

Migration Trends: A Bird's Eye View

This module offers students an overview of a selection of important historical and contemporary migration trends across the globe. It shows that migration is neither new, nor centred on Europe as a destination. In fact, migration is a core aspect of how our states, economies and societies are structured. By working with different types of maps – such as cartesian, sound and visual maps –, the module invites students to discover the diversity of migration trends around the globe and to critically reflect on the power of maps in highlighting or hiding particular features of migration.

Learning objectives and outcomes

GENERAL LEARNING OUTCOME

Understand that migration is not a new phenomenon and is affecting all regions of the globe, as it is central to the way in which our states, economies and societies are structured.

SPECIFIC LEARNING OBJECTIVES

Discover key migration trends across time and space
Connect migration trends to key historical dynamics like colonialism, wars and globalization
Explore connections between past and present migrations and migration trends across world regions
Critically interrogate maps as knowledge production tools

Class structure and timeline

No preparation before class

Development in class

- **Activity 1** Migration TrendGuessr: Discover key migration trends across time and space (ca. 25 min)
- **Activity 2** Untold stories: What do maps hide? (ca. 10 min)
- **Activity 3** Migration counter-cartographies: Explore Poorva's sound and visual maps (ca. 10 min)

Homework

- Create your own migration map

Document overview

Background information for teachers.....	2
Activities: Assignments, explanations and answers	5
Materials and worksheets for students	16
Further resources	23

↘ Background information for teachers

This short briefing:

1. Defines migration and migration trends
2. Provides an overview of selected migration trends across the world
3. Emphasizes the importance of understanding migration from a global, historical view
4. Draws attention to connections between past and present migration
5. Highlights the political nature of numbers and maps on migration

The term **migration** captures the movement of people across space. Statistically speaking, people are often only counted as migrants when they cross (international or administrative) borders, and when they remain away from their place of origin for a period longer than twelve months (UNDESA, 1998: paragraph 32). This means that tourists and people on business trips are usually not counted as migrants, while students, soldiers or seasonal workers who lead a daily life abroad can be considered migrants depending on the length of their stay. With this definition in mind, it is interesting to note that **since the 1960s, the proportion of international migrants in the world population has been between 2,5% to 3,5%** (Czaika and De Haas, 2014).

Although each migrant is motivated by a specific, individual set of reasons (see TIES module 2), the ways in which people move across the planet form specific patterns. Such developments lead to the emergence of **migration trends**, i.e. a migration pattern of a numerically significant scale between two places (often called origin and destination). In this module, we do not want to provide a comprehensive history of global migration – which would be impossible. Instead, we discuss a select number of key migration trends to highlight their **interconnectedness across time and space** and to explore the **power and limitations of maps** in visually representing them.

Taking on such bird eye's view automatically invites a **double perspective** - on emigration from the place of origin and on immigration to the place of destination. While immigration and emigration trends are two sides of the same coin, political and public discussions tend to focus on the trends that are deemed 'problematic'. For instance, migration research and current narratives on migration in Europe overwhelmingly focus on immigration (Collyer and De Haas, 2012) and side-line emigration despite its importance in European history. Indeed, looking back in time, **European history is mainly a history of emigration**. Starting in the late 15th century, millions of Europeans moved to the Americas, but also Africa and Asia, initially to trade and later to colonize land and, often, to escape poverty or persecution in Europe. This European emigration to the US, Canada and Australia, as well as Brazil, Argentina and Chile often went hand in hand with the violent displacement or even eradication of indigenous communities.

Only since the end of World War II and in the context of decolonization and economic reconstruction of the 1950s and 1960s has Europe become a major migration destination, first by deliberately recruiting workers from North Africa, Turkey or Yugoslavia, then by receiving their family members as well as refugees and asylum seekers from the Balkans, sub-Saharan Africa and the Middle East (De Haas et al., 2019; Messina, 2007). In fact, many of the large-scale immigration trends to Europe since the mid-20th century – such as Algerian migration to France, Indonesian migration to the Netherlands or migration from India and Pakistan to the UK – are the exact mirror image of earlier trends of European emigration. This shows how historical trends continue to shape migration today through **feedback mechanisms** (Czaika and De Haas, 2014; De Haas et al., 2019).

However, **immigration destinations emerge and disappear** continuously. For instance, **Latin America** has long been a major international destination for migrants from Europe and Asia, but since the mid-20th century migration trends have shifted to regional migration within the continent, as well as emigration to Europe and the US (Cerrutti and Parrado, 2015; Sánchez-Alonso, 2007, 2019). A prime example of new immigration destinations are the **Gulf countries**, whose oil economies since the 1970s attract millions of workers from the Middle East and South-East Asia to work in construction,

industry, hospitality and care sectors, often in dire conditions (Jain and Oommen, 2015; Lori, 2019).

Such labor migration trends are not a product of the 20th century: As in today's globalized economy, much migration in the past was driven by economic forces and the demand for cheap, exploitable labour. For instance, between the 16th and 19th centuries, European colonial settlement in the **Americas** was accompanied by the forced migration of enslaved people from primarily West Africa. After the abolition of slavery, the high demand for manual labor was met by the migration of indentured workers¹ from China, India and Indonesia (Eltis, 1983; Emmer, 2012). In parallel to these migration trends to the Americas, large-scale migration was also taking place across **Asia** over the 19th and early 20th centuries, with millions of settlers moving from Russia and Japan to North and Central Asia, and millions of laborers moving (seasonally) from India and China to work in the plantation economies of Indonesia and Malaysia (Lucassen, 2016; McKeown, 2004). Such insights on large-scale migration within Asia question the 'Atlanto-centrism' that dominates many histories of global migration.

As this module refers a lot to migration volumes and numbers, it is important to highlight that these **numbers are often merely estimations**, both for historical and current periods. While state bureaucracies are always eager to count people, **who is counted is often a political act** that sheds more light on the one who counts than on the one who is counted. For example, the United States and France have no statistics on emigration, as the state has always considered itself as a migration destination and has not shown interest in knowing how many of its citizens left the country. Similarly, whether states statistically register certain groups of people that flee conflict as 'refugees' or 'migrants' has often more to do with political considerations than with legal classifications (Fransen and De Haas, 2021) – see also TIES module 7.

This module also relies heavily on maps to visually represent migration trends. Even more so than statistics, maps are not an objective representation of facts, but an interpretative representation of reality (Pickles, 2004). Mapping - the process of creating maps - is a deeply political practice that often mirrors dominant political discourses. For example, **maps have historically been used to serve colonialist and exploitative practices** to control territories outside of Europe. Today, many maps shown in newspapers or on TV use disproportionately large arrows to convey the impression that migrants from the Middle East and Africa are 'invading' Europe, even if we know that most African migration takes place within the African continent (Flahaux and De Haas, 2016; Van Houtum and Bueno Lacy, 2020; Vermeulen, De Korte, and Van Houtum, 2020). At the same time, maps can be powerful educational tools to put global dynamics into perspective or to make migration trends and stories more visible and tangible. Such **counter-cartographies** are maps that challenge dominant societal power structures by sketching diverse itineraries or conveying personal emotions. An example of such counter-cartography is this interactive map of Munich showing the city's colonial past: <https://mapping.postkolonial.net/mapping>.

