



World Migration Educators' Toolkit

A set of resources for educators for teaching about migration, migrants and human geography

Migration Research Division

Introduction

The Toolkit draws upon the extensive research and analysis in the *World Migration Report* series to deliver specialized tools and resources for use by key audiences, such as educators. The *World Migration Report* is the flagship publication series of the International Organization for Migration, the United Nations migration agency. The Report presents data and information on human migration together with analysis of complex and emerging migration issues. It has been in production for more than two decades. Because of its global focus, the Toolkit uses content from around the world to support learning on this global issue. Just like the Report itself, this Toolkit has been peer reviewed by education and migration experts to ensure it meets the highest quality standards.

Through the Toolkit classrooms will be able to engage critically on crucial themes related to population movement, demographic change and the drivers of migration, displacement and mobility. Divided into seven modules, the Educators' Toolkit addresses some of the foundational questions in migration studies, but in a format that is accessible for a secondary-level human geography course. The modules provide instructors with the option to utilize the entire Toolkit, but also the flexibility to draw upon certain resources that best suit the course design and classroom of their school. Each introductory module focuses on a specific aspect of migration, as follows:

- ⇒ **What** is migration?
- ⇒ **Who** migrates?
- ⇒ **Why** do people migrate?
- ⇒ **Where** do people migrate?
- ⇒ **How** do people migrate?
- ⇒ **When** do people migrate?

Within each module, the educator will find a set of resources which can be applied within the classroom to spur student learning on the topic. These include:

Resource guides—Two page briefs which compile the research and analysis on the topic and provide some starter questions to check for understanding and begin discussion. An excellent starter piece for a lesson.

Case studies—In-depth studies of migration topics for extending student thinking. Divided into Text case studies and Data case studies, these allow the student to see how concepts are applied in specific regional contexts.

Interactive Scenarios—The core of the curriculum, these interactive activities allow students to engage in migration concepts in a role-playing situation based on a real world scenario.

While the *World Migration Report* is the primary source document for much of the research and analysis presented in this curriculum, educators will find that students will also be encouraged to access other primary source documents to inform their learning.

We hope that this Educators' Toolkit will be of great use to you and your students. For more information, you can access the World Migration Report [here](#) and view the data visualization of the Report [here](#). More information about this work can be found [here](#). You can contact us via research@iom.int.

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Module 1

What is Migration?

Module 1: What is Migration? — Instructional Guide

Introduction to Module: Migration is defined as the movement of persons away from their place of usual residence, either across an international border or within a country. Module 1 will introduce students to definitions of migration and introduce some of the broad ideas and concepts associated with global migration, including: population change, migration flows, types of migration, and categories of migrants.

Learning Objective: Students will be able to define migration, differentiate between international migration and internal migration, and learn about migration inflows and outflows.

WMR Chapter Focus: This module will draw on the global overview and regional dimensions of migration detailed in Chapters 2 and 3 of the World Migration Report 2022.

Proposed Schedule: 1-2 class periods (50-100 minutes) plus independent student work.

- ⇒ Class period one: introduction, student resource sheet; text-based and data-based questions
- ⇒ Class period two: Module One Scenario Interactive Activity: “New Features for a Language App”

Student Assessment: There are several assessment options in this module and teachers may use some or all of them.

Understanding the Basics:

- ⇒ **Questions** based on the Student Resource Sheets

Going Further:

- ⇒ **Text case study:** How is migration more difficult to measure than birth/death?
- ⇒ **Data case study:** Focus on the Missing Migrants Project and the issue of international students as an example of migration.
- ⇒ **Interactive Scenario:** Students work with language app 'Duolingo' to create new features that target migrants and people working migrant populations. Play the video [here](#) as an introduction to learning language apps.

Evidence of Learning: Students will work together to complete a group activity that focuses on the movement of people around the world. The activity includes an oral presentation and a written reflection on the project. Details of the Evidence of Learning assessment is found in the 'Scenario' section of the module.

Starter Activity: Introduce students to the definition of migration by asking what they know about the issue. Lead the class in a discussion of some of the key definitions surrounding the issue of migration (see Glossary). Ask if students can guess or identify some of the reasons why people migrate. Find out if they know where people tend to migrate from and where they tend to migrate to.

Interactive Visualization: Visit the [World Migration Interactive](#) to learn more about key data and information on migration.

Resource Guide Module 1: What is Migration?

Module 1 Learning Objective: Students will be able to define migration, differentiate between international migration and internal migration, and learn about migration inflows and outflows.

What is migration?

Migration is the movement of persons away from their place of usual residence, either across an international border or within a State, to a new residence. Migration has emerged in the last few years as a critical political and policy challenge in matters such as integration, displacement, safe migration and border management. Module 1 introduces students to the migration cycle, population change and human mobility.

The Migration Cycle

Return

Some migrants return to their home country (international migrants) or their home district/state (internal migrants). In some situations, migrants do not return but remain in their new country/district for the rest of their lives. They may even migrate to yet another place.

Stay

This part of the migration cycle involves migrants living in their new location (e.g. country or district). Some may be able to integrate into their new communities, and some international migrants may even eventually become citizens of their new country.



Pre-departure

The period before the migration journey commences. Typically involves decision making and organisation.

Entry

Processes related to the entry of migrants into another country or district. Crossing international borders usually involves passing through a border point; internal migration within a country does not usually involve passing through a border point.

Source: Figure elaborated in the World Migration Report 2022

Key terms

Migration

Migration Cycle

International Migration

Internal Migration

Key resources on the topic

Global Overview ([WMR 2022, Ch. 2](#))

Regional Developments ([WMR 2022, Ch. 3](#))

[IOM Glossary of Key Terms](#)

Internal and international 'migration'

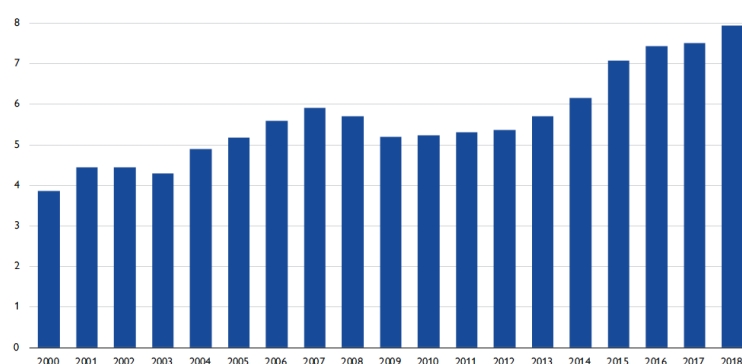
For demographic purposes, migration can be classified into two broad types: international and internal migration. In a general sense, 'migration' is the process of moving from one place to another. To migrate is to move, whether from a rural area to a city, from one district or province in a given country to another in that same country, or from one country to a new country. It involves action. **International migration** occurs when people cross state boundaries and stay in the host state for some minimum length of time. When people move within a country it is called **internal migration**. Migration from rural areas to urban locations within a country is called 'urbanization'.

Difficulty of obtaining migration flow data

Capturing data on migration flows is extremely challenging for several reasons. For instance, while international migration flows are generally accepted as covering inflows (flows of migrants entering into a particular boundary) and outflows (flows of migrants leaving a particular boundary) into and from countries, there has been a greater focus on recording inflows.

For example, while countries such as Australia and the United States count cross-border movements, many others only count entries and not departures. Additionally, migration flow data in some countries are derived from administrative events related to immigration status (for example, issuance/renewal/withdrawal of a residence permit) and are thus used as a proxy for migration flows. Furthermore, migratory movements are often hard to separate from non-migratory travel, such as tourism or business. Tracking migratory movements also requires considerable resources, infrastructure and IT/knowledge systems. This poses particular challenges for developing countries, where the ability to collect, administer, analyse and report data on mobility, migration and other areas is often limited. Finally, many countries' physical geographies pose tremendous challenges for collecting data on migration flows.

Figure 5. Inflows of foreign nationals into OECD countries, permanent migration, 2000–2018 (millions)



Source: OECD, n.d.a.

Source: World Migration Report 2022, Chapter 2

Key migration data at a glance



International migrants^(a)

281 million — **↑** Up from **272 million** (or 3.5%) in 2019
international migrants globally in 2020, or 3.6 per cent of the world's population

Females^(a)	135 million international female migrants globally in 2020, or 3.5 per cent of the world's female population	↑ Up from 130 million (or 3.4%) in 2019
Males^(a)	146 million international male migrants globally in 2020, or 3.7 per cent of the world's male population	↑ Up from 141 million (or 3.6%) in 2019
Labour migrants^(b)	169 million migrant workers globally in 2019	↑ Up from 164 million globally in 2017
Missing migrants^(c)	Around 3,900 dead and missing globally in 2020	↓ Down from almost 5,400 in 2019

Source: World Migration Report 2022, Chapter 1

Reflection questions

1. Explain the difference between 'international migration' and 'internal migration.'
2. During the "migration cycle", do all migrants pass through a border point on entry? Please explain your answer and provide examples.
3. Briefly explain two reasons why obtaining migration flow data can be difficult.
4. Examine the migration data figure and describe the changes in patterns in your own words.

Module 1: What is migration?

Text case study

Review the text from Chapter 2 of the World Migration Report and answer the questions below.

Introduction to Migration

Human migration is an age-old phenomenon that stretches back to the earliest periods of human history. Migration is the movement of persons away from their place of usual residence, either across an international border or within a State. In the modern era, emigration and immigration continue to provide States, societies and migrants with many opportunities. At the same time, migration has emerged in the last few years as a critical political and policy challenge in matters such as integration, displacement, safe migration and border management. In most discussions on migration, the starting point is usually numbers. Understanding changes in scale, emerging trends and shifting demographics related to global social and economic transformations, such as migration, help us make sense of the changing world we live in and plan for the future. The current global estimate is that there were around 281 million international migrants in the world in 2020, which equates to 3.6 per cent of the global population. A first important point to note is that this is a very small minority of the world's population, meaning that staying within one's country of birth overwhelmingly remains the norm. The great majority of people do not migrate across borders; much larger numbers migrate within countries (an estimated 740 million internal migrants in 2009). That said, the increase in international migrants has been evident over time – both numerically and proportionally – and at a slightly faster rate than previously anticipated.

1. Why is it important to understand 'scale' when thinking about the issue of migration?

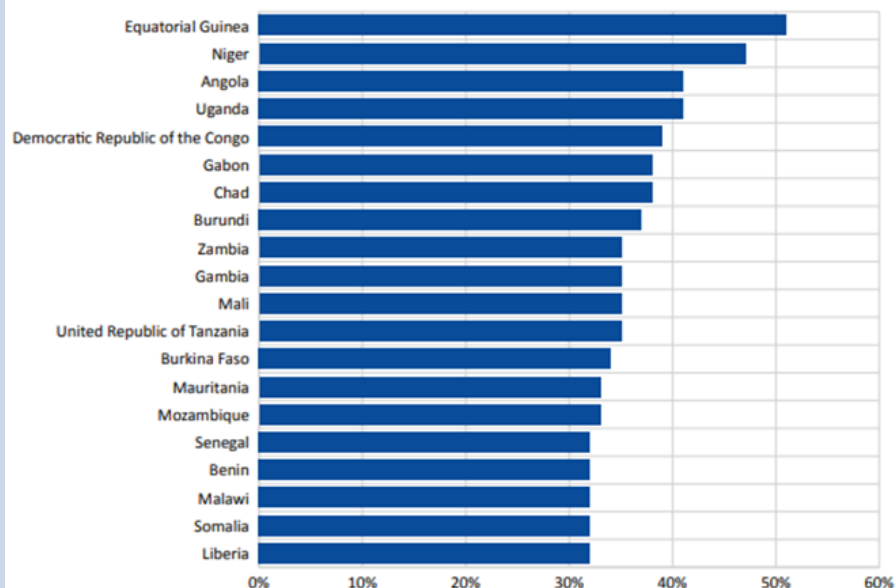
2. Based on your reading of this passage and the information from the previous section, what can you infer about the challenge of international migration in the future?

Migration and population change in Africa

Many African countries have experienced significant changes in the size of their populations in recent years, as shown in figure 2, which ranks the top 20 African countries with the largest proportional population change between 2009 and 2019. All top 20 countries were in sub-Saharan Africa and each underwent substantial population growth during this period. These 20 countries reflect the trend across the continent, with Africa currently the fastest-growing region in the world and expected to surpass 2 billion people by 2050. It is important to note that the largest proportional population changes from 2009 to 2019 occurred in countries with relatively smaller populations, as to be expected. Africa's most populous countries – Nigeria, Ethiopia and Egypt – are not among the top 20; however, all three countries also experienced increases in their populations. The population growth in Africa is in contrast to population change in Europe, for example, which has experienced slower population increases in some countries and even decline in others over the same period.

The significant increase in international migration within Africa has contributed to the recent population growth at the national level. While migration is not the only factor, with high fertility rates and increasing life expectancy also playing roles, increased intraregional migration within the continent has influenced population changes in some countries. For example, the share of international migrants as a proportion of national population in Equatorial Guinea has sharply increased in recent years. In 2005, international migrants accounted for less than 1 per cent of Equatorial Guinea's population; by 2019, this figure had increased to nearly 17 per cent.

Figure 2. Top 20 countries with the largest proportional population change in Africa, 2009–2019



Source: UN DESA, 2019c.

Note: It is important to note that the largest proportional population changes from 2009 to 2019 are more likely to occur in countries with relatively smaller populations.

Source: WMR 2020, p. 55-56

3. The selection uses the example of Equatorial Guinea to make a point about population change. What does the text suggest may be a major contributing factor to Equatorial Guinea's population growth?

4. The author of this selection compares the population change of Africa with that of Europe. What is the major difference highlighted in the text?

Module 1: What is migration?

Data case study

Part I. Missing Migrants

The IOM's Missing Migrants Project tracks incidents involving migrants, including refugees and asylum-seekers, who have died or gone missing in the process of migration towards an international destination. Visit the Missing Migrant Project page [here](#) and use the information from the page to answer the questions below.

1. According to the site's main page, how many migrant fatalities have occurred so far this calendar year? _____

2. What are the top 3 regions where migrant fatalities have occurred so far this year?

3. Fill in the chart below with the appropriate information from the Missing Migrant Project webpage (you will need to scroll down the main page to find some information).

Region	Recorded migrant deaths in 2014	Recorded migrant deaths in 2017	Recorded migrant deaths in 2020
The Americas			
Europe			
Mediterranean			
Africa			
Western Asia			
Asia			

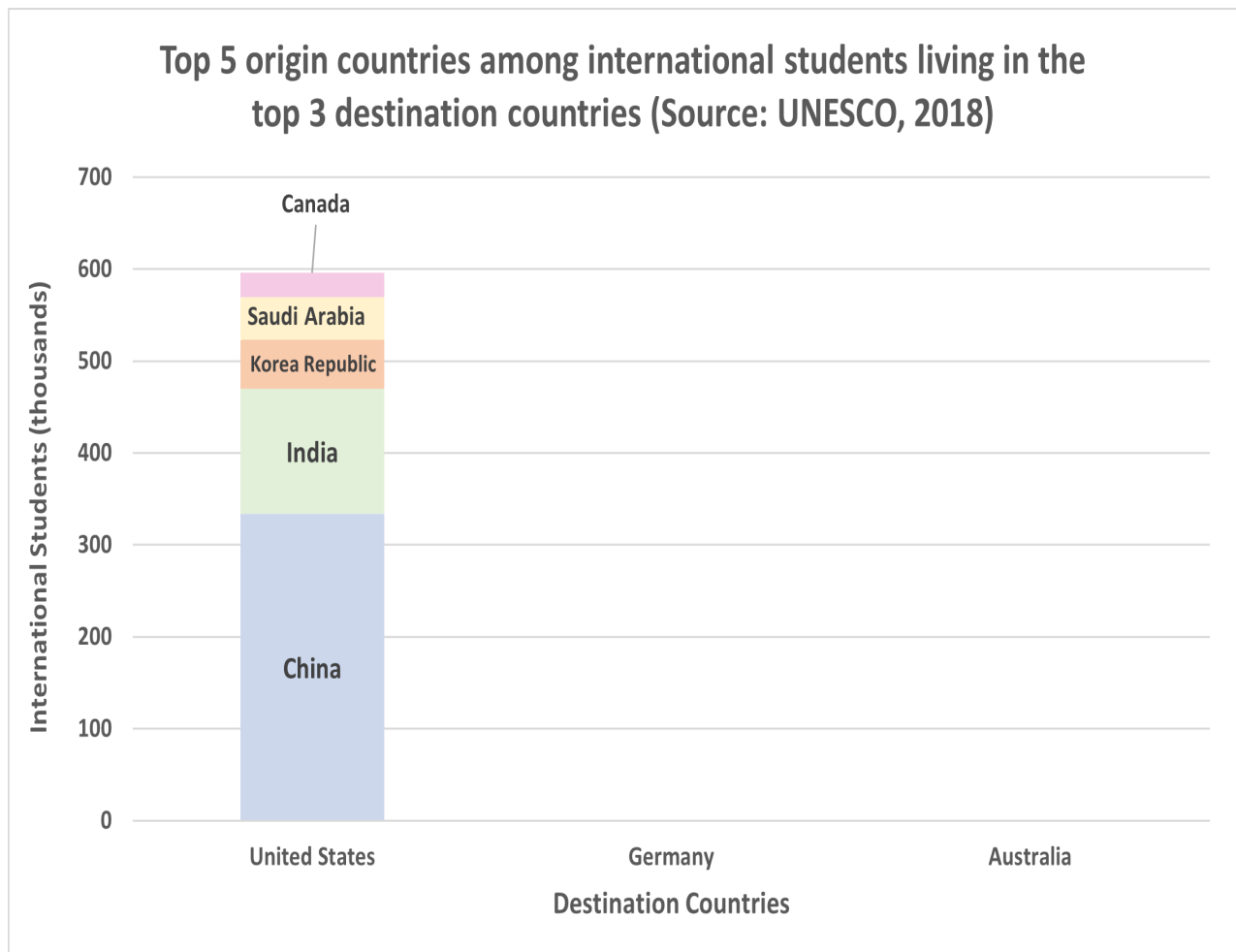
Module 1: What is migration?

Data case study

Part II. International Students

An estimated 5.3 million students undertook international migration to study abroad in 2017 according to UNESCO. Most academic programs last around 10 months, with the United States, Germany, and Australia as three of the most popular destination countries for international students, at least before the COVID-19 pandemic.

1. Using UNESCO's [Global Flow of Tertiary-Level Students visualization](#), toggle to a country and click "Where do students come from." Draw a stacked vertical bar chart showing the top 5 origin countries for each international student destination. The first country has been done for you as an example. Origin countries for each destination may differ.



2. For those same countries, what were the 3 most popular destinations for international students? What might explain why students wanted to study in those destinations?

3. How does international academic study fit the definition of migration? How might it not?

Module 1: What is migration?

Interactive Scenario

Duolingo, a language learning app, wants to supplement its features with language assistance features specifically targeted for international migrants from Africa and Asia. It has tasked a committee to determine where the largest corridors of migration flows occur, and what languages changes the app designers should be aware of as they develop this new feature.

Instructions: Divide into teams of 4-5 people. Using Chapter 3 of the World Migration Report 2022, research the main migration statistics and trends as it relates to where migrants are coming from and going to. Teams should use information from the entire chapter but may find it useful to pay particular attention to Figures 1, 3, 4, 9, and 10. An interactive visualization of information that may be helpful can be found at the [WMR interactive site](#).

Prepare a presentation for the Duolingo app designers to help determine where they should spend their budget. The presentation should be divided into two parts and should focus on the information below. Each team may include more information and details as needed:

Part I. Statistics

- ⇒ What are the largest destination countries for international migrants for each region?
- ⇒ What are the largest origin countries for international migrants for each region?
- ⇒ Explain some of the broad trends where people are moving within each the region.

Part II. Language trends

- ⇒ Where are people moving? What languages might they need to learn upon emigrating?
- ⇒ What migration transition countries might be used by people on the move? What languages might be helpful in those countries?
- ⇒ Do we already have the languages? How should we change, increase or expand the language capabilities of what we provide on our app?

Part III. Conclusions

- ⇒ What are the three (3) most important additional features that should be added to the Duolingo app to help the needs of migrants? Justify your answers.

Part IV. Written Activity

- ⇒ Write a paragraph justifying the conclusions of your team. Each team member should write their own paragraphs.

Module 2

Who migrates?

Module 2: Who Migrates?— Instructional Guide

Introduction to Module: In this module students will learn about who migrates exploring the demographics of migrants and migration corridors.

Learning Objective: Students will be able to specify the broad patterns of who migrates, including migrant population trends broken-down by nationality, gender, age, and occupational background.

WMR Chapter Focus: This module draws on the global overview of migration and migrants in Chapter 2 of the World Migration Report 2020 and 2022, as well as the demographic data on children detailed in Chapter 8 of the World Migration Report 2020.

Proposed Schedule: 2 50-minute lessons.

- ⇒ Lesson 1: Introduction on material; Student Resource Sheet and Questions; Table and Chart Case Study
- ⇒ Lesson 2: Text-base Case Study; Interactive Scenario

Student Assessment: There are several assessment options in this module and teachers may use some or all of them.

Understanding the Basics:

- ⇒ **Questions** based on the Student Resource Sheets

Going Further:

- ⇒ **Text case study:** Migrant issues related to women
- ⇒ **Data case study:** Demographic issues related to migrants in the Caribbean and Latin America; Migration and Children
- ⇒ **Interactive Scenario:** Parliament Committees to exploring how migrants contribute to the social-cultural, civic-political, and economy of a country
- ⇒ **Evidence of Learning:** An Evidence of Learning activity is included at the end of the module

Starter Activity: Spend time going over the IOM Key Global Migration Figures graphic. Ask students if any of the data presented is surprising. Research a famous person who was a migrant (examples: Madeleine Albright, Wycliff Jean, Yusra Mardini or examples from [Stories Behind a Line](#)) and talk to the class about their story and how they contributed to society after leaving their country of origin.

Interactive Visualization: Go to [Stories Behind a Line](#) and view the interactive migrant stories with your students. You can pick 2 or 3 to highlight.

Resource Guide Module 2: Who migrates?

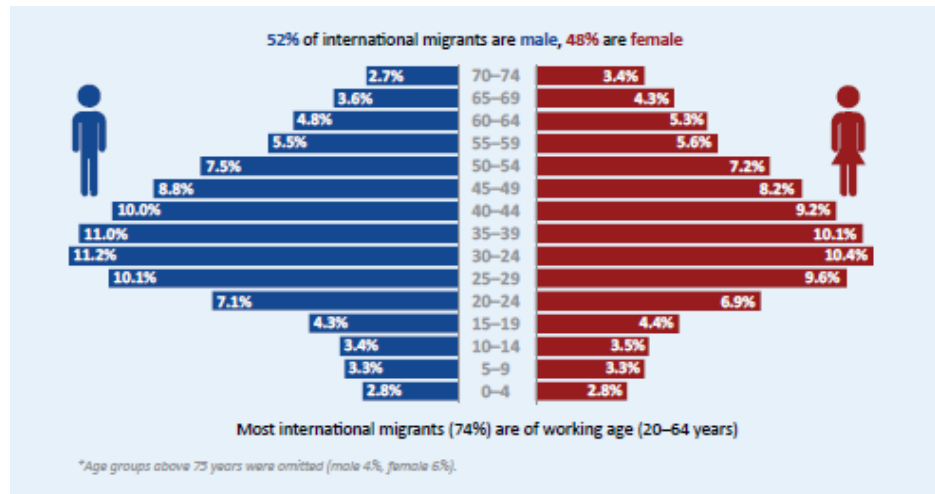
Module 2 Learning Objective: Students will be able to specify the broad patterns of who migrates, including migrant population trends broken-down by nationality, gender, age, and occupational background.

Who migrates?

The current global estimate is that there were around 281 million international migrants in the world in 2020, which equates to 3.6 per cent of the global population. As will be further explored in this module, the overwhelming majority of people migrate internationally for reasons related to work, family and study – involving migration processes that largely occur without fundamentally challenging migrants themselves or the countries they enter.

In contrast, other people leave their homes and countries for a range of compelling and sometimes tragic reasons, such as conflict, persecution and disaster. While those who have been displaced across borders, such as refugees, comprise a relatively small percentage of all international migrants, they are often the most in need of assistance and support. This is also the case of those displaced within their own countries— internally displaced persons (IDPs)- who are sometimes considered internal migrants.

Snapshot of international migrants



Source: WMR 2020, page 22.

Conflating 'migration' and 'migrant'

To migrate is to move; it involves action. In contrast, a migrant is a person described as such for one or more reasons, depending on the context. While in many cases, "migrants" do undertake some form of migration, this is not always the case. In some situations, people who have never undertaken migration may be referred to as migrants – children of people born overseas, for example, are commonly called second or third-generation migrants.

Key terms

Feminization of migration
Child migrant
Asylum seeker/ Refugee
Internally Displaced Persons (IDPs)
Migrant worker

Research and analysis on the topic

Global Overview ([WMR 2022, Ch. 2](#))
Children and unsafe migration ([WMR 2020, Ch. 8](#))
[IOM Key Migration Figures, 2017-2020](#)

Explaining refugees, asylum seekers and IDPs

Refugee (1951 Convention): A person who, owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

Asylum Seeker: An individual who is seeking international protection. In countries with individualized procedures, an asylum seeker is someone whose claim has not yet been finally decided on by the country in which he or she has submitted it. Not every asylum seeker will be recognized as a refugee.

Internally Displaced Persons: Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border.

Source: IOM Glossary, 2019.

Reflection questions

1. According to the chart under 'Who Migrates' (above), what percentage of male migrants are under the age of 19? _____ What percentage of female migrants are over the age of 60?"

2. Read the PDF file on the Migration Data Portal webpage [Key Global Migration Figures](#) to find the following information about migrants:
 - A. Percentage who are children _____
 - B. Percentage and number who are Labour Migrants _____
 - C. Total Refugees and Asylum Seekers _____
 - D. Percentage who are women _____
 - E. Number of children who are migrants _____
3. In your own words, explain the difference between a refugee, asylum seeker, and internally displaced person? Use the case study of Venezuela to describe why these definitional differences are challenging.

Module 2: Who migrates?

Text case study

Read the selection from the IOM publication ‘Supporting Brighter Futures: Young women and girls and labour migration in South-East Asia and the Pacific’ and then answer the questions.

Introduction

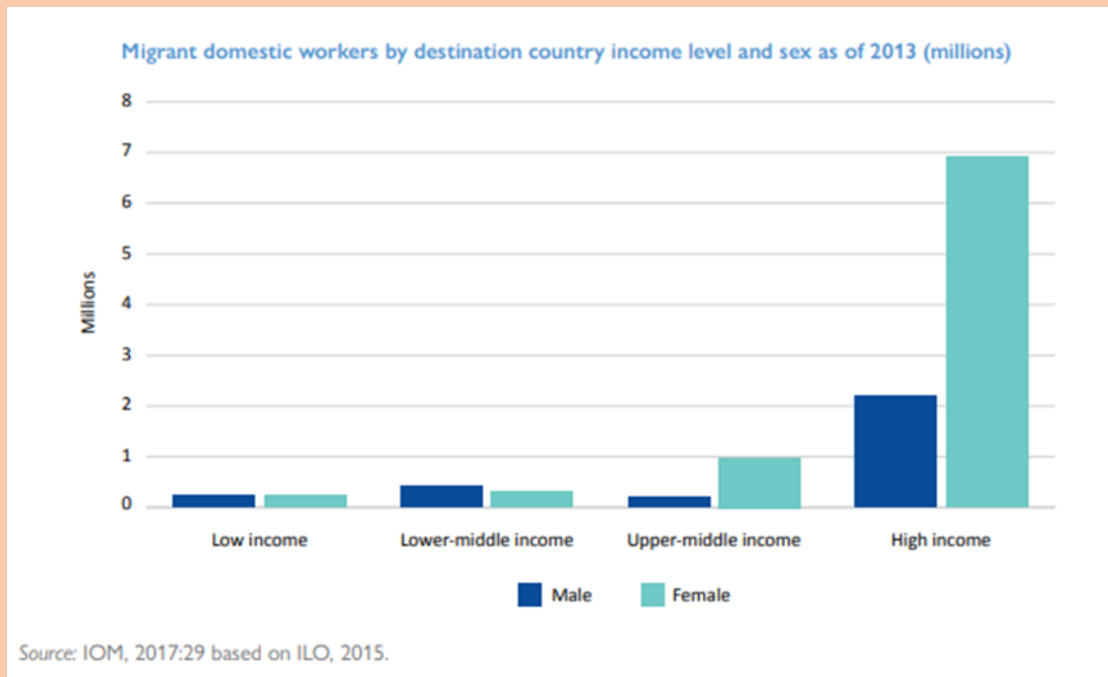
Historically, we know from decades of studies, data collection and analysis that there has been a strong bias toward the migration of young, working age-people who “self-select” (i.e. choose) to migrate internationally in order to realize opportunities in other countries. Outside of displacement settings, and especially for irregular migration, empirical findings also show that young men have tended to undertake the more uncertain or riskier forms of migration. However, there is also growing recognition of incremental shifts in migration patterns and processes, with increasing numbers of young women and adolescent girls undertaking migration independently (as opposed to being part of a family unit), including via irregular migration and smuggling routes.

