

Migration policies

Ideal for civics, social sciences or political history classes, this module showcases the complex choices elected decision-makers are facing when developing policy on the immigration of foreign workers. Through identifying, categorizing and ultimately representing different societal, economic and political actors' interests on immigration, students get hands-on insights into decision-making on immigration policies, one of the most contentious issues European democracies are facing today.

Learning objectives and outcomes

GLOBAL LEARNING OUTCOME

Understand the different actors and interests involved in migration policy-making at the national level

SPECIFIC LEARNING OBJECTIVES

- Define migration policy and understand its different aspects
- Identify the actors who engage in the making of migration policy at the national level
- Understand the economic, societal and political issues that influence decisions on migration policies
- Develop competences related to democratic processes, such as representing and arguing different viewpoints and interests

Class structure and timeline

No preparation before class

Development in class

- **Activity 1:** Understanding the diversity of migration policies (ca. 15 min)
- **Activity 2:** Actors and interests in migration policy: a fictitious case study (ca. 30 min)

Homework

- Developing and pitching policy solutions (ca. 30 min), **or**
- **Activity 3 (session 2):** Fishbowl discussion: Negotiation policy solutions (ca. 45 min)

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↘ Background information for teachers

This short briefing:

1. Defines migration policy
2. Discusses how migration policies have evolved over time
3. Outlines the actors, interests and dilemmas involved in migration policy-making
4. Highlights the political use and communication of migration policies

Migration policies are **laws, regulations and agreements that states develop and enact to affect the number and rights of international migrants** (Czaika and de Haas, 2013; Ruhs, 2011). Usually, the focus lies on the immigration policies of destination countries, where a distinction is made between (1) **immigration control policy**, governing the selection and admission of migrants, such as border control policies, visa requirements, or regularizations, but also return and deportation policies; and (2) **immigrant integration policy**, governing the conditions for migrants' stay and their integration, such as socio-economic rights related to education, access to welfare, or work (Hammar, 1985). (3) A third, often forgotten aspect of migration policy are **emigration and diaspora policies** that origin countries develop, for instance to grant their citizens abroad voting rights or encourage them to send back money to their home communities.

Migration policies usually **focus on particular migrant groups**. While European public and political debates on immigration mostly concern asylum and irregular migration, actual policy developments often focus on labour and family migrants or international students. This makes sense given that over the 2010-2019 period, a third of all first residence permits in the EU were given for family reasons and a third for employment reasons (EUROSTAT, 2021). Yet, this **variety in migration policies is often ignored** – and leads to distorted narratives and unrealistic expectations about what migration policies are about and whether they are effective. There is thus no such thing as 'the' migration policy of a country – migration policies always create specific rights or restrictions for very particular groups of migrants, and **each policy issue or migrant group mobilizes different sets of actors and creates particular dilemmas for decision-makers**: While for asylum policies, the dilemma is often between human rights obligations on the one hand and perceived security threats on the other, for labour migration policies, the trade-off is between public opinion, projected economic and demographic developments, the needs of local employers and workers (Bonjour, 2011; Guiraudon and Lahav, 2000; Joppke, 1998; Facchini, Mayda, and Mishra, 2011).

Also, **political parties are often internally divided on immigration**: Left-wing parties have to find compromises between labour unions who tend to adopt restrictive positions towards "low-skilled workers"¹ to protect native workers and human rights groups lobbying for more open policies. Right-wing parties tend to be split between employers favouring flexible immigration rules and an overall culturally conservative electorate asking for more immigration restrictions (Perlmutter, 1996; Odmalm, 2011; Abou-Chadi, 2016; Schain, 2018). We therefore cannot simply classify the left as 'pro' and the right as 'anti' immigration.

Such dilemmas also explain why **policy trends tend to diverge depending on the policy issue and migrant group at stake**: Research on migration policy developments since World War II have shown that entry and integration policies have become consistently more liberal, while restrictive changes have tended to focus on border control and return policies (de Haas, Natter, and Vezzoli, 2018; see also: Helbling and Kalkum, 2018). Also, broadly speaking, immigration criteria have shifted away from markers such as race or ethnicity, as migration policies increasingly select based on skills and class. Yet, there is still an academic **debate on whether these changes have actually ended ethnic and religious discrimination in immigration policy in practice**, as immigration selection along skill and class markers still allows to indirectly discriminate on the basis of race, nationality or religion (Ellermann, 2020). Overall however, and despite political narratives promising decisive measures such as to 'close borders' or to 'attract talent', immigration policies across Europe since 1945 have become less restrictive for most migrant categories, including for low-skilled labour migrants, international students or even to some extent refugees (de Haas, Natter, and Vezzoli, 2018).

¹ The term "low-skilled worker" is problematic because it does not acknowledge that many of the migrants who come to Europe to perform low-skilled jobs in fact have higher educational or work qualifications. However, as the term 'low-skilled migrants' is widely used in discussions on migration policies, we will stick to it in this module.

This exemplifies the **'discursive gap'** that often exists between the **'tough talk'** of politicians who seek to address public fears about immigration and the policies that are ultimately enacted into laws (Czaika and de Haas, 2013; see also: Schultz, 2020). It also suggests that migration policies are often primarily **performative**: In their speeches, policymakers like to convey the impression that they are 'in control' of migration, highlighting for instance their efforts to expel irregular migrants or the novel technological tools such as drones and iris scans mobilized to monitor borders (Massey, Durand, and Pren, 2016). This, however, does not prevent them to simultaneously – and with much less publicity – enact migration liberalizations on other policy issues or for other migrant groups. For example, while much emphasis is put on agreements with origin countries to ensure the return of irregular migrants, policies to encourage the migration of international students or seasonal workers for agriculture often receive little to no publicity.

