ EXPLANATION ACTIVITY AND DIDACTIC SUGGESTIONS

- Students exhibit and present maps in small groups (4–5 students per group)
- Students collectively create a mind map summarising and categorising Henok's, Diego's and Sanne's migration motives
- Debriefing exercise with key takeaway statements (see 'Solutions')

◇ STUDENT ASSIGNMENT

Part 1:

- In your group, choose 2 students from your group to present their maps. The other 2–3 students listen, comment and point to the differences with their own maps

Part 2:

- While you are listening to one song, fill in the mind map of the three young adults' migration motives on the board. Write down all things you find relevant for the migration motives of the three characters.
- While you are listening to one song, write down other reasons, not discussed in the stories, which could potentially cause people to migrate.
  Song: Tracy Chapman – Fast Car.

  ○ https://www.youtube.com/watch?v=AIOAlaACuv4

- Assign the migration reasons of these three individuals to whichever category or categories make sense to you. For example:

  ○ Political, economic, technological, cultural etc.
  ○ Voluntary/involuntary reasons
  ○ Push–pull forces in origin and destination countries
 ○ Any other classification that you might have heard of or that makes sense to you

◎ SOLUTIONS

Mind map

	Migrant 1: Henok	Migrant 2: Diego	Migrant 3: Sanne
	Work (becoming an entrepreneur)	Study (looking for better educational opportunities)	Work (Au pair)
	Military service (unpredictable and long military service)	Work	Love (falling in love)
	Family (support his family)	Homosexuality (no freedom of sexual expression)	Experience living in the US
			Language (improve English)
Other reasons	Pressure by family or community, being in danger, patriarchal/authoritarian family structures, loving the culture/language of a place		

🔖 KEY TAKEAWAYS:

- People often have multiple simultaneous reasons to migrate. Migration labels ('labour migrant', 'migration to study', 'for family reasons' etc.) are simplifications and do not represent the complex reality on the ground. Knowing a list of reasons why a person migrated does not explain the circumstances and mechanisms that encouraged migration.
- Migration reasons are connected: Henok's dream of becoming an entrepreneur does not match with performing military service for 10 years. Sanne's wish to improve her English works well with becoming an au pair.
- Migration reasons can change over time: What made Sanne stay? Initially she came as an au pair. Other combinations of reasons made her stay in the US.
- Is a migration journey ever finished? Sanne might come back to Europe, Henok might go to Germany or Bologna, Diego might go to …; a migration journey can be as long as a person's life.
- Personal reasons are connected to structural factors: for example, changes in acceptance of homosexuality; the political situation and long-term military service in Eritrea.
- All migrants make decisions and most have the power to do so freely over the course of their own lives: Henok might qualify for asylum, and so might Diego if he was persecuted for his homosexuality. In this situation, there were some factors encouraging them to leave, but they still had the power, the choice of migrating at a certain time, to a certain destination.
- Migration mechanisms are details about the process of migration that can help us understand how related outcomes come about. Key details in migration mechanisms are:

  - **Timing**: Why did they migrate at a specific time? For instance, Diego would have migrated sooner if him coming out to his family did not prevent it;
  - **People**: With whom to migrate, e.g. alone, with a friend or with one's family;
  - **Legality**: Which way to migrate, e.g. through available legal means or irregularly;
  - **Route**: Which route to take, e.g. which borders to cross;
  - **Transportation**: Which means of transportation to take;
  - **Destination**: Where to migrate, e.g. the US, Germany, Italy, the Netherlands, Turkey or one of the Arab Gulf countries.

