MODULE 3

Migration journeys and unequal access to mobility

In this module students learn that migration journeys can be brief and linear but also long and fragmented into multiple stages. Students get to analyse migration journeys as processes that are influenced by people's aspirations and capabilities (such as income, social connections and education), which give unequal access to mobility. By working with maps, storytelling and analytical worksheets, students learn that aspirations and capabilities shape migration. Through this lens, students gain insights into why some migrants undertake risky routes to reach their preferred destinations.

Learning objectives and outcomes

GENERAL LEARNING OUTCOME

Understand migration journeys as complex processes that unfold over time and space and are influenced by migration aspirations and capabilities.

SPECIFIC LEARNING OBJECTIVES

Discover the many variations of migration journeys over space and time
Understand the concepts of migration aspirations and capabilities and how they shape migration journeys
Reflect on how aspirations and capabilities lead to unequal access to migration and may influence migrants to choose risky irregular journeys

Class structure and timeline

Preparation before class: None
Development in class:

- **Activity 1:** What are migration journeys? (10 min.)
- **Activity 2:** Role-playing game: The stories of three young Senegalese migrants (20 min.)
- **Activity 3:** Comparing journeys speed date (15 min.)

Homework:

- What might be your own migration journey? (45 min.)

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↘ Background information for teachers

This short briefing:

1. Describes the diversity of migration journeys involving multiple steps and varied durations
2. Introduces the concepts of aspiration and capability and how they shape migration journeys
3. Presents why migration journeys are open-ended processes

A common assumption is that **migration journeys** are planned movements from one location or country to another over a relatively short time. While sometimes this is the case, often migration journeys are difficult and risky. Nowadays, many people are familiar with images of dangerous crossings of the Mediterranean, the English Channel, as well as from Central America to Mexico and the US, and from South Asia to Australia. Research reveals that migration policies force migrants to have non-linear journeys that are **fragmented, dangerous and full of obstacles** (Schapendonk, 2012). These fragmented journeys contrast moments of **mobility** and **immobility**, when migrants are detained by migration authorities, or wait to earn money for their passage across the sea to continue their journeys (Brigden and Mainwaring, 2016).

While the dangerousness of migration journeys is often linked to restrictive migration policies, **migrant journeys are generally complex and include multiple steps because they respond to people's life changes**. A migrant might have an original plan to move straight from one place to another, but along the journey, pauses can occur and plans can change. While we refer to one migration journey, in fact, a migration journey may be composed of many journeys speckled with short and long 'pauses'. Migration journeys occur over **wide-ranging time frames**, from a day to years, and within lengthy journeys the duration of mobility and immobility varies. This ultimately blurs the distinction between being on a journey and being settled (Brigden and Mainwaring, 2016). Overall, migration journeys evolve over the life course, which makes them both complex and open-ended (Amrith, 2021).

Migration journeys unfold not only over time but also over space. Migration journeys often include internal and international migration (King and Skeldon, 2010). Internal migration, between two places in the same country, may be followed by international migration. But migrants may also migrate directly to an international city, and later migrate to another city in that same country. At times, an international destination is followed by another international destination. In some cases, migrants return to the origin country – either to their community of origin or another location in their origin country. **People experience and undertake migration very differently.** This is because migration is the outcome of a person's "aspirations and capabilities to migrate" within a certain society (de Haas, 2021: 2).[1] **Migrations aspirations** express a preference to migrating rather than staying (Aslany, Carling, Mjelva, and Sommerfelt, 2021; Carling, 2014). These aspirations reveal the dreams, hope and desires of a potential migrant (e.g. where to migrate, why, when, how and with whom). However, migration aspirations are a gross overestimation of potential future migration (Migali and Scipioni, 2019) because they reveal a desire to migrate, but do not imply concrete migration plans. That is because acting on one's migration aspirations and starting a migration journey also depends on one's **migration capabilities** (Sen, 1999: 9-10). Migration capabilities include: **personal features, control over resources** and **structural factors** (Sen, 1999: 9-10). **Personal features** include gender, age, nationality as well as personality traits such as being a problem-solver or being risk-prone. Personal features also include resources such as **financial capital** (money and assets), **social capital** (information and networks), and **cultural capital** (education and professional skills). Financial, social and cultural capitals, which in this module we refer to as 'resources', are related to a person's socio-economic status. **Control over resources** suggests that having capitals is only

[1] The aspiration-capabilities framework, from which these notions are taken, is more complex than presented here. However, for this module, the aim is to comprehend how migrants may equally aspire to migrate, but their migration capabilities may differ, shaping their migration journeys.

relevant when a person has control over them (Sen, 1999: 18). For example, having a wealthy family is a capability, or resource, only when you can access such wealth for your use, such as for migration.[2] **Structural factors** refer to societal features such as availability of transport or effective procedures to obtain a passport, which must be in place for people to migrate.

Since a **migration journey is the actualization of migration**, the journey can be understood as the outcome of migration aspirations and migration capabilities. As a result, **migrants from working classes** who possess fewer resources tend to be **disadvantaged in the migration journey** (Van Hear, 2014). Moreover, because certain migration destinations require greater resources than others, leading to what has been called a **'hierarchy of destinations'**, many migrants are unable to reach top destinations (Neubauer, 2022; Van Hear, 2014) among which are most EU countries. Yet, to reach their goal, migrants can mobilise one type of resources to gain other types of resources (Van Hear, 2014). For example, a young woman may use her social contacts to access money for her migration journey, e.g. crowdfunding. Hence, a potential migrant uses his/her resources in relation to his/her migration aspirations.

