



METHODS ON CLIMATE MIGRATION

As part of the Beyond the Tales project, five methods/activities about climate migration have been collected and developed. These can be used by teachers, youth workers, trainers and other pedagogical staff in their work and their trainings on the topic of climate migration, climate change and migration.

PUSH AND PULL FACTORS OF CLIMATE/ENVIRONMENTAL MIGRATION THROUGH PERSONAL STORIES

Humanitas (Slovenia)

Number of participants: min 8, max. 20.

Tools: Copies of personal stories (below). Each group receives one story.

Sheets of paper for their group work process, a few pens and markers

Duration of activity: 1 hour

INTRO: 15 min

Today, we hear increasingly of climate migration. As migration caused by economic, political, and social reasons, climate/environmental migration is already shaping and about to strongly shape the face of world's demography.

“Environmental migrants are persons or groups of persons who, predominantly for reasons of sudden or progressive change in the environment that adversely affects their lives or living conditions, are obliged to leave their habitual homes, or choose to do so, either temporarily or permanently, and who move either within their country or abroad.” *From IOM (2019) Migration glossary <https://www.iom.int/glossary-migration-2019>*

SHORT DISCUSSION

A short general discussion about major causes of climate migration. First, it's important to identify climate change factors like rising sea levels, water woes and extreme heat. Secondly, it is important to also point out the environmental risks causes by humans that trigger displacement of population like deforestation (especially for indigenous population), hydroelectrical dams (flooding of big quantities of land), mining for natural resources, water pollution etc.

GROUP WORK: 20 min

- 1) The participants should be divided into four groups. Each group gets one personal climate migration story.
- 2) Every group should carefully read the story and identify the Push and Pull factors of migration in the story. So, what it is that makes the locals leave their initial home and what is it that attracts them to wherever they choose to go.
- 3) What else pops out from their story?

GROUP PRESENTATION: 10 min

Each group shortly presents the geographical area of the story as well as its protagonists. They also present the outcomes of their group work (Push and pull factors) and give their personal feedback (How did they feel when they were reading the stories? What similarities did they find when comparing the stories to their personal life? What would they do if they would find themselves in a similar situation?).

DISCUSSION: 15 min

Climate migration turns out to be more complex and multifaceted than we think. It is linked with many other reasons that make someone a migrant, but altogether seems to

be at the origin of the causes of displacement. Let participants share the stories they might know about climate induced problems or displacement from their surroundings. Conclude with the fact that even if stronger climate related migration and displacement is today a big problem of the Global South, it's also visible in the northern countries and won't spare any of us in the future.

EXTRACTS FROM STORIES

THE ENTIRE BOOK CAN BE FOUND ON THE FOLLOWING LINKS:

In Slovene language: <https://beyondthetales.org/wp-content/uploads/2023/11/Nekoc-je-bil-dom-WEB.pdf>

In English language: https://www.humanitas.si/wp-content/uploads/2023/12/Where-once-was-home-WEB_3.pdf

Extract from Story « Into a brighter future » by Ivona Mandić and Ivana Čobo
In their homeland, Arash and Leyla faced a daunting trial of nature's wrath – terrible droughts ravaged the once fertile lands, leaving the soil parched and unyielding. As the crops withered away, so did the hopes of prosperity for the villagers. In the face of such hardships, many from the rural villages and small towns sought refuge in the bustling capital, hoping to find a semblance of a better life. However, the capital, once vibrant and welcoming, struggled to bear the weight of this desperate influx, leaving it overburdened and polluted. The teeming masses strained the city's resources, making it challenging to provide for all those who sought solace in its crowded streets. Thus, the plight of Arash and Leyla's homeland forced them to embark on a life-changing journey – a journey fuelled by love, survival, and the pursuit of a brighter future beyond the horizon. Those who gazed upon the scorched face of nature under Iran's blazing sun witnessed the true face of global warming and climate change. Along with the drought came parched lands, desolate agricultural fields, and rising temperatures that were fundamentally impacting Iran's way of life. Rainfall from the heavens had become insufficient, and the soil was cracking from thirst. Agriculture groaned under these harsh conditions; crops seemed withered, vegetation appeared as if turned to ash, and farmers were fiercely battling scarcity. Water, the source of life, was meant to be abundant, yet it too had fallen into distress. The once simple act of finding drinking water had become a struggle. Rivers were drying up, lakes were shrinking and water sources were rapidly depleting. This situation was affecting every layer of society; rural farmers struggled to sustain their agricultural activities, while urban dwellers carried the weariness and concerns of the drought.