Another important point when talking about migration volumes is to **not forget the individual lives, dreams, and experiences behind these numbers**. When talking about twelve million transatlantic African enslaved people, five million French settlers in Algeria, or one million Chinese students studying abroad, it can be difficult to grasp what this means for individuals' life courses or economic decision-making. Also, by representing migration trends through arrows, **conventional migration maps may hide the complexity and heterogeneity of migration trends**. Indeed, the same arrow can cover many different biographies and experiences: colonial settler migration from Europe included both the movement of soldiers and administrators, as well as landowners, poor peasants or criminals, while labor migration to the Gulf encompasses not only manual and domestic workers, but also entrepreneurs, engineers and managers. This is why, in this module, we have chosen to complement traditional maps and statistics with counter-cartographies (Orangotango+, 2018; Wainwright and Bryan, 2009), which not only bring

¹ Indentured migrant workers were people who signed a contract in which they agreed to work for free or for a very low wage for a determined amount of time as a way to pay for their cost of transportation to and housing at the migration destination. Their life and work conditions have often been described as 'slave-like'.

the maps alive through lived experiences, image and sound, but also question their biases and hidden assumptions.

By adopting a global, long-term and critical perspective on migration trends and their visual representation, the three exercises in this module invite students to explore three main scientific insights on migration trends: (1) **Migration is nothing new**, but has been ongoing for centuries at volumes that – accounting for global population growth – are comparable or even larger than today. (2) **Migration is happening everywhere** around the globe, with Europe being a relatively new immigration destination among several others in Asia and the Americas. (3) **Migration is a normal feature of humanity** and an inherent part of the way in which our states, economies and societies are structured. This last point is further explored in the TIES modules on labor markets (module 5) and development (module 6).

Activities: Assignments, explanations and answers



Development in class | **Activity 1**

Migration TrendGuessr: Discover key migration trends across time and space



LEARNING OBJECTIVES

- Students explore some of the big migration trends across the world over time
- Students learn that migration is constantly happening all over the world and is part of social life
- Students discuss the interconnectedness of migration trends across time
- Students learn that migration is intrinsically related to key historical developments such as colonisation or economic globalization



MATERIALS

- Three maps – either printed out (see student worksheet) or projected on a screen
- Solution maps in the Powerpoint presentation (slides 2-36)



LENGTH: 25 MIN.



EXPLANATION ACTIVITY AND DIDACTIC SUGGESTION

- **Action plan:** In this activity, students are presented with three maps. Each map focusses on a particular time period and shows a series of arrows, but without a description of these. Students have to guess which migration trends are represented by the arrows on each map. Hereby they discover the complexity of migration over time and across the globe.
- **Step 1:** Before starting the guessing game, introduce the topic of the class and give students a definition of migration trends – migration trends are patterns that capture large numbers of people moving between two places, often called origin and destination.
- **Step 2:** Students have to guess which migration trends each of the arrows represents. You can either let students work in groups on one or all three maps, or project one map after the other to brainstorm with the entire class.
 - Encourage students to share free associations and guesses about what is shown on the maps. Depending on the age and knowledge level of the students, you might want to give keywords from the solutions section as hints, e.g. industrialisation, colonization/decolonization, slavery or World War II.
 - You can also raise the following questions to guide students towards the five key messages:
 - **When?** When did people migrate? In which historical periods?
 - **Where?** Which countries/regions do people mainly come from, and where do they go to?

- **Who ?** Who are the people who are migrating? What kind of background(s)/profile(s) could they have?
 - **Why?** Why do these people migrate? What key historical developments in world history could this be related to?
- **Step 3:** Discuss the migration trends to convey five key messages (see solutions)
 - Migration is nothing new
 - Migration is happening everywhere
 - Migration is a diverse phenomenon
 - Migration is normal, i.e. part of how our societies, economies and states work
 - Migration trends are connected with each other

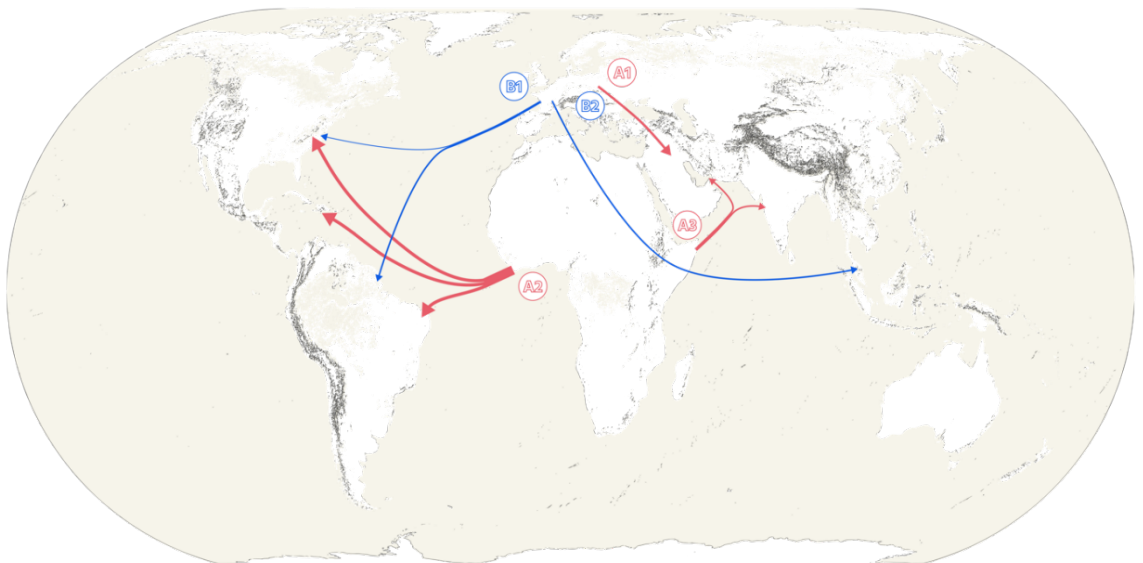
Note: The trends represented on the three maps are a selection. They do not provide a comprehensive overview of all important migration trends, but aim to spark curiosity about the diversity, global character and historical roots of contemporary migration trends.

🎯 SOLUTIONS

Note: You can find interactive ‘solution maps’ in the Powerpoint presentation of the module. We offer two ways to present the ‘solution maps’. From slide 3 to slide 13 each slide only presents one arrow and trend. This allows you to discuss each trend in detail. From slide 15 to slide 25 the trends are revealed progressively. This enables a better comparison between trends.

Map 1: 1492-1815

- ➔ Map 1 focusses on migration related to colonization and slavery between the late 15th and early 19th centuries, which was accompanied by the migration of traders and missionaries.



Map 1: 1492-1815

A: Global slave trade (at least 18 mio.)