At the airport
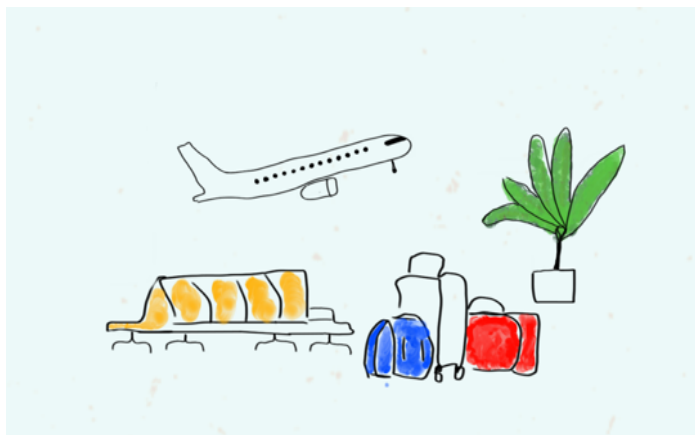
▤ LEARNING OBJECTIVES

- Students explore the differences and interlinkages between tourism and migration
- Students reflect on and discuss fairness in the access to tourism and migration

◈ MATERIALS

- Audio file (link)
- Speakers
- Whiteboard
- Coloured markers

▦ EXPLANATION ACTIVITY AND DIDACTIC SUGGESTIONS

- The airport soundscape is played in the classroom.
- Answers to reflective questions in Part 1: 'My last time at an airport' are summarised on the whiteboard.
- Students reflect on and discuss fairness in the access to tourism and migration with the barometer teaching strategy. Prepare a line in the classroom with 'strongly disagree' on one end and 'strongly agree' on the opposite end. Remind students to respect the opinions of others and speak for themselves using "I feel/think…" rather than the more accusatory "You did/think/are…". Read out the statement 1 (see part 2 below) and give students 2-3 minutes to form their opinion. Ask students to share their opinions on the statement by positioning themselves on the line that runs through the classroom. Repeat the procedure with statement 2. Discuss the reasons why students did or did not change their position on the line. Debrief activity on the board using suggested solutions as guidelines.

◈ STUDENT ASSIGNMENT

PART 1: MY LAST TIME AT AN AIRPORT

- Listen to the recording of an airport. Remember the last time you were at an airport. Reflect on:

    - Where were you going and why were you travelling?
    - Are you a migrant at this airport? Why? Why not?

PART 2: MOBILITY FAIRNESS BAROMETER: WHERE DO YOU STAND ON A AGREE-DISAGREE LINE?

- Statement 1: 'It is fair for everybody to have the right to travel'
- What are your thoughts on this statement? Position yourself on the spectrum ranging from strongly agree to strongly disagree
- Statement 2: 'It is fair for everybody to have the right to migrate'
- What are your thoughts on this statement? Position yourself on the spectrum ranging from strongly agree to strongly disagree

◎ **SOLUTIONS**

- 'Tourism' and 'migration' are two different concepts used to describe movement between places on this planet.
- Why talk about holidays in a class about migration? Reasons to travel and migrate can be similar: discover a new culture, for love, be with family and friends, learn a new language etc.
- Everyone can become a migrant. Travelling can be the first step of a longer migration journey.
- Travelling freely is a privilege: The freedom to be a tourist is not shared across the world. To travel for pleasure is a privilege reserved only to people of certain nationalities. This means that only a certain group of people in this world enjoy the advantage of travelling as they wish. Some take it for granted that they can travel and migrate anywhere they want. The right to move and travel depends on our citizenship. Citizenship is usually something that happens to us, because of where we are born or because of the citizenship of our parents. The citizenship held by many people around the world does not give them the right to travel or migrate as freely as people with citizenship of countries with high levels of development and income, such as those in the European Union, the US and Canada, Australia and New Zealand. If you are born in Burkina Faso, the Democratic Republic of Congo or Mali and are curious to visit Paris, for example, you cannot simply buy a plane ticket and travel there without a visa. With a German passport, however, you can travel to 189 countries without a visa (note: more details on access to mobility is given in Module 3: Migration journeys and unequal access to mobility).
- To conclude: How accessible, easy, comfortable and safe travelling or migrating are often depends on a person's citizenship. Most people in the world are denied this privilege.

Definition: Who is a migrant?