In sum, migration journeys are diverse because of the myriad combinations of migration aspirations and capabilities. Similar migration aspirations may result in distinct journeys as a result of distinct capabilities. New information, obstacles and unexpected opportunities may alter migration plans leading to pauses, diversions, or return. Thus, migration journeys are **open-ended:** migrants on the move may decide to settle before reaching their 'planned' destination and settled migrants might move to another destination or return. We therefore only know a migration journey's start but not its end. This module invites students to challenge ideas that migration journeys are planned and linearly connect a place of origin and a destination. Through the concepts of migration aspirations and capabilities, the activities encourage students to understand migration journeys, including risky journeys often shown in the media, and reflect upon how these concepts would influence their own hypothetical migration journeys.

[2] While important, this element will not be utilised in this module.

↘ Activities: Assignments, explanations and answers

Development in class | **Activity 1**

What are migration journeys?

LEARNING OBJECTIVES

- Students are able to define migration journeys
- Students can identify a number of factors that shape migration journeys

MATERIALS

- 1 fantasy map – printed (see materials and worksheets for students)
- 2 short stories (see materials and worksheets for students)
- PowerPoint presentation or Blackboard/whiteboard

LENGTH: 10 MIN.

EXPLANATION ACTIVITY AND DIDACTIC SUGGESTION

Students explore two stories and a map to identify key elements of migration journeys.

Part 1: Read stories

- Students read the stories of two young women who are excited about migrating abroad.

Part 2: Read map and discover journeys

- Show students the fantasy map with three migration journeys.
- Explain that both Alice and Stephanie wanted to go abroad; in other words, their 'migration aspiration' was to migrate internationally. However, their journeys were different.
- Ask students:
  - Which colour arrow represents Alice's journey and which Stephanie's journey?
  - How are Stephanie's and Alice's journeys different?
    - What space is covered by Alice and Stephanie? Within a country or across borders?
    - Is there only one step/location involved? What is the duration of each step?

Note: On the map, country A is pink and country B is blue.

Optional: Students imagine a story for the yellow arrow

- Invite students to think of a story that fits the journey represented by the third yellow arrow.

Part 3: Discuss what explains the differences in the journeys

- Ask students: Why are Stephanie's and Alice's journeys different?
- Share the migration capabilities matrix (see solutions and the PowerPoint).
- Give students a moment to see if their initial answers appear in the matrix. Help them identify how their answers are categorised in the matrix.

Closing

- Students take a look at the Definition Box (see materials and worksheets for students) which summarizes the key terms of this activity and which will reappear in activity 2.

SOLUTIONS (slides 2-6 in PowerPoint presentation)

Part 2: Discover Stephanie's and Alice's migration journeys

- Red arrow = Alice's migration; green arrow = Stephanie's migration
- Journeys differ in duration and steps/locations involved
    - Alice's journey is shorter and faster than Stephanie's. They both cross international borders, but Stephanie first migrates within her own country.
    - Alice goes directly: 1 step and the length is 4 hours. Stephanie's journey has 2 steps. First step is 4 hours, then 3 months waiting to be ready and then 2 years working to have enough money.
- **Key take away**: Migration journeys are often not simply the '<u>movement of a migrant from a place of origin towards a destination</u>'
    - Each journey is unique:
        - Journeys vary in length. Some only take a few hours and others a lifetime.
        - Journeys vary in steps taken in-between. Some have only one step and others many steps.
        - Some migration journeys stay within a country (internal migration) and others cross one or multiple countries (international migration) and others combine internal and international migration.

Part 3: Why are Stephanie's and Alice's journeys different?

- Migration journeys are different because they are influenced by different migration capabilities, which are a combination of three factors:

1. **Personal features** (who a person is – including gender and nationality –, how she behaves, whether she feels un/comfortable taking risks)
2. Financial, social and cultural resources (**financial** – money and access to property, **social** – information and networks like friends, and **cultural** – language skills, education levels, knowledge of the culture, society and system)
3. **Society** (societal structures and context – infrastructure, access to passports, healthcare, education system, conflict).

- By considering these factors and how they influence migration decisions, we can understand why journeys are often more complex than simply moving from A to B.

Migration capabilities matrix of Alice and Stephanie			
Note: Factors with + help someone to migrate; factors with – make migration more difficult			
	Personal features	**Resources (financial, social, cultural)**	**Society**
Story 1: Alice (Red)	+ Feels confident and likes taking risks + Has double-citizenship	+ Has enough money at hand + Has family abroad where she can stay during the first month	+ Does not need any permit to migrate because she has citizenship
Story 2: Stephanie (Green)	- Wants to explore city life in her own country before going abroad	- No financial resources to migrate directly + Will earn money while working in the city - Lacks experience and knowledge on how to migrate	- Airline increased prices - Needs a permit to migrate (work and live)

Development in class | **Activity 2**

Role-playing game: The stories of three young Senegalese migrants

LEARNING OBJECTIVES

- Students experience a migration journey through a role play
- Students explore how personal and societal factors (migration aspirations and capabilities) shaped the migration of their protagonist

MATERIALS

- Migration stories of three young people from Senegal and worksheet (see worksheets for students)

LENGTH: 20 MIN.

EXPLANATION ACTIVITY AND DIDACTIC SUGGESTION

Students will experience a migration journey through an engaging and powerful storytelling role play.

