Migration & Migration Uncertainty

This Guide:

- Explains necessary background information to use these materials
- Contains 2-pagers for each lesson to act as a companion during class
- Provides technical instructions

Imprint

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Introduction

What is migration uncertainty? How do people decide where to migrate to? And how does expert knowledge on migration translate into policy options? These are just a few of the questions that students will explore in the new Migration & Migration Uncertainty teaching materials. Over the five lessons, not only will students examine global migration patterns, but they will also dive deeply into the dynamics at play in a singular country and compare their findings with those of their peers.

This guide gives you an oversight into what awaits you and your class in these lessons, offers solutions for a flexible use of these materials and goes into the detail of their implementation. We begin with some general information about the materials and then provide two-pagers for each lesson for you to print out and reference during your teaching.

Structure

Overall
- Lesson 1: Migration & Migration Uncertainty
- Lesson 2: Micro-Level Decision-Making
- Lesson 3: Macro-Level Drivers
- Lesson 4: Natives' Perception of Migrants
- Lesson 5: Migration Policy

Lesson Structure
- **Introduction** - 15 minutes
  - Each lesson begins with a short introduction. This includes important terminology, some discussion questions and graphs that the students can explore.
- **Reflection Question** - 10 minutes
  - The reflection question allows students to engage in critical thinking and brings the information presented in the introduction closer to them. Some will allow them to create hypothesis about their country while others ask them about their own experiences. Students should be given time to answer them on their own followed by a class discussion.
- **Maths** - 20 minutes
  - The exercises presented in the Math sections will allow students to explore migration research from start to finish. While some include calculation exercises, others will allow students to evaluate research results and develop policy recommendations based on data.
- **Data in Comparison** - 15 minutes
  - Each student (or group of students) will be assigned one country that will guide them through the Maths exercises. In this last section, students will then be asked to explore all their countries comparatively.

Materials

What we provide

- **Slides on Prezi**
    - The slides will guide the lesson from the introduction to the comparative analysis and are divided into the four sections respectively. They will be accessible through the links provided on our website and in this guide. Once you open the slides, click the fullscreen option in the top right corner of the slides.
    - The slides also include interactive features on the graphs and tables. Here students can hover over data, click on filters and sort based on different variables.
    - You will primarily see two slide styles, those with two and four circle graphics. As a rule of thumb, pages with four will be activity slides such a class discussion questions or graphics that they can play with.
- **Workbook**
    - The workbook can be printed out or used on digital devices and provides all the materials the students will need outside of the data, which they will access online. Each lesson has four pages: (1) summary & terminology, (2) reflection question and notes, (3) math introduction and (4) math and comparative exercises.

What you will need

- Internet Connection
- Calculator
- Optional: Free Prezi Account

Slides

- Lesson 1: https://prezi.com/i/x0qduulnmt9w/
- Lesson 2: https://prezi.com/i/smrg7wurepru/
- Lesson 3: https://prezi.com/i/3t1ws08pb_9g/
- Lesson 4: https://prezi.com/i/5eywnezex4ih/
- Lesson 5: https://prezi.com/i/efsv63_7_6e1/

Modular Lesson Plans

The teaching materials are modular, meaning that you can teach them in many different ways depending on the needs of your class. Each lesson is stand alone and can be taught on its own or in a group with other lessons. Here are some of the lesson sets we would recommend:

The Maths Story: Lesson 1 - 5

Going through all five lessons not only provides students a strong base knowledge for migration research, but it also allows students to go through the process of migration research through the story told by the maths exercises. This story parallels the work that researchers do from understanding the subject to developing policy recommendations. Lesson 1 begins the journey by having the students gain a familiarity with the country and the trends within it. Lesson 2 allows students to create their own variables in the context of micro-level decision making. Lesson 3 examines trend lines through linear regressions. Lesson 4 analyses research results to determine the policy agenda. Lastly, Lesson 5 looks at the case study of attracting skills and talent to present policy recommendations.

Push & Pull: Lessons 1-3

Through the first three lessons, students learn a strong basis of the push and pull dynamics that are at play. While Lesson 1 provides an introduction to migration and migration uncertainty, lessons 2 and 3 discuss the pull and push factors at work at the micro and macro levels respectively. From shock events to the housing market in their destination countries, students will dive into the complexity that is present in the decision to migrate.