LEARNING OBJECTIVES

- Students create a more nuanced and inclusive definition of a migrant

MATERIALS

- Sticky notes
- Pencils
- Coloured markers

EXPLANATION ACTIVITY AND DIDACTIC SUGGESTIONS

- Initial definitions are compared with current and academic ones

STUDENT ASSIGNMENT

- Who is a migrant in your opinion? Try to find a new definition based on what you have learned
- Compare this with your initial definition

SOLUTIONS

- A migrant is a person who changes residence from one place to another, even within a country. An international migrant changes residence from one country to another regardless of the reason for migration or the way the latter is undertaken, e.g. regularly or irregularly.
- For statistical purposes: In order to know who to count as a migrant, the definition of a migrant requires a change of residence, domestic or international, of at least 12 months. In this case, a person who moves from one country to another for 11 months and returns would not be counted as a migrant. While this is a well-accepted definition, each state measures migration using their own parameters and criteria, which means that migration data are often not comparable across countries.

Homework

Collect a migrant story

📋 LEARNING OBJECTIVES

- Students create a brief audio documentary of a real-life migration story
- Students learn that migration is part of their own social circle

🏷️ MATERIALS

- Audio-recorder (phone)

📖 EXPLANATION ACTIVITY AND DIDACTIC SUGGESTIONS

- Students record a migration story at home
- Students submit the audio recording to the teacher
- Optional activity: Students share the collected stories in groups of 3 in class

✏️ STUDENT ASSIGNMENT

- Find a family member or a friend who has migrated
- Make a short interview, recording their story with your phone
- Take these questions as guidelines:

  - What motivated you to leave your previous home?
  - Who took the decision? Who was part of moving?
  - Which images, pictures or sounds do you connect with your migration journey?
  - What challenges were you facing?
  - What opportunities were you seeking?
  - When arriving in the new place what felt familiar, and what surprised you?

- Ask your friend or family member if you can share their story in class
- Submit your collected audio story to your teacher with a brief written reflection on 3–5 things you have learned from collecting a migration story yourself
- Optional activity:

  - Share and listen to your collected story in groups of 3 in class
  - Compare your stories with the stories you have read for the class

    - What were differences and similarities between your friends or family members migration story and Henok's, Sanne's and Diego's story?

  - Mention 3-5 things you have learned from collecting a migration story yourself

↘ **Further Resources**

References

- Beine, M., Docquier, F., & Özden, Ç. (2011). **Diasporas. Journal of Development Economics**, 95(1), 30-41. Retrieved from http://www.sciencedirect.com/science/article/pii/S0304387809001187. doi:http://dx.doi.org/10.1016/j.jdeveco.2009.11.004
- Carling, J., & Talleraas, C. (2016). Root causes and drivers of migration. **Oslo: Peace Research Institute Oslo** (PRIO), 2016, 1-44.
- Clark, W. A., & Maas, R. (2015). Interpreting migration through the prism of reasons for moves. **Population, space and place**, 21(1), 54-67.
- de Haan, A. (2002). Migration and Livelihoods in Historical Perspective: A Case Study of Bihar, India. **The Journal of Development Studies**, 38(5), 115-142. Retrieved from http://dx.doi.org/10.1080/00220380412331322531.
- de Haas, H. (2021). A theory of migration: the aspirations-capabilities framework. **Comparative Migration Studies**, 9(1), 8. Retrieved from https://doi.org/10.1186/s40878-020-00210-4.
- de Haas, H., Miller, M. J., & Castles, S. (2019). The age of migration: International population movements in the modern world: Red Globe Press.
- de Jong, G. F. (2000). Expectations, gender, and norms in migration decision-making. **Population studies**, 54(3), 307-319.
- Garip, F. (2012). Discovering diverse mechanisms of migration: The Mexico–US Stream 1970–2000. **Population and Development Review**, 38(3), 393-433.
- Haandrikman, K., & Hassanen, S. (2014). Onward migration of African Europeans: Comparing attitudes to migration motives. In: Stockholm University.
- Harris, J. R., & Todaro, M. P. (1970). Migration, unemployment and development: A two-sector analysis. **American Economic Review**, 60, 126-142.
- Lee, E. S. (1966). A Theory of Migration. **Demography**, 3(1), 47-57. Retrieved from http://www.jstor.org/stable/2060063.
- Sjaastad, L. A. (1962). The costs and returns of human migration. **Journal of political Economy**, 70(5, Part 2), 80-93.
- Skeldon, R. (2018). International migration, internal migration, mobility and urbanization: Towards more integrated approaches: International Organization for Migration.
- Stark, O., & Bloom, D. E. (1985). The New Economics of Labor Migration. **American Economic Review**, 75(2), 173-178.
- Vervliet, M., Vanobbergen, B., Broekaert, E., & Derluyn, I. (2015). The aspirations of Afghan unaccompanied refugee minors before departure and on arrival in the host country. **Childhood**, 22(3), 330-345.
- Vezzoli, S. (2014a). The effects of independence, state formation and migration policies in Guyanese migration. **IMI Working Paper Series 94/DEMIG Project Papers 20**. International Migration Institute, University of Oxford.
- Vezzoli, S. (2014b). The evolution of Surinamese emigration across and beyond independence: the role of origin and destination states. **IMI Working Paper Series 106/DEMIG Project Papers 28**. International Migration Institute, University of Oxford.
- Vigh, H. (2009). Wayward migration: On imagined futures and technological voids. **Ethnos**, 74(1), 91-109.
- Xiang, B., & Lindquist, J. (2014). Migration Infrastructure. **International Migration Review**, 48, S122-S148. Retrieved from http://dx.doi.org/10.1111/imre.12141.