This is also because **migration policy decisions are not taken in a vacuum**: they are influenced by developments in other policy fields – such as a country's labour market policy, trade policy or even foreign policy. For example, a decision to reduce employment protections, introduce tariffs for imported agricultural goods while subsidizing local agriculture, or wage war against a country, will inevitably have migratory consequences (Czaika and de Haas, 2013; De Haas et al., 2019). This highlights the need to embed debates on migration policy into a thorough understanding of broader processes of economic development, geopolitics or social change at both origin and destination.

In this module, we want students to experience the negotiations behind a bilateral agreement on low-skilled labour migration to **exemplify the complex policy-making process that underpins decisions on migration policy**. The goal is to disentangle the diverse actors involved in migration policy-making at national and supra-national level, and to explore the dilemmas and contrasting interests that need to be reconciled. The module thus seeks to create awareness for the complexity of immigration decision-making and to **develop competences in democratic deliberation, perspective-taking and nuanced argumentation**.

↘ Activities: Assignments, explanations and answers

Development in class | Activity 1

Understanding the diversity of migration policies



LEARNING OBJECTIVES

- Students get an overview of the variety of issues that fall under migration policy
- Students learn to categorize migration policies according to policy area and migrant groups affected
- Students work inductively towards a definition of migration policy based on news reporting



MATERIALS

- Student worksheet with newspaper headlines – one per student
- Whiteboard to reproduce categorization of headlines



LENGTH: 15 MIN



EXPLANATION ACTIVITY AND DIDACTIC SUGGESTIONS

- Disseminate the student worksheets with the headlines, or project them on a whiteboard
- Go through each headline
- Ask students to fill in the table (see solution table below):
 - Make a cross to indicate whether the policy discussed is restrictive or liberal.
 - Write down which migrants are affected by the policy measure and which policy area is targeted.

→ Note: The goal is not to develop a systematic list of all migrant groups and policy areas, but to showcase the diversity of issues migration policy addresses. Accordingly, the solution table below is only suggestive.

AT THE END

- Introduce a definition of migration policy to the class: **Migration policies are laws, regulations and agreements that states develop and enact to affect the number and rights of different groups of international migrants.**
- Probe students: What are the goals of the policies discussed in the headlines? Were there surprises to students?
- Note: Commonly, migration policy is perceived to be only about restricting migration. Using the headlines, point out that migration policy commonly involves both liberalisations as well as restrictive measures.
- Suggestion for further discussion: While not a central learning goal of this module, this activity can also be used as a basis to develop students' critical media competence, i.e., by contrasting and evaluating media sources, vocabulary and framing used, etc.

© SOLUTIONS AND SUGGESTED ANSWERS

FILLED OUT TABLE FOR ALL HEADLINES

Headline	Restrictive	Liberal	Migrants affected	Policy area addressed
1. U.S. To Limit The Number Of...	x		Refugees	Entry
2. 600,000 immigrants regularized...		x	Labour migrants, Irregular migrants	Migrants' rights & integration
3. France grants citizenship to...		x	Labour migrants	Migrants' rights & integration
4. Colombia regularises 1.7 million...		x	Irregular migrants	Migrants' rights & integration
5. German government facilitates...		x	Labour migrants (seasonal)	Entry
6. Kenya announces bold plans...		x	International students	Entry
7. Denmark strips Syrian refugees of...	x		Refugees	Return, migrants' rights & integration
8. Family reunifications in Korea...	x		Family members of migrants	Entry, migrants' rights & integration
9. Nepal bans women under 30 from...	x		Labour migrants	Exit
10. More flexible rules for highly...		x	Labour migrants (highly educated, expats)	Entry
11. Director of Frontex accused of...	x		Irregular migrants	Entry, border controls
12. Integration as duty: Austria plans...	x		Refugees	Migrants' rights & integration



Development in class | Activity 2

Actors and interests in migration policy: a fictitious case study



LEARNING OBJECTIVES

- Students distil the arguments and interests of actors involved in labour migration policy
- Students learn that actors involved have different positions depending on the issue at stake. Students realize that decisions on immigration are tightly linked to broader economic, societal and political issues



MATERIALS

- Student worksheet with fictitious newspaper article and tables/graph – one per student
- Whiteboard to reproduce actor mapping



LENGTH: 30 MIN



EXPLANATION ACTIVITY AND DIDACTIC SUGGESTIONS

- Split the class in five groups and assign each of them one of the following five roles:
 - the national minister for labour
 - a right-wing regional politician
 - the mayor of the town
 - a labour union representative
 - an employer representative
- Students have 10-15 minutes to:
 - read the fictitious article about a bilateral agreement on low-skilled labour migration
 - fill in the table on the worksheet with the arguments of their actor concerning (i) the number of foreign workers that should be allowed to immigrate, and (ii) the extent to which they should have a right to bring their families
 - place their actor in the actor mapping graph at the end of the student worksheet
- Reconvene in class and let each of the groups place their actor on the empty actor mapping drawn up on the whiteboard.
- Let students explain the main arguments that made them decide on the position of their actor on both issues.