Arash was working quite hard. He did not really want to leave his country. He was a professional teacher, but in his spare time he worked in agriculture. It was yet another of earning money for bread. He fought so hard, but his alternatives had vanished. In the early months of 2016, Arash found himself at a crossroads that would shape his destiny. Living in his native Iran, he harboured a fervent desire for a brighter future. With limited knowledge of the complex path to Europe, he embarked on a journey of hope. His first destination: Turkey, a country he ventured into with a heart full of anticipation. The Turkish landscape felt strangely familiar, yet Arash sought more than just physical proximity. He yearned to connect with fellow refugees

in Istanbul, absorb their stories and forge bonds that would prove crucial on the arduous journey ahead. In conversations held in hushed tones, he gleaned insights into the clandestine world of smuggling networks, the high price of passage and the benevolent souls willing to extend a helping hand. Summoning his courage, Arash made a life-changing decision. Together with a band of fellow travellers, he embraced a perilous offer and set out from Turkey to reach the shores of Greece. Fearful of returning to the land he had left behind, he took a drastic step – he got rid of his personal papers and adopted a new identity, that of an Afghan national. This calculated risk was underpinned by an understanding Into a Brighter Future 21 that Afghanistan's administrative struggles made obtaining documentation a formidable challenge. To fortify his facade, he diligently learned rudimentary elements of the Afghan language. Their journey did not stop in Greece. With Northern Macedonia and Austria as the subsequent waypoints, Arash and his companions pressed on. In Austria, a member of the Schengen zone, known for its rigorous scrutiny, his ruse was soon uncovered by a perceptive translator at the border. This led to his apprehension and detention as Slovenian authorities initiated the process of verifying his true identity. Yet, amidst the tumultuous landscapes and the stern faces of those who held power over the passage, the story of Arash prevailed. True to his word, Arash established himself in a new nation and awaited Leyla's arrival with bated breath.

Extract from story »Harvest, home and hope lost in the landslide« by Sonja Graf
More than 80 % of Ugandans depend on farming for their livelihoods. As the population continues to grow, more and more land is needed for crops. Inexpert farming leads to soil degradation. Besides beans and sweet potatoes, the main crop in the area is bananas, on which people depend for their income. But banana crops are badly affected by the banana weevil borer that damages and eventually destroys the banana palm. However, most people are too poor to buy pesticides. Banana plants are also sensitive to temperature. With the constant increase of temperatures due to climate change, the area no longer seems to be suitable for bananas. Highland banana plants reduce soil erosion on steep slopes and are an important source of mulch that maintains soil fertility. But the replacement of bananas with annual crops is leading to frequent opening of the land, accelerating soil erosion. Harvest, Home and Hope Lost in the Landslide 64 Moreover, farmers are growing more and more dependent on hybrid seeds. They receive them from the government, but the cost of pesticides is high. "If you don't use them, you don't get any harvest," Doreen explains. Neither can they do without solar-powered water pumps. "We need irrigation and resistant plants," says Doreen. Originally, the mountains of Kasese were covered by forests which are known to be vital for storing CO₂. Their protection and continual reforestation are indispensable in the war against climate change. "But large areas are being cleared every day," Doreen complains. "Now there are attempts to restore the ecological systems uphill, but it takes a long time." All this leads to food insecurity. Another problem is the internal structure of the country and its traditions. Forced marriages are common. Officially, marriage in Uganda is only legal from the age of 18, but no plaintiff, no judge... "Unwanted pregnancies, sometimes as early as at the age of 12, are common here. The border with Congo and the ongoing civil war creates further insecurity and outbreaks of

diseases such as Ebola. The crime rate is high, which doesn't help to stabilise the region," says Doreen.