Part 1: Introduce storytelling as a technique

- Make groups of 5-7 students.[3] Each group follows the journey of one of the three teenagers: Moussa, Senghor and Fatimatou.
- Each of the stories is divided in three stations at the end of which students are asked to answer three questions.
- There are four roles in each group, each with a specific part to play during the game:
    - Narrator: reads the story of the relevant station to the group.
    - Journalists: listen to the narrator and answer questions in each station.
    - Cartographer: listens to the narrator and draws the journey on the map (template map in student worksheet); include notes, icons and drawings to illustrate the journey.
    - Protagonist: listens to narrator and reveals the correct answers after the journalists and cartographer have filled out the worksheet.
- Distribute roles and the matching worksheet in each group.

Part 2: Storytelling session

- Read this general introduction of the three young protagonists: Moussa, Senghor and Fatimatou live in Dakar, Senegal, and are about to finish their last year of high school. They have different backgrounds, dreams, opportunities, and resources. Moussa is the son of a fisherman and comes from a humble family. Senghor comes from a wealthy family who expects him to study in France. Fatimatou is a young woman who has been living with her uncle's family in Dakar for the past few years, since her father passed away. In the stories, we learn about their views of the future and the choices they make.
- Ask the students to start the storytelling session.
- Indicate that it takes about 5 minutes for each station.

Part 3: Reflection

- At the end of station 3, ask the students to reflect on their protagonist's story within their groups: What factors influenced the journey?
    - How did the protagonist's aspirations change over time?
    - Which capabilities (like personal features, resources) did each protagonist have and how did they shape his/her journey? Which role did the societal context play?

SOLUTIONS (slides 7-11 in PowerPoint presentation)

Part 4: Reflection

[3] **Note on group composition:** If a group only includes four people, then the protagonist can draw the trajectory. If there are more than five students in the group, the teacher can assign multiple students as journalists.

Protagonists' migration aspirations and capabilities matrix

Protagonist	How did the Protagonist's aspirations change over time?	What capabilities did each Protagonist have and how did they shape his/her journey?		
	Migration aspirations	**Personal features**	**Resources: financial (F), social (S), cultural (C)**	**Society**
Moussa	1) Earn wages in Italy and return; 2) Continue journey not to waste investment; 3) Start new life in Rome	Young, man, positive attitude, risk-taker, survival skills, Senegalese nationality a hindrance (needs visa)	F: Some money, combined resources, relying on Senegalese community S: Friend in Rome, information and contacts along the journey, befriended boat captain, support of Senegalese community C: High school diploma, no Italian language skills	Dying economic sectors (fisheries/ artisanship) in Dakar; no work permit in Italy, no possibility to get regular status due to Italian migration policies
Senghor	1) Go to Morocco and reflect on his next steps; 2) Study in France before returning to Senegal; 3) Stay in France (not a migration aspiration)	Young man, curious, clear professional goal, Senegalese nationality a hindrance (needs visa)	F: Family resources, but dependent on family's approval of his decisions S: Family networks conditional on family's approval, own professional network C: French degree, good training	Limited access to work permits due to French migration policies
Fatimatou	1) Study nursing in France and return to Senegal; 2) Become a nurse in Senegal; 3) Obtain a specialization in Belgium before returning to Dakar	Young, woman, scholarly, risk-averse, ambitious, and determined, Senegalese nationality not a hindrance because she easily obtains a study visa	F: Limited resources, finally scholarship S: Access to information of French universities from cousin in France, lack of connections in Belgium C: Good grades, acceptance at French university and Belgian course	Health sector and courses are more advanced in Europe due to better infrastructure and funding

Development in class | **Activity 3**

Comparing journeys speed date

LEARNING OBJECTIVES

- Students compare the migration journeys of the three protagonists in the role-playing game
- Students observe that unequal opportunities can lead to choosing riskier irregular journeys

MATERIALS

- Completed worksheet from Activity 2

LENGTH: 10 MIN.

EXPLANATION ACTIVITY AND DIDACTIC SUGGESTION

Students compare different migration journeys from the role play in a speed dating activity.

Part 1: Protagonist Speed Dating, Round 1 (4 minutes)

- Each student is matched with one student from another group. Each student gets into the role of the protagonist and will engage in a short question and answer session. In each round the objective is to compare two different migration journeys, e.g. Moussa and Fatimatou.
- Once the students are sitting in pairs, the teacher asks the following questions (1 minute per question for both protagonists):
    - Who is your character?
    - What were your aspirations? Did they involve migration?
    - Did you have all that was necessary to migrate?
    - What changed during the journey?

Part 2: Protagonist Speed Dating, Round 2 (4 minutes)

- Students are matched with another protagonist and the questions are repeated. Through this process, each student will have presented his/her protagonist twice and will have heard the main insights for the other two protagonists.

Part 3: Closing

- Stress that not all aspirations are about migration. Some aspirations are linked to other dreams in life like having a family, getting an education and a career, or buying a house. This means that in many cases people aspire to stay rather than to migrate. Sometimes migration is needed to fulfil a dream and sometimes migration is much less important.
- Migration is a process that often involves multiple steps, unforeseen events and obstacles, and changing plans along the way.
- The characters had unequal access to resources which influenced all steps of their migration journeys.
- Social inequalities shape various aspects of migration: when people migrate, how they migrate and which destinations they are able to reach.
- There are risks and investments in all journeys, but at different levels.

- Migrating without papers is only one of many pathways. It is connected to limited and unequal opportunities, like the unequal rights to cross borders which is based on nationality/citizenship.

Homework

What might be your own migration journey?

LEARNING OUTCOME

- Students explore their own possible migration aspirations and imagine what factors might influence their own migration journey

MATERIALS

- Pen/paper
- Internet access for small research (optional)

LENGTH: 45 MIN.

EXPLANATION ACTIVITY AND DIDACTIC SUGGESTION

In this individually-completed homework assignment, students imagine the hypothetical situation where their future self will go on a migration journey. They imagine what their journey might look like and what factors shape the journey. Depending on the students' age, their hypothetical migration journey may be more or less realistic.