↘ Links and additional material

In English

FILM

The Last Resort (Language: English)
Learn about why Tanya migrates from Russia to the United Kingdom with her son

INFOGRAPHIC

All About Birds, Mesmerizing Migration: Watch 118 Bird Species Migrate Across A Map Of The Western Hemisphere
Learn about how birds migrate across places. Food for thought: Humans are not the only ones having good reasons to migrate

MULTIMEDIA VIDEO

A Migrant's View with Nassim Majidi: Learn about 8 key insights into migration that come from the perspectives and experiences of migrants.
https://youtube.com/playlist?list=PL0i55_U4aP2J13qfMhKVLh0S_KezEFpKv

'Other migration theories and criticism of push and pull factors model'
https://www.youtube.com/watch?v=HZ3syga4BT0&t=202s

MAPS

Link to various counter-cartography maps
https://notanatlas.org/maps/counter-cartographies-exile/

In other languages

PODCAST

Rice and Shine, Episode name: Tuimi (Language: German)
Learn about why Vietnamese-German singer-*songwriter* Phạm Thùy My aka Tuimi moves to Vietnam

Pawel de Poolse Plukker (Language: Dutch)
Learn about why Pawel migrates back and forth from Poland to the Netherlands

EDUCATIONAL TOOLKIT

'Petit Pays' de Gaël Faye Dossier Pedagogique by Intersections littéraires d'Afrique et des Caraïbes (Littafcar) (Language: French)

BOOK

Petit Pays Petit Pays (Language: Dutch, English, French, German, Italian, Polish)
Learn about why teenager Gabriel leaves Burundi in 1992

Roots Guide (Language: Dutch/English)
Learn about diverse migration stories from 34 migrants living in the Netherlands

EXCURSION

Go on a local **Mygrantour** (mygrantour.org) and engage your students in an intercultural urban walk

MOVIE

Persepolis (Language: Dutch, English, French, German)
Learn about why Marjane migrates from Iran to Austria back to Iran, and finally to France

Playlist

This is a playlist of songs that connect to the topics dealt with in this module. The songs address migration drivers and reasons to migrate. You can use these songs as energisers, during the breaks or to create further interest among your students in the topics of this class.