In fact, Uganda is rich in minerals and biodiversity: significant oil and gas deposits were discovered in recent years, and cobalt and copper are abundant. Despite this, the country remains one of the poorest in the world, with a per capita GDP of just over US\$1,000. One of the main problems facing young people living in the Kasese region is illiteracy, which is the result of dropping out of school too early. "There is free public education, but families have to pay for school materials such as books, notebooks and pens, which most people simply can't afford. Schools are far apart, and without any proper roads in the mountainous region, there is no public transport or school bus to get them to school. Where possible, people use motorcycles to get around," Doreen explains. "But the job opportunities of those who make it through high school are also limited in our region. High school doesn't give you any practical skills." In search of work, many youngsters leave the poor living conditions of their family farms for those in towns and cities. But more than 50% of Uganda's population is underage, and their numbers are steadily increasing. So, what awaits most of them in the urban centres is a life in the slums rather than economic success. "Rising migration numbers here in Africa are definitely a consequence of Harvest, Home and Hope Lost in the Landslide 65 climate change," says Claire Burger, biologist and national head of ZOA Uganda.

"The government is trying to relocate the victims of the landslide on government land in the lowlands and expand Kibale National Park – one of the remarkable 10 national parks in Uganda, located near the town of Fort Portal – into the landslide area. It is also reforesting the slopes and rebuilding riverbanks to restore the ecological system uphill, and trying to resettle people downhill to reduce human impact in the endangered area. There are also plans to compensate them for the losses they have suffered uphill, but to move into a new house, the land must first be bought. The soil is fertile, but you need money to buy land elsewhere, closer to the foot of the mountain," says Doreen. "What refugee can afford that?"

Extract from story « Climate Change in Chocó A Challenge That Promotes Migration » by Nathalia Valderrama and Darinson Palacio

The Chocoanos are charming and helpful people, they are characterised by their constant expression of happiness, in the midst of difficulties that sometimes it is better to ignore when it comes to dancing ... because dancing is free. Even if the situation of public order makes it difficult to live together, amidst the difficulties and poverty, people always know how to give their best and learn to survive, which makes us strong, without fear and with passion to face any reality, including having to migrate and reach other places to continue dreaming. There are difficulties of all kinds, political, social, economic and environmental. Focusing on the latter, I will say that the environmental conditions are quite complicated. It is one of the wettest areas on the planet, and it is estimated that by 2040, there will be an increase in rainfall of around 10%. This extreme weather causes more than just rain: torrential storms cause floods and landslides, and every day we see how the lives of people and ecosystems are affected. These situations make us much more vulnerable. Heavy rainfall and storms take away the land and destroy everything – houses, crops, people – causing natural disasters and disasters in people's lives. It is incredible to be there

and to witness every day how these effects are increasing by leaps and bounds, there are strong changes in temperature that make the situation even more alarming, the landslides affect people, the roofs are being lifted, the already poorly built electrical system is washed away, the floods in the communities are much more frequent, people lose everything, their animals, their crops, and this is one of the reasons why they have to migrate from their land when they are left with nothing. The effects of climate change in my area and the precarious structural conditions, especially in the rural areas, do not allow people to maintain what little they have. Climate change leaves people in absolute poverty, with nothing, because they lose even what little they had – maybe a house, a crop or some animals – and they are forced to migrate. This is the main driver of massive migration.

This situation undoubtedly creates social problems for the people who migrate, some with their entire family and others who have to separate from their family to look for a place to go. This increases the absolute poverty index and reduces the minimum conditions of quality of life, because the people who migrate have to leave their places of origin, their territories, to migrate (in most cases local, within the country) towards the big cities, where they arrive as immigrants without opportunities or solutions. In the interior of the country (mainly in the big cities of Chocó), this reflects Climate Change in Chocó 74 in social problems such as criminal gangs, young people without opportunities, divided families, vulnerable children, etc. The effects of climate change are very complex. A person who leaves his land and does not have the minimum conditions for quality of life – as we say in Chocó, “without having his bread to catch”, can generate more poverty, more challenges in society. I migrated for several reasons that are not directly related to climate change. I am still worried about my family, my people, the Chocoanos who are still there fighting every day and facing these climate effects. I remember an accident I saw in the municipality of Carmen de Atrato where a bus fell more than 150 metres due to a landslide caused by the weather. The vehicle rolled into the river and about 25 people died, including children, women and some men. Every day we all face situations like this, either dying or losing everything and having to migrate. Another accident happened on the road to Risaralda, the bus stopped because the weather was very bad, it was raining too much, and while it was parked, a landslide hit and buried it, killing about 17 people.