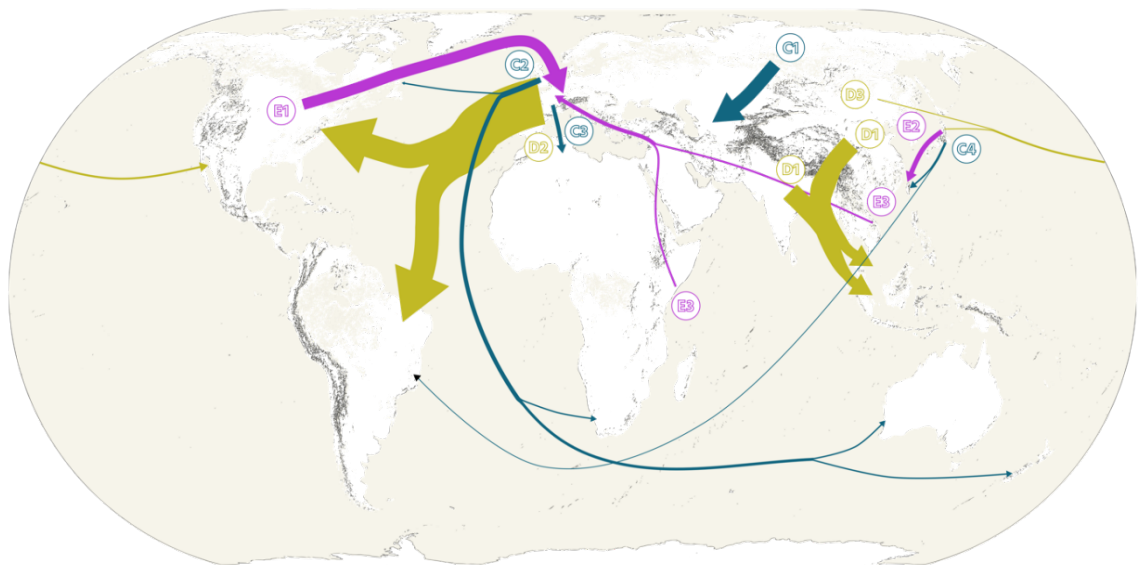
B: Early colonization and trade-related migration (at least 5.5 mio.)

- A: Global slave trade (at least 18 mio.)

- A1: Slave trade from Eastern Europe to the Middle East (ca. 3 mio.)
- A2: Slave trade from West Africa to North/South America and the Caribbean (ca. 12.5 mio)
- A3: Slave trade from the Horn of Africa to the Arabian Peninsula and India (ca. 4 mio)
- B: Early colonization and trade-related migration (at least 5.5 mio.)
 - B1: Migration of soldiers, administrators, merchants, plantation owners, but also workers from Europe to North/South America (ca. 3.5 mio.)
 - B2: Migration of sailors, traders, missionaries and soldiers from Europe to Asia (ca. 2 mio)

Map 2: 1815-1945

- Map 2 shows selected migration trends related to economic development in the context of colonization and globalization from the early 19th to the mid-20th centuries, but also includes the often-forgotten migration of soldiers.



Map 2: 1815-1945

C: Colonization and settler migration in the period of nation-state formation (at least 32 mio.)

D: Labor migration in the context of economic exploitation and globalization (at least 112.5 mio.)

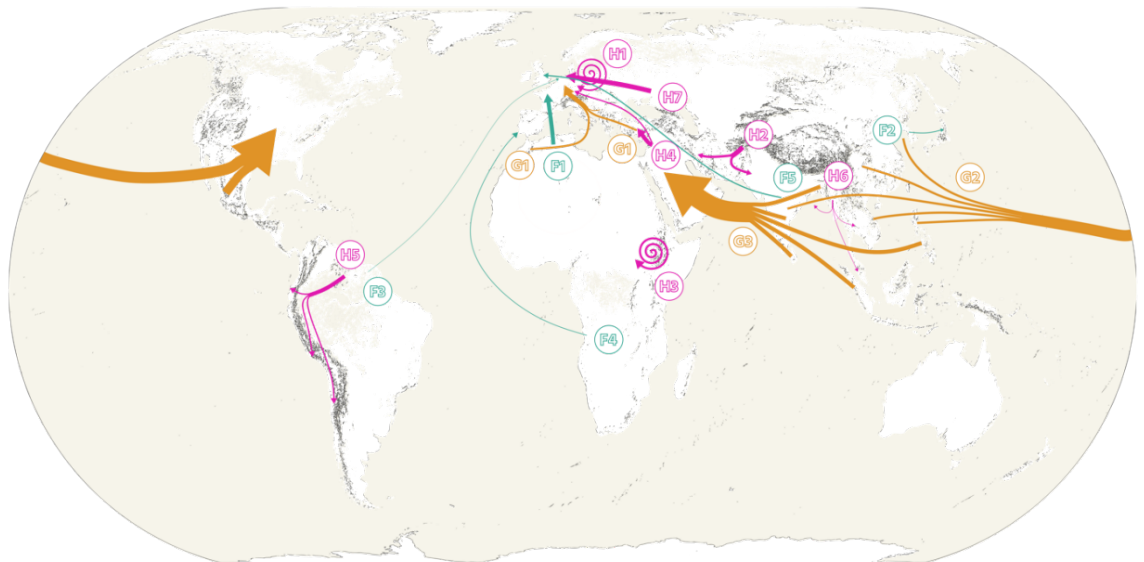
E: Migration of soldiers during World Wars I and II (at least 25 million)

- C: Colonization and settler migration in the period of nation-state formation (at least 32 mio.)
 - C1: Settler migration from Russia to Central Asia (ca. 17 mio.)
 - C2: Settler migration from the UK to Canada, Australia/New Zealand and South Africa (ca. 7 mio.)
 - C3: Settler migration from France to Algeria (ca. 5 mio.)
 - C4: Settler migration from Japan to Taiwan/Korea and Brazil/Peru (ca. 3 mio.)
- D: Labor migration in the context of economic exploitation and globalization (at least 112.5 mio.)

- D1: (Seasonal) labor migration from India/China to Indonesia/Malaysia (ca. 50 mio.)
- D2: Trans-atlantic migration of Europeans to North/South America for economic and political reasons (ca. 60 mio.)
- D3: Trans-pacific labor migration from China/Japan to North America (ca. 2.5 mio.)
- E: Migration of soldiers during World Wars I and II (at least 25 mio.)
 - E1: Soldiers sent from the US to Europe (ca. 14 mio.)
 - E2: Soldiers sent from Japan to Taiwan and elsewhere in Southeast Asia and the Pacific (ca. 6 mio.)
 - E3: French and British colonial soldiers originating in Asian and African colonies and stationed on the front in Europe (ca. 5 mio)

Map 3: 1945 – today

- ➔ Map 3 focusses on migration related to decolonization, war or persecution and the further globalization of labor markets.
- ➔ **Note:** In Map 3, the complexity of migration trends increases but the volumes for each arrow are often lower compared to the previous maps. This is due to the more detailed data we have for contemporary history and the fact that these arrows often show migration between two specific countries rather than between world regions.



Map 3: 1945-today

F: Migration from the colonies to the former metropole during decolonization (at least 5 mio.)

G: Selection of major labor migration trends since the 1960s (at least 56 mio.)

H: Selection of major refugee movements in and outside Europe since 1945 (at least 80 mio.)