BASIA – MILES AWAY (ENGLISH)

Barbara Trzetrzelewska (better known as Basia) was born in 1954 in Jaworzno, Poland. Her song Miles Away reflects the dreams and aspirations related to a potential urban–rural migration journey of a couple. A combination of changing soundscape, climate, environment and housing come together with an explorer mindset and create 'the migration dream'. Basia sings: 'I'm so happy where I am. But too much of a good thing never hurt anybody. So let's leave this noisy town. And move out to tread on enchanted ground. I've got to get things ready, don't delay it any longer. And find a little house in a valley. Where the sun's always smiling. A perfect place for you and me. Miles away, miles away. Now you see the reason why I'm drifting miles away. But not without you. Just imagine a great big world. Only waiting for us to discover it. I'm getting so impatient, our life could be even better.' However, this dream cannot come true without the partner; an indication that many migration decisions are collectively negotiated and taken.

- https://www.youtube.com/watch?v=nqjSHBFTiz4

GAËL FAYE – PETIT PAYS (FRENCH/KIRUNDI)

Gaël Faye was born in Burundi in 1982, the son of a Rwandan Tutsi mother and a French father. At the age of 13, the genocide and war in Rwanda were part of leading his family to migrate to France. His song Petit Pays addresses this sociopolitical situation as well as his personal memories. Gaël Faye raps in French but includes melodical passages in Kirundi too, which resonate a back and forth between Africa and Europe. In 2015, he migrated to Rwanda with his wife and children. Here is the reason in Gaël Faye's own words: 'My wife and I are Franco-Rwandan, but we had never lived there. We wanted to take the measure of the metamorphosis of the society, which we discovered from afar. And we did not want our daughters to confine Rwanda to the country of the genocide, of the suffering of their parents and grandparents [...]. It had to become a real country' (Jeune Afrique 2020).

[In French: 'Mon épouse et moi sommes franco-rwandais, mais nous n'avions jamais vécu là-bas. Nous voulions prendre la mesure des métamorphoses de la société, qu'on découvrait de loin. Et nous ne souhaitions pas que nos filles cantonnent le Rwanda au pays du génocide, de la souffrance de leurs parents et grands-parents [...]. Il fallait qu'il devienne un pays réel.']

- https://www.youtube.com/watch?v=XTF2pwr8lYk
- https://www.jeuneafrique.com/mag/903051/culture/gael-faye-je-ne-metais-pas-rendu-compte-a-quel-point-petit-pays-etait-violent/

NINA SIMONE – MISSISSIPPI GODDAM (ENGLISH)

Singer, pianist, songwriter and civil rights activist Nina Simone was born in the US in 1933, *leaving the country in 1973 to escape its racism*. This protest and civil rights movement song from the 1960s reflects the social injustices of that time and considers histories of colonialism (Ruth 2005). Nina Simone voices rage and fury at the unjust racial violence as well as distrust in US society ever becoming equal: 'I don't trust you anymore. You keep on saying Go slow! Go slow! But that's just the trouble [...]. Hound dogs on my trail. Schoolchildren sitting in jail. Black cat cross my path. I think every day's gonna be my last.'

The unjust sociopolitical situation was eventually part of leading to the artist's migration. Nina Simone chose to move into self-imposed exile in Barbados, Liberia, the UK, France and the Netherlands, only returning for short periods of time to the US.

- https://www.youtube.com/watch?v=LJ25-U3jNWM

Source:
Feldstein, Ruth. 2005. '"I Don't Trust You Anymore": Nina Simone, Culture, and Black Activism in the 1960s', The Journal of American History 91(4): 1349–1379.

REVOLVERHELD FEATURING ANTJE SCHOMAKER – LIEBE AUF DISTANZ (GERMAN)

Revolverheld singer Johannes Strate grew up in rural Worpswede (Germany), but later migrated to Hamburg where he co-founded the pop-rock band Revolverheld. This song by the German band featuring Antje Schomaker reflects the challenges faced in having a long-distance relationship: 'I hate our love relationship at a distance. I always have you briefly, but never fully. This separation drives me mad. And where you've been I don't ask. I hate our long-distance relationship.' This experience frequently leads to one of the partners migrating to live closer to the other, while taking into account other personal as well as sociopolitical factors too.

