2.6 NEW GERMANS—NEW NEIGHBORS

Who are the refugees coming to Germany, and why are they choosing to come to Germany?

C3 Framework Indicator	**D2.Geo.12.3-5.** Explain how natural and human-made catastrophic events in one place affect people living in other places.	
Staging the Compelling Question	In this inquiry, students will learn about the factors that result in migration. They will examine the refugee populations that have arrived in Germany since 2015, their needs, and how the German government and society have attempted to meet those needs.	
Supporting Question 1	**Supporting Question 2**	**Supporting Question 3**
What is the push-pull effect?	Who are the refugees who settled in Germany since 2015, and where did they come from?	What are the needs of immigrants and refugees arriving in Germany, and how has the German government and society attempted to meet them?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**
Students will view a video to learn about migration and push-pull factors.	Using graphs and charts, student groups will collect information on the six countries whose refugee populations have arrived in Germany and why they chose to do so.	Student groups will complete a diagram on the needs of refugees arriving in Germany and how those needs are met by the government and society.
Featured Sources	**Featured Sources**	**Featured Sources**
Source A: Push and Pull factors as drivers of migration	**Source A:** Handout 2.6.1 **Source B:** Handout 2.6.2 **Source C:** Crossing Borders	**Source A:** Handout 2.6.3
Summative Performance Task	**Argument:** Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical or contemporary sources while acknowledging competing views.	
	Extension: Examine the role of immigrants in the past and currently in your state or region. Design a presentation to share with your community.	
Taking Informed Action	**Understand:** Throughout the United States, organizations exist to provide support for refugees and new immigrants.	
	Assess: Contact your state or regional Office of Immigrant Refugees to learn about programs offering support for refugees in your area.	
	Act: Reach out to your local organization to determine how you and your classmates can provide support.	

COMPELLING QUESTION

- **Who are the refugees coming to Germany, and why are they choosing to come to Germany?**

INQUIRY OVERVIEW

In this inquiry, students will learn about the factors that result in migration. They will examine the refugee populations that have arrived in Germany since 2015, their needs, and how the German government and society have attempted to meet those needs.

TEACHER BACKGROUND

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After World War II (WWII), immigration into Germany started with the boom of the German economy in the late 1950s. This generated a huge demand for labor. For the first time, foreigners with no previous ties to Germany or German territories immigrated to Germany to work in mines and factories. Most significantly, many of the "guest workers" (*Gastarbeiter*) came from Turkey, which resulted in Germany experiencing an influx of people who were Muslim.[1]

The German government did not intend for recruited foreign workers to stay in the country indefinitely. In fact, the bilateral recruitment agreements that Germany signed required that the guest workers were to come to Germany without their families for a period of only two years. Plans were not made to assimilate the guest workers, or to make them citizens. They were called *Ausländer* ("foreigners") and were expected to remain so.

However, things did not go as planned. In 1960, the number of foreigners living in Germany was 686,000, or 1.2 percent of the total German population. The most populous of the so-called *Ausländer* were Italians. After the construction of the Berlin Wall in 1961, both the number of foreigners and their share of the labor force increased. The number quickly jumped to four million, and their share of the population reached 6.7 percent of Germany's total population. By 1973, the most important country of origin for *Ausländer* was no longer Italy but rather Turkey, which accounted for 23 percent of all foreigners.[2]

More importantly, a significant change had occurred in the lives of the workers. By the 1970s, many of the "foreigners" had sent for their wives and families. Therefore, a new generation of theoretically non-German children was born in Germany in the 1960s. The guest workers had made Germany home.

As the war in Syria raged on in 2015, millions of refugees sought asylum across the Mediterranean. At that time, refugees from Syria and the other countries that had experienced the Arab Spring were welcomed into European countries with a wave of euphoria. Countries like Germany and Austria, which were still processing their dark history of WWII, opened their borders to show their solidarity with the refugees. In 2016, the United Nations High Commissioner for Refugees (UNHCR) reported that, for the first time, the number of forced displaced people globally had exceeded the number of refugees following WWII. In 2016, the number of forced displaced people worldwide was over 52 million.[3]

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1 Focus Migration. (n.d.) Retrieved September 30, 2021, from https://www.tatsachen-ueber-deutschland.de/de/migration-und-integration.

2 Migration Policy Institute. (n.d.) Migration Information Source. Retrieved September 30, 2021, from http://www.migrationinformation.org/Profiles/display.cfm?ID=235.

3 Edwards, Adrian. (June 20, 2014). *World Refugee Day: Global Forced Displacement Tops 50 Million for First Time in Post-World War II Era*, UNHCR. Official website of the UNHCR. https://www.unhcr.org/news/latest/2014/6/53a155bc6/world-refugee-day-global-forced-displacement-tops-50-million-first-time.html.