AT THE END

- Probe students:

- Do the actors take similar liberal/restrictive positions on each of the issues at stake?
- Can you identify similar interests and possible alliances between actors on both issues?
- Which broader political, economic and societal issues can you identify in the text that are linked to the question of labour migration?
- What does this mean for negotiations on labour migration more generally?

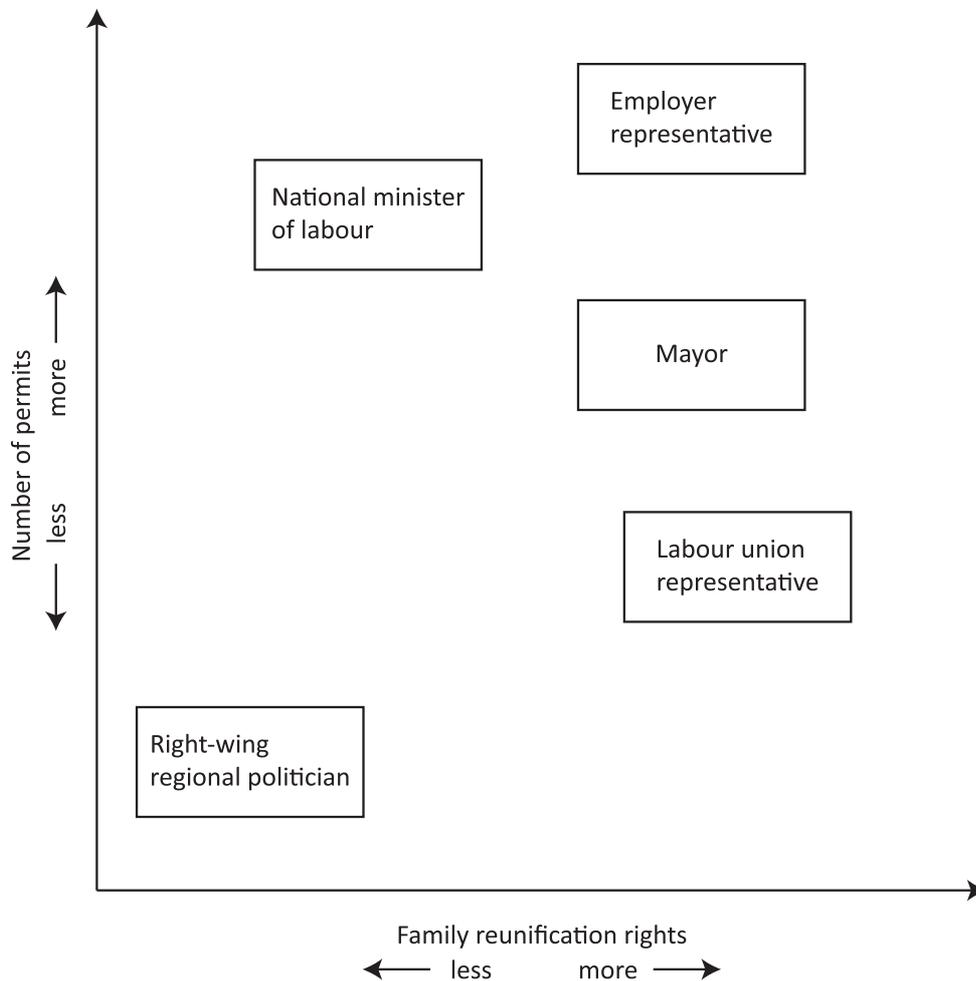
🕒 SOLUTIONS AND SUGGESTED ANSWERS

FILLED OUT TABLE OF ARGUMENTS FOR ALL ACTORS

<i>Actor</i>	<i>Arguments on the numbers of foreign workers allowed to immigrate</i>	<i>Arguments on the rights of foreign workers to bring their family members</i>
National minister of labour	<p>General position: Ambiguous, leaning liberal</p> <ul style="list-style-type: none"> • Growth & prosperity: Workers are needed for car industry and general economic growth • Wants to only admit those needed to keep unemployment low 	<p>General position: Ambiguous, leaning restrictive</p> <ul style="list-style-type: none"> • Recognizes benefits for well-being and integration of workers • Wants to keep overall numbers low • Wants to only admit those with language skills and good integration prospects • Wants to maintain possibility for workers' return if they are only needed in short term
Regional right-wing politician	<p>General position: Restrictive</p> <ul style="list-style-type: none"> • Identity: fear of becoming more multicultural country • National instead of foreign workers: invest in training of locals. 	<p>General position: Restrictive</p> <ul style="list-style-type: none"> • Welfare costs: children education, housing, family benefits, possibly unemployment benefits for partner • Job competition: take jobs of nationals
Mayor	<p>General position: Ambiguous, leaning liberal</p> <ul style="list-style-type: none"> • Communal upgrading: new assembly hall is significant opportunity and upgrade of town's regional importance • Workers as new residents help against population decline, bring new spirit and opportunities • Eager to maintain local harmony • Sensitive to worries of some locals about change and identity 	<p>General position: Liberal</p> <ul style="list-style-type: none"> • Family settlement makes long-term settlement more likely • Families increase interaction and integration with local population (e.g. children in schools & playgrounds) • Family reunification brings better gender and generational balance, increases (young) local population
Labour union representative	<p>General position: Ambiguous, leaning restrictive</p> <ul style="list-style-type: none"> • Sceptical of immigration proposals, wants to ensure employers do not use migrant workers to undermine wages of locals • Wants to use high demand as opportunity for workers 	<p>General position: Liberal</p> <ul style="list-style-type: none"> • Universality principle: fights for workers' rights globally (here: right to family life) • Defends welfare spending as essential investment in educated and healthy future work force