[In German: 'Ich hasse unsre Liebe auf Distanz. Ich hab' dich immer kurz, aber nie ganz. Die Trennung macht mich wahnsinnig. Und wo du warst, das frag' ich nicht. Ich hasse unsre Liebe auf Distanz']

- https://www.youtube.com/watch?v=tq8cxQemKeM

TRACY CHAPMAN – FAST CAR (ENGLISH)

Tracy Chapman was born in 1964 in Cleveland, Ohio. With a high-school scholarship she migrated at a young age to Connecticut, moving again a number of times within the US since. Her song Fast Car reflects the dream to escape suffering related to family issues, alcohol abuse and a difficult economic situation: 'I want a ticket to anywhere. Any place is better. See my old man's got a problem. He live with the bottle that's the way it is […]. My mamma went off and left him. She wanted more from life than he could give.' Tracy Chapman sings about the road and 'fast car' as an escape to freedom, bringing a sense of belonging. The dream to migrate resonates with the desire of being promoted, getting a bigger house and living in the city: 'You'll find work and I'll get promoted. We'll move out of the shelter. Buy a bigger house and live in the suburbs.'

- https://www.youtube.com/watch?v=AIOAlaACuv4

In 2015, white British DJ and producer Jonas Blue created a house cover of Fast Car together with singer Dakota. This cover is controversial, and Jonas Blue was accused of cultural appropriation.

- https://www.youtube.com/watch?v=5yXQJBU8A28

↘ **Materials and work sheets for students**

Preparation before class: The migration experiences of three migrants

Read each of these short life stories. These three narrative present fictitious characters created from interviews with real migrants. These stories describe common situations faced by migrants around the world.

- Create a map of either Henok's, Diego's or Sanne's migration journey
- Write down / sketch all things you find relevant for the migration journey of your character
- Use words/sketches/symbols etc. to represent the migration story
- Include:

  - Reasons why they decide to migrate. These can be multiple!
  - Things/situations/events/people that encouraged them to migrate
  - Their dreams before migrating
  - When/why migration reasons changed
  - Their experiences before leaving home, during the journey, arrival in the new place:

    - People involved in the journey
    - Length of journey
    - Means of transportation
    - Route and boarders crossed
    - Feelings encountered before/during/after migrating (fear, friendship, love, danger, (in)justice etc.)

Take this example map of a migration journey from Afghanistan to France as inspiration:
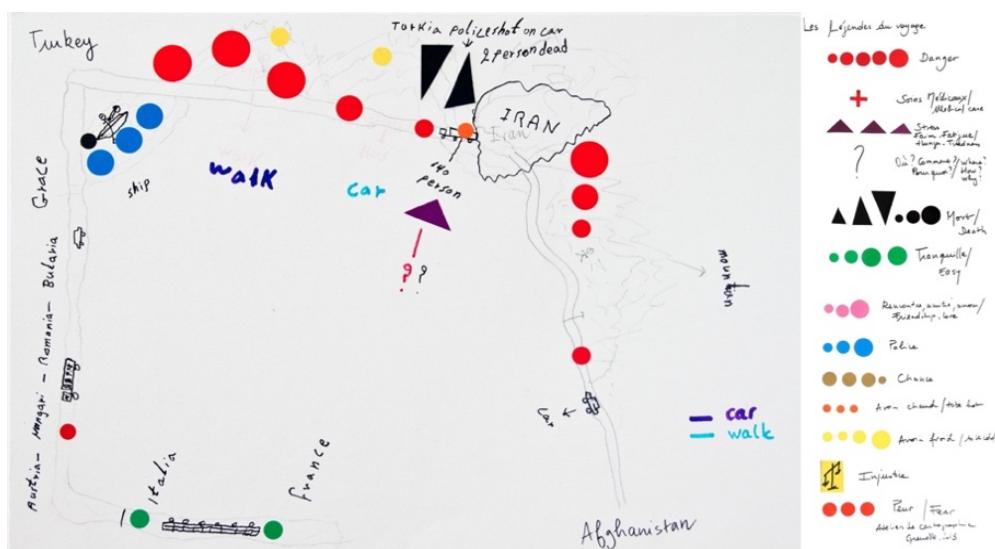
HENOK FROM ERITREA