Extract of story » The Promised Land Promises Do Not Help People to Survive » by Alenka Gorjan

One of the most affected mountainous regions in the eastern part of Uganda is Bududa District, where former primary school teacher Milton Henry Mutsaka was born. He spent his life on the slopes of Mount Elgon, close to Mount Elgon National Park, where the rainfall was abundant, and the water supply adequate for growing crops. For 22 years, he devoted himself to teaching primary school, earning a modest salary as a third-grade teacher that did not meet his personal needs. He lived with his family in a house consisting of a living room, The Promised Land 10 a dining room, three bedrooms and a kitchen. He owned a small plot of land near his home where he could grow bananas, cassava, beans and yams for home consumption and coffee for commercial purposes. He also had two exotic cows that provided him with milk. On

weekdays, from Monday to Friday, Henry worked at the school from 7:00 am to 5:00 pm. When he got home from work, he took care of his two cows. At weekends, he devoted his time to his garden.

However, climate change and the increased occurrence of heavy rainfall transformed Bududa District into a landslide-prone area, posing a significant threat to the survival of its residents. Over the past decade, the district has experienced several major landslides, resulting in large-scale loss of lives, homes, properties, schools, domestic animals and crops. Henry and his family lost their loved ones, their home, both cows, house properties and crops. Due to the harsh living conditions and the ongoing threat of landslides in Bududa District and other mountainous regions in Manafwa, Namisidwa, Sironko and Bulambuli Districts, many people are forced to migrate in search of safer living conditions. The government has secured a site in Bugisu sub-region, in a flat area of Balambuli District, bordering the semi-desert area of Karamonja sub-region in the north-eastern Uganda, as a safe place for the survivors.

When Henry and his family decided to migrate to the semiarid Bulambuli District settlement, the government made numerous promises. Each household in the second resettlement was provided with a three-room house, situated on one acre of land, along with additional two acres of fertile land for cultivation. Henry was looking forward to the opportunity to live a decent life, to grow their own food, to engage in larger-scale farming and to provide for his children's education and a brighter future. However, the numerous promises made by the government have yet to be fulfilled, leaving the resettled people to face new and harsh conditions. Promises of clean gravity-fed water for domestic use, tap water, electricity, water for production, heifers for milk in each household, as well as essential household items and a tractor, have not been fulfilled. As he adds, nor was the commitment to provide primary, secondary, and university education for their children, along with grants from NGOs such as GiveDirectly, World Vision, Save the Children in Uganda, Will Trust, UNICEF, UWESCO, CARE, Oxfam, and ACCRA (African Climate Change Resilience Alliance). A primary school has been built but was not fenced in for security reasons. Other unfulfilled promises include the construction of administrative units in the settlement and a secondary school to address the problem of poor education for their children, as well as the construction of churches. The Promised Land 12 "All we urgently need at this moment is water for domestic consumption and cultivation. If we would at least get help with the water supply, we would somehow manage and be able to take care of our families,"

When Henry and his family came to this rescue settlement, they were promised relief food on a monthly basis. However, after only a year, the food aid stopped, despite the fact that they still lacked a reliable water supply to grow their own food. Henry, like many others, planted maize, beans, groundnuts, sunflower, cassava, sweet potatoes and sorghum using hand hoes for home consumption and commercial use after a rainfall. Unfortunately, a prolonged dry season followed, destroying most of the crops and leaving many people hungry. Without crops, there is no food.

CLIMATE CHANGE AND MIGRATION: WHERE AND WHO?

Humanitas (Slovenia)

Number of participants: min 5, max. 30.