- F: Migration from the colonies to the former metropole during decolonization (at least 5 mio.)
 - F1: Postcolonial migration from Algeria to France (ca. 1.5 mio.)
 - F2: Postcolonial migration from Korea to Japan (ca. 1 mio.)
 - F3: Postcolonial migration from Suriname to the Netherlands (ca. 0.4 mio.)

- F4: Postcolonial migration from Angola/Mozambique to Portugal (ca. 0.8 mio.)
 - F5: Postcolonial migration from India/Pakistan to the UK (ca. 1.5 mio.)
- G: Selection of major labor migration trends since the 1960s (at least 56 mio.)
 - G1: Labor migration from Morocco/Turkey/Yugoslavia to North/Western Europe, so-called guest workers (ca. 6 mio.)
 - G2: Labor migration from Mexico and Asia (China/India/Philippines/Korea/Vietnam) to the US (ca. 25 mio.)
 - G3: Labor migration from South-East Asia (Bangladesh/India/Indonesia/Philippines/ Sri Lanka), but also from Europe/the Middle East to the Gulf (ca. 25 mio.)
- H: Selection of major refugee movements in and outside Europe since 1945 (at least 80 mio.)
 Note: These statistics only cover refugees and asylum seekers who crossed international borders, not people displaced by conflict within their countries (commonly referred to as Internally Displaced People or IDPs).
 - H1: Refugees within Europe after World War II (ca. 50 mio.)
 - H2: Refugees from Afghanistan to Iran/Pakistan since the 1980s (ca. 6 mio.)
 - H3: Refugees within East Africa (mainly Sudan/Ethiopia/Uganda) since the mid-1990s (ca. 5 mio.)
 - H4: Refugees from Syria to Lebanon/Turkey and Europe after 2011 (ca. 6.5 mio.)
 - H5: Refugees from Venezuela to Latin America after 2014 (ca. 5 mio.)
 - H6: Refugees from Myanmar to Bangladesh/Malaysia/Thailand after 2017 (ca. 1.5 mio.)
 - H7: Refugees from Ukraine to Central/Western Europe after 2022 (ca. 6 mio.)

What are the five key messages that emerge from the three maps?

WHEN	Message 1: Migration is nothing new; we are not living in an era of extraordinary levels of migration <ul style="list-style-type: none"> • In each time period/map, there were major migration movements that involved millions of people.
WHERE	Message 2: Migration happens everywhere, and while it can show continuity over time, the direction of migration can change across periods <ul style="list-style-type: none"> • Maps 1-3 → Europe is only a recent immigration destination, for most of its history it was an continent of emigration • Maps 1-2 → Latin America used to be a key destination (of enslaved people, colonizers, workers, refugees) and it has experienced various immigration and emigration phases.
WHO	Message 3: Migration trends are not homogeneous, they are made up of very diverse migrant groups and so the same arrow can capture different types of migrants <ul style="list-style-type: none"> • Map 1 → migration from Europe to Asia included traders, missionaries and soldiers. • Map 2 → transatlantic migration from Europe to Americas in the 19th century: while Spanish and Portuguese in South America were mainly land owners, traders or merchants, northwest Europeans in North America were mainly indentured servants living and working in farms. In parallel, many Jews were already fleeing because of persecution in Europe.

	<ul style="list-style-type: none"> Map 2 → Japanese migration to Taiwan/Korea in the first half of the 20th century was a combination of colonial settlers and soldiers
WHY	<p>Message 4: Migration is an intrinsic part of the way our societies, economies and states are structured; migration trends are linked to key historical developments such as economic globalization, war, (de)colonialization</p> <ul style="list-style-type: none"> Maps 1-3 → state formation as a driver. The expansion of (British, French, Russian, Japanese) empires through colonization, as well as independence and decolonization have always been accompanied by large-scale population movements. Maps 2-3 → war as a driver. The migration of soldiers within and to Europe in the context of WWII, and the refugee crises in Europe after WWII and more recently from Ukraine are important examples. But this should not overshadow the fact that today, 8 out of 10 refugees are hosted by countries in the Global South. Maps 2-3 → economic globalization as a driver. Plantation economies and industrialization restructured labor markets worldwide and led to large-scale movements of migrant workers who were recruited by the state or companies or moved independently. This took place historically from South-East Asia to the Americas, from southern Europe, Turkey, Yugoslavia and North Africa to post-WWII Western Europe or from Asia to the Gulf region today. <p>Message 5: Migration trends are connected with each other. They are characterized by feedback effects, as contemporary migrations are often a product of past migrations.</p> <ul style="list-style-type: none"> Maps 2-3 → migration from the metropole to the colonies during colonial times has been reversed in the decolonization process. For instance, France was the origin country for settler migrants to Algeria, and later a destination for Algerian workers. Similar dynamics characterize migration between the Netherlands and Suriname, the UK and India, and Japan and Korea among many others.



Development in class | **Activity 2**

Untold mapstories: What do maps hide?



LEARNING OBJECTIVES

- Students critically reflect on the term migration trend
- Students develop a nuanced, critical perspective on the visual representation of migration trends

- Students critically reflect on mapmaking, its benefits, but also biases and limitations



MATERIALS

- Three maps – either printed out (see student worksheet) or projected on a screen



LENGTH: 10 MIN.



EXPLANATION ACTIVITY AND DIDACTIC SUGGESTION

- **Action plan:** After working intensively with the three maps, this activity asks students to reflect on the power and limitations of the standard visual representation of migration trends through arrows. The goal is to let students critically reflect on the power of maps in highlighting or hiding particular features of migration.
- **Step 1:** Introduce students to a critical perspective on mapping migration trends
 - Arrows are often used to indicate the volume and directionality of a particular migration trend. This has been criticized because the size of the arrows is usually disproportionate to the population of the origin/destination country and can reinforce negative feelings towards migrants, suggesting an ‘invasion’ (see background text).
 - The decision of which migration trends to include or exclude on a map, and how to represent them, has important consequences. Sometimes certain aspects of migration are not represented because no data is available, but sometimes (political) interests shape the representation of migration in a particular way.
 - Mapmaking is therefore a powerful tool that we need to critically interrogate.
- **Step 2:** Ask students what the maps are hiding:
 - What is missing in those maps?
 - What is shown and what not?

Give students hints, for instance by projecting the icons used below on the screen.


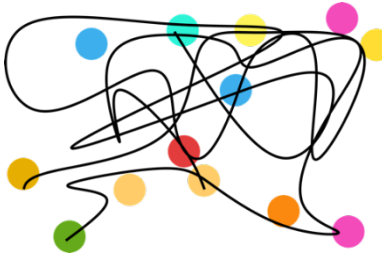


- **Step 3:** Get back to the initial definition of migration trend from Activity 1. (Migration trends are patterns that capture large numbers of people moving between two places, often called origin and destination.) Invite students to reflect on its limitations. Highlight for instance that this definition adopts a linear view on migration that does not capture step-wise migration or circular migration; or that this definition has important consequences about what type of human mobility is considered a migration trend, disregarding for instance internal or seasonal migration.