Social changes and greater empowerment of women and girls, including through greater access to information and resources via ICT, mean that the labour migration of young women and girls is a current issue that we must increasingly grapple with. Policies and practices designed to severely reduce (if not eradicate) unsafe, disorderly and irregular migration that places these migrants at risk of harm, is especially relevant to young women and girls, who may face greater risk of exploitation and abuse. Given the evident trends before us – related to social change and societal/gender expectations, transnational connectivity and international migration – the migration of young women and girls is also a strategic one. In the future, more households across the region (South-East Asia and the Pacific) will be reliant on remittances sent home by young women and adolescent girls. In this sense, the topic of this research is anything but fringe. The migration of young women and girls will become more of a priority for policymakers and practitioners safeguarding our collective prosperity in the region through optimizing the benefits that international migration can bring.

How is migration changing?

Migration has evolved significantly over recent years, both in terms of numbers of people migrating and their demographic characteristics. Of the 258 million international migrants in 2017, 48.4 per cent were women and girls.

Women are increasingly migrating to work in specific sectors, and in some countries the majority of emigrants are female, including from Indonesia, the Philippines and Thailand. Data from the International Labour Organization, for example, show that women represented almost three-quarters of all migrant domestic workers and just over 80 per cent of migrant domestic workers in high income level countries (see graphic below).



In addition, we are seeing increasing numbers of children migrating around the world, including as migrant workers, asylum seekers and in order to pursue educational opportunities. These changes are apparent at the global level, and are also reflected regionally. In mid-2017, for example, female migrants below the age of 19 in South-East Asia accounted for almost 8 per cent of all international migrants, and around 16 per cent of all female migrants. Likewise in the Pacific, just over 9 per cent of all international migrants were females under 19, accounting for around 20 per cent of the female migrant population.

While migration presents new opportunities, it can also raise challenges for young women and girls who have themselves migrated or who have been left behind by their migrant-worker parents, especially as they are likely to experience greater vulnerability and face heightened risks because of their gender and age. At the same time, young women and adolescent girls' agency must be given due consideration and further examined, including the broader impacts of their migration. While research on the impact of migration related to young women and adolescent girls exists, there remains the need to draw upon this and other current evidence to effectively inform policy and programme responses in the field of labour migration, including labour rights and protection, transnational family dynamics and the impact of gendered migration on countries and communities of origin, transit and destination.

1. What demographic of migrants has typically undertaken the more 'risky' or 'uncertain' kind types of migration? Is there evidence this is changing? Explain.

2. Migrant domestic workers are much more likely to be female. They are also much more likely to have migrated to rich countries. Can you offer some possible explanations on why?

3. According to the selection, what labour sector features large numbers of female migrants? In what type of countries (by income level) do many of these migrants work?

Read this section again:

While migration presents new opportunities, it can also raise challenges for young women and girls who have themselves migrated or who have been left behind by their migrant-worker parents, especially as they are likely to experience greater vulnerability and face heightened risks because of their gender and age. At the same time, young women and adolescent girls' agency must be given due consideration and further examined, including the broader impacts of their migration.

4. The text mentions that both opportunities and challenges exist for young women and girls who migrate. Think about what some of the opportunities might be and explain them in a short paragraph.

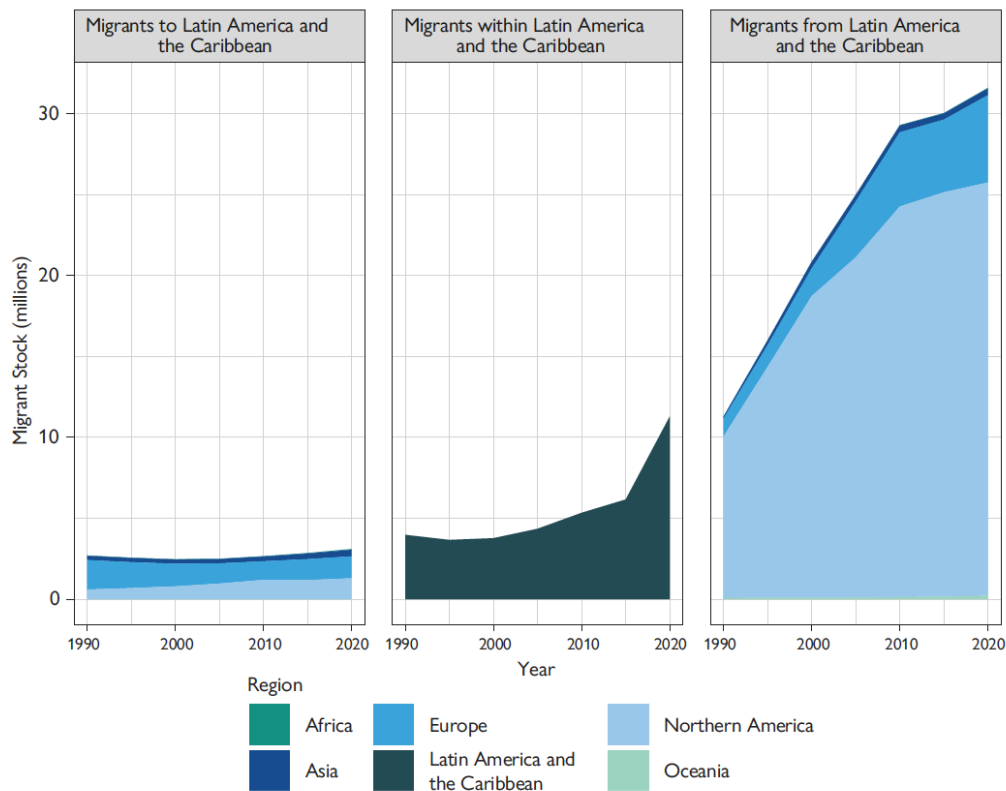
Module 2: Who migrates?

Data case study

Part I.

As part of this case study, you will explore some of the broad demographic data we have on migrants moving from Latin America and the Caribbean (LAC). (See the World Migration Report 2022, Ch 2)

Figure 22. Migrants to, within and from Latin America and the Caribbean, 1990–2020



Source: UN DESA, 2021.

Fill in the blanks below based on the figure above.

In 1990, approximately _____ million migrants from Europe lived in Latin America and the Caribbean.

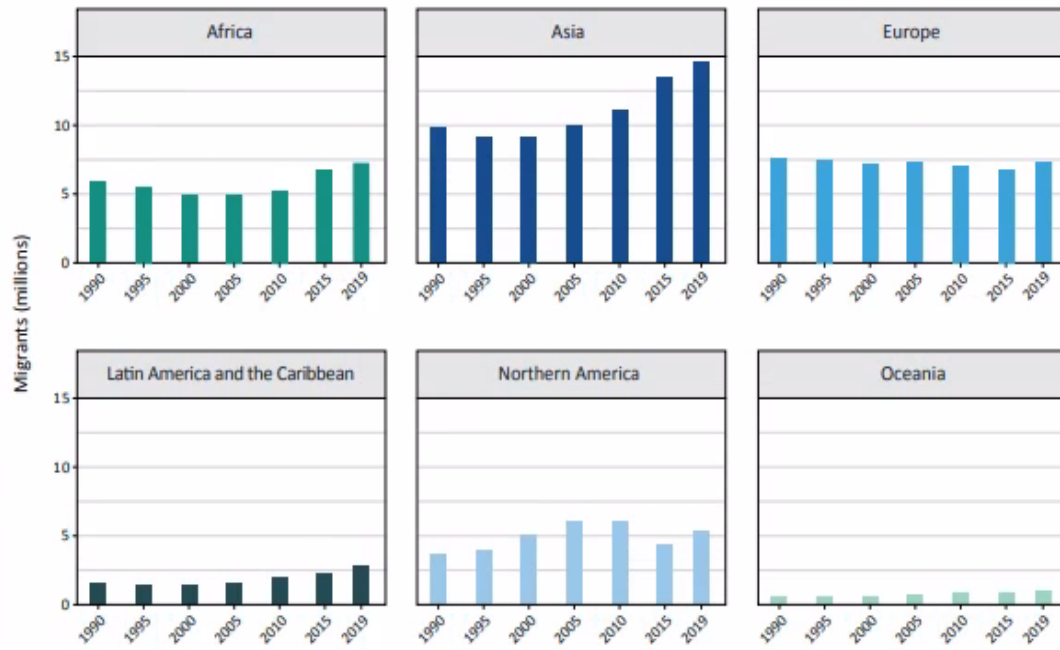
The number of migrants living in other countries within Latin American and the Caribbean has increased to around _____ million intraregional migrants in 2020.

The number of migrants from Latin America and the Caribbean who are living in other regions was approximately _____ million in 2020. This is an increase from the _____ million migrants who were living outside the region in 1990.

Part II. Children and Migration

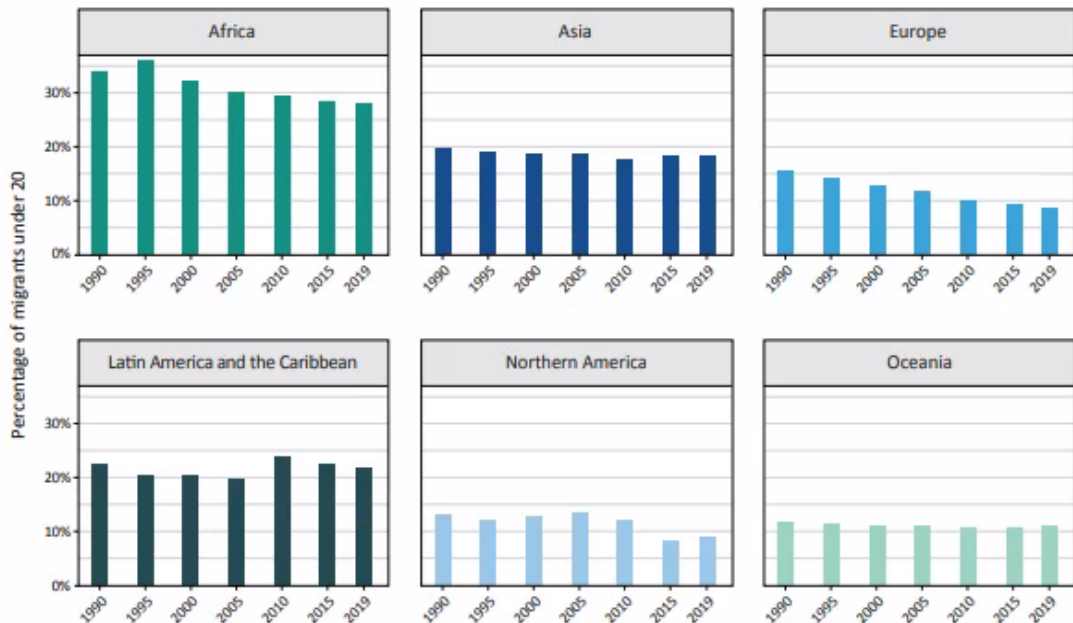
Child migration is a significant contemporary phenomenon. It is likely to increase in both scale and salience as the mobility of young people grows, a result of more affordable travel, climate change, growing technology mediated connectivity, increasing global inequality in the distribution of opportunity, security and access to employment, and the diffusion of a global cultural commons.

Figure 3. International migrants (millions) under 20 years of age, by region



Source: UN DESA, 2019a.

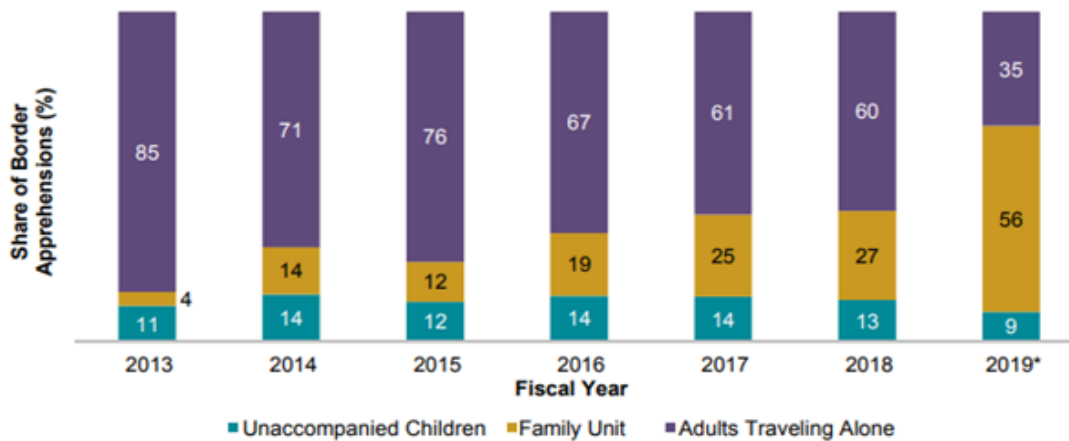
Figure 4. Share of international migrants under 20 years of age, by region



Source: UN DESA, 2019a.

Part II, continued

Figure 10. Share of U.S. Border Patrol Southwest Border Apprehensions by Category, FY 2013-19*



* Figures for FY 2019 reflect apprehensions occurring from October 2018 through August 2019. Notes: These data are for U.S. federal government fiscal years, which run from October 1 through September 30. Migrants who are considered inadmissible when they present themselves at U.S. ports of entry without prior authorization to enter are not included in apprehension totals.

Sources: MPI calculations based on number and type of apprehensions by fiscal year using data from U.S. Border Patrol, "Total Illegal Alien Apprehensions by Month," accessed August 28, 2019, www.cbp.gov/sites/default/files/assets/documents/2019-Mar/bp-total-monthly-apps-sector-area-fy2018.pdf; U.S. Border Patrol, "Total Family Unit Apprehensions by Month," accessed August 28, 2019, www.cbp.gov/sites/default/files/assets/documents/2019-Mar/bp-total-monthly-family-units-sector-fy13-fy18.pdf; U.S. Border Patrol, "Total Unaccompanied Alien Children (0-17) Apprehensions by Month," accessed August 28, 2019, www.cbp.gov/sites/default/files/assets/documents/2019-Mar/bp-total-monthly-uacs-sector-fy2010-fy2018.pdf; CBP, "Southwest Border Migration FY 2019," updated September 9, 2019, www.cbp.gov/newsroom/stats/sw-border-migration.

Source: MPI 2019

1. Look at Figure 3 from Ch 8 of the World Migration Report 2020. Which region has had the largest increase in migrants under 20 years of age since 2000? What has been the general trend in all regions since 2000?
2. Using the information from Figure 4 from Ch 8 of the World Migration Report 2020, which region has had the highest percentage of migrants who are under the age of 20 since 1990? Which region had the lowest?
3. Examine Figure 10 above, which refers to migrants apprehended trying to cross the United States southwest border from Mexico. From the figure, it is obvious that the proportional composition of the family-related categories change considerably between 2013 and 2019. What are some possible reasons for this change? Write a short paragraph explaining some of your reasons.

Module 2: Who Migrates?

Interactive Scenario

Setup: A city council of a large city is holding hearings for the possible creation of a new agency for ‘newcomers’ that will assist in integration and connection to employment and social protection programs. Council members want to know the drivers that are motivating the city’s migrants in order to inform the responsibilities of the new agency and funding levels. Migrants are coming from all regions of the world so it is important to understand the drivers on a global scale. There are many places for students to access information for this scenario. Some examples:

- ⇒ Global Overview ([WMR 2022, Ch. 2](#))
- ⇒ Migrants caught in crises ([WMR 2020, Ch. 10](#))
- ⇒ [World Migration Data Visualization](#)
- ⇒ [Migration Data Portal](#)

Part I. Group Work and Presentation

Instructions: Students will divide into groups and focus on a different classifications of migrants: 1) Migrant Workers 2) Refugees and Asylum Seekers 3) Internally Displaced Persons 4) Environmental Migrants

Part I: Group Presentations. Each group will give a presentation on their findings to the Council. Presentations should be 10-15 minutes in length, should include visual elements including Powerpoint, Prezi, etc. and include (but not be limited to) the following information:

1. How do you define your migrant group? What difficulties are there in defining your group?
2. Data and trends on a global and regional level related to specific groups of migrants.
3. What geographic regions are particularly affected? Why might that be the case?
4. Are migrants from your group mainly moving on a voluntary basis or are they being forced to move? Are there aspects of both? Justify your answer with examples.
5. A country case study -- information from one specific country that illustrates why migrants are on the move from your particular migrant group.
6. Use of at least two maps to illustrate information in your presentation

Part II. Written Activity/Homework (Individual Work)

Write a one page summary of the main issues confronting one of the other migrant groups that were presented. This exercise requires that you listen carefully to all the presentations and take notes on their findings and information.

Interactive Scenario, continued

Presentation Tips: When working on the group presentation, teams should work together to complete the project. In order to help make sure all members of the group are involved, clear roles should be created among team members. Some examples include:

Team Leader -- coordinate the team on all aspects of the presentation

Region Director/s (1-2 students): -- create information for all regional issues

Country Director/s (1-2 students) -- create information for country case study

Data Director -- compile and analyze data on the topic on a global, regional, and county level

Editor -- coordinate all visual (PowerPoint, Prezi, other) aspects of the presentation.

Module 3

Why do people migrate?

Module 3: Why do People Migrate? — Instructional Guide

Introduction to Module: People migrate for a variety of reasons. This unit will look at some of the main drivers of migration and provide context for how they affect different people in different parts of the world.

Learning Objective: Students will be able to discuss the multi-faceted drivers of migration (including, economic, social, environmental, and conflict components) and the decision to migrate, which works along a continuum, from voluntary to forced.

WMR Chapter Focus: This module will draw on the global overview of migrants and migration in Chapter 2 of the World Migration Report 2022 and migrant contributions detailed in Chapter 5 of the World Migration Report 2020.

Proposed Schedule: 2 50-minute periods plus independent student work.

⇒ Class period one: Introduction, student resource sheet; text-based and figures-based questions.

⇒ Class period two: Scenario Interactive Activity: Internal Displacement Monitoring Center

Student Assessment: There are several assessment options in this module and teachers may use some or all of them.

Understanding the Basics:

⇒ **Questions** based on the Student Resource Sheets

Going Further:

⇒ **Text case study:** Net migration in Australia, New Zealand, and Oceania

⇒ **Data case study:** Internal and International displacement (Focus on Africa and Asia)

⇒ **Interactive Scenario:** Spokesperson for the Internal Displacement Monitoring Centre

Evidence of Learning: Students will work together to complete a group activity that focuses on the movement of people around the world. The activity includes an oral presentation and a written reflection on the project. Details of the Evidence of Learning assessment is found in the 'Scenario' section of the module.

Starter Activity: Ask students to brainstorm about reasons why people might leave their country. Ask them to think about reasons that might be *voluntary* and reasons that might be *forced*. Ask them to explain the difference between the two. Ask them to think about how the COVID-19 pandemic might influence migration, both as a driver and an obstacle (lack of jobs in home country due to pandemic; closed borders making it harder to move to another country; etc).

Interactive Visualization: Visit [Precision for Covid Africa](#) and talk with your students about the Community Vulnerability Index map on the main page. Ask how the information from the map might relate to the movement of people. Visit [The Refugee Project](#) and pick one country (hover over the country) to discuss refugees in depth.

Resource Guide Module 3: Why do people migrate?

Module 3 Learning Objective: Students will be able to discuss the multi-faceted drivers of migration (including economic, social, environmental, and conflict components) and the decision to migrate, which works along a continuum, from completely voluntary to forced.

Why do people migrate?

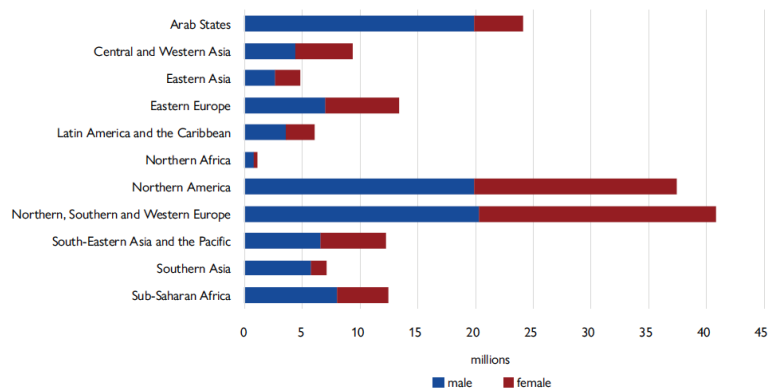
The majority of people who migrate internationally do so for reasons related to work, family and study – involving migration processes that largely occur without fundamentally challenging migrants themselves or the countries they enter. In contrast, other people leave their homes and countries for a range of compelling and sometimes tragic reasons, such as conflict, persecution and disaster. While those who have been displaced, such as refugees, comprise a relatively small percentage of all migrants, they are often the most in need of assistance and support. This is also the case of those displaced within their own countries – internally displaced persons– who are sometimes considered as internal migrants.

Migrant worker statistics

Labour migration is a driving force in international and internal migration. In the case of international migration, the move can be regional (across countries in a specific region) or inter-regional (to different regions). The latest available estimates indicate that there were roughly 169 million migrant workers around the world in 2019.

As evident from the data, the international migrant worker population is currently gendered as well as geographically concentrated. Notably, there is a striking gender imbalance of migrant workers in two regions: Southern Asia and the Arab States.

Figure 11. Geographic distribution of migrant workers by sex (millions), 2019



Source: ILO, 2021.

Source: ILO, 2021; World Migration Report 2022, Chapter 2

Key Terms

Drivers of migration
Environmental migration
Displacement
Mixed Motivations
Migration Aspirations

Research and Analysis on the Topic

Global Overview ([WMR 2022, Ch. 2](#))

Migration and health ([WMR 2020, Ch. 7](#))

[Global Trends: Forced Displacement in 2020](#)



Displaced persons

89.4 million — **↑** Up from **84.8 million** in 2019
people were living in displacement globally at the end of 2020 (includes refugees, asylum seekers, displaced Venezuelans and IDPs)

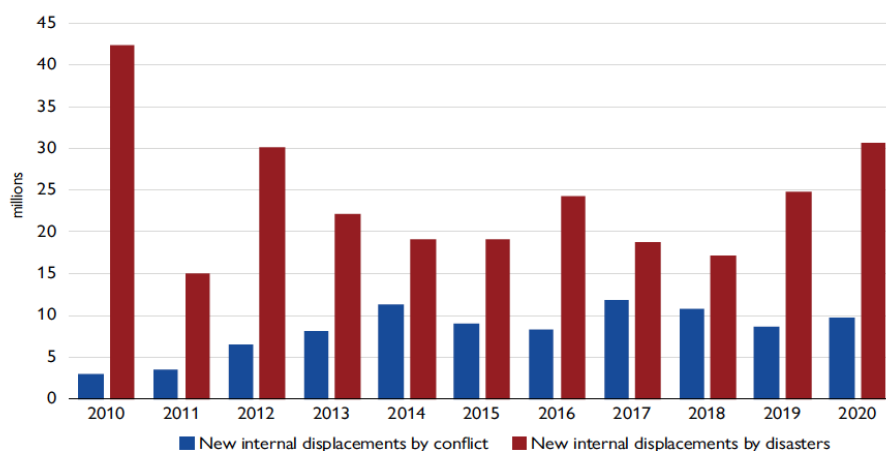
Refugees^(e)	26.4 million refugees globally in 2020	↑ Up from 26 million in 2019
Asylum seekers^(e)	4.1 million asylum seekers globally in 2020	↓ Down from 4.2 million in 2019
Displaced Venezuelans^(e)	3.9 million Venezuelans displaced globally in 2020 (not including those who were refugees or asylum seekers)	↑ Up from 3.6 million in 2019
Internally displaced persons (IDPs)^(f)	55 million IDPs globally in 2020: 48 million due to conflict and violence; 7 million due to disasters	↑ Up from 51 million in 2019

Source: World Migration Report 2022, Chapter 1

Displacement from around the world

As shown in Figure 20, in previous years, annual new disaster displacements outnumbered new displacements associated with conflict and violence. A significant portion of the global total of new displacements by disasters is usually associated with short-term evacuations in a relatively safe and orderly manner. As in previous years, weather-related disasters triggered the vast majority (30 million) of all new displacements, with storms accounting for 14.6 million displacements and floods for 14.1 million.

Figure 20. New internal displacements due to conflict and disasters, 2010–2020 (millions)



Source: IDMC, n.d. (accessed May 2021).

Notes: The term “new displacements” refers to the number of displacement movements that occurred in a given year, not the total accumulated stock of IDPs resulting from displacement over time. New displacement figures include individuals who have been displaced more than once, and do not correspond to the number of people displaced during a given year.

Source: World Migration Report 2022, Chapter 2

Reflection questions

1. In 2019, what percentage of international migrants were migrant workers? In which 3 regions were the distribution of male and female migrant workers the most equal?
2. What are the weather-related events causing displacements?
3. What does the chart on this page show about conflict and disasters as reasons for the displacement of people between 2010 and 2020? Explain your answer.
4. Examine the infographic on displaced persons and describe the trends in your own words.

Module 3: Why do people migrate?

Text case study

Read the selection from the World Migration Report 2022 and then answer the questions.

Environmental change and natural hazards play a significant role in mobility and displacement in the region. The Pacific region is disaster prone with high vulnerability to earthquakes, floods, forest fires and droughts. The intensity and frequency of such events are of concern, marked recently by the devastating bushfires in Australia that blazed from July 2019 until February 2020, burning 17 million hectares of land. This historic event triggered 65,000 new displacements, mostly from pre-emptive evacuations. Natural hazards and displacement can be more acute relative to population size, such as the volcano eruptions in Papua New Guinea in June 2019, which triggered an estimated 20,000 displacements, and Cyclone Harold, which hit Vanuatu in April 2020 displacing around 80,000 individuals, approximately a quarter of the population. Environmental change and natural hazards lead to a spectrum of mobility decisions among individuals and communities. Coping and adaptation strategies, along with resources and social networks may inform decisions to stay in high-risk environments. People's migration decisions as they relate to environmental change will continue to influence demographic change in the region.

Asylum seekers and refugees are a prominent feature of the region. The top three countries hosting asylum seekers and refugees are Australia (138,000), Papua New Guinea (11,000) and New Zealand (2,500). In the last decade, approximately 11 per cent of all resettled refugees were welcomed in Australia. The number of places under Australia's Humanitarian Programme rose to 18,762 in 2018/2019.⁴¹⁴ In 2019/2020, Australia provided 13,170 Humanitarian Programme places out of the total 18,750 allocated for the reporting year. The programme was not fully delivered in 2019/2020 due to the temporary suspension of granting of all offshore humanitarian visas in March 2020 because of COVID-19 travel restrictions. In its annual Budget for 2020/2021, the Australian Government reduced its humanitarian places by 5,000, returning to the pre-2017 level of 13,750 places per annum. COVID-19 travel restrictions have meant that by July 2021, it is estimated that around 10,000 people granted humanitarian visas overseas will remain offshore and be unable to enter Australia due to continuing significant international travel restrictions. The subsequent federal budget (2021/2022) confirmed that programme places would remain at 13,750 for several years to come. By May 2021, there were just over 230 people remaining offshore (around 100 on Nauru and 130 in Papua New Guinea), many having been transferred from Australia more than seven years prior. Overall, it is estimated that Australia allocated around AUD 8.3 billion toward offshore processing of around 4,000 asylum seekers between 2012 and 2020.

Seasonal labour migration regimes continue to facilitate emigration from Pacific Island countries to Australia and New Zealand. Labour migration programmes such as the Seasonal Workers Programme and Pacific Labour Scheme in Australia and the Recognized Seasonal Employer (RSE) scheme in New Zealand recruit migrants primarily from the Pacific and South-East Asia to occupy jobs in agriculture and accommodation (in Australia) and horticulture and viticulture (in New Zealand).³⁹⁹ The emigration from Pacific Island countries to Australia and New Zealand is significant due to the relatively small population sizes and the pace at which participation in these programmes has grown, particularly in Australia, where there is no cap. The majority of migrants that participate in these seasonal migrant worker programmes are from Vanuatu and Tonga. For example, it is estimated that in 2018, 13 per cent of the Tongan population aged 20–45 emigrated to work in Australia and New Zealand. An evaluation of the seasonal worker programmes demonstrates that while the economic opportunity for migrants from the surrounding Pacific Island countries drives participation, the departure of migrants can impact population growth and traditional social systems, and pose opportunity costs to local production in these regions. Additionally, it is recorded that the vast majority of workers are male. In Australia for example, only 14.6 per cent of participants in the 2017–2018 cohort were women. With regard to gender equality, this is a cause for concern as women have to carry out unpaid work in their households in the absence of men and may miss the opportunity for work experience and financial gain.