Tools: computer, projector, electronic devices for internet research, a few sheets of paper for group work outcomes, a few pens and markers

Duration of activity: 45 min - 1 hour

STEPS:

- 1) Write **climate change** and **migration** on the board. Ask students what link they think there is and where in the world this might be interconnected. Put all their answers on the board.
- 2) Once again, ask the students what climate change characteristics might be at the origin of climate migration. Help them figure it out. By the end of this brainstorming, make sure to indicate the following characteristics on the board: Rising seas, extreme heat (desertification, drought etc.), water woes (landslides, floods, glacier meltdown etc.), natural disasters such as hurricanes, earthquakes or tsunamis.

Take 5 min to project some pictures of the different major causes of climate change induced migration so they can more easily visualize it.

Make sure to also mention the relation between climate change and conflict. Syria is a good example to address this. More information here:

<https://storymaps.arcgis.com/collections/af3858d32f84488f92dfaef068fff52?item=5>

- 3) Split the class into groups and give them some paper and pens to put down their research outcomes. Ask each group to research the role of climate change in different parts of the world and its links to migration. Suggested places include:
 - The Sahel
 - The Pacific Islands: see the Marshall Islands and Kiribati for example
 - Guatemala
 - The Philippines

They can use their smartphones or computers to do their research. It's very important to remind them of the credibility of the sources that they use.

- 4) Students should then answer the following questions in groups and shortly present them in the end:

How is climate change impacting this place?

What did all the stories have in common?

What does this mean for the people? And what does it mean to the nature (animals, natural environment)?

Where are the people migrating? How do their lives look like after they settle somewhere else?

According to you, what might be the challenges and risks they face in their new environments?

How are such stories usually portrayed in the media?

Is climate migration happening only in the countries of the Global South? Do you know any cases about climate migration from the Global North?

ON THE RUN BECAUSE OF CLIMATE CHANGE

Humanitas (Slovenia)

Number of participants: min.12, max. 32

Age of participants: 13 – 15 years old

Duration: 45 minutes

Extra tools and documents: a mute map of the world (4x), Atlas of the world (3 – 5x)), a few articles about environmental refugees in Europe/Global north, a map of climate change threatened areas of the world (ex: [missing_map1.jpg \(1500×846\) \(wp.com\)](#)), smartphones, a few computers (+internet).

INTRO

Migration is not a new phenomenon; people move for different reasons migrants have been moving since the beginning of human history. Reasons for migration people migrate are different, but the key question is whether people migrate voluntarily or are forced to migrate. Unfavourable or unsustainable living environment has been one of the reasons for migration since humans have existed. Today, we also associate the consequences of climate change, which is making it impossible for people to live in a particular area. The activity highlights the interconnectedness of environmental justice and migration issues, and the pupils learn about climate change issues, in particular Climate change, especially its consequences. Although the consequences of climate change are rightly addressed as a global challenge, we need to be aware that, that in the short term, it is economically the most disadvantaged countries of the Global South that are most affected by them.

INDIVIDUAL SHORT EXERCICE (10 min)

Introduce the activity by telling students that it is designed to explore the consequences of climate change. If necessary, repeat at the beginning of the lesson what causes climate change.

Then ask the participants to reflect:

- which countries are contributing most and least to climate change;
- which countries will suffer more from climate change;
- which countries will be better able to adapt to the effects of climate change.

Explain to them that climate change is a global challenge and that the most vulnerable are or will be in those parts of the world that contribute least to the problem of climate change - either because of their geographical position or because they do not have the resources to cope with it. In the short term, therefore, those most affected will be the more economically deprived countries of the Global South.

WORK IN GROUPS (20 min)

Put the participants into four groups:

1. The first group will be identifying which areas of the world are expected to have the most environmental refugees in the coming years. They will be using the Atlas of the world, a map of climate change threatened areas and their smartphones. Result product: They will have to colour a mute map of the world to mark the mentioned areas.

2. The second group will investigate areas that are facing desertification.

(desertification or abandonment). They will be using the map of climate change threatened areas and their smartphones to do their investigation.

Result product: They will have to colour the areas facing desertification on a mute map of the world and name this map accordingly.

3. A third group will investigate the circumstances of environmental refugees in Europe. They will be working on articles that will be given to them as well as using computers and their smartphones to do research.

Result product: They will have to make a poster to present their research.