- Tell the students:

1. Spend a few minutes thinking about your own potential migration aspirations, or whether your life dreams – education, career, family – require any migration. Then write a sentence about your potential migration aspiration, specifying what your destination would be and what steps you would need to take.
2. Reflect on what you will need to migrate: the specific resources and whether you have them now. Also, think about the obstacles you might face and what you might do to overcome them.
3. Reflect on your own capabilities – personal features, resources, and societal conditions - in relation to those of the three Senegalese migrants. Ask yourself what is similar and what is different? Do you face migration policy constraints such as the need of a travel visa or a work permit?
4. Write 6-8 sentences about how your future migration journey might look like and how it compares to the journey of the Senegalese migrants. You can include your answers and reflections from points 1-3.

- The teacher can use this exercise to raise students' awareness of the real costs, requirements, and challenges of migration.

↘ Materials and worksheets for students

Activity 1: What are migration journeys?

STORY 1: ALICE

Since she was a small child, Alice has wanted to live abroad like many of her cousins. She **feels confident** about her move (personal feature) as migration is very normal in her family (social resources). She **has the necessary money** (financial resources) and takes a direct flight to another country. Her trip takes four hours (duration). She also has double-citizenship, which means that she does not need any **permit** to reside and work in country B (personal features, society). She will live with relatives in the first month of her stay abroad (social resources).

STORY 2: STEPHANIE

Stephanie lives in a small town and wants to **experience** city life in her own country before going abroad (personal features). She is the first one in her family who desires to migrate, and she **does not have knowledge on how to migrate to another country**. First, she takes a four-hour (duration) train ride to the capital city of her country to gain more experience of city life (cultural resources). After three months (duration), Stephanie feels ready to leave, but in the meantime the price for flights to reach country B **increased a lot**. Stephanie also learns that she will need a **work permit** to work in country B. This means she will need enough money to live there while she waits for a **work permit**. Stephanie decides to work and save more money (financial resources) while she waits for the ticket prices to lower again (society). After two years (duration), Stephanie is finally able to travel to country B, where she quickly finds a place to live and applies for a work permit.

Fantasy Map 1: **Migration journeys**

Optional Part 2: What could be the story explaining the journey of the remaining third arrow?

_____
_____
_____
_____
_____
_____
_____

DEFINITION BOX	
	Migration journey: A migration journey is a person's movement between two or more locations within the same country, between two or more countries or a combination of both. While the migration journey may be short, most often it is composed of many journeys, or movements, speckled with short and long 'pauses' as people adjust to life changes.
	Place: Includes all places that are part of a journey – places where a journey starts, places of waiting/staying in-between and the destination.
	Time (minutes, hours, months, years): Time spent before leaving, while migrating and staying at the destination.
	Migration aspirations: Migration aspirations are the beliefs that migrating is better than staying.
	Migration capabilities: Migration capabilities are a set of factors that include personal features, financial, social and cultural resources, and societal factors

Activity 2: Role-playing game: The stories of three young Senegalese migrants

Moussa, Senghor, and Fatimatou are three 17-year-old teenagers who live in Dakar, Senegal, and are about to finish their last year of high school. They have different backgrounds, dreams, opportunities, and resources. In the stories, we learn about their views of the future and the choices they make. Each of their stories is divided in **three stations** at the end of which you are asked to answer three questions.

Instructions

Your group is invited to follow the migration journey of _____, which reveals the migration aspirations and capabilities over time. There are four roles in each group, each with a specific part to play during the game:

- **Narrator**: reads the story to group members starting from station one.
- **Journalists**: listen to the story and fill out answers to question 1-3 in the worksheet.
- **Cartographer**: listens to the story and draws the journey on the template map. Include notes, icons and drawings which illustrate the journey.
- **Protagonist**: reveals correct answers with the group **after** journalists and cartographer filled out worksheet.

Once you have finished with one station, move on to the next and repeat the process until the **end** of the journey.

Worksheet for Narrator

STORY 1: MOUSSA

STATION 1: To stay or to leave?

1

Moussa is the son of a fisherman. Moussa's family lives near the sea in Dakar. In recent years, life has become difficult because there is little fish in this portion of the sea. Moussa has been thinking about his future…

Moussa has good grades, but he does not want to continue studying. He would have loved to be a fisherman but there is no future in fishing. He would also like to become an artisan, but he heard rumours that artisans are abandoning the trade because work is scarce. Moussa has been in touch with his friend, Sekou, who lives in Rome and is encouraging Moussa to join him there.

As the school year draws to an end, Moussa must decide. He has explored his options: While he would prefer to stay close to his family and friends, he feels that his best option is to joint Sekou in Rome. Sekou told him that life in Rome is not perfect but that there is work. Even without 'papers' (residence and work permits), life is good. Moreover, there is a large and supportive Senegalese community. In Rome, he plans to earn and save for a few years to be able to later finance a comfortable life in Dakar, where he plans to get married and start a family.

Moussa applies for a tourist visa to enter Italy. Once in Italy, he plans to find work without an official work permit, just like Sekou (without papers). Unfortunately, Sekou's tourist visa application is rejected. Italian authorities suspect that Moussa intends to work without papers. Moussa loses 100,000 francs CFA (about 150 Euros) on the failed visa application. That's a lot of money for him! But Moussa is not discouraged. He decides to migrate without a visa, by sea to the Canary Islands (Spain) or overland via Mali, Burkina Faso and Niger to Libya and then across the Mediterranean Sea to Italy. Both options are risky, can take several months and cost between 900,000 and 1,500,000 CFAs (1400-2300 Euros). Fortunately, his father can lend him some money.