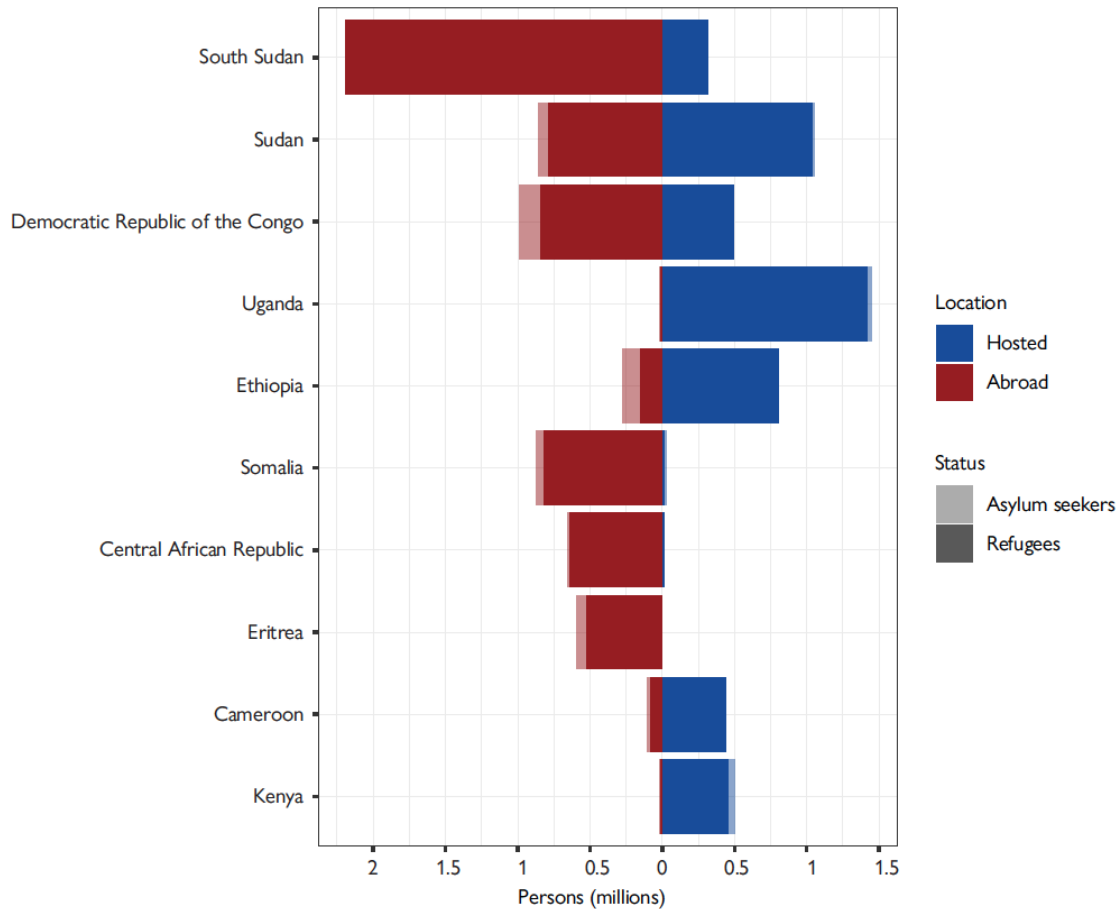
Reflection questions

1. What are the major drivers of migration in Oceania? Give at least two examples from the text above.
2. What migration drivers might be more likely to be found in countries in the Oceania region as compared to other countries in the world?
3. How might migration due to environmental factors be classified as voluntary migration? In what ways would it be involuntary? Explain with examples.
4. When it comes to drivers of migration, how might environmental and economic challenges in the region relate to each other?

Module 3: Why do people migrate?

Data case study

Figure 6. Top 10 African countries by total refugees and asylum seekers, 2020



Source: UNHCR, n.d.a.

Part I. Displacements (International)

Fill in the blanks below based on the figure.

1. Which three countries hosted the largest number of refugees in 2020?

- _____ with approximately _____ refugees.
- _____ with approximately _____ refugees.
- _____ with approximately _____ refugees.

2. Which countries had the greatest number of refugees living abroad in 2020?

- A. _____ with approximately _____ refugees abroad.
- B. _____ with approximately _____ refugees abroad.
- C. _____ with approximately _____ refugees abroad.
- D. _____ with approximately _____ refugees abroad.

3. Which two countries were the source of the greatest number of asylum seekers?

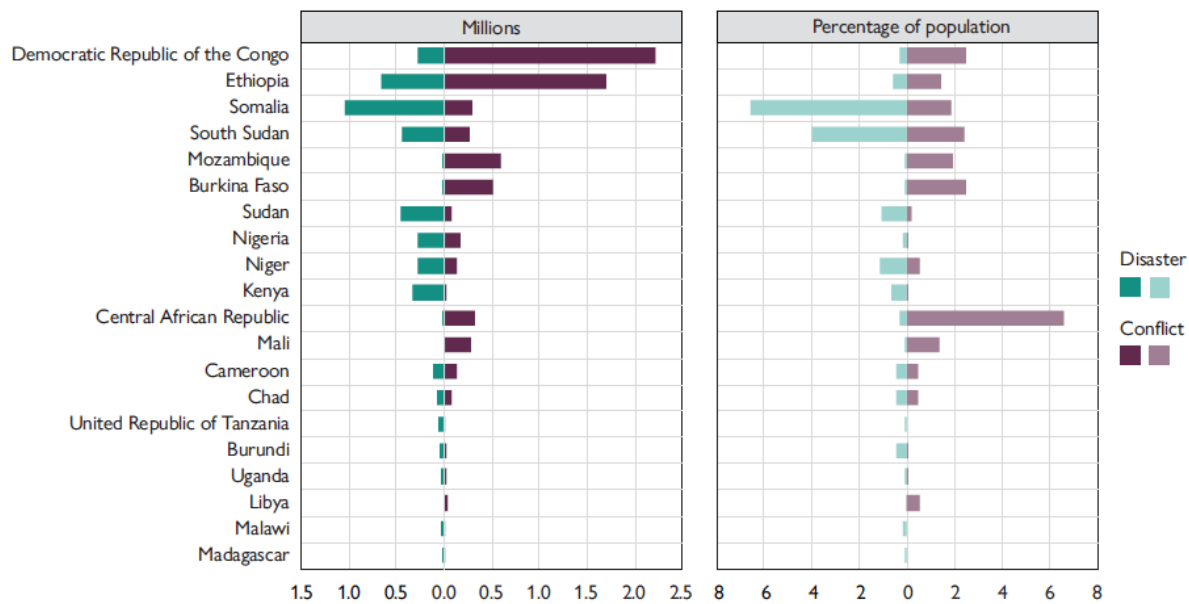
- A. _____ with approximately _____ asylum seekers.
- B. _____ with approximately _____ asylum seekers.

4. Make a list of the countries that host over 250,000 refugees and asylum seekers and also feature at least 250,000 refugees and asylum-seekers living abroad.

Part II. Displacements (Internal)

Answer the questions below based on the figure.

Figure 7. Top 20 African countries by new internal displacements (disaster and conflict), 2020



Source: IDMC, n.d.; UN DESA, 2021.

Notes: The term "new displacements" refers to the number of displacement movements that occurred in 2020, not the total accumulated stock of IDPs resulting from displacement over time. New displacement figures include individuals who have been displaced more than once and do not correspond to the number of people displaced during the year.

The population size used to calculate the percentage of new disaster and conflict displacements is based on the total resident population of the country per 2021 UN DESA population estimates, and the percentage is for relative illustrative purposes only.

1. In Part I you were asked to provide specific information about a Figure. Now, look at Figure 7 (above) and write a paragraph that describes and explains the information in the chart. Try to include number estimates and possible reasons for the data.

Extension Question

Notably, several countries with large numbers of internal displacements – such as the Democratic Republic of the Congo, Ethiopia and Somalia – are also either hosting or producing significant numbers of refugees and asylum seekers.

The complex and multicausal factors triggering displacement and inhibiting solutions have meant that host countries – some of the least developed in the world – continue to provide long-term refuge to a disproportionate share of the world’s displaced.

2. Reflect on the above excerpts from the World Migration Report 2020

Why do you think some of the countries that produce some of the highest numbers of refugees and asylum seekers are also the place of residence of some of the highest numbers of refugees and asylum seekers? What geographic, political, and/or economic factors produce this outcome?

Module 3: Why do people migrate?

Interactive Scenario

Overview: In a role-play activity, students will be official spokespersons for the Internal Displacement Monitoring Center, an organization based in Geneva, Switzerland that provides data and analysis and supports partners to identify and implement solutions to internal displacement. In this activity the spokespersons will present oral reports to a UN agency that wants to make a 1 minute video about the issue of global displacement to distribute around the world via the internet.

Setup: Divide the class into 5 groups. Using the [IDMC Global Report website](#), search in the 'Data' tab for the Top 5 countries where people are being displaced. Each group will be assigned a country from either of the 'Conflict and Violence' list the 'Disaster' list.

Instructions: Use the website to research and analyze the data for your country as it relates to displacement. Prepare 1 minute presentations on each of the following topics:

Displacement Overview: facts and figures related to both Conflict and Violence and Disaster displacement. You may refer to the 'Overview' section for your country, but be sure to put the information in your own words.

Drivers of Displacement: historical context and development for some of the displacement seen in your country.

Impact: some of the impact that displacement has had on the country and its people.

Presentation and Discussion: Each group should make a formal presentation to the class (powerpoint or other visual aides may be used). Once all of the groups have finished, the class will discuss how each country could address the issues they are having.

Personal Writing and Reflection: Search in the tabs section of the website for 'Part 2: Solutions' and find the 'Conclusions' tab at the bottom of the page (can also be found [here](#)). Read the short excerpt. Write a paragraph explaining the two most important points made in the excerpt. Defend your answer.

Extension Activity (optional): Each group will create a 1 minute video about the issue of internal displacement based on the presentations given in class. Groups will need to collaborate in order to include information about more than the country that was the topic of their presentation. Videos should feature people speaking, but other elements may be included as well (music, photos, etc). Divide the task among the group members (for example: 1 person is in charge of the script, one person is in charge of filming, one person is in charge of what information, etc).

Module 4

Where do people migrate?

Module 4: Where do People Migrate? — Instructional Guide

Introduction to Module: There are clear geographic aspects to migration and displacement around the world. This module will help students become familiar with some of differences that exist in each region of the world when it comes to migration. Students will explore where migrants go when they are on the move. The Interactive Scenario gives students a chance to put what they have learned to practice as they role-play what it might be like to prepare for how a potential disaster might affect migrant populations as they move from one country to another.

Learning Objective: Students will be able to elaborate on the major migration corridors around the world and the changes in migration flows over space and time. Particular focus is on the differences in migration from continent to continent and region to region.

WMR Chapter Focus: This module will draw on Chapters 2 (Global Overview) and Chapter 3 (Regional Dimensions) from the World Migration Report 2022.

Proposed Schedule: 1-2 class periods (50-100 minutes) plus independent student work.

- ⇒ Class period one: introduction, student resource sheet; text-based and figures-based questions.
- ⇒ Class period two: Interactive Scenario: “UN Disaster Assessment and Coordination Disaster Preparation”

Student Assessment: There are several assessment options in this module and teacher may use some or all of them.

- Understanding the Basics:

- ⇒ **Questions** for this module rely heavily on Chapter 3 of the World Migration Report. Information in the Resource Sheets provide broad summaries for each global region.

- Going Further:

- ⇒ **Text case study:** Extra-Regional Migration Changes
- ⇒ **Data case study:** Intra-Regional Migration by the Numbers
- ⇒ **Interactive Scenario:** UN Disaster Assessment and Coordination (UNDAC) office preparation for the first phase of a sudden-onset emergency.

Evidence of Learning: Students will work together to complete a group activity that focuses on the movement of people around the world. The activity includes an oral presentation and a written reflection on the project. Details of the Evidence of Learning assessment is found in the 'Scenario' section of the module.

Starter Activity: Use the [World Migration Report interactive map](#) to ask students where they think the most migration flows are occurring around the world. Ask them to think about why certain countries have more migration flows than others. Ask students what challenges might arise in a country if there is a sudden influx of people? How might migration relate to proportional changes in population around the world.

Interactive Visualization: Use the ‘corridors’ tab on the [World Migration Report interactive map](#) to examine migration corridors with the entire class.

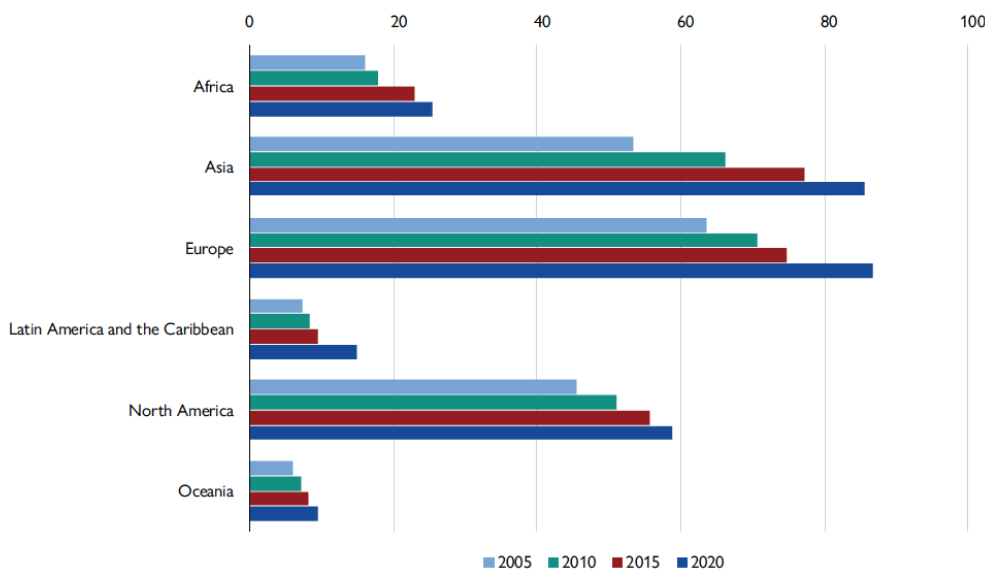
Resource Guide Module 4: Where do people migrate?

Module 4 Learning Objective: Students will be able to elaborate on the major migration corridors around the world and the changes in migration flows over space and time. Particular focus is on the differences in migration from region to region. Countries that make up each region can be found in the appendix of chapter 3 of the [World Migration Report](#).

Where do people migrate?

Chapter 3 of the World Migration Report 2022 reveals some interesting and clear geographic aspects to migration and displacement. Studying the tables and charts in the chapter shows the significant variation in migration patterns between regions and provides an important perspective to understanding migration.

Figure 1. International migrants, by major region of residence, 2005–2020 (millions)



Source: UNDESA 2021/ WMR 2022 Ch. 2

Regional overview: Asia

Asia – home to around 4.6 billion people – was the origin of over 40 per cent of the world’s international migrants in 2020 (around 115 million). In the same year, more than half (69 million) were residing in other countries in Asia, a significant increase from 2015, when around 61 million were estimated to be living within the continent. Intraregional migration within Asia has increased significantly over time, rising from 35 million in 1990. The number of non-Asian-born migrants in Asia has remained at relatively low levels since 1990.

Key terms

Origin Country
Destination Country
Regional Migration
Migration Corridor

Research and analysis on the topic

Global Overview ([WMR 2022, Ch. 2](#))
Regional Dimensions ([WMR 2022, Ch. 3](#))
[International Migrant Stock 2020](#)
[World Migration Interactive](#)

Regional overview: Europe

Nearly 87 million international migrants lived in Europe in 2020, an increase of nearly 16 per cent since 2015, when around 75 million international migrants resided in the region. A little over half of these (44 million) were born in Europe, but were living elsewhere in the region; this number has increased since 2015, rising from 38 million. In 2020, the population of non-European migrants in Europe reached over 40 million.

Regional overview: Northern America

Migration in Northern America is dominated by migration into the region. Over 58.6 million migrants were residing in Northern America from a variety of regions in 2019. During the last 30 years, the number of migrants in Northern America has more than doubled in size. The number of Northern American migrants living within the region or elsewhere was very small compared with the foreign-born population in the region. In contrast to regions such as Asia and Africa where intraregional migration is dominant, more Northern American-born migrants lived outside the region.

Regional overview: Latin America and the Caribbean

Migration to Northern America is a key feature in the Latin America and the Caribbean region. In 2019, over 26 million migrants had made the journey north and were residing in Northern America. The Latin American and the Caribbean population living in Northern America has increased considerably over time. The total number of migrants from other regions living in Latin America and the Caribbean has remained relatively stable, at around 3 million over the last 30 years. These were comprised mostly of Europeans (whose numbers have declined slightly over the period) and Northern Americans, whose numbers have increased.

Regional overview: Oceania

In 2019, around 7.7 million international migrants from outside Oceania were living in the region. Out of all of the six world regions, Oceania had the lowest number of migrants outside its region in 2019, partly a reflection of the low total population size of the region, although there was an increase in their number during the previous 30-year period. Most of those born in Oceania living outside the region resided in Europe and Northern America.

Regional overview: Africa

Migration in Africa involves large numbers of international migrants moving both within and from the region. In 2020 around 21 million Africans were living in another African country, a significant increase from 2015, when around 18 million Africans were estimated to be living within the region. The number of Africans living in different regions also grew during the same period, from around 17 million in 2015 to over 19.5 million in 2020. One of the most striking aspects to note about international migrants in Africa is the small number of migrants who were born outside of the region and have since moved there.

Reflection questions

1. Briefly explain what is meant by the term “migration corridor”.
2. In 2020, how many migrants from the Latin America and the Caribbean region were residing in North America? Has this number been increasing or decreasing over time?
3. Examine the top migration corridors on the World Migration data visualization webpage. What are the top 3 migration corridors involving European countries that do not involve the Russian Federation?

Module 4: Where do people migrate?

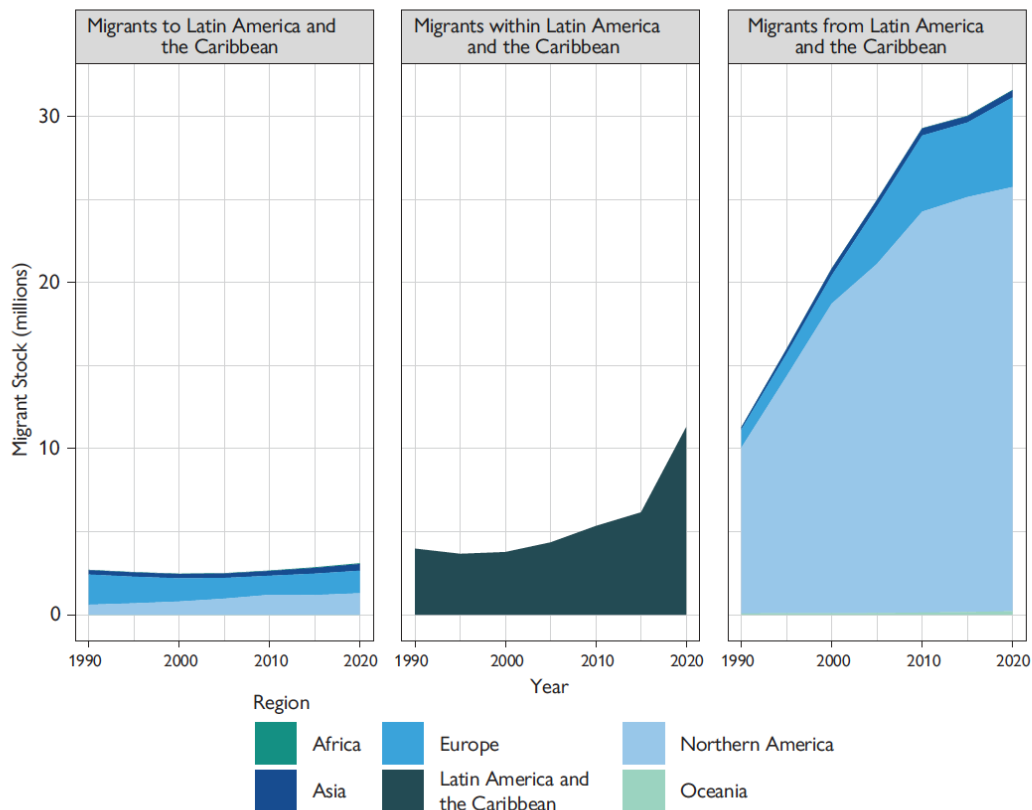
Text case study

Read the selection from the World Migration Report 2022 and then answer the questions.

Migration to Northern America is a key feature in the Latin America and Caribbean region. In 2020, over 25 million migrants had made the journey north and were residing in Northern America (Figure 22). As shown in the figure, the Latin American and Caribbean population living in Northern America has increased considerably over time, from an estimated 10 million in 1990. Another 5 million migrants from the region were in Europe in 2020. While this number has only slightly increased since 2015, the number of migrants from Latin America and the Caribbean living in Europe has more than quadrupled since 1990.

The total number of migrants from other regions living in Latin America and the Caribbean has remained relatively stable, at around 3 million over the last 30 years. These were comprised mostly of Europeans (whose numbers have declined slightly over the period) and Northern Americans, whose numbers have increased. In 2020, the numbers of Europeans and Northern Americans living in Latin America and the Caribbean stood at around 1.4 million and 1.3 million, respectively.

Figure 22. Migrants to, within and from Latin America and the Caribbean, 1990–2020



Source: UN DESA, 2021.

Migration northward remains a significant trend, with mixed migration from the northern region of Central America, in particular, proving to be challenging and dynamic due to rising immigration controls. Migration from and through Central America is driven by a complex mix of factors, including economic insecurity, violence, crime and the effects of climate change, with many individuals moving northward in pursuit of financial and human security. At the end of 2020, nearly 900,000 people from Honduras, Guatemala and El Salvador had been forcibly displaced (both within and across borders). Of these, more than half a million had been displaced across borders, with the vast majority (79%) hosted in the United States. Migrant caravans, a term used to describe the cross-border movement of large groups of people by land, have increased in number and frequency since 2018 and have often included families with children. There has been a rise in the number of children journeying through the Darién Gap. Of the 226,000 migrants from Honduras, Guatemala and El Salvador arriving at the United States border in the first half of fiscal year 2021, approximately 34,000 were unaccompanied minors. In response, the Mexican and United States governments have bolstered immigration enforcement, including by implementing measures aimed at preventing the transit of migrants, a surge in active-duty military officers at the United States–Mexico border, an increase in migrants being detained and deported, and reports of migrants being met with excessive force by security officials. In January 2020, a migrant caravan leaving Honduras was denied permission to transit through Mexico to the United States at the border between Guatemala and Mexico. As a result, an estimated 2,000 migrants were returned to Honduras by the Guatemalan and Mexican authorities. Moreover, the number of detentions in Mexico increased from approximately 8,500 in January 2019 to 13,500 migrants in January 2020.

Reflection questions

1. Often known as the origin of migration flows, countries in Latin America and the Caribbean is also the destination for many migrants within the region and from outside the region. What three EU countries are the origin countries for over 800,000 migrants living in South America, as of 2020?

2. What three South American countries have the highest number of emigrants living outside of South America as of 2020?

3. In what ways is Mexico a prominent 'origin' country and a significant 'transit' country for migrants headed north toward the United States?

4. What has been the trend in extraregional migration from Latin America and the Caribbean to other regions? According to the figure and the text, which regions are migrants moving to?

Module 4: Where do people migrate?

Data case study



1. Use the migration corridor chart (Figure 16) in the World Migration Report 2022 to place and label the top migration corridors that are exclusively Europe-to-Europe on the map. In the space below, list the migration corridors that you include on the map.

Module 4: Where do people migrate?

Interactive Scenario

Scenario: The UN Disaster Assessment and Coordination (UNDAC), an agency created to help governments in countries affected by disasters during the first phase of critical emergencies, is working on an annual review of activities. The agency wants to consult with regional advisors about the migration trends to, within and from their region in order to better assess their preparedness for a sudden-onset emergency. **Chapter 10 of the [World Migration Report 2020](#) will be very helpful for this interactive scenario.**

More about UNDAC. The UNDAC falls under the United Nations Office for the Coordination of Humanitarian Affairs. Specifically, “the United Nations Disaster Assessment and Coordination (UNDAC) is part of the international emergency response system for sudden-onset emergencies. UNDAC was created in 1993. It is designed to help the United Nations and governments of disaster-affected countries during the first phase of a sudden-onset emergency. UNDAC also assists in the coordination of incoming international relief at national level and/or at the site of the emergency.” (OCHA website)

Instructions: Divide into six groups, with each of the groups representing one of the six United Nation Regions (Africa, Asia, Europe, Latin America and the Caribbean, North America, Oceania). Each group will create a 10 minute presentation (powerpoint, prezi, etc) to be given to the whole class that addresses the following two questions:

- ⇒ **Questions 1: Where are people migrating?** In this section, each advisor group will provide summary data of the largest migration corridors in their region. Recent shifts in migration flows should be addressed in the presentation. Present quantitative figures, but also provide some analysis. What are the trends in the region over time? Chapters 2 and 3 of the World Migration Report may be particularly useful in this case.
- ⇒ **Questions 2: What should a disaster preparedness agency be aware of in the region?** In this section, provide a quick overview of possible disaster scenarios and how these disasters may affect the migrants living in each country. Chapter 9 may help for preparing your presentation, but be creative in finding other sources. Think about questions such as: Do migrants have access to health and emergency services?

Evidence of Learning:

In addition to your group presentation, each member will write a 2 page recommendation for the UNDAC that describes and explains the two most important disaster preparedness possibilities to prepare for in their region. Be clear about what the potential disaster is (flood? hurricane? earthquake? tsunami? violence? access to basic resources, etc.) and explain in some detail how the UNDAC can prepare to help people should that disaster occur.

Module 5

How do people migrate?

Module 5: How do People Migrate? — Instructional Guide

Introduction to Module: The focus of this module is to introduce students to the various pathways people use to migrate. This includes analyzing the geographic corridors that are most commonly used by migrants, recognizing the transportation methods that are used (air, sea, foot, etc), and understanding both the regular (authorized) and irregular (unauthorized) pathways that are used to migrate. Examples of irregular pathways include smuggling, trafficking of persons, etc.

Learning Objective: Students will be able to explain the modes of mobility utilized to migrate and how these have changed over time.

WMR Chapter Focus: This module will draw on the global and regional overview of migrants and migration in Chapters 2 and 3 of the World Migration Report 2020 and 2022.

Proposed Schedule: 1-2 class periods (50-100 minutes) plus independent student work.

- ⇒ Class period one: Introduction, student resource sheet; text-based and figures-based questions.
- ⇒ Class period two: Interactive Scenario: “Migrants and means of travel”

Student Assessment: There are several assessment options in this module and teacher may use some or all of them.

- Understanding the Basics:

- ⇒ **Questions** based on the Student Resource Sheets

- Going Further:

- ⇒ **Text-based case study:** The ‘appification’ of migration
- ⇒ **Table/Chart case study:** International travel during a pandemic
- ⇒ **Interactive Scenario:** Activity based on the Henley Passport Index

Evidence of Learning: Students will work together to complete a group activity that focuses on the movement of people around the world. The activity includes an oral presentation and a written reflection on the project. Details of the Evidence of Learning assessment is found in the 'Scenario' section of the module.

Starter Activity: Ask students what the difference is between voluntary and forced migration. Talk with them about some of the most common forms of forced migration. Then ask student to brainstorm about the most common modes of transportation people use to migrate. Students may be willing to talk about how their own families have moved within and/or to/from a country and for what reasons (parents' work? other reasons?)

Interactive Visualization: Use the [interactive map](#) to explore the major migration routes that are used as people move around the world.

Resource Guide Module 5: How do people migrate?

Module 5 Learning Objective: Students will be able to explain the modes of mobility and legal pathways utilized to migrate and how these have changed over time.

How do people migrate?

Pathways of mobility vary in terms of safety and adherence to regular migration governance regimes. This module will explore the pathways people choose to migrate, both in the physical sense—air, land and sea—as well as the legal sense, what we call regular and irregular migration.

Migrants with visas (from WMR 2018, Ch. 7)

Where possible, migrants will choose to migrate through regular pathways on visas. From a migrant's perspective, the experience can be profoundly different impacting the migrant as well as his/her family, including those who may remain in the origin country.

- ⇒ First, visas denote authority to enter a country and so offer a form of legitimacy when arriving in and traveling through a country. A valid visa provides a greater chance of being safeguarded against exploitation.
- ⇒ Second, traveling on visas is easier logistically, as the availability of travel options is far greater. In some cases, it can mean the difference between a journey being feasible or not.
- ⇒ Third, visas provide a greater level of certainty and confidence in the journey, which is much more likely to take place as planned, including in relation to costs. Traveling on visas is more likely to be safer, more certain and more easily able to accommodate greater choice, such as length of journey, travel mode and with whom to travel.

Changes in modern mobility systems

The significant increase in international mobility has been spurred by increased transportation links and the rapid growth in telecommunications technology. By the mid-1960s, rapid technological changes in aviation, such as the development of the jet engine, resulted in the boom of air transportation. These advances allowed aircrafts to reach far-off destinations and at much lower cost, thus leading to greater changes in cross-border movements of people and goods.



Source: [World Economic Forum](#), p. 23

Key terms

Mobility
Migration pathways
Smuggling
Trafficking in persons

Research and analysis on the topic

Global Overview ([WMR 2022, Ch. 2](#))
International migration as a stepladder of opportunity ([WMR 2022, Ch. 7](#))
Migration journeys ([WMR 2018, Ch. 7](#))
[Migrant Smuggling Data and Research](#)

Dangerous Travel Routes for Migrants – The Darién Gap

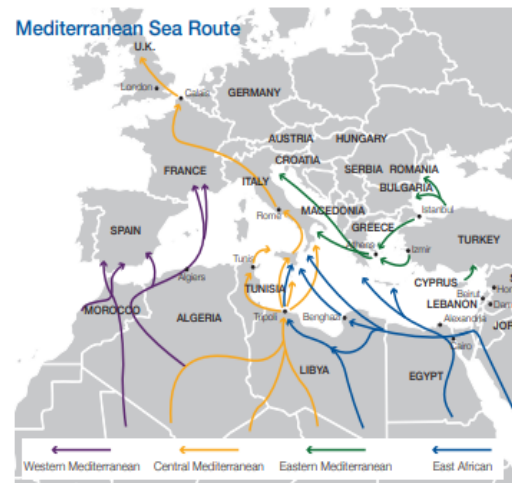
“The Darién Gap is a lawless wilderness on the border of Colombia and Panama, teeming with everything from deadly snakes to anti-government guerrillas. The region also sees a flow of migrants from Cuba, Africa and Asia, whose desperation sends them on perilous journeys to the U.S.”