Migration Policy: Lesson 1, 4 & 5

If you instead want to focus on the policy aspect of the lessons, for example for social science or government classes, these three lessons will suffice. The first lesson is an introduction to the topic of migration and allows students to get familiar with their country. Lesson 4 provides an introduction to important public policy terminology and shows how data can be used to determine policy saliency. Lesson 5 brings the students to the policy recommendation stage while looking at attracting skills and talent to their country.

Assigning Countries

As the students should have different countries from another for the exercises with the purpose of giving them ownership of their country and to allow for interesting comparative analysis in part IV of each lesson, this will need to be done before lesson one.

This may also be done in groups, where we recommend having at least five different countries represented in the class.

Based on the availability of data, the countries that can be chosen from include:

Austria	Czech Republic	Hungary	Luxembourg	Romania
Belgium	Denmark	Ireland	Malta	Slovakia
Bulgaria	Estonia	Italy	Netherlands	Slovenia
Croatia	Finland	Latvia	Poland	Spain
Republic of Cyprus	Greece	Lithuania	Portugal	Sweden

Throughout the materials, we will be using the case study of Germany to act as an example for students to follow during the Maths exercises.

Note on 'Data in Comparison Section'

For these lessons, you might be asked to have the students graph their results to allow for a visual comparison of their countries. You are welcome to do this process in the way that works best for you. At the end of each set of slides, we provide you with a slide where you can graph the data. However, to do so, you will need to have a Prezi account (Free; Pro is not required) and copy the slides to your account. Alternatively, you can do this through Excel, Google Sheet or on white/chalk board.

Lesson 1
Migration & Migration Uncertainty

Summary

The first lesson introduces students to the topics of migration and migration uncertainty. The idea of uncertainty will be a theme throughout all of the lessons and will show students how uncertainty is a natural part of the social sciences and how we can use flexible thinking and techniques to develop research results and recommendations. This lesson will also introduce the key concepts that will be used in the following lessons and begin to allow students to think reflectively about their existing opinions and knowledge on the topic.

Part I: Introduction

Slide 3 - What comes to mind when you think about migration
This first discussion question should allow students to demonstrate their baseline understanding of migration. This exercise can be done in a multitude of ways from a class discussion, word cloud or post-it notes.

Slide 5 - Where are migrants?
The map is interactive and students should be encouraged to ask about specific countries and to look for patterns. The map allows you to zoom into specific regions and hover over countries for the exact number.

Slides 7 to 11 - Push vs Pull Factors
This exercise tests their understanding of the difference between push and pull factors. However, students should be encouraged to think of scenarios where the answer might not be so clear cut.

Slide 14 - What might cause migration uncertainty?
This question acts as a bridge to the reflection question, where shock events are an example of events that can cause migration. Other examples students may come up with are interacting drivers and factors, human agency, issues with ambiguous conceptualisation or problematic measurement.

Part II: Reflection Question

What are some potential shock events that could occur in the future and how do you think they would impact migration?
Here, students may think about relevant news topics such as the rise in natural disasters or sudden conflicts. An interesting conversation that may arise is what does it mean for something to be 'unpredictable'. While climate change was predicted, the individual natural disasters are not.

Part III: Maths

The Goal
In this lesson, students will explore how data availability can lead to very different results and how the decisions that researchers make influence their results.

Introduction - What do we need for making predictions?
These two slides introduce four key components for better predictions for migration. Slide 21 then places the focus on the 'Measurement & Data' aspect which students will examine in the exercise.

Step 1 - Data Collection
Show the students how to access the data by following the instructions on the slide. To access the website, click the button on the slide or going to the URL: https://ec.europa.eu/eurostat/web/migration-asylum/international-migration-citizenship/database

Once you have reached the data table, walk the students through the Germany example and how the data from the website should be transfered to the second column on the table of pg 5 of their workbook.

Step 2 - Calculate Percent Change
Depending on the skill level of you class, go through an example together on how to calculate percent change using the formula:

$$\frac{New\ value - Old\ value}{Old\ value}\ X\ 100$$

Step 3 - Calculate Predictions
For one of the predictions, do the calculation with your students to show how their collected percent change data translates into a prediction.

Part IV: Data in Comparison

The Goal
Students should compare the different 10 year predictions they have calculated and take the opportunity to find patterns, express what surprises them and brainstorm potential explanations.