SOLUTIONS

- ➔ **Note:** This activity is meant to stimulate students’ critical thinking about the political nature of maps and the limitations of representing migration trends. However, it is important to note that biases can be due to a variety of reasons such as deliberate political interests, lack of available data, or scientific research priorities.

What do the maps hide?

	<p>Personal experiences and emotions:</p> <p>Conventional maps focus on volume and movement, not on individual experiences and emotions. Keep in mind that behind each of these arrows are countless human lives, aspirations and hopes.</p>
	<p>Complexity of the migration process, including transit and return:</p> <p>Arrows in conventional maps suggest that migration is a linear move from a departure place “A” to a destination place “B”. But research shows that migration plans are constantly adapted during the migratory journey. Conventional maps tend to ignore transit periods, which can range from long periods of waiting to in-between settlement. Also, the maps often don’t show possible return migration back to the origin country (because of data unavailability, or because it is not considered to be politically important, or because it is very complex to represent all on one map).</p>
	<p>Length and time of the migration journey:</p> <p>Conventional maps that use arrows to represent migration don’t give a sense of the length of a journey and of the duration of the eventual settlement (permanent, temporary, circular, etc.). Also, arrows usually don’t capture step-wise or seasonal migration, when the same person is involved in several migration trends over a lifetime or during the year, but represent each of those movements as a distinct event.</p>
	<p>Eurocentrism of our debates:</p> <p>Conventional maps in European classrooms are centred on Europe, which is reinforcing the idea that Europe is the worlds’ main migration destination. However, this is misleading as it side-lines important migrations within and between Africa, Asia and South America.</p>



Migration counter-cartographies: Explore Poorva's sound and visual maps



LEARNING OBJECTIVES

- Students engage with a personal story that brings to life a specific migration trend
- Students understand the interconnectedness of migration trends across the globe
- Students discover counter-mapping techniques such as sound and visual maps



MATERIALS

- audio-recording of Poorva's story (length: 3 minutes 20 seconds)
- visual map of Poorva's story (figures 1 and 2 printed or projected with a projector)
 - see student material
- quiz - see the powerpoint presentation of the module (slides 27-37)
- map 3 from activity 1



LENGTH: 10 MIN.



EXPLANATION ACTIVITY AND DIDACTIC SUGGESTION

- **Action Plan:** This activity moves from a classic representation of migration trends towards alternative, counter-cartographic representations using sound and visual mapping. Specifically, students are invited to explore the migration trend between India and Saudi-Arabia through the sound and visual map of Poorva.
- **Step 1:** Introduce students to the idea behind counter-cartographies and counter-mapping
 - Counter-cartographies are alternative maps that depict a story or place in different ways than the conventional Atlas or online maps we generally use to guide us.
 - This activity focusses on sound and visual maps as examples of counter-cartographic methods to tell stories behind migration trends and to make the maps come alive.
 - By sharing sounds and visuals, this creates a more nuanced narrative that highlights how multiple migration trends are connected over time and across world regions.
- **Step 2:** Share the example counter-cartography of the family story of Poorva, a young Indian woman growing up in Saudi Arabia (see script of the audio-recording and fig. 1 and 2 in the student worksheet).
 - Poorva's counter-cartography combines an audio recording with a visual map about the journeys and experiences behind three connected migration trends involving India, Saudi Arabia and Europe and depicted on map 3 (activity 1). The audio-recording and visual map are co-created with Poorva Shrivastava and Achal Shrivastava.

- Play Audio 1 in class, which is a short recording of Poorva telling her family's migration story and how she experienced it. In the background, we hear Poorva and her parents cooking an Indian meal in their family home in Saudi Arabia.
 - Share figure 1 and 2. These are examples of a visual counter-map showing meaningful experiences and places related to the migration of Poorva's family from India to Saudi Arabia and her own migration back to India and from there to the Netherlands.
- **Step 3:** Do the short quiz with your students to initiate a reflection about what this audio-visual counter-cartography adds to our knowledge and understanding of migration between India, Saudi Arabia and Europe compared to map 3.

Note: check out the Powerpoint presentation in the module package for the quiz and solutions!

SOLUTIONS

Use the quiz to help students critically reflect on Poorva's story and how it compares to the representation of migration across India, Saudi Arabia and Europe on map 3:

Question 1: Why did Poorva's dad move to Saudi Arabia?

Answer 1: Poorva's father moved to Saudi Arabia in the early 90s to work in the petrochemical industry

→ insight: over the same period, hundreds of thousands of Indians moved to Saudi Arabia to work in manual jobs or in households in very difficult conditions, but although they have very different profiles, they are captured by the same arrow on map 3

Question 2: Who were Poorva's neighbours and from where did they come?

Answer 2: Poorva grew up in a gated community, with most of her neighbors being other migrant families from the US and Europe

→ insight: People who are neighbors and live very similar lives as they are all migrants in one destination country are captured by different arrows on map 3, as if it were two different phenomena (arrow India-Saudi Arabia, arrow Europe-Saudi Arabia)

Question 3: Are Poorva's regular trips to India or family visits in Saudi Arabia represented on the trend on map 3?

Answer 3: no

→ insight: Poorva moved from Saudi Arabia back to India to study for her Bachelor's degree at university, but is regularly coming to Saudi Arabia to visit her family. Her back-and-forth travel between India and Saudi Arabia could qualify as return/circular migration but it is not represented on map 3.

Question 4: Is the migration of Poorva's family and that of her neighbor from Kerala captured by the same or a different arrow on map 3?

Answer 4: It is captured by the same arrow

→ insight: The neighbor whose recipe they cook also moved from India to Saudi Arabia, but from a very different region (Kerala) and at a different moment in time than Poorva's family. These different migrations from different places and at different times are all captured by the same arrow in map 3

Question 5: How many arrows would be needed to represent Poorva's migration story?

Answer 5: it depends what is counted as migration and where Poorva will live in the future

→ insight: Poorva was born in India, grew up in Saudi Arabia, moved back to India and now lives in the Netherlands. It is unclear whether her movement would be represented as part of the arrow from India to Europe or from Saudi Arabia to Europe, depending on whether the statistics would take her citizenship (Indian) or her previous residence (Saudi Arabia) as a reference point.

Also, Poorva is uncertain about her future.

→ insight: she might stay in the Netherlands, return to India, return to Saudi Arabia or move elsewhere. So as one individual, over her lifetime she might be part of several arrows on a map.

What is the added value of Poorva's audio-visual maps?

- Sound recordings and visuals personalize migration trends: the recording and photos reflect the personal experience and emotions linked to a certain migration trend. They make the voices and places that are otherwise just represented by a linear arrow come alive.
- Listening to ambient sound recordings is a form of travelling to another place through sound.
- Audio can be layered and represent different parts of the migration journey in the same recording. Both photos and recordings can capture more nuances and complexities of a migration journey than a simple arrow going from A to B.
- Usually migrants do not take part in representing their own journeys on maps. This counter-cartography offers an alternative to this. Poorva is in charge of selecting what is important to highlight from her migration history and how this should be shown. She chose what is part of the audio-story and visual map.