“As traditional pathways to the U.S. become more difficult, Cubans, Somalis, Syrians, Bangladeshis, Nepalis, and many more have been heading to South American countries and traveling north, moving overland up the Central American isthmus. The worst part of this journey is through the Gap. Hundreds of migrants enter each year; many never emerge, killed or abandoned by coyotes (migrant smugglers) on ghost trails.

— [Excerpt](#) from Jason Motlagh from Outside magazine



Source: Milenioscuro



Source: [World Economic Forum](#), p. 23

Reflection questions

1. What are the benefits to migrants of traveling with an authorized visa?
2. What are some significant ways in which changes in transportation technology have led to changes in how people move around the world?
3. Using the map and description above, what geographic features make the Darién Gap a dangerous transit region for migrants?
4. Use the maps on this sheet, on p. 23 of the [Migration and Its Impact on Cities Report](#) by the World Economic Forum to answer these questions:
 - A. What is the fewest number of countries a person would have to travel through to move from Nicaragua to the United States using a land route? List the countries.
 - B. List 4 countries that tend to be 'landing countries' for people using the Mediterranean Sea route to get to Europe from Africa and/or the Middle East.
5. Using information you have learned and your own knowledge, what are some of the most significant obstacles for migrants using the following routes to move around the world: a) sea routes b) land routes c) air routes?

Module 5: How do people migrate?

Text case study

Read the selection and then answer the questions.

Adapted from 'The Appification of Migration: A Million Migrants? There's an App for That'

By Marie McAuliffe on Asia and The Pacific Policy Society website

Full text can be found at [The appification of migration - Policy Forum](#)

The world has changed fundamentally in the almost 70 years since the largest refugee crisis in Europe following the aftermath of World War II when the Refugee Convention was being developed. Back then, there was no Internet, there were no mobiles or fax machines, and postal services were slow and often disrupted. Telegram and telephone communication was limited and costly.

After World War II refugee movements beyond war-torn Europe were regulated by states (including under the United Nations). The UN coordinated repatriation, returns and resettlement of refugees to third countries. In today's terms, movements were slow, highly regulated and very selective. Information for refugees was largely the monopoly of states and opportunities for migrating to other regions were limited to formal channels. Things are very different now.

These days conflict and persecution are still occurring at frustrating and tragic levels, but the context has changed. While the international protection system has evolved incrementally over time, it risks lagging further behind. The 'appification' of migration has taken off, making migration processes fundamentally different in specific but important ways.

Firstly, mobile phone technology has become the norm, linking migrants to family, friends, humanitarian organisations and smugglers, but equally linking smugglers to agents, and their networks of fellow smugglers in dispersed locations. These links can be found in a variety of apps for people travelling to and through Europe.

The telecommunications revolution is enabling the creation of unregulated migration pathways that are fast and affordable for an increasing number of people.

Secondly, and for the first time in decades, large numbers of refugees and other migrants in transit and host countries such as Turkey are not sitting and waiting for resettlement or return. They are taking matters into their own hands, principally because they can. Information, advice and money can be shared quickly, and the constraints of geography more easily overcome.

So what can be done to better regulate movement and ensure more certain, safe and sustainable migration, recognising that turning back the clock on connectivity is both impossible and highly undesirable? Firstly, we need to acknowledge that we inexcusably remain data poor in an age of such great global connectivity. More research harnessing new technologies and undertaken from a migrant perspective needs to be done. Such research could be usefully focused on providing answers to how we might better prevent dangerous illicit migration in safe and sustainable ways.

Secondly, greater emphasis needs to be placed on improving conditions in home countries, including to reduce conflict and persecution but also to improve countries' economies and governance so that more people are able to forge safe and meaningful lives at home.

Finally, we need to re-think solutions to enhance stability and improve the lives of people who have already been displaced. This would necessarily involve more support to refugee host countries. But just as importantly, deeper thinking about the policy implications of greater mobility is required, as is contemplation of refugees as a potential demographic bonus for highly industrialised countries, rather than a burden.

The technology, resources and intellect to achieve these goals are available. States and international partners that are more determined to see glimpses of the world through the eyes of migrants, and more clearly understand unregulated migration pathways and our inter-connected prosperity, are likely to be at a strategic advantage. They will be able to see emerging issues that can be shaped in positive and constructive ways to the benefit of refugees and states.

1. According to the text, what are some important ways technology has impacted migration?

2. The text mentions that migrants are 'taking matters in their own hands' today more than ever. Give an example of how migrants might 'take matters into their own hands.'

3. In your own words, what are the three recommendations the text mentions to ensure better regulation and the safe movement of migrants.

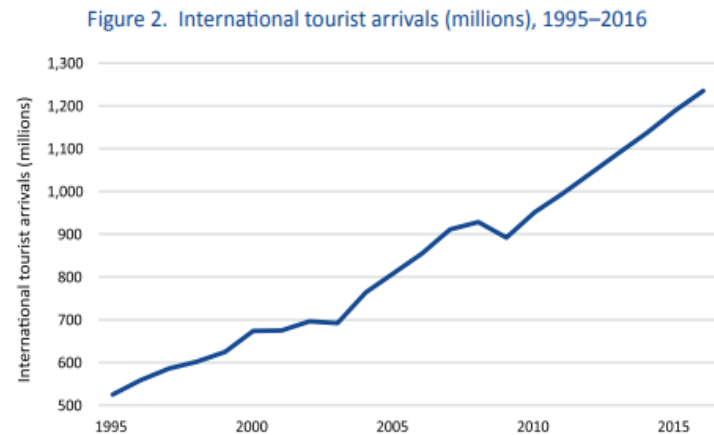
4. Provide your own definition for what is meant by the phrase 'the application of migration.'

Module 5: How do people migrate?

Data case study

Part I. International travel in the age of the pandemic

From 2012 to 2020 (until COVID-19), more than 1 billion people used air transport to move around the world each year. The figure to the right, taken from WMR 2018 and based on data from the World Tourism Organization, shows a linear increase in international tourist arrivals from 1995 to 2016. This changed dramatically in 2020 due to the COVID-19 global pandemic. Use the data in Figure 2, and the information on



Source: UNTWO, 2017.

the table to the right to complete the line graph below. On the graph, draw a line that reflects international air travel from 2010 to 2020. The x-axis should be marked by years. The y-axis should be should be marked by tourist arrivals.

International Tourist Arrivals (2010–2020)



Year	International Arrivals (in millions)
2017	1,333
2018	1,409
2019	1,460
2020	381

Source: UNTWO, 2020

Part II. Mobility Restrictions

Go to the webpage [migration.iom.int](https://www.migration.iom.int) and look at the section on 'Travel Restrictions' on the right of the webpage.

1. According to the area chart, what percent of country-to-country borders have *entry restrictions* today (the day you are doing this assignment)? _____. What percent of country-to-country borders had *entry conditions*? _____

2. According to the area chart, peak level *entry restrictions* worldwide occurred on approximately which date? _____

3. Find the "Point of Entry Monitoring" section on the front page of the website and click 'Learn More.' Navigate on the map so that you are seeing the countries of Vietnam, Thailand, Cambodia, and Laos. Using those four countries, provide the following information for any 4 'points of entry' in those countries:

Name/Location of Point of Entry	Operational Status	Affected Populations	Duration
1.			
2.			
3.			
4.			
5.			

Module 5: How do people migrate?

Interactive Scenario

Scenario: The Henley Passport Index is the original ranking of all the world's passports according to the number of destinations their holders can access without a prior visa. Using this tool (found at the [Henley Passport Index website](#)) students will work in teams to analyze visa needs for countries in all 6 UN recognized regions in the world. For this scenario, each team will need a set of index cards or paper cut to index-card size. They will also need tape.

Instructions: Divide the class in 6 groups — one for each UN region (Africa, Asia, Europe, LAC, North America, Oceania). Ask each group to research their region's top 5 and bottom 5 countries as ranked by population (students can use standard internet sites such as Wikipedia to find this information). Input each country into the Henley Passport Index to determine the visa requirements needed for residents of that country to visit other countries around the world. Make a note of a) the number of countries where a visa is needed to visit, b) the current year global rank of the country.

Part I. Research and Presentation

- Make a list of your countries in order of their global rank (as determined by the Henley Passport Index).
- On an index card, write the name of each of country on your list along with the global rank and number of countries where a visa is needed to visit.
- After completing the research, each group will present the information of their countries to the class.

Part II. Class Discussion & Activity

- After the presentations are complete, spend some time discussing the information you received. Are there visa results for countries that surprised you? If so, why? Are there regions that are more likely than not to need visas to international travel? If so, what might explain that? Are there noticeable differences between the populated (large) countries and the less-populated (small) countries? What might explain this?
- After the discussion, use the index cards and some tape to post the names of all of the countries from all of the groups IN ORDER OF THEIR GLOBAL RANK from highest to lowest on a wall in the classroom. If needed, spend a few minutes discussing the result of this activity as a class.

Part III. Written Assignment and Evidence of Learning

Write a 2 page report on the findings in this activity. In your report analyze the countries you researched and provide an overview of how those countries fair in terms of visa needs for citizens.

Module 6

When do people migrate?

Module 6: When do People Migrate?— Instructional Guide

Introduction to Module: This module will help students understand when people migrate. The module will present information about movement due to environmental and climate change as well as information about the movement of people due to seasonal and temporary work.

Learning Objective: Students will be able to explain the timing of mobility depending on factors such as seasonality, timing with periodic events, and historical trends.

WMR Chapter Focus: This module will draw on the global overview of migrants and migration and the theme climate change and migration detailed in Chapters 2 and 9 of the World Migration Report 2022.

Proposed Schedule: 1-2 class periods (50-100 minutes) plus independent student work.

- ⇒ Class period one: introduction, student resource sheet; text-based and figures-based questions.
- ⇒ Class period two: Interactive Scenario: “Bilateral and multilateral negotiation for migrant labour agreements”

Student Assessment: There are several assessment options in this module and teacher may use some or all of them.

- Understanding the Basics:

- ⇒ **Questions** based on the Student Resource Sheets

- Going Further:

- ⇒ **Text case study:** The Environment and Migration
- ⇒ **Data case study:** Displacement Due to Disasters: Oceania
- ⇒ **Interactive Scenario:** Bilateral and multilateral negotiating of work visas for migrants

Evidence of Learning: Details of the Evidence of Learning assessment is found in the 'Scenario' section of the module.

Starter Activity: Show students photos or videos of some recent devastating weather events (hurricanes, cyclones, tornadoes, etc). Ask students to think about how they would respond if they lived in areas where these events took place. Lead a discussion about what happens in areas where these kinds of events are frequent and when people have no insurance to protect them.

Interactive Visualization: The [interactive map](#) explores the major migration routes that are used as people move around the world.

Resource Guide Module 6: When do people migrate?

Module 6 Learning Objective: Students will be able to explain the timing of mobility with special attention given to factors that relate to environmental and climate change issues.

Movement of people due to environmental stress

Millions of men, women and children around the world move in anticipation or as a response to environmental stress every year. Disruptions such as cyclones, floods and wildfires destroy homes and assets, and contribute to the displacement of people. A diverse range of human migration pathways in the context of environmental change have been documented in mountainous regions: displacement, labour migration, and planned relocation. Advances in meteorological and other sciences which inform about the dynamics and pace of climate change indicate that disruptions ranging from extreme weather events to large scale changes in ecosystems are occurring at a pace and intensity unlike any other known period of time on Earth.

Seasonal migrant workers

An **international migrant worker** is a person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national. The length of stay for a migrant worker is usually restricted as is the type of employment they can hold. Crossing national borders to work is one of the key motivations behind international migration, whether driven by economic inequalities, seeking employment, or both.

Some migrant workers have employment that is seasonal in nature. In such cases, the migrant worker's job opportunities are dependent on seasonal conditions and can be performed only during part of the year.

Data on environmental mobility

Research on environmental mobility is still developing and while advances have been made in the past two decades there are various data and knowledge gaps that persist. Increasingly reliable figures for the number of new internal displacements related to rapid onset environmental disruptions are produced each year. But for obtaining reliable numbers of migration when it is not forced, it is difficult to compute reliable estimates for the numbers of people moving in anticipation of or response to slow-onset processes such as desertification or sea-level rise.

Key Terms

Seasonal migration
Environmental migration
Drivers of migration

Research and analysis on the topic

Global Overview ([WMR2022 Ch. 2](#))
Climate Change ([WMR2022, Ch. 9](#))

Effect on Urban Areas

While it is important to consider areas of origin, it is also vital to analyse areas of destination when assessing the outcomes of environmental migration. For example, after three years of drought in Mexico, increased flows of people from rural to urban areas have been documented. Such movements can be adaptive or maladaptive. Cities are often situated in areas prone to hazards, such as on the low-lying coastal areas or in areas of geological hazards, such as landslides, earthquakes and volcanic eruptions. In cases where migrants settle in areas exposed to hazards, such as in slums on hillsides or in flood-prone regions, these populations may be more exposed and vulnerable to environmental and climatic disruptions in the future. It is possible that more environmental hotspots will emerge in the future with a population subject to a triple jeopardy of population growth, increased vulnerability and exposure to more severe and frequent and climate events.

Migration and weather events

There has been growing recognition in recent years of the need to better integrate migration into global climate and environmental mechanisms, and for climate change mechanisms to incorporate human mobility aspects. Climate science suggests that the magnitude and frequency of extreme weather events are rising, exposing more people and their assets to adverse impacts. Migration, displacement and planned relocation are capturing increased attention from research, policy and practice as people attempt to move away from stress and risk, and towards safety or opportunity. In this context, measures are needed with the following characteristics:

- ⇒ people are enabled to choose whether, when, and with whom to move;
- ⇒ people who move can access livelihood opportunities and remit resources that enhance adaptation; and
- ⇒ people who move can do so in a dignified, safe and regular manner.



9.3 million

new displacements
from storms in 2018

In 2018, weather-related disasters triggered the vast majority of all new displacements

5.4 million

new displacements
from floods in 2018

Reflection questions

1. Read p. 258-259 of the WMR 2020. What are some of the ways in which people who live in mountainous regions use weather to determine when or if they will migrate to new areas?
2. Refer to the [IOM definition of a 'migrant worker'](#)? In what situations might migrant workers also be “seasonal workers”?
3. What are some of the geological hazards that come with an increase of people moving to urban areas. What are some ways that people migrating to urban areas due to environmental issues might actually still be at risk even when they settle in cities and urban areas?
4. What are three characteristics that should be considered in measures to help people who decide to migrate due to increasing pressures from environmental and climate change? Summarize the characteristics into your own words and briefly explain why each is important.

Module 6: When do people migrate?

Text case study

Read the selection and then answer the questions.

From “**Chapter 9: Human mobility and adaptation to environmental change**”

(By Robert Oakes, Soumyadeep Banerjee and Koko Warner in *World Migration Report 2020*)

Millions of men, women and children around the world move in anticipation or as a response to environmental stress every year. Disruptions such as cyclones, floods and wildfires destroy homes and assets, and contribute to the displacement of people. Slow-onset processes – such as sea-level rise changes in rainfall patterns and droughts – contribute to pressures on livelihoods, and access to food and water, that can contribute to decisions to move away in search of more tenable living conditions. Advances in meteorological and other sciences which inform about the dynamics and pace of climate change indicate that disruptions ranging from extreme weather events to large scale changes in ecosystems are occurring at a pace and intensity unlike any other known period of time on Earth. Anthropogenic climate change is expected to increasingly affect migration and other forms of people moving to manage these changing risks.

The mechanisms through which environmental impacts contribute to migration are complex. Over the last decade, it has become accepted that links between the environment and migration are rarely linear. Some literature frames the issue as a normal and neutral social process and other articles refer to the “migrancy problematic”. Economic, political, cultural and demographic factors interact with environmental drivers to shape intentions of people to move or stay in a given location. These interactions can contribute to building pressure – sometimes referred to as tipping points – after which remaining in situ becomes less attractive than leaving. Whether and when these intentions are manifested into actions is partially dependent on the material ability to move, with some immobile populations labelled as “trapped”. Immobility is not necessarily related to material conditions, and also relates to psychological and cultural limitations and preferences.

Numerous terms have been used to describe people who move as a result of environmental and climate change. This chapter uses terms such as “human mobility” in the context of climate change, which refers to a broad spectrum of people movement. It covers migration, displacement and planned relocation, as well as “environmental migrants”, including in relation to extreme events and other environmental stressors.

Historically, migration has been a way of life in many islands around the world, and these processes are accelerating under the influence of a changing climate. Coastal and island communities face increasing exposure to the impacts of tropical storms and sea-level rise. In addition, many coastal

Historically, migration has been a way of life in many islands around the world, and these processes are accelerating under the influence of a changing climate. Coastal and island communities face increasing exposure to the impacts of tropical storms and sea-level rise. In addition, many coastal regions and islands are adversely impacted by a shortage of freshwater sources, compounded by changes in rainfall patterns and salinization caused by flooding. The prospect of disappearing land, islands and freshwater poses serious challenges and a range of human mobility patterns are emerging in this context, including a range of solutions to protect the well-being of those moving.

Coastal Regions

Deltaic regions provide fertile land and access to water for irrigation, fisheries and trade. Climate change has put them at risk of sea-level rise and flooding as they are located at meeting points of rivers and coasts. Relocation of some coastal and island communities has begun. One study projects that over 400 towns, villages and cities in the United States, including a large number of coastal indigenous communities, will need to relocate by the end of the century as a result of environmental change. Isle de Jean Charles in Louisiana will be the first community to receive federal funds and support for relocation. Residents have worked with local non-governmental organizations to plan a new sustainable community and settlement using modern technology and innovative use of wetlands and parklands to protect against flooding while maintaining fishing livelihoods. A significant challenge will be to incorporate the history, traditions and culture of the Biloxi-Chitimacha-Choctaw tribe. The full involvement of affected communities in decision-making on matters including access to resources, where the new settlement will be sited and when and how the project develops plays an important role in community relocation.

1. What terms do the authors of the chapter decide to use to describe migration as a result of environmental issues?
2. Why might it be difficult to determine if someone is an environmental migrant? Explain your answer.
3. Is everyone able to migrate? Discuss how environmental factors could create immobility. Provide an example.

4. Why are coastal regions, such as the Mississippi Delta region of the United States, sites of potential environmental mobility?

5. The selection above mentions the planned relocation of a community in Louisiana in the United States. What strategies need to be implemented during a planned relocation?

Module 6: When do people migrate?

Data case study

Part I. Internal displacement due to disaster in Oceania

Two of the leading reasons for migration are conflicts and natural disasters. These events often determine when people are on the move. Study the figure below taken from the WMR 2022 and then answer the questions.

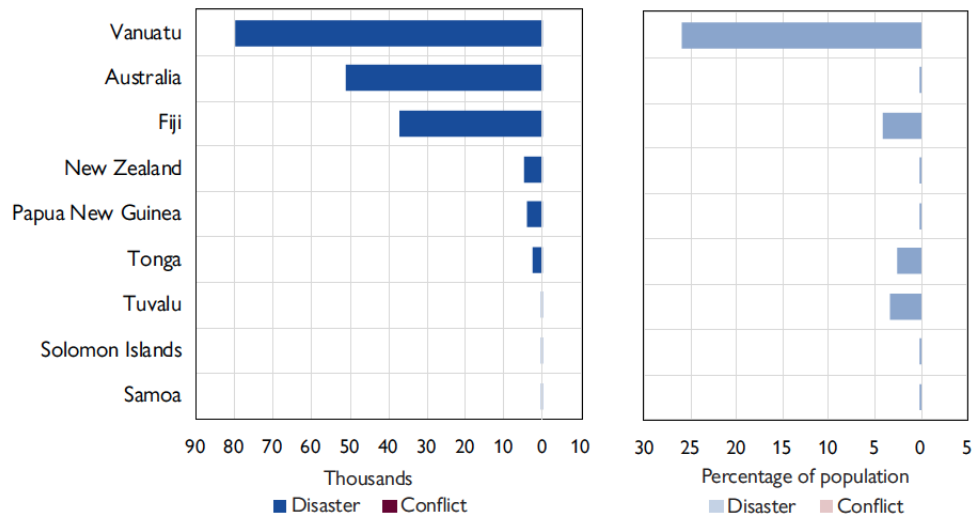
1. As of 2020, which country experienced the greatest number of people newly internally displaced by disaster? Approximately how many people in that country were newly displaced in 2020?

Country: _____ Number displaced: _____

2. As of 2020, which country experienced the greatest percent of its population newly internally displaced by disaster? Approximately what percent of that country's population was displaced by disaster?

Country: _____ Percent displaced: _____

Figure 42. Top countries in Oceania by new internal displacements (disaster and conflict), 2020



Source: IDMC, n.d.; UN DESA, 2021.

Notes: New displacements refers to the number of displacement movements that occurred in 2020, not the total accumulated stock of IDPs resulting from displacement over time. New displacement figures include individuals who have been displaced more than once and do not correspond to the number of people displaced during the year.

The population size used to calculate the percentage of new disaster and conflict displacements is based on the total resident population of the country per 2021 UN DESA population estimates, and the percentage is for relative, illustrative purposes only.

Part II. Identifying Environmental Reasons for Migration

Study the maps of the Oceania region that are found on the [IOM Environmental Migration Portal](#).

1. Identify and explain three environmental issues that are of particular concern for countries in Oceania.
2. Explain why these issues might cause people to move (migrate) away from their homes.
3. On the map below, indicate some of the environment issues that are present in the region. Use colors and symbols to differentiate the issues. You should use the IOM Environmental Migration Portal map as a resource.



Module 6: When do people migrate?

Interactive Scenario

Scenario I. Bilateral (2 country) negotiations:

Two countries are negotiating a bilateral agreement that would include a visa pathway between the two countries. Seasonal, temporary migration from this visa initiative could provide economic support for residents of both countries, but several obstacles have impeded an agreement to a final deal.

Instructions: Students divide into two groups which represent two fictional countries which are negotiating a bilateral agreement to create a new visa program. The bilateral agreement must include an aspect that reflects seasonality.

To prepare for the negotiation, the two countries will receive profiles based on real world labour migration and economic statistics. Assessment will not be based on the ratification of a visa agreement, but instead will be based on adherence to the profiles and cogent arguments for a visa agreement within their country's interests. Each side must name a head negotiator, a note-taker, a policy advisor, and at least one assistant negotiator. Explanations of roles will accompany the country profiles.

Scenario II. Multilateral (3+ countries) freedom-of-movement agreement

Four regional neighbors are at high-level discussions on an agreement that would allow for citizens of the four countries to move freely and legally across borders. Several issues remain to be decided, including various concerns about security, labour rights and social protection availability for migrants originating from other countries in negotiations.

Instructions: Students divide into four groups with each group representing a fictional country interested in the creation of a regional freedom-of-movement agreement. To prepare for the negotiation, the groups representing the four fictional countries will receive profiles based on real world labour and migration dynamics. Assessment will not be based on the ratification of a freedom-of-movement agreement, but instead will be based on adherence to the profiles and cogent arguments for a freedom-of-movement agreement within their country's interests. Each side must name a head negotiator, a note-taker, a policy advisor, and at least one assistant negotiator. Explanations of roles will accompany the country profiles.

NOTICE FOR BOTH NEGOTIATIONS

It is not necessary for an agreement to be reached by the end of the session. Assessment will be determined by preparation, argumentation and adherence to the State interests as expressed in the country portfolio.

Bilateral Agreement Country 1: Kerenthia

A small country with an arid, desert climate, Kerenthia's economic sustainability is based on the mining of fossil fuels in rural areas and the construction sector in its cities. Some shipping occurs off its small northern coast. Migrants supply a majority of the labour in both industries but live segregated from citizens of Kerenthia. The government of Kerenthia has received criticism for labour conditions from some governments and international bodies. Kerenthia is seeking to improve its global brand while remaining a country known for being "open for business." In negotiations with officials from Niamyn, Kerenthia would be interested in agreeing to a new bilateral labour agreement if it can ensure that Niamyn will continue to support Kerenthia as a destination of potential migrant workers. However, Kerenthia wants to ensure certain social and political rights are reserved for citizens of its own country.

Geographic information

Area: 11,586 sq km

Natural resources: fish, natural gas, petroleum

Population distribution: Clustered at northern capital city of Harath. Smaller towns are located at the south west border but most of the country is desert.

Demographic Statistics

Population: 2,579,623

Immigrant Population: 1,983,721

Immigrant gender: 15% female/85% male

Average migrant age: 24

Economic statistics

GDP: 339.5 billion USD

GDP Per capita (PPP): 124,100 USD

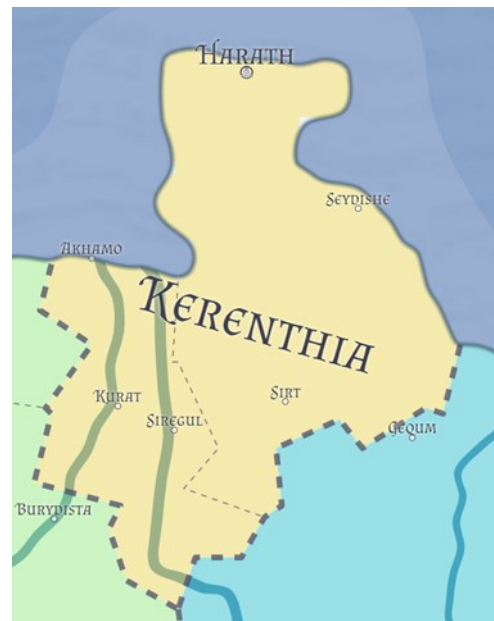
Agriculture: 0.2% of GDP

Industry: 50.3%

Services: 49.5%

Remittances received: 576.3 million USD

Remittances sent: 11.9 billion USD



Bilateral Agreement Country 2: Niamyn

A mid-sized country with a relatively large population, Niamyn has one of the largest diaspora populations in the world. A subdivision of the government's Department of Labour coordinates with international businesses and governments to provide regular pathways for potential migrants. Migrant workers from Niamyn have worked in various industries depending on the country of destination and consistently send back remittances to family and friends in Niamyn to such a degree that it contributes a sizeable portion of the economy. In approaching negotiations with Kerenthia, the government of Niamyn wants to ensure continued flow of remittances while also encouraging Kerenthia to provide a broad access to social protection for Niaminians living in Kerenthia.

Geographic information

Area: 298,394 sq. km

Natural resources: various minerals, fish, timber, petroleum

Population distribution: A fourth of the country's population living in the capital city of Tolytla. Another fourth live in the next three largest cities. The other half of the population live in rural areas or towns.

Demographic Statistics

Population: 73,034,530

Emigrant Population: 5.3 million

Emigrant gender: 46% female/54% male

Average migrant age: 31

Economic statistics

GDP: 313.6 billion USD

GDP Per capita (PPP): 8,400 USD

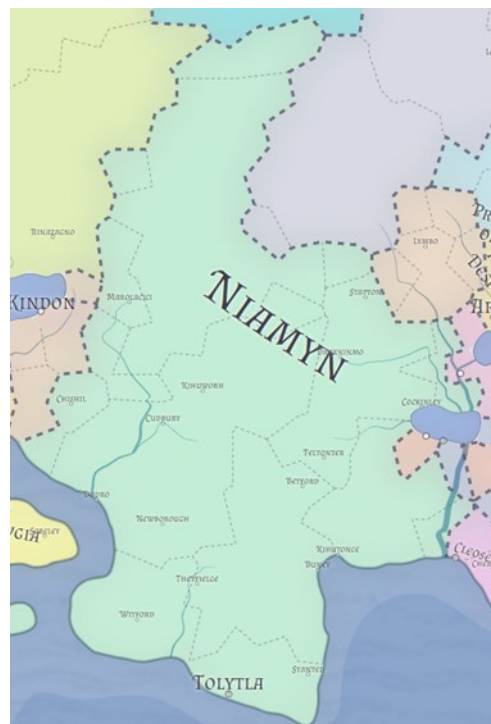
Agriculture: 25.4% of GDP

Industry: 18.3%

Services: 56.3%

Remittances received: 33.8 billion USD

Remittances sent: 225.7 million USD



Multilateral Negotiation

Four countries—Mithe, Wathland, Kidwesia and Mararenia—feature common national languages and broadly similar population demographics. After years of increasing cross-border commerce, the four countries have begun negotiations toward a free movement agreement. While the countries appear to be disposed toward an agreement, several issues remain.



Kidwesia is the largest country in the region by land area and, by a small margin, the wealthiest country per-capita. In part, this is because of a consistent stream of personal remittances sent by international migrants from Kidwesia now living outside of the region. Some leaders in Kidwesia are concerned about “brain drain”, however, and seek to protect some of the perceived “high-skill” workers from leaving the region by engaging the neighbors to form a more organized political and economic bloc. Along with Wathland, Kidwesia has encouraged the region to adopt a free movement agreement as part of this strategy. The one concern is the border with Mararenia. Mithe and other neighbors have put pressure on Kidwesia to tighten security along the border. The governing party draws extensive support from people residing in the southeast of Kidwesia who have done well from commerce along the border. The president has made it clear to negotiators that they are loathe to support any policies which may risk losing the support of a primary constituency.