1 Henok is an 18-year-old man living in Rome, Italy. He left Asmara, Eritrea, two years ago
2 when he was 16. After being recruited by the government to be a soldier, Henok thought
3 a lot about what to do. Military service should last 18 months, but everybody knows that
4 the government can retain soldiers for up to 10 years. At this time, many of Henok's
5 friends left Eritrea for Europe. However, some of them were forcibly returned on their
6 journey to Europe, mainly to Libya. Henok heard stories about the risks of migrating to
7 Europe without authorisation, but he felt that it was the only way to achieve his life
8 aspirations.
9
10 From a young age, Henok dreamed of becoming an
11 entrepreneur and being financially stable enough to
12 support his parents and five younger siblings. While his
13 family was not very poor, he knew that his parents
14 made many sacrifices for him and his brothers and
15 sisters. Henok wanted to earn money and send it to
16 them so they could enjoy some comfort in life after
17 working so hard. However, staying in Eritrea meant
18 being stuck as a soldier for several years with little pay.
19 He felt that the government was going to 'rob his youth
20 and kill his dreams'. With this in mind, Henok prepared
21 his departure without the knowledge of his family as he
22 knew they would disagree with his decision to migrate.
23 Moreover, Henok knew to keep his intentions secret as
24 the Eritrean government tightly controls migration,
25 which is mostly irregular and can be punished with
26 heavy fines and time in prison.

27

28 The street where Henok grew up

29 Against all odds, Henok left his parents' home in January 2019 with his best friend
30 Simeon. With the assistance of other migrants and people providing support to migrants,
31 the two young men reached Tripoli in Libya in March 2019 and Lampedusa in Italy in April
32 2019. Having heard many stories of abuse and exploitation during the migration journey,
33 Henok knows that they were lucky. At the same time, he also gives himself some credit
34 because he was very cautious and only trusted people who seemed reliable. He always
35 thought about his parents and siblings and how heartbroken they would be if something
36 happened to him.
37
38 Landing in Lampedusa, Henok and Simeon applied for asylum. Being under 18, the two
39 adolescents were assigned to the care of social services and were provided housing in a
40 residential community for young people and enrolled in school. However, Henok and
41 Simeon were divided: Henok was sent to Rome and Simeon to Bologna, in northern Italy.

42 While Henok likes Rome and he feels at home there because there is a large Eritrean
43 community in the Italian capital, he misses Simeon as well as his family in Asmara.
44 Moreover, Henok has recently turned 18, which meant that he no longer has rights to
45 social services and to free housing. To earn money, he has had to find a job as he tries to
46 finish his high-school diploma. While he is still positive about his future, Henok realises
47 that he will have to work really hard to achieve his dream of becoming an entrepreneur.
48 Henok has also started to entertain the idea that, should the situation become very
49 difficult in Rome, he might join Simeon in Bologna if he can find good contacts who can
50 help him there. Otherwise they could go together to Munich, Germany, where two of
51 Simeon's cousins live and who could help them find higher-paying jobs.