4. The fourth group will write a short scenario for the case if countries do not adopt the necessary measures to prevent climate change disasters. They will be using their smartphones and computers to do the research.

Result product: They will write their scenario on a poster and name it accordingly.

FINAL DISCUSSION (10 min)

When the groups have finished, ask the participants to sit in a circle. Each group should then present their findings and products/posters to the rest of the group (they have 3 minutes to present). Continue with discussion, with the following questions to help you:

- What surprised you most about working in groups?
- How much and what kind of information about environmental migration did you know so far? Where did you get it?
- In which parts of the world or countries are people most affected by climate change? or will feel them most in the future? Why?
- Who do you think is responsible for mitigating the effects of climate change? What should we do?
- What can we do as individuals to contribute to reducing climate change?

REFRAMING CLIMATE (IM)MOBILITIES

By dr. Sarah Walker (University of Bologna, Italy)

The workshop aims to think through how to frame the climate crisis and its complex interaction with (im)mobility to draw attention to the underlying structural causes. It draws upon the climate diaries method (Giacomelli and Walker, 2021, 2023) – a visual tool to capture diverse understandings and experiences of the climate crisis. The method is devised as part of the #ClimateOfChange research project. Project participants in each case study country shared photos and perceptions of the climate crisis over a four-week period through a WhatsApp group. In this way, visualizing the impact on the lives and livelihoods of those on the front lines of the climate crisis. Given the unequal impact and the ambiguities in understandings of the climate crisis, visual methods.

During the workshop, photos from the CoC climate diaries received from participants in Senegal can be shared. This serve as a point of discussion for the themes of (1) vulnerability - and how this is not made but produced by globally unequal socio-economic structures and (2) resistance, ways in which some communities have been dealing with/ resisting against the climate crisis for decades, much can be learned from communities.

Before the workshop, participants are asked to find a photo (it can be their photo or photo they found online), that represents climate crisis to them. At the workshop, the participants are asked to share photos of their own experiences of the climate crisis, or what the climate crisis means for them. In this way drawing out shared experiences, diverse manifestations of vulnerability and why this is so – through comparisons between people and places. Finally, the learnings and ways to use the tools in the classroom can be discussed. Climate diaries are an adaptable tool and can also be used for shorter or longer timeframes - as a means to capture change over time.

Source:

Giacomelli, E. & Walker, S. (2021, July 6). Challenging Eurocentric Perceptions of Mobility Justice through Climate Diaries [Online]. *The Sociological Review Magazine*. Available at: <https://doi.org/10.51428/tsr.gxit8834>

Giacomelli, E. and Walker, S. (2023) 'Contronarrazioni del cambiamento climatico. Diari di ingiustizia climatica tra Dakar e Saint Louis, Senegal', *SOCIOLOGIA DELLA COMUNICAZIONE* [Preprint], (2022/64). Available at: <https://doi.org/10.3280/SC2022-064007>.

CLIMATE MIGRATION: STAYING OR LEAVING?

Forum za enakopraven razvoj (Slovenia)

The organisation has developed playing cards that aim to encourage critical thinking in a fun and informative way on climate change, one of the most critical challenges of our time, and on climate migrants, whose number may rise in the future. If you are interested to get the cards write to: info@forumfer.org.

Tools: playing cards, pens and paper

Duration of activity: 45 min – 1,5 hour

STEPS:

- 1) Introduce the cards and rules of the game to the participants.
- 2) Divide them into group of 4 people to play the game.
- 3) After the game, start with the discussion about climate change, migration, our actions, our impact, climate migration. Some possible starting questions:
 - *Which climate changes do you remember and what are the consequences?*
 - *Which are the most visible climate changes in Slovenia and Europe? Which ones are you familiar with elsewhere?*
 - *How have these changes or impacts affected people living in the affected areas?*
 - *How does climate change affect you? Who is responsible and who will be most affected?*
 - *Which of the actions on the maps would you attribute to yourself?*
 - *Why is the carbon footprint of some countries bigger than others?*
 - *Who are climate migrants and why are their numbers predicted to increase?*
- 4) After the discussion you can invite the participants to make their own version of the game about climate migration. They can also choose some steps for reducing their environmental footprint and prepare the plan for implementation of these steps.