However, as more refugees arrived, some politicians of European countries decided to close their borders. They were adamant that refugees must seek asylum in the first country of entrance in the European Union (EU), as per the Dublin Regulation (also called the Dublin Procedure). "The Dublin Regulation establishes the Member State responsible for the examination of the asylum application."[4] It stipulates that, for example, if an asylum seeker has already had their fingerprints taken in another European country before entering Germany, Germany has the right to send them back to the initial country of information-intake.

The German government, headed by Chancellor Angela Merkel, decided to "suspend" the Dublin Regulation criteria on humanitarian grounds during the height of the crisis in 2015. This signaled an "arms open policy" to the rest of the world. Merkel exclaimed her welcome by telling the German people that "we can do this" regarding the influx of refugees. The government made sure to curb the strain on individual *Länder* (states) by distributing the asylum seekers evenly throughout its sixteen *Länder*.

Other European countries took a different path. Austria introduced a cap on the daily number of asylum seekers it would allow in. Hungary raised a barbed wire fence along its border to Serbia, to stem the flow of refugees coming through the Western Balkan Route from Greece. The Republic of Macedonia (Northern Macedonia) followed suit with Hungary and closed its border to Greece in March 2016. The closure of borders had a huge effect: It drastically lowered the number of refugees trying to migrate north toward Germany. This, in turn, made it much more difficult for refugees to navigate the Balkan Route, which was an easier route than the treacherous waters of the Central Mediterranean Route, which went from Libya and on to Italy. As a result, the number of refugees coming to Germany was drastically reduced. At the height of the refugee crisis in 2015, 890,000 asylum seekers were registered. In 2017, the number of asylum applications had dropped to 186,644.[5]

According to the Federal Office for Migration and Refugees (BAMF), 122,170 asylum seekers were registered in Germany in 2020. This was significantly fewer than in previous years, the number of asylum applications decreased by 26 percent from 2019 to 2020.[6] The total number of refugees living in Germany in 2020 was 1.77 million.[7]

Of these, 1.2 million had been granted permission to stay in Germany as of December 2017, most of them from Syria, Iraq, and Afghanistan. Most refugees coming to Germany continue to be young men—84 percent of new asylum seekers in 2017 were under the age of 35, and 60 percent were male. Only a small percentage had formal occupational qualifications or academic degrees.[8]

Germany is attractive to refugees and migrants as a destination to start their new lives for numerous reasons. The living standard is much higher than in most of the countries from which refugees flee. As a stable country, Germany offers safety to those from war-torn regions. German law also dictates that persecuted people have the right to seek asylum in Germany (Basic Law 16a). Germany has also spearheaded the integration process of refugees. There are numerous language courses available to help refugees adjust to their new lives. In addition, the apprenticeship program has incorporated refugees. This is a welcome step, as many apprenticeship spots have not been filled in recent years. Help is available to refugees, even in the form of apps, to bring together jobseekers and employers.

The most elementary way of explaining international migration is by identifying push and pull factors. International migration is the result of a combination of reasons that incite or force a person to leave a country of origin (push factors) and reasons that draw a person to a particular destination country (pull factors).

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4 Migration Policy Institute. (n.d.) Migration Information Source. Retrieved September 30, 2021, from http://www.migrationinformation.org/Profiles/display.cfm?ID=235.

5 Chase, Jefferson. (2018, January 16). Refugee Numbers in Germany Dropped Dramatically in 2017. *Deutsche Welle*. https://www.dw.com/en/refugee-numbers-in-germany-dropped-dramatically-in-2017/a-42162223.

6 BAMF. (2020). Das Bundesamt in Zahlen 2020. *Federal Office for Migration and Refugees*. https://www.bamf.de/SharedDocs/Anlagen/DE/Statistik/BundesamtinZahlen/bundesamt-in-zahlen-2020-asyl.html?view=renderPdfViewer&nn=284738.

7 Carter, Leah. (2020). Germany's Refugee Population Falls for the First Time in Nine Years. *Deutsche Welle*. https://www.dw.com/en/germanys-refugee-population-falls-for-the-first-time-in-nine-years/a-55160344.

8 Trines, S. (2020, July 22). The State of Refugee Integration in Germany in 2019. *WENR*. https://wenr.wes.org/2019/08/the-state-of-refugee-integration-in-germany-in-2019.

Push factors include armed conflict, natural disasters, lack of job opportunities, possession of economic and cultural capital, family break-ups, or dissatisfaction with one's own life and surroundings.

Pull factors are often the polar opposites of the push factors, that is, greater security, better job opportunities, or the prospect of a more exciting life. But some pull factors have no immediate correlation with push factors, for example, geographic proximity or the presence of family or community members in the destination country.[9]

TIME: One to two 45-minute classes

INSTRUCTIONAL RESOURCES

- Asylum Seekers/Refugee Statistics Germany (**Handout 2.6.1**)
- Asylum Seekers by Country of Origin (**Handout 2.6.2**)
- Immigrant and Refugee Needs Diagram (**Handout 2.6.3**)
- Geography Lessons. (2020, November 30). *Push and Pull Factors as Drivers of Migration*. YouTube. https://www.youtube.com/watch?v=cV4zCTZV7EM. (2:56)
- Jazbec, C. (n.d.). *Crossing Borders*. Global Oneness Project. Retrieved September 30, 2021, from www.globalonenessproject.org/library/photo-essays/crossing-borders.
- UNHCR. (2017, October 23). *Who is a Refugee?* YouTube. https://www.youtube.com/watch?v=GvzZGplGbL8.

www.goethe.de/top/letsexplore

INTRODUCTORY QUESTION

Watch the video "Who Is a Refugee?" Direct students to listen carefully for the reasons a person might become a refugee.