Homework

Create your own migration map



LEARNING OBJECTIVES

- Students explore migration to or from the country in which they live
- Students critically reflect on their knowledge and knowledge gaps of migration to and from the country in which they live
- Students mobilize one of the mapmaking techniques introduced in the module to create their own map



MATERIALS

- Pen/paper
- Internet access for small research
- Eventually phone to record sounds/take pictures



LENGTH: 60 MIN.



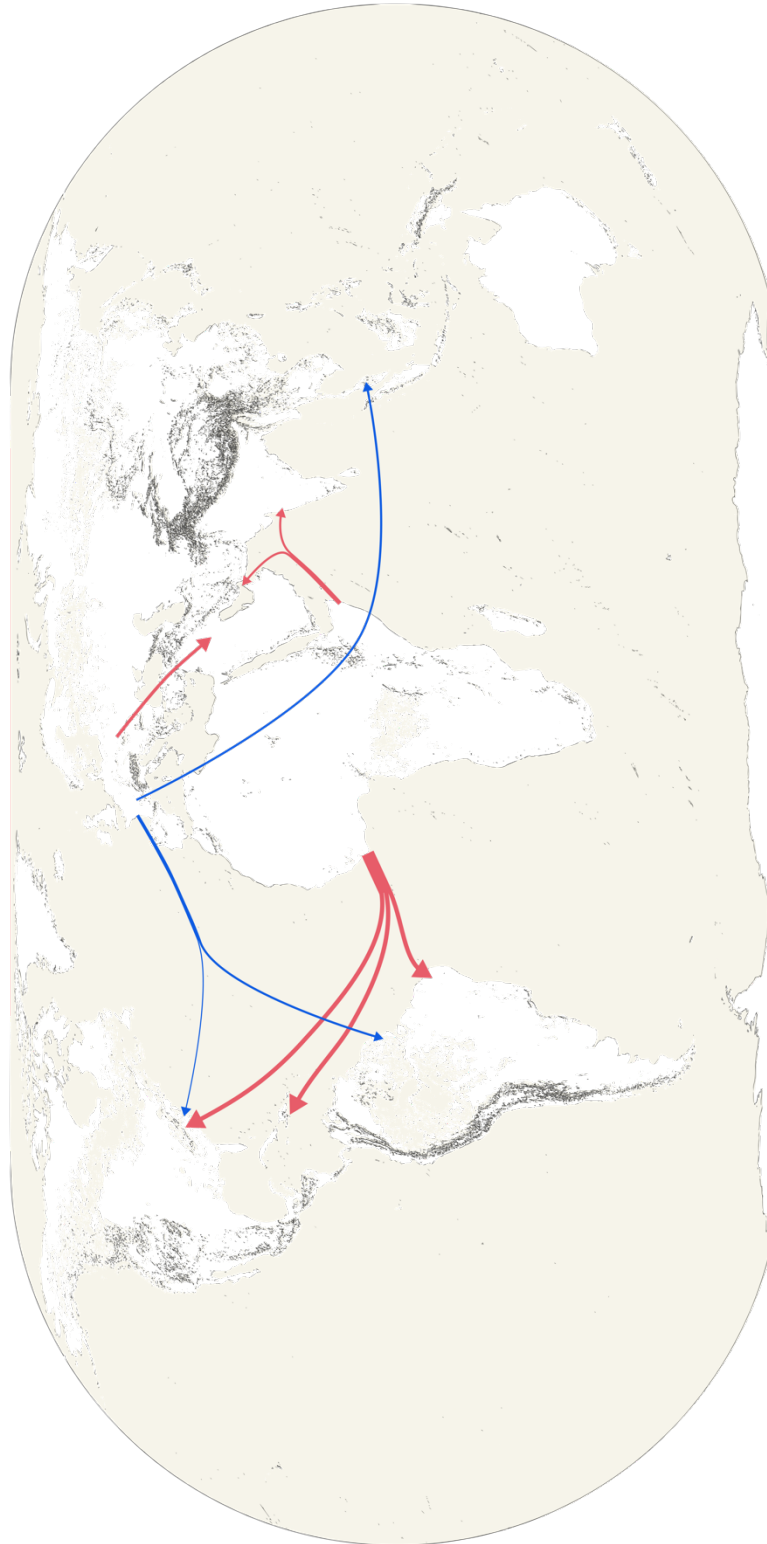
EXPLANATION ACTIVITY AND DIDACTIC SUGGESTION

- **Action Plan:** Students create a map representing one or several migration trends involving the country in which they live right now. The goal is to explore lesser-known migration trends and individual migration stories that have received less attention in the media and current political debates.
- **Step 1:** Students are asked to explore the diversity of migration trends to and from the country over time by doing a small online research (see worksheet for students and tips box)
- **Step 2:** Students are then free to choose one of the mapmaking techniques introduced in the module to one or several of these migration trends
- **Note:** Depending on the students' age, it may be necessary to provide a frame for the homework and let them choose from prepared migration trends to/from the country where the students live in.
- **Optional:** this homework can be transformed into a small exhibition in the classroom about migration to/from the country in which the school is located.

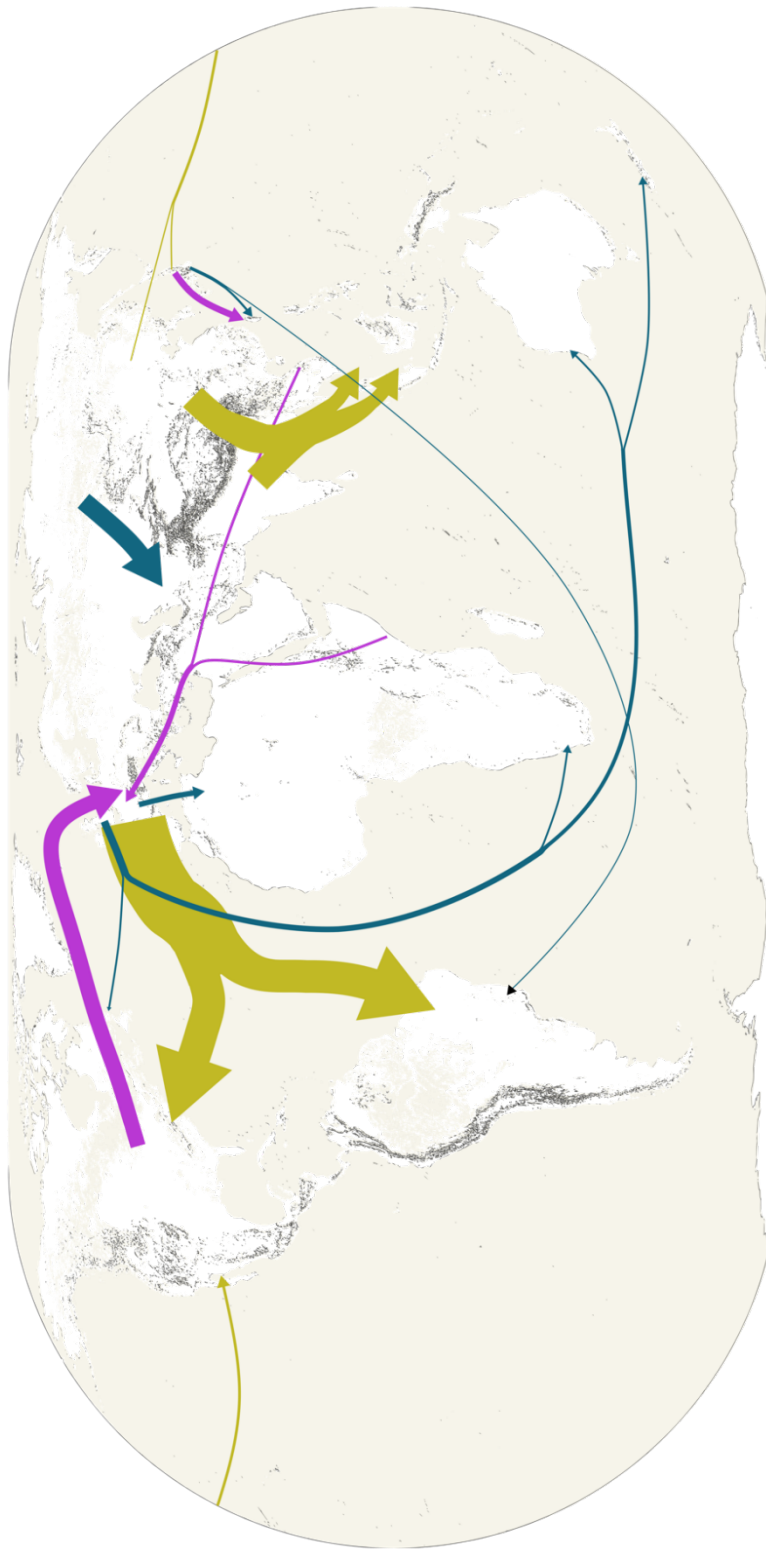
↘ Materials and work sheets for students