Negotiation goal: Ratification of a free-movement deal and increasing border security at the southeastern border without jeopardizing the governing party’s constituency.

Mararenia is the smallest country by land-area in the region, but also the most populous. The informal urbanization of the past three decades has created a population density problem which overwhelms many city services in Madeham, the largest city in the region. Living conditions and inadequate access to employment opportunities have compelled many of Mararenians to migrate

to other regional countries. Unfortunately, many who leave Mararenia face stigma and discrimination, especially in Mithe and Wathland, whose citizens have been shaped by news reports of violence in Madeham. Negotiators from Mararenia want to create a multilateral, freedom of movement policy to reduce the “pressure valve” that is population density but also in hopes that an increase in remittances might help the struggling economy of the country. Mararenia is amenable to increasing border security as it supports freedom of movement, but will need help from regional countries to build capacity to do so.

Negotiation goal: Ratification of a free-movement deal with promises of support from external countries to build up border security.

Mithe is the largest country by area and features the largest agricultural exporting economy in the region. A middle-income country, it depends on immigration from other regional countries, especially Wathland and Mararenia. It has strict entry restrictions, but provides a series of work permits for agricultural labourers. In some cases, migrant workers in Mithe lose regular status due to overstaying or unethical labour practices from some farmers.

Farmers in Mithe have put pressure on their government to ensure a consistent labour supply. Mithian negotiators want a regular pathway for migrant workers, but security concerns have been voiced by some Mithians living in the capital.

Negotiation goal: Ensure that other negotiating parties agree to step up security and surveillance of national boundaries with countries who are not party to the agreement.

Wathland features the smallest population in the region with most of the country’s population living in the port city of Wath. As the number one destination for Mararerian international migrants, many of whom are younger and migrate to the city to find work near the dock, or who intend to move onward toward Mithe in search of agricultural jobs. Wathland and Kidewesia’s borders are fairly open for movement already and the negotiators from the two countries form the core impetus behind any possible agreement. On the western border, informal settlements of migrants have built up near the main crossing points into Mithe as migrants from Wathland, Kidewesia and Marareria due to the visa-processing bottleneck in Mithe. Connecting the settlements to social services and basic infrastructure has been difficult.

Negotiation goal: Wathland would like to provide a consistent regular pathway for all citizens in the region to move about freely. The settlements at the border with Mithe are a major incentive for the creation of an agreement.

Position descriptions

Head negotiator—Has final decision on whether to agree or not agree on specific topics. Can and should delegate some of the negotiations to other members of the team but should also speak to at least open and close the negotiations.

Note-taker—Takes notes for reference throughout the negotiations. Works with team to identify potential areas of common or diverging interests. Along with other note-takers, will draw up final document for signing if an agreement is reached.

Policy advisor—Ensures that the negotiators stay within the mandate given to them by their respective Heads of State. If a negotiator goes too far, or not far enough, in emphasizing a topic, the policy advisor will counsel the negotiators during break.

At least one assistant negotiator—May engage directly with the other assistant negotiators during the negotiations. May speak to the general group occasionally. Supports head negotiator in the primary discussions.

Part 2: Key thematic issues on migration

Module 7

Implications of Migration

Module 7: Implications of Migration—Instructional Guide

Introduction to Module: This final module will help students understand the implications of migration. The module will present information about the challenges to integration and inclusion, and address topics like xenophobia and international remittances.

Learning Objective: Students will begin to understand some of the global implications of migration.

WMR Chapter Focus: This module will draw on Chapter 6 ‘Migration, inclusion and social cohesion’ from the World Migration Report 2020 and Chapter 8 ‘Disinformation about migration’ from the World Migration Report 2022.

Proposed Schedule: 1-2 class periods (50-100 minutes) plus independent student work.

- ⇒ Class period one: introduction, student resource sheet; text-based and figures-based questions.
- ⇒ Class period two: Interactive Activity “Migrant Contributions to Communities”

Student Assessment: There are several assessment options in this module and teachers may use some or all of them.

- Understanding the Basics:

- ⇒ **Questions** based on the Student Resource Sheets

- Going Further:

- ⇒ **Text case study:** UN official statements on migration and Migration issues in the media
- ⇒ **Data case study:** Migration and international remittances
- ⇒ **Interactive Scenario:** Migrant contributions to local communities

Evidence of Learning: A homework activity that examines how migrants are portrayed in the media.

Starter Activity: Watch the [video address](#) by IOM Director General Antonio Vitorino and discuss how migrants are often stigmatized in some corners of the media. Ask students why this is the case. Discuss how this might affect the relations between migrants and the communities in which they reside.

Resource Guide Module 7: Implications of Migration

Module 7 Learning Objective: Students will begin to understand some of the main implications of migration.

Including migrants in society

Inclusion and social cohesion are factors that work together when it comes to the healthy integration of migrants in host communities and implies the mutual adaptation of migrants and the host society. Social inclusion refers to the process of improving the capacity, opportunity and dignity of people in unfavorable conditions based on their identity, so that they can participate in society. Social cohesion, though it does not have a universal definition, is related to a sense of belonging to a community, and with solidarity and tolerance among its members.

Challenges for social cohesion

Overall increases in migration have created some new challenges to national and local social cohesion between increasingly diverse social, cultural, ethnic and religious groups.

One of the biggest challenges is misinformation on migrants in the media, which can portray migrants negatively and erroneously. This type of misinformation encourages intolerance, discrimination, racism and xenophobia towards those seeking new opportunities outside their country of origin. In turn, this can be linked to negative effects on the physical and mental health of migrants. Migrants' economic and cultural contributions can also be impaired, which affects the potential benefits for the host communities.

Nation States have reaffirmed the importance of migrants' inclusion and social cohesion by making them a stand-alone objective adopted in the 2018 Global Compact for Safe, Orderly and Regular Migration. The Global Compact on Refugees likewise promotes the inclusion of refugees in the receiving country through durable solutions, such as local integration.

Migrants and communities

The relationship between migrants and the communities in which they reside forms an integral and important part of the migration cycle. This relationship takes the form of psychological and sociological processes of adaptation between migrants and receiving communities, which affect the degree of inclusion migrants will experience, including their sense of belonging. Settling in a new community – either temporarily or permanently – may require migrants to adapt to a new culture, customs, social values and language. The extent to which migrants will in turn be progressively included in their destination country also depends on the attitudes of receiving communities, including their openness to migration and migrants.

Key terms

Integration
Inclusion
Xenophobia
Remittances

Research and analysis on the topic

Disinformation about migration ([WMR 2022, Ch. 8](#))

Migrants' contributions ([WMR 2020, Ch. 5](#))

Inclusion and social cohesion ([WMR 2020, Ch. 6](#))

Diverse economic roles of migrants in both origin and destination countries

While we often think of international migrants as primarily a source of labour, they are more than just workers, playing diverse economic roles in origin and destination countries, including:

- ⇒ As **workers**, migrants are part of, but also have an impact on, the labour market; they also alter the country's income distribution and influence domestic investment priorities.
- ⇒ As **students**, migrants – or their children – contribute to increasing the stock of human capital and diffusing knowledge.
- ⇒ As **entrepreneurs and investors**, they create job opportunities and promote innovation and technological change.
- ⇒ As **consumers**, they contribute to increasing the demand for domestic – and foreign – goods and services, thus affecting the price and production levels, as well as the trade balance.
- ⇒ As **savers**, they not only send remittances to their countries of origin but also contribute indirectly, through the bank system, to fostering investment in their host countries.
- ⇒ As **taxpayers**, they contribute to the public budget and benefit from public services.
- ⇒ As **family members**, they support others, including those who need care and support.

Migrants also make major contributions to societies in other ways, such as through cultural enrichment (e.g. cuisines, foods, music, art, dance, festivals, traditions, sports, etc)

International remittances

Migrants have made and continue to make significant economic contributions, in both countries of origin and destination. Migrants' monetary remittances to their countries of origin are among the most widely researched and scrutinized economic contributions. As the amount of money sent in the form of remittances has sharply increased over the years, so has the interest from policymakers and academics in understanding how remittances contribute, both positively and negatively, to recipient countries. In 2018, global remittances amounted to USD 689 billion, whereas flows to low- and middle-income countries alone rose to a record USD 529 billion, up from USD 483 billion in 2017.

Reflection questions

1. How does misinformation on migrants undermine social cohesion? What impact can it also have on individuals?
2. What are the main obstacles that migrants face when trying to achieve 'social inclusion' in a community or society?
3. What are remittances? How do they affect economic development in countries where migrants originate?

Module 7: Implications of Migration

Text case study

Read the selection and then answer the questions.

Adapted from the '**Global Compact for Migration**', also available to read [here](#)

The New York Declaration

For the first time on 19 September 2016 Heads of State and Government came together to discuss, at the global level within the UN General Assembly, issues related to migration and refugees. This sent an important political message that migration and refugee matters have become major issues in the international agenda. In adopting the New York Declaration for Refugees and Migrants, the 193 UN Member States recognized the need for a comprehensive approach to human mobility and enhanced cooperation at the global level and committed to:

- protect the safety, dignity and human rights and fundamental freedoms of all migrants, regardless of their migratory status, and at all times;
- support countries rescuing, receiving and hosting large numbers of refugees and migrants;
- Integrate migrants – addressing their needs and capacities as well as those of receiving communities – in humanitarian and development assistance frameworks and planning;
- combat xenophobia, racism and discrimination towards all migrants;
- develop, through a state-led process, non-binding principles and voluntary guidelines on the treatment of migrants in vulnerable situations; and
- strengthen global governance of migration, including by bringing IOM into the UN family and through the development of a Global Compact for Safe, Orderly and Regular Migration

The Global Compact is the first inter-governmentally negotiated agreement, prepared under the auspices of the United Nations, covering all dimensions of international migration in a holistic and comprehensive manner. It is a non-binding document that respects states' sovereign right to determine who enters and stays in their territory and demonstrates commitment to international cooperation on migration. It presents a significant opportunity to improve the governance of migration, to address the challenges associated with today's migration, and to strengthen the contribution of migrants and migration to sustainable development.

The Global Compact is designed to:

- support international cooperation on the governance of international migration;
- provide a comprehensive menu of options for States from which they can select policy options to address some of the most pressing issues around international migration; and
- give states the space and flexibility to pursue implementation based on their own migration realities and capacities.

The Global Compact is framed consistent with target 10.7 of the 2030 Agenda for Sustainable Development in which Member States committed to cooperate internationally to facilitate safe, orderly and regular migration and its scope is defined in Annex II of the New York Declaration. It is intended to:

- address all aspects of international migration, including the humanitarian, developmental, human rights-related and other aspects;
- make an important contribution to global governance and enhance coordination on international migration;
- present a framework for comprehensive international cooperation on migrants and human mobility;
- set out a range of actionable commitments, means of implementation and a framework for follow-up and review among Member States regarding international migration in all its dimensions;
- be guided by the 2030 Agenda for Sustainable Development and the Addis Ababa Action Agenda; and
- be informed by the Declaration of the 2013 High-Level Dialogue on International Migration and Development.

Module 7: Implications of Migration

Text case study

Adapted from 'Media Coverage on Migration: Promoting a Balanced Reporting', published by IOM in 2017

Migration and asylum policy is as much about reality as it is about perception – perception by policy makers/ politicians and by citizens/voters of what is happening and how it can be managed.

International migration and asylum seeking are complex phenomena depending on a number of factors and conditions – social, political and economic – which go beyond national borders and jurisdictions, and are highly dynamic and interactive. Media reporting more often than not privileges simple black and white accounts of such complex phenomena, subjugated to dominant discourses on who belongs and who are the ‘aliens’, the ‘outsiders’. What remains untold are the positive stories of migration and asylum (that do not make headlines) as well as the ways in which news are constructed through specific media routines that tend to ignore the perspective of migrants and refugees themselves, and which actually de facto exclude migrant journalists from the media industry.

While the recent refugee emergency has attracted widespread media coverage and public attention, it should not prevent us from looking at migration coverage in the media in the long term highlighting persisting problems not only in media coverage but also in migrant involvement in journalism as well as journalists equality and diversity training.

Media coverage on migration reflects to a large extent the different migration histories and experiences of European countries as well as their wider context of implementing equality legislation. Thus media outlets in old countries of destination such as the Netherlands or the UK provide diversity training and may have ethnic quotas in recruitment. This is not the case in more recent host countries like Greece or Italy let alone EU countries with less migration such as Poland.

Reflection Questions

1. In your own words, summarize the six key points addressed in the 2016 New York Declaration.
2. The text mentions that the Global Compact for Migration presents three significant opportunities as it relates to migration. What are they?
3. Write a short paragraph explaining why official statements like the Global Compact for Migration and the New York Declaration are important for the promotion of better international migration policy.
4. According to the text, what are some of the problems with 'black and white' accounts of complicated migration media stories?

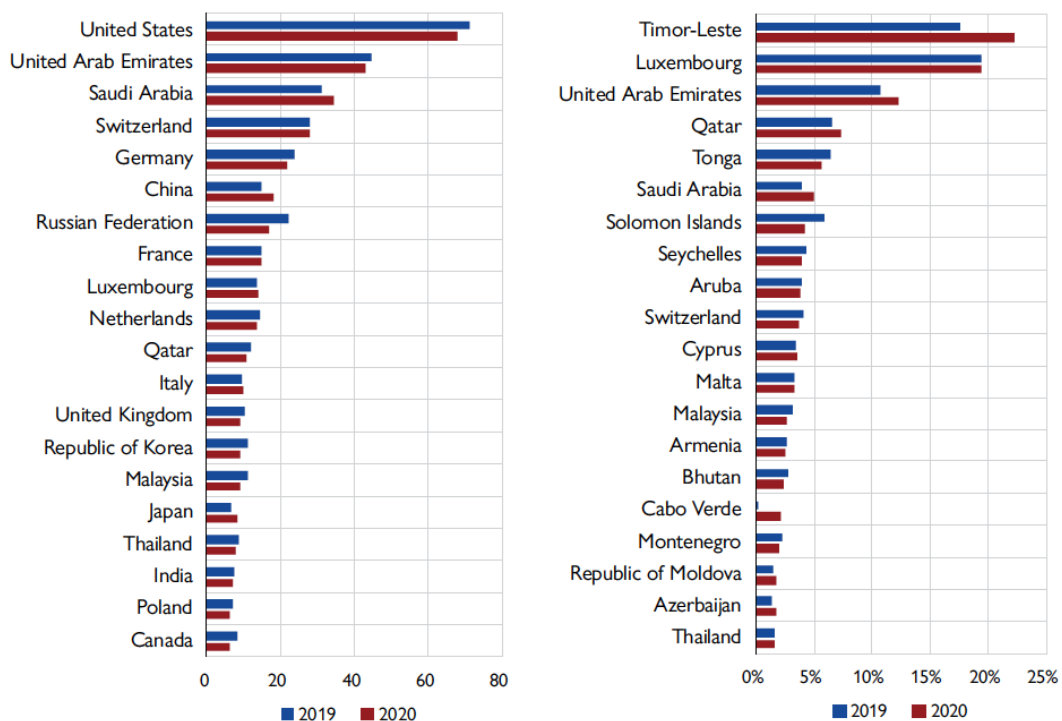
Module 7: Implications of Migration

Data case study

Migrants and Remittances

Introduction and background: Remittances are personal monetary transfers, cross border or within the same country, made by migrants to individuals or communities with whom the migrant has links. Money sent home by migrants competes with international aid as one of the largest financial inflows to developing countries. Workers' remittances are a significant part of international capital (money) flows, especially with regard to labour-exporting countries.

Figure 14. Top 20 sending countries of international remittances by total in USD billion (left) and share of GDP (right), 2019–2020



Source: World Bank, n.d. (accessed June 2021)

Note: All numbers are in current (nominal) USD billion.

1. Which countries were among the Top 5 countries to send remittances in 2020?
2. Which of the top 20 sending countries had remittances decline between 2019 and 2020?
3. What are the Top 5 sending countries of remittances by share of GDP?

Module 7: Implications of Migration

Interactive Scenario

Overview: The Parliament of a country has requested a report on how migrants contribute to the social-cultural, civic-political, and economic well-being of the country. To create the report, Parliament has created sub-committees for each contribution area. Sub-committees will be required to report their findings.

Instructions: Divide class into 3 teams – one will focus on social-cultural contributions, one on civic-political contributions, and one on economic contributions. Use page 165-178 of the World Migration Report 2020, other credible sources, and your own knowledge to put together a presentation highlighting the contribution area you have been assigned. [Note: for larger classes contribution areas can have more than one group. Activity can be done with teams of 3, 6, 9, etc.]

Part I. Research and PowerPoint

Create a power point presentation of no more than 10 slides that highlights the contribution area assigned to your team. Your presentation should address the following points:

- Define the contribution assigned to your sub-committee.
- Why is this contribution important to society?
- Identify and report on specific examples of how migrants have contributed in your area.
- Read 'The Salah Effect' on p. 167 of the World Migration Report 2020 as an example of the kind of specific contribution to look for.

Part II. Presentation

With your team, present your findings in a 5-7 minute oral presentation. Everyone in your group should speak.

EXTENSION ACTIVITY: Evidence of Learning

Students are given 2 newspaper articles and are given a choice of one to write about. Students are asked to provide a paragraph response reflecting on how migrants are depicted in the newspaper article.

Module 8:

Climate change and migration

Module 8: Climate change and migration— Instructional Guide

Introduction to Module: The relationship between climate change and migration has gained increasing visibility on the policy agenda over the last decade and there is now much more awareness of the need to address this complex topic. Millions of men, women and children around the world move in anticipation or as a response to environmental stress every year. Module 8 will help students understand the relationship between environmental change and migration, students will learn about mobility drivers and policy initiatives to address the climate impacts on migration.

Learning Objective: Students will be able to articulate the relationship between climate change and migration, examine the drivers of mobility, and discuss the policy implications of environmental change and human mobility.

WMR Chapter Focus: This module will draw on the topic of migration and climate change detailed in the World Migration Report (Ch. 9 WMR 2020 and 2022) and other resources developed by the Migration Research Division.

Proposed Schedule: 1-2 class periods (50-100 minutes) plus independent student work.

- ⇒ Class period one: introduction, student resource sheet; text-based and data-based questions
- ⇒ Class period two: Scenario Interactive Activity: “Examining policy initiatives that address climate impacts on migration”

Student Assessment: There are several assessment options in this module and teachers may use some or all of them.

Understanding the Basics:

- ⇒ **Questions** based on the Student Resource Sheets

Going Further:

- ⇒ **Text case study:** People at risk
- ⇒ **Data case study:** New internal displacements due to conflict and disasters
- ⇒ **Interactive Scenario:** Students work to develop regional and country profiles to support policy initiatives that address climate impacts on migration

Evidence of Learning: Students will work together to complete a group activity that focuses on policy responses to environmental change and human mobility. The activity includes an oral and/or visual presentation about the project.

Starter Activity: Visit IOM’s [Environmental Migration Portal](#) and read a [blog](#) about the impact of COVID-19 on migration and the environment.

Resource Guide Module 8: Climate change and migration

Module 8 Learning Objective: Students will be able to articulate the relationship between climate change and migration, examine the drivers of mobility, and discuss the policy implications of environmental change and human mobility.

Migration and environmental change

Millions of men, women and children around the world move in anticipation or as a response to environmental stress every year. Disruptions such as cyclones, floods and wildfires destroy homes and assets, and contribute to the displacement of people. Slow-onset processes – such as sea-level rise, changes in rainfall patterns and droughts – contribute to pressures on livelihoods, and access to food and water, that can contribute to decisions to move away in search of more tenable living conditions. Advances in meteorological and other sciences which inform about the dynamics and pace of climate change indicate that disruptions ranging from extreme weather events to large scale changes in ecosystems are occurring at a pace and intensity unlike any other known period of time on Earth. Anthropogenic climate change is expected to increasingly affect migration and other forms of people moving to manage these changing risks.

Migration and slow-onset climatic changes

In the last decade, a vast amount of knowledge has been produced on the climate change and migration nexus. A recent meta-analysis of available literature concludes that “slow-onset climatic changes, in particular extremely high temperatures and drying conditions (i.e., extreme precipitation decrease or droughts), are more likely to increase migration than sudden-onset events.” Migrants moving to adapt to slow-onset impacts might have more time to gather the resources needed to migrate, while sudden-onset events reduce the ability to move by rapidly depleting resources.

Key terms

Environmental migration

Climate migration

Slow-onset events

Key resources on the topic

Migration and the slow-onset impacts of climate change

[\(WMR 2022, Ch. 9\)](#)

Human mobility and adaptation to environmental change

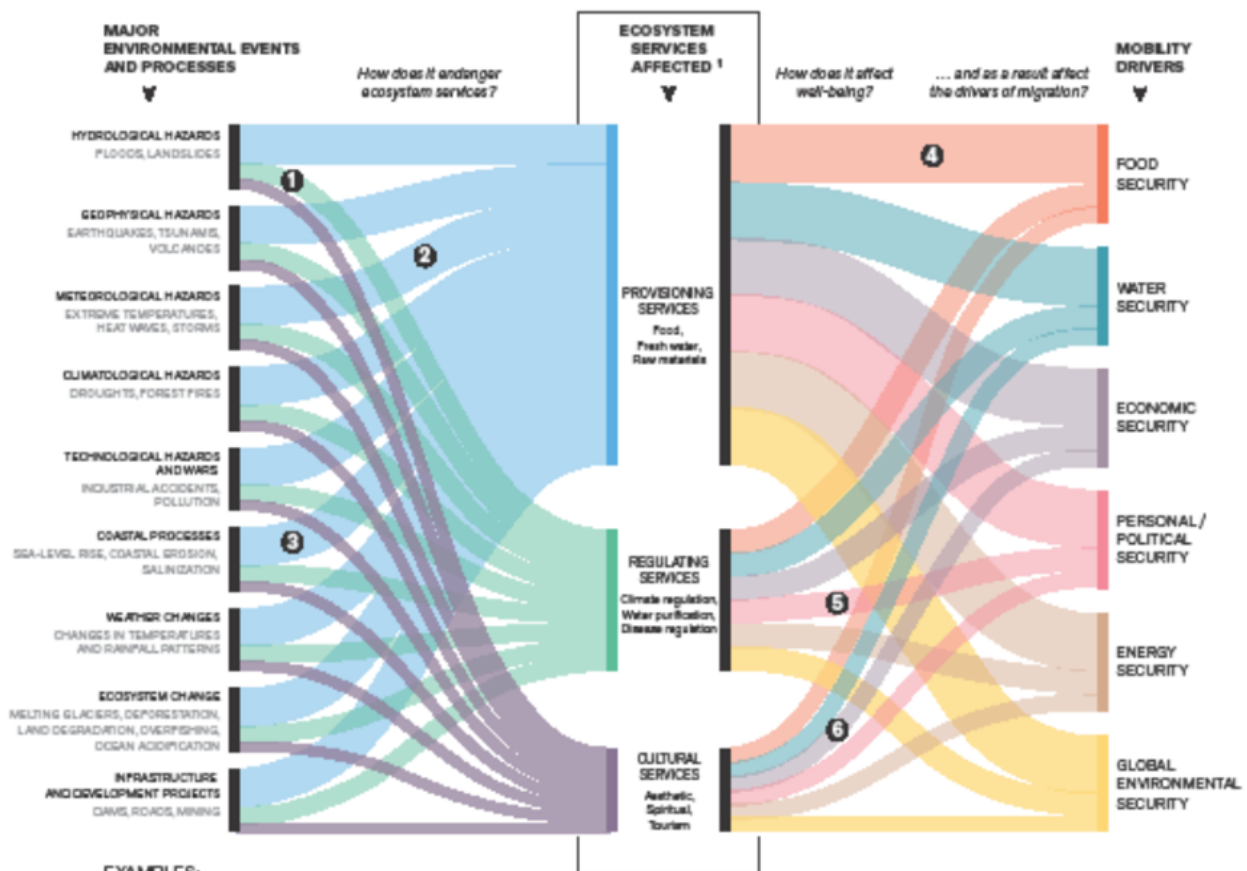
[\(WMR 2020, Ch. 9\)](#)

[IDMC Global Report on Internal Displacement 2021](#)

Environmental change and mobility drivers

Migration in the context of adverse climate impacts is mostly multicausal, as the decision to migrate is often shaped by a combination of different factors, including climate drivers. At the same time, a wide range of environmental and climate factors can influence the decision or necessity to migrate, from sudden-onset disasters such as typhoons and floods, to slow-onset processes like sea-level rise and land degradation. Another intricacy relates to the many forms that migration can take in the context of environmental change, with people moving near or far, internally or across borders, for a limited period of time or permanently.

Links between environmental change, ecosystems and human mobility



EXAMPLES:

- ① Cyclone destroying mangrove > jeopardizing protection from future hazards
- ② Loss of agricultural land > crop yield decrease
- ③ Sea level rise and salt-water intrusion > freshwater resources affected
- ④ Loss of crops > famine and malnutrition
- ⑤ Epidemics > public health risks (and potential social unrest)
- ⑥ Tourism affected > job losses

1. Ecosystem services are the direct and indirect contributions of ecosystems to human well-being. These services are grouped into four categories: Provisioning, Regulating, Cultural, and Supporting services. Supporting services, as overarching services, are not represented in this diagram.

The arrows' width does not represent an exact number (this is a conceptual diagram).

Source: Millennium Ecosystem Assessment (2005)
© IOM (Mokhnachava, Ionescu), Germana, Zof Environment Network, 2015

Source: World Migration Report 2022

Key findings on migration in the context of slow-onset events related to policymaking

- ⇒ Slow-onset events and processes may result in diverse migration outcomes: a continuum of voluntary to involuntary migration; short-term, circular, longer-term and permanent movements; internally or across borders; over short or long distances; migration of individuals, whole households and entire communities (planned relocation); and immobility of trapped populations.
- ⇒ The choice to migrate in the context of slow-onset events and processes often involves complex decision-making and is shaped by multiple socioeconomic and environmental factors.
- ⇒ Slow-onset processes affect more directly the lives and livelihoods of those who depend on local natural resources for their livelihoods and security (e.g. farmers, herders, fishers and indigenous peoples).
- ⇒ Migration in the context of slow-onset impacts can be difficult to distinguish from other types of movements (e.g. labour migration, shorter-term circulation).
- ⇒ Communities of origin, migrants' families left behind and trapped populations are also concerned with migration in the context of slow-onset events.
- ⇒ Migration in the context of slow-onset processes often results in differentiated impacts for women, boys and girls, and the elderly, linked to a number of factors such as family separation, disempowerment and increased dependency on other household members.
- ⇒ Slow-onset events and processes occur in some contexts with situations of intercommunal tensions and conflict. Their combined impacts can lead to population movements, which in turn further exacerbate environmental degradation and conflicts.
- ⇒ Urban areas are often the main destinations for people moving in the context of slow-onset events. However, these urban areas can become hotspots of risk related to the impacts of environmental change.

Reflection questions

1. What are some major environmental and climate events and processes that drive human mobility?
2. Describe some mobility drivers that result from environmental change.
3. In your own words, describe a few implications of migration and climate change for policymaking.

Module 8: Climate change and migration

Text case study

Below is an excerpt from Chapter 9 “Migration in the context of the slow-onset impacts of climate change: Taking stock and taking action” WMR 2022

People at risk

Other critical sources of information focus on people residing in climate-vulnerable areas where adverse impacts of slow-onset events are expected to worsen. Data on people at risk are available for many parts of the world. Rising temperatures are a growing concern as exposure to high heat threatens habitability and can lead to loss of labour productivity. For instance, a 2017 report estimates that with a 1.5° C global temperature rise, 30 to 60 million people will live in hot areas where the average heat in the hottest month is likely to be too high for a human body to function well. A warmer world will put millions of people at threat of sea-level rise, and a world warmer by 1°C could directly expose 2.2 per cent of the world’s population to rising seas.

As with reporting the data on future projections, special care should be taken to present the caveats inherent to such numbers. While it is possible that many individuals and families will migrate to cope with climate impacts, it is also clear that not all people living in at-risk areas will want or have the opportunity to migrate. Scenarios arising where such projections become realities – leading to people at risk migrating out of affected areas – will only occur if appropriate and evidence-based policymaking decisions are not taken. It is therefore critical to remember that there is a window of opportunity to ensure that the worst predictions do not come to pass, and that policymakers need support to analyze existing knowledge, make appropriate connections and take decisions that address both the mobility and immobility dimensions of climate change.

The lack of comprehensive data on migration linked to slow-onset climate events remains a barrier in developing evidence-based policymaking. In many cases, it is difficult to isolate climate factors from other social, economic, political and security drivers that motivate the decision to migrate. This is especially true in relation to slow-onset events, as they do not usually lead to immediate large-scale movements. Therefore, it is possible for instance that many migrants who are understood to be migrating for economic reasons, also migrate in part because of climate impacts on their livelihoods. Another example relates to conflict and security. When political, economic and social factors of instability intersect, population movements might exacerbate State fragility and contribute to increasing conflict. The Syrian civil war, where exceptional drought contributed to population movements towards urban areas that were not addressed by the political regime, is often cited as an illustration of these linkages.

However, existing evidence does not allow the firm conclusion that there exists a direct link between migration, climate change and conflict. In terms of policymaking, it is however important to consider that climate change often acts as a threat multiplier in fragile contexts.