Creating the Graph
If you choose to use Slide 29 to create the bar graph, click on the graph. In the panel on the right, find the button 'Edit data.' Here, you will find a list of countries in column A. Students should add their data in column B for their country.

Lesson 2
Micro-Level Decision-Making

Summary

This lesson encourages students to think about their own reasons to migrate or to stay, while also exploring how different people may prioritise different factors. It introduces both internal and external factors that influence migrants' decision-making when it comes to migrating and how researchers may categorise them in their work.

Part I: Introduction

Slide 4 - What are some reasons a person may migrate?
This first brainstorm conversation allows students to put themselves into the shoes of potential migrants. The following slide will then point out themes that came up in the discussion or show aspects that they were missing. If they explore a theme not listed on the next slide, this should be encouraged.

Slide 6 - Reasons to stay in Europe
The pie chart zooms looks at why migrants have come to Europe. Particularly interesting here may be the large role that family plays. Discussion Question: How might the type of migration influence the length of stay?

Slide 8 - Predisposing factors
Examples can include poverty, repression, environmental degradation or violent conflict.

Slide 9 - More Proximate Drivers
Examples can include job offer, marriage, exposure to thread, persecution or loss of assets.

Slide 10 - If climate change is a predisposing factor, what would be more proximate drivers?
Putting the previous definitions into practice, this question allows students to think about the proximity of drivers with a focus on climate change. Potential answers might include house flooding, unavailability of fresh produce, skin cancer from sun exposure and lack of good health care.

Part II: Reflection Question

What are some ways a future migrant might try to reduce this uncertainty? What are some barriers to reducing this uncertainty?
Examples of reducing uncertainty can include doing research on their destination country, going by plane rather than boat, going in temperate climate rather than in summer or winter. While barriers might include money, family, lack of available options and immigration laws.

Part III: Maths

The Goal
Students will be asked to develop index variables with the goal of demonstrating how different people might evaluate a country differently depending on their preference order.

Introduction - Dimensions in the process of migration decision making
The four components on Slide 15 demonstrate the aspects that migration researchers look at when studying decision-making. The aspect that the maths section will focus on is 'Information'.

Step 1 - Data Collection
Follow the instructions on the slide to collect the data. The website can be opened using the button on the slide or going to the URL: https://ec.europa.eu/eurostat/cache/infographs/qol/index_en.html

Students should be encouraged to explore the website themselves to find the information for column 3 of the table.

Step 2 - Convert the Data
Using the ranges provided in column 4, students should convert their findings to comparable 'Scores' in column 5.

Step 3 - Create Formula
Students should then fill in the corresponding blank with the data from the 'Score' column. The 'Weight' element will be determined by the migrant profiles in the next exercise. They can be described as being 'the weight or importance that a migrant gives a particular category'.

Step 4 - Calculate Migrants' Rankings
In the final steps, students will use the formulas they created to calculate the scores that three potential migrants might assign to their country. If the example of Jeff does not suffice, feel free to do more examples with them.

Part IV: Data in Comparison

The Goal
Students should compare the scores that the three different migrants have calculated. Here, two interesting patterns may emerge. One, that one country that does very well for one person might do poorly for another. And, two, some countries may have overall high scores, while a different country may have overall low scores.

Creating the Graph
If you choose to use Slide 24 to create the bar graph, click on the graph. In the panel on the right, find the button 'Edit data.' Here, you will find a list of countries in column A. Students should add their data in column B, C and D for chosen their country.

Closing Question
As no study can include every single variable, this question should allow the students to think critically about the shortcomings of the work they did and the different stories another set of variables might tell.

Lesson 3
Macro-Level Drivers

Summary

The third lesson asks students to zoom out from the previous lesson on individual decision-making and look at the macro-level processes as they relate to migration. Here, students will delve into the diversity of migration drivers that researchers look at and how they relate to both forced and voluntary migration. The maths exercise will allow students to explore the out-migration of their chosen country experience based on a set of variables.

Part I: Introduction

Slide 5 - Examples of Macro-level drivers
This graphic demonstrates the main drivers of migration and the various levels that they occur. Feel free to spend some time looking at it and discussing potential examples with students.

Slide 6 - Combination of Drivers
Things very rarely fit neatly into one category and the question presented here should prompt students to think complexly about this topic. A potential answer may be that climate change is an environmental driver but can lead people to leave due to economic drivers if the cost of living is too high.