Activity 1 & 2: Migration maps

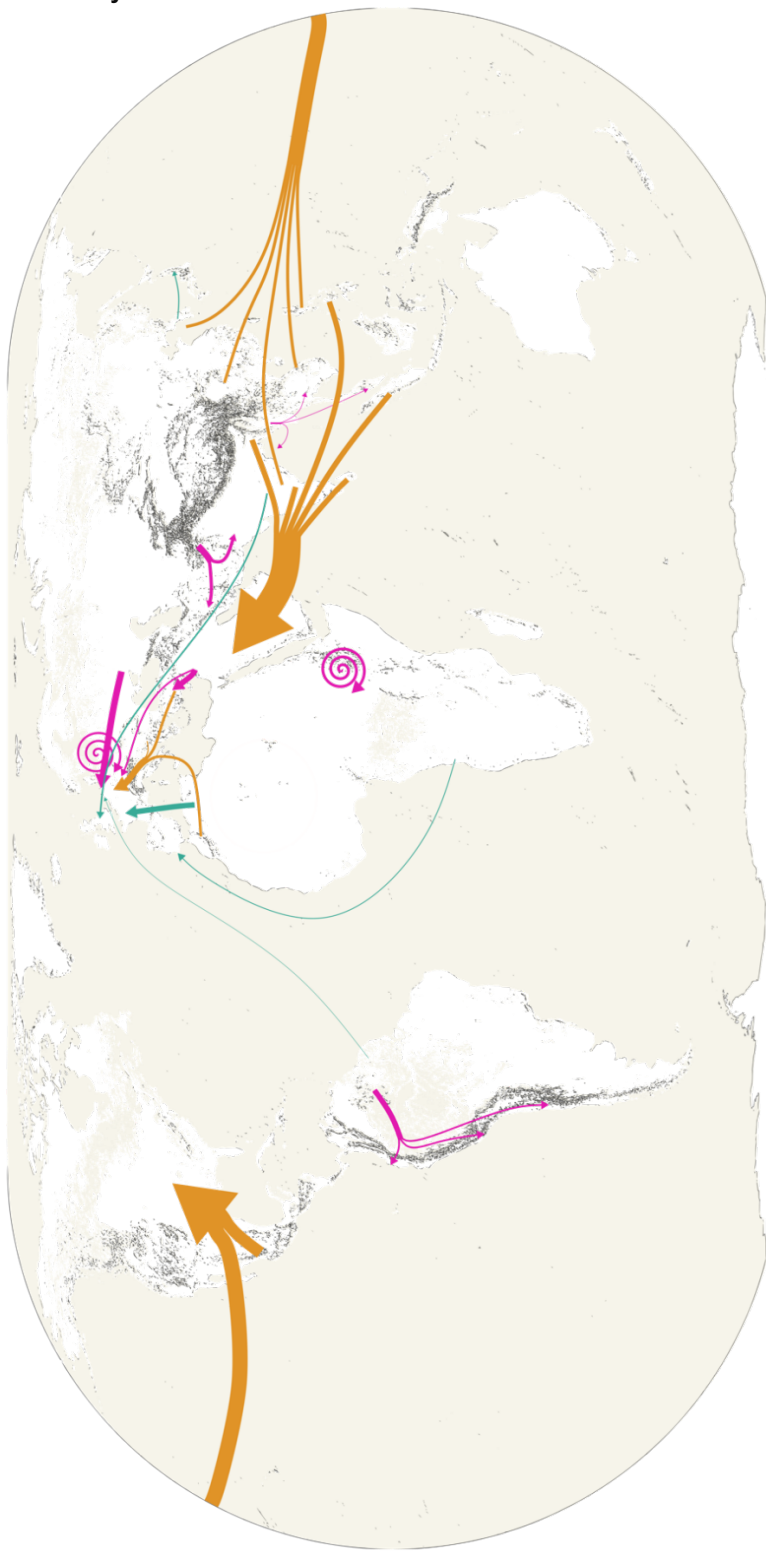
Map 1: 1492-1815



Map 2: 1815-1945



Map 3: 1945 – today



Activity 3

AUDIO 1: SCRIPT OF THE AUDIO-RECORDING NARRATIVE

1 Poorva:
2 *"This is an audio clip I recorded on a visit to my parents who live in Saudi Arabia. I was*
3 *born in India but I grew up in Saudi. My father moved to Saudi in the early 90s. He was*
4 *working in India and really bored with his job and wanted a change. So he saw a job*
5 *listing and he did not even know much about Saudi or where it exactly was but he went.*
6 *And my mother joined him a few years later when they got married.*
7
8 *[Sound of children playing in the gated community in Saudi Arabia]*
9
10 *I grew up in a gated community mostly with western expats². And as I was growing up I*
11 *realized that I was one of the very few brown children there and most of the other south*
12 *Asians were the labourers and the workers in the compound, who were mostly from*
13 *Bangladesh. Their lives were a world apart from mine, because these men were far away*
14 *from their families and children and would send their earnings every month back home.*
15 *And that was in stark contrast to my parents who were with me and present with me to*
16 *give me their love.*
17
18 *I moved to India when I was 18 for my university and now do my masters in The*
19 *Netherlands. But throughout this time I have continued visiting every few months*
20 *because it's my childhood home and I feel homesick when I am far away from my parents*
21 *too long.*
22
23 *[Sound of Poorva and her family cooking in their house in Saudi Arabia]*
24
25 *In this recording you can hear me, my mother, and my father cooking together. We are*
26 *speaking a mix of English, Hindi, and Marathi.*
27
28 *We are cooking a typical South Indian meal which my mother picked up from her*
29 *neighbour when she first moved to Saudi. She was a young woman from Kerala and she*
30 *soon became my mother's best friend. And I also grew up around a lot of South Indian*
31 *friends and teachers, whom I never would have met if I had grown up in Central India.*
32 *Different states in India have such different cultural and linguistic heritage that we might*
33 *as well be from different countries.*
34
35 *We are making dosa, sambar, and chutney and you can hear the sputtering of the curry*
36 *leaves and mustard seeds in the oil. I liked this moment a lot, because I felt at peace,*
37 *sitting cross legged in my parents kitchen. It was a mundane, day to day moment*
38 *between us. But I can hear that intimacy and how close we are to each other. I think that*
39 *closeness comes from living as a team in a foreign country without extended family*
40 *support. And I miss such moments so much now that I don't live with my family."*