Even if this multicausal nature makes it impossible to offer a global overview of hard numbers of people migrating in the context of slow-onset climate impacts, there is enough information available to understand the scale of the issue. In this respect, researchers can best support policymakers by providing context-specific analyses of converging sources. However, policymakers will need to accept that there is no clear-cut way to obtain hard numbers and that policymaking decisions need to acknowledge this complexity. As described in the next section, multilateral United Nations policy dialogues are increasingly discussing policy stakes related to climate migration, including slow-onset dimensions. These global policy discussions are already impacting national- and regional-level policymaking, with several countries developing national policy frameworks that align with global discussions. However, better data and analysis would help operationalize national responses to migration linked to slow-onset climate impacts.

And since there was the war, we did not receive any support from the government. Therefore, there are combined factors that made us suffer: droughts and war. If war did not exist, then we might have been able to stay, but now that the land is looted, there is no way for us to claim it.”

Climate-related events most frequently create patterns of internal mobility, however when the changes are combined with other factors such as armed conflict more complex patterns of mobility can result. In this testimony we can see someone crossing an international border as a result of a complex combination of altered rainfall, armed conflict and a failure of government institutions and support.

Context:
This testimony was collected by researchers working for UNHCR and the United Nations University as part of an investigation into the experiences of refugee and IDPs in East Africa

Reflection questions:

1. Who is at risk?
2. Why is data on migration and climate impacts important?
3. What does it mean when climate change is a threat multiplier in fragile contexts?

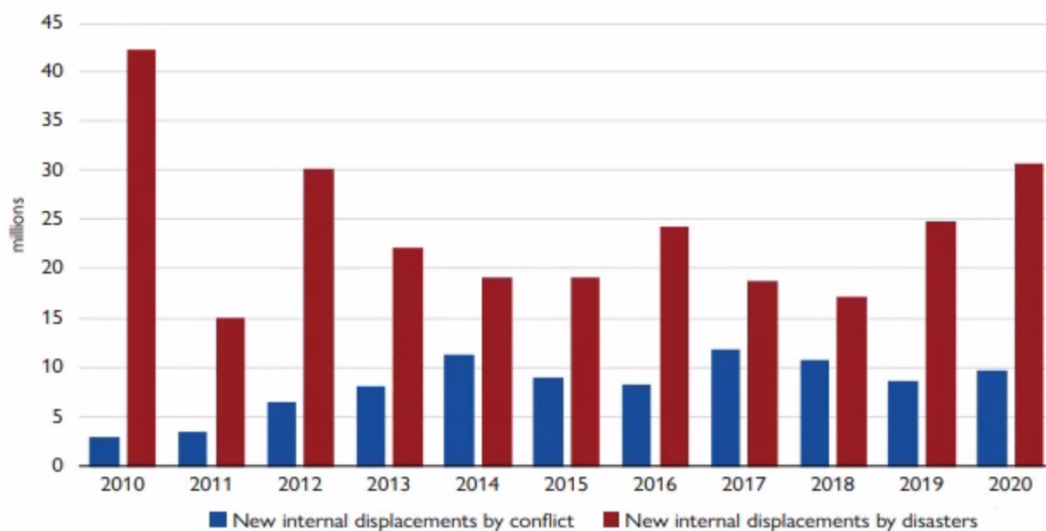
Module 8: Climate change and migration

Data case study

Comparing new internal displacements due to conflict and disasters

In any given year, many more people are newly displaced by disasters than those newly displaced by conflict and violence, and many more countries are affected by disaster displacement. This is apparent when examining the number of countries and territories in which new displacements occurred in 2020: 144 for disasters, compared with 42 for conflict and violence. As in previous years, weather-related disasters triggered the vast majority (30 million) of all new displacements, with storms accounting for 14.6 million displacements and floods for 14.1 million.

Figure 20. New internal displacements due to conflict and disasters, 2010–2020 (millions)



Source: IDMC, n.d. (accessed May 2021).

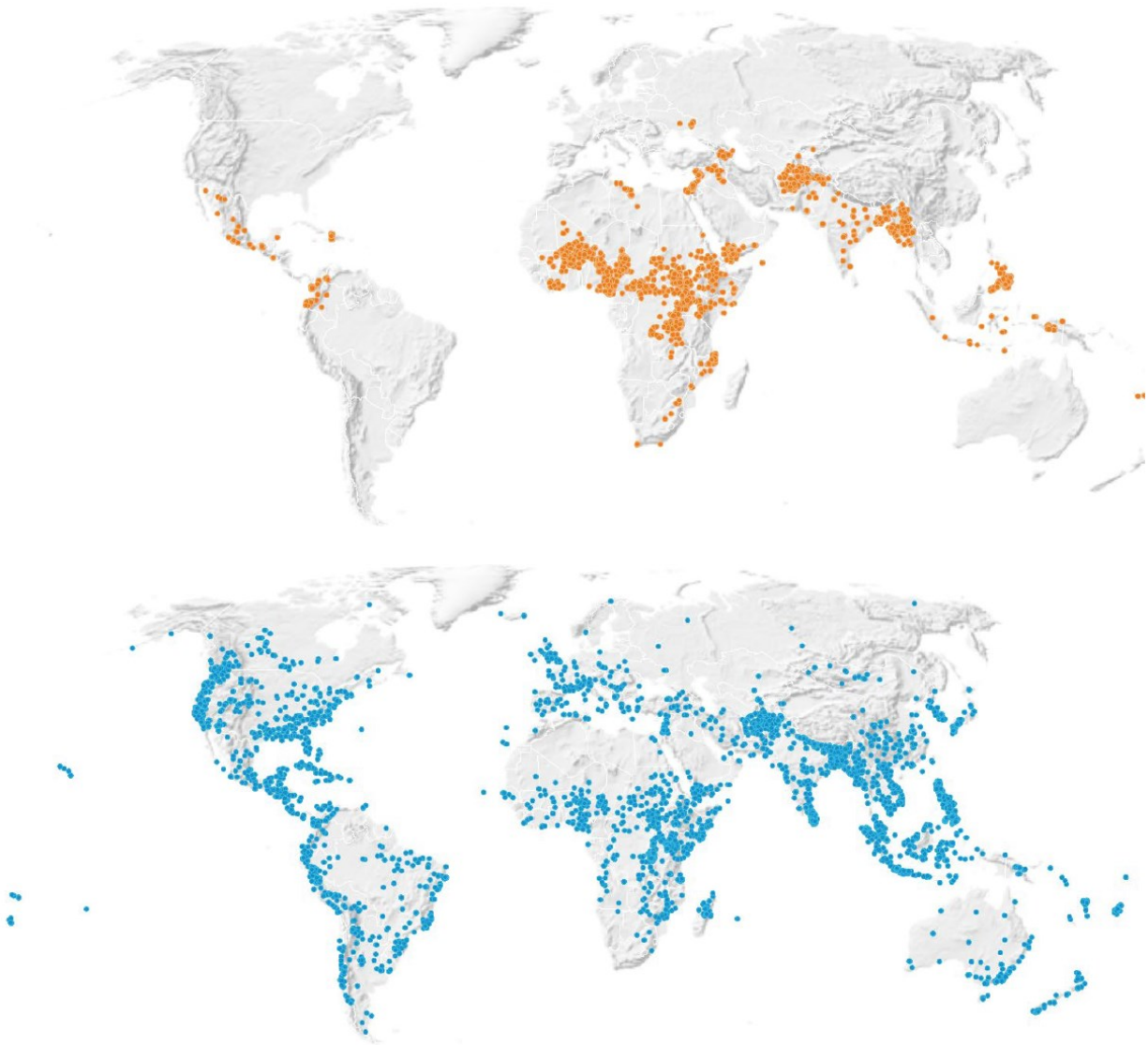
Notes: The term “new displacements” refers to the number of displacement movements that occurred in a given year, not the total accumulated stock of IDPs resulting from displacement over time. New displacement figures include individuals who have been displaced more than once, and do not correspond to the number of people displaced during a given year.

1. What does the term “new displacements” refer to?
2. What year saw the highest number of new internal displacements by disasters?
3. According to the description of the figure, what weather-related event caused the majority of new displacements in 2020?

Module 8: Climate change and migration

Data case study

Conflict displacements (top) and disaster displacements (bottom) in 2020 by location



Source: IDMC, 2021.

Note: This map is for illustration purposes only. The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the International Organization for Migration.

Module 8: Climate change and migration

Data case study

Conflict and disaster displacements

By the end of 2020, there had been a total of 40.5 million new internal displacements across 42 countries and territories due to conflict and violence, and 144 countries and territories due to disasters. Seventy-six per cent (30.7 million) of these new displacements were triggered by disasters and 24 per cent (9.8 million) were caused by conflict and violence. In 2020, the Democratic Republic of the Congo (2.2 million) and Syrian Arab Republic (1.8 million) topped the list with the highest numbers of new displacements caused by conflict and violence, considerably influencing global numbers as a result. They are followed by Ethiopia (1.7 million), Mozambique (0.6 million) and Burkina Faso (0.5 million). The Philippines experienced the highest absolute numbers of new disaster displacements in 2020 (approximately 5.1 million).

In any given year, many more people are newly displaced by disasters than those newly displaced by conflict and violence, and many more countries are affected by disaster displacement. This is apparent when examining the number of countries and territories in which new displacements occurred in 2020: 144 for disasters, compared with 42 for conflict and violence (see Figure on the page above). As in previous years, weather-related disasters triggered the vast majority (30 million) of all new displacements, with storms accounting for 14.6 million displacements and floods for 14.1 million.

Answer the following questions.

1. The (country) _____ recorded the highest number of internal displacements triggered by disasters.
2. There were a total of _____ countries and territories in which new displacements occurred in 2020 due to disasters.
3. Storms accounted for _____ million displacements and floods accounted for _____ million displacements.
4. More people are newly displaced by disasters than those newly displaced by conflict and violence. True or False.

Module 8: Climate change and migration

Interactive Scenario

Examining policy initiatives that address climate impacts on migration

Overview: Relevant national and regional policy responses have been developed in recent years to address migration linked to climate impacts and environmental change. This development in policymaking at the national and regional levels could be partially linked to the greater visibility given to the topic in global agendas. It also indicates that there is increasing awareness of climate migration, as well as political will to address it. Existing policies do not generally distinguish between migration linked to slow-onset events and movements linked to sudden disasters. These policies can be stand-alone frameworks that specifically seek to address issues linked to climate change and migration. Other frameworks highlight climate and migration dimensions in other areas, such as migration and human mobility policies, climate adaptation and mitigation policies, and disaster risk-reduction policies.

Instructions: Read the section “Examples of existing practices” in chapter 9 of the WMR 2022 and examine the figure “Links between environmental change, ecosystems and human mobility”.

Divide the class into 4 groups and assign one policy framework from the following list to each group.

1. Vanuatu National Policy on Climate Change and Disaster-Induced Displacement (2018)
2. South America: non-binding regional instrument on the protection of people displaced across borders and on migrants in countries affected by disasters linked to natural hazards (2019)
3. Intergovernmental Authority on Development (IGAD): Protocol on Free Movement of Persons in the IGAD Region (2020)
4. Pacific climate change-related displacement and migration: A New Zealand action plan (2018)

To complement the policy framework, each group will be tasked with building a country/regional profile and asked to conduct research that describes:

- ⇒ The major environmental events and processes that occur in each region
- ⇒ The potential ecosystem services affected
- ⇒ The potential mobility drivers
- ⇒ How the key measures detailed in the policy framework address the specific needs of the region

Finally, each group will present their findings to the class.

Module 9:

Digital technology and migration

Module 9: Digital technology and migration— Instructional Guide

Introduction to Module: Digital technology encompasses computer technology and non-computer technological innovations, such as those associated with smart phones and other devices. Module 9 will introduce students to the role of digital technology in migration processes as well as some of the broad ideas and concepts associated with the digitalisation of migration and its impact on migrants, migration patterns and mobility.

Learning Objective: Students will be able to define digital technology, examine the role of digital technology throughout the migration cycle, and learn about the implications of digital technology for migrants, migration and mobility.

WMR Chapter Focus: This module will draw on Chapter 11 ‘Artificial Intelligence, migration and mobility’ in the World Migration Report 2022, the Research Handbook on International Migration and Digital Technology edited by Dr. Marie McAuliffe and other resources developed by the Migration Research Division.

Proposed Schedule: 1-2 class periods (50-100 minutes) plus independent student work.

- ⇒ Class period one: introduction, student resource sheet; text-based and data-based questions
- ⇒ Class period two: Scenario Interactive Activity: “Create your own app”

Student Assessment: There are several assessment options in this module and teachers may use some or all of them.

Understanding the Basics:

- ⇒ **Questions** based on the Student Resource Sheets

Going Further:

- ⇒ **Text case study:** The link between migration and technology is not what you think by Dr Marie McAuliffe
- ⇒ **Data case study:** Why digitalize? A focus on international migration, airplane travel, and global internet and mobile telephone access
- ⇒ **Interactive Scenario:** Students work to develop their own app to support migrants and people working migrant populations throughout the migration cycle.

Evidence of Learning: Students will work together to complete a group activity that focuses on digital technology and the movement of people around the world. The activity includes an oral presentation and a written reflection on the project.

Starter Activity: Introduce students to the definition of digital technology and the fourth industrial revolution by asking what they know about its impact on society. Lead the class in a discussion of the migration cycle (see Module 1). Ask if students can guess or identify some of the interventions of digital technology. Get students to reflect on their use of digital technology in their everyday travel, i.e. searching bus schedules online.

Interactive Visualization: To start, view the [ITU Digital Development Dashboard](#) to learn about your country’s digital infrastructure and access to technology.

Resource Guide Module 9: Digital technology and migration

Module 9 Learning Objective: Students will be able to define digital technology, examine the role of digital technology throughout the migration cycle, and learn about the implications of digital innovations for migrants, migration and mobility.

What is digital technology?

The concept of digital technology has historically been closely related to computer technology, and in particular advances in computerisation and increasing reliance on computers in human and machine labour from the mid-twentieth century onwards. However, digital technology is broader, encompassing computer technology and non-computer technological innovations, such as those associated with smart phones and other devices. Related, digitalisation involves the creation of digital records or versions of all sorts of materials, such as paper/electronic documents and other information, photos, videos, music and other audio, biometric scans/imagery. [Excerpt from Chapter 1 “International migration and digital technology: An overview” by Dr. Marie McAuliffe in the Research Handbook on International Migration and Digital Technology]

Digitalisation of telecommunications over the last century

The rise and expansion of digital technology is a characteristic of the Fourth Industrial Revolution “velocity, scope, and systems impact” that is deeply transforming the way we live. Earlier industrial revolutions relate to advances in the use of steam/water for mechanization (1700s), electricity for mass production (1800s), early computers for early digitalisation (from 1950s).

1930s Invention of the modern computer
1960s E-mail entering use
1980s Cell phones introduced to the public
1983 GPS made available for public use
1989 Invention of the World Wide Web
1993 Internet is shared in the public domain
1994 Start of blogs and social networks
2001 Start of 3G smart phones
2004 Facebook is launched
2006 Twitter is launched
2007 Cloud computing; first iPhone launched
2009 Start of 4G smart phones
2010 First iPad; rapid growth of tablet usage
2018 Start of 5G technology

In 2019 digitalisation was estimated to have resulted in:

- 500 million tweets**
- 294 billion emails**
- 4 petabytes of data created on Facebook**
- 4 terabytes of data created by connected cars**
- 65 billion messages on WhatsApp**
- 5 billion searches made**

Key terms

Digital technology
Digitalisation
Artificial intelligence

Key resources on the topic

Artificial Intelligence, migration and mobility ([WMR 2022, Ch. 11](#))
Inclusion and social cohesion ([WMR 2018, Ch. 6](#))
Research Handbook on International Migration and Digital Technology

Digitalisation and migration

Digital technology is increasingly used throughout the 'migration cycle'

- ⇒ **Pre-departure:** migrant decision making and preparation; visa information (e.g. chatbots); visa application processing/e-lodgement; risk profiling
- ⇒ **Entry:** passport/visa technologies; border technologies (e.g. drones); biometric/identity related capture; behavioral risk analysis; apps to facilitate movement by migrants
- ⇒ **Stay:** connectivity to support transnational families (e.g. ICT apps, mobile money); integration services (e.g. online, apps, chatbots), international advocacy (e.g. human rights' groups)
- ⇒ **Return and reintegration:** return migration analysis & assistance (e.g. 'smart cards'); data dossiers on undocumented migrants
- ⇒ **Migration, technology and public debates:** Mis- and disinformation
- ⇒ **Analysing migration dynamics:** digital technology in migration research and analysis

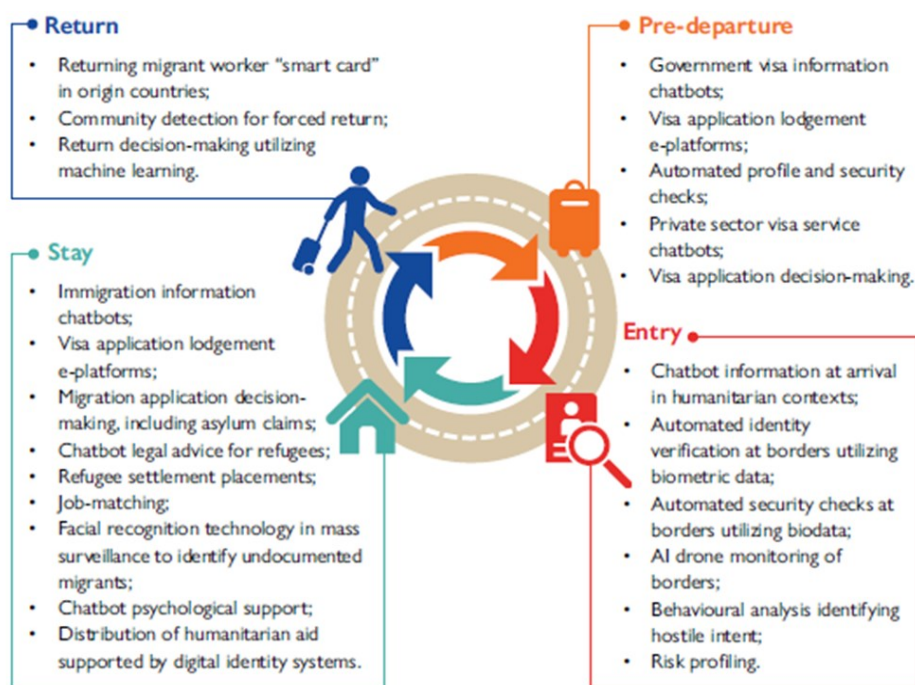
How are digitalisation and artificial intelligence (AI) related?

AI technologies rely on underlying data capture and digital capabilities in order to be applied. "Digitalisation" of aspects of migration systems is, therefore, a necessary condition for the application of AI technologies.

However, digitalisation does not necessarily result in AI technologies being developed and implemented.

Compared with digitalisation, AI in migration and mobility is currently much more limited.

Artificial intelligence throughout the migration cycle



Source: WMR 2022 Chapter 11

Challenges and opportunities

- ⇒ Technology may enable capabilities and function as an equalizer of societal disparity. For example, digital identity initiatives may provide excluded individuals, such as migrants and refugees who cannot prove legal identity, with the means to open a bank account and access a variety of services in a host country.
- ⇒ The increasing datafication of migration and mobility can create and magnify vulnerabilities. Datafication refers to the different types of data, including biometric, satellite and big data, which are increasingly collected, stored and used for migration management. Poor data storage practices and cybersecurity flaws can expose migrants sensitive information.
- ⇒ There are advantages in using AI in the context of border security and migration management. AI systems can analyse vast amounts of data, including big data, to identify patterns and predict behaviour. AI algorithms can thus increase efficiency by streamlining repetitive tasks that depend on the review of large amounts of data. AI technologies are frequently used for visa and asylum processing and decision-making. A key advantage of using AI systems is that they can speed up visa and asylum application processing while screening for security threats and reducing irregular migration.
- ⇒ AI systems can however amplify existing human biases, not just encode them. This can ultimately lead to discrimination and exclusion of people based on protected characteristics, including race and ethnicity. Bias is a common issue that permeates AI systems in a variety of sectors. Therefore, AI systems need to be developed in a way that deliberately and systematically seeks to remove or reduce bias throughout the process, from data collection and analysis to the reporting and assessment stages.
- ⇒ One of the key aspects currently underpinning analysis is the extent to which a lack of transparency dominates. To some extent, this is likely to be fuelled by the risk of malicious acts of cybersecurity to undermine or control AI systems. However, this in itself creates different risks, especially as they relate to the erosion of human rights.

Reflection questions

1. What does the fourth industrial revolution refer to?
2. Describe how digitalisation impacts migrants throughout the migration cycle. Please provide two examples.
3. Briefly explain two reasons why digital technology and AI in migration processes raises concern.

Module 9: Digital technology and migration

Text case study

Below is an abridged extract from a blog titled '[The link between migration and technology is not what you think](#)' by Dr. Marie McAuliffe published by the World Economic Forum. Read it and answer the questions below.

The link between migration and technology is not what you think

The Fourth Industrial Revolution is fundamentally reshaping our economies, social interactions and collective security. Alongside these changes, and most obviously in the political sphere, international migration is increasingly being described as one of the defining issues of our time. It is understandable, then, that the use of technology around migration is a hot topic. There are several highly pertinent connections between migration and technology, and yet the strongest is probably not what you think.

One high-profile issue in the last few years has been migrants' use of information communications technology (ICT) during migration journeys. Sparked in part by mass migration events, researchers, policy-makers, analysts and law enforcement agencies have invested time and energy in understanding how ICT is being used to facilitate migration, most especially irregular migration involving smugglers.

The use of apps to share information in real-time, including to support clandestine border crossings, together with the consolidation of social media platforms to connect geographically dispersed groups with common interests, has raised valid questions concerning the extent to which technology has been used to support irregular migration, as well as to enable migrants to avoid abusive and exploitative migrant smugglers. The 'appification of migration' has become a topic of intense interest.

There has also been a strong focus on migrant tech, including on how migrant workers use ICT to adapt to new communities, new workplaces and new cultures, while maintaining links to their families and societies back home. This has involved apps - developed by migrants themselves, thanks to the ever-increasing access to emerging technology at low cost - to support better integration, as well as to ameliorate the perceived gaps in existing integration support services and systems. We are also starting to see the use of sophisticated algorithms, based on decades of data, to place refugees in communities in which they are statistically most likely to integrate successfully. In Switzerland, algorithmic decisions have replaced a system that was based on random placements by case officers.

The focus on migrant tech builds on a much larger body of work that has assessed over time how international migration acts to support and limit the transfer of technology and knowledge, often working in tandem with investment and trade flows along historical, geographic and geopolitical lines between countries and communities.

Nevertheless, a larger issue of much more immediate concern is already upon us. It is having a substantial effect on migration policy and practice around the world, as well as on the lives of migrants and non-migrants living in host communities. It involves the utilization of social media technology to impact the politics of migration, and ultimately the policies of governments.

We have seen this occur in specific areas of public policy, typically involving traditional activists seeking change for reasons of social justice, environmental protection or human rights. The social media campaign against the Australian government's super trawler policy is an example of a successful campaign for policy change. We have also witnessed the centrality of social media in political change, such as during the Arab Spring.

However, a new report by Dublin City University involving big data analysis of 7.5 million tweets during the mass migration events of 2015 and 2016 to and through Europe shows a surge in far-right online activism. Far-right activists used accounts to influence framing during and following these events in negative and racist ways for political purposes, the research shows. Largely, they were successful in influencing the political debate in Europe, making it much harder for proportional, reasonable responses to be enacted around migration. At the time, many assessed that there had been somewhat of a failure of politics. However, this masks more systemic and darker forces at work.

We must keep foremost in our minds that this is happening, in Europe and elsewhere, at a time of relative prosperity and peace. There is no global financial crisis; economic fundamentals are strong; diversity has never been greater; social cohesion is largely working; and peace prevails. The latest Global Peace Index shows that peace in Europe and elsewhere continues to be high.

The biggest issue in migration and technology is that newer forms of social media activism are increasingly enabling disrupters to set the migration agenda, based on fear and lies, in a quest for power. It's time to focus our collective efforts - technological, intellectual, political, social, financial - to implement effective ways to minimize the impacts of this growing problem.

Reflection questions:

1. Describe the use of apps in navigating migration processes.
2. What are some implications of digital technology on migration and mobility?
3. What is the relationship between migration, technology, and social media?

Module 9: Digital technology, migration, and mobility

Data case study

Why digitalise?

In migration policy and practice there has been significant investment by States in digitalisation and automation over recent years (and in some cases, decades), including to realise efficiencies and manage significant increases in volume. Australia, for example, embarked on its 'global working' program in the mid-1990s in order to move from a paper-based application processing system to a digital platform supported by service delivery partners in locations with limited/no online accessibility. One of the early online visa application systems resulted in between 15 and 20 basic application checks being automated, thereby significantly reducing processing time and staffing costs.

The table and figures show the increase in international migrants over time – both numerically and proportionally – and at a slightly faster rate than previously anticipated, including because of the prevailing forces of globalization. Through the data you can make connections between the expansion of digital technology and the implications for migration.

Table 1. International migrants, 1970 to 2020

Year	Number of international migrants	Migrants as a % of the world's population
1970	84 460 125	2.3
1975	90 368 010	2.2
1980	101 983 149	2.3
1985	113 206 691	2.3
1990	152 986 157	2.9
1995	161 289 976	2.8
2000	173 230 585	2.8
2005	191 446 828	2.9
2010	220 983 187	3.2
2015	247 958 644	3.4
2020	280 598 105	3.6

Source: UN DESA, 2008; UN DESA, 2021a.

Note: The number of entities (such as States, territories and administrative regions) for which data were made available in the UN DESA International Migrant Stock 2020 was 232. In 1970, the number of entities was 135.

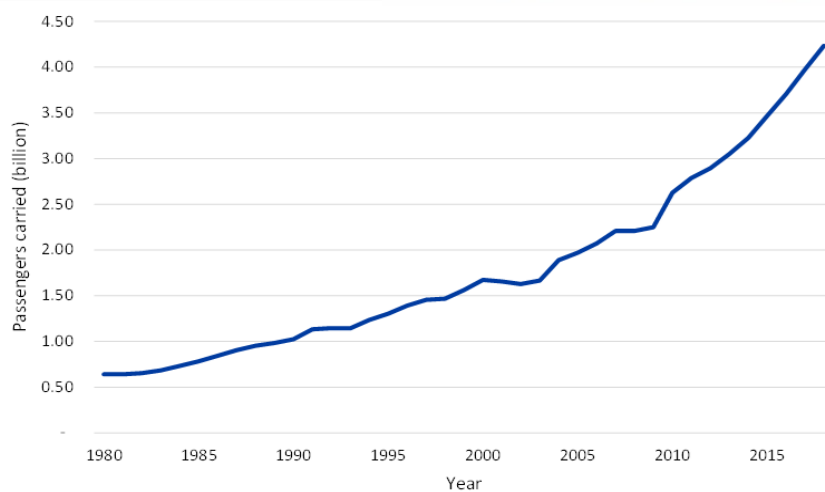


Figure 1. Air transport passengers carried, 1980 to 2018 (ICAO, 2019)

Module 9: Digital technology and migration

Data case study

During 2020, many analysts around the world were closely following the latest information and analysis to understand the migration and mobility implications of COVID-19 on international remittances. Several countries have taken measures to encourage the use of digital services during the pandemic, and mobile money platforms have made the transfer of remittances cheaper and faster than the traditional cash and bank transfers. Through mobile money, remittances have become more traceable, making this method safer than informal channels. [From WMR 2022 Ch. 2, see also module 7 on international remittances]

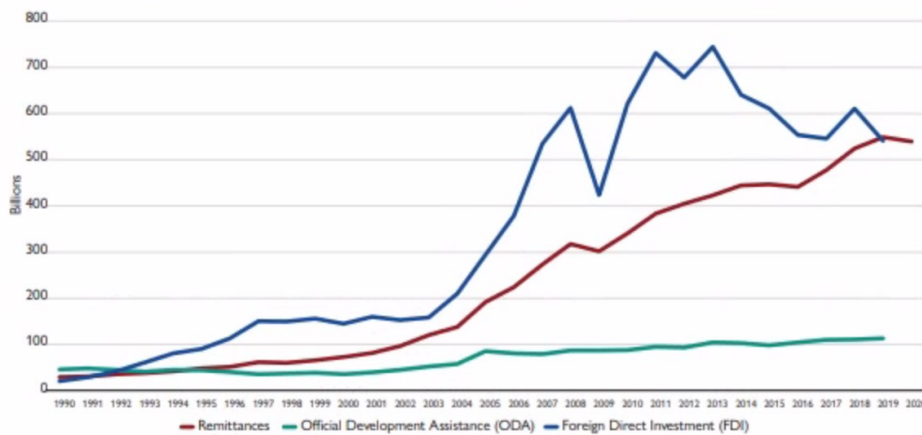
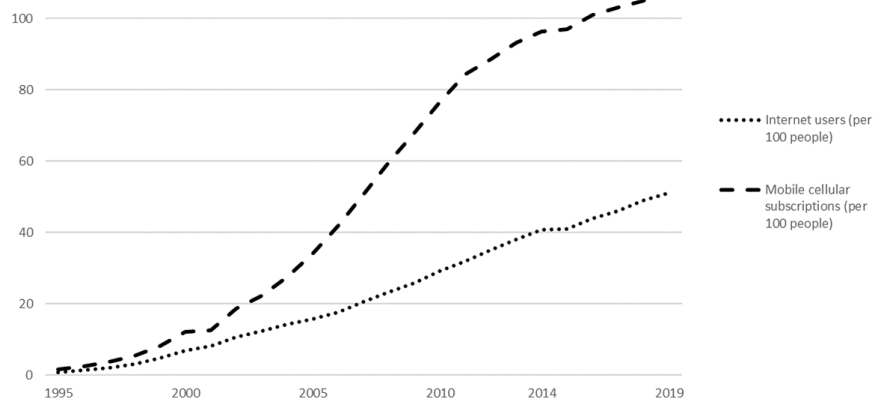


Figure 2. International remittance flows to low- and middle-income countries (1990–2020)

Source: World Bank, n.d. (accessed June 2021).