Moussa has good survival skills at sea as he participated in many fishing expeditions with his father. But the trip to the Canary Islands is long and dangerous. Moreover, once in Spain, he will have to find his way to Italy. The overland journey allows him to earn money along the way and can bring him directly to Italy. But he heard that young people are exploited, beaten, and even imprisoned along that route, especially in Libya.

Narrator asks the Journalists

Question 1: Which route will Moussa take to reach Italy?

A. By boat from Senegal to the Canary Islands (Spain) and later to Italy
B. Overland over Senegal, Mali, Burkina Faso, Niger, and Libya and by boat to Italy

Question 2: What is Moussa's migration aspiration?

Question 3: Can you list one personal feature and one resource that make up Moussa's migration capabilities? Factors that help migration have a +; factors that hinder migration have a –. Factors with a +/- may help and hinder migration at the same time.

STATION 2: So close yet so far away

2

Moussa is now in Tripoli, Libya. It was eight months ago when he decided to leave, but it took six months to gather enough money for the journey and two months to travel from Dakar to Tripoli.

The journey was difficult: Moussa was robbed in Niger and got ill twice. Fortunately, he also made two new friends, one from Senegal and one from Mali. They have become close friends

and together they have overcome many obstacles. Now, they are facing a difficult decision as they have three options:

1. Going across the Mediterranean Sea to Italy is expensive and extremely dangerous. Many migrants are apprehended and returned to Libya by the Libyan coastguard. But they befriend a reliable boat captain who guarantees them a safe passage.
2. Going to Tunisia and seeking opportunities there. In the worst case, sign up for a program organized by the United Nations, which gets you back to Senegal with some cash to restart life there. This is the safest option and Moussa could attempt the journey again in a few months. But Moussa does not really see his future in Senegal anymore; besides, returning is admitting failure!
3. Staying in Libya and waiting for the situation to change and new opportunities to arise.

Narrator asks the Journalists

Question 1: What will Moussa do?

A. Stay in Libya
B. Go to Tunisia and possibly return to Senegal with some money in his pocket
C. Cross the Mediterranean to Italy by boat

Question 2: What was Moussa's migration aspiration once he was in Libya?

Question 3: Can you list one personal feature and one resource that make up Moussa's migration capabilities? Factors that help migration have a +; factors that hinder migration have a –. Factors with a +/- may help and hinder migration at the same time.

STATION 3: The last stretch

3

Moussa and his friends landed in Italy! But they are apprehended by the Italian police, who takes them to a reception centre in Sicily, where they stay for several weeks. There, they are packed like sardines: 10 people in each room and one bathroom for every 50 people. The authorities do not allow Moussa to stay in Italy because he does not have a valid residence permit and does not qualify for one. He is released from the centre with a deportation order that instructs Moussa to leave Italy within 15 days. Moussa feels great about leaving the reception centre as he can now choose his own destiny again. Unfortunately, his two friends have not been released from the reception centre and Moussa faces this decision alone. What to do next? Moussa can either stay in Sicily and see what life has to offer there; find Sekou in Rome; migrate onward to France or another European country; or return to Senegal. Moussa cannot reach Sekou on his mobile number and has just a few Euros on him.

Narrator asks the Journalists

Question 1: What will Moussa do?

A. Stay in Sicily
B. Travel to Rome
C. Migrate to another European country
D. Return to Senegal

Question 2: What is Moussa's migration aspiration once he reaches Sicily?
Question 3: Can you list one personal feature and one resource that make up Moussa's migration capabilities? Factors that help migration have a +; factors that hinder migration have a –. Factors with a +/- may help and hinder migration at the same time.

Worksheet for Protagonist

STORY 1: MOUSSA

Answers by protagonist Moussa **1**

Answer 1:

Moussa decides to take the overland route to Libya and by boat to Italy. He feels much more comfortable with overland travel as he will be able to earn money along the journey. Moussa knows that he will travel in the desert, meet people who might mistreat him or even imprison him, but he is confident in his abilities.

Answer 2:

Earn wages in Italy for a few years and return to live in Dakar. Initially, he desired to work and stay close to family and friends in Dakar.

Answer 3:

+ Personal features: young, positive attitude and survival skills;
+ Social resources: friend Sekou in Rome;
+ Financial resources: own savings and support from father.

Answers by protagonist Moussa **2**

Answer 1:

Moussa decides to go to Italy. Moussa, along with his two new friends, decides that their best option is to cross the Mediterranean Sea to Italy with the boat captain they know. For Moussa, the only way is forward!

Answer 2:

To continue the journey and not waste the time and money invested so far. He also does not want to return as a 'failed' migrant.

Answer 3:

+/- Personal features: young and positive attitude, now questioning his survival skills;
+ Social resources: friends, befriended a trustworthy boat captain for the passage across the Mediterranean;
+ Financial resources: the three friends have combined their resources for the boat passage.

Answers by protagonist Moussa **3**

Answer 1:

Moussa decides to go to Rome. Although life will be more difficult in Italy with a deportation order, he hopes that the Senegalese community will support him. He knows that it won't be easy: he does not understand the language and everything is so different from Senegal and any other place he knows. But he did not travel all the way from Senegal for nothing!

Answer 2:

Reach his friend Sekou safely in Rome and start his new life. In reality, returning to Senegal is not an option as Moussa does not have the resources to travel back to Dakar.

Answer 3:

+/- Personal features: young and survival skills, but not having papers will test his skills to a new level;
+ Social resources: Senegalese community in Rome can (hopefully) help him;
- Financial resources: very limited, reliance on generosity of others.