Slide 7 & 8 - Country of Origin and Host Country
These two slides provide insights into forced migration and shows the strong regional patterns that emerge. Here, you can allow students to brainstorm some of the causes and effects that may be at play.

Slide 10 to 14 - Voluntary vs Forced
This exercise tests students' understanding of the difference between voluntary and forced migration. However, students should be encouraged to think of scenarios where the drivers might not be so clear cut.

Part II: Reflection Question

Climate Change is likely to influence migration in the future. What macro-level push factors might result from climate change?
Examples of macro-level push factors resulting from climate change can include increase in poverty as living expenses increase, natural disasters and water scarcity. In the discussion, feel free to explore patterns that emerge from the students. This could include whether their answers take on an economic perspective or whether the effects would more greatly impact one socio-economic class over another.

Part III: Maths

The Goal
Students will be asked to explore the effects of GDP, risk of poverty and crime rate on emigration, exploring one way that researchers can use data to explore the relationship between two variables.

Introduction - Regression Lines
Depending on the students' pre-existing knowledge on regression lines, this should serve either as an introduction or a review of the topic. The two key components are the difference between independent and dependent variables and how we describe their relationship (ex. As X increase/decreases, Y increase/decreases).

Step 1 - Create Hypothesis
Using the 'As X increase/decreases, Y increase/decreases' formula, students should fill in the first blank of each of the three variables on page 17 of the workbook.

Step 2 - Data Collection
For this and the following steps, student will need to open the Google Sheet, which can be opened using the button on the slide or going to the URL: https://docs.google.com/spreadsheets/d/1ZiWdJeUlJPN8NVD6c4dxaRmpDT11Y 4r_lwXUysmcias/edit?usp=sharing. Alternatively, they can use the Excel files.

Using the links in the workbooks, students will collect their data and add it to the first sheet in the Google Sheet or Excel file.

Step 3 - Analyse Results
The Google Sheet will automatically generate graphs for each of the variables. In their workbook, students should draw an estimation of the graph and answer the two additional questions.

Part IV: Data in Comparison

The Goal
Using the GDP variable, students will compare how GDP impacts out-migration on the aggregate level. Here, students can also explore regional or economic patterns.

Creating the Graph
If you choose to use Slide 26 to create the bar graph, click on the graph. In the panel on the right, find the button 'Edit data.' Here, you will find a list of countries in column A. Students should add their data in column B for their chosen country.

Closing Question
That one country may be influenced by one variable more than another country does not automatically mean that it is more sensitive to changes. This question allows students to explore alternative causal stories between the variables. For example, a country that already has a high GDP, might not have a lot to gain by increasing GDP compared to a low-GDP country.

Lesson 4
Natives' Perception of Migrants

Summary

This lesson shifts the focus to evidence-informed policymaking while examining natives' perceptions of migrants both at the EU and country levels. Here, students will be encouraged to evaluate their beliefs around immigration and examine survey research. The lesson will also introduce students to some of the current dynamics at play when looking at natives' perceptions including the rise of right-wing extremism.

Part I: Introduction

Slide 3 - Hanau Shooting Video
This video is 2 minutes long and discusses a recent attack at a Shisha Bar. Trigger warnings include: discussion of violence, racism, discrimination and death. Following the video, students can have a discussion regarding how they feel viewing the video and their general thoughts on it.

Slide 7 - What is do you think are some effects of a terrorist attack like this?
Potential answers can include that it lowers integration, might make potential migrants think twice about moving there and that it strengthens radical right parties that use such attacks as examples of the unhappiness of people.

Slide 8 & 9 - Exploring Perception
These slides give students three pie charts to explore. Here, students can click through the tabs at the top of the charts to compare countries.

Slide 10 - What determines public attitudes towards immigration?
This is mostly a rhetorical question, but feel free to use this as an opportunity to have students brainstorm answers.

Part II: Reflection Question

Thinking about the country that you live in, how would you categorise the attitudes of native-born's in your home country and the environment they create in which migrants move into? Are there particular moments or stories that come to mind?
For the example of Germany, potential answers could include that natives' attitudes vary strongly on migrants' country of origin (ex. USA vs Turkey). Some of the ways negative attitudes have appeared is in the rise of the AfD party, which has a strong basis in anti-immigrant rhetoric or through the prevalence of microaggressions. A famous occurrence is the Hanau Shooting.