	<p>in the region: better recognition and conditions of workers, more investment in education of new workers</p> <ul style="list-style-type: none"> Acknowledges need of labour in specific professions 	
Employer representative	<p>General position: Liberal</p> <ul style="list-style-type: none"> High demand for qualified workers from abroad Wants fast, flexible and unbureaucratic hiring procedures to react to demand and reach production target and regional growth 	<p>General position: Liberal</p> <ul style="list-style-type: none"> Happier employees Settlement with family means more long-term availability of workers → investment in training pays off more

FILLED OUT ACTOR MAPPING



- This activity should lead to a discussion in the plenum on the fact that the position of an actor on one issue (here: numbers of migrants) does not always match with the position on another issue (here: family reunification). This will provide a good transition to the homework (and the follow-up session), in which students will have a chance to identify overlaps in positions, to form alliances and to negotiate with each other based on the positions identified.
- Also, student should realize that labour migration is intrinsically related to questions of economic growth, employment conditions, unemployment, cultural diversity, welfare policies, education policies, revitalization of public areas, and population dynamics. Migration policies are never just about migration.



Homework

Developing and pitching policy solutions

Note: Teachers can choose between the homework and activity 3 in a follow-up session (see below).



LEARNING OBJECTIVES

- Students understand the complex interests around labour immigration, and how these require policy compromises
- Students learn to develop policy proposals based on their actor's position
- Students develop competences related to deliberative democratic processes, such as representing different viewpoints and interests



MATERIALS

- Audio-recorder or video recorder (phone)



LENGTH: 30 MIN



EXPLANATION ACTIVITY AND DIDACTIC SUGGESTIONS

- Students work individually on the actor they focused on during class
 - Students create and film a policy pitch (3 min) from the perspective of their actor. The pitch should include:
 - The key arguments and positions of their actor on each issue, in students' own words
 - Suggested policy proposals should take into account the arguments and interests of the other actors: What could be a good compromise and why should the other actors agree with the proposal?
 - In addition, students write a 250-word text reflecting on this exercise:
 - How did it feel to represent your actor?
 - Did you find it difficult or easy to represent the arguments of your actor? Why?
 - What did you enjoy in this exercise, what did you struggle with?
- ➔ Note: In this exercise, students might use problematic language or reinforce stereotypes to authentically represent their actor. As these expressions and stereotypes are part of public debates, it is important to acknowledge their existence but also to critically engage with them, while making sure not to validate hurtful or xenophobic language. The short writing exercise is meant for students to critically reflect on this and provide an opportunity to address the issue in class. In addition, teachers should be conscious about the personal impact this exercise could have on students with a migration history.
- Students send the pitch and short text to the teacher. The teacher may show and discuss a selection of them in the next lesson, or ask students to view and critique videos of their co-students by themselves. Key reflection questions could be:
 - How convincing is the proposed solution?

- Which actors are likely to agree with the suggested policy? Are there alliances that emerge?
 - What kind of policy is likely to be adopted?
- point out the balanced nature of migration policy to accommodate different interests
- connect this to real existing policies in your country



Development in class | **Activity 3 (session 2)**

Fishbowl discussion: Negotiating policy solutions



LEARNING OBJECTIVES

- Students understand the complex web of interests around labour immigration, and how these require policy compromises
- Students learn to develop policy proposals based on their actor's position
- Students develop competences related to deliberative democratic processes, such as representing different viewpoints and interests
- Students develop negotiation skills in settings with highly heterogeneous stakeholders and interests



MATERIALS

- Stopwatch



LENGTH: 45 MIN



EXPLANATION ACTIVITY AND DIDACTIC SUGGESTIONS

PREPARATION (10 MIN)

As homework or in class:

- Students familiarize themselves once more with their actor, their positions and arguments.

IN CLASS

- Students work in the same groups as last time.
- As a group, students prepare a convincing short speech (max. 2 min) from the perspective of their actor. The speech should include the key arguments and positions of their actor on each issue (the number of foreign workers and their right to bring their families) in their own words.
- Students discuss and prepare a negotiation strategy together in the group:
 - Which are the most important points we need to safeguard in the negotiation, and which points could we compromise on?
 - What are the positions of the other actors? What are they likely going to ask from us? How will we respond to these demands?
 - Which actors are closest to our actor's position on each issue, and which actors have the most different positions? What are possible alliances with other actors on each issue?

- Students decide who in their team is going to represent their group in the discussion and hold the introductory speech.

FISHBOWL DISCUSSION (20-30 MIN)

Setup

- Set up a round of chairs, with one chair per group for their representative.
- Behind each representative, the rest of the group gathers (on chairs or standing).

Action

- First, every representative holds their prepared introductory speech.
- Then, the representatives attempt to negotiate solutions for both issues by taking into account the other actors' arguments and positions and making concessions, while safeguarding their core interests.
- The other students engage in active listening and note-taking, and can discuss their group's strategy silently behind their representative. Students are also allowed to whisper messages to their representative, or hand them notes. Alternatively, students can opt for short breaks to discuss their strategy.