Note: All numbers are in current (nominal) USD billion.

Figure 3. Global internet and mobile telephone access, 1995 to 2019 (ITU, 2020)



Reflection questions

1. According to the figures above, fill in the blanks.

In 2020 there were approximately ____ international migrants.

In 2018 there were approximately ____ billion air transport passengers carried.

In 2019 there were approximately ____ internet users (per 100 people).

2. In your own words, describe how the increase in global internet and mobile telephone access relates to the flow of international remittances.

Module 9: Digital technology and migration

Interactive Scenario

Create your own app!

Overview: Digital technology and AI systems are used to facilitate access to services and the integration of migrants and refugees throughout the migration cycle. For example, chatbots can now provide legal advice and psychological support to migrants and refugees, AI-powered applications can assist with refugee settlement placements, and digital applications can be used to support migrant integration in the host country. Chatbots have also been developed by migrants as a result of their own experiences in navigating vast amount of (mis)information on visa regulations and processes.

Instructions: Divide the class into 4 groups. Each group will be assigned one stage of the migration cycle: pre-departure, entry, stay, return and tasked to put themselves in a migrant's position and create an app that would help migrants navigate each part of the migration cycle.

Read the section 'AI supporting migration management' in chapter 11 of the 2022 World Migration Report for additional information and the article titled '[The appification of migration](#)' by Marie McAuliffe.

Part 1: Research

- ⇒ Explain the stage of the migration cycle assigned to your group
- ⇒ Describe your application and how it could be of assistance to migrants
- ⇒ Reflect on some of the limitations to your application and how you might address this i.e., privacy concerns (hint: read the section 'AI technologies in migration and mobility: key issues, challenges and opportunities' in chapter 11 of the 2022 World Migration Report).

Part 2: Presentation

With your group, present on your findings.

Module 9: Digital technology and migration

Interactive Scenario

Part 3: Take home reflection exercise. View the text below, choose one domain, and reflect on how these changes might impact migrants and migration.

Agriculture: AI is largely present in the farming and agriculture industry, especially with the increase in the use of intelligent tractors and plucking machines during harvest days. In addition, the agricultural sector relies on harvesting robots handling essential agricultural tasks such as planting seeds and monitoring crop and soil health. Flying and floating drones with AI capabilities are also being used to detect the quality of soil and water in order to improve the quality and quantity of crop yield.

Business and finance: AI applications and usage have become essential for companies to save costs while improving outreach and quality of services. Computer algorithms and data-mining interfaces are allowing companies to improve the quality of their services by ensuring these better match customers' expectations and needs. For instance, Netflix and Amazon recommendation lists provide a more personalized experience by capturing their engagement patterns through data mining. Human agents are also being replaced by intelligent software robots such as chatbots that can provide customers with instant answers to their queries, while reducing the cost of hiring human assistants.

Education: AI applications in education include adaptive learning technology, which tailors content to students based on their abilities. AI is also used for plagiarism checking (e.g. Turnitin) and automated grading, as well as autocorrect and grammar checking (e.g. Grammarly).

Environment: AI has been integrated in ecological policy plans and has played a vital role in search and rescue missions in the responses to natural and human-made disasters. Examples include robots with AI capabilities that can sort recyclable material from waste, as well as using AI on satellite data to map and predict the progression of wildfires and find missing persons.

Governance and security: Governments are using AI to improve security apparatuses. AI systems and autonomous flying machines such as drones are being used for surveillance to help automate the detection of, and response to, threats and patterns of criminal behaviour.

Continued on next page...

Module 9: Digital technology and migration

Interactive Scenario

Part 3 continued

Science and health care: Investment in the field of AI in science and health care has witnessed a significant uptake, especially after the emergence of COVID-19. Using AI in science has proved to be indispensable, as it allows for cheaper experimentation, enables faster scientific discoveries and improves the effectiveness and efficiency of the health-care system. AI technologies are now able to monitor patients' health, provide automated diagnostic support systems in hospitals and complement the work of physicians in the operation room. They are also being widely used in scientific research and experimentation, especially in magnetic resonance imaging (MRI) segmentation and statistics.

Transportation: The transportation industry is one of the sectors benefiting most from the surge of AI, through research and investment in autonomous vehicles with virtual driver systems by car companies such as Tesla. The sector has also been leveraging AI algorithms to optimize public transport for scheduling, routing and traffic light management.

Module 10:

Disinformation about migration

Module 10: Disinformation about migration— Instructional Guide

Introduction to Module: Disinformation may be an age-old phenomenon, but it thrives in a digital environment. Digital technologies have been revolutionary in expanding access to information and opportunities for expression, but they have also created a world in which it is relatively easy to manipulate information and to coordinate harmful campaigns against individuals and groups, including migrants, as well as organizations and even countries. Module 10 will introduce students to the topic of disinformation and its impact on migrants, society and the media.

Learning Objective: Students will be able to define disinformation, examine the role of digital technology and online platforms for spreading disinformation, and learn about the implications of disinformation for migrants, migration and mobility.

WMR Chapter Focus: This module will draw on Chapter 5 ‘Migrants’ contributions in an era of increasing disruption and disinformation’ in the World Migration Report 2020, Chapter 8 ‘Disinformation about migration’ in the World Migration Report 2022 and other resources developed by the Migration Research Division.

Proposed Schedule: 1-2 class periods (50-100 minutes) plus independent student work.

- ⇒ Class period one: introduction, student resource sheet; text-based and data-based questions
- ⇒ Class period two: Scenario Interactive Activity: “Building resilience to disinformation”

Student Assessment: There are several assessment options in this module and teachers may use some or all of them.

Understanding the Basics:

- ⇒ **Questions** based on the Student Resource Sheets

Going Further:

- ⇒ **Text case study:** The challenge of real-time analysis: making sense of the migration and mobility implications of COVID-19 by Dr. Marie McAuliffe, Dr. Céline Bauloz and Adrian Kitimbo
- ⇒ **Data case study:** Using data to debunk myths about migration
- ⇒ **Interactive Scenario:** Students work to develop their own strategy to combat disinformation about migration

Evidence of Learning: Students will work together to complete a group activity that focuses on disinformation about migration. The activity includes an oral and/or visual presentation about the project.

Starter Activity: Introduce students to the definition of disinformation and have them reflect on a time where they came across false information in the news or on social media.

Resource Guide Module 10: Disinformation about migration

Module 10 Learning Objective: Students will be able to define disinformation, examine the role of digital technology and online platforms for spreading disinformation, and learn about the implications of disinformation for migrants, migration and mobility.

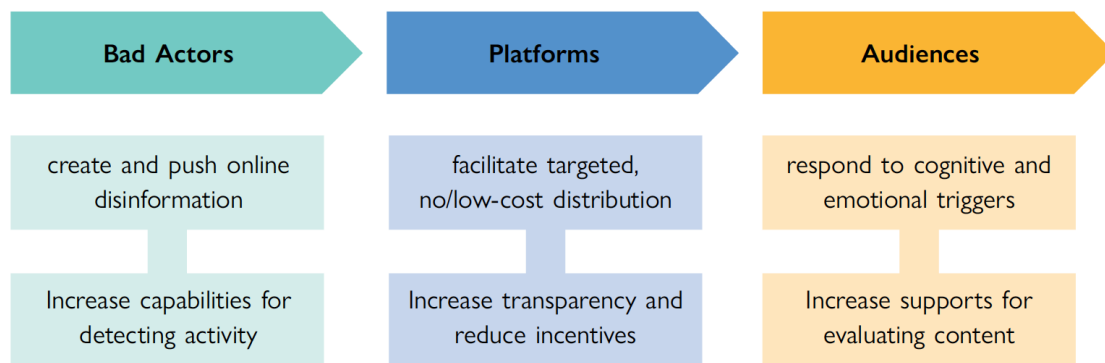
What is the difference between disinformation and misinformation?

Although definitions vary, disinformation is typically defined by its nefarious intent. Disinformation is false information that is created or disseminated with the intention to deceive the public for financial, political or social gain. In contrast, misinformation is false information that is shared without an intention to deceive. For example, a journalist might misprint a financial sum, but such unintentional mistakes will be acknowledged and corrected. In practice, disinformation and misinformation often overlap. For example, disinformation actors may promote a false story about migrants and members of the public may believe and share the story on the assumption that it is true.

The online disinformation process

The online disinformation process: reduced to its basic constituents, online disinformation, when it is successful, is a process that involves different actors and consecutive stages. In essence, bad actors create and push disinformation using online platforms as a means of distribution and promotion, while audiences give disinformation meaning and impact through their willingness to engage with it (See figure from Ch 8, WMR 2022.)

Figure 1: The online disinformation process



Key terms

Disinformation
Misinformation
Xenophobia

Key resources on the topic

Disinformation about migration ([WMR 2022, Ch. 8](#))
Migrants' contributions and disinformation ([WMR 2020, Ch. 5](#))

Disinformation via technology

While the advent of the Internet promised a new frontier for freedom of expression and access to information, the online world is dominated by a small group of companies. These have grown far beyond their original focus – online shopping, web search, social networking – to become vast infrastructures upon which entire sectors of social and economic life are dependent. The business model is relatively simple: they offer users free access to content and services, while accumulating data that generate revenue through personalized advertising and other data-based services.

Disinformation in society and politics

In many countries, high-profile political actors have normalized disinformation about migration and rely on sympathetic media to do so. Often, these arguments centre on economics. Public anxieties about economic implications and social change are channelled against migrants, even though unemployment rates and wage deflation are the result of State economic policies and not migration. In South Africa, for example, studies consistently find that migration is a net economic benefit for the country, but migrants are scapegoated as a cause of high unemployment. In the United States, Donald Trump's 2016 election campaign generated fears about Mexicans "swarming" over the southern border and promised to "build a wall" to protect the integrity of the State. Although Trump's rhetoric was largely directed at Mexicans, hyperpartisan media outlets extended the fearmongering to include Muslims. In the United Kingdom, pro-Brexit rhetoric focused heavily on migration from Eastern Europe and the Middle East. Legal European Union migration was frequently confused with asylum-seeking as the Vote Leave campaign stoked up fears of an imminent arrival of millions of Turks and the right-wing press amplified these views.

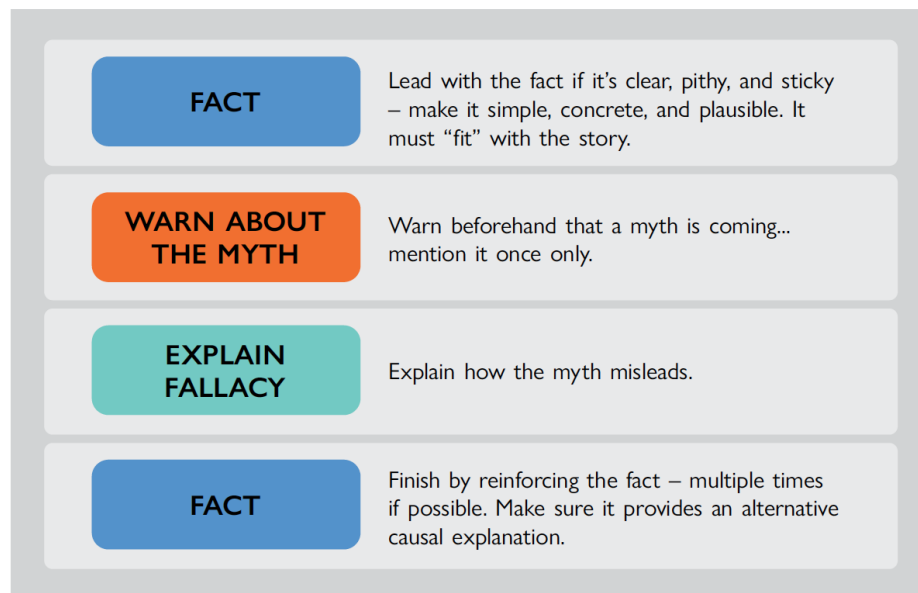
Disinformation in media

Journalists are frequently criticized for providing negative coverage of migration. In some outlets, the use of fear as a framing device results in a perpetual flow of "bad news" about migrant crime, public unrest and violence. As such, news media provide bad actors with stories that can be repurposed and decontextualized to promote their own agenda. During the so-called refugee crisis of 2015–2016, European news media played a central role in framing the arriving refugees and migrants as a crisis for Europe, while affording little attention to migrants and their experience. This narrative also prevails in North Africa, where media coverage often accentuates discrimination and racism. Stereotyped and negative images of migrants perpetuate a discourse of migration as an "invasion" or a "burden", which exacerbates prejudice and hostile attitudes. These views have been linked to the rise in anti-immigrant political parties and the intensification of anti-immigrant rhetoric in politics.

Building societal resilience to disinformation

There is growing evidence that succinct and repeated corrections can reduce misperceptions. A study of misperceptions about migration found that providing correct information reduced negative attitudes towards migrants, while also increasing factual knowledge. However, the content and format of a correction matter. Content matters, because simply stating that information is wrong may do little to dislodge misperceptions. In contrast, providing an explanation is more effective, because it helps the audience to update their knowledge. Format matters, because audiences might only skim the content. If the correction fails to prioritize correct information or puts undue emphasis on false claims, then the important facts may be lost. To avoid these scenarios, best practice recommends a “truth sandwich” approach, whereby the correction begins with correct information before explaining the nature of the disinformation and why it is incorrect. In the final step, the correct information is reinforced again.

Figure: Debunking steps



Source: Lewandowsky et al., 2020.

Reflection questions

1. Describe in your own words the difference between disinformation and misinformation.
2. Please provide an example of disinformation in the media.
3. What is the “truth sandwich” approach to combat disinformation?

Module 10: Disinformation about migration

Text case study

Below is an abridged excerpt from “The challenge of real-time analysis: making sense of the migration and mobility implications of COVID-19” by Dr. Marie McAuliffe, Dr. Céline Bauloz and Adrian Kitimbo published by [Migration Policy Practice](#)

The challenge of real-time analysis: making sense of the migration and mobility implications of COVID-19

Traditional and social media are currently flooded with new information, data and analysis on COVID-19. Most of this new output is understandably focused on the primary concerns of this unprecedented global health crisis, and yet as the pandemic expands and deepens, we are seeing more output on systemic issues, such as its migration and mobility dimensions. In fact, publishers of all types – news outlets, blogs, scientific/academic journals, government authorities, social media platforms, think tanks, UN agencies – are under pressure to remain relevant and contribute knowledge by producing analysis on COVID-19. This is, of course, not new. In 2015, for example, we witnessed an explosion in reports on the so-called mass migration crisis to Europe as writers, analysts, regulatory authorities and readers struggled to make sense of the scale of the movement and the various humanitarian and other responses it sparked.

Unlike the 2015–16 events in Europe, however, COVID-19 is a global crisis affecting almost all countries and territories around the world as well as their entire populations. As at 15 April [2020], there were around 2 million confirmed cases of the disease in 185 countries/territories, that had resulted in over 125,000 confirmed deaths (John Hopkins University, 2020). The combination of high transmission and severity means that this pandemic is forcing all of us – policymakers, practitioners, analysts and the public – into uncharted territory. Despite many clinical, social and economic unknowns, there remains significant pressure to fill the knowledge gap, especially to inform effective responses being developed in real time.

Key knowledge of migration: frames of reference for analysis

Existing knowledge, evidence and analyses allow us to place new information on COVID-19 within a frame of reference as it comes to light. Rather than looking only at the here and now, we need to be understanding change in terms of longer-term migration patterns and processes. The significance and implications of COVID-19 can only be sufficiently understood and articulated when contextualized and rooted in current knowledge of migration (see Table 1).

Table 1: Key selected features of migration and possible impacts of COVID-19

Key features of migration	Impacts of COVID-19
<p>Remittances For many people in developing countries and regions, remittances are a lifeline, and play a critical role in meeting basic needs such as food and shelter.</p>	<ul style="list-style-type: none"> • Millions of migrants are grappling with job losses, lockdowns and the closure of businesses, with many now unable to send money to their families and friends. • For countries that are heavily dependent on remittances, reductions in inflows will have devastating impacts on their economies (Mora and Rutkowski, 2020). The gains that many low and middle-income countries have experienced, such as reductions in poverty, could recede (Raghavan et al., 2020).
<p>Migrant workers There were an estimated 164 million migrant workers globally in 2017. Most of these (68%) resided in high-income countries and regions, such as the Gulf.</p>	<ul style="list-style-type: none"> • COVID-19 has had a devastating impact on migrant workers, leaving many without jobs, stranded abroad and at greater risk of exposure to the disease. • In some countries, concerns have been raised over their safety, as many live in crowded, unhygienic labour camps, leaving them vulnerable to contracting the disease (McAuliffe and Bauloz, 2020). • Contracting economies and rising unemployment mean that many migrant workers will have to return home over coming months, adding to unemployment in origin countries.
<p>Displaced populations There were an estimated 41.3 million internally displaced persons (IDPs) in the world in 2018, while the number of refugees stood at nearly 26 million. Most displaced populations, including refugees and IDPs, originate and are hosted in developing regions.</p>	<ul style="list-style-type: none"> • Many developing countries in which most displaced populations are hosted have health-care systems that are both under-capacitated and overwhelmed. In some cases, health-care infrastructure has been severely weakened by conflict and violence (Kurtzer, 2020). • Many refugees and IDPs live in crowded conditions with poor sanitation and where social isolation is nearly impossible, raising fears that COVID-19 could spread quickly and prove difficult to contain (IOM, 2020d). • COVID-19-related travel restrictions are already having an impact on the delivery of humanitarian assistance, while there is concern that humanitarian funding could be impacted as donors divert funding to COVID-19 response (Parker, 2020). • Some countries have closed borders to asylum seekers, while refugee resettlement programmes have been temporarily suspended due to travel restrictions (IOM, 2020b; IOM, 2020d).
<p>Disaster and conflict events Environmental change and disasters are pronounced in some regions and continue to influence human movement and displacement.</p>	<ul style="list-style-type: none"> • The focus on COVID-19 is impacting disaster preparedness, leaving countries ill-equipped to respond when disasters strike. • It is also affecting humanitarian response to other crises, as travel restrictions limit the movement of workers, while inhibiting the transportation of supplies (IOM, 2020e). • Prolonging displacement events such as conflicts, especially in cases where peace processes have been abandoned or where assistance has been withdrawn (ICG, 2020).
<p>Irregular migrants Migration in several regions entails high numbers of irregular migrants, influenced by multiple factors, such as conflict, political instability and socioeconomic factors.</p>	<ul style="list-style-type: none"> • Irregular migrants are more vulnerable to the impacts of COVID-19 due to inability to access health services, risk of (or actual) detention, poor working/housing conditions with greater risk of exposure (IOM, 2020f). • COVID-19-related travel restrictions could increase irregular migration, as legal entry channels are closed. They could also change irregular migration patterns, which would reduce the ability of states to screen all international arrivals for COVID-19 and potentially risk further transmission (Mbiyozo, 2020).

Misinformation

The misinformation surrounding the pandemic is symptomatic of today's demand and consumption of instantaneous information produced, at times, by non-experts with, more or less intentionally, little consideration for evidence-based, balanced and rigorous analysis. Social media are the archetypical medium through which misinformation and fake news are nowadays convened and propagated due to the difficulty of oversight (Zubiaga et al., 2016). They further constitute one of the prime platforms where individuals access information, especially during COVID-19 lockdowns when media consumption is increasing (Jones, 2020). The UN has recently launched its Communications Response initiative to "flood the Internet with facts and science while countering the growing scourge of misinformation", however, given the volume of (mis)information and mentions produced daily, the challenge is a daunting one.

Reflection questions:

1. Describe why global events, like the COVID-19 pandemic, are a catalyst for the spread of disinformation and misinformation.
2. How does the content in Table 1 work to combat disinformation about migration during COVID-19?
3. Describe how social media is a medium through which misinformation circulates.

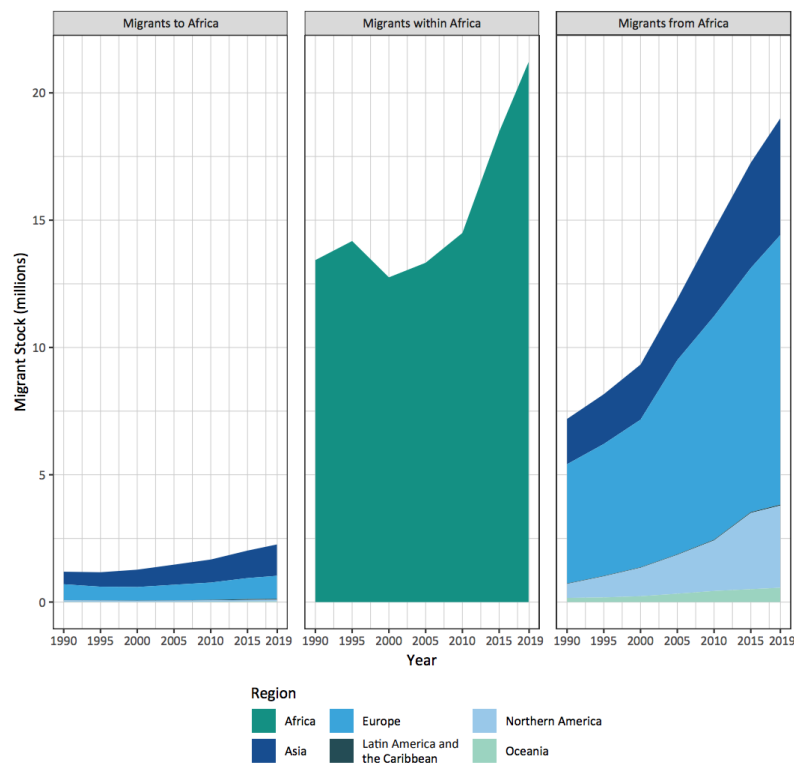
Module 10: Disinformation about migration

Data case study

Using data to bust myths about migration

Drawing on the World Migration Report 2020 and the article “5 charts that bust some myths about migration” by Dr. Marie McAuliffe and Adrian Kitimbo published by the World Economic Forum

Figure 1. Migrants to, within and from Africa 1990–2019



Source: UN DESA, 2019a.

Note: “Migrants to Africa” refers to migrants residing in the region (i.e. Africa) who were born in one of the other regions (e.g. Europe or Asia). “Migrants within Africa” refers to migrants born in the region (i.e. Africa) and residing outside their country of birth, but still within the African region. “Migrants from Africa” refers to people born in Africa who were residing outside the region (e.g. in Europe or Northern America).

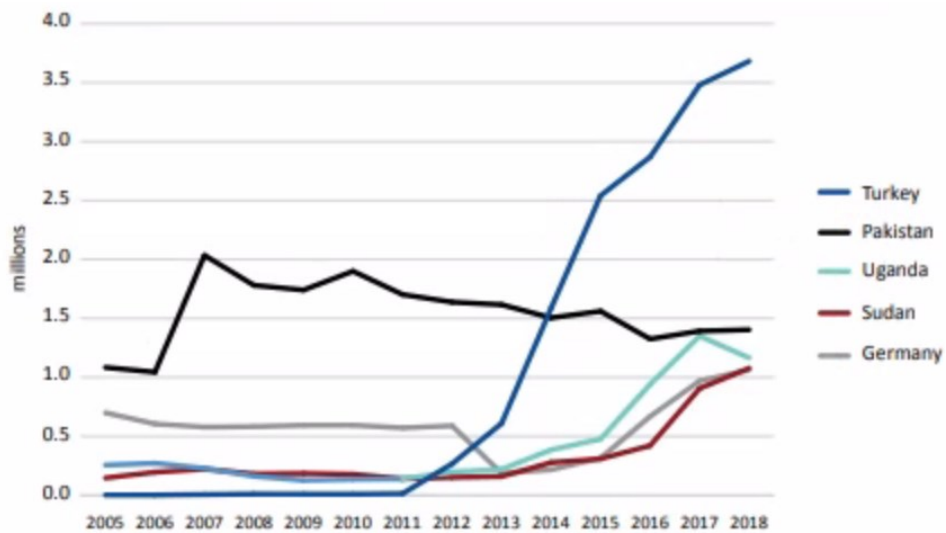
1. What two regions make up migrants to Africa?
2. Migrants within Africa refer to _____
3. Majority of migrants from Africa reside in what region?

Module 10: Disinformation about migration

Data case study

Using data to bust myths about migration

Figure 2. Number of refugees by top five host countries, 2018



Source: UNHCR, n.d.a. (accessed on 25 June 2019).

1. What were the top five host countries of refugees in 2018?
2. What country experienced consistent growth since 2013?

Module 10: Disinformation about migration

Data case study

Quiz questions

1. Examine figure 1. Based on the figure, where do the majority of migrants from Africa migrate to?
 - A) Within Africa
 - B) Asia
 - C) Europe
 - D) None of the above

Answer: A. Migration patterns are not uniform and vary across regions. As migration has gained prominence in recent years, it has become increasingly clear there is either a lack of understanding or, at times, deliberate misrepresentation of some migration trends. A common assumption, for example, is that most African international migrants leave the continent. The data shows otherwise. Most international migrants in regions such as Africa and Asia are not headed to Europe or Northern America, but move within the region in which they were born.

2. Examine figure 2. Based on the figure, which country hosts the largest number of refugees?
 - A) Pakistan
 - B) Turkey
 - C) Uganda
 - D) None of the above

Answer: B. Developing countries continue to host the majority of refugees globally. Of an estimated 25.9 million refugees globally in 2018, developing regions hosted the vast number (84%). Turkey and Germany were the only two countries out of the top five refugee hosts that were not developing countries, with the former hosting the largest number of refugees in the world (3.7 million), many of whom are Syrians. Turkey was followed by Pakistan, which was home to around 1.4 million refugees (mostly Afghans), while Uganda hosted the third-largest number (1.1 million).

Module 10: Disinformation about migration

Interactive Scenario

Building resilience to disinformation

Overview:

In many countries, disinformation about migration is subject to low levels of public knowledge and a resurgence of nationalist sentiment, which is linked to hostility towards migrants. These factors contribute to anti-immigrant disinformation. However, other researchers argue that situational factors (e.g. pausing to consider accuracy) and cognitive factors (e.g. the ability to evaluate information) are more important than prior knowledge or partisan bias. This is important, because it suggests that audience-focused countermeasures may have a significant impact.

There is growing evidence that succinct and repeated corrections can reduce misperceptions. A study of misperceptions about migration found that providing correct information reduced negative attitudes towards migrants, while also increasing factual knowledge. Students in this end-of-unit project will be tasked with creating a strategy for building resilience to disinformation. The teacher will conduct a web search for a news media story about migration that is in factual and present the class with two activities to combat disinformation.

Instructions: Divide the class into two groups and assign activity 1 or 2 to each group. Each group will present their final project to the class. Have the students read the section 'Building societal resilience to disinformation' in Chapter 8 of the 2022 WMR beforehand. [Note: for larger classes, more than one group may engage in activities 1 and 2]

Activity 1 Debunking: Students will be tasked with creating a debunking strategy in response to the disinformation in the article following the steps outlined in the 'debunking steps' figure in the chapter.

Activity 2 Prebunking: Students will be tasked with creating a pre-bunking strategy based on the disinformation in the article. Teams will produce a multi-media output (a flyer, poster, infographic) or a short write up describing what to look out for and how to identify disinformation.

Presentation: With you group, present your findings in a 5-7 minute oral or visual presentation. Everyone in your group should speak.

Module 11:

COVID-19's Impact on Migration

Module 11: COVID-19's Impact on Migration— Instructional Guide

Introduction to Module: The year 2020 will go down in history as the “Year of COVID-19”, when a new coronavirus emerged and spread across the world in a series of waves that by 2021 had impacted the lives of almost every person on the planet. New words emerged in common discourse that just a year prior would have had different or little meaning: “zoom”, “lockdown”, “social distancing”, “PPE”, “face mask” or “contact tracing”. Two other words have particular implications for migration: “border closure” and “quarantine”. This module provides an analysis of the impacts of COVID-19 on migration and mobility.

Learning Objective: Students will be able to identify the short and longer-term implications of the COVID-19 pandemic on migration, mobility and migrants globally.

WMR Chapter Focus: This module will draw on Chapter 5 ‘COVID-19’s impact on migration, mobility and migrants globally’ in the World Migration Report 2022, COVID-19 Analytical Snapshots, and other resources developed by the Migration Research Division.

Proposed Schedule: 1-2 class periods (50-100 minutes) plus independent student work.

- ⇒ Class period one: introduction, student resource sheet; text-based and data-based questions
- ⇒ Class period two: Scenario Interactive Activity: “Examining the impacts of COVID-19 on migration and mobility”

Student Assessment: There are several assessment options in this module and teachers may use some or all of them.

Understanding the Basics:

- ⇒ **Questions** based on the Student Resource Sheets

Going Further:

- ⇒ **Text case study:** COVID-19 and remittances in Bangladesh
- ⇒ **Data case study:** Government responses to minimize COVID-19 transmission
- ⇒ **Interactive Scenario:** Students explore the impacts of COVID-19 on migration and mobility through a range of thematic areas.