Create a class definition of *refugee* and list the reasons given in the video why refugees leave where they live to move to another area or country for use in **Formative Performance Task 1**.

➤ Resource

- UNHCR. (2017, October 23). *Who is a Refugee?* YouTube. https://www.youtube.com/watch?v=GvzZGplGbL8.

SUPPORTING QUESTION 1

What is the push-pull effect?

➤ Formative Performance Task

Introduce the concept of migration: the movement of people from one place to another with intentions of settling, permanently or temporarily, at a new location (geographic region).*

View the short video Push and Pull Factors as Drivers of Migration. As students watch the video, ask them to listen for push-pull factors that are not on the list developed in the **Introductory Question**. Add these to the list.

Students should understand that for migration to occur, conditions at home must motivate people to leave (push) and conditions at their destination must seem attractive (pull).

➤ Resources

- Geography Lessons. (2020, November 30). *Push and Pull Factors as Drivers of Migration*. YouTube. https://www.youtube.com/watch?v=cV4zCTZV7EM. (2:56)

9 European University Institute. An Introduction to "Push" and "Pull" Factors. *FutureLearn*. Retrieved September 30, 2021, from www.futurelearn.com/info/courses/migration-theories/0/steps/35073.

- *Human Migration. (2021, May 15). Wikipedia. https://en.wikipedia.org/wiki/Human_migration.

SUPPORTING QUESTION 2

Who are the refugees who settled in Germany since 2015, and where did they come from?

➤ Formative Performance Task

Prior to starting this task, work through the task using one country to show students how to use the charts in **Handout 2.6.1**. Take the opportunity to discuss the difference in scale for the first set of graphs, Asylum Seekers in Germany by Country of Origin (2016 and 2020), as the number of asylum seekers from Syria was over 250,000 in 2016, compared to 30,000 in 2020.

Divide the class into six groups and assign each group a country: Syria, Afghanistan, Eritrea, Iraq, Nigeria, and Iran.

Using the graphs and charts on **Handout 2.6.1**, have each group complete **Handout 2.6.2** for their assigned country. To answer questions 2 and 3 on the handout, ask students to research relevant push factors for their assigned country and some pull factors that attracted refugees to make the journey to Germany. Some useful websites for the students' research include UNHCR, Amnesty International, Global Citizen, and Immigration Forum.

Once complete, students should fill in their charts as each group shares information for their assigned country with the class.

Teachers may want students to view the photo gallery that shows the hardships refugees met on their journey to northern Europe.

➤ Resources

- Asylum Seekers/Refugee Statistics Germany (**Handout 2.6.1**)
- Asylum Seekers by Country of Origin (**Handout 2.6.2**)
- Jazbec, C. (n.d.). *Crossing Borders*. Global Oneness Project. Retrieved September 30, 2021, from www.globalonenessproject.org/library/photo-essays/crossing-borders.

SUPPORTING QUESTION 3

What are the needs of immigrants and refugees arriving in Germany, and how has the German government and society attempted to meet them?

➤ Formative Performance Task

As a class, brainstorm a list of the needs immigrants and refugees might have, such as language, jobs, childcare, schools, health care, and housing.

In the same groups from **Formative Performance Task 2,** assign each group a category from **Handout 2.6.3**. Using the suggested resource(s) for the assigned category, ask each group to complete the chart for the category. Upon completion, each group will report what they learned to the class, and students will fill their own diagram on **Handout 2.6.3**.

➤ Resource

- Immigrant and Refugee Needs Diagram (**Handout 2.6.3**)

SUMMATIVE PERFORMANCE TASK

Who are the refugees coming to Germany, and why are they choosing to come to Germany?

Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.

EXTENSION (OPTIONAL) TASK

Immigration is a foundation of America. No other nation has as large an immigrant population as does the United States. With the important exception of those descended from Native peoples and/or enslaved Africans, few people in the United States cannot trace at least part of their ancestry to an immigrant—either recently or centuries ago.

Examine the role of immigrants in the past and currently in your state or region. Design a presentation to share with your community.

TAKING INFORMED ACTION

Understand: Throughout the United States, organizations exist to provide support for refugees and new immigrants.

Assess: Contact your state or regional Office of Immigrant Refugees to learn about programs offering support for refugees in your area.

Act: Reach out to your local organization to determine how you and your classmates can provide support.

CONCEPTS LIST

- Refugee
- Immigrant
- Immigration
- Migration
- Push-pull factors