Didactic suggestions

- To increase class engagement, representatives can be replaced throughout the discussion, using either the "tap" method (group members tap their representative on the shoulder if they wish to switch) or a set time after which all representatives switch.
- It might be useful to give guidance and structure by deciding on an order in which the two issues are discussed, and whether they are allowed to revert to the first issue if it helps solve the second.
- Decide on whether you want to allow groups to 'team up' and form alliances. Alliances can also break or switch, depending on the issue discussed.
- It may be helpful to establish rules on speaking time per group to balance the discussion.
- For more didactic suggestions on fishbowl discussions, see the guide by [Facing History](#).

ACTIVITY DEBRIEF (10 MIN)

- How was it to represent your actor?
 - Was it easy or hard for you to represent their voice? Why?
 - Were there arguments or views in the debate that made you feel uneasy, uncomfortable or angry? Why?
 - Do you think it was still valuable to discuss them? Why? Why not?
 - ➔ Possibility to link this reflection to debates on the merits and limits of freedom of speech, normalization of xenophobic or harmful discourse, etc.
- How was it to work as a team in your group?
 - Were you always of the same opinion on your actor's position, negotiation strategy, compromising, etc.? If not: What can we learn from this?
 - ➔ Even within specific interest groups or actors, opinions and interests can diverge and become contentious.
- Did you come to an agreement on each of the two issues? Why? Why not?
 - Did certain alliances form, or certain rifts between actors?
 - Did these change throughout the discussion?
 - ➔ Realize that interest groups have changing opinions and interests on migration topics depending on the specific issue

- In light of this discussion: Do you think any of the proposed solutions is realistic? What kind of policy is likely to be implemented?
 - ➔ Point out the balanced nature of policies because of the need to accommodate different interests
 - ➔ Connect this to real existing policies in your country

↘ Materials and work sheets for students

Activity 1: Understanding the diversity of migration policies

<i>Headline</i>	<i>Restrictive</i>	<i>Liberal</i>	<i>Migrants affected</i>	<i>Policy area addressed</i>
1. U.S. To Limit The Number Of...				
2. 600,000 immigrants regularized...				
3. France grants citizenship to...				
4. Colombia regularises 1.7 million...				
5. German government facilitates...				
6. Kenya announces bold plans...				
7. Denmark strips Syrian refugees of...				
8. Family reunifications in Korea...				
9. Nepal bans women under 30 from...				
10. More flexible rules for highly...				
11. Director of Frontex accused of...				
12. Integration as duty: Austria plans...				

1. U.S. To Limit The Number Of Refugees Allowed Entry To 30,000



2. 600,000 immigrants regularised immediately by decree: Bellanova's offensive for labourers and domestic helpers



3. France grants citizenship to over 2,000 foreign workers for Covid-19 response



4. Colombia regularises 1.7 million Venezuelans



5. German government facilitates seasonal work in agriculture



6. Kenya announces bold plans to reach 30,000 international students



7. Denmark strips Syrian refugees of residency permits and says it is safe to go home



8. Family reunifications in Korea suspended indefinitely



9. Nepal bans women under 30 from working in Gulf states



10. More flexible rules for highly educated migrants



11. Director of Frontex accused of illegal push-backs of migrants



12. Integration as duty: Austria plans courses about values for refugees



Activity 2: Actors and interests in migration policy: case study work

Fictitious newspaper article

INTERNATIONAL CARS, INTERNATIONAL WORKERS?

NEW ELEKTRA MOTORS FACTORY TRIGGERS DEBATE ON LABOUR MIGRANTS AND THEIR RIGHTS

By: Daily News

1 When leaving the Austrian town of Schladming at its western end, the traffic tends to slow
2 down as locals gaze at the large, brand-new assembly hall of international car
3 manufacturer ELEKTRA MOTORS. On around 320,000 square-meters, the new hall has
4 been in planning and construction for over four years, before finally taking up production
5 later this month.

6
7 While opposed by a small group of locals, most residents in the region welcome the
8 factory, as it will bring new investments, businesses and jobs to Schladming, and the
9 wider Steiermark region. “We feel honoured to host the new ELEKTRA MOTORS
10 assembly hall that will fill our town with new life, support local businesses and make
11 Schladming a new economic centre in the region,” said mayor Thomas Novak. The
12 decision to build the hall in Austria was praised by the minister of commerce and labour,
13 Federica Russo, who welcomed it as “a key investment bringing jobs, growth and
14 prosperity to Austria for years to come”, and helping “to establish Austria as an
15 international hub in car manufacturing”.

16
17 Yet, the question of who should fill the expected 3,500 new jobs is all but certain,
18 because there is a worker shortage in specific professions, such as welders, forklift
19 operators and engineers. Manufacturing employers have long called for an overhaul of
20 the current rules for hiring foreign workers. ELEKTRA MOTORS says it faces major
21 challenges to recruit the workforce it needs for its new hall. It indicates that substantial
22 policy changes were necessary to make its new assembly hall a success and to realise
23 the hoped-for economic contribution to the regional economy. “Without the professional
24 workforce, we are unable to operate at full capacity. What we need are fast, flexible and
25 unbureaucratic hiring and visa procedures for foreign workers to meet our high demand,”
26 said CEO Vrishni Kothari after a meeting with Austria’s minister of labour Federica
27 Russo, on Wednesday. Russo agreed: “The foreign workers we need are waiting, willing
28 to contribute to this country. We need to make it easier for them to come to Austria, but
29 ensure this happens in a controlled manner, and only to the extent necessary to fill
30 specific gaps in our labour market.”