Evidence of Learning: Students will work together to complete a group activity that focuses on the global implications of COVID-19 on migration. The activity includes an oral and/or visual presentation about the project.

Starter Activity: Visit [IOM’s COVID-19 Analytical Snapshots](#) to learn about the research, information and analysis on COVID-19 and migration.

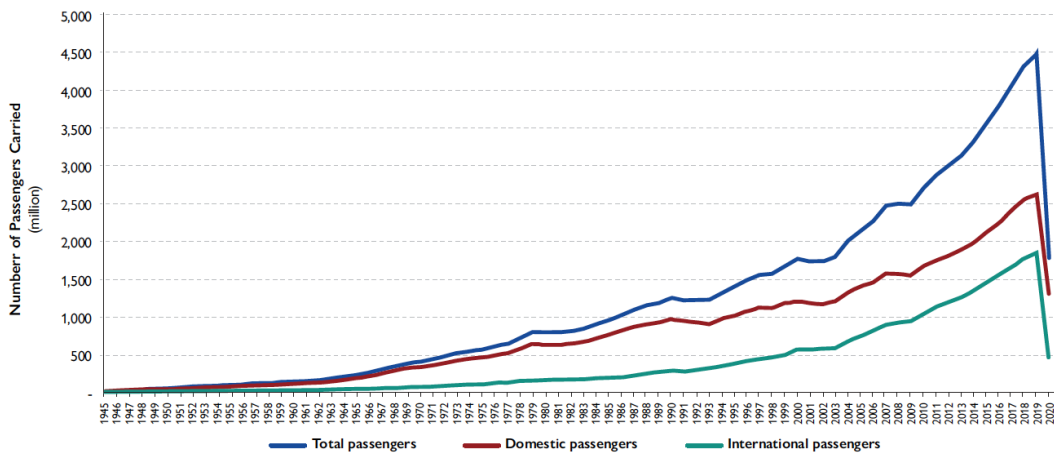
Resource Guide Module 11: COVID-19's Impact on Migration

Module 11 Learning Objective: Students will be able to identify the short and longer-term implications of the COVID-19 pandemic on migration, mobility and migrants globally.

COVID-19 and transnational connectivity

COVID-19 has been the most acute pandemic in over a century and since the 1919 flu pandemic. It resulted in 10,185,374 confirmed cases and 503,863 deaths in the first six months after the virus was detected. This far exceeds other recent coronavirus pandemics, such as SARS (2003) and MERS (2012), and has seen much larger initial infection numbers compared with previous severe pandemics, such as those experienced in 1957 (so-called “Asian flu”) and 1968 (so-called “Hong Kong flu”). Evidence from previous modern-day pandemics indicates that a key response has been on preventing the movement of people (as transmitters of the virus) internationally and within countries. This has become much more challenging as globalization has deepened transnational connectivity, with global reliance on international transportation surging in recent years (see Figure 1). The large-scale impact of the COVID-related travel restrictions becomes very clear when air passenger data are examined. We can see from long-term air passenger figures that COVID-19 travel restrictions had a major impact on both international and domestic air travel in 2020. Total air passengers carried dropped by 60 per cent from around 4.5 billion in 2019 to 1.8 billion in 2020.

Figure 1. Air transport passengers carried, 1980-2020



Source: ICAO, 2021

Key terms

International migration
Mobility
International remittances

Key resources on the topic

COVID-19's impact on migration ([WMR 2022, Ch. 5](#))
[COVID-19 Analytical Snapshots– Migration Research Division, IOM](#)
[COVID-19 and the State of Global Mobility in 2020](#), IOM and the Migration Policy Institute (MPI)

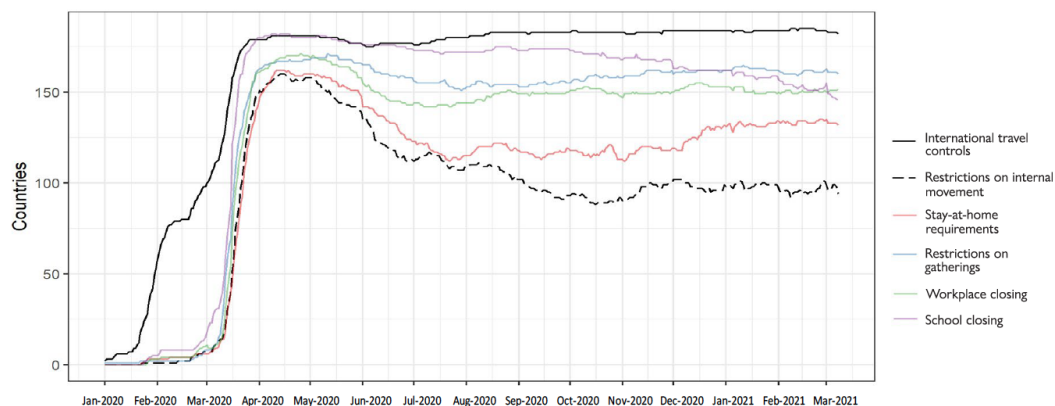
COVID-19, travel restrictions, and international migration

Over the course of the first year of the pandemic, more than 108,000 COVID-related international travel restrictions were put in place by countries, territories or areas, in addition to the rolling implementation of internal movement restrictions within countries. Consequently, the global travel industry has been decimated by the pandemic. The initial race to implement restrictions had a significant and immediate impact on air travel around the world. By early May 2020, for example, the number of international flights had decreased by around 80 per cent globally. As a result, tourism – one of the largest industries in the world – faced a similar decline in 2020, with losses of about USD 2 trillion or 2 per cent of global GDP. Further, COVID-19 acted as a brake on international migration, with the United Nations estimating that the pandemic had slowed the growth in the stock of international migrants by around two million by mid-2020, or 27 per cent less than the growth expected.

Government responses to minimize COVID-19 transmission

Travel restrictions were only one type of measure, but one of the most significant. This was especially the case for international travel restrictions, which were implemented quickly and largely remained in place over the course of the first year. Nevertheless, when the broader suite of government responses to minimizing the transmission of COVID-19 is examined globally, we can see different patterns emerge following the initial rapid imposition of a wide range of measures between March and May 2020. The University of Oxford’s Government Response Tracker data (see Figure below) show that international travel controls related to COVID-19 consistently remained the highest throughout the period January 2020 to March 2021. Other measures, such as school closures and internal movement restrictions, have gradually declined over time, while key measures involving workplace closures, restrictions on gatherings and “stay-at-home” requirements all declined in mid-2020, only to creep back up as transmission rates increased and new variants were detected.

Figure 2. Government responses to minimize COVID-19 transmission, by number of countries



Source: Hale et al., 2021.

Notes: As at 10 March 2021. The term “international travel controls” is used by Oxford, and includes screening arrivals, quarantining arrivals, banning arrivals or total border closure. It is also important to note that categories are COVID-19-related only and do not reflect other travel restrictions that may have already been in place, such as those related to visa restrictions, entry bans based on specific citizens, and departure/exit restrictions.

Table 1. Impacts of COVID-19 throughout the migration cycle

Setting	Impacts
Departure from countries of origin	Migrants have been unable to depart on planned migration journeys, such as for work, study or family reunion. People needing to seek asylum or otherwise depart unstable countries have been prevented from leaving, exposing them to the risk of violence, abuse, persecution and/or death.
Entry into transit or destination countries	Migrants (including refugees and asylum seekers) have been increasingly unable to enter transit and destination countries, as restrictions have been progressively implemented and/or strengthened. Impacts have been felt acutely in specific sectors, such as agriculture during harvest seasons, and global food supply chains have been disrupted.
Stay in transit and destination countries	Impacts on migrants have been profound, especially for the most vulnerable in societies, who are without access to social protection and health care, and have also faced job loss, xenophobic racism and the risk of immigration detention, while being unable to return home. Further, refugees and internally displaced persons in camps and camp-like settings are subject to cramped and poor living conditions that are not conducive to physical distancing and other COVID infection-control measures.
Return to countries of origin	Border-closure announcements in some countries caused mass return to origin for fear of being stranded without income or access to social protection. The inability to return has resulted in large numbers of migrants being stranded around the world. Some States implemented mass repatriation operations, but many others have been unable to afford or organize repatriations, leaving migrants at risk.

Source: McAuliffe, 2020.

Reflection questions

1. How did the COVID-19 pandemic slow mobility and migration?
2. Drawing on Figure 2, describe two government responses to minimize the spread of COVID-19.
3. Drawing on Table 1, find one news story that reflects how migrants were impacted by the COVID-19 pandemic.

Module 11: COVID-19's Impact on Migration

Text case study

Below is an abridged excerpt from Chapter 5 “The Great Disrupter: COVID-19’s Impact on Migration, Mobility and Migrants Globally” WMR 2022

COVID-19 and remittances in Bangladesh

Major impacts on populations

Despite living beyond the country’s borders, Bangladesh’s diaspora plays a key role in its development. The World Bank estimates that the emigrant population together sent home over USD 18 billion in 2019, with 73 per cent coming from Bangladeshi labourers working in predominantly “low-skilled” jobs in the Gulf Cooperation Council (GCC) countries. These remittances, which account for over 6 per cent of GDP and represent the country’s second-largest source of foreign income, are a lifeline for many Bangladeshis. Remittances account for 85 per cent of daily expenditures for the families of overseas migrants, with 60 per cent of these families totally dependent on remittances for their daily expenses.

Disruptions induced by the COVID-19 pandemic posed a serious threat to the financial security of dependants back home. The World Bank initially projected a 20 per cent decline in total remittances to Bangladesh, and in the months of March, April and May 2020 these projections were confirmed. Yet in contrast with pessimistic predictions, international remittances to Bangladesh rose overall between January and October 2020; for example, they were 17 per cent higher than over the same period a year earlier, and a record figure of USD 2.6 billion was remitted in July 2020. This was in contrast to the wider South Asia region, where remittances were forecast by the World Bank to fall by 4 per cent in 2020 and around 11 per cent in 2021. Since the surge in May and June 2020, the remittances flow accumulated above USD 2 billion monthly for the remainder of 2020. As recently as March 2021, the Bangladeshi diaspora were reported to have sent USD 1.91 billion, up 50.16 per cent from the same month the previous year, owing to government and central bank initiatives to boost remittances, as well as Bangladeshi expatriates sending more money to relatives who have lost their sources of income.

The long border between Bangladesh and India posed challenges for containing the highly infectious Delta variant, with Bangladesh regions bordering India being the first to report major surges in infections due to cross-border movement. Further, and despite internal travel restrictions, the rapid rise in infections caused thousands of internal migrants living in the capital Dhaka to return to their villages, prompting further concerns of transmission.

Key challenges for authorities and practitioners

The surge in international remittances was unexpected and made it difficult for the government and financial institutions to determine the correct policy response. Although the headline figure was positive, it was suggested that this was caused in part by a diversion of remittances from informal to formal channels, due to difficulties carrying money by hand under COVID-19 travel restrictions and a narrowing in the discrepancy in exchange rates of U.S. dollars between the two channels.

More significant, however, was the suggestion that remittance growth was due to migrant workers repatriating their savings before returning home, implying not only a longer-term decline in remittances, but also signaling an intensification of unemployment in Bangladesh: before borders closed in Bangladesh in March 2020, approximately 400,000 workers returned, mostly due to the pandemic. Among migrant workers who had returned from abroad since the onset of the pandemic, a July 2020 report found that 70 per cent were unemployed. Unemployment within Bangladesh and abroad is reflected in the disruption to migrant outflows, where the number of emigrants between January to May 2020 was only 181,200 compared with 302,400 for the same period in 2019. The prolonged lockdowns and consequential unemployment will impact migrant workers' incomes and their ability to send remittances, making families in Bangladesh vulnerable and potentially unable to meet immediate needs such as food, clothing and education.

Good practices

While the growth may have been due (in part) to shifts between remittance channels, it was also the result of actions by policymakers to encourage and facilitate the sending of remittances. The most significant driver of international remittance growth was the agency of migrants themselves. While interest rates on deposits in the United States and European countries fell to around zero, the 5 per cent rates offered by Bangladeshi banks became more appealing, as did Bangladeshi land. Expatriates also sent money to support relatives who had suffered a loss in their income due to the pandemic or had been impacted by the severe floods that followed Cyclone Amphan in May 2020, inundating a quarter of Bangladesh's landmass.

Reflection questions:

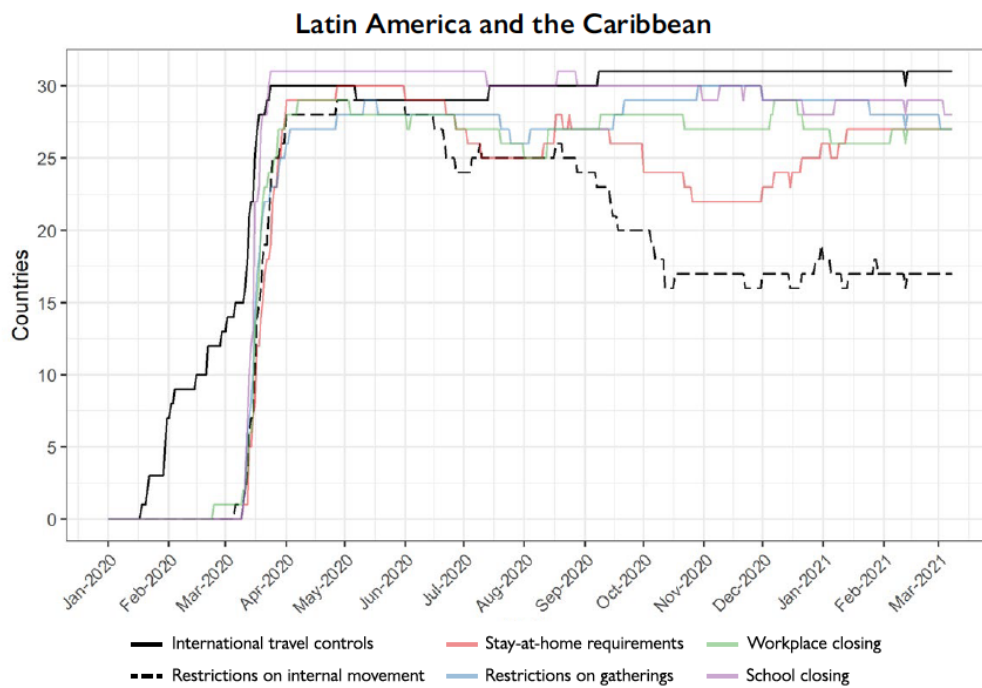
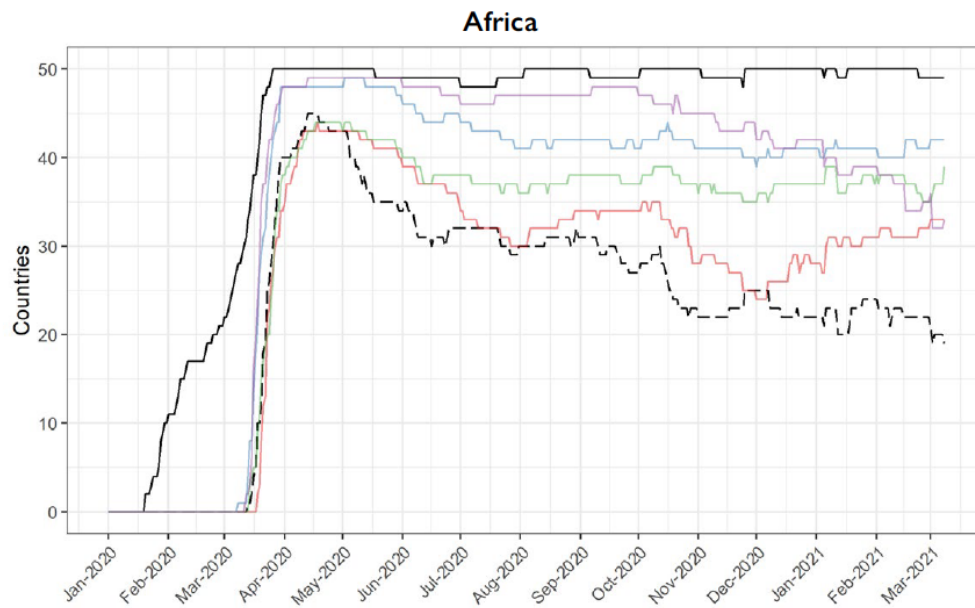
1. How was Bangladesh's diaspora impacted by COVID-19?
2. What were some of the challenges to the growth of international remittances in Bangladesh during COVID-19?
3. Describe the drivers of international remittance growth from Bangladesh during COVID-19.

Module 11: COVID-19's Impact on Migration

Data case study

Government responses to minimize COVID-19 transmission

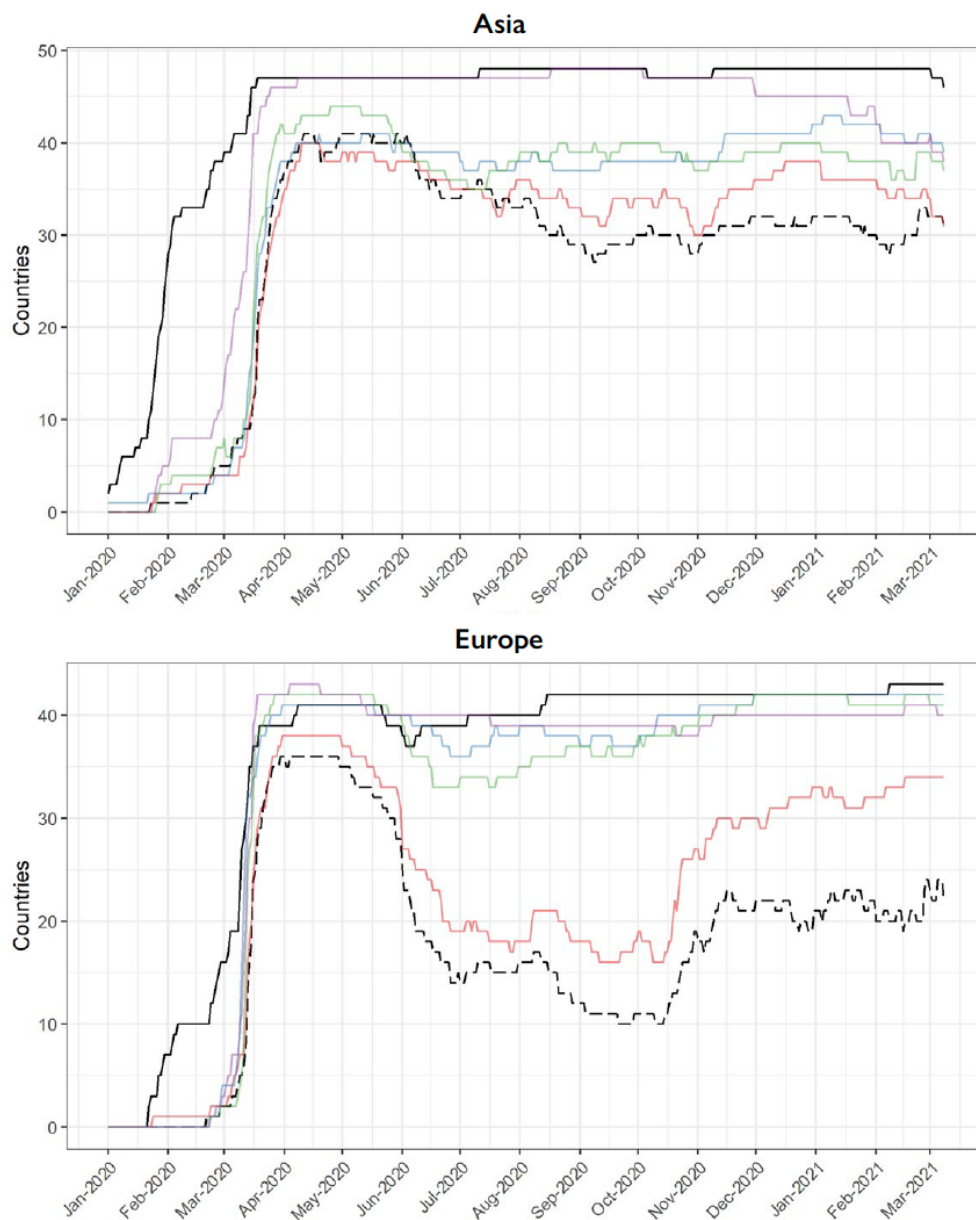
The figures below detail government measures to minimize the spread of COVID-19 by region.



Source: Hale et al. 2021

Module 11: COVID-19's Impact on Migration

Data case study



Answer the following questions. (Hint: read the description of the graphs in Chapter 5 WMR 2022)

1. Which region maintained the highest levels of all restriction measures over the first year of COVID?
2. Which region experienced gradual declines in all measures except for international travel?
3. Why does Europe look very different to other regions? Can you also explain why two of the measures decline so much in Europe from mid-2020 and then go back up again from October?

Module 11: COVID-19's Impact on Migration

Interactive Scenario

Examining the impacts of COVID-19 on migration and mobility

Overview: Some of the most disturbing impacts of the pandemic on migrants are related to forced immobility and resultant vulnerabilities arising from radical shifts in the imposition of emergency powers, thereby creating a high degree of uncertainty and instability persisting well beyond the initial phase of COVID-19. Some commentators have questioned whether the so-called “age of migration” may be coming to an end, brought about by the pandemic intensifying some important longer-term trends, such as the growth in autocratic tendencies that restrict diversity in populations and fuel anti-immigrant sentiment. The growth in misinformation and disinformation (e.g. false news) related to COVID-19 – the so-called “misinfodemic” – has also underscored the emergence of tech-enabled tribalism used to deliberately undermine and obscure the many benefits of migration in the modern era, making the environment for post-pandemic migration and mobility recovery more challenging.

Instructions: Divide the class into groups and assign one topic from the list below to each group.

1. Forced immobility
2. Return and quarantine
3. Increased vulnerability
4. Socioeconomic impacts
5. Digitalisation of migration

To start, each group will read about their assigned topic from the section ‘Impacts and implications of COVID-19 on forced immobility and migrant vulnerability’ in Chapter 5 of the WMR 2022. Following the reading, each group will prepare an oral and visual presentation that provides a background on the topic (i.e., what does forced immobility refer to?) and one example of how migrants are impacted.

Bonus: Have each student write a reflection based on their presentation or that of their peers elaborating on the potential longer-term implications of COVID-19 on migrants.

END OF UNIT INTERACTION ACTIVITY:

High-level Country Report to the United Nations

Economic and Social Committee (ECOSOC) Humanitarian Affairs Segment

Summary: The United Nations ECOSOC Humanitarian Affairs Segment is holding a meeting to discuss the issue of international migration. ECOSOC's Humanitarian Affairs Segment is a unique platform that brings together UN Member States, UN organizations, humanitarian and development partners, the private sector and affected communities. Each June, they discuss and agree on how to best tackle the most recent and pressing humanitarian concerns. Interactive panel discussions and side events share the latest information on current opportunities and challenges. For this activity, countries will be invited to speak on migration issues as they relate to their country.

This interactive activity will take 1-2 two full class periods, depending on the size of the class and the time limits put on each presentation. It involves both oral and written work and includes work to be done in the classroom and work at home (as determined by the instructor).

Resources:

- ⇒ UN Department of Economic and Social Affairs, Population Division -- Country Profiles page found at <https://www.un.org/en/development/desa/population/migration/data/estimates2/countryprofiles.asp>
- ⇒ World Migration Report 2018 and 2020.

Set-Up: Each student in the class will role-play a High-level government official ('delegate') from one of a list of countries chosen by the teacher and/or the class. [Note: this activity can be modified to have students work in pairs as country representatives]. Students will prepare a 2-3 (or determined by the instructor) minute oral presentation that will be delivered in front of the whole class.

- ⇒ When speaking students should avoid the first person (I, me, my) and should always speak from the perspective of the country. (For example: “The *delegate of Rwanda would like to speak on issues that relate to our country...*” or “*We believe that these issues are important for Mexico because...*”)
- ⇒ Each delegate should prepare a placard that will be placed on the desk in front of them for the duration of the activity.
- ⇒ One student will serve as Chair of the Humanitarian Affairs Segment. While other students prepare their reports, he/she will prepare an introductory speech in which he/she outlines some of the most pressing issues surrounding the issue of migration around the world.

Preparation: Each country delegate will use the World Migration Report series and other outside sources to prepare a presentation that addresses how international migration affects their country. Delegates should consider the following in their presentations:

- ⇒ a summary of the migration issues in your country (including what types of migration are most prevalent? Internal? Regional? International? Irregular? etc)
- ⇒ if international migration is an issue, is your country primarily an 'origin country', 'transit country', 'destination country' or any combination of the three? Where are people from your country going/coming from?
- ⇒ What kinds of migrants are present in your country? (Examples: migrant workers, environmental mobility, Refugee and asylum seekers, Displaced peoples, Stateless people, and more)
- ⇒ What are the most pressing challenges in the country as it relates to migration?
- ⇒ What are some solutions to the pressing challenges present in your country?

Each delegation should also prepare a list of 3-4 specific international policies that could be implemented to help with various issues related to migration. These issues may involve migrants' rights to healthcare, education, food, housing, etc; rights to safe passage through countries; rights regarding family units; or other issues. These policy suggestions should be submitted to the Chair at the start of the meeting.

Activity Instructions:

Presentations: Students will arrange their seating into a circle if possible. Countries will take turns giving their presentations. At the conclusion of each presentation the Chair will entertain 2-3 questions from other members of the meeting. This will continue until all countries have had a chance to make their presentations.

Debate:

After the presentations are finished, the Chair will introduce some of the recommendations that have been provided to him by each delegation. He/she will read the recommendation and then invite delegates to discuss and debate their merits; delegates should speak in favor or against the recommendation and make arguments for their positions. The number of recommendations discussed will depend on time allowed by the instructor.

Written Activity: Students will write a 2 page response to this activity in which they reflect on what they have learned. The response should include a minimum of two important issues related to migration that need to be addressed as well as suggestions about how to address them.

Assessment: Students will be graded on all aspects of this activity. Instructors will have discretion about how to grade the activity and should make assessment elements known to the class before the activity begins. Some suggestions for assessment include marks for:

- ⇒ Preparation
- ⇒ Oral Presentations
- ⇒ Questions asked and/or Responses to Questions
- ⇒ Participation in the debate portion of the activity
- ⇒ Listening
- ⇒ Written Activity
- ⇒ Integration of module material

Examples of countries that can be used for this activity:

Americas: Colombia, Guatemala, Mexico, United States, Venezuela (and more)

Africa: Central African Republic, South Africa, Sudan, Uganda, Tunisia (and more)

Asia/Oceania: Bangladesh, China, Syria, Vietnam, Papua New Guinea (and more)

Europe: Germany, Greece, Italy, Romania, Turkey, United Kingdom, Ukraine (and more)

GLOSSARY

Asylum seeker: An individual who is seeking international protection. In countries with individualized procedures, an asylum seeker is someone whose claim has not yet been finally decided on by the country in which he or she has submitted it. Not every asylum seeker will ultimately be recognized as a refugee, but every recognized refugee is initially an asylum seeker.

Child migrant: A migrant that meets the definition of a child, which is here defined as every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier.

Destination country: A country that is the destination for a person or a group of persons, irrespective of whether they migrate regularly or irregularly.

Displacement: The movement of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters.

Drivers of migration: Complex set of interlinking factors that influence an individual, family or population group's decisions relating to migration, including displacement.

Environmental migration: The movement of persons or groups of persons who, predominantly for reasons of sudden or progressive changes in the environment that adversely affect their lives or living conditions, are forced to leave their places of habitual residence, or choose to do so, either temporarily or permanently, and who move within or outside their country of origin or habitual residence.

Feminization of migration: The changing nature of women's migration, reflecting the fact that more women migrate independently rather than as members of a household, and are actively involved in employment.

Internal migration: The movement of people within a State involving the establishment of a new temporary or permanent residence.

Internally Displaced Persons (IDPs): Persons or groups of persons who have been forced or (IDPs) obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border.

Migrant worker: A person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national.

Migration aspirations: Aspirations to migrate arise from the differential between current and aspired life satisfaction, aspirations to live in a certain country, and the intrinsic motivation to migrate, influenced by an individual's personality traits. (Migration Research Hub, IMISCOE)

Migration corridor: An accumulation of migratory movements over time; provides a snapshot of how migration patterns have evolved into significant foreign-born populations in specific destination countries.

Migration cycle: Stages of the migration process encompassing departure, in some cases transit through a State, immigration in the State of destination and return.

Migration pathways: Migration schemes or other migration options that allow eligible persons to migrate regularly to the concerned country of destination based on conditions and for a duration defined by such country.

Migration: The movement of persons away from their place of usual residence, either across an international border or within a State.

Mixed motivations: The recognition that people impelled to leave their countries may be driven by a combination of fears, uncertainties, hopes and aspirations that may be difficult to unravel. (UNHCR)

Origin country: A country of nationality or of former habitual residence of a person or group of persons who have migrated abroad, irrespective of whether they migrate regularly or irregularly.

Refugee (1951 Convention): A person who, owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

Regional migration: Migration within a country or a region.

Seasonal migration: Moving with each season or in response to labor or climate conditions.

Smuggling: The procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the irregular entry of a person into a State Party of which the person is not a national or a permanent resident.

Trafficking in persons: The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.