Worksheet for Narrator

STORY 2: SENGHOR

STATION 1: University or time to reflect? 1

Senghor comes from a wealthy family. He has two older brothers who have finished university. In Senghor's family, education is important: many of Senghor's relatives received university degrees from French universities. Senghor is pressured to start a university degree, but he feels that he is not ready yet. Senghor has been thinking about his future…

Senghor's family is celebrating an anniversary but Senghor cannot relax because he knows that his relatives will question him about his future and pressure him to start university in France. Senghor understands that he is privileged to have this opportunity but he needs some time and space to think what he wants to do with his life.

Religion is important in his family and family members often go on pilgrimage to a sacred place in Fès, Morocco. Senghor believes that going to Fès is perfect for him because his family would support this decision, while Senghor can use this time to reflect about his next steps.

Narrator asks the Journalists

Question 1: What will Senghor do?

A. Follow his family's desire and go to France to start university
B. Go to Fès on pilgrimage and take time for self-reflection

Question 2: What is Senghor's migration aspiration?

Question 3: Can you list one personal feature and one resource that make up Senghor's migration capabilities? Factors that help migration have a +; factors that hinder migration have a –. Factors with a +/- may help and hinder migration at the same time.

STATION 2: What education for me? 2

In Fès, Senghor becomes part of the religious community, which includes many West African students who attend university in Fès. Senghor finds their courses stimulating and starts wondering whether it is essential to study in Europe. He starts wondering why his family is so focused on French education and entertains the idea of studying with other African students in Fès, with whom he has developed good friendships.

But before long, the family pressures Senghor to return to Senegal and start preparing for his education in France. They do not support Senghor's idea of studying in Fès. They stress that Moroccan degrees are not as prestigious as European degrees. Also, Senghor is alone in Morocco, so who will guide and support him? For his family, the only way is France. They can support him with the university and student visa application, and they can provide accommodation and money for his expenses.

Narrator asks the Journalists

Question 1: What will Senghor do?

A. Pursue his studies in Fès, where he feels a connection and a purpose
B. Follow his family's advice and start university in France

Question 2: What was Senghor's migration aspiration?

Question 3: Can you list one personal feature and one resource that make up Senghor's migration capabilities? Factors that help migration have a +; factors that hinder migration have a –. Factors with a +/- may help and hinder migration at the same time.

STATION 3: What next?

3

After four years, Senghor completes his university degree in France with good grades. He has completed an internship with a development organization and received good recommendations, which pave the way for a promising future. Senghor would like to continue working in Europe, at least for a few more years, to strengthen his skills and professional experience.

As a Senegalese citizen, he does not have the right to reside and work in France, or the rest of the European Union, after his student visa expires. The NGO where Senghor was an intern promised him a job that would allow him to work on a development project in Senegal, which is Senghor's 'dream job'. After a few months, still no job materializes, but Senghor does not lose hope. The student visa is about to expire and Senghor needs to decide: Either he stays in France without papers after the visa expires or he returns to Senegal while waiting for another job opportunity.

Narrator asks the Journalists

Question 1: What should Senghor do?

A. Overstay his student visa in the hope that the NGO will offer him his dream job
B. Return to Senegal while he searches for a better opportunity in France

Question 2: What is Senghor's migration aspiration now that his visa is expiring?

Question 3: Can you list one personal feature and one resource that make up Senghor's migration capabilities? Factors that help migration have a +; factors that hinder migration have a –. Factors with a +/- may help and hinder migration at the same time.

Worksheet for Protagonist

STORY 2: SENGHOR

Answers by protagonist Senghor **1**

Answer 1:
Senghor decides to go on pilgrimage to Fès. Combining time for reflection with a pilgrimage is acceptable for the family, although they expect Senghor to return and fulfil the family's expectations.

Answer 2:
Find some quiet space away from family to reflect; the pilgrimage provides what he needs and is acceptable for his family.

Answer 3:
+ Personal features: young and explorative
+/- Financial resources: access to family's financial resources as long as his family supports his decisions
+/- Social resources: access to family contacts and networks as long as his family supports his decisions

Answers by protagonist Senghor **2**

Answer 1:
Senghor decides to pursue a university degree in France as his family desires. He knows his life in Morocco would be difficult without his family's support, while in France, he will be able to focus on his studies as his family will secure his living. Senghor decides to follow his passion to study social development as he intends to return to Senegal and shape West Africa's future. This choice does not please his family who wanted him to be a doctor or lawyer, but Senghor is firm about it!

Answer 2:
Stay in Morocco to pursue his education with like-minded West African students.

Answer 3:
+ Personal features: young, adaptable with a clear professional goal
+ Cultural resources: good grades for university in Morocco and France
+/- Social and financial resources: family has resources to make migration extremely easy, e.g. immigration documents and living costs, as long as he follows his family's wishes

Answers by protagonist Senghor **3**

Answer 1:
Senghor decides to stay in France past the expiration of his student visa. He takes this decision with a heavy heart and in disagreement with most of his family, who shun migrants without papers in France. Senghor feels that he cannot return to Senegal: if he does, it will be much harder for him to find jobs in France. Most importantly, Senghor is confident that the NGO will deliver on its promise. His irregular status will be just a small glitch, once his 'dream job' materializes.

Answer 2:
Senghor does not aspire to migrate further or return to Senegal. He wants to stay and secure his 'dream job' in France, at least temporarily.