31
32 Meanwhile, the regional representative of the Austria’s labour union is sceptical of these
33 proposals. In a first reaction, spokesperson Susanna Berger said: “We warmly welcome
34 the new job opportunities that arise from the new manufacturing hall and hope this sheds
35 light on the essential work of our members, without whom no car would roll off the
36 assembly line.” While she acknowledged the necessity to hire workers from abroad with
37 specific skills that are in high demand, she stated: “Immigration cannot be the only
38 solution for the whole industry. We must accompany the targeted hiring of foreign
39 workers by raising wages and offering adequate educational opportunities, so more
40 people decide to take up this profession in the first place.” Without such measures, the
41 influx of large numbers of foreign workers would undermine the wages of local workers,
42 Susanna Berger added. A migration researcher from the University of Graz, however,
43 casts doubts on this: “Wage dumping is often mentioned as an argument against labour
44 immigration. Yet, studies show no or very small effects of immigration on average wages
45 of natives.” Meanwhile, Gerhard Fuchs, regional politician from the right-wing party
46 Identitätspartei Österreich (IPÖ), vehemently condemned plans for easing labour
47 immigration procedures via Twitter: “At every opportunity, the gov opens the door to more
48 immigrants. The region cannot afford any more ‘multiculturalism’.” In a follow-up tweet,
49 he said: “invest in local workers, don’t replace them with foreigners”.

50
51 Back in Schladming, mayor Novak held a townhall meeting yesterday, where he was met
52 with similar worries by local residents. With Schladming’s ageing population having long

53 been in decline, Novak said: “We should welcome new workers from the factory who
54 settle here. This brings new spirit and opportunities into our community.” At the same
55 time, he recognised the concerns of some local residents: “We are a small town, and
56 change needs time. After all, migration is nothing new to the area: over the past decades,
57 our region has received plenty of foreign workers, many of whom have settled in the area
58 with their families.” Allowing workers to bring their families is central to facilitate
59 integration, Novak says: “We want the newcomers to be inhabitants, not just workers.
60 Instead of going back and forth to visit their families, allowing their families to join them
61 will encourage them to live here, settle here, take part in local activities. Their children
62 will fill schools and squares with new life.”

63
64 Yet, the mayor’s wish to allow migrant workers to bring their families along has not been
65 received well everywhere. IPÖ has long argued against allowing unrestrained family
66 reunification for immigrants, claiming it creates high burdens on welfare and state
67 spending: “Migrant families cost the tax-payer millions. Education and health for their
68 children, social and unemployment benefits because often the partner doesn’t work. And
69 if they do, they take the jobs of our people. Enough is enough!”, IPÖ’s Gerhard Fuchs
70 told reporters in a brief statement yesterday. Confronted with these remarks, labour union
71 representative Susanna Berger vehemently rebuked Fuchs: “The right to family life is a
72 human right. We want to remind the IPÖ of their otherwise strong commitment to family
73 life. Foreign workers contribute to this country through their hard work, and they deserve
74 to have their rights protected and their voices heard like everybody else in Austria.
75 Besides, the long-term investment in children’s education and health will pay off to build
76 the strong and qualified work force of tomorrow.”

77
78 Yet, the topic of family reunification remains controversial. National minister of labour
79 Federica Russo has announced that the administration was been working on a new
80 legislation proposal. She said: “While we recognise the benefits of family reunification for
81 workers and their integration, this has to happen in a controlled manner. We want to
82 make sure that those who come here speak German and have good integration
83 prospects.” As insiders confirm, current discussions around the legislative proposal focus
84 on the question of how long workers will be needed at their job, and how their return can
85 be encouraged, should they only work in Austria for a limited time. This, they say, must
86 also be discussed with employers. Upon request of Daily News, ELEKTRA MOTORS’
87 CEO Kothari has signalled support for expanding the right of their workers to be joined by
88 their families. “After all, this benefits the happiness of our work force. And it encourages
89 them to settle in the area – so we can plan with their longer-term availability and invest in
90 appropriate training.”

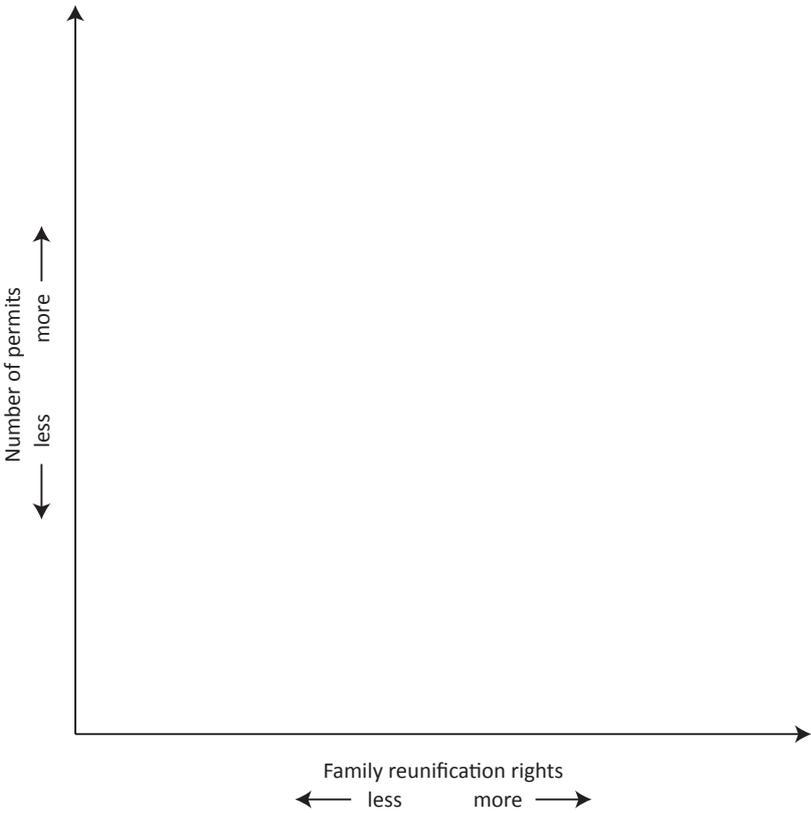
91
92 As promising as it may be: whether the new manufacturing hall will be able to recruit the
93 workers needed in time to meet the production targets and fulfil the high expectations of
94 stimulating economic growth in the region seems to hang by a thread. Late yesterday, the
95 government announced further talks with all sides in an attempt to find a compromise.
96 This, it seems, will not be an easy task.