DIEGO FROM ARGENTINA

1 Diego is a 25-year-old man from Argentina who has
2 lived in Amsterdam for the past three years. Diego
3 loves the Netherlands, but he always reminds people
4 that he was not meant to come to this country. In
5 fact, he always thought that he would migrate to the
6 US, where many of his relatives live. In his family,
7 migrating is normal. He says that migration is
8 expected, as family members help to prepare and
9 finance each other's journeys. While Diego's family
10 is well established in Buenos Aires, among his
11 relatives there is the perception that it is better to
12 have a foreign degree, particularly from a US
13 university, and to have international experience
14 because they help to advance one's position back
15 home in Argentina. Once in the US, however, some
16 family members decided to settle there permanently.
17
18 Diego was always curious about life in the US, but
19 after hearing so many stories from family members
20 he wanted to see it for himself. Moreover, Diego
21 heard that in the US there was more sexual freedom
22 and as a homosexual man he felt he would be able
23 to find a community to belong to much more easily
24 than in Buenos Aires, where there is still significant discrimination against homosexuals.
25 In anticipation of his migration to the US, Diego decided to disclose his homosexuality to
26 his family. However, this backfired: his family shunned him and even stopped him from
27 contacting family members in the US who would have supported his migration. All of a
28 sudden, Diego was isolated from his family and the possibility to migrate.
29
30 While Diego's decision to leave Argentina was out of curiosity and partially also about
31 expanding his opportunities for studying and professional advancement, suddenly
32 everything changed. He felt more misunderstood than ever and in need of finding a
33 country where he could join a community whose values he shared. For the following year
34 Diego expanded his friendships on social media, through which he became curious about
35 life in the Netherlands. He made such good friends in Amsterdam that he was even
36 offered support on arrival there. He was helped in many ways as he prepared to leave for
37 the Dutch capital, including identifying a master's programme that fulfilled his educational
38 and professional ambitions. Without support or approval from his family, Diego left
39 Argentina in 2017 and started a life in a country that three years prior was largely
40 unknown to him. While life in Amsterdam has its own difficulties, he is happy that things
41 turned out this way and that his family's rejection led him to discover the Netherlands and
42 a community that offers more than he could have ever imagined. His only worry is that
43 his permit to stay depends on having a work contract; because of Covid-19, his
44 employment in the hospitality industry is uncertain. He hopes that the situation gradually
45 improves, and that he can find a way to stay in the Netherlands.

SANNE FROM THE NETHERLANDS

1   Sanne is a 28-year-old woman living in Boston, Massachusetts. She came to Boston
2   when she was 18, right after finishing high school. She wanted to take a 'gap year' before
3   starting university. Her goal was to improve her English and become familiar with another
4   culture. Because her own family is not wealthy she did not have the financial opportunity
5   to travel freely, so she decided to become an *au pair*. She felt that this was perfect for
6   her: she would be living with a family, so she
7   would not have any big expenses and would
8   earn some money to meet her own needs too.
9   Moreover, being the oldest child in her family,
10 with two younger siblings, and having baby-sat
11 for two families in the neighbourhood, she was
12 familiar and comfortable with caring for children.
13 Actually, she enjoyed it. Her parents did not fully
14 support Sanne's choice as they wanted her to
15 go to university and study to become a lawyer.
16 However Sanne was determined to explore the
17 world before starting university and her family
18 had to accept her decision, in the end
19 supporting her.
20
21 Through an *au pair* agency, Sanne found a nice
22 family in the Boston area. She liked her host
23 family and the two children that she cared for.
24 Everybody was nice to her: they included her in
25 family life as if she was one of their own and
26 she got to do lots of exciting things such as go
27 on fancy holidays and take fun classes while the
28 children were in school. However, her working
29 hours were very long and she was asked to do
30 all sorts of housework. Moreover, she was
31 expected to be available at a moment's notice.
32 Because the family resided in a high-end
33 suburban neighbourhood without public transport, it meant that Sanne was hardly able to
34 socialise and felt increasingly isolated. After one year, Sanne decided to return to the
35 Netherlands. But a week before leaving, she found another family that resided in
36 downtown Boston who needed an *au pair* but whose workload was much lighter. She
37 jumped at the opportunity, but she knew this was risky: while in the previous family she
38 had a work visa and a regular contract, her new family would hire her under the table.
39 This meant that Sanne would work irregularly while holding a tourist visa. She decided
40 that she was willing to take that risk and accepted the job.
41
42 Over the next six months, Sanne's social network and opportunities expanded. She met
43 many new friends and Robert too, a young university student studying at Boston College.
44 Before long, the relationship turned serious and Sanne started exploring opportunities to
45 go to college locally. Thanks to her good school performance in the Netherlands, Sanne
46 was able to obtain a Dutch-funded scholarship that allowed her to study in the US. After
47 finishing college at the age of 25, Robert asked Sanne to marry him. When she embarked
48 on her 'gap year', Sanne had no idea that it would culminate in her permanent migration
49 to the US. Although she misses her family and friends in the Netherlands, she is happy in
50 her new life in Boston.