Answer 3:
+/- Personal features: young and skilled, but his nationality prevents his stay in France
+ Cultural resources: degree and work experience in French NGO
+ Social resources: own professional network
+/- Financial resources: family support uncertain given his decision to stay beyond his visa expiration, which his family does not support

Worksheet for Narrator

STORY 3: FATIMATOU

STATION 1: Family commitments and professional options 1

Fatimatou lives in Dakar with her uncle. He welcomed her in his home five years earlier, when Fatimatou's father passed away. Fatimatou is originally from Touba, a city about 190km East of Dakar. She is happy in Dakar: She made many friends and her uncle's family cares for her and encourages her to study. Her uncle knows Fatimatou is a bright young woman who should attend university. Fatimatou is thinking about her future…

Fatimatou wants to be a specialized nurse. She wants to work in and "for" Senegal. Her uncle will support her while she attends the University Cheikh Anta Diop in Dakar. Yet, her cousin Amadou, who lives in France, told her to study in France, where health education is better. Fatimatou is torn. She could never ask her uncle to support her education in France; she would need a scholarship and to work while studying. Fatimatou is also afraid of offending her uncle for dismissing his generous offer to finance her studies in Dakar. Overall, Fatimatou feels that studying in Dakar has benefits: She can get a good degree, develop a professional network while studying, stay close to family and friends, and have the family's financial and moral support.

For the school holidays, Fatimatou's uncle surprises her with a gift for her good grades: a paid holiday to visit her family in France. Fatimatou applies for a tourist visa, which she receives. She spends a month in France, also travelling to Belgium and Italy, where she meets many Senegalese migrants and hears their experiences in Europe. She also visits a few universities and learns about the benefits of studying in France. Although she has concerns about living in France – such as the urban environment, the weather and the distance from her loved ones in Senegal –, her aspiration to study there has grown.

Upon her return to Dakar, Fatimatou is torn about her decision.

Narrator asks the Journalists

Question 1: What does Fatimatou decide?

A. Register at the university in Dakar
B. Apply for a scholarship at a university in France and plan to get a job to support herself

Question 2: What is Fatimatou's migration aspiration?

Question 3: Can you list one personal feature and one resource that make up Fatimatou's migration capabilities? Factors that help migration have a +; factors that hinder migration have a –. Factors with a +/- may help and hinder migration at the same time.

STATION 2: Time to re-direct plans? 2

Fatimatou is accepted at the Université de Lille. A few days later, she is notified that she was not awarded a scholarship. Fatimatou does not know what to do. Amadou suggests that she should still go to France, on another tourist visa, and find work. She can save up money and reapply for the scholarship in the following year. That means that she would reside and work without papers in France. This way, she would get her foot in the door but she might get stuck in this situation without papers. Fatimatou could also go back to the original plan and study in Dakar. She is embarrassed to ask for her uncle's support and she has to accept that he might no longer want to do so.

Fatimatou has to make an important decision: go to France to work and start at the University in Lille next year, or stay put and begin university in Dakar?

Narrator asks the Journalists

Question 1: What is Fatimatou's decision?

A. Go to France on a tourist visa, work and reapply for a scholarship at the University of Lille next year

B. Stay in Senegal and attend university in Dakar right away

Question 2: What is Fatimatou's migration aspiration?

Question 3: Can you list one personal feature and one resource that make up Fatimatou's migration capabilities? Factors that help migration have a +; factors that hinder migration have a –. Factors with a +/- may help and hinder migration at the same time.

STATION 3: Staying or going?

3

During the last year of her degree program in Dakar, one of Fatimatou's lecturers encourages her to follow a specialization course in Belgium. Fatimatou still wishes to study in Europe but she feels uncertain about this step: She has enjoyed studying and building her own professional network in Dakar. It would be a pity to lose these connections, including the job opportunities that were taking shape and could offer her a good living in Dakar.

On the other hand, her professional ambition is to be a top nurse in the field. For that, she needs to be in an environment with more resources. But she does not know Belgium or anyone there, which makes her anxious. Her uncle, always very supportive of her, says that he will help her to pay for living costs in Belgium, as long as she returns to Dakar after completing her specialization in two years.

Narrator asks the Journalists

Question 1: What will Fatimatou do?

A. Stay in Dakar

B. Pursue a specialization in Belgium

Question 2: What is Fatimatou's migration aspiration?

Question 3: Can you list one personal feature and one resource that make up Fatimaou's migration capabilities? Factors that help migration have a +; factors that hinder migration have a –. Factors with a +/- may help and hinder migration at the same time.

Worksheet for Protagonist

STORY 3: FATIMATOU

Answers by protagonist Fatimatou **1**

Answer 1:

Fatimatou decides to register at the University of Lille in France and apply for a scholarship. She feels that a French education will improve her employment opportunities in Senegal. Fatimatou has some savings that she will use to support herself for a few months, but she will need the scholarship and a job. Her cousin Amadou will support her until she sets herself up.

Answer 2:

To pursue a nursing degree in France. She intends to study there and then return to contribute to the development of Senegal's health sector.

Answer 3:

+/- Personal features: young, good grades, obligations to uncle
+ Cultural resources: good grades eligible for university in Senegal and France
+ Social resources: cousin in France provides information and contacts
- Financial resources: limited funds; need for scholarship and a job

Answers by protagonist Fatimatou **2**

Answer 1:

Fatimatou abandons the idea of studying in France. She registers at the university of Dakar, where she can start right away. Amadou's plan was very tempting, but what if she gets stuck as an irregular migrant in France and never becomes a nurse? Fatimatou is horrified by this possible outcome. Becoming a nurse is her top priority. Fortunately, her uncle continues to support her as she decided to stay in Dakar.