Your actor's arguments and position

Your actor: _____

<i>Arguments on the number of foreign workers allowed to immigrate</i>	<i>Arguments on the rights of foreign workers to bring their family members</i>

ACTOR MAPPING GRAPH



↘ Further resources

References

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Data

- Collection of up-to-date data on labour migration (English): <https://www.migrationdataportal.org/themes/labour-migration>
- Migration profiles of selected countries and regions from the German Bundeszentrale für politische Bildung (bpb) (German, English): <https://www.bpb.de/gesellschaft/migration/laenderprofile/english-version-country-profiles/>
- Country migration profiles from the U.S. Migration Policy Institute (MPI) (English): <https://www.migrationpolicy.org/programs/migration-information-source/country-resources>

- Country notes of the OECD International Migration Outlook (English): https://www.oecd-ilibrary.org/social-issues-migration-health/international-migration-outlook-2021_29f23e9d-en
- Scholarly overview of available migration policy indicators (English): <https://migrationresearch.com/migration-policy-indicators>
- Intuitive platform to 'play' with and explore Migrant Integration Policy Index (MIPEX) of 56 countries (English): <https://mipex.eu/play/>
- Overview of Migration Policy changes in 45 countries over 1945-2014 (English): <https://www.migrationinstitute.org/data/demig-data/demig-policy-1>

↘ Links and additional material

In English

DOCUMENTARIES AND FILMS

Complicit by Heather White & Lynn Zhang

This 2018 documentary is about internal migrant workers in China. It retraces the journey of Chinese factory migrant worker-turned-activist Yi Yeting, who takes his fight against the global electronic industry from his hospital bed to the international stage. <https://www.complicitfilm.org/>

Immigration Nation

This 2020 Netflix documentary offers a nuanced view of the ongoing struggles of migrants in the US immigration system, in six parts <https://www.netflix.com/nl-en/title/80994107>

Migrant Dreams by Min Sook Lee

A 2016 feature documentary that tells the story of migrant agricultural workers struggling against Canada's Temporary Foreign Worker Program that treats foreign workers as modern-day indentured labourers. A story of migrant farm workers that dare to resist the systemic oppression and exploitation from their brokers, employers and Canadian government in small-town Ontario <http://www.migrantdreams.ca/synopsis>

The Long Ride by Valerie Lapin Ganley

This 2018 feature documentary retraces the historic 2003 Immigrant Workers Freedom Ride which sparked the new Civil Rights Movement for immigrant workers in the United States. The film chronicles their journey and the on-going fight for immigrant rights to this day. <https://share productions/the-long-ride>

Tomatoes and greed – the exodus of Ghana's farmers by Deutsche Welle (DW)

This documentary zooms into the case of Ghana's tomatoes industry and of labour migration from Ghana to Italy to explore the links between migration and issues like globalisation, trade, and labour market regulations <https://www.youtube.com/watch?v=rIPZ0Bev99s>

Film resources

A compilation of award-winning documentaries about labor migration worldwide <https://laborfilms.com/category/occupationtype-of-work/migrant-workers/>

DOCUMENTARY SERIES AND EDUCATIONAL TOOLKIT

Waking Dream by Theo Rigby

The Deferred Action for Childhood Arrivals (DACA) was established in the United States 2012 to provide thousands of undocumented youth temporary permission to stay in the U.S. DACA was rescinded in September 2017, a policy development whose impact on the personal lives of six undocumented young people is explored in this 2018 documentary series.