² The term 'expat' is a short version for expatriate and usually refers to privileged migrants from Western countries who migrate to fill high-skilled professional jobs abroad. While European, American, African, Arab and Asian people all migrate to work abroad, the word expat is almost exclusively used for white people from Western countries, while all others are labelled 'labor migrants'. The hierarchy introduced by the term 'expat' is problematic as it puts Western, white migrants above others.

Figure 1: Poorva's visual map
Growing up in Saudi and visiting family in India



Top left: gated community birthday party in Saudi

Top right: going to school in Saudi with dad and brother

Bottom left: with my mom at the beach in Saudi

Bottom right: white water rafting in India with cousins and family

**Figure 2: Poorva's visual map
Studying in India and in The Netherlands**



Top left: during my studies in Delhi. having juice just outside my student dorm.

Top right: In the village near my grandparents' home in India taking water samples. this was part of my biochar project there aiming at improving drinking water.

Bottom left: in my living room in the Netherlands. celebrating Dutch traditions with my extended family.

Bottom right: in my kitchen in the Netherlands together with our cat poëzie.

Homework: Create your own migration map

Goal: Your task is to create a map to represent one or several migration trends involving the country in which you live right now

Steps:

1. Find one or several migration trends involving the country in which you live right now that you did not know about before. To do this, you can:
 - search for migration trends to and away from the country;
 - search for migration trends happening right now or in the past;
 - look up migration statistics of the country in which you live.
 - Is anything surprising to you?
2. Select one or several of the migration trends that you just discovered and do a small online research to learn more about it. Check the TIP BOX below. Discover for example:
 - when this migration trend started;
 - how many people it involved;
 - what kind of people were involved;
 - what migratory journeys these people experienced;
 - what kind of lives these migrants live where they are now.
3. Create a map to creatively represent this trend/these trends. You are free to choose one of the mapmaking techniques introduced in class:
 - Technique 1: Make a map of the country that you create digitally or manually, with arrows or other symbols representing the migration trends and their characteristics.
 - Technique 2: Make a sound map or visual map. Zoom into the migration trends and bring them to life with audio recordings, music, drawings, photos or stories.
 - Technique 3: Make a map with a combination of these techniques.
4. Give your map a title.
5. Write a few sentences about what is the most important message that you would like you want to convey with your map. When doing this, remember what you discussed in class about the power of maps.

TIPS BOX

To find detailed or personal information about the migration trend you selected, you can look for:

- annual statistics on migration between two specific countries
- interviews with migrants in documentaries you can find on YouTube
- stories of migrant lives that are depicted in novels, films or series
- reports of NGOs or international organizations that are based on interviews with migrants
- stories of people who migrated in your family, friend circle or neighbourhood

Example searches you can adapt to the geographical regions that are relevant to you

- history of emigration from Ireland in 19th century
- surprising groups of migrants in Marseille
- annual statistics of EU citizens in Germany
- migration history of Rotterdam
- stories of migrants from Italy to Argentina
- migrant narratives in London

Further resources

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Data

- IOM's glossary of 'key migration terms', providing definition of terminology around migration:
<https://www.iom.int/key-migration-terms>
- Country Profiles of the Migration Policy Institute offers overviews of immigration and emigration trends and policies of almost 100 countries worldwide, including statistical and academic references for each country. They are a good starting

point to get an overview of a country's migration history and developments:
<https://www.migrationpolicy.org/programs/migration-information-source/profiles>

- The OECD's International Migration Outlook provides a yearly overview of migration and migration policy trends across OECD countries since 1974. It is a good starting point to get an overview of the most updated data and developments for each OECD country: https://www.oecd-ilibrary.org/social-issues-migration-health/international-migration-outlook_1999124x
- Migration data portal by the International Organization of Migration (IOM) aims to serve as a unique access point to timely, comprehensive migration statistics and reliable information about migration data globally:
<https://www.migrationdataportal.org/>
- Interactive online tool to explore migration trends between regions and countries over the 1990-2010 period:
http://download.gsb.bund.de/BIB/global_flow/
- Interactive online tool to explore migration trends between countries in 2010:
<https://peoplemov.in/#/>
- Interactive online tool to explore migration trends between countries over the 2010-2015 period
<http://metrocosm.com/global-immigration-map/>

↘ Links and additional material

In English

INTERACTIVE WEBSITES

Gapminder

Gapminder identifies systematic misconceptions about important global trends and proportions and uses reliable data to develop easy to understand and visualized teaching materials to rid people of their misconceptions

<https://www.gapminder.org/teaching/materials/>

This Is Not an Atlas

This Is Not an Atlas gathers more than 40 counter-cartographies from all over the world: From indigenous struggles in the Amazon to the anti-eviction movement in San Francisco, from defending commons in Mexico to mapping refugee camps with balloons in Lebanon

<https://notanatlas.org/>

MULTIMEDIA VIDEOS

Melissa Siegel's Youtube channel

In her Youtube videos, Professor Siegel (Maastricht University) discusses country case studies both in- and outside the EU, misconceptions about migration and provides explanations of concepts and theories

<https://www.youtube.com/c/MelissaSiegelMigration/playlists>

DOCUMENTARIES AND FILMS

I Learn America

This 2013 film by Jean-Michel Dissard & Gitte Peng accompanies five newly arrived immigrant youth at the International High School at Lafayette, Brooklyn (USA)

<https://ilearnamerica.com/the-film/>

15 Recommended Films about Migration

A compilation of classics and new films about immigration worldwide

<https://reimaginingmigration.org/15-rec-films-about-migration/>

EDUCATIONAL TOOLKITS

I Learn America Viewers' Guide by Facing History

This is a freely accessible accompanying guide to study the 'I Learn America' film in class.

https://ilearnamerica.com/wp-content/themes/ILA-2017/assets/pdf/I_Learn_America_Viewers_Guide.pdf

In other languages

DOCUMENTARIES AND FILMS

Migration Im Film (Language: German)

A website presenting diverse documentaries and movies about migration for a youth audience

<https://www.migration-im-film.de/jugendfilme>