Answer 2:

Fatimatou's main aspiration is to become a nurse and doing so in France becomes secondary. She does not want to live in France without residence and work permits.

Answer 3:

- Personal features: young, flexible, seeks uncle's approval and unwilling to take risks (i.e. to be an irregular migrant)
+ Cultural resources: good grades that guarantee her acceptance at French universities
+ Social resources: cousin with connections and information on France
- Financial resources: no scholarship and limited resources

Answers by protagonist Fatimatou **3**

Answer 1:

Fatimatou decides to go to Belgium for the specialization course. It is a once in a lifetime opportunity and she has her uncle's support. Fatimatou gets help from her lecturer and colleagues to prepare all the documentation necessary and this time she receives a scholarship that covers most of her costs.

Answer 2:

Obtain a specialization in Belgium to become a top specialized nurse. Fatimatou is also still committed to making use of the network she has developed in Dakar and to strengthen Senegal's health care system.

Answer 3:

+ Personal features: young, ambitious & determined; committed to her country & family
+ Cultural resources: excellent grades and language competencies
+ Financial resources: scholarship for tuition and living expenses

- Social resources: no family or friends in Belgium

Worksheet for Journalist – Migration Journey

ALL STORIES: MOUSSA, SENGHOR AND FATIMATOU

Instructions

1. The Narrator reads the story in station 1 to the group, then reads the three questions.
2. The Journalists answer the questions based on their knowledge.
3. Repeat the process with stations 2 and 3 until the end of the journey.

Protagonist name: Moussa/Senghor/ Fatimatou (highlight your character)
Station 1
Answer questions: Q1: Q2: Q3:
Station 2
Answer questions: Q1: Q2: Q3:

Station	3
Answer questions: Q1: Q2 : Q3 :	
Notes:	

Worksheet for Cartographers – Migration Journey Sketch

ALL STORIES: MOUSSA, SENGHOR AND FATIMATOU

Instructions

1. As the Narrator reads the story of station 1 to the group, the Cartographer starts drawing the journey on the map, following the suggestions in the table below.
2. The Cartographer adds to the map as the Narrator reads station 2 and 3, until the end of the journey.

Protagonist name: Moussa/Senghor/Fatimatou (highlight your character)

Draw the journey: Record all stations, locations and the length of the journey

1 2 3

Match the station numbers with the places on the map	Include places where the journey starts, places of waiting/staying in between and the destination	Time spent before leaving & going from A to B

Source: Map Data: © 2022 Google

↘ Further resources

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Data

- An interactive Atlas with data and indicators on migration and related topics: https://migration-demography-tools.jrc.ec.europa.eu/atlas-migration
- An interactive dataset about migration and demography https://migration-demography-tools.jrc.ec.europa.eu/data-hub/

↘ Links and additional material

In English

BOOKS

Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother by Sonia Nazario
An engaging non-fiction book about the migration journeys of a Honduran family.

Homegoing by Yaa Gyasi
This fiction book is about the migratory journeys of a family that is split between Africa and America. Each chapter follows a different descendant of protagonist Maame and retraces the family history across several hundred years.

EDUCATIONAL TOOLKITS

Teaching Enrique's Journey by Facing History
A webinar about teaching the non-fiction book 'Enrique's Journey'.

The webinar is providing teachers with guidelines how to spark a critical discussion about migration journeys in the classroom.
https://www.facinghistory.org/resource-library/teaching-enriques-journey

Destination Europe by European Migration Network
Destination Europe is an interactive role play about migration and integration. Students learn that migration journeys are complex processes that involve different actors and interests.
https://destinationeurope.uni.lu

PODCASTS

Tales from the Border by DW
The podcast begins in Senegal and weaves together the migration journeys of people who arrive in Europe and those who were returned to Senegal and those who still dream of leaving their home country.
https://www.dw.com/en/tales-from-the-border-senegal-crossing-the-vast-atlantic-ocean/audio-59778760

In other languages

BOOKS

LIVING THE DREAM? The Odyssey of a Migrant Entrepreneur by University of Neuchâtel (Language: English, French, German)
This is a freely accessible scientific comic about the migration journey of a Colombian fashion designer based in Zurich (Switzerland). The visual story raises awareness of the obstacles along the entrepreneurial path and challenges simplistic success stories.
https://nccr-onthemove.ch/scientific-comic-living-the-dream-the-odyssey-of-a-migrant-entrepreneur/

EDUCATIONAL TOOLKITS

Hoe overleef jij een oorlog? by Humanity House (Language: Dutch)
This educational resource zooms in about migration journeys related to fleeing war.
https://humanityhouse.org/digiles-hoe-overleef-jij-een-oorlog/

DOCUMENTARIES AND FILMS

Yoole, The Sacrifice by Moussa Sene Absa (Language: English/French/Wolof)
The documentary tells the fatal story of young Senegalese men who leave Senegal for a better life in Spain.

PODCASTS

Collecting Voices by Calypso3621 (Language: French/English/dialect from South Cameroon)
A soundscape composition of Tangier (Morocco) shaped by the experiences of Jennifer Alexander and Belinga Engoung Mariane Santana. The women who are respectively from Nigeria and Cameroon are in transit in Tangier and are sharing their dream to cross the Mediterranean to go to Europe.
https://www.mixcloud.com/calypso3621/collecting-voices/

INTERACTIVE WEBSITES

I am Mosul by BNNVARA (Language: Dutch)
This interactive simulation role play about fleeing from war. The simulation is based in the Netherlands.
https://iamosul.nl

Team Gaza by BNNVARA (Language: English, Dutch, Arabic)
An interactive documentary film following the footsteps of a football team in Gaza.
https://www.teamgaza.nl/en/