<http://inationmedia.com/waking-dream/>

There is an accompanying guide to study the documentary series in class, accessible here for free:

<http://inationmedia.com/wp-content/uploads/2018/12/waking-dream-lessons-FINAL-121918.pdf>

EDUCATIONAL GAMES

Destination Europe by the European Migration Network

This game invites young people to develop awareness and critical thinking about how policy decisions on migration and integration can impact the lives of various categories of migrants, as well as the host society. It can be played by 4-6 players aged 16+. Approx. 90 min, other languages coming soon

<https://destinationeurope.uni.lu/>

Uneven journeys by the Open University UK

In this game, you can explore the journey an asylum seeker, an economic migrant and an investor might take to the UK. Approx. 30 min

http://www2.open.ac.uk/openlearn/uneven_journeys/

You can find an explanation of the game here:

<https://www.open.edu/openlearn/society-politics-law/sociology/explore-the-range-migrant-experiences-play-uneven-journeys>

In other languages

EDUCATIONAL GAMES

Minosia Labyrinth (Languages: English, German, Italian, Dutch, Romanian)

This role play and simulation game aims to raise awareness on the complexities of the migration process and the difficulties migrants and refugees face in Europe. In the game, players move within a kind of labyrinth of institutions and interactions with other players. In this way, they encounter various barriers, such as laws and regulations, deadlocked bureaucracy, language barriers, racism and discrimination, (de)privileges and prejudices. By “following in the footsteps” of a migrant, refugee – or, for example, a lawyer, journalist or immigration officer – the reality of migrants and refugees becomes more tangible. Approx. 1 day.

<https://www.minosia.eu>



Teaching migration with music

Playlist

Teaching migration policy through music is a great method to engage your students in a creative way. Migration policies have real-life consequences for people’s migratory journeys and experiences. Music can reflect this in various forms. The songs and stories of the artists address migration policies and how policies affect individual people’s lives. You can use these songs as energisers, during the breaks or to create further interest among your students in the topics of this class.

K’NAAN - 15 MINUTES AWAY (ENGLISH)

K’naan was born as Keinan Abdi Warsame in 1978 in Somalia. K’naan is a Somali Canadian poet, rapper, singer. His song “15 minutes away” shares experiences with remittances. Remittances are money transfers by migrant workers, members of a diaspora community and/or a citizen with family living abroad. The song points to the injustice ingrained in the high transaction costs which money transfer organisations like Western Union or Money gram charge: “Yea it’s kinda whack when they charge

you like 10 percent on the dollar”. Migration and diaspora policies have not managed to reduce transaction fees, although the UN Sustainable Development Goal 10 targets a reduction to less than 3 percent by 2030.

- <https://youtu.be/fX3CdNI-7GE>

SONGS OF GASTARBEITER CD STORY (GERMAN/TURKISH)

In the 1960s, various European countries experienced a shortage of workers and recruited guest workers in large numbers to promote post-WWII economic growth. The German government signed migration agreements known as guestworker agreements with Spain, Greece, Turkey, Italy, Portugal and former Yugoslavia. The Netherlands followed signing treaties with Morocco and Turkey and France primarily with Algeria and Portugal. The initial plan of many migrant workers was to move and work for a few years, save money and return but various dynamics led to long-term settlement. Writer Imran Ayata from Berlin and artist Bülent Kullukcu from Munich are sons of ‘guestworkers’. They combed the music collections from their parents, friends and many more and collected songs from the first immigrant generations. Made in ‘Almanya’, this compilation tells the stories from their perspective first-hand but as Cem Karaca sings: “Es waren Arbeiter gerufen, aber es kamen Menschen an” (“Workers were called but people arrived”).

- <https://youtu.be/31OnkzIdx5o>

ITALIAN EMIGRATION - FROM ARIANA GRANDE TO YVES MONTAND (ENGLISH/FRENCH/SPANISH)

Italy has been one of Europe’s hubs of mass emigration. Many Italians emigrated to North America, South America, Australia and European destinations, mainly France, Germany and Switzerland. For example, between 1880-1930, millions of Italian immigrants moved to Argentina, where public migration policies promoted immigration from Europe. Today, around 20 million Argentinians have Italian ancestry to a certain degree. While more than 4 million Italians emigrated between 1880 and 1924 to the US, a change in migration policy set an end to this trend. The racist migration policy Immigration Act of 1924 prevented most Italians from coming into the country and with that policy, immigration from Italy fell 90 percent. American singer and songwriter Ariana Grande and Argentinian artist Luca Bocci reflect on this history, as their Italian ancestors emigrated several generations ago. Another example addressing intra-European Italian migration is the story of French-Italian singer Yves Montand who was born as Ivo Livi in Tuscany (Italy). He and his family migrated to France fleeing fascism in 1923 where he acquired French citizenship. Citizenship policies are part of the many migration policies migrants face. Yves Montand’s recording of ‘Sous le Ciel de Paris’ became a famous symbol for Paris in many countries.

- Ariana Grande – Positions (English): <https://youtu.be/tcYodQoapMg>
- Luca Bocci – Bahia (Spanish): <https://www.youtube.com/watch?v=a6SIsbwGTxM>
- Yves Montand – Sous le Ciel de Paris (French): <https://youtu.be/ceFxmQhRAg>

ACCESS DENIED. OPEN THE BORDERS! (ENGLISH/FRENCH)

The world was not born with borders but governments have produced and changed them deliberately across history to reach specific political goals. As a result, we live in a world where not everyone can move with the same ease, speed or freedom. Many songs address inequalities related to crossing borders. For example, the British band Asian Dub Foundation asks: Why is access denied? Another example is Tiken Jah Fakoly’s song “Ouvrez les frontières” (Open the borders). Tiken Jah Fakoly, born in Odienné, Côte d’Ivoire migrated to live in exile in Bamako, Mali. With his music, he fights for decolonization and mobility justice.

- Asian Dub Foundation – Access Denied (English): <https://youtu.be/w68gaByXntI>
- Tiken Jah Fakoly – Ouvre les frontières (French): <https://youtu.be/ui4eKnA2RIM>