Part III: Maths

The Goal
Students will be asked to look at existing research and use it as a basis for determining salient policy areas within a scenario in which they are giving policy advice to a political candidate.

Introduction - Policymaking process
The four components on Slide 17 tell a simplified version of policymaking process. This lesson will focus on setting the agenda while Lesson 5 will explore determining policy alternatives.

Step 1 - Get to Know the Research
Follow the instructions on the slide to find the Country Factsheets on the Eurobarometer website, which can be opened using the button on the slide or going to the URL: https://europa.eu/eurobarometer/surveys/detail/2276

Students should begin by skimming through the short report to get a sense of what data is available.

Step 2 - Note your Observations
Using the data from the report, students should answer the questions on page 23 of their workbook. Allow students to share interesting findings with the class or in small groups.

Step 3 - Set the Agenda
Students should fill in the three blank spaces to present the three policy areas that they find important for their country. It is important here that these suggestions are based on the data and not simply their opinions.

Part IV: Data in Comparison

The Goal
Students should compare their recommendations to explore the patterns that emerge. This can be done as a classroom discussion or in small groups. Collecting their answers can be done verbally or written on the board.

If time allows, you can also ask students what policy areas might be better tackled on the EU-level. For example, if many countries have a lack of diversity in the workplace, could the EU implement a policy to make it easier for immigrants to have to jobs in native-dominated industries?

Lesson 5
Determining Migration Policy

Summary

This lesson takes a deeper dive into migration policy with the running case study looking at the economic migration of high-skilled workers. Students will also explore the complexity of migration policy, discussing its various forms and at what level of government they can be implemented. To utilise the knowledge they have gained, students will examine a Communication from the European Commission and provide their policy recommendations.

Part I: Introduction

Slide 5 - Migration Policy can take place at different levels
Feel free to include a discussion here on why certain policies might be best at different levels of government. For example, some policies might be decided at the international level to avoid complexity, while some policies will be passed on the sub-national level to be tailored toward the particular community of migrants.

Slide 8 - What benefits might a country have to opening their borders to labour migration?
Every policy has an intention. Here, students should explore what some of the positive effects of opening up borders to labour migration may be for a country.

Slide 10 - High-Skilled Migration
Allow students to explore the pie chart and see how different countries can have different opinions of high-skilled migration. Here, you can also ask students why a person taking part in the survey may answer one way or another.

Slide 11 - What do you think is the effect of having a hierarchy between different types of labour migrants?
The way that researchers conceptualise and categorise can have real world effects. Here students are asked to reflect on what the effect may be. A potential answer can include that it can create an image of 'better' and 'worse' types of migrant based on the perceived economic contribution.

Part II: Reflection Question

If you were considering moving to another country for a job, what questions would you have? What red flags would make you think twice about moving there?
The Maths exercise will ask students to evaluate policy options and develop their own. This question should allow students to reflect on their own thought processes regarding moving to another country. This will allow them to better find gaps in the existing recommendations.

Part III: Maths

The Goal
Students will be asked to reflect on the European Commission's communication to outline their reasoning and policy recommendation. They will look for gaps in the recommendations and tailor them to their country.

Introduction - The Communication
Slides 16 to 19 introduce students to the main points of the Communication. Students will also have the text in their workbooks, where you can ask them to underline main ideas.

Step 1 - Data Collection
Follow the instructions on the slide to collect the data from pages 21 & 22 of the European Labour Authority's report. The website can be opened using the button on the slide or going to the URL: https://www.ela.europa.eu/sites/default/files/2021-12/2021%20Labour%20shortages%20%20surpluses%20report.pdf

Students fill in the blanks on the top of page 29 of their workbook.

Step 2 - Develop Policies
Answering the last two questions in the Maths section, students should use the knowledge they have gained about their country to make recommendations for the European Commission.

Part IV: Data in Comparison

The Goal
In addition to the country and EU levels, countries can also make agreements with one another to make up for industry-specific labour shortages.

Step 1 - Finding Surplus
Using the European Labour Authority's report, students should list two countries that have a surplus for each of the three shortages that they identified at the beginning. Here, students should look for patterns that emerge.

Step 2 - Exploring Strategies
After identifying these countries, students should think about strategies may work to get these workers in their country. Does a simple trade programme work? If so, how will you encourage your workers to go to other countries? Are there some countries that would be better to